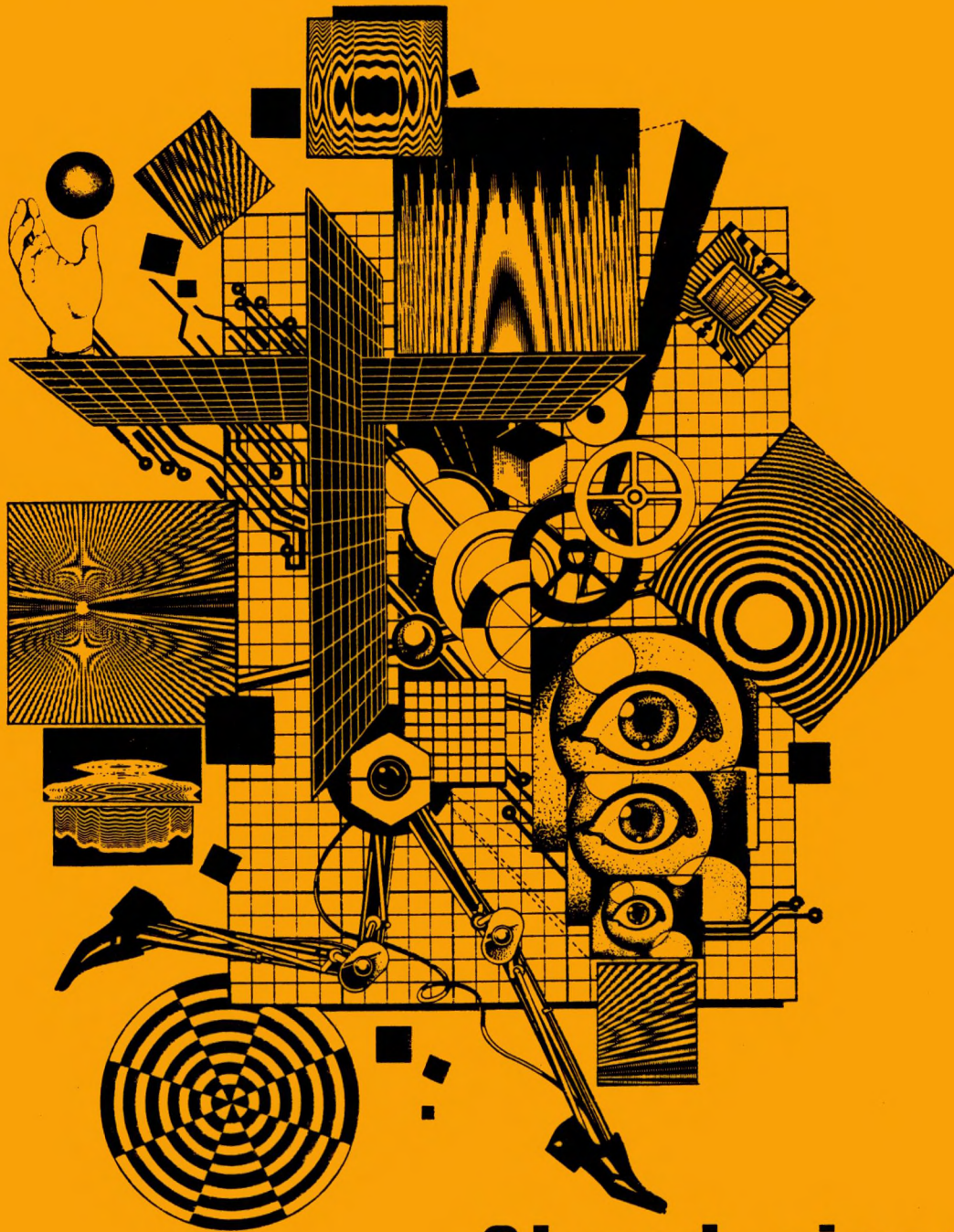


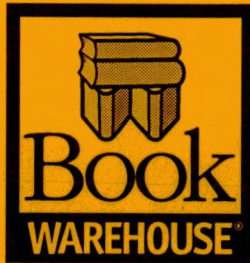
SEPTEMBER 1997
Volume 39 Number 1
ISSN 0381-6028

BCTLA

THE BOOKMARK



Short circuit



THE COMMUNITY REBATE CARD

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Simply fax this page to: Barb Leibel at 876-5711

School Name: _____

Librarian: _____

Address: _____

Telephone and fax: _____

of cards required: _____

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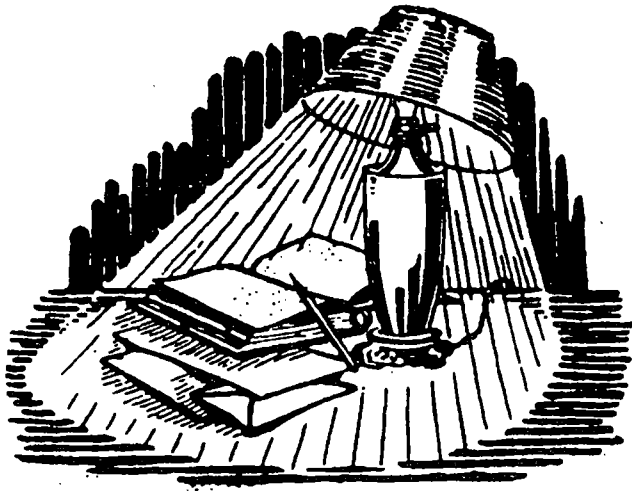
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STATEMENT OF PURPOSE

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



IN CIRCULATION

by GERALD SOON, BCTLA President

SHORT CIRCUIT

When there is a short circuit in a system, there is a breakdown of some kind. Think about this theme and teacher-librarianship in British Columbia's schools.

Why do attacks on teacher-librarian staffing and services to our students continue? Why do cutbacks to District Resource Centre staff and services continue? There is a short circuit in the funding that is being provided to education in British Columbia. Add to this situation the lack of provincial contract language ensuring staffing levels for teacher-librarian staffing.

Cutbacks have devastating results. Vancouver teacher-librarians have lost valuable assistance through the loss of staff assistant positions and at the elementary level the implementation of being providers of preparation time classes.

Many teacher-librarians will read this and think that Vancouver has joined the ranks of many of their colleagues. What can you and the BCTLA do to prevent further erosion of your positions?

The BCTLA has advocated on your behalf to the BCTF bargaining team and through the BCTF PSA Council which makes recommendations to the BCTF executive. Read the article on advocacy in this issue of *The Bookmark*. Make an effort to advocate for yourself! The BCTLA cannot do this task alone!

We have embarked on a joint advocacy campaign with the Pacific Instructional Media Association. PIMA represents the people who have responsibilities for District Resource Centres. Enclosed with this issue of *The Bookmark* is a poster that is part of our advocacy campaign.

The BCTF has made it a priority to increase government funding for education. Support the Federation in its efforts.

Get involved at the BCTF AGM and join the teacher-librarians who attend. It was clear at the last AGM that the adult educators, teacher-counsellors and gay and lesbian teachers were represented. Each of these groups had local union backing as well. Get involved locally and gain the support of your colleagues. Have your locals present resolutions concerning teacher-librarians and school library services. The deadline for resolutions is December 15! Above all, do something!

Gerald



JOIN THE BCTLAFORUM!

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

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

To join you will need:

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

STEPS TO FOLLOW:

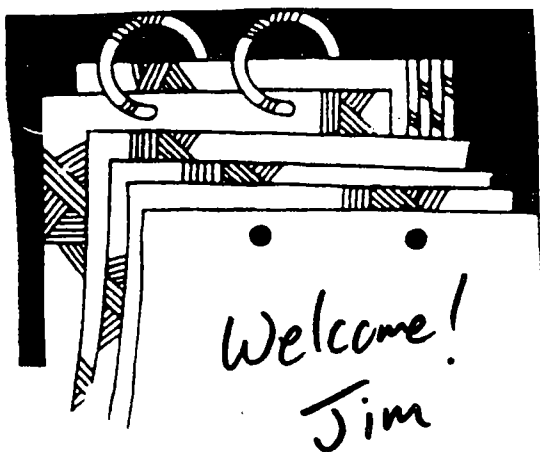
1. Make sure that you do not include a signature.
2. Send a message to: BCTLAFORUM-REQUEST@mala.bc.ca
3. Leave the subject line blank.
4. Type: subscribe BCTLAFORUM FirstName LastName.
5. Send the message.

You should receive confirmation and a message after joining the list.

TO SEND A MESSAGE:

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

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



EDITOR'S COMMENTS

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

Welcome back to this new school year and welcome back to the *Bookmark*! I would like to take this opportunity to acknowledge the wonderful work Willa Walsh has done for the *Bookmark* as senior editor. Her sense of humour and energy have been truly inspiring. She will continue to inspire us as publications coordinator and *Bookmark* editor.

This summer's Association for Teacher-Librarianship in Canada (ATLC) / International Association for School Librarianship (IASL) conference at University of British Columbia this July was great! It was especially significant for me. As a program planning committee member and as a host I got a great feeling of satisfaction of being part of something that went well. Choices that we made and things that we did had a direct bearing on people's experience of the conference. At the end of the day I sat down in the hospitality suite and wolfed down left-over muffins and sandwiches. It was great to hear people who were involved in the conference tell about what went well and commiserate about what did not.

We had some frank discussions. In education today, and particularly in BC there seems to be less that you have a choice about. Increasingly, teacher-librarians are being asked or told to take scheduled classes to cover preparation time. Decreased or frozen funding for libraries means that there is less money for books and learning resources. It seems like educators in general, and teacher-librarians in particular, have never felt so low.

Roland Case pointed out in his conference presentation cynicism is an almost inevitable result when our illustrious leaders tell us to make miraculous change happen while simultaneously whittling away support and resources. It is no surprise that cynicism runs rampant in education. We see the causes and results in our day-to-day work.

But do we have to be cynical? I believe we do not. We are not simple stimulus/response machines¹. We can respond with increasing our efforts to support one another. We can respond by making our needs and the needs of our children known. We can respond with humour and warmth to the challenges before us. We can respond by recommitting ourselves to professional involvement and personal growth. Is it happening?

- Last year, at Beagle Junior Secondary in Surrey, Lorraine Elliot organized sharing sessions, where teacher-librarians brought their teaching ideas and did short presentations. This scene is repeated in districts across the province.
- Pat Parungao is working with a group of teacher-librarians who are reviewing books for a new revised Multicultural Bibliography. It will be published by BCTLA later this year.
- Teacher-librarians in Kamloops are busy organizing the 1997 BCTLA conference: "Opening doors to the world." It promises to be a very good conference.
- Gerald Soon has persuaded Apple Computers to donate a computer as part of a BCTLA advocacy drive.
- At UBC, Ken Haycock is preparing an annotated bibliography of research relating to the influence of school library programs. You can read about it in this issue.
- Contributors to the *Bookmark* continue to amaze editors and readers with the quality and quantity of their units, articles and bibliographies. Be sure to thank them.

Idealism and the desire to contribute are key factors that impel people to become teachers. So should we stop caring? The two things I took away from Spielberg's epic movie *Schindler's List* are that it is always possible to be a positive force even in an intolerable situation and that an individual always has more power than they are aware of. We need to continue to give and grow and to acknowledge other people's positive contributions. Let's accentuate the positive! *Be* the change you want to see.

FORMAT CHANGES

The first assignment that I got writing for the *Bookmark* was in December 1992 — The *Bookmark* publication guide. Willa was smart to give this assignment to a green editor. It forced me to learn about how the journal hung together since I was purporting to be an expert on it! I spent hours making sure the article itself was correctly formatted, laboriously changing the font size and indentations to match the descriptions. Since then, I have learned about templates and computerized stylesheets, and so the importance of font sizes and indenting has declined somewhat in my own mind. If you have used a good hypertext editor like Claris Home Page or Netscape Communicator, you know how styles work. You choose a style like "Heading 1" or "Block quote" from a list, and the program takes care of indentation or adjusting the font size of the paragraph.

The BCTLA enjoys a substantial savings in postage if we can limit the weight of the *Bookmark*. You may notice subtle changes in the formatting of the *Bookmark* in the months to come. There is no need to panic! Submit your articles as you always have, and the editors will take care of any formatting changes.

When you contribute to the *Bookmark*, please don't feel shy about making photocopies of it and sharing it with your principal, board members or colleagues who don't get the *Bookmark*. It is good advocacy for your program.

I hope you have a great year!

"No one can make you feel inferior without your consent."

-Eleanor Roosevelt

¹Covey, Steven R. *First things first*. (New York: Simon & Schuster, 1992) 59.



RETIRING TEACHER-LIBRARIANS

The following teacher-librarians retired in June, 1997. The BCTLA congratulates them and wishes them many happy years of retirement.

Diana Cousins, Delta
Marie Fraser, Prince George
Jessie Ann Gamble, Armstrong
Gladys Johnston, Cowichan Valley
Katherine Picha, Delta
Doug Smith, Kamloops/Thompson
Clare Willis, Prince George

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ADVOCACY: WHAT TO DO BEFORE THE AXE FALLS!

by GERALD SOON, BCTLA President

WHAT IS IT?

My dictionary defines advocacy as the act of pleading for or giving verbal support for a cause. I rather dislike this definition. I prefer to think that advocating is more than pleading. Pleading implies that you are on your knees. Stand tall and convince those in power that you and the program that you have to offer students are essential to students' education!

WHY DO IT?

Who better to speak for you? You cannot just rely on your provincial executive of the BCTLA to do this. We will continue our efforts on behalf of all teacher-librarians and library programs, but our energy and time is limited as well. We, too, are teacher-librarians who have other life commitments as well.

WHO DO WE LOBBY AND WHAT CAN WE DO?

PARENTS

Parents can be key supporters for quality library services for their children. Help them understand the importance of the role of the teacher-librarian and how we interact in their children's education.

- Produce a brochure on information literacy skills and the role of the teacher-librarian that can be given out to parents at school open houses, or enclosed with report cards
- Send a joint teacher/teacher-librarian letter home with each collaborative unit outlining what the students will be doing. Emphasize the fact that this is a collaboratively planned unit
- If you have parent volunteers or visitors, tell them about what you are doing with classes, or invite them to watch as you collaboratively teach a lesson.
- Ask parents to call trustees and to write letters to trustees in support of quality school library

services, teacher-librarians, and district resource centres

- Ask parents to start petitions to send to trustees, the Minister of Education, BCPSEA

TEACHERS:

Do your teaching colleagues know what is happening to non-enrolling positions in the province? Have you garnered their support? The colleague that you convince today to support you may end up being a delegate to the BCTF convention during Spring Break!

- Try to do as much collaborative program planning as possible
- If you are in a situation where you must provide preparation time and that takes away from collaborative program planning, let your staff know!

BCTF STAFF REP/ LOCAL ASSOCIATION REPRESENTATIVES

Speak to your BCTF staff rep and local association representatives and let each one know about the situation for teacher-librarians and other non-enrolling teachers in the province.

- Is your staff rep willing to speak up at local staff rep meetings on your behalf?
- Is your local association representative willing to speak up for you or support you at the local association representative meetings with the BCTF?
- Will your staff rep help you present a resolution for your local to take to the BCTF AGM? **The BCTF deadline for local resolutions is December 15.**
- Write a letter to your local association representatives to gain their support.
- Follow up your letter with a phone call to make sure that your local association representatives understand what is happening to non-enrolling teachers in the province.

SCHOOL ADMINISTRATION

Do your school administrative officers really understand the role of the teacher-librarian?

- When you have collaborative units on the go, invite them in to observe
- Make sure you include your assistant principal, or vice-principal - they might be a principal next year!
- Are you, as the teacher-librarian involved on school committees? If you make a valuable contribution to the school someone might think twice about cutting your time back!

SCHOOL DISTRICT – SUPERINTENDENTS/ MANAGEMENT

- Does your school district see the benefit of having teacher-librarians?
- Does the school district management staff understand what you do?
- Ask your school district management staff if your local chapter can give a short presentation about the importance of library services and the roles that teacher-librarians and the district resource centre have in providing quality education - then prepare and give a great presentation

BOARD OF SCHOOL TRUSTEES

The school trustees in each district have a difficult job to do. However, they listen closely to what the school superintendent and district staff offer in the way of advice. Ken Haycock remarked at our last AGM that there had not been a presentation from teacher-librarians to the board where Ken is a school trustee. There had been a presentation from the Home Economics teachers however, and this helped to gain trustee support and protection of the home economics program, especially when it came to the time of having to make cutbacks.

- Work with your local chapter and give a short presentation with handouts to your local board of school trustees
- Follow up your presentation with a letter individually addressed to each trustee thanking them and asking for their support
- If you do not hear back from your trustees, give each a personal call to try to gain their support

PARENT ADVISORY COUNCIL

Do the parents in your school know what kind of services are being provided to their children? If you are in a situation where you are having to provide preparation time, are the parents aware of the effect on the school library program, and the limitations it puts on collaborative instructional units? Help them understand that your role is more than as a recreational reading material provider.

- Give a presentation to the Parent Advisory Council
- Invite PAC members to come to see a collaborative unit in action
- Ask your PAC members to call each school trustee to support libraries, district resource centres, and teacher-librarians

DISTRICT PARENT ADVISORY COUNCIL

Does your District Parent Advisory Council understand the role of school libraries and teacher-librarians?

- Give a presentation to spread the knowledge of what you do. What are the dangers of cutbacks and the ramifications of a change in your role from collaborative partner to provider of preparation time?
- Encourage your DPAC to bring recommendations to the Ministry in support of having teacher-librarians at all levels in BC schools. At their last annual general meeting, the BC Confederation of Parent Advisory Councils passed a motion to recommend to the Ministry that, at the secondary level, there be a teacher-librarian in every school.
- Follow up with a letter of thanks and a telephone call to ensure that you have the DPAC's support

LOCAL RADIO AND CABLE TELEVISION STATIONS

Utilize the local resources in your community. Is there a talk show program where you can advocate on behalf of your colleagues. What about a local cable television program?

- Involve local radio stations and cable television programs in advocacy efforts. Call talk show radio or cable television programs and broadcast the ramifications of cutbacks in services to students.

LOCAL NEWSPAPERS

Your local newspaper is another effective means for getting the message out. Let the public know about cutbacks in the province.

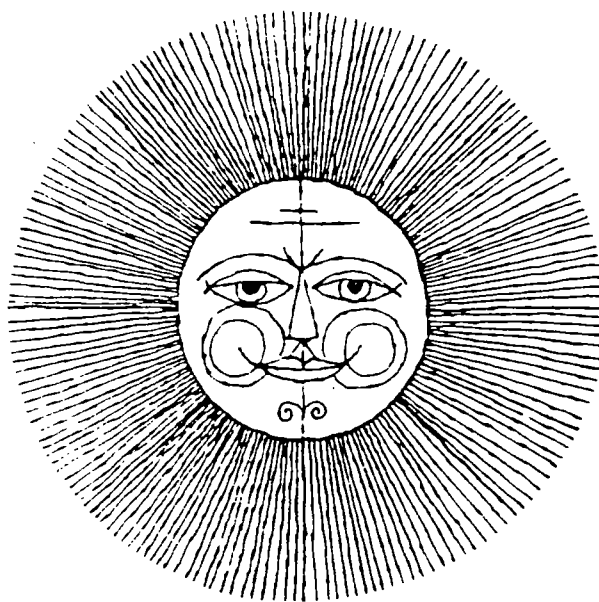
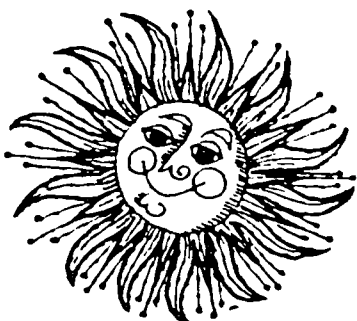
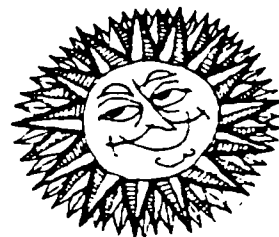
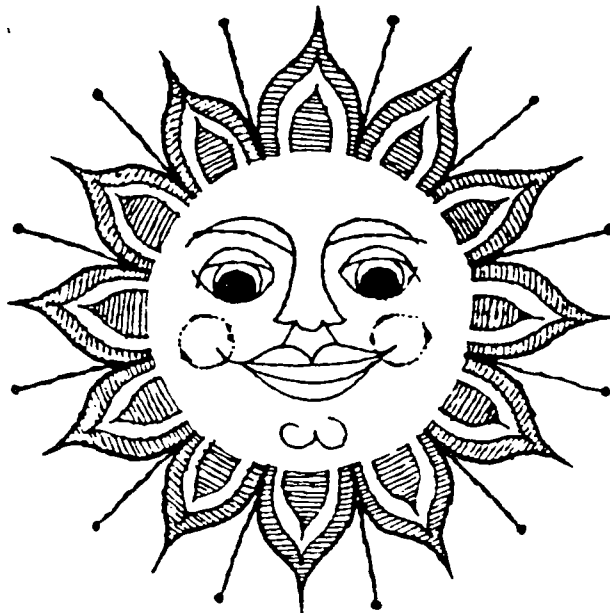
- Inform your community through letters to the editor or columns such as "Voices" in the Vancouver Sun.
- Try to have other people: teachers, parents, trustees write letters of support to the newspapers

JOIN FORCES!

You are not alone! In all areas of the province, there are threats to our positions and programs. District resource centres and their personnel are facing cutbacks as well. Send representatives to the BCTLA Chapter Council meeting to find out what is happening around the province. Join the BCTLAFORUM, and connect with others - seek or give advice about your situations. Make sure that you have renewed your membership in BCTLA, and help us to assist you!

- During Education Week, set up displays of collaborative units in shopping malls as well as in the school halls

ADVOCACY ISN'T PUBLIC RELATIONS. IT'S RELAYING YOUR WORTH TO THE PUBLIC!



RED CEDAR BOOK AWARDS

*named by children for
B.C.'s provincial tree*

Don't miss this opportunity for your intermediate students to take part in an exciting new reading and decision-making adventure.

The Red Cedar Book Awards encourages children to read a selection of recent books by Canadian authors, and to vote for their favourites. Unlike most book awards that are selected by groups of adult experts, the Red Cedar Book Award will reflect the tastes of young readers themselves. Your students, together with children from all parts of the province, will choose the winners of this prestigious award.

HOW DOES THE RED CEDAR BOOK AWARD PROGRAM WORK?

Each year, a Red Cedar Book Award will be given to one fiction and one non-fiction Canadian author whose books receive the most votes from young readers. Voters are obliged to:

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

Children are encouraged to read all or most of the titles from both lists, which are of general interest to students in grades 4 to 7.

The program will begin during Canadian Children's Book Week, November 1 to 8. After registering, groups of young readers will receive a voting kit and a program kit containing suggestions and ideas on running the program. Students have three to four months to read the books and form their opinions. A Red Cedar web site contains interesting bits of information and offers a way for different reading groups to connect and share their experiences. ([http://204.239.32.230/Red Cedar/redcedar.html](http://204.239.32.230/Red%20Cedar/redcedar.html))



On voting day in April, official votes will be collected, then tallied by the chartered accountant firm of Deloitte & Touche. The Red Cedar Awards will be presented at a gala Awards Ceremony on May 9, when representatives from the reading groups will share in all the excitement with the authors themselves.

HOW CAN YOU GET INVOLVED?

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

YRCAS-BC
Hillside Postal Outlet
P.O. Box 35023
Victoria, B.C., V8T 5G2
e-mail: redcedar@pinc.com

The registration fee is \$20.00 per institution plus \$5.00 per reading group (maximum of 35 students in each). The fee covers a program kit filled with author information, a poster and lots of activity ideas, and a voting kit including ballots, a tally form and return envelopes for voting day.

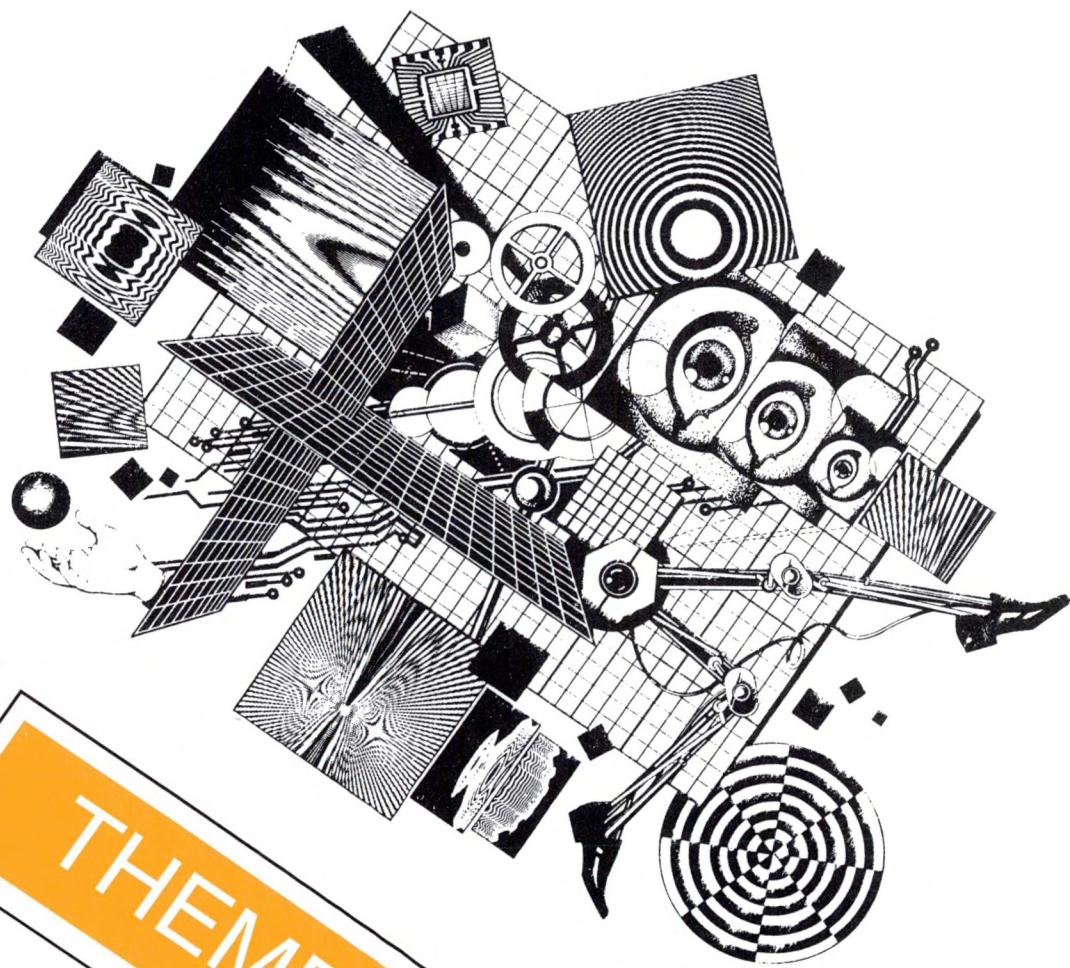
The books on the awards list must be available for children to read during the program. United Library Services is the official distributor of all Red Cedar Award titles. Free MARC records are offered. Please contact ULS for special promotion pricing for various processing options.

To order, phone (604) 421-1154 or send a fax to (604) 421-2216.

QUESTIONS?

Contact Wayne Swanson, President of the YRCA-BC, at (250) 477-9398 or, in Vancouver: Emiko Morita, Canadian Children's Book Centre rep, at (604) 488-0830.

web site: [http://204.239.32.230/Red Cedar/redcedar.html](http://204.239.32.230/Red%20Cedar/redcedar.html)



THEME SECTION

COMPUTERS? NO PROBLEM!

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

Has *Wired* hired techophobes? In the September 1997 issue, Steve Steinberg writes, "computers require so much labor to maintain and support that it practically negates the help they provide" (80).

Listen, it's easy to complain about maintaining and supporting a computer. Leave that to the experts. Let's talk about using a computer! Forget this *Wired* nonsense!

Look, someone sends me a file over the Internet. Okay, so it's a Word Perfect file, and I don't have Word Perfect. No problem. I fire up Microsoft Word, because Microsoft Word has a Word Perfect translator. Hmm... Seems that Word doesn't include this file in its file open dialog box. Probably the file type or file creator code got scrambled in transmission over the Internet. I'll just chose "All files" instead of "Readable files" from the pop-up dialog. There it is! I choose it, and click on the "Open" button. Piece of cake! A dialog box tells me Word is translating a Word Perfect file...

This is taking a long time. That watch icon is burning a reverse image in my retina. Oops! Type 1 error. Application unknown has quit. Thanks Mac! Um, Type 1 error. I think that means out of memory or something.

No problem. I open it with Claris Works because Claris Works has both a Word Perfect translator and a Word translator. Oops! I forgot. Since the file type went weird over the Internet, Claris Work's file dialog box doesn't see the file.

No problem. I do have a copy of Apple's ResEdit program on my computer for just such an eventuality. It can change the file type of a program to anything you like. It is a little like juggling with dynamite sticks. David Pogue, in *Macs for Dummies* (1992), outlines how to use ResEdit to change a program's file menu to offer the options "Belch, Snort, Gurgle, Wheeze and Sniff" (pp. 214-216). ResEdit is a hacker's dream. It might not be a good idea to keep a copy of it on a computer with public access.

Anyway, first, I need to know what file type Claris Works thinks is Word Perfect. So I use Claris Works to create a dummy file and save it in Word Perfect format.

Then I open the dummy file with ResEdit to see what the file type and creator are. I use ResEdit to change the original Word Perfect file so that it has the right file type and creator. Okay!

I open it with Claris Works and — voila! Hmm, the program seems to have replaced spaces with the "Ä" character. There seems to be a lot of nonsense characters. Paragraphs? Forget it!

Well, evidently, Word Perfect's results have been less than perfect on my computer! No problem! I'll e-mail it to my brother who has a Windows computer with the newest version of Word, and he should have no problem translating it. I phone him up. He's having dinner. Oops! Do people in the real world eat? However, he agrees to translate the file to a form I can use and send it back to me. I remind him not to send it to me in Word 5 for Macintosh because when we have tried that in the past, my computer crashed. I remind him it is best to send it as Rich Text Format or Word 6. Happily, I downloaded a Word 6 converter from Microsoft's Internet site a few months earlier.

It is a good thing that he is eating, because I have to prepare the file for transfer to his Windows computer. He is using Microsoft Exchange on the MSN network, so you can't just enclose a file with Netscape mail the normal way. Netscape uses "pop mail" with MIME protocol using base64 file encoding. The MIME protocol and base64 encoding comprise the defacto standard method of sending binary files via e-mail over the Internet. Unfortunately, Microsoft Exchange used with MSN network does not employ the same system of attaching files. MSN and Microsoft exchange use the older standard of UUencoding. If I used MIME and base64 my brother would see nothing but meaningless characters in my message.

Not a real problem. All I have to do is encode the Word Perfect file with UUencoding, open the resulting text file, copy all the text, then paste it into the message window of Netscape mail. I fire up "UULite3.0," a shareware program, and convert the file to UUencoded text. I open the text file with Word, select all the nonsense code and copy it. Then I open Netscape's mail message window and paste it. I send the message off to

my brother, disconnect the modem, and phone up my brother to tell him the file is on the way.

I am unaware of this at the time, but my brother is having problems with his computer. He has been trying to get a simulation game called Sim City to work, and he has to quit Windows 95 and go to DOS to edit the configuration files. When he goes back to Windows 95, Microsoft Exchange does not work properly. Finally, he shuts down the computer and restarts it from zero. Happily, Microsoft Exchange now works.

His version of Word has no problem converting the Word Perfect file. He saves it in three versions - Rich Text Format, Word 6.0 and HTML (Netscape hypertext format), just to be safe. He sends the three files off to me and phones me back. He doesn't mention his technical problems. He still hasn't got Sim City to work properly.

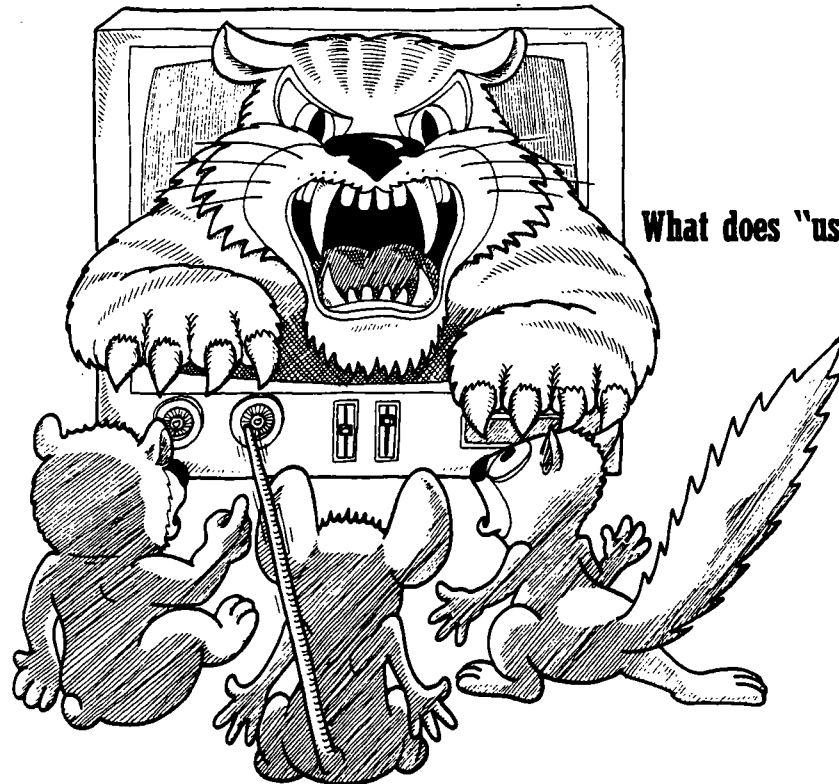
It is the early evening, so I get three or four busy signals before I connect to the Internet Service provider. Finally a whistle and screaming sound of the modem signal that a connection has been made, and I successfully receive the file enclosures. There is absolutely no problem. Well, almost no problem. The spacing is a little funny and the font is "Chicago." For those of you who are not Macintosh users, "Chicago" is the distinctive font used on Macintosh menus. It is intended to be easily read on a low resolution screen,

but looks a little bit crude when printed on a laser printer. But it is no big deal to change the font, the size and spacing of the original document, although, of course, I am not sure of what fonts, sizes and spacing were used in the original document.

I'm sure my results are close enough though. Before I send this off to Jim Crook, I have to do a little file translating similar to what I did for my brother. Jim Crook uses a program called "First Class Client" for his mail. Some school districts use "First Class" as a graphical bulletin board system as an alternative to the Internet. First Class, like MSN, uses a different system of enclosing files. The process is almost identical to what is done with MSN, but the files need to be converted to "binhex4" or "HQX" format before being sent. Happily, my copy of the shareware program "Compact Pro 1.3.4" has an accessory that can encode and decode binhex4 files. I fire up Compact Pro, choose "Convert to binhex4" from the "Misc" menu, and choose the edited Microsoft Word file. I open the newly encoded file with Word. It looks like gibberish, but I copy all the text, then paste it into a Netscape new message window addressed to Jim. I mail it. That's it!

As you can easily see, *Wired* has it totally wrong! Even if computers require "much labor to maintain and support" they clearly do reduce the labour involved in actually doing useful work. A child could do it! Right?

Gotcha!



What does "user-friendly" mean?

***Now is the time for you to be a published author!
Make your contribution soon!***

Submit an article, unit or bibliography to
THE BOOKMARK

COMING THEMES ARE:

DECEMBER 1997: SINK OR SWIM

Why is the human spirit so captured by disaster and tragedy? Often, our students' best work results from this interest. This issue will include units and bibliographies on natural or man-made disasters, individuals' achievements in the face of seemingly overwhelming challenges, and the attraction of "extreme" sports, as well as survival and safety topics. If you have had any "library-type" disasters and have survived, let us know about them, especially if you have reached the point where you can see the humour in it all. **Deadline: October 27**

MARCH 1998: WE'RE ON A ROLL

This issue focuses on the good side of life — humour, optimism, success, and positive attitudes — and on the individuals who exemplify these attitudes and contribute to society and others (think of Rick Hansen and what he has done for young people). What optimistic events and achievements have you shared with your students? Of course, we are willing to stretch the theme to include transportation (rolling wheels) and nutrition (is a brown bun really better for us than a white one?). Be creative with this theme! **Deadline: January 27**

JUNE 1998: IT'S A MAD, MAD, MAD, MAD WORLD

Insane news events, examples of people's inhumanity to others, and the strange blend of voyeurism and "pop" parapsychology seen in television programs are all typical of today's world. What can we do to ensure students are able to deal with this world? Can students spot the insanity in the *National Inquirer*? Do they understand the place of satire and black humour in such a world? Do they empathize with and offer support to people suffering from mental illness? How does youth suicide relate to this mad world of ours? Submit your units, bibliographies, concerns, solutions to issues, and observations about the future. **Deadline: April 27**

***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.***

ELECTRICITY: A HANDS-ON SCIENCE UNIT FOR GRADE 4

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

OVERVIEW OF THE UNIT

This unit is based loosely on the unit "Batteries and bulbs" published by McGraw-Hill, in their *Elementary Science Study* series. The instructional approach in the original is student-centred and inquiry based. We wanted to maintain that approach while adding some direct instruction and development of basic vocabulary. As well, we wanted to include use of library resources.

UNIT OUTLINE

- I Introduction
- II Series circuits
- III Light bulb structure
- IV Parallel circuits
- V Conductivity
- VI Static electricity
- VII Producing and conserving electricity
- VIII Magic boxes
- IX Literary electricity

SUPPLIES AND EQUIPMENT

Fahnstock clips (Spectrum catalog # 03090) package of 12, 7 packages

Exciting rods, ebonite (Spectrum catalog # 03438) 1

Exciting rods, glass (Spectrum catalog # 03440) 1

Economy bulb holder (Spectrum catalog # 03082) 75

Batteries: C-type - 2 or 3 per working group is enough. Buy the cheapest kind. Re-chargeable don't seem to be the way to go, since they're very expensive, take a long time to re-charge, and lose their charge if they sit unused.

Light bulbs: We used "Spectro miniature lamps - 3.2 V" A similar product is available through Northwest Scientific Supply.

Wire: We used some wire left over from previous sessions, and I don't know the specifications. You can get a useable wire at Home hardware; it has three strands—red, white and black. Separate the strands and use them as individual wires.

Wire strippers.

These are tools for removing the plastic coating on the wires. You can get small, workable ones for about \$9.00 each. We got ours from a friend of a friend who had connections in the electrical supply business. You need one per working group of students, although you can get by with one only, if the teacher is prepared to strip the wires ahead of time. Since the wires are reused, this isn't a big problem after the first two lessons.

Elastic bands:

If you can get the right size, they make a good, simple battery holder. They are efficient for holding two batteries together end-to-end, if you use two criss-crossed. You can also tuck wires under the crossed ends, to keep the circuit complete. With Fahstock clips attached, they make a fine battery holder.

Masking tape:

Also useful for holding batteries together and wires connected at the ends.

Household light bulbs:

You will need a household light bulb for the 'light bulb structure' activity. It's best to use a non-frosted one. When a frosted bulb breaks under water, the 'frost' (really a fine powder on the inner side of the glass) is washed out and floats on the water. Students think this powder has something to do with why the bulb won't work without the glass bulb. Best to get bulbs with no frost. These cost more than frosted ones, unfortunately. It's helpful to have enough bulbs so that groups of four or five students can look carefully at a bulb, to see how the circuit travels through it.

Baskets or trays:

To hold the gear for each working group.

I Introduction

The students set up their notebook including a title page, unit outline, definitions worksheet, and the first blank experiment worksheet. Depending on how much experience with hands-on physics the students have had, the teacher may spend some time discussing the appropriate use of materials and equipment. The teacher may wish to use a video to help orient students to the basic concepts of electricity. A discussion about what electricity is

generates interest. It may be helpful to develop a web showing that measurable things in the universe can be put in two groups: matter and energy. Electricity is one form of energy. We related this to work done in the simple machines unit, in which kinetic and potential energy are studied. Library resources on electricity are displayed and explained.

Challenge the students to find jokes about electricity. Start a joke chart. Students could write their own, or find them in joke books. Share jokes each day.

Samples:

Why is electricity so dangerous?
It doesn't know how to conduct itself.

What's red, has a tail, and hums?
An electric radish.

II Series circuits

Put students in pairs, and give each pair a small tub holding one "C" battery, one length of copper wire (about 20 cm long) and a small light bulb. Challenge the students to find a way to light the light bulb. When they find a way, they may diagram their solution on a piece of chart paper or on the chalkboard. Help the students do simple diagrams, since they usually try to do an artistic drawing. Four solutions are possible. When all have been found, help the students choose one, and complete the first experiment worksheet. Fill in some definitions on the definitions sheet: current electricity, electrical circuit.

In subsequent periods, try circuits with two batteries and one bulb, two bulbs and one battery, and two bulbs and two batteries. Many possible combinations are possible. At an appropriate point, suggest students use battery holders, to attach wires to the batteries. They can be creative. Elastic bands and masking tape work. Commercial plastic clips are available from some suppliers. Add definitions: series circuit, battery, dry cell, positive terminal, negative terminal.

Encourage students to take extra time to look at the library resources to find procedures to try.

III Light bulb

Demonstration only. Show a household bulb. Discuss parts. Why do bulbs have glass? Is there air inside? Put the bulb under water and carefully make a hole by filing with a hacksaw blade. Students will observe bubbles coming out of the hole. A clear gas is inside the glass bulb. Is the gas air? If so, the light bulb should still work. Put the bulb in a socket and plug it in. The filament fizzes and the bulb goes out. Discuss.

Do a detailed diagram of a bulb. Label parts.

Explain the function of the bulb holder.

IV Parallel circuits

Students construct a parallel circuit using 2 batteries, 2 bulbs, 4 or more wires, bulb holders and battery holders.

Vocabulary: parallel circuit.

Students may take several periods to try different parallel circuits.

Again, encourage students to look through the library resources for interesting projects to try.

V Conductivity

Discuss the concept of conductors and insulators. Write up the definitions on the definitions worksheet. Lead the group to test conductivity of an aluminum pie pan, then fresh water in the pie pan, then add salt to test conductivity of salty water. Note that it takes at least four fresh batteries to get current through the salty water. Then students can test conductivity of many items such as a glass test tube, a rock, a wooden toothpick, etc. Make lists of conductors and insulators. It may be appropriate to discuss safety, the role of conductors and insulators and how a human body can become a conductor.

VI Static electricity

Using the exciting rods, produce a static charge (demonstration). It is difficult to develop a static charge unless the weather is right. Here on the coast it takes a clear, dry day, preferably with a little frost in the air. If conditions prevent a demonstration, students can usually recall instances of static electricity such as pulling a sweater on or off, stroking the family cat, etc.

VII Producing and conserving electricity

We used some videos and films from the district collection. Students responded to the video by answering two questions. Additional activities: walk around the school noting energy use and possible ways to conserve energy; look through magazines for pictures of energy use, giving reasons why or why not the use is a good one.

Student worksheet: CONSERVING ENERGY.

1. Why should we save electrical energy and not waste it?
2. What are some ways you can save electrical energy?

VIII Magic boxes

This activity is described in the *Science K to 7 Integrated Resource Package* (Province of British Columbia, Ministry of Education: 1995), p. 59. Egg cartons work well. You can attach wires with brass fasteners, so that the wires are hidden inside the egg carton. If the fasteners are numbered, it is possible to create a test chart, in order to locate connections. A testing gizmo must be created from a bulb in a bulb holder, a battery, and three wires in a series, with two wires extending to be used to touch two fasteners at a time. We created one magic box, and completed a test chart together as a class. Then students wanted to try making their own.

IX Literary Electricity

Poetry about electricity is surprisingly common! Have a poetry reading. Some poems are suggested in the bibliography at the end of this unit. Are the situations described realistic? fantastic? possible?

Additional practice: the McGraw-Hill unit *Batteries and bulbs* contains practice worksheets in which students predict whether diagrammed circuits will work or not, then try them to check their predictions. There are also some sets of diagrams appropriate for testing. Students could create their own quiz diagrams to test each other.

Student worksheet: ELECTRICITY DEFINITIONS

1. static electricity _____
2. current electricity _____
3. conductor _____
4. insulator _____
5. electrical circuit _____
6. series electrical circuit _____
7. parallel electrical circuit _____
8. battery _____
9. dry cell _____
10. positive terminal _____
11. negative terminal _____
12. short circuit _____
13. filament _____

ELECTRICITY DEFINITIONS

1. static electricity - a form of electricity in which the electricity stays still and doesn't flow.
2. current electricity - a flow of electrons.
3. conductor - a material that allows electricity to flow through it.
4. insulator - a material that doesn't allow electricity to flow through it.
5. electrical circuit - a complete path for electrons to flow back to the start.
6. series electrical circuit - where if the circuit is broken in one place, the flow of electricity stops.
7. parallel electrical circuit - where if the circuit is broken in one place, the flow continues in another part.
8. battery - another name for a dry cell, or sometimes a group of dry cells.
9. dry cell - a device which creates a flow of electrons.
10. positive terminal - the end of the battery with a bump, or marked +
11. negative terminal - the flat end of the battery, or marked -
12. short circuit - where electricity finds a shorter way around, without doing any work.
13. filament - the thin tungsten wire in a lightbulb which glows to make light.

Student worksheet: EXPERIMENT WRITE-UP

EXPERIMENT: _____

NAME: _____

DATE: _____

OBJECTIVE: _____

PROCEDURE (What I did): _____

OBSERVATIONS OR DRAWINGS (What I saw):

CONCLUSIONS (What I discovered): _____

EXPERIMENT: Conductivity

NAME: _____ DATE: _____

OBJECTIVE: _____

OBSERVATIONS: (What I saw):

Conductor Insulator

CONCLUSIONS (What I discovered): _____

ELECTRICITY - TEST

Name _____

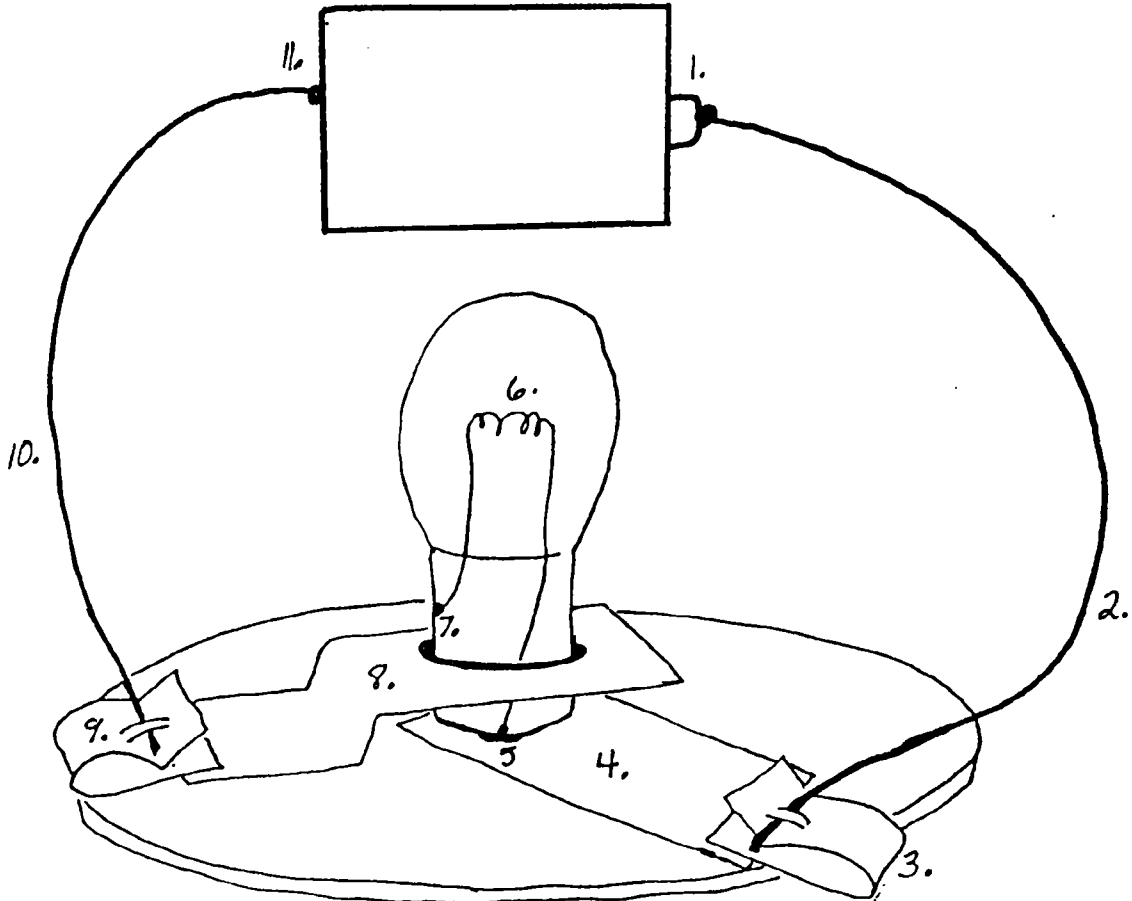
Match the word or phrase with its meaning.

- | | | | |
|-----------------------|------------------------------|--------------------------------|--------------|
| 1. static electricity | 2. current electricity | 3. conductor | 4. insulator |
| 5. electrical circuit | 6. series electrical circuit | 7. parallel electrical circuit | |
| 8. dry cell | 9. positive terminal | 10. negative terminal | |
| 11. short circuit | 12. filament | | |

- _____ where if the circuit is broken in one place, the flow of electricity stops.
- _____ a flow of electrons
- _____ the end of the battery with a bump, or marked +
- _____ the thin wire in a lightbulb which glows to make light.
- _____ the flat end of the battery, or marked -
- _____ a form of electricity in which the electricity stays still and doesn't flow.
- _____ where if the circuit is broken in one place, the flow continues in another part.
- _____ a complete path for electrons to flow back to the start.
- _____ where electricity finds a shorter way around, without doing any work.
- _____ a material that doesn't allow electricity to flow through it.
- _____ a device which creates a flow of electrons.
- _____ a material that allows electricity to flow through it.

Name _____

Bulb holder circuit



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

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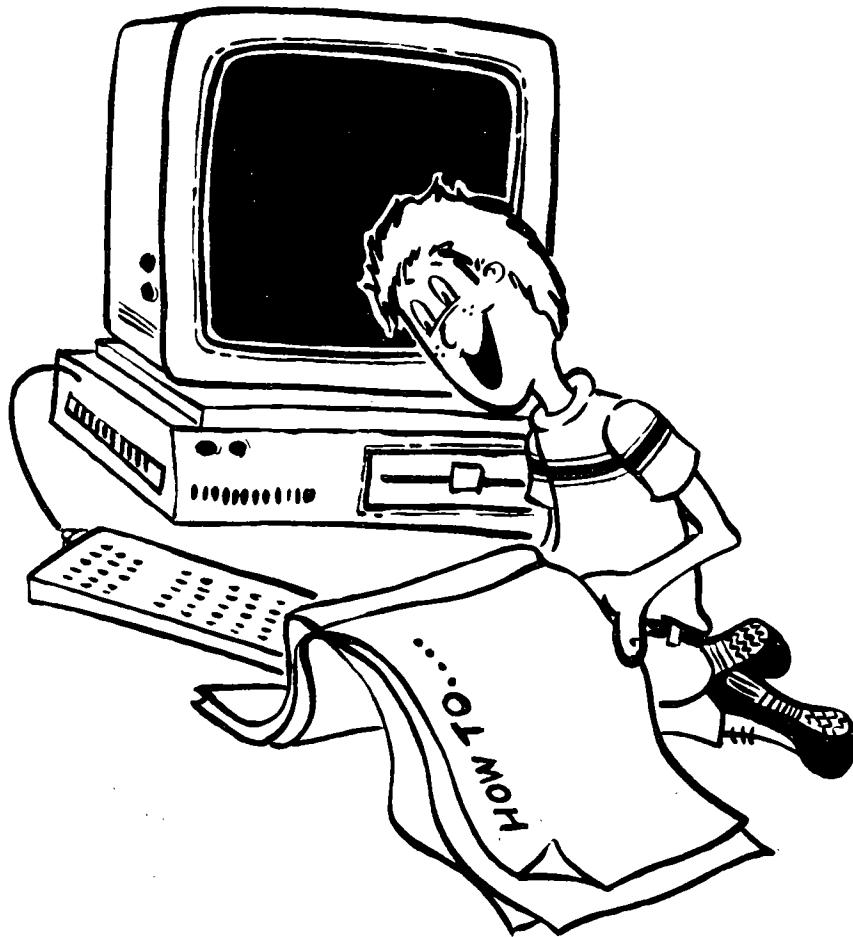
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ELECTROCUTED? ... TOTALLY STUNNED? ...OR MERELY SHORT CIRCUITED?

by LIZ AUSTROM, retired teacher-librarian, Vancouver.

Reading the many messages posted on BCTLA Forum this past week, and talking to teacher-librarian friends and acquaintances, I have caught a whiff of desperation in the air. Some people are certain that the library program is doomed and that the teacher-librarian's role will revert to that of bygone eras (no need to specify the nightmare — we all have our own terrifying images!). Others wonder what can be done about the realities they face, such as prep time for half the school, but they see no options that make sense. Others are engaged in thinking about what can be saved from the core mission of the library resource centre. In other words, we have “the electrocuted” who believe that what we value is dead, “the stunned” who are unable to think critically and creatively because of the daily realities that demoralize them, and “the short-circuited” who have temporarily been cut out of the power loop but who are busily searching for a way to correct the fault.

Being married to an electrician who liked to talk about his work endlessly (as I did mine), I know that the good electrician tries never to be in a position where electrocution is possible, let alone likely; sometimes will take a fairly strong electrical jolt that may temporarily stun, but will continue to think creatively and critically; and has to understand the critical components of the system in order to problem solve, correct faults and bring power back to service.

Some will argue with this analogy, saying that it is not by choice that teacher-librarians have been placed in the hot seat, but by the policies of the Ministry and local school boards over which they have no control. This is true, and if you feel electrocuted, don't read on! If however, you are at the “stunned” stage, you may wish to look at what this means to you and to the library program in your school.

As an example, let's examine one of the issues discussed on the BCTLA Forum — that of providing prep time for teachers. Elementary teacher-librarians are facing severe cutbacks in the time they have to

deliver a program for kids because a substantial percentage of their time has been designated by the school administration and/or district officials. The cut is frequently 50% or more of the available time. Ironically, this cut is often accompanied by an order that the library resource centre must remain open to students and teachers during the times when the teacher-librarian is teaching the preparation period class.

If you have been **electrocuted**, you may simply accept that all you can do is keep technical services functioning and teach whatever has been designated as the content area to be covered during the prep time. The problem is that this course of inaction will, over the long term, create an impression that what you are doing could be done just as well by someone else. This approach is likely to lead to the death of the program in your school, and perhaps replacement of the teacher-librarian position with a part-time prep teacher specializing in something the school values (e.g., computers, music, counseling) and a part-time clerk to do the library stuff. Get some rest, do something really frivolous, go talk to the most optimistic teacher-librarian you know, and — once resuscitated to the “totally stunned” stage — take a new lease on life! Your students need you! Your school needs you!

If you are **totally stunned**, then you need to do something to relax yourself enough so you can begin thinking again. Here are a few suggestions:

1. Getting together with colleagues who can share ideas is a good starting place, but you want to choose colleagues who are in the short circuited category. In other words, look for a buddy who will both challenge and stimulate you — someone who will make you think about why you became a teacher-librarian and help you to start problem-solving again. The last thing you need is someone who will simply reiterate the problems you already perceive.

2. Next, go back and read some of those writers who have inspired you in the past with their love of resource-based teaching and learning.
3. Reread the introductory section of *Developing Independent Learners* so you can refocus on the learners' information literacy needs.
4. Look at your goal statement for the library program and remember why it was important to you.
5. Dig out back issues of *Emergency Librarian* and *The Bookmark* and see what you can find that will help you focus on the program rather than the drudgery and disappointment. There are dozens and dozens of inspiring articles, units and instructional ideas or approaches.
6. Post a framed copy of the "Students' Bill of Information Rights" close to your desk and talk about it to anyone who notices it. Make it clear that students are the focus of your concerns. (11 x 18 inch copies of this document are available from the Association for Teacher-Librarian-ship in Canada. Phone Angela Thacker at 604-987-4734 for purchase information, or Fax her at 604-986-3018.)
7. Above all, connect with the teachers in your school in a positive way. They are missing your services and the library resource centre program too. Seek out their suggestions.

If you are one of the fortunate ones who is **merely short-circuited**, go into problem-solving mode. Try to find a way to take control, to work toward what you believe in, not what someone else has decreed you "must" do.

1. State your goal of maintaining as much of the existing information skills program as you can. Identify the critical components of your work that support that goal. Ensuring that these components are built into your plan of action is central to success.
2. List the barriers that you face as honestly as possible. Include every-thing that is significant, but ignore the petty barriers. If you can deal with the significant, the petty will disappear.
3. List resources at hand (e.g., people who will help, school support systems).

Teachers may volunteer to help in some small way that really makes a difference (e.g., pulling books for assignments or signing out their own stacks of books).

Sometimes the school administrator will have excellent suggestions to offer to a teacher-librarian who is obviously still trying to deliver the program no matter what. Remember, these people often had no real voice in the decision that was made. It is not productive to hold the decision against them for they may be able to offer some short term help such as an hour or two of the school secretary's time each week — or even each month. Something is better than nothing!

4. List strategies or actions to overcome the barriers. (By now you probably think that all I ever do is make lists, but making lists is an excellent way to clarify situations so that solutions to problems are easier to identify.) Remember that Rome wasn't built in a day and identify both long term and short term strategies.

Resist the temptation to list grandiose strategies that you will never have the time and energy to attempt. Instead, identify short term strategies that are close to home — that is, of direct impact within the school.

5. Prioritize the short term strategies and get to work on some of them. The sooner you experience success the happier you are going to feel. For example, if time is your biggest barrier, look at ideas to save time, such as giving tasks away and reducing services that are not critical. (This issue includes a revision of a 1988 September *Bookmark* article on a variety of timesavers. Look for it under the title, "Timesavers Revisited.")

If you have been told to do a literature focus with students during prep. time, instead of simply reading stories or doing literature units on your own, consider how you could work with the classroom teacher to collaboratively plan a program that links the library experience to classroom instruction. While you lose the advantage of having two teachers working with a class at the same time, you maintain the relevance of the information skills program to the total educational program of the school. For

maximum impact, evaluation of the library-based segment could be integrated into the classroom teachers' evaluation.

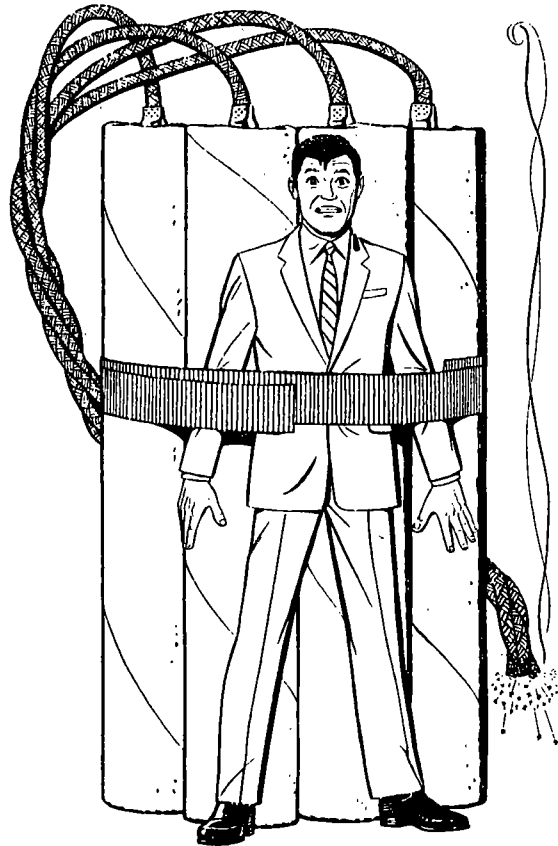
Many familiar approaches (e.g., centres, cooperative learning) could still be used effectively. Some previously planned units can be used with minor revisions. Link teachers into the new library program by adapting familiar programs to the new situation. Naturally, there will be differences, but change is inevitable.

6. Work with your teacher-librarian colleagues and teachers' association to build long term strategies. It may well be, for instance, that having other students in the library when you are teaching a prep period class violates the class size agreement in the contract. While an individual grievance or a group grievance by the association is a strategy that may take months to accomplish, it may well be the most effective in the end.

Depending upon the relationship you have with your school administrator, you may be able to offer assurance that this strategy is one directed at board level decision-makers, and is intended to secure an improvement for the school program.

As long as teacher-librarians keep delivering the best program that they can under the prevailing circumstances, there is hope that students will be prepared for the information deluge that we know faces them in the adult world. Perhaps it is also the source of optimism that the important role of library resource centres in the development of information literacy will be acknowledged and supported by colleagues and decision-makers.

Once something has gone it is hard to get it back. Ensuring that library resource centres don't disappear should be uppermost in every teacher-librarian's mind. In my mind, delivering the educational program and letting other services go is the only way to ensure the relevance and continuance of school library resource centres in the future.



RESOURCE-BASED LEARNING CONNECTIONS TO APPLIED SKILLS K TO 7: TECHNOLOGY EDUCATION COMPONENT: Integrated Resource Package 1995.

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

This IRP is scheduled for implementation in September, 1997. Originally, there were to be three IRPs in Applied Skills K to 7— technology education, home economics, and business education. However, the ministry has since decided to combine all three components into a single document. It will be in the form of a teacher resource book and not a separate IRP. This is to promote the idea that the material is to be integrated into other subject areas, since all the prescribed learning outcomes are represented in other IRPs, most notably Science and Personal Planning with obvious links to the old Social Studies Curriculum Guide. Notwithstanding the above, the Minister's Order "Required Areas of Study" and the K-12 Education Plan (1994) stipulate that at the grade 7 level, students should have 5% of their time committed to instruction in applied skills, including one or more of the three components, as a separate area of study. The combined teacher resource book will not be ready for another year. For further information on the status of this material contact David Williams (250) 356-2317, David.Williams@gems7.gov.bc.ca

The technology education component of Applied Skills deals with technology other than information technology. Information technology is dealt with in the Information Technology IRP. An analysis of that IRP appeared in the March 1997 issue of *The Bookmark*.

The Applied Skills K-7 document states:

"The aim of the Grades K to 12 Technology Education curriculum is to help students develop the technological literacy and lifelong learning patterns that they need to live and work effectively in a changing technological society. To achieve this, the curriculum provides a framework for students to learn how to design and make solutions to real-world problems." (p. 4)

The IRP uses five curriculum organizers: Self and Society, Communications, Production, Control, and Energy and Power. At each grade level, intended learning outcomes are provided for each of these curriculum organizers.

In instructional terms, the IRP emphasizes the following skills:

- Interpersonal or group working skills. Students must learn to work as a member of a group, assessing the value of others' ideas and incorporating them where appropriate.
- Manual skills. Students learn to use tools (including power tools) and raw materials of many kinds.
- Communication skills. The IRP has a special emphasis on the use of drawings, diagrams, graphic plans, etc., to explain design ideas. Written and multi-media communication are also included.
- Production skills. The IRP repeatedly refers to "combining, forming, separating, and combining" as key steps in the production process.
- Critical thinking and problem solving skills. The IRP requires students to invent or modify technological inventions to achieve a purpose.

I ISSUES FOR TEACHER-LIBRARIANS

THE ROLE OF WRITTEN COMMUNICATION

This IRP has much less emphasis on written communication than is found in other IRPs. There is a lot of graphic reporting, including drawings, plans and diagrams. Oral reporting and discussion are also important. Teacher-librarians will not be sorry to find that other products than written reports are required. While skill in writing a good report is

necessary, persons in business tell us that few bosses will read more than one page of a written report. No one has the time. Being able to produce a good graphic presentation, and read and understand one, is a skill few can do without. Nevertheless, the product will affect the kind of information required from the library resource centre. The IRP mandates that children will learn to draw scale models that can communicate how to replicate a product.

THE ROLE OF PRINT RESOURCES

The IRP recommends 28 books, and 17 non-print resources. In some cases a book is packaged with a non-print item. Most of the books are teacher resources, with ideas for projects in applied technology, and background information. Some of the prescribed learning outcomes depend on print and non-print resources of the type usually associated with a library resource centre.

COOPERATIVE LEARNING

"Employers expect graduates to... work well with others." (p.C-3) The IRP places a lot of emphasis on working in a group to solve a technical problem (essentially design a gizmo to do something useful). Students keep track of their progress as members of cooperative groups, reflect on their successes (and presumably failures) and take responsibility for developing team skills. This will be a major challenge. It will be important for students to have a thorough grounding in cooperative learning skills to prevent each activity from becoming an extended argument with little result.

RESEARCH PROCESS

The IRP has an interesting section on the research process as it applies to electronic searching (p. 54). The teacher gives a general subject area. The student must identify a specific technological problem to report on. The student must record the search process including words, titles, or subjects in the sequence in which they were searched, leading to a successful conclusion. The student would submit not only the report itself, but a flow chart (for example) showing the path the student followed to identify the narrower topic, and to find data on that topic. This could be very interesting to the teacher, but time-consuming for the learner. He/she would have to make a note of every word searched on the computer, for instance. It is laudable to put such emphasis on the process, though, and not focus so

much on the product. To mark this emphasis more strongly, the authors of the IRP suggest asking students to give bibliographic citations of useful resources found in the electronic search, rather than actually preparing a report. Nevertheless, the process of narrowing a topic is a difficult one for many students. It will be important for teacher and teacher-librarian to have worked through the resources to ensure that students will, at their level of expertise, be able to recognize a sufficiently narrow (and not too narrow) topic when they see it. In another assignment (p. 52), students research occupations by means of interviews. Students might read up on the general area ahead of time, in order to develop significant questions. The point here is that students will do research, but often primary research, not mediated through library resources.

HANDS-ON USE OF EQUIPMENT

Teachers will find it a challenge to supply tools and materials for some of the suggested activities. For example, given the opportunity, most children will happily explore using power tools. Under direct adult supervision, students will be more focused. Ideally, students would have enough time to explore the tools, so that they can be more matter-of-fact about them when it comes to building something. Of course, providing enough power drills for a class of 30 students is a problem that may be insurmountable.

TEACHERS' AND TEACHER-LIBRARIANS' TECHNOLOGICAL LITERACY

On page 59 it is suggested that students prepare skits to show how a given control system works. Teachers will need a good background in control systems in order to provide appropriate challenges for this kind of activity. On page 56, teachers are asked to show a model of an elastic-powered mechanical device. Teachers may ask for a resource that explains how to make such a model. This teacher-librarian recognizes that some background reading will have to be done before taking an active part in cooperative planning of units for this IRP.

II ANALYSIS OF THE CURRICULUM

Although much of the work in this curriculum will be covered by group problem solving and construction of machines, there are parts of the document which relate to library resource centre

programs and resources. Some of the statements quoted below are prescribed learning outcomes, some are from the instructional strategies section, and a few are listed under assessment strategies in the IRP. Teacher-librarians could expect to have teachers request assistance in any of these educational events. In some cases the help would be in the form of supplying resources. In other cases, there is a role for cooperative planning and teaching.

Grades K to 1

- Identify occupations and role models in technological fields in their community, being sensitive to culture, gender, and physical ability. (p. 22)
- Present students with pictures of common household items (e.g., can opener, television) and discuss how these items solve problems using technology. (p. 24)
- Identify common tools, and compare their characteristics and intended uses (p. 26). Set out a variety of magazines and books for students to use to find pictures of tools. Ask students to categorize the pictures by processes (combining, forming, separating, finishing) and make a scrapbook. (p. 26)
- Identify products that use various forms of energy. (p. 30)

Grades 2 to 3

- Use a variety of classroom resources when looking for answers to problems involving design (p. 32).
- Manage...resources (p. 32) Note: this could apply to print and non-print library resources, or simply the cardboard and glue needed to construct a model.
- Identify the effects of technology on their lives, at home, and in the classroom (p. 32).
- Identify occupations and role models in technological fields in their community, being sensitive to culture, gender, and physical ability (p. 32).
- Describe the purpose of technical communications used in the home.... Ask students to select an object at home that is used for technical communications.... Have students work individually to prepare a presentation for the class that includes a poster illustrating the chosen technology and a written description of its purpose. (p. 34).
- Describe a problem involving design using their own words. (p. 34).
- Identify a solution to a problem involving design. (p. 34).
- Identify ways to reduce, reuse, and recycle

- materials and products to control waste (p. 36).
- Have teams of students create a chart identifying products found at home and at school, listing the type of material...and the tools and processes used in its production, and identifying potential environmental hazards. (p. 36).
- Identify how energy can be transferred and converted to make devices function (p. 40).

Grade 4

- Identify past and current technological occupations and role models, being sensitive to culture, gender, and physical ability (p. 42).
- Ask students in groups to design and construct a board game about the life of BC First Nations people, emphasizing tools and techniques and those who made and used them. (p. 42).
- Have students investigate transportation technologies at the time of the explorers and compare them to current transportation technologies, particularly technologies related to trade. (p. 42).
- Describe a solution to a problem involving technology.... In their design portfolio, have students include the research, concept sketches, prototype, and final drawing. (p. 44).
- Identify natural and manufactured materials used in the manufacture of a product or system.... Have students research the advantages and disadvantages of natural (e.g., wood, cotton) and manufactured (e.g., particle board, synthetics) materials used in common household products. Ask them to identify the strength, durability, environmental implications, and safety of these materials (p. 46).
- Have students work in small groups to research the steps used in the construction of a product. Ask them to create a flow chart of the steps and present it to the class (p. 46).
- Encourage students to design and construct a puppet of their favourite literary or cartoon character using recycled materials (p. 46).
- Describe the function of control devices used in the community (p. 48).
- Identify simple machines (p. 50).
- Identify various forms of energy and how energy can be stored (p. 50).
- Identify devices that are used to convert, store, and transmit energy (p. 50).

Grade 5

- Categorize and compare various occupations in technological fields, and discuss how some have been the subject of culture, ability, and gender stereotyping (p. 52).

- When students investigate occupations in technological fields they become aware of and discuss their thoughts about gender, cultural, and ability stereotyping. They also consider the positive and negative effects of technology on society and the environment. Students explore these ideas through writing, interviews, and class discussions (p. 52).
- Gather information from available resources to solve problems involving technology (p. 54)
- Ask students to undertake a research project on a specific topic (e.g., forests) that requires them to use various technological resources.... Have students complete a research information sheet... (p. 54).
- Projects involving design provide opportunities for students to demonstrate their abilities to access information (p. 55).
- Students use a CD-ROM-based encyclopedia to research a problem involving design. Note their abilities to: use key words to search for information on a given topic; streamline their search from a general heading to a specific topic; use on-line help functions for assistance (p. 55).
- Describe familiar control systems and the devices that control them... Take it apart and explain how it works, showing each part of the system (p. 58).
- Describe a sequence of steps to control a device (p. 58).
- Describe ways to conserve energy (p. 60).
- Identify various forms of energy and power (p. 60).

Grade 6

- Compare and contrast solutions to problems involving design and technology in other cultures (p. 62).
- Identify career paths in technological fields and examine possible career directions (p. 62).
- Investigate the traditional roles of people of different cultures and gender in technological fields (p. 62).
- Ask students to create a chart comparing solutions to a technological problem (e.g., obtaining purified water, shelter) in several different cultures. Have students work with others to suggest reasons for the differences in the solutions (e.g., technical knowledge, contact with other cultures, physical environment) (p. 62).
- Have students research past and present manufacturing practices (p. 63).
- Use appropriate research strategies to solve problems involving technology (p. 64).

- Choose appropriate tools to represent ideas to others (p. 64).
- Select appropriate methods to convey information (p. 64).
- By investigating a product from its inception to its completion, students learn to research, communicate, and present solutions to problems that come up during the design process (p. 64).
- Ask each team to create an audio-visual presentation demonstrating how its component parts operate and fit into the master plan (p. 64).
- Use a variety of resources to research relevant information relating to problems involving design (p. 65).
- Have students work in small groups to create a flow chart illustrating the sequence of steps needed to construct a product...[for example] a scale model of the solar system, using recycled and common household materials... (p. 66).
- Through a variety of activities (e.g., field trips, interviews), students become aware of other types of control systems (e.g., hydraulic, pneumatic, electric, electronic) (p. 68).
- Identify systems that convert and transmit energy (p. 70).
- Present students with the challenge to design an original labour-saving device...Their research, ideas, concept sketches, prototype, and final drawing are included in their design portfolio (p. 70).

Grade 7

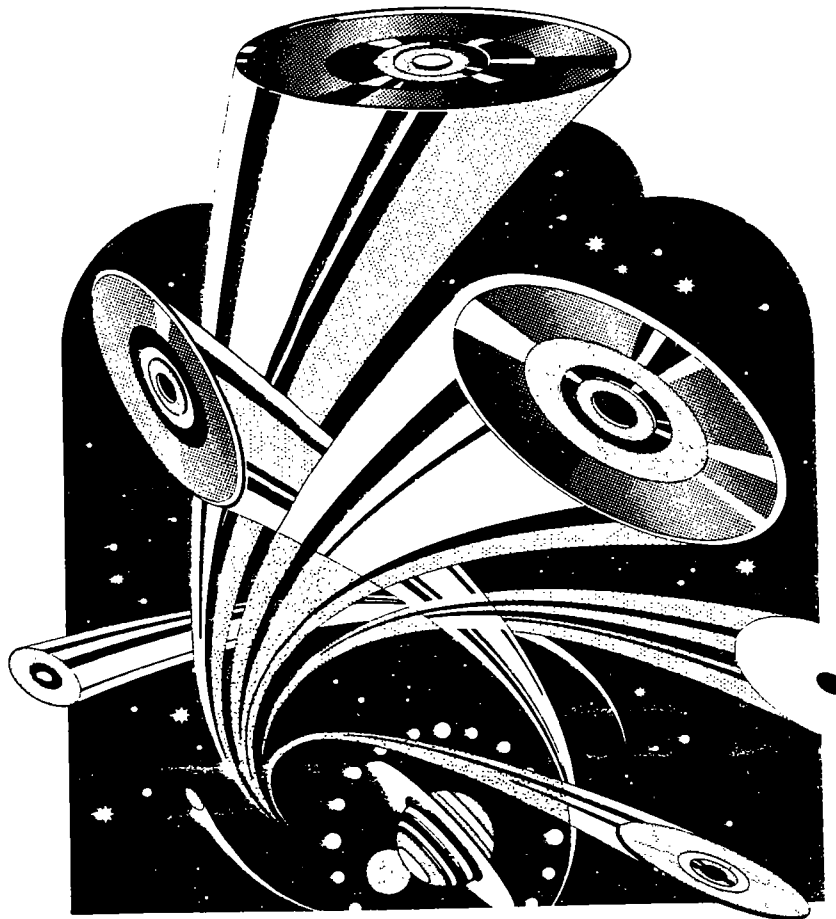
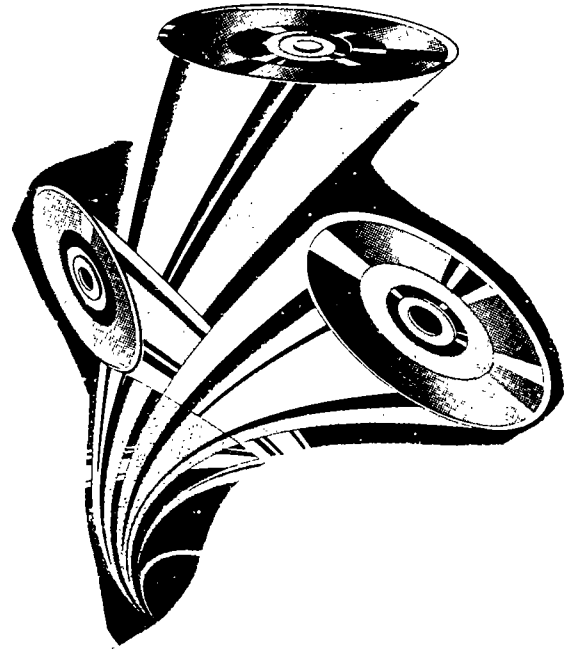
- Investigate career paths in technological fields, and examine possible career directions.... research in detail....(p. 72)
- Present their research (e.g., written report, oral presentation, skit)... (p. 73)
- Choose appropriate tools to transmit ideas to others (p. 74)
- Use appropriate research techniques to help solve problems involving technology.... design a market research questionnaire to gather information... (p. 74)
- Describe production processes involved in the development of products (p. 76)
- Identify various forms of energy and their applications (p. 80)

SOME HIGHLIGHTS FROM THE APPENDICES

Appendix B: Learning Resources contains a useful section (repeated in all the IRPs) on selecting

learning resources for the classroom. Teacher-librarians tend to be anxious that scarce funds be used in the most efficient way. The IRPs recommend that schools "identify a resource co-ordinator (for example, a teacher-librarian)..." (p. B-7) to implement exemplary selection practice. It advocates that each school develop a school vision and approach to resource-based learning.

Appendix C: Cross-Curricular Interests is also repeated in each IRP. However the section on "Applied focus in curriculum" is different. "An applied focus strengthens the link between what students need to know to function effectively in the workplace or in post-secondary education and what they learn in Kindergarten through Grade 12....The new workplace also requires people to be knowledgeable about technology and able to search out and apply information from many sources." (p. C-3) The sections "Information technology" (p. C-9) and "Media education" (p. C-10) relate directly to library resource centre programmes.



27TH ANNUAL CONFERENCE OF THE INTERNATIONAL ASSOCIATION FOR SCHOOL LIBRARIANSHIP: EDUCATION FOR ALL: CULTURE, READING AND INFORMATION

Organized by:

Department of Information and Library Studies
Bar-Ilan University, Ramat-Gan, Israel 52900

With the cooperation of:

Division of Libraries,
Ministry of Education and Culture, Beit Berl College.

Dear Colleague:

We take pleasure in inviting you to participate in the 27th International Conference of the IASL, which will take place at Bar-Ilan University, Ramat-Gan, Israel on July 5-9, 1998. The program will include the Second Annual International Forum on Research in School Librarianship, as well as presentations, poster sessions and discussions related to the following themes:

- Information literacy and information skills.
- Reading as a basis for using information technology efficiently.
- Future changes in educational systems.
- Minority language reading in the world of information technology.
- Crisis in teaching reading as a skill.
- Reading encouragement.
- Children's literature: new formats (multimedia, etc.)
- Children's literature: reflections of society, culture and ethnic groups.
- Role of libraries and technology in developing and improving plans of action for learning.
- Role of libraries and technology in developing and improving courseware.
- The digital library in the school library media centre.
- Social information in the school library media centre.
- Censorship and other ethical issues in the school library media centre.
- Professional training of media specialists, school librarians and teacher-librarians.
- Professional growth and development.

The conference will be held mainly at the beautiful campus of Bar-Ilan University, near Tel-Aviv. As an added attraction before, during and after the conference there will be opportunities to enjoy the unique archaeological findings, landscapes and cultural treasures of the Holy land. Library visits and a unique and stimulating Sabbath-hospitality program will be offered to participants and accompanying persons, so that everyone should enjoy an unforgettable experience.

CALL FOR PAPERS:

Participants wishing to present a paper are invited to submit an extended abstract for oral or poster presentation. The Program Committee will review the abstracts, and participants will be notified.

Selection of papers will be based upon extended abstracts, which should include at least 4 pages (approximately 1000 words). The abstracts, accompanied by a separate title page should be sent to:

IASL conference
Attn.: Ms. Amalia Brand
Dept. of Information and Library Studies
Bar-Ilan University
Israel, 52900 Fax 972-3-5347601

A limited number of abstracts will be selected for oral presentation, and a selection will be published in the Conference Proceedings book which will be distributed to all participants at the registration desk.

Deadline for submission of extended abstracts: October 31, 1997. Notice of acceptance will be sent to authors no later than Feb. 15, 1998. Deadline for submission of full paper: March 20, 1998.

Dr. Snunith Shoham - Dr. Moshe Yitzhaki
Co-chairpersons
Local Organizing Committee.

RESOURCE-BASED LEARNING CONNECTIONS TO INFORMATION TECHNOLOGY 11 AND 12: 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, particularly if teacher-librarians understand the differing opportunities provided by new curricula. Implementation of the new *Information Technology 8 to 10* curriculum in September 1997 is intended to integrate information technology instruction into other curricular areas [see the March issue of *Bookmark* for an analysis of the 8-10 document]. At the grades 8-10 levels, students will not necessarily 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. Also scheduled for implementation in September 1997 is a new stand-alone course, *Information Technology 11 and 12*. This senior level course builds on the knowledge built in the junior level course, *Information Technology 8 to 10*. The 11 and 12 program will require a full computer lab to deliver the goals and adequately cover the content. It will be a more difficult program for the teacher-librarian to impact on, but an analysis shows a number of areas for action and support.

INTRODUCTION TO INFORMATION TECHNOLOGY 11 AND 12

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

Like other Integrated Resource Packages, the guiding framework is the three principles of learning:

learning requires the active participation of the student; people learn in a variety of ways and at different rates; and learning is both an individual and a group process.

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

One slight difference between the junior and senior curricula is the increased emphasis on career choices: "This IRP provides students who are planning to continue their education in information technology or enter the work force with the skills they need to be successful." The shift in emphasis can best be seen by comparing the Curriculum Organizers section of the two

documents — computer networks and programming, and multimedia become the central focuses for the grade 11 and 12 course.

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). Since reporting for this course follows “normal procedures for senior-level courses” evaluation of students’ use of information technology sources in the library resource centre should be an essential element of assessment, both so that students’ success in dealing with sophisticated information sources is evaluated and so the role of libraries as a lifelong access point for electronic information is understood by students. Internet searches guided both by the teacher-librarian and classroom teacher and evaluated on established criteria would be compatible with the goals of this curriculum.

Page 4 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.

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 11 and 12 section states:

Students use sophisticated information technology tools to increase and refine their skills, knowledge, and abilities to solve complex and varied problems. Students prepare for post secondary and career opportunities through relevant and meaningful experiences within their school and community.

In grades 11 and 12, students:

- demonstrate an understanding of the integration and use of information technology tools in the workplace

- use information technology tools to increase productivity and to enhance communications
- demonstrate an ability to draw conclusions about the impact of multimedia communications on society
- demonstrate a mastery of media to convey or enhance their own messages
- demonstrate an awareness of the power of networked communities
- demonstrate an understanding of the networking problems that are common to their own LANs and their community’s WANs
- identify the potential of the Internet in their daily lives
- analyse information received from the Internet
- use the Internet as a tool for their own communication requirements.

Curriculum Organizers

This section (pp. 6-8) discusses the grouping of prescribed learning outcomes into three curriculum organizers: Foundation, Process and Presentation. Foundations includes Network Planning and Programming. Process specifies Electronic Communications and includes information literacy skills, while Presentation focuses on Multimedia presentation and “using a variety of information tools to synthesize the presentation of ideas and information.” This section should be read carefully.

Suggested Instructional Strategies

Pages 8 and 9 defines the critical relationship between context statements, prescribed learning outcomes and instruction (although not identified as such, context statements are provided for each list of suggested learning outcomes and assessment strategies on pages 18-33). 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: simple linear, designing, troubleshooting, social impact, action, and interactive models (pp. 10-11).

As in the grade 8-10 document, there is no stated recognition of 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 and Suggested Assessment 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 24 there is a suggestion that teams of students could:

... select newspaper or magazine articles on social issues such as drug abuse, smoking, poverty or aboriginal land claims. Encourage them to create digital, interactive versions of the article. Have each team make a presentation to the class comparing and contrasting the newspaper article with the digital version."

In examining this curriculum for places where resource-based library units can be developed, teacher-librarians will need to keep their creative thinking caps on and active. It may well be that teacher-librarians' expertise in teaching students to evaluate information resources is the most valuable thing they can offer to teaching colleagues as an enticement to plan cooperative units.

Other Sections

- **Considerations in Information Technology Education** (pp. 9-13) 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. 13-14) 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. 14-15) 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 11 AND 12 CURRICULUM:

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

GRADE 11

Foundations (Network Planning)

Pages 18-19:

Prescribed Learning Outcomes

It is expected that students will:

- identify and analyse legal, ethical, social, and security issues related to network systems and stand-alone computer systems
- identify the career opportunities for and roles of persons employed in environments that use networking technology
- analyse the functions of a local area network operator-manager and a network technician.

Suggested Instructional Strategies

- Ask students, working in groups, to research and report on the concept of stand-alone computers versus networking. Encourage them to invite a guest speaker from the community to discuss concepts such as networks and stand-alone computers, cabling systems, networking software, and internetworking.
- To develop the students' understanding of careers in technology, suggest that they research the roles and responsibilities of system operators and prepare reports for the class.

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

Foundations (Programming)

Pages 20-21:

Prescribed Learning Outcomes

It is expected that students will:

- use a structured problem-solving process to solve simple problems
- identify the career opportunities for and roles of persons employed in environments that use programming

Suggested Instructional Strategies

[None are noted that are library resource-based in nature. However, if the two learning outcomes above were linked in a single unit using Internet sources and electronic indexes to periodicals, and to the assessment strategies below, a very powerful unit could be developed.]

Suggested Assessment Strategies

- Observe students as they apply a structured problem-solving model. To assess students' understanding, consider the following:
 - How actively engaged in the problem is the student?
 - What strategies does the student employ?
 - How does the student monitor progress?

Process (Electronic Communications)

Pages 22-23:

Prescribed Learning Outcomes

It is expected that students will:

- evaluate a variety of electronic communications environments
- develop a bank of information received from electronic sources to solve a problem
- analyse information from electronic sources for bias
- demonstrate a commitment to the ethical and legal use of electronic communications tools
- analyze the social impact of electronic communications

Suggested Instructional Strategies

- Have students create and maintain a conference on an electronic bulletin board (e.g., sports talk, teen talk).
- Invite students to gather, analyse, and evaluate information from a variety of network information sources to solve problems that are relevant to their daily lives (e.g., career, health, music,

aboriginal issues).

- Suggest that teams of students create a simple World Wide Web document (e.g., personal home page, theme page). Encourage them to evaluate and analyse ethical and privacy issues related to the kind of information they plan to include. In a class discussion, have them develop criteria for a World Wide Web home page (e.g., graphic design, format of headers). Encourage students to locate and evaluate World Wide Web pages using criteria they have established.

Suggested Assessment Strategies

- Have students create original documents discussing ethical, social, and legal issues related to electronic communications. To focus students' thinking, ask questions such as:
 - How could inappropriate, inaccurate, or controversial information affect the network?
 - How can privacy be infringed upon or protected?
 - What are the effects of censorship on a network, if any?
 - What impact will telecommuting have on the workplace?
 - How can equitable access be ensured?

Presentation (Multimedia)

Page 24-25:

Prescribed Learning Outcomes

It is expected that students will:

- explain the impact of digital information on society
- demonstrate an understanding of the characteristics of various media documents
- use a variety of existing media elements to create a multimedia presentation that has a defined structure
- analyse the effectiveness of media elements used in a presentation
- analyse the effectiveness of a multimedia document used in a specific presentation
- identify the career opportunities for and roles of persons employed in environments that use multimedia

Suggested Instructional Strategies

- Encourage students to gain practical experience with multimedia by:
 - retrieving and presenting information from a CD-ROM or videodisc that addresses a predefined problem
- Invite students to work in groups and compare

traditional and digital methods of communicating information. (These could include newspapers, cassette tapes, analog and digital video, television, CD-ROM, CD audio, laser disc, software, hypertext). Have students present their findings in an electronic format.

- Have students, in teams, select newspaper or magazine articles on social issues such as drug abuse, smoking, poverty, or aboriginal land claims. Encourage them to create a digital, interactive versions of the article. Have each team make a presentation to the class comparing and contrasting the newspaper article with the digital version.

Suggested Assessment Strategies

- To discuss the shift in society to digital information, have students create multimedia documents.
- To focus students' thinking, pose questions such as:
 - In what ways has multimedia technology changed the way we deal with information?
 - In what ways has multimedia technology affected human activities, including work?
 - How might multimedia technology evolve in the future?
 - How might the changes you predict affect society, the environment, and the work force?

GRADE 12

Foundations (Network Planning)

Pages 26-27:

Prescribed Learning Outcomes

It is expected that students will:

- demonstrate an ability to define the needs of users on a network
- evaluate a network for its productivity, utility and social impact

Suggested Instructional Strategies

- To demonstrate an understanding of the implications of networks, ask students to role-play the intended users of a network (e.g., a supervisor looking at employees' e-mail) and evaluate the potential impact on productivity, privacy, and interpersonal relationships.

Suggested Assessment Strategies

At this level, students evaluate a variety of networks used in the community and in the workplace, such as ATMs and library catalogues....

- Observe students as they solve simple problems

within a network of two or more computers.

Note the extent to which the students:

- approach troubleshooting systematically
- use a problem-solving method effectively
-

Foundations (Programming)

Pages 28-29:

Prescribed Learning Outcomes [None of the identified outcomes are appropriate for a library related resource-based learning unit.]

Suggested Instructional Strategies [While all of the instructional strategies suggested involve students writing computer programs and so do not directly involve library research of any kind, many of the activities involve some content information, so there are possibilities for students to collect the data that will be incorporated into the program.]

Suggested Assessment Strategies [None of the approaches are appropriate to library related resource-based learning.]

Process (Electronic Communications)

Page 30-31:

Prescribed Learning Outcomes

It is expected that students will:

- evaluate a variety of electronic communications environments
- use electronic sources to develop a bank of information for solving a problem
- analyse information from electronic sources for bias.
- describe the advantages and disadvantages of various service providers

Suggested Instructional Strategies

- To develop the students' understanding of the ethical and privacy issues involved in putting personal information on the World Wide Web, have them create World Wide Web documents that allow the user to click on a picture of a student, view a fictional résumé, and retrieve it. One team designs a document to present information that is inappropriate for World Wide distribution. Working in groups, students review the documents, identify the unsuitable information, and analyse it.
- Have students work in groups to each prepare a lesson plan and instruct another individual or small group in the use of an electronic communications application. The individual or group may

- be from the class, the school, or the community.
- Challenge students in groups to discuss and analyse the ramifications of inequities in accessing electronic communications. Each group should then prepare a report as a multimedia presentation.

Suggested Assessment Strategies

Students provide evidence of their knowledge, attitudes, and skills when they have frequent opportunities to research, analyse, manipulate, and present information. Assessment should focus on students' abilities to use and evaluate electronic communications tools.

- Suggest that students conduct hands-on research to compare and contrast various electronic communications software and service providers....
- Observe students as they locate and retrieve information using a variety of electronic communication tools. Note the degree to which they:
 - clearly define the information necessary to solve a problem
 - select appropriate tools to locate the information
 - choose an appropriate source of information
 - analyse information for relevance and bias
 - effectively present and archive the information (electronic and hard copy)
 - identify the strengths and weaknesses of each tool

Presentation (Multimedia)

Pages 32-33:

Prescribed Learning Outcomes

It is expected that students will:

- evaluate the effectiveness of presentations delivered through traditional and multimedia forms
- analyse the effectiveness of media elements used in a presentation
- analyse a digital media presentation for its impact on the intended audience in terms of productivity, utility and social consequences
- demonstrate an understanding of project management and effective teamwork
- identify available career opportunities, and describe the roles of people employed in environments that use or create multimedia

Suggested Instructional Strategies

- Have students work in teams to obtain information (from a CD-ROM, the Internet, a library) about relevant social, cultural, or environmental

issues. They should then create and present digital interactive documents with multiple links. Ask students to evaluate other students' documents. Challenge them to present their documents to groups outside the school (e.g., social club, service club, parents, younger grade).

- Invite students to identify a copyrighted image or video clip that is suitable for use in a multimedia project and make a formal request to the copyright holder for its use.
- As part of a career and personal planning activity based on a student learning plan, suggest that students work in teams to investigate and report on the options available for post secondary training and multimedia career opportunities.

Suggested Assessment Strategies

- As students work individually or in groups to develop multimedia documents, determine the extent to which they have developed an understanding of a structured problem-solving process. Ask questions such as:
 - How did you define the problem that your multimedia document will address?
 - How did you go about designing and developing your solution?
 - What were the major issues that you had to face in designing your solution?
 - How will you determine if your solution is effective?
- Work with students to develop a rating scale that could be used in self- and peer assessment of multimedia presentations. Criteria could include:
 - factual content (relevant research information, correct terminology)
 - logical sequence of ideas (user navigable or linear)
 - communication techniques (audio, video, or data, as appropriate)
 - impact on audience.

APPENDICES (pages A-1 to G5)

Appendix A: Prescribed Learning Outcomes (pages A-1 to A-6)

Tables of all the LOs included in *Information Technology 11 and 12*, organized by the areas of Foundations, Process and Presentation. Very useful as an overview of the

entire program.

Appendix B: Learning Resources (pages B-1 to B-25)

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-24)

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. Three particularly fine samples are provided by the Ratings graphs (pp. D-10 to D-12) that provide Outstanding, Good, Satisfactory and Less Than Satisfactory criteria for these student performance areas: problem-solving; ethics, appropriate use, and security; and World Wide Web page.

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

Appendix F: Glossary (pages F-1 to F-8)

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 for the Information Technology Program (pages G-1 to G-5)

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



“MORE THAN JUST MAKING SOUND” MUSIC STATIONS IN THE LIBRARY

preamble by **BARBARA COOPER**, teacher-librarian, with **HEIDI GRECO**, teacher-librarian, and **BOB LABONTE**, music teacher, Fleetwood Park Secondary School, SD #36 (Surrey).

Q. How do you effectively introduce a large number of students to a wide variety of resources in a short period of time?

A. Use short circuits!

Short circuits, better known as learning stations, are popular with secondary school students. In an evaluation response that accompanies this unit, over 90% of students said they liked the stations approach to learning. Stations can lead students through a step-by-step process and provide opportunities for hands-on practice. Stations offer choice and variety, and allow students to set the pace. When students are in control of their own learning, they feel empowered.

GOAL

Our goal for this unit was to have grade 8 and 9 band students become familiar with the variety, location and loan availability of music related resources in our library. As well, we wanted students to gain experience with resources they may not have used before, such as the on-line catalogue and the CD-ROMs.

The knowledge component of the unit was to be unrestricted: any aspect of music was acceptable. Topics included were:

1. types of music — e.g. classical, jazz, pop, opera, world, etc.
2. composers and performers
3. instruments
4. music history
5. theory and terminology
6. music appreciation/listening
7. careers in music

THE PLAN

Three 70 minute periods were scheduled for each of the four participating classes.

PERIOD 1

Introduction

Purpose of unit

Expectations re behavior

Overview of stations, using the handout: “Checklist of Stations”

Explanation of how work is to be done. (See explanatory notes, following)

Begin stations

Clean-up

Feedback

PERIOD 2

Introduction

Problems? Observations; review expectations as needed

Continue with stations

Clean-up

Feedback

PERIOD 3

All as per Period 2

Evaluation: Response to Experience

(See handout: Music Stations in the Library)

EXPLANATORY NOTES

The Checklist of Stations served several purposes. It identified the stations available. Students used the checklist to track their progress by entering the date each station was completed. Students also recorded the time each station took to do and noted on the reverse problems they encountered. This feedback alerted us to problematic areas and allowed us to make necessary adjustments in a timely manner. We also encouraged students to write positive comments about anything they specifically liked. This record of their thoughts was used by them in the final evaluation exercise.

Because we wanted to ensure each student used the OPAC, a networked CD-ROM, and audio resources, these stations were mandatory. All others were open to choice. The bracketed number after the station name indicates the amount of students that a particular station could accommodate at one time. Except for special circumstances, students were expected to work on their own.

Although we stressed it was not possible to do all stations, some students were concerned that an incomplete checklist signaled lack of effort on their part. They seemed to need frequent reassurances that this was not the case. We thought if they completed half the stations, they'd be doing well.

To record their answers, students used foolscap (cut in thirds). They used a separate sheet for each station, and handed it in before selecting the next station. At the end of the period, uncompleted station work was collected in a separate pile, ready for redistribution the next period.

Equipment and space not designated exclusively for library use (e.g. 3 CD players; seminar room) needs to be reserved in advance.

The set-up time needed is more than the usual 5 minutes provided between periods. In

addition to placing the station cards around the room with corresponding resources, you may need to set up audio and visual equipment, and/or load CD-ROMs. Allow 10 minutes if possible

EVALUATION

An answer key was provided so the band teacher could mark the students' station work. In order to see if our original goals had been achieved, students were asked for their response, guided by the handout: Music Stations in the Library. They were also given an outline map of the library (not provided here) for question #3. They used the back of the map to record the answers to the other questions. They had at hand their stations checklist - a handy reference for resource terminology and any specifics they had noted with regard to particular stations. This final evaluation took about 20 minutes.

The results, tabulated by the teacher-librarian, revealed that students:

- learned about both music and music resources, with slightly more emphasis on how to use the resources.
- liked the stations approach to learning. Some even want harder questions that provide "more room for thinking, not just following instructions."
- did encounter some difficulties. Once overcome, these stations were often reported as being their favorite!
- liked or disliked particular stations in about equal numbers, with the exception of the CD-ROM stations which were clearly favorites. "No looking up stuff, just computers, please."
- can make constructive comments when given the opportunity. Some we've acted on already are making more visible station locator signs, and reducing the length of some stations.
- would like to work co-operatively with their friends.
- had a reasonably good idea where most resources were located in the library. They were less sure of loan availability.
- would come back to use the CD-ROMs, the periodicals and the non-fiction books, among other things.
- had lots of suggestions for collection additions most of which are outside the scope of our budget.

Many of the comments reflected how empowered students felt once they knew how to operate electronic information sources. One student noted that "music is tough to research", while another was surprised to find that "classical music sounds pretty good." But the comment that was music to my ears, was the realization that "music is more than just making sound."

CHECKLIST OF STATIONS

MUSIC

OPAC - (ON-LINE PUBLIC ACCESS CATALOGUE) STATION 1

This station requires that you number your paper from 1 - 17.

A. When you need to find an item, usually all you know is the topic or subject. Follow directions/prompts near the bottom of the screen, and do a subject search on: "Popular Music"

1. How many subject headings do you find under this search? Be sure to check both screens. [Use NEXT and PREVIOUS keys, next to number pad.]

Select the heading which will help you locate a dictionary of popular music, then answer these questions about it:

2. Who is the author of this dictionary? _____
3. In what year was this dictionary published? _____
4. According to the computer, what DOCUMENT TYPE is this item? _____
5. What is the complete call # of this item? _____
6. Where in the library is this item located? _____ Collection _____

Exit ("PF1" - above the #7 on numeric keypad) back to do another search.

B. For this part, search by series. For your search request, type in MUSIC.

7. How many series come up? _____
8. What is the name of the first series shown? _____

Enter the number for the series you just named, and hit "return". Select one of the titles from this list, then using the NEXT and PREV keys, answer the following questions:

There are two kinds of DOCUMENT TYPES in this series. According to the computer, what are they?

9. _____
10. _____

Where in the library are each of these stored? (HINT: appears directly above call # & availability note)

11. _____
12. _____

13. How long (in minutes) is the Beethoven CD? _____

Exit back to do another search.

C. When you know the TITLE of a book, you can easily find out where it is. Search for the book called *Say it Loud*, and then answer these questions:

14. What is this book about? _____

15. Who is the author of this book? _____

16. What is the complete call # of this book? _____

Exit all the way back to the start-up screen (the "building"), then go to the non-fiction shelves to locate this book. Even if it isn't "in", find the shelf where it should be located.

17. Write the number range labeled on that shelf. _____

NETWORKED CD-ROM - WORLD BOOK MULTIMEDIA ENCYCLO- PEDIA STATION 2

(may be called *World Book Info Finder* on Student Menu)

This station requires that you number your paper from 1 - 15.

A. Click on the words "Info Tree" (either at lower left of start-up graphic or at right end of ruler along top of screen).

Select the category "HUMANITIES", click on it.

Select the category "MUSIC", click on it.

Select the category "VOCAL MUSIC", click on it.

Select the category "LIEDER", click on it, and answer these:

1. What does the word "lieder" mean? _____

2. Who was the "most important" composer of "lieder"? _____

Many of these were composed to accompany the words of German poets. Give the names of the two poets mentioned in this article. 3. _____ 4. _____

B. Click on the SEARCH icon at the top left of the screen. Search for information on the "most important" composer of "lieder" (question A 2)

5. When was he born? (month, day and year) _____

6. - 7. What was the date of his death? (Beware: this requires 2 steps for right answer = 2 marks)

8. What did he die of? _____

9. Who wrote the article on this composer? (Check at the end of the article.) _____

Open the picture (click "Show It") of this composer.

Now open the caption (click "Show Caption") and answer the following:

10. Why is his Symphony No. 8 called "Unfinished"? _____
11. How many movements do most symphonies contain? _____
12. Who painted the picture of this composer? _____

Now click on "Hide Caption" to close it.

Then click on the SOUND icon in the lower right corner of the picture.

13. - 15. Explain, in detail, what happens next. (This answer is worth 3 marks; be sure it is detailed.)

Close all windows by clicking on "OK" or "CLOSE" until you get back to the article on the composer. Then pull down the FILE menu (top left corner), choose EXIT. Pull down FILE again and choose EXIT WINDOWS. Click on "OK" at "This will end your Windows session."

CAREER CENTER/CAREER FILE STATION 3

This station requires that you number your paper from 1 - 10.

Several books on careers in music are located in our CAREER CENTER. Titles (with call numbers) include:

<i>Career Opportunities in the Music Industry</i>	780.23 FIE
<i>Career Opportunities in Theater and the Performing Arts</i>	791.023 FIE
<i>Careers as a Rock Musician</i>	701.66 HOP
<i>Careers without College: Music</i>	780.23 GRE
<i>Great Careers for People Interested in the Performing Arts</i>	790.2 BAR

Locate at least FOUR of these books and respond to the following:

Give the titles of three books which contain information on becoming a songwriter.

1. _____
2. _____
3. _____

4. Which book contains the most useful information on this career choice. _____

Give two reasons for your answer to # 4.

5. _____
6. _____

7. Locate another career choice (in one of these books) that holds some personal interest for you. Write down what that career choice is.

Now go to the top drawer of the CAREER FILE and pull out the catalogue for the Berkeley College of Music. Turn to pages 12 and 13 for information on song writing. Besides Song-writer/Performer or Songwriter/Producer, list two other careers this course of study could lead to.

8. _____

9. _____

10. You can get more information (or book tours) about this school by calling a 1-800 number. What is that _____ number? _____

Replace the catalogue in its correct place in the file, then replace the books (except Careers without College: Music) in their correct spots on the shelf.

Take a few minutes to see how likely several aspects of music might be as a career choice for you. (See pages 92-96 in *Careers without College: Music*. Please don't write in the book. Thanks!)

LOCATION: SPECIALIZED REFERENCE STATION 4

This station requires that you number your paper from 1 - 16.

RESOURCE: *The Great Composers Encyclopedia* (set of 10 volumes plus index, REF 780.92 GRE)

A. The INDEX volume is divided into three sections. The first section is a "general index". The other sections are:

1. _____

2. _____

B. Volume 10 focuses on the Opera. In the Introduction, name five art-forms found in the opera:

3. _____ 6. _____

4. _____ 7. _____

5. _____

Many say the most unusual opera house in the world can be found in Sydney.

8. It was built in the year _____ .

9. It is found in the country of _____ .

On Page 80, describe the personality of a prima donna.

10. _____

C. In volume 9, turn to the section "Modern Musical Instruments". Find the description for the instrument you play (or the instrument most like it).

11. Name of instrument _____ , page _____ .

12. One fact about it _____ .

D. The rest of this set describes well known composers, such as:

13. Volume 1 - _____

14. Volume 2 - _____

15. _____ - Vivaldi

16. _____ - Bach

E. Please ensure the set is in correct order, with the INDEX volume coming last, before you go to the next Station.

COLLECTION : NON-FICTION BOOK STATION 5

This station requires that you number your paper 1 - 12.

RESOURCES: Kinds of music

(a) **SWING** (pp. 20 - 28) in *20th Century Music* - 780.9 BLA

(b) **OPERA** (pp. 32-36) in *Music* - 780 BLA

(c) **JAZZ** in *Jazz for Beginners* - 781.65 DAV

(d) **CLASSICAL** in *Classical Music for Beginners* - 780 LYN

(e) **ROCK AND ROLL** in *Rock and Roll: 1955-1970* - 784.5 CAR

(f) **RAP** in *The Story of Rap Music* - 782.4216 JON

A. Select a book that is about a type of music you would like to explore. Find the publication information on the book's title page (its reverse).

1. Author _____

2. Title _____

3. Place of publication _____

4. Copyright date _____

Find the exact location where this book is normally shelved. The shelf is labeled:

5. _____ - _____

Give a good definition of this type of music. (HINT: this kind of information is usually near the beginning.)

6. _____

Describe how this type of music began.

7. _____

Name at least two famous people mentioned in the book who are associated with the music type.

8. _____ , page _____

9. _____ , page _____

Tell one thing about this topic that you didn't know before.

10. _____

11. Do you like this type of music? _____

12. Explain your answer. _____

COLLECTION: NON-FICTION BOOK STATION 6

This station requires you to number your paper 1 - 20.

RESOURCES: Biographies

(a) *Music of our Times* - 782.4216 ADR

(b) *Bryan Adams* - 920 ADA

(c) *New Country Stars* - 781.64 NEW

(d) *Composer's World: Franz Schubert* - 920 SCH

(e) *Composer's World: Joseph Haydn* - 920 HAY

(f) *Composer's World: Claude Debussy* - 920 DEB

A. Select a biography of a musician you'd like to learn more about. Find the publication information:

1. Author _____

2. Title _____

3. Place of publication _____

4. Copyright date _____

Find the exact location where this book is normally shelved. The shelf is labeled:

5. _____ - _____

Look at the table of contents. How has the author organized the information in the book?

6. _____

Does the book have:

7. An index? _____

8. A glossary? _____

9. Illustration? _____

10. A bibliography? _____
11. Other special features? (if yes, name them.) _____

Give basic details of the biography's subject.

12. Full name: _____
13. Dates of birth and death: _____
14. Place of birth: _____
15. Describe the type of music the musician is best known for. _____

Name two pieces of music associated with this musician.

16. _____
17. _____
18. What musical instruments, if any, can/could the person play? _____
19. Would you recommend this book to a person who had to do a report on this musician?
20. Give a reason for your answer. _____

COLLECTION: CURRENT PERIODICALS STATION 7

This station requires you to number your paper 1 - 13.

RESOURCES: New magazines on display

Because periodicals are so up-to-date, they make an ideal resource in which to find out about the latest trends in music as well as providing new information about established performers in various fields of music.

NOTE: Some magazines, like *Spin*, are flimsily made. Please handle with care and return to the right shelf when finished. Thank you.

A. Locate *Spin* magazine (Feb. 1997 issue) on display. Use the table of contents to find the page the cover story begins on.

1. Page number is _____
2. The title of the story is _____

Check out the Readers Poll Results.

3. Who won for Best Band? _____
4. Who would you have picked. _____

Replace the magazine on the display shelf.

B. Check the table of contents of these magazines for music related articles.

5. Teen Y/N _____ 7. Entertainment Weekly Y/N _____

6. Consumer Reports Y/N _____ 8. BC Reports Y/N _____

C. *National Geographic* supplies its own index, in book format. You'll find it near the National Geographic back issues. Check the index to determine the number of articles on:

- 9. Opera _____
- 10. Music and Musicians _____
- 11. Songs _____

D. 12. What other music-related magazines would you like our library to subscribe to? _____

13. Why? _____

**COLLECTION: VERTICAL FILE
STATION 8**

This stations requires you to number your paper 1 - 16.

RESOURCE: Censorship (Vertical file)

A. The vertical file contains articles, brochures and other information in files arranged in alphabetical order by SUBJECT. Find the file labeled "CENSORSHIP".

1. How many articles are in this file? _____

Locate the article "Battle of the Warning Labels".

- 2. Author _____
- 3. Name of journal where it first appeared _____
- 4. Date of publication _____
- 5. Page number _____

Read the opening paragraph. Identify two ways a parent might deal with a child's "questionable" choice in music.

- 6. _____
- 7. _____

8. Describe how you would like your parents to handle such a situation. Give reasons to support your answer.

Paragraph 2 identifies three problems opponents have with sticking warning labels on explicit record albums.

- 9. _____
- 10. _____
- 11. _____

Quickly scan the whole article to find the names of three performers or groups some people would like to restrict.

12. _____
13. _____
14. _____

Now return the article to the blue file folder. It goes directly after the contents brochure, as the second item in the file. Replace the file in the top drawer, between the other file folders:

15. _____ and 16. _____

In case you are wondering...

- materials from the files can be signed out. Simply remove from the file folder the items you want (up to 5) and take them to the front desk.
- The library has other materials dealing with censorship. If you want to pursue this topic on your own time, search for CENSORSHIP as a subject heading on the on-line catalogue.

LOCATION: LIBRARY WORKROOM & MULTIMEDIA AREA

STATION 9

This station requires you to number your paper 1 - 10.

RESOURCE: *Haydn - Three Favorite Concertos*

A. Go to the library workroom. The “boombox” is just inside the door. Keep the volume low at all times so you don’t disturb others who are working. The CD is already in the player. Press the largest button > on the front to start the CD. To stop, press the small button on the front right hand side.

B. Before you start, examine the CD cover. Name the three instruments featured on this CD.

1. _____
2. _____
3. _____

Carefully remove the liner notes. Name the piece performed by Wynton Marsalis.

4. _____

C. Listen to the first part of the concerto performed by Marsalis (Track #1). How would you describe his approach to playing this music?

5. _____

Have you heard him playing jazz?

6. _____

D. Now go to the Multimedia area of the library. Look through the CD’s on rack 1.

What composer is represented on this rack with music that is also a part of our band repertoire?

7. _____

What pieces are represented?

8. _____

9. _____

E. More classical music is available in rack 2.

Which composers are you familiar with?

10. _____

LOCATION: DESK NEAR THE DISPLAY CASE AND ENTRANCE

STATION 10

This station requires you to number your paper 1 -12.

RESOURCE: *Marsalis on Music* - (780 MAR, with disk)

A. NOTE: The CD is already in the player, ready to go. You must keep the volume very low as others are working nearby.

Operator's tips: To select a track, the disk must be stopped. To stop the disk, press the small round button on the right front of the player. To select a particular track (other than Track #1), press the oblong button under the word SEARCH. To start the player, press the biggest button > on the front of the machine.

B. Read pages 30 and 31. List 5 important "non-verbal" things to look for when reading a music score, and give a brief explanation of each one.

1. _____

2. _____

3. _____

4. _____

5. _____

C. Read pages 34 - 37. List the three main instrument groups found in both an orchestra and a band.

6. _____

7. _____

8. _____

D. Read pages 40 - 44 (to paragraph at top of page). In a jazz band, describe (as Wynton

Marsalis does) the musical role or job of the:

9. Drummer _____

10. Bass player _____

11. Piano player _____

E. Now listen to the CD, tracks 13, 14, 15 and 16. Review the Operator Instructions at the top of the page. Remember to keep the volume way down !

F. What instrument does Marsalis play?

12. _____

LOCATION: LIBRARY OFFICE & MULTIMEDIA AREA STATION 11

This station requires you to number your paper 1 - 10.

RESOURCE: *Night Train: The Oscar Peterson Trio*

A. Go to the library office and get comfy on the floor near the CD player (but please don't block the doorway). The CD is in the player, ready to go. You must keep the volume low as this is a work space.

Operator's tips: To select a track, the disk must be stopped. To stop the disk, press the small round button on the right front of the player. To select a particular track (other than Track #1), press the oblong button under the word SEARCH. To start the player, press the biggest button > on the front of the machine.

B. Check out the names of the tunes on the back of the CD cover, and select one to listen to.

1. It is called, _____

2. Why did you choose this tune? _____

Now select another tune.

3. It is called, _____

Compare the two selections you heard. Consider the rhythm, tempo, how they made you feel, and other factors.

4. _____

C. Now go to the Multimedia area of the library and browse through the CD's in rack 3. This rack contains CDs of two famous jazz piano players.

Who are they?

5. _____

6. _____

There are two Jazz vocalists CDs on this rack. One is male and the other is female.

Who are they?

7. _____

8. _____

D. Find one other Jazz artist represented playing their instrument on this rack.

Who are they?

9. _____

What instrument do they play?

10. _____

LOCATION: SPECIALIZED REFERENCE STATION 12

This station requires you to number your paper 1 - 11.

RESOURCE: *World Almanac and Book of Facts 1995* - REF 031.02 WOR

In the index (on page 21) find the heading "Music and Musician". Read through the sub-headings.

A. Find the names of two American symphonies and name the resident conductor (music director) of each.

1. _____ - _____

2. _____ - _____

B. Use the subheading, recordings, to find out more about Platinum Music Awards. Name one artist that received multi-platinum ratings for their album.

3. _____

Name one soundtrack that received multi-platinum ratings for the album.

4. _____

C. What award is given exclusively for musicians? (Acting awards are known as Academy Awards and music awards are...) HINT: the first one was awarded in 1958.

5. _____

Who won this award in...(one person only)

6. 1992 _____

7. Song awarded _____

8. 1985 _____

9. Song awarded _____

10. 1959 _____

11. Song awarded _____

**LOCATION: SPECIALIZE REFERENCE
STATION 13**

This station requires you to number your paper 1 - 5.

RESOURCE: *Daily Celebrity Almanac* - REF 920.02 BAR

1. How is the information in this book organized?

2. What is the date and year of your birthday? _____

3. Find two famous people that have their birthdays on the same day as you. Do you know if they are still alive?

4. Can you find at least one music-related reference on your birthday? Y/N _____

5. What is it?

**LOCATION: GENERAL REFERENCE
STATION 14**

This stations requires you to number your paper 1 - 16.

RESOURCE: World Book Encyclopedia, 1994 edition

A. Locate the article, "Music". The first main heading in the article is The Importance of Music.

The next two main headings are:

1. _____

2. _____

B. What are the five basic elements used to create music.

3. _____

4. _____

5. _____

6. _____

7. _____

C. Find the "Musical Terms" section.

Give a one word definition for:

8. Mezzo _____
9. Largo _____
10. Piano _____

D. Read through "Careers in Music".

Of all the careers mentioned, which would you like to do...

11. The most _____
12. The least _____

E. Check out the section at the end of the article, called Related Articles. Find the sub section called Kinds of Music.

Can I find a related article in the *World Book* on...

13. Country music Y/N _____
14. Hip-hop Y/N _____
15. Rap Y/N _____
16. Reggae Y/N _____

Please return volume 13 to its correct spot on the shelf. Thank you.

COLLECTION: NETWORKED CD-ROM STATIONS STATION 15

This station requires that you number your paper 1 - 12.

RESOURCE: *Canadian Magazine Article summary* (called *Ebsco Magazine Articles* on the menu)

This resource makes available the full text of articles from 72 magazines. It also contains information in summary (brief) form about articles from hundreds of magazines. It serves not only as an "on-screen" reference source, but also works as an index to our library's magazine collection. Try it out! Press <enter> to reach the SEARCH SCREEN.

Note: The main functions (e.g., EXIT) are the top left and side of the screen. The prompts to navigate are located at the bottom. The ESC key at the top left corner of the keyboard allows you to back up. When doing research it sometimes helps to limit the search by defining your topic carefully. Who needs information overload?

A. At the search screen, type in MUSIC as your word to look for. Press <enter> until the computer begins the search. Look near the right bottom corner of the blue screen to discover the number of articles (called "hits").

1. How many hits were found? _____
2. Does this number represent all music articles in the database? _____

B. Press ESCAPE to return to the previous screen. This time add HEAVY METAL along with MUSIC to narrow the search. Press return until you start the search.

3. How many hits this time? _____

C. Repeat the process again. Press ESCAPE to return to the SEARCH SCREEN. This time add METALLICA along with MUSIC and HEAVY METAL.

4. Number of hits? _____

D. Scroll through the list by pressing the PAGE DOWN button. Notice that some articles have the FULL TEXT AVAILABLE, noted in yellow print.

5. How many Full Text articles are available? _____

E. For item #1, give details about the article. 6. Title _____

7. Name of magazine _____ 8. Date of publication _____

F. To read the summary of the # 1 article, ensure the flashing cursor is next to the # 1 on the screen. Then press ENTER. Read the summary.

9. Who is on the cover of Metallica's album "Load"? _____

G. With the arrow key, move the cursor down to the second article, "Married to Metal." Press the F7 key at the top of the keyboard to bring up the full text. Read the first paragraph.

10. What can you see from Lars Ulrich's house? _____

H. Now press ESC to return to the SEARCH SCREEN. Clear previous search requests by backspacing. Enter the name of your favorite music performer or group.

11. Who is it? _____

12. How much information is available? _____ hits.

I. Now exit the program, returning to the menu selection screen.

LOCATION: CD ROM STAND ALONE #1 STATION 16

This station requires you to number your paper 1 - 15.

RESOURCE: True North-Arrivals

A. True North-Arrivals provides information about different groups of people who have chosen to make Canada their home. Select this program from the main menu and advance it to the TNROUTER screen. Put on the headphones.

How many ethnic groups are represented?

1. _____

B. Double click on INDIAN. Scan the contents overview.

The summary of the music section says:

2. _____

Click on the Music button. The next screen offers a sampling of Indian Music. Name and describe each instrument.

3. _____
4. _____
5. _____

To listen to each instrument, press the Hear the Song button. To return to the sampling screen press "close". Which songs sounds most like the American blues?

6. _____

C. Now return to the main menu by clicking on the bar at the top of the screen. Next, click on ITALIAN, then select GREAT PERFORMANCES.

7. Name the group who is performing? _____
8. What song do they play? _____

To find out more about the video clip you are about to see and hear, click on "The VIDEO".

9. What does Chitarra Romana mean? _____

Click on "return" at the bottom of the screen. Click on the group's name at the top of the screen.

10. Do you think the song was named well? _____
11. Explain your answer. _____

Again click on the Return to Main Menu bar at the top of the screen. This time select AFRICAN, then MUSIC. Listen to each type of drum and read about its history.

12. How long have drums been used? _____

Give three ancient uses for drums:

13. _____
14. _____
15. _____

D. Finally, Return to the main menu. Quit *True North-arrivals*. Exit windows. Remove the headphones.

LOCATION: MULTIMEDIA WORKSTATION STATION 17

This station requires you to number your paper 1 - 9. (Numbers 10 - 14 are optional).
Maximum time allowed: 20 minutes.

RESOURCE: *Vivaldi: The Four Seasons*

(You'll need to use the earphones and keep the volume low.)

A. Select VIVALDI from the main menu. NOTE: You may experience some negative messages, but keep pressing return to load the program. If you still have problems, get help from a teacher.

Look to the left side to discover the four ways you can experience "The Four Seasons". They are:

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

B. Now click on the top choice and listen to Spring. Listen to the introductory theme two times and describe the images shown.

5. _____
6. _____

C. Advance to the Summer theme. How does the mood of this movement compare with the Spring theme?

7. _____

D. Move along to the Autumn concerto. What image would you have chosen for this screen?

8. _____

E. Last of all, winter. Describe how Vivaldi introduces the Winter concerto.

9. _____

F. To return to the main screen, use the mouse to guide the arrow toward the top of the screen. A command bar appears. Select the T symbol to return to the main menu. If time is up, go to J. If not, continue with G.

G. Next choose the Interpretive tour. Take a couple of minutes to browse through each of the seasons.

10. The Concerto in F major is the correct name of which season? _____

11. The allegro movement represents _____

H. Again, exit this tour by finding the hidden T symbol near the top of the screen. This time click on "Informative", then select Music of the Baroque Era.

12. How did this music come to be known as BAROQUE? _____

I. Return to the main menu - you know how! - and select THEMES. Now choose "Winter".

13. What is the theme of the first part of the Allegro movement called? _____

Check on the matching green square to see the music score.

14. In what key is it written? _____

J. Now find the "X" symbol in the command bar and exit the program. Click on program manager, then exit under FILE to return to the main menu. Remove your earphones.

LOCATION: LIBRARY SEMINAR ROOM STATION 18

This station requires you to number your paper 1 - 7.

RESOURCE: *Mozart* (videorecording)

A. Ask the teacher-librarian for the remote controls. The video is already loaded in the VCR. Watch the video for 10 minutes only. Describe in your own words what you saw.

1. _____

B. Would this be a good resource to use if you had to do a report on a famous musician?

2. _____

Explain your answer.

3. _____

C. Check the call number on the video case.

4. It is _____

Using that number as a guide, go to the video shelves to find more videos about composers. Three other composers presented in video format are:

5. _____ 6. _____

7. _____

MUSIC STATIONS IN THE LIBRARY STUDENT EVALUATION

PLEASE DO NOT WRITE ON THIS SHEET! PUT YOUR NAME AND BAND BLOCK IN THE UPPER RIGHT CORNER OF THE MAP SHEET.

1. You have spent 3 periods in the library working on music stations. Reflect on your total experience. What did you learn?
2. We'd appreciate your feedback regarding the stations.
 - (a) Do you like the stations approach to learning?
 - (b) What difficulties did you encounter, if any?
 - (c) Which station was your least favorite? Please explain your answer.
 - (d) Which station did you enjoy doing the most? Please explain your answer.

- (e) Recommend any changes you think would improve this unit. Please be specific!
3. Using the map page, label each area where you can find music-related resources in our library. Use the name of the type of resource (as marked on your Checklist) to label. (for example, Periodicals.) Put a * beside resources you can borrow. For bonus marks, indicate the length of the loan period (i.e. how long you can borrow them for).
 4. Which resources, if any, would you come back to use again - for research and/or for leisure reading?
 5. As our library is growing we appreciate your suggestions for resources we should purchase. Please add titles, topics and/or types of resources to consider adding to our music collection.

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TIMESAVERS REVISITED!

by LIZ AUSTROM, retired teacher-librarian, Vancouver.

[EDITOR'S NOTE: This article is based on one published on pages 90-92 of the September 1988 issue of *The Bookmark*. It has been revised by the author at the request of the Editorial Board.]

An ongoing concern for most teacher-librarians is how to deal with their technical and administrative responsibilities and still have enough time to develop an effective instructional program that meets students' needs. The answer to the dilemma may be found in a rigorous examination of priorities and actions directed at achieving those priorities. The teacher-librarian who believes that the instructional program is the most important part of the resource centre operation will find ways to devote more time to cooperative planning and teaching.

The following timesavers are offered not as a definitive list, but as sample ideas for ways to deal with the problem of too little time to meet all the needs and demands. They are based on a clear communication of educational goals, the tasks to be done, and the value of the individuals who assist us to do these tasks.

ADMINISTRATION:

1. **The guiding principle is to accept imperfection.** This acceptance allows one to utilize more effectively the service of:
 - volunteers of all ability levels and interests.
 - students, particularly those computer buffs who will work on tasks simply so they can have time on a computer. Some time may be set aside for such students to use the library resource centre computer for their own assignments, or the student may be given some other desired privilege.
 - whatever clerical assistance is available, whether long term or short term help. Even 15 minutes can be used effectively if 15 minute low training tasks are set aside for drop-in helpers.

Acceptance of imperfection is a key if volunteers are to get the idea that people working in the library are more important than a small error in filing or shelf order. At the same time, humour can be used to establish a careful attitude to the work at hand.

2. **The guiding principle is to accept the fact that time is always insufficient to the task at hand.** By accepting this fact one is more able to set aside lower priority clerical tasks for others to do. Thus, when 15 minutes are free the teacher-librarian is not tempted to do that lower level task, but rather directs attention toward high priority tasks or to immediate instructional needs or action planning.
3. **The guiding principle is that time spent in training volunteers or in setting up task procedures for them to follow is time well spent.** Some techniques are:
 - Train one volunteer thoroughly and give them responsibility for training two others thoroughly. Not only will you be relieved of much of the training function, but most volunteer trainers will be more satisfied and will continue volunteering for a longer period of time.
 - Set up instruction cards for every task that can possibly be done by a volunteer and categorize them into low, medium and high difficulty levels. Have several tasks at each level ready to be assigned whenever an appropriate volunteer or clerical appears. Many of these tasks are ongoing ones which require no more than a minute or two of preparation in the morning. Examples are setting the instructions for stamping new books on the top of the stack to be done, and placing the supplies for a promotional display in a box with a rough sketch of the idea. In this latter example, make sure that volunteers know they can change or improve on the display idea if they wish. Some of the tasks may spring from a suddenly perceived need but they can be handled the same way if you prepare instruction cards for any tasks that are likely to reoccur. For example, cleaning the ball-point pen graffiti off the carrels!
 - Use work slips or sign-off sheets on which

these "occasional" workers and student monitors record their name, the date and the task. Leave the work slip with the material for later spot checking of the quality of the work performed (e.g., sorting circulation cards in a non-automated library) or post the sign-off sheet in a convenient and accessible place (e.g., shelf-reading).

- When an error is made, if at all possible allow the individual to correct his/her own error. If not, then don't expect it will be right next time.
- Talk to people so they understand why a task is being done, its importance, and any deadline that must be met. People respond well to the meaningful.

Recognize that volunteers vary as much as adults and students in general vary, and that tasks should be assigned at an appropriate level of difficulty. When in doubt, give a task which is the first step in a sequence that allows for correction at later steps. An example is to have the volunteer sort catalogue cards into author, title or subject for the divided catalogue, or sort magazines into alphabetical and date order for refiling.

Give your volunteers a chance to tell you about their likes and dislikes, their skills and abilities. Ensure that they receive recognition from the administration, teachers and you for the effort they give. Simply being introduced to teachers and other staff members who are frequently in the library is a form of recognition that makes adult volunteers feel more at home.

4. The guiding principle is that the computer is perfect for doing rote tasks that are necessary but eat up valuable time. Use computers to do as many tasks as possible; for example:

- database compilations of any lists that are likely to require periodic revisions, including periodical holdings, subject headings used in the pamphlet file, paperback fiction titles, computer software holdings, etc. Of course, the more you have in your automated system, the less you need to maintain on separate data-base listings.
- preparation of book orders, magazine orders, and budget statements.
- proposals for additional funding from school finances, Parent Advisory Committee, etc.
- forms used regularly in the library (e.g.,

notices to teachers, sign out slips for magazines).

- form letters (develop templates for everything), business letters and messages home to parents.
- student and staff overdues (this is really simplified with an automated system!).
- notices, location signage and display lettering on coloured computer paper. It is really not efficient to hand letter anything any more.
- preparation of monthly and annual reports for the principal.

Many of these are facilitated by the development of templates into which new information can be slotted. If the format is already established it takes less time to prepare a document, whatever its purpose.

Every computer program has its own strengths and weaknesses in terms of formatting, but even the simplest word-processing program allows one to establish a template simply by inputting any letter of the alphabet in the correct place, font, font size and style (bold, italic, underlined).

For some templates, such as formal memos to the principal, the top of the memo is standard, with only the date and topic changing, while the message section needs only a single letter to hold the format you have decided on. In other instances, for example, preparation of a legal paper sized sign, a template can be prepared that gives three sizes of bold-faced type for centred headline, justified text, and centred closing reminder (I named this one "SIGN legal wide, HTC"). Only three formatted letters are necessary to hold the template for the next use, but it is essential to rename the document to something like "Lib. club meeting" as soon as you make changes to the template.

In addition, give computer tasks to your volunteers, including student volunteers or service students. The mere fact that you are providing computer experience will attract more volunteers, particularly adolescent males. The presence of these young men can do wonderful things for the acceptance of the library resource centre as a positive place to be. In addition, some students, both male and female, have the knowledge and willingness to become your very own computer consultants and troubleshooters.

5. **The guiding principle is that several heads are better than one.** Share paper forms and computer templates with your teacher-librarian colleagues. Give a workshop in the district. In Vancouver, Val Hamilton was a life-saver for many colleagues when she showed them how to develop consideration file/order systems on her computer template.
6. **The guiding principle is that the most important part of the teacher-librarian role is teaching.** Therefore, don't allow the technical side of the library to overwhelm the teaching side. For example, don't catalogue anything you can possibly avoid cataloguing. Purchase MARC records or cataloguing and processing, or send it to your district's central service (if it has survived recent cuts). Purchasing cataloguing is more cost effective than spending your own valuable time. As well, if you are hunched over a stack of books, *Dewey and Sears*; you will be unavailable for your central role of working with teachers and students.

Focus your efforts on getting the administration tasks done by supervising and organizing others rather than attempting to do it all yourself.

CLERICAL TASKS RELATED TO THE TEACHING PROGRAM:

1. **The guiding principle is that units of study require preparation to establish and revision to keep them current.** Both of these produce work which must be done by someone, and the trick is to reduce the workload, to share it with others, and to make the task a meaningful one for all concerned. Some simple approaches make this process less stressful:
- Allow a sufficient timeline so that preparation can be accomplished without undo stress, then, with your teaching partner, set a series of self-imposed deadlines with a small buffer period for emergencies at the end.
 - Follow the timelines established — no procrastination is allowed. If you find yourself getting behind, involve more hands in the task, or get an able student to assist you.
 - Sometimes the administrator will be amenable to providing some limited substitute time to a planning team. You won't know if this is

the case unless you ask. It is a good idea to save this option for emergency cases or very large units that require massive preparation. Stations or centres units frequently fall into this category.

2. **The guiding principle is that using computers can save the team valuable preparation time — and ease revision problems.** Use computers to do as many tasks as possible, for example:
- preparation of overhead transparency cards that are readable.
 - preparation of assignment sheets, worksheets, resource lists, etc., for cooperatively planned teaching units. Revision is a breeze if the original is on disk.
 - preparation of guided instruction sheets or job cards for specific information skills for individual students.
 - record-keeping for student achievement in the area of information skills.

Remember the electronic scanner which allows you to take print information and scan it into the computer. If there is a scanner in your school, you can take a pre-computer unit or information sheet, and scan it into the computer to be revised. If there is no scanner in your school, talk with colleagues to find one who can help you transfer a number of items into electronic format.

3. **The guiding principle is that beauty is not everything — indeed it is not even the most important thing!** When a unit is first developed, do not attempt the production of a set of materials which is too aesthetically pleasing. If you are doing it by hand, the effort involved in the search for perfection may reduce your interest in revising the materials. If you are doing it by computer, the desire for perfection may seduce you into spending almost as much time on the materials as you would have if you had done it by hand.

Keep in mind that producing functional documents in a reasonable amount of time is the most important thing. Remember too that in the future you will likely need to revise the materials so that they will be more effective or better suited to a changed student population.

Attractive format, clearly stated instructions, and congruence between instructional objectives, learning activities and evaluation are all clearly essential to unit plans and materials, but is pretty

really necessary?

PLANNING AND TEACHING TIMESAVERS:

1. The guiding principle is that time is the most precious resource educators have. Consequently, it is important not to waste any time, or to waste any work that can be successfully modified for use with classes in subsequent years. To this end, teacher-librarians should:

- plan with teachers in stages, including initial contact and topic outlining, preliminary resource identification, unit planning and modification of resources, separate and joint task completion, refinement, final preparation, etc.
- utilize planning guides and a planning folder. Consider using different planning guides for short, medium and long units, each providing a similar frame-work, but varying amount of space within which to record. Your planning folder could contain various resources that assist planning (e.g., Bloom's taxonomy, a Knowledge Framework form, the school's scope and sequence of information skills). BCTLA's *Fuel for Change* includes hints on how to use planning guides and ways to set up files of successful units for future reference.

2. The guiding principle is that class-room management techniques can be successfully applied to the management of unit materials and students in the library resource centre.

For example:

- Use boxes or bins for current "in action" programs. One secondary teacher-librarian in Vancouver had the brain-wave of using kitty litter trays which accommodate legal length file folders and papers. They can be used to gather up materials quickly at the end of a class and they can be stacked to conserve space. This idea spread — probably causing the manufacturers to wonder whether there had been an explosion in the cat population.
- Establish teacher-designated student groupings for specific purpose. Since the teacher knows the students best, take advantage of this knowledge by having the teacher group them in advance in accord with criteria that you have established together (e.g., heterogeneous groups). Working periods in the library will proceed much more smoothly.

- Retain student project folders in the library resource centre and they won't go astray at the crucial moment.
- Make students responsible for taking out and putting away their working folders and materials as well as being responsible for their own learning.
- Ensure that each period ends with enough time for students to put things back neatly where they found them, or on a trolley or in a space that you designate.

3. The guiding principle is that impact on the teacher-librarian's time should be considered when unit arrangements are being planned with the teacher. For example:

- Instead of a bibliography, prepare a resource list to give students some direction in searching for their own materials.
- If materials will be pulled each year for an assignment, have a volunteer make a list of call numbers and short titles so that the next year a volunteer can put materials. Have a volunteer write them on scrap catalogue cards, place the cards in Dewey order and secure them with a ring. Additions can then be made easily during the year as new materials arrive. Photo-copying the circulation card is another option, as it having your volunteer enter the data into a computer listing.
- The value of the list, in whatever format, is that another volunteer can use the list to pull the collection the following year. In one elementary school, the classroom teacher and the teacher-librarian decided that they would "reward" a student who had completed the previous unit quickly by allowing him to pull the materials for the next unit. This was so popular a reward that they made it a regular practice.
- Tie students' return of materials to the evaluation of student work habits in connection with units in the library resource centre. At the secondary level, this is a very effective practice in connection with the return of overnight loans.

PROFESSIONAL NETWORKING:

1. The guiding principles are that everyone has something to share and that everyone needs the support of some type of network. For a network to be effective, the electricity of com-

munication is necessary. Some examples are:

- Share ideas, cooperatively planned units and resources with teachers on your school staff and with other teacher-librarians in your district. While it is unwise to use others' units without modification to adapt them to one's own situation, sharing stimulates ideas and interest. It also reinforces the concept that "Every-one is doing it!" and strengthens the likelihood that teachers will opt to work together.
- If items like forms, resource lists and units are shared on computer disk, it is much easier to adapt them to new sites and different needs.
- If one teacher-librarian is an unsurpassed mine of ideas for units, another teacher-librarian can make up the balance by providing computer expertise, while another can design nifty displays that are easy to set up.

2. The guiding principle is that a support network can consist of two, three or more individuals. It cannot be composed of one person.

I know from experience that some people reading this article will say that many of the ideas are time-consuming, not time-saving. This is an illusion, In reality, once you have communicated needs, trained a core of volunteers and made them feel committed to the educational goals that you espouse, then a growing cadre of experienced, trained people will provide ongoing support from year to year. You may be lucky enough to have one of these volunteers take over coordination of other volunteers, you may have a retired teacher who serves the school as a volunteer for over a decade, or you may develop a monitor or library club that is so big you have a waiting list for membership. All of these have happened. All of them occurred because the teacher-librarians involved did not simply assign tasks to be done, but rather communicated the importance of the task to volunteer helpers. Individuals were made to feel like an important part of the educational enterprise.

The key person is the teacher-librarian who has decided what is **most** important, who has considered ways to get the most out of the time and people available, and who is committed to working collegially with other teachers, teacher-librarians, parents, students, and anyone else who shares a belief

in quality information experiences for students. Such a person will attract the type of support base that ensures that teacher-librarian time will be directed toward the educational program rather than technical services.



READINGS ON SCIENCE

by **BARBARA COOPER**, teacher-librarian, **KAREN MORLEY**, science teacher, and **STEVE CHURCH**, science teacher, Fleetwood Park Secondary School, SD #36 (Surrey).

Students in the Science Co-op. Programs are scheduled for three senior science lab. courses and a related 3 week work experience — a demanding course load for one semester! Our challenge was to “short circuit” the usual academic research project and to find a way to get these students involved in a meaningful library-based activity without increasing their already heavy workload. The result is the following assignment with its accompanying bibliography.

Books were previewed with an eye to readability and style of writing. We hoped to provide a list of materials that was wide ranging in scope, thoughtfully provocative, and whose presentation was in contrast to the ever-present textbook. It was important that students

be able to complete the assignment by reading just one portion of the book. (We hoped, of course, that once their appetites were whetted, students would go on to finish the whole book.)

The project requires one period (or less) in the library. A selection from the highly accessible Lewis Thomas' *Late Night Thoughts on Listening to Mahler's Ninth Symphony* was read aloud to introduce students to the type of “readings” we had in mind. (The last five pages of his essay, “Things Unflattened by Science” nicely capture the essence of the inquiring mind, but any brief selection of material you personally like will serve the purpose.) Students then browse materials on display and on the shelves to make their selection.

READINGS ON SCIENCE

A. Select a book from those listed on the reverse. Read at least one chapter (or section).

B. Prepare your response in writing by providing information about:

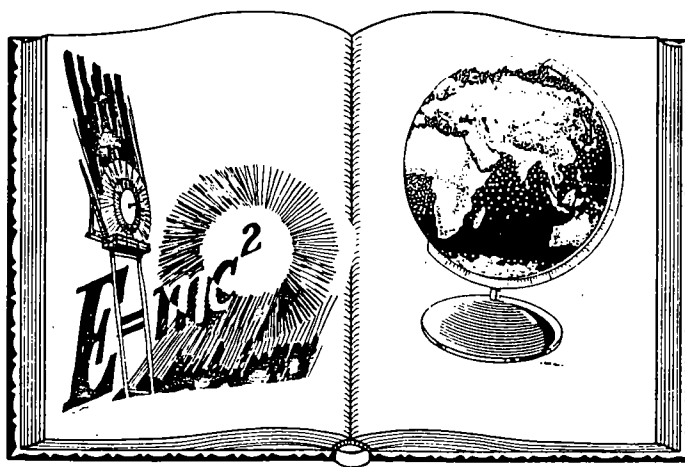
- 1) **THE SOURCE:** author, “chapter heading”, *title*, copyright date, pages.
e.g.: Gould, Stephen Jay. “A Biological Homage to Mickey Mouse.” *The Panda's Thumb*, 1980, pp. 95-107.
- 2) **YOUR SELECTION:** Compose a synopsis - a concise, descriptive summary - of the reading.
- 3) **THE AUTHOR'S VIEWPOINT.**
- 4) **YOUR RESPONSE:** Some suggestions are...
 - a) what questions did this reading raise in your mind?
 - b) do you agree/disagree with the author?
 - c) can you spot any holes/problems/inconsistencies in the author's thinking?
 - d) how does this reading fit in with your understanding of the topic?
 - e) some other form of response...
- 5) **ANY CONCEPTS/IDEAS/THEORIES** that would need to be clearer in order to fully understand the reading.
- 6) **FURTHER SOURCES OF INFORMATION ON THIS TOPIC:** Provide at least two titles by searching on the on-line catalogue, on the computers, and in the reference section.
- 7) **NEW VOCABULARY:** Choose 3-5 words you learned. Give definitions in your own words.

READINGS ON SCIENCE

A beginner's guide to constructing the universe
Almanac of the environment
Are we alone?
Burning house, The
Curious naturalist, The
Diet for a small planet
Diversity of life, The
Double helix, The
Empty Eden, The
Fragile species, The
Guide to earth and space
Hot zone, The
Human animal, The
Hunting dinosaurs
In the shadow of man
Ishmael: an adventure of the mind and spirit
Lives of a cell, The
Medusa and the snail, The
Men and whales
More future stuff
New theories on the origins of the human race
Nobel prize women in science
Our changing earth
Panda's Thumb, The
Parallel thinking
Private life of plants, The
Rarest of the rare, The
Recent revolutions in biology
Science of viruses, The
Scientific enigmas
Sophie's world
Vanishing feast, The
Youngest science, The

BIBLIOGRAPHY

- 516.001 SCH (2 copies)
- 363.7 HAR
- 574.999 DAV
- 612.8 ING
- 508 CUR
- 641.5 LAP
- 333.95 WIL
- 547.596 WAT
- 333.95 DYK
- 610 THO
- 520 ASI
- 614.5 PRE
- 573 MOR
- 567.9 PSI
- 599.88 GOO
- F QUI
- 304.2 THO
- 547.02 THO
- 639.2 ELL
- 338 ABR
- 573.2 LAM
- 509.2 MCG
- 363.7 CAN
- 575.01 GOU
- 153.4 DEB
- 581.5 ATT
- 574.5 ACK
- 574 COR
- 616 FET
- 001.9 DOW
- FIC GAA
- 338.1 PAT
- 610.92 THO



PACIFIC NORTHWEST LIBRARY ASSOCIATION YOUNG READER'S CHOICE AWARDS: A SIMPLE AND EFFECTIVE WAY TO GET KIDS READING GOOD LITERATURE

submitted by JANET TOMKINS, Children's Librarian, Renfrew Branch, Vancouver Public Library.



1997 WINNERS

The votes have all been counted and the winners of the 1997 Young Reader's Choice Award are:

YOUTH DIVISION (GRADES 4-8):

Nasty stinky sneakers by Eve Bunting

SENIOR DIVISION (GRADES 9-12):

Driver's ed by Caroline Cooney

A total of 48,404 votes were cast by young readers: 45,071 in the Youth Division and 3333 in the Senior Division. In BC, 1831 and 383 were cast respectively.

WHAT IS IT?

The annual winner of the Young Reader's Choice Award is chosen by children from a ballot compiled by the chairperson of the Pacific Northwest Library Association Young Reader's Choice Award committee. There are two divisions: Junior (grades 4-8) and Senior (grades 9-12). The Award, which was established in 1940, is presented to the winning authors at the annual Pacific Northwest Library Association conference.

Children, teachers, and librarians may recommend titles for the next year's ballot to their state or provincial representative. For the next ballot, the titles must have a copyright date of 1996.

Anyone in grades 4-12 in Alaska, Alberta, British Columbia, Idaho, Montana, Oregon, and Washington is eligible to vote if they have read (or had read to them) at least two titles from the ballot. Voting takes place each year between March 1 and March 15.

Students may vote at participating school and public libraries.

Ballots may be purchased from Vancouver Kidsbooks, or participating libraries may design their own. Vancouver Kidsbooks is also the official BC supplier of other promotional materials, including Handbook for 1998 YRCA nominees, videotapes, posters, stickers (for identifying books), and brochures. Kidsbooks can also supply copies of nominated titles. Write: Sarah Butler, Vancouver Kidsbooks, 3083 West Broadway, Vancouver, BC V6K 2G9 Telephone: 604-738-5335 OR 1-800-893-5335. Fax: 604-738-5362.

Send the total number of votes cast for each title to your BC representative by March 20, 1998.

WHO IS YOUR BC REPRESENTATIVE?

Janet Tomkins
Children's Librarian
Renfrew Branch - Vancouver Public Library
2969 East 22nd Avenue
Vancouver BC V5M 2Y3
Telephone: 257-8705
Fax: 257-8704
E-mail: janettom@vpl.vancouver.bc.ca

PACIFIC NORTHWEST LIBRARY ASSOCIATION

YOUNG READER'S CHOICE AWARD -1998 NOMINEES

JUNIOR DIVISION (GRADES 4-8)

Poppy by Avi

The Watson's go to Birmingham — 1963 by Christopher Paul Curtis

Robin's country by Monica Furlong

Running out of time by Margaret Peterson Haddix

Danger at the fair by Peg Kehret

Stranded by Ben Mikaelson

Mick Harte was here by Barbara Park

Galax-arena: a novel by Gillian Rubinstein

Wayside school gets a little stranger by Louis Sachar

Thunder cave by Roland Smith

Some of the kinder planets by Tim Wynne-Jones

Later, Gator by Laurence Yep

SENIOR DIVISION (GRADES 9-12)

In the middle of the night by Robert Cormier

The midwife's apprentice by Karen Cushman

Bad news travels fast by Gar Anthony Haywood

Slot machine by Chris Lynch

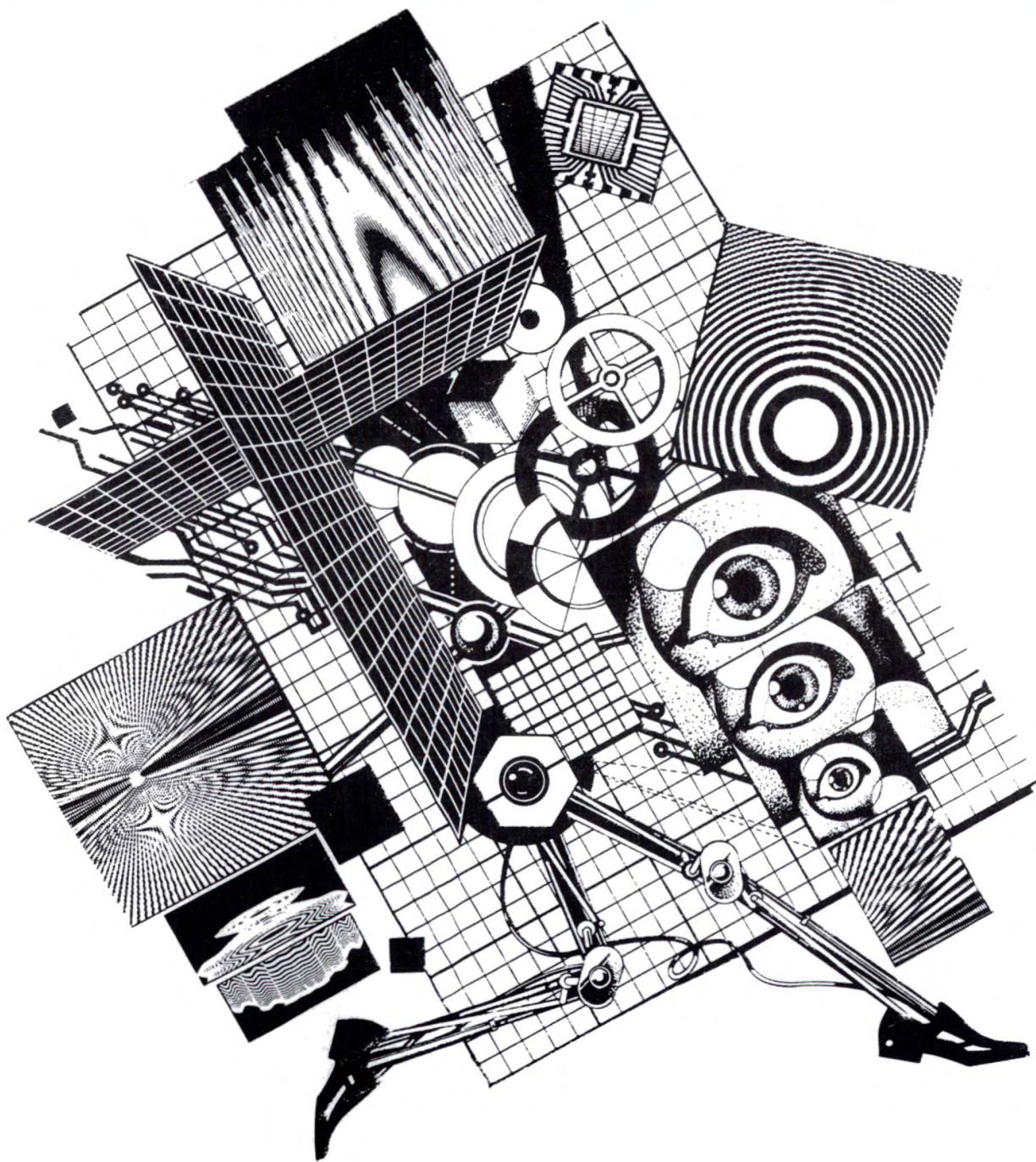
The road home by Ellen Emerson White

Participants should read at least two of the nominated titles, and vote for their favorite between March 1-15, 1998. Results should be sent to the BC Young Reader's Choice Award committee representative, who will also be pleased to answer any questions about the Award:

Janet Tomkins, Children's Librarian, Renfrew Branch,
Vancouver Public Library
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FEATURED IN THIS ISSUE





SERENDIPITY

VANCOUVER, BRITISH COLUMBIA

FEBRUARY 24, 1997

by **KAREN CUSHMAN.**

In my daughter's preschool, like in many other schools, there was a poster on the wall that read: *The two most important things we can give our children are roots and wings*

I couldn't argue with that, but it seemed to me there was something missing. And now I know what it is — words. Roots and wings and words.

Long before I was a writer words were my life, because I was a reader. I trusted books and what they said. Anything I wanted to know I would learn from a book: cooking, acting, photography, brain surgery (really — I had a medical science phase). When I was ten, I found a book about ballet and opened a school in our driveway for the neighbourhood children and for me, who learned right alongside them. I taught with the book open in one hand and the other hand on the barre, which was the door handle of my mother's orange 1938 Plymouth with the rumble seat. When I turned sixteen, I was the only teenager in California, I'll bet, who checked a book on driving out of the library before getting behind the wheel of a car. My first response to needing to know was always to read about it. So when I decided that I might finally be grown up enough to write for children, I naturally turned to books for instruction. And here is some what I found:

ON INVOLVEMENT:

"One does by far one's best work when besotted and absorbed by the matter at hand" — Jessica Mitford.

"The artist must work with indifference — too great interest vitiates his work" — Henry David Thoreau.

ON AUDIENCE:

"Know the public you are writing for" — Victoria Holt.

"The whole duty of a writer is to please and satisfy himself, and the true writer always plays to an audience of one" — E.B. White.

ON THINKING:

Herbert Miller said, "You need to think."

Ray Bradbury, "Above all, don't think."

ON EMOTION:

"No tears in the writer, no tears in the reader" — Robert Frost.

"A writer's eye, to be clear, must be dry" — George Darien.

ON LENGTH:

"The best way to be boring is to leave nothing out" — Voltaire.

"I don't believe less is more, I believe more is more" — Stanley Elkin.

ON MOTIVATION:

"No man but a blockhead ever wrote except for money" — Samuel Johnson.

"I should write for the mere yearning and fondness I have for the beautiful, even if my night's labours should be burnt each morning and no eye shine upon them" — John Keats.

ON WRITING WHAT YOU KNOW:

"One of the dumbest things you were ever taught was to write about what you know" — Ken Kesey.

"Write about a subject that you really know about" — Jackie Collins.

You see my dilemma? It seemed to prove what Somerset Maugham said: "There are three rules for

writing. Unfortunately no one knows what they are.” Therefore I started my career by ignoring all advice.

While I was considering “Gee it might be nice to write this story I have been imagining,” I heard a writer speak about the importance of making the lead character in a book for children the one who solves the problem, saves the day, figures out the mystery, fixes the situation. Well and good, I thought, but hardly realistic. There are many problems children — and adults — cannot solve, situations over which they have no control. What then? And I imagined a medieval girl, at odds with her father’s desire to marry her off for gain, but with no options. She can’t run off to London and open a boutique. There’s not much she can change about her situation. So what can she do? What is she responsible for? So I ignored the advice and thought about all this, which ultimately gave me the theme for my first book, *Catherine Called Birdy*.

The road to writing for me was not terribly hard but very long. As a child I loved to write. The earliest work I can remember was a plea for brotherhood, tolerance, and multiculturalism (I was obviously ahead of my time) entitled *Jingle Bagels*, about Santa Claus going down the wrong chimney on Christmas Eve and finding himself in a Jewish home. It remains unpublished. There were also many short stories about the handsomest boy in school falling in love with the plain, shy, bookish girl, and an epic poem cycle based on the life of Elvis. I didn’t know anyone else who wrote and certainly no adult who wrote for a living, so I never thought about being a writer. Writing was just a place I went to, to sort out feelings, mourn, celebrate, and ventilate.

I felt comfortable writing.

And reading. I loved books, coveted books, devoured books: *Little Lulu*, *Donald Duck*, *The Bobbsey Twins*, *Grimm’s Fairy Tales*, because that’s all we owned, until I discovered the library and trudged home every week with my ten (that was the limit) treasures: *The Moffats*, *Homer Price and Caddie Woodlawn*, *Blue Willow and Strawberry Girl*, *Kristin Lauransdatter*, *Triumph over Pain*, *The Rise and Fall of the Third Reich*, *Mad Magazine*, *Tender is the Night*. I was not selective, knowing no more than to read what reached me. And what I could reach — literally. Chances are if I could reach it, I would read it.

Because I loved books, in college I majored in English literature. Unfortunately it seemed I did not love the right books, important books, fashionable books. I did not love *Clarissa* or *The Alexandria*

Quartet. I loved lovable books: *Winnie the Pooh* (in Latin yet), *Charlotte’s Web*, *Catcher in the Rye*, *Diary of Ann Frank*, *One Flew over the Cuckoo’s Nest*, *Exodus*, anything by Mary Renault or Anya Seton or Rosemary Sutcliff. So I abandoned English and studied instead Greek and Latin and falling in love. After graduation I wanted to dig on the Acropolis by moonlight. There were not, however, many opportunities in 1963 for a female B.A. on the Acropolis, so instead I got a job at Pacific Telephone.

Many jobs later I found Philip and we married and moved to Oregon, where I wove, sewed, drew, and read some more: Kurt Vonnegut, *The Hobbit*, *Goodnight Moon*, *Cry the Beloved Country*, *Night* by Elie Wiesel. I made candles, macrame plant holders, blackberry jam, and our daughter, Leah.

Philip and I eventually went back to graduate school — I used to say we wanted to be Will and Ariel Durant; the truth is we both wanted to be Will! Now, twenty-five years later, Philip is a psychologist, professor and author, and Leah is an artist who graduated from the University of California at Santa Cruz with a degree in biology. She is now working in a children’s bookstore.

As for me, I gave up weaving and jam, got two master’s degrees, and spent the last ten years teaching in a graduate program in Museum Studies. What I didn’t do over all those years was write. I don’t know if I was afraid of failure, afraid of success, or too intimidated by the word “author.” I used to tell people I just had nothing to say.

I don’t know why I was finally able or willing to write again. Maybe I was writing all along inside and it just had to come out. Or maybe it’s Margaret Mead’s “post-menopausal zest.” Or maybe I finally had something to say.

Catherine Called Birdy grew from a long-standing interest in children and history. I had often thought about what life might have been like for children in the past when they had no power and little value. Especially girl children. I read everything I could about children of long ago: what they were like, how they lived, what they wanted and feared and suffered.

Birdy’s plight was that she couldn’t do much about her situation. So what could she do? That’s what the book is about. It begins: “Twelfth day of September: I am commanded to write an account of my days. I am bit by fleas and plagued by family. That is all there is to say.”

The success of *Birdy* took me by surprise. So many people told me that first novels didn't sell, history was not popular with young people, that the Middle Ages were dead. However, I had a story to tell and it seemed important to me to tell it, no matter what happened, so I ignored that advice, too. And the book spoke to young people, who may not be suffering the feudal system or arranged marriages but still feel that they have few options, few choices, and little power. *Catherine Called Birdy* was a Newbery Honor Book for 1995.

The Midwife's Apprentice began with the title. I loved that title, carried it around with me for a long while, but I didn't know what the story was about until I imagined a small homeless child sleeping on a dung heap, longing for a name, a full belly, and a place in the world. The book took only six months to write, partly because most of the research was done, partly because I knew this girl and this longing for a place in the world — for self, identity, and meaning. And judging from the mail I receive, so do many young people. In January of this year Alyce, the girl from the medieval dung heap, won the Newbery Medal for 1996.

My new book, *The Ballad of Lucy Whipple*, was written in response to a quote that read "The Gold Rush was a movement of men. Fully 90 percent of the people who came to California to search for gold were men," and I thought what about the other 10 percent? Who were they? Why did they come? The book follows a girl dragged unhappily across the country to search for gold in California. Like I was, Lucy is shy, bookish, and uninterested in adventure and change. She wants to stay home with her dog, her grandparents, and her public library. I have apparently never recovered from my own move from Chicago to California when I was ten. I didn't want to pick oranges in my backyard in an endless summer. I wanted to go home!

Just as Alyce finds her place and Lucy discovers where "home" really is, so finally did I. And it surprised me, although perhaps it shouldn't, for at the grand old age of 54 it seems I rediscovered what I knew at ten. Writing is my home. "In this dark and wounded society," wrote Anne Lamott, "writing can give you the pleasures of the woodpecker, of hollowing out a hole in a tree where you can build your nest and say, 'This is my niche, this is where I live now, this is where I belong.'"

I start with the story. Where do story ideas come from? From living. From reading and looking and listening and wondering. From being afraid, from not being afraid. From being alive and human and very curious.

Starting with the story means I don't say "I think I will write a book set in the California Gold Rush" but "I think I will write a book about a girl who travels all unwilling from her comfortable home in Massachusetts to the gold fields of California to follow her mother's dream and...."

The question I am most often asked —aside from "What does Corpus Bones mean?" — is "Why historical fiction?" There are a lot of reasons. I love to read historical fiction, so that makes the constant rewriting and rereading less onerous. I think young readers benefit from historical fiction, which can help them develop a feeling for a living past, by illustrating the continuity of life, giving readers a sense of history and their place in it. Historical fiction allows a glimpse of the lives of ordinary people, who are people like us, thus increasing sensitivity and understanding.

Historical fiction, like all good history, demonstrates how history is made up of the decisions and actions of individuals, and that the future will be made up of our decisions and actions. Leon Garfield has written: "If the young discover that in the past we have been governed, led, abused, and slaughtered by fools and knaves, then perhaps they will look about them and see that matters have not greatly changed, and possibly they will do so before they vote."

Perhaps most importantly, good historical fiction uses the past to better understand the present. Katherine Paterson said: "History is a pair of powerful eyeglasses with which to look at life. We cannot look directly at reality because our eyesight is too poor, and our hearts are too faint."

Probably the major reason why I write historical fiction is that those are the stories that take me over: "What if there was a girl and she lived in the Middle Ages when there really were few options for young women...."

For me, writing a historical novel involves making a trip backwards to some particular place and time and bringing it to life as convincingly as possible. I don't think it can be done well from the outside but only, as Rosemary Sutcliff said, "By making the trip myself, and a very lonely trip it can be — and soaking myself in time and place so I can tell the story from the inside looking out through the eyes of people who don't know the outcome."

I build myself a secure place to stand, morally, personally, and factually. I try always to write with sensitivity, compassion, and moral commitment. I explore issues important in my own life and to other

adolescents, of all ages — issues of responsibility, identity, and what it means to be human in this world — and try to tell the truth. “If,” said Julius Lester, “in the presence of a person or a book we feel ourselves mysteriously but unmistakably confirmed as human beings and we sense that life itself is being celebrated, we are in the presence of the moral.” That is what I aim for.

I stand secure by writing what I believe in, what I care about, and writing it in my own voice. Voice for an author is often described as rhythm, pace, detail. I think voice is the sum of what we are — our experiences, hopes, fears, mistakes, great moments, stupidity, wit, irony, laughter, pain — and how we use them and ourselves in a story.

What gives me a place to stand factually and say I know this place, I know how it feels, smells, looks, is my research. I am often asked if I do research first, last, or in the middle. The answer is “yes.” Research is not a linear process. I probably use 10% of what I find in actual writing, but the other 90% is what gives me that secure place to stand.

Sutcliffe wrote of the God’s eye view of history and the man’s eye view. I am interested in the man’s eye view — or more accurately, the thirteen year old girl’s eye view. I research for data — history, dates, place, clothing, food, crafts, language, sounds, smells. But just as important, if not more, are ideas, attitudes, assumptions, values, expectations. These have changed since ages past. For all we have in common, people in the Middle Ages and even 19th century California are not just us in different clothing. There are very real differences in what we believe, want, value, and think true.

When students ask why I don’t write what I know, I tell them I do. I write from my own experience — not of daily details but from my own experience of fears, failure, joy, waste, loss, injustice. I am lucky enough to remember being ten and twelve and thirteen and use those memories in making decisions, getting ideas, and writing my stories.

I try always to write with passion. My idea of passion is being moved by a feeling, enthusiastic, ardently devoted, attached, and loyal; is falling in love with an idea, writing my own story with zest, love, fire, and excitement; working hard — writing a lot, reading a lot, exercising those muscles. Waking in the morning happy with my job. Passion means to me writing what makes my soul grow warm, what is generous and life-affirming, what is inside me and wants to come out, no

matter what sells. Ray Bradbury wrote: “The first thing a writer should be is excited. He should be a thing of fever and enthusiasm. Without such vigor, he might as well be out picking peaches or digging ditches. God knows it would be better for his health.”

Passion means choosing myself and my ideas and my work even when it is inconvenient, annoying, or even — God forbid — unfair to others. I have come to realize, as Erica Jong is supposed to have said, “You can’t be creative and a good girl.” So I am making my choice.

“What I think I’m doing when I write for the young,” Katherine Paterson wrote, “is to articulate the glorious but fragile human condition for those whose hearts have heard but whose mouths, at the age of five or ten or fourteen, can’t yet express. But the truth is I can’t really express it either. So what happens is a reciprocal gift between writer and reader: one heart in hiding reaching out to another. We are trying to communicate that which lies in our deepest heart, which has no words, which can only be hinted at through the means of a story. And somehow miraculously, a story that comes from deep in my heart calls from a reader that which is deepest in his or her heart, and together from our secret hidden selves we create a story that neither of us could have told alone.”

So this is how I write. I start with the story, take a trip backwards in time, build myself a secure place to stand, and embrace love and passion and with them write the best books that I can, from my heart, right to the reader’s heart.

Writing, being at home there, has been the most difficult and the most natural thing I have ever done. It makes sense and seems impossible, brings me joy and frustration.

Why do I write? Because I can think of nothing more important to do. I believe in the value of stories. Ursula LeGuin said “To learn to speak is to learn to tell a story.” I think to tell a story is to learn to speak, to take sides, voice opinions, make connections, cry out in terror or pain or joy. I never spoke so loudly or so truly as since I learned to tell a story.

I believe in the value of writing for children. I am not a children’s author just until I get good enough or old enough to write for adults. I choose to write for young people. Herbert Kohl, in his new book, talks about the importance to children of what they read: “I believe that what is read in childhood not only leaves an impression behind but also influences the values, and shapes the dreams, of children. It can provide negative

images and stereotypes, cut off hope and limit aspirations. It can erode self-respect through overt and covert racism and sexism. It can also help young people get beyond family troubles, neighborhood violence, stereotyping and prejudice — all particulars of this life that they have no control over — and set their imaginations free.” What could I do more important than this?

I’ve gotten hundreds of letters from young people who have responded to my books, ranging from Rodney’s “You changed my life” to Nick, who said, “I haven’t read any of your books but now that you’ve come to our school I am considering reading one.”

Brooke wrote, “I never read books. I didn’t know books were so fun until I read yours.... I want to write books like yours when I get big. How long does it take?” And Nicole said “Reading is not my favorite thing to do. I have troubles trying to read the required pages in school, but when my mom made me try your book *Catherine Called Birdy*, I couldn’t put it down.” This is why I write. For Brooke and Nicole.— And for Noah, whose teacher sent a note with his thank you card: “This student has problems. I wanted you to know that your visit really made an impression on him. This is more than I’ve seen him write all year. Thank you!” You’re welcome, Noah. Good for you.

There are heartfelt letters from would-be writers, like this from a seventh-grader: “Dear Mrs. Karen Cushman, from the greatest ideas of inspirations that come from my heart I would like to thank you. You seem to be extremely elaborate with your devotion and love for writing. I never knew such talent of the mind existed. It is a sure treasure to have come across an author such as yourself. You surely express your devotion in your work. One day I hope to walk in your footsteps of a writer.”

And: “Dear Ms. Kushman, I live in second grade. I am writing a story just like your story of the girl called Catherine. The reason I am writing is that I thought your story was so good. And I will ask that you write a lot more stories. Second grade stinks. We’re still learning 1 plus 1. If you have time could you send me advice about how to write interesting stories?”

And “Because of you I think about becoming a writer. Not the kind that publishes, just somebody who loves to write stories.” Way to go, Chris.

I tell young people I love what I am doing, that I hope to die with my hands on the computer keys and hundreds of great ideas tumbling around inside me. In

return I get letters like this from Douglas — “When I grow up I am going to write stories about King Arthur because you encouraged me” — and from Katie — “Thank you for helping me follow my dream. To be or not to be an actress? Am I good enough? I am!”

And this too is why I write — to inspire passion in my readers. I want children to care about things — overwhelmingly — acting and butterflies, dragons, fossils, and poetry, reading, writing, and the Middle Ages. There are plenty of people who live small; I want to inspire young people to live big.

Ray Bradbury says writing for him means being in love every day for the next 20,000 days and out of that love, remaking the world. You can’t remake the world without passion. And I am beginning to think that remaking the world is what writing is all about for me.

I see nothing wrong in entertaining children, but I want more. I want them to be stimulated, thrilled, amazed, awed, excited, comforted, refreshed, angered, inspired, transformed. I want to write transformational books, books that are sweet and good and true, that take sides, that champion good over evil, passionate over passive, substance over surface, honor over expedience, love over hate, books that tell of kindness and compassion, struggles for justice, of efforts towards diversity, democracy, and freedom, so children can learn the joys and sorrows of remaking a world. I want the children who read my books to grow to be independent critical thinkers, who cherish poetry over polemics, and know that it is not who has the most toys when he dies who wins.

I know I ask a lot of my books and I am not alone. In the recent *Horn Book*, Selma Lane wrote “... the most exalted role that books fulfill ... is to expand our horizons, to tell us more than we had henceforth ever imagined, to give us a sense of life’s exhilarating possibilities, to influence our moral outcome and to help determine what kind of people we strive to be.” And, I would add, what kind of people we want our children to be.

“In a time lacking truth and filled with anguish and despair,” wrote Louise Bogan, “no woman should be shamefaced in attempting to give back to the world through her work a portion of its lost soul.” So that is what I do, because I have roots and wings, but also words. And that is what I want to share with every young person in the world — roots and wings and words — the power to remake the world. Or at least to try.

SOLIDARITY FOREVER: PEOPLE, POWER AND POLITICS OR WHEN PUSH COMES TO SHOVE FOR SOCIAL STUDIES 10

by **ROB WARREN**, student teacher, and **BONNIE MCCOMB**, teacher-librarian, Parkland Secondary, SD#63 (Saanich).

INTRODUCTION:

This stations unit focuses on the origins, advantages, and disadvantages of unions. We integrated Dr. Roger Taylor's idea of tapping into more than one of the seven intelligences from his Current, Best Instructional Strategies for your *Gifted and highly capable students resource handbook* by having the whole class sing "Solidarity Forever," a song related thematically to the unit.

CONTENT GOALS: SOCIAL STUDIES LEARNING OUTCOMES

- Students should understand the effect of labour activity on the lives of Canadians and the Canadian economy

INFORMATION SKILLS GOALS:

- Locate information within resources using indexes, table of contents, guide words, sub-heading
- Compile and organize information extracted from resources
- Create an end product to demonstrate knowledge

KEY HISTORICAL QUESTION

- What role have working people had in the development of the Canadian economy?

SEQUENCE OF LESSONS:

1. Teacher introduces the unit on unions and provides an overview of how unions can help or hinder the economy
2. Teacher-Librarian pulls resources, sets up stations, and introduces the stations
3. Students spend 40 minutes at each station. They may work at their own pace but should attempt to complete two per class. The third class will be provided to finish up any unfinished work.

4. On the second day, sing "Solidarity Forever" at the beginning of the class. Discuss what purpose songs and slogans have in creating worker "solidarity."

STATION ONE: FAMOUS HISTORICAL STRIKE

DIRECTIONS:

Use the resources provided to research the Winnipeg General Strike 1919. Imagine you are a newspaper reporter assigned to report on the strike the day after it happens. Write a newspaper article that

1. Has an interesting or eye-catching headline
2. Starts with an exciting hook or lead
3. Includes the 5W's and H: Who, What, Where, Why, When, How
4. Has short paragraphs with concise information
5. If possible, presents all sides of a story
6. May use quotes from appropriate people

CRITERIA FOR EVALUATION:10 MARKS

- Givens: neat, no spelling errors
- Information outlined above is complete
- Accurate summary of factual information
- Thoughtful approach to the issue

RESOURCES:

Balawyder, A. (1967). *The Winnipeg general strike*. Vancouver: Copp Clark. (331.892 Bal)

Cruyton, J.B., & Wilson, W.D. (1994) *Flashback Canada*. Toronto: Oxford University Press, pp. 309-320.(971 Cru) Chapter 22.

Emmond, K. (1993). *Discover Canada: Manitoba*. Toronto: Grolier. (971.2 Emm), pp. 58-60.

Lunn, J., & Moore, C. (1992). *The story of Canada*. Toronto: Lester. (971 Lun), p. 231.

Morton, D. (1983). *Years of conflict:1911-1921*. Toronto: Grolier. (971.061 Mor), pp. 98-100.

"Winnipeg General Strike." *Canadian encyclopedia* (Vol. 4, p. 2319). Edmonton: Hurtig.

Morton, D. *Winnipeg general strike*. Toronto: International Tele-film. (AV 331.89)

Morton, D. (1984). *Working people*. Toronto: Deneau. (331.880971 Mor), pp. 119-125.

STATION TWO: SITTING IN THE MEDIATION HOT SEAT

DIRECTIONS:

1. Read the selected newspaper articles about one union/management dispute. Summarize the main issues (who, what, when, where, why). Assess the strengths and weaknesses of each side. Then decide how YOU would mediate the dispute.

Summary of Dispute	Union Issues	Management Issues	Your Mediation Decision

CRITERIA FOR EVALUATION:10 MARKS

Givens: neat and legible

- Issues are identified clearly for each party
- Resolution is supported by factual evidence
- Resolution is fair and thoughtful
- Creativity of approach

RESOURCES:

Newspaper articles from Labour Union Vertical File

Infotrac Magazine Index--locate and use articles

"Mulroneys vs the Unions." *Macleans* (23 Sept 1991), p. 30-31

"Saying 'No' to Zero." (23 Sept. 1991). *Macleans*, p. 32-33.

STATION THREE: ORIGINS OF UNIONS

DIRECTIONS:

Select one of the following options. They are similar assignments but with a slightly different audience and focus.

OPTION ONE:

Imagine you are the Public Relations Officer for unionism. You are responsible for developing an information pamphlet that advertises the advantages of the union. Create a slogan for the front cover of your pamphlet. Inside the pamphlet include the following information:

1. What is the role of a union?
2. What is the origin of union activity?
3. How have unions made a difference to the working lives of labourers?
4. Other (may include quotes, diagrams, logo, etc.)

OPTION TWO:

Invent your own union or represent a current union. Imagine you are responsible for public relations for this union. Make an information pamphlet that includes the following information:

1. State the origins of this union
2. Give the rationale for its existence (what does it do?)
3. How is the union providing for the needs of the labourers?
4. Other (may include quotes, diagrams, logo, etc.)

CRITERIA FOR EVALUATION:10 MARKS

- Givens: 8 1/2 X 11 paper folded in three, neat, no errors
- Information outlined is complete
- Organization and presentation of information is attractive and effective

RESOURCES:

Cruyton, J.B., & Wilson, W.D. (1994) *Flashback Canada*. Toronto: Oxford University Press, pp. 309-320.(971 Cru) See Chapter 21.

Morton, D. (1982). *Labour in Canada*. Toronto: Grolier. (331.88 Mor)

Mackay, Cl. (1987). *Pay cheques & picket lines: All about unions in Canada*. Toronto: Kids Can Press. (331.88 Mac)

McConville, B. (1986). *The role of trade unions*. London: Macdonald.

Vertical File: Labour Unions-History

STATION FOUR: THE POWER OF LANGUAGE AND IMAGE

DIRECTIONS:

How do pictures and slogans sway political opinion or whip up emotion? Survey the resources on propaganda for ideas on techniques. Create a strike poster that conveys a strong message. You may create a poster for one of the strikes you researched in Station One or Two or for any labour issue.

CRITERIA FOR EVALUATION: 10 MARKS

- Givens: neat and legible
- Message clearly conveyed with slogan or picture
- Visual impact (colour, lines, headings, lettering)
- Authentic information for the time period (if doing a historical strike)

RESOURCES:

Hollis, R. (1994). *Graphic Design*. London: Thames and Hudson, pp. 32-36. (760 Hol)

Ross, S. (1993). *Propaganda*. Hove: Wayland.

Stulz, T. "Propaganda." *World book encyclopedia*. Chicago: World Book.

STATION FIVE: OPTIONAL* HISTORICAL TRENDS IN CANADA

DIRECTIONS:

Using Plate 38 and 39 in the *Historical atlas of Canada: addressing the twentieth century* (Vol. III), select one (or both) of the following assignments:

1. Write a Crimestoppers Report or Newspaper Article about the role of violence in union strikes.
2. Imagine you have been hired by a business investor who is concerned about opening a business in the best area of Canada for good labour relations. He wants to know the hotspots to avoid. He has asked you to provide him with a regional analysis of union activity from 1890-1930 and make recommendations for where he should open his business.

CRITERIA FOR EVALUATION: 10 MARKS

- Givens: neat, legible, no spelling errors
- Accurate analysis of data
- Ideas supported by evidence or examples

RESOURCES:

Historical atlas of Canada: addressing the twentieth century 1891-1961. (1990). Toronto: University of Toronto. (Ref 911.71 His)

* Students may choose to do this Station as a challenge in place of any of the other stations.

"SOLIDARITY FOREVER!"

by Ralph Chaplin

When the Union's inspiration through the workers' blood shall run,
There can be no power greater anywhere beneath the sun,
Yet what force on earth is weaker than the feeble strength of one?
But the Union makes us strong.

Chorus:

Solidarity forever!
Solidarity forever!
Solidarity forever!
For the Union makes us strong.

TUNE: John Brown's Body

Cruyton, B.B., & Wilson, W. D. (1994). *Flashback Canada*. Toronto: Oxford University Press.

BCTLA / PIMA ADVOCACY CAMPAIGN

by GERALD SOON, BCTLA President

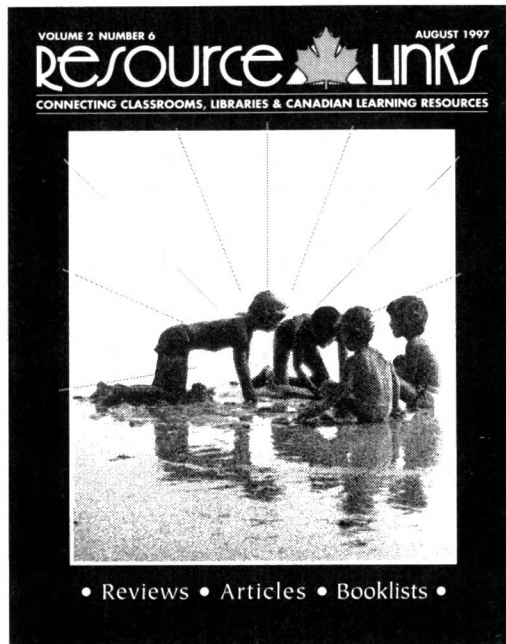
The BCTLA has joined forces with the Pacific Instructional Media Association (PIMA) on an advocacy campaign to help make the public aware of the plight of District Resource Centres and school libraries in BC.

Each year, we hear of more cutbacks to teacher-librarian positions and District Resource Centre services. The BCTLA and PIMA met in June to embark on a campaign to educate the public and to gain support from as many different levels as possible.

Thanks to the talent and generosity of Bob Krieger, editorial cartoonist for *The Province*, we have a graphic that is being made into a poster and possibly bookmarks. We envision that this poster will give a message about the importance of these services that are being eroded yearly. Use it in presentations, post it at PAC meetings, be creative and proactive! Be an advocate!

This campaign is funded through the generosity of a variety of publishers, individuals and associations. Apple Canada has generously donated a computer that will be used in a draw for this campaign. The stipulation is that the computer must go to a school. We hope to have more details about this draw shortly. Ask your chapter representative for more details. Additional information will be sent with the executive minutes to each BCTLA chapter representative. Encourage your teaching colleagues to enter the draw, and at the same time, tell them why we are raising the awareness of what is happening to school libraries, teacher-librarians, district resource centres and district resource centre personnel in this province.

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CHALLENGING IDEAS: QUOTATIONS FROM "BRIDGING THE GAP"

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

"Bridging the Gap" was a great conference with many illuminating moments. Speakers were almost uniformly excellent, with several being real stars. It was a treat to attend. Considering how I might report on this conference, I shuffled through my notes and noted the many times I was inspired to take down direct quotes. I also realized that the conference proceedings document is full of memorable ideas as well. The following statements struck me as being important for teacher-librarians to hear. Naturally, they are but a few of the noteworthy comments made by speakers.

Dr. Jean Brown

- "In the research that we are doing, we were told that if teacher-librarians are to survive, they need to show that their work is directly or indirectly related to students' learning outcomes. In the restructuring that is taking place, only those who are seen as contributing to the mission of the school will survive."
- "We are living in a society that requires evidence, accountability, and unless we provide that evidence, we are in danger of being discredited and disregarded."
- "The current imperative is that we build the research base that we so badly need. To do so, the gap between the university researcher and the school practitioner must narrow. ... One thing is clear — those of you who are practising teacher-librarians cannot leave this to outsiders, it is too important for that, so you need to recognize your responsibility."

Jamie McKenzie:

- While recommending *The Gutenberg Elegies*: "If you read only five books in the next decade, make this one of them."
- "In the new information landscape, learning will require independence, skill and courage."
- Commenting that no one has yet discovered a way to make money from the Internet: "Books will

continue because writers spend time doing in-depth research and write for money."

- Stating what teacher-librarians' goal must be: "... students who are independent of the info merchants."
- "The question is the most powerful technology we've ever come up with."
- "The best questions are unanswerable."

Paul Lupton:

- "The technology industry is working hard to convince parents in particular, that the possession of a computer connected to the world's network and using the latest intelligent software will provide their children with the experiences they need to succeed."
- "To ensure that library and information services are a priority in schools, teacher-librarians need to be much more aware of agendas outside those of the library. This implies teamwork to work towards wide acceptance of the planned direction of the library."
- "The cliché *Working smarter, not harder* has always been apt for our profession and is even more pressing for our future."
- "By adding strategic planning, leadership and advocacy skills to the other skills of teacher-librarianship we have a much better chance of ensuring strong information services in schools."

Suzette Boyd:

- Commenting on the Australian conference, "Learning Environment Technology": "... the 21st century was described as the competitive century, where creativity, individuality and risk-taking will be the most valued characteristics of an employee. The challenge is to decide if we want to take the risk of choosing our own future."

GREAT SPEAKERS AT THE ATLC/IASL CONFERENCE!

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

The International Association of Teacher-Librarianship / Association for Teacher-Librarianship in Canada joint conference was a hit! Here are some of the local speakers that I found to be particularly exciting. If you get a chance to see one of these speakers, go!

Dr. Jamie McKenzie from Bellingham presented a keynote speech and a workshop on the Internet and information skills. He used presentation software and a web browser to show how to use information technology to help develop higher level thinking skills. Plagiarism is only a problem when we ask students to regurgitate information. A well-asked question makes it necessary to make an informed choice or form an informed thesis. Having students create localized "virtual museums" is one way to use the Internet to engage students in higher thinking levels. Instead of just teaching how to write hypertext, teachers should be teaching how to construct meaningful projects using hypertext.

Gail Edwards (Ph. D. candidate in Educational Studies, UBC) presented "Looking at ourselves; looking at others: Multiculturalism in Canadian Children's Picture Books." She used slides that clearly showed how the presentation of multicultural groups has undergone profound changes since the beginnings of Canadian children's literature. In the beginning, first nations people were clearly depicted as the "other" like an exotic breed of aliens. Later, children with visible minorities were portrayed, but without conveying much information beyond the fact that people have different colours and may wear different clothes. More recent children's literature is more accurate in portraying ethnic minorities in a rounded, more complete manner.

Dr. Charles S. Ungerleider (Associate Dean of Teacher Education, Faculty of Education, UBC) presented "The productive use of media." Dr. Ungerleider actively involved the audience in a process of media evaluation using provocative clips from television programs or advertisements. Viewers were challenged to identify what they were seeing or the techniques used. Dr. Ungerleider demonstrated that

television is a powerful manipulative medium, and that critical analysis of it is engrossing and empowering.

Dave Bouchard (Author, poet and principal, L'école Pauline Johnson, West Vancouver, BC) presented "Dave Bouchard Presents Four of His Books." Dave Bouchard states at the beginning that his principalship duties make him unavailable for presentations to schools. Too bad, because his parrot, his penchant for humorous digressions, his mimicry and spirited poetry readings would certainly make him a hit. As well as reading his poetry, Dave talked about the value of reading picture books to older students, how a book project gets underway, and the unique emotionally enriching opportunities that being a published poet gives him.

Dr. Walt Werner (Associate Professor, UBC) presented "Teacher Cynicism about Educational Change: Implications for the Teacher-Librarian." Cynicism is almost universal among those in the educational profession. The combination of change imposed from above and lack of resources to follow through lead almost inevitably to cynicism. Dr. Werner looked at cynicism in some detail, outlining five levels of cynicism ranging from slight expressions of disaffection to actively undermining efforts to change. One technique to disarm negative energy is to direct the negative participants to discuss what is currently going well in their program and how money or resources can be used to extend what is going well.

John D. Goldsmith (Counsellor/System Administrator, Fraser Valley Distance Education School, Chilliwack, BC) presented "What does truth got to do with IT?" He used humorous examples to illustrate that information on the Internet is not necessarily what it seems. He showed us bogus political planks and fact sheets for a city that did not exist as examples. When using the Internet, evaluation strategies are essential.

Diane Silvey (First Nations Education Resource Teacher, Blanshard Elementary School, Victoria, BC) and Joe Silvey (Illustrator) presented "First Nations: a Literary Journey of Understanding.." *Little Bear's*

Vision Quest and *Spirit Quest* incorporate a first nations tradition of teaching moral values through storytelling. In *Vision Quest* a Little Bear's consequence for violation of societal rules is to be left alone on an island before being reintegrated into society. The Silveys showed a film which showed that the technique has been successful dealing with crime in a first nation community. *Spirit Quest* deals with an adventurous "test" of an adolescent boy and girl. Although the story uses first nations themes and motifs, the inclusion of a

girl acknowledges contemporary values of gender equity.

The Silveys have also produced basic readers for First Nations students. The simple language and use of pictures make them suitable for English as a Second Language learners.

It is great to know that speakers from British Columbia can give such strong showing to an international audience!

WORKSHOP ANNOUNCEMENT

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PRESENTERS:

Judith Kootte, Co-ordinator of Technology & Information Services, Richmond School District.
Carol Wilson, teacher and incoming editor of *School Libraries in Canada*.

DATE AND TIME:

Saturday, November 8, 1997; 9 AM to 4 PM.

PLACE:

School of Library, Archival & Information Studies, UBC.

COST:

\$110 (\$130 after October 10).

This hands-on workshop, limited to 17 participants, is designed to help teacher-librarians become more effective in their use and management of information. To encourage fuller and sustained use of the school library resource centre by colleagues, students and parents, the following will be discussed and explained:

- practical Internet search techniques and resources.
- including technology as part of the school library program.
- coping with resource management and organization in an ever-changing environment.

FOR MORE INFORMATION:

School of Library, Archival and Information Studies, UBC.

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Hope you'll plan to join us!

RESEARCH IN TEACHER-LIBRARIANSHIP IN BRITISH COLUMBIA: PART I — DOCUMENTATION

by **KEN HAYCOCK**, Professor and Director, School of Library, Archival and Information Studies, University of British Columbia.

INTRODUCTION:

This bibliography of research on teacher-librarians and school library resource centers in British Columbia represents a "first best effort" to identify completed studies and provincial publications of "best practice" developed by the B.C. Teacher-librarians' Association and the B.C. Ministry of Education. Readers of *The Bookmark* are asked to contribute any information about missing items to Ken Haycock at voice: 604-822-4991, fax: 604-822-6006 or mail: <haycock@unixg.ubc.ca>. Every effort will be made to develop a comprehensive database as a foundation for further studies.

Developing this draft guide was more complicated than first imagined. A reasonable initial search resulted in few entries.

At UBC, where most of the research has been conducted, microfiche copies are listed by academic department, year and author with the title written on each fiche envelope. The Library began filming in 1983, with the cost borne by the academic department if it chooses to participate so some do and some do not; earlier papers may be in the department or they may not... and with several reorganizations of the Faculty of Education over the past 25 years the originating department often no longer exists. Filmed copies are entered in the Library catalogue but only with the heading "Graduating and major papers." Those papers held by one particular department are routinely destroyed; indeed, some entries in this bibliography may no longer be available except from the graduate student/researcher. On the other hand, the Department of Language Education, where education for teacher-librarianship is now located, has a separate resource center with several of the papers in its collection.

The University of Victoria enters all major papers in the Library catalogue and it is searchable by key word.

A few items were also located through Dissertation Abstracts International and the National Library's index to Canadian theses.

Still to be added are the annual reviews of learning and working conditions conducted by the BC Teacher-Librarians' Association and reported in *The Bookmark* and national studies that include reference to British Columbia.

This is the first step of a three-step project to develop a comprehensive, annotated guide to the research in teacher-librarianship in British Columbia with a summary of major findings and conclusions derived from the studies.

I acknowledge the contributions of MLIS graduate students Doug Brigham and David Chow in the preparation of this database. Please do contribute to the development of this important resource for strengthening the foundations for teacher-librarianship in BC.

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SAVING OUR RESOURCE CENTRES: DISTRICT AND SCHOOL -BASED

by **SHERI LEWIS**, teacher-librarian, Princess Margaret Jr. Secondary School, SD#67 (Penticton), PIMA, Membership Chair.

Over the summer I have often reflected on the multitude of issues surrounding the possible / probable closure of more District Resource Centres and school libraries. I thought I would take my concern to the public—the people who matter most—the students from K-12 and beyond. They and their parents react in horror at the thought of more cuts to services for staff and students. I mention staff here because District Resource Centres are integral to the successful years staff and students have in any given school anywhere in the world. Non-print resources, be they skeletons, CD-ROMS, or videos, bring a new dimension to the process of learning.

DRCs are not the same as school libraries. In the school, limited funds are insufficient to keep up with books and CD-ROMS that support curriculum and general interest. It would be impossible to have a skeleton on hand for example—not only is the cost prohibitive for a single school in any district but where to hang the poor soul when not in use?

There is a definite correlation between student achievement and access to information and the learning of the skills necessary to use that information wisely and critically. Students should have no less than what is required, and school administrations and district administrations are remiss if they do not meet the needs of all students. After all, if part of the mandate of public education is to help create a populace that can think rationally and problem solve. Without this we do not have a future.

Each year I see so many more students turned on to libraries and hopefully learning who say, “Wow! I never knew there were so many good things here.” I know we are doing something very right when former students, some even in college, return to borrow books or vertical files or to use the computers they are familiar with in a place that must have been warm, welcoming and conducive to learning. Why would they be back when it must be easy to find what they need elsewhere? Not! Discriminating learners, like discriminating buyers, know where to find quality.

The big question remains, “Who is going to fight for our kids?” Teacher-librarians, it is time to be proactive! Talk to your administrators, ask to be on the agenda at the first PAC meeting for your school and others throughout the years to get the message heard and understood. Make your program inviting and invaluable. Show how the DRC and your own efforts make a difference. Shout it out in any way that you can so that the province and districts will not make any more cuts to District Resource Centres or teacher-librarians. Write to your trustees. Invite them in to see what you do. Throw open your doors. Let the world in and show them your worth.

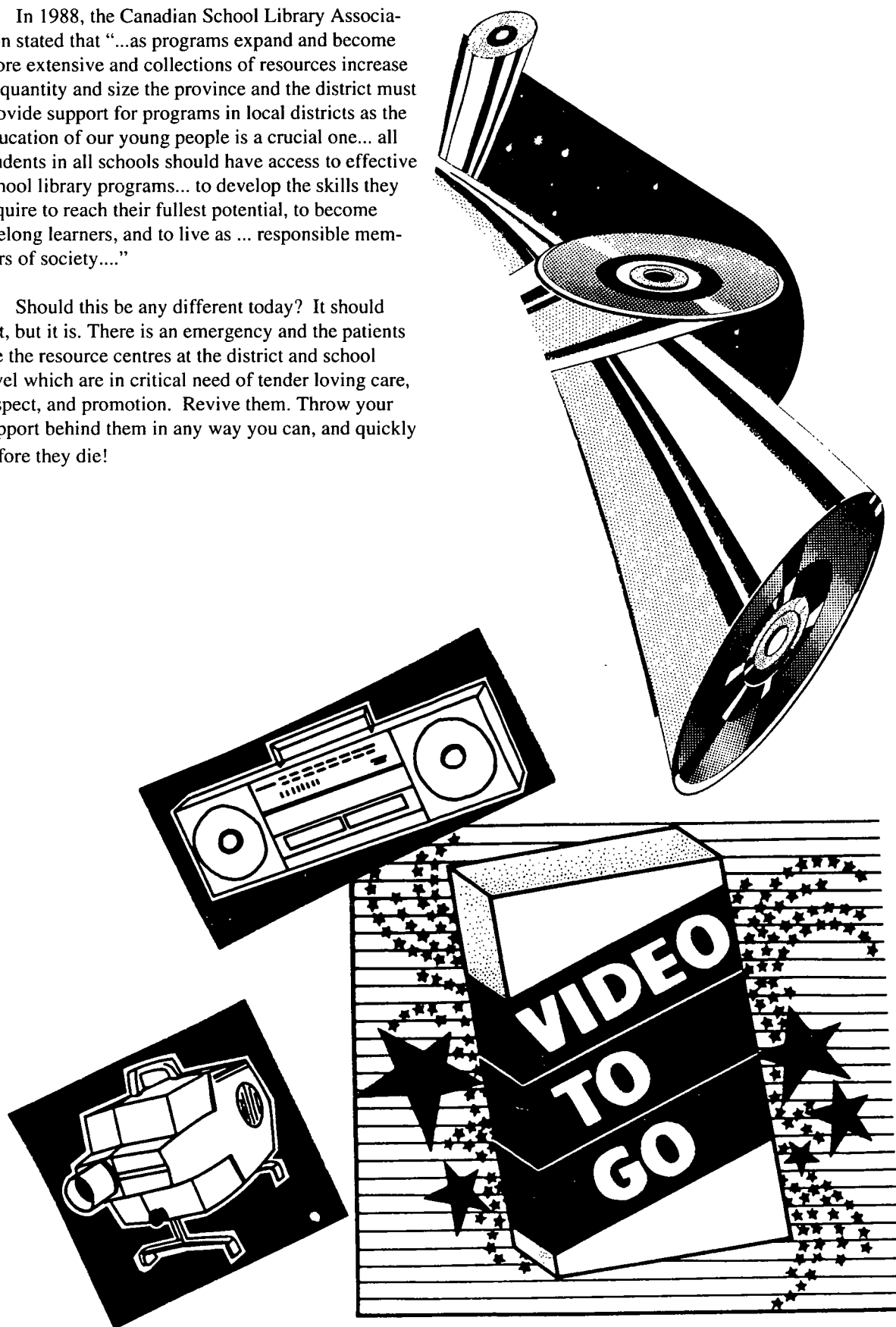
We all make a difference if we are not uncaring. Do not look back one or five or ten years from now and say, “I wish I had done something to stop the destruction of DRCs and school libraries. Cost effectiveness in school districts should never come at the expense of the children. In their Annual Report for 1997 the International Federation of Library Associations said, “... a library information infrastructure is critical... to meeting curricular needs and interests of students and teachers....”

Today we hear the phrase “think globally but act locally.” Our students must compete in a world in which we already know that Canada is not a leader. Let us not put our future in jeopardy. There is still enough time to show initiative and to throw our support behind District Resource Centres, school library resource centres, and their personnel. Make winners, not might-have-beens of our children. Get the public involved, informed, concerned. Lead the charge or you will hear someone say, “That used to be our school library,” or, “That building is where we used to get our extra educational resources.”

Advocacy is defined as pleading for a cause. Become an advocate before the bleeding leads to the death of District Resource Centres and school libraries as we know them.

In 1988, the Canadian School Library Association stated that "...as programs expand and become more extensive and collections of resources increase in quantity and size the province and the district must provide support for programs in local districts as the education of our young people is a crucial one... all students in all schools should have access to effective school library programs... to develop the skills they require to reach their fullest potential, to become lifelong learners, and to live as ... responsible members of society...."

Should this be any different today? It should not, but it is. There is an emergency and the patients are the resource centres at the district and school level which are in critical need of tender loving care, respect, and promotion. Revive them. Throw your support behind them in any way you can, and quickly before they die!



RAISING THE WESTVIEW BANNERS: A FIRST NATIONS EXPERIENCE

by **TRISH BANIGHEN**, teacher-librarian and **KRISTI CLIFTON**, teacher, École Westview Elementary School, SD#52 (Prince Rupert).

Meeting the needs of First Nations students presents unique challenges to teachers in School District No. 52 (Prince Rupert). Schools are located within the traditional territory of the Tsimshian Nation, and over 50% of this district's learners are of aboriginal ancestry. This student population is culturally diverse; large numbers of Tsimshian, Haida, and Nisga'a students attend urban and reserve schools. The Westview Banners project demonstrates one local school's attempt to create learning experiences that genuinely and respectfully reflect local First Nations cultures.

In September 1996, École Westview School in Prince Rupert was advised that there was some special funding available through the First Nations Education services in our district for First Nations art projects. A little over a year ago, we saw the raising of the new totem pole in front of Charles Hayes Secondary School in our district. Kristi Clifton had the idea that we make something that would be on permanent display in our school. We think the idea of banners was also Kristi's. Fortunately Trish's artistic talents mostly have to do with fabric, so there was a good match. Working together, we researched supplies needed and prices and wrote a proposal asking for \$350 to make four banners, approximately 2 1/2 by 6 feet (pardon, Trish still doesn't "think" metric!), one for each of the four Tsimshian clans within whose traditional territory Prince Rupert lies.

We wanted this to be a learning process for the whole school, and a leadership experience for some of our First Nations students. So we asked in all our Intermediate classes (three in our English program and three in French Immersion) for those who were interested. We asked for clan affiliations, if known. Then we formed four teams, one for each crest, choosing some First Nations students of each clan for team leaders and some non-First Nations members as well. In addition, we tried to draw our teams fairly from all Intermediate age groups. We explained to the banner teams that they would be responsible for the design of the banners, for sewing the crests onto the banners, for supervising the sewing on of the traditional button decorations (planned so that each student and staff member of Westview would sew on

at least one button), and for explaining the banners and the projects to younger classes and to visitors.

We had access to our district's "Role Model/Mentor Program" to find someone to help design the banners. Isabelle Hill, a local artist, drummer, and storyteller, came to us with ideas for traditional designs. The students used an overhead projector to throw the images directly onto the rolling blackboard in the library, where we had hung the black felt that they would be cut from. Each team outlined its image in chalk, and Mrs. Hill helped cut them out. Trish centered and pinned the designs on the red felt backing and showed the students, some of whom had never held a needle, how to sew them on relatively neatly! This step took a long time. Trish did most of the supervision in the library, using research time slots, as Kristi had the remainder of her Grade 6/7 class to work with while this was going on. The rest of the Westview Intermediate teachers were very cooperative in allowing students to leave class during their team's time in the library.

After the designs were sewn on, Trish used a sewing machine to add black borders around the edges of the banners. Students sewed red cutouts of traditional shapes in Northwest Coast art around these borders. It was explained to us that traditionally only chiefs outlined the entire crest in buttons, and only after giving a feast. So we decided to go along with Mrs. Hill's suggestions for placement. A few buttons were added to the crests in the centre, and the majority were spaced along the borders, on the edge between the red and black.

When all the sewing was finished (we had spent from late January until nearly the end of April on it) we sewed on the black cotton backing to cover all our mistakes. We then added white squares with the signatures of everyone on the team, and turned our attention to a fitting way to present the banners to the school. First a good place for them to hang had to be determined, and the merits of the gym (possible damage?), the stairwell (too dark and crowded), and various hallways (roofs too low, and fear of possible vandalism) were hotly debated. The gym wall won, on the basis of the most space, the best light, and

hanging high enough to be out of reach and to be effectively displayed. Working with the First Nations Education Services, especially Pansy Collison, we decided to invite the Friendship House Elders to come to a banner-raising and to bless the banners before they were hung. Traditionally, such a visit involves food, so a luncheon was planned for the Elders, the banner team members and their families, and some of the dignitaries who came to the ceremony. Families of the team members provided sandwiches and other finger foods or desserts.

At an assembly of the entire school, the banners were brought in by procession, led by the three Elders, three traditional drummers, and the team members grouped around their own banners. One of our maintenance people, Dave Salyn, helped plan the actual raising, with a scaffold on which two of our team members could stand to haul the banners into place with cords. The drummers sang, speeches were made, the blessing was given. Traditional dancing took place with members of each clan invited to dance. Then followed a completely unexpected general invitation to the entire school to dance. What an exciting finale! After that, the rest of the school left the gym, and the team members set up the luncheon tables and served the Elders. Two video cameras and several still cameras recorded the proceedings. Dan Rubin, of First Nations Education services, interviewed some of the participants, to

preserve a record of the event and possibly to feed our local community cable channel. Later, the banner teams had a final get-together to laugh at themselves on TV.

The banners now hang in the school gym, where they are still impressive enough to make us pause when we enter. It is difficult to capture in words all the learning that occurred throughout this project. For Kristi and Trish, the chance to work through the appropriate protocols that exist within this district, to work with First Nations people and host First Nations events, was paramount. The ability to respectfully "work across difference" was strengthened by this experience. Students on the banner teams experienced first hand all the stages of constructing the banners, which look much like button blankets, and worked directly with an artist and elders. They also assisted all the other students in sewing buttons and played a large role in the banner raising ceremony. Many teachers extended the learning in their classrooms by using locally developed curriculum material. All students and staff members in the school experienced the dynamics of a formal Tsimshian occasion, from the blessing in Sm'algyax (Tsimshian language) to the formal speeches, drumming and dancing. The beautiful banners created are a lasting tribute to the learning this project inspired.



PIONEERS: A UNIT FOR GRADES 2 AND 3

by **EILEEN HOOD**, teacher, **JUDY MEROVITZ**, teacher, and **BARBARA SMITH**, teacher-librarian, Larson Elementary School, SD#44 (North Vancouver).

ORGANIZATION: Two classes were arranged in three groups of about 15 students each. A group of eight ESL students were kept together in one group, and the ESL teacher accompanied them. Each group met with one of the three teachers for four sessions of one hour each. Then the groups rotated. The sections on schools and recreation were taught in the library resource centre by the teacher-librarian.

CONTENT AND UNDERSTANDINGS

Taken from *Social Studies curriculum guide grade 1 - grade 7*, (1983)

Grade two:

Community characteristics: customs, traditions.

The customs and life of pioneers influence modern customs. Some things we do today are based on early traditions.

Grade three:

The changes in a community over time:

- reasons for original settlement
- interaction with the physical environment

UNIT OUTLINE

- I Schools
- II Recreation
- III Transportation
- IV Houses
- V Food
- VI Village life and work

I PIONEER SCHOOLS

INTENDED LEARNING OUTCOMES

- Understand that schools long ago were different in many ways.
- State three features of early schools.
- Sequence the development of writing tools: quill, straight pen, ball-point pen.
- Experience writing with a quill and a straight pen.
- Recite a nursery rhyme: "Jack be nimble"
- Make connections between pioneer schools and their own school experience.

CONCEPTS

- Schools were smaller, often one room
- School year was short, late fall to early spring
- There were several grades in one room
- Schools were often made of logs chinked with clay or other material
- Schools were heated by a wood or coal stove
- Students sat in pairs or rows on benches
- Students wrote on slates
- Paper was scarce and expensive
- First pens were made of goose feathers
- Later, straight pens were used
- Few books
- Nursery rhymes were very old poems which pioneers knew
- Students had to memorize much of their work
- The school had a real bell to call the students in
- The students brought their lunch in a pail or basket
- Teachers were very strict, sometimes hit students with a ruler or switch

ACTIVITIES

1. Show filmstrip "Schools and Recreation" from the filmstrip set Pioneer Community . Use the first half only (up to where the quilting bee is shown). Discuss each frame. It works well with younger classes not to use the cassette tape, but rather just to talk about each scene. Aspects of school life to bring out in discussion are listed above.
2. Briefly discuss nursery rhymes. These are very old poems which pioneers would know.
3. Distribute worksheet. Students copy poem "Jack Be Nimble" from the chalkboard, and draw a picture.
4. While the class is doing the worksheet, small groups move to a table where there is a quill pen, a straight pen, a bottle of ink, and paper. They try writing with the two pens. We made a quill pen out of a thick feather.
5. Show and discuss a bulletin board display with a timeline. Include pictures in sequence: quill pen, straight pen, ballpoint pen.

II PIONEER RECREATION

INTENDED LEARNING OUTCOMES

- Participate in singing a repetitive folk song
- Understand that there were many chores, with little time for recreation
- Understand that evening recreation was limited by poor lighting: candles and lamps

- Be able to sequence the development of lighting technology: candle, lamp, electric light
- Understand that toys were few and often homemade
- Make and use a button spinner
- Use an early type of top, and compare it to newer tops
- Participate in a traditional singing game
- Participate in a parlour word game such as “Earth-air-water-fire”
- Participate in a playground game such as marbles, or hopscotch

CONCEPTS

- Quilting bees were a social time
- People helped each other
- There was a lot of work and little time for recreation
- Evening recreation was limited by poor lighting: candles and lamps
- There was special food for parties
- Songs were enjoyed: “The kangaroo”, a song with difficult nonsense syllables, or “A paper of pins,” a humorous story song about a courting couple, with two parts to be sung alternately
- Dancing: “Pattycake polka”, “Crested hen” (or other simple round dances)
- Storytelling and reading aloud were popular
- Weddings were a time for celebration
- Word games: e.g., “Ten fine birds”
- Parlour games: e.g., “Earth-air-fire-water,” “Hide the thimble,” “Blindman’s buff.”
- Singing games: e.g. “The big ship sails through the alley, alley, oh”
- Toys: button spinners, tops
- Playground games: e.g. hopscotch

ACTIVITIES

LESSON 1: Parlour Games

1. Show second half of the above filmstrip.

Concepts to cover:

- Pioneers worked hard, and worked long hours
- Combined fun with work, as in a quilting bee
- How quilts are made
- Older women showed younger women (same with men’s tasks)
- Quilts were often prepared for a prospective bride
- Things were recycled, such as dress material into a quilt
- It was hard to sew by lamp or candlelight
- Pioneers would tell stories, poems, sing songs, play memory games
- Food was often shared, friends brought food
- A dance might be added to the ‘bee’
- Music was usually made using small, portable instruments

- Pioneer young people had few opportunities to meet
- Courting couples weren't often alone
- Weddings were big community events

2. Games

- Often were quiet, not much room in pioneer houses
- Memory games were popular

Teach the memory game "A good fat hen." Students work upward in the repetitive list, seeing how much they can remember. Distribute a worksheet with the words for the memory game "A good fat hen" on it. Students try to read the old English script, and then decorate the sheet with a design like a quilt.

"Earth, air, fire, water." Have a rolled-up handkerchief ready. Students sit in a circle. Throw the handkerchief to a student and say one of the four words: earth, air, fire, or water. The student must respond — if earth, with the name of an animal or machine that goes on land (horse, train, etc.), if 'water', with something in water (fish, boat, etc.), if 'air', with something in the air (cloud, eagle, etc.). If fire, the student answers nothing, but just throws the handkerchief to another person. The object is to keep the handkerchief in motion — no stops!

Other Children's games that could be used:

- Marbles
- Hopscotch
- Hide the thimble.
- Songs: "The kangaroo" (from *Canadian Folk Songs for the young*). Nonsense words were a kind of memory game, and were fun for everyone to join in. "The fox went out on a chilly night." Story song.

3. Booklet. The two worksheets (one on a nursery rhyme and one on a memory game "A good fat hen") can be glued onto a 12X14 sheet of construction paper folded in half, to make a booklet. Students print a title on the outside cover "Pioneer Schools and Pioneer Fun".

4. Show the bulletin board timeline. Add light sources: candle (earliest), oil lamp, then electric light.

WORKSHEET

LESSON 2: Traditional Dances

1. Read *Dance at Grandpa's*. Discuss aspects of pioneer life shown in the illustrations and text.
2. Dance: Pattycake polka
3. Read "Caught in a ring of fire" from *The Early Settler Storybook*, by Bobbie Kalman.
4. Dance: Crested Hen
5. Students work to complete the folder/booklet.
6. Distribute apple quarters for a snack. Discuss how apples were a treat for pioneers. Oranges and bananas would be very rare. Children might get an orange at Christmas. Explain why this would be so.
7. Distribute a wrapped toffee to each student. Discuss how candies were a special treat. Sugar had to be bought at a store. Homemade candies were made: fudge and pull-taffy. Sometimes children would have a penny to spend on candy at a store.
8. Show the bulletin board timeline. Add development of houses: early log house, more fancy Victorian style, then modern.

LESSON 3: Playground Games and Toys

Clear away tables and chairs in the library resource centre to make space to play. Show books of pioneer life, including *Early pleasures and pastimes*, by Bobbie Kalman.

1. "The big ship sails." Play this singing game. Explain that pioneer children might remember coming to Canada on a big ship, which sailed through the narrow part of the river to get to a port. Another game: "What time is it, Mr. Wolf?" Our library resource centre is handy to the main front door, and on a sunny day we play this game outside.
2. Button spinner. Explain how children often had to make their own toys, from things they had around the house. Students make a spinner with string and a large button. Buttons with four holes work best, if the string passes through holes on opposite corners. Having the string separated this way makes the inertial force work better (it's easier to get it to spin). Students can bring large buttons from home, or they can be bought cheaply at sewing stores if you paw through the usual basket of odd buttons.
3. Tops. For this you need a collection of tops, old and new. Discuss which are newer kinds and which are older, traditional tops. Demonstrate the old types of tops. Put the tops out on tables, in groups. Divide the students into groups. Have them visit the tables in a station approach, trying out the various kinds.

4. Review the timeline display. Add pictures of tops from old, home-made ones to modern.

III PIONEER TRANSPORTATION

CONCEPTS

- Pioneers came to Canada for many different reasons
- Pioneers prepared by bringing things they would need
- Houses of pioneers varied according to materials available
- Houses of pioneers changed over time
- Pioneers preserved food in different ways
- Pioneers had to provide their own light

ACTIVITIES

1. Ask children where students or their ancestors came from initially.
2. Why did they come to Canada?
 - war
 - more opportunity
 - more money
 - more space
 - adventure

These are many of the same reasons the pioneers came to Canada.

3. Read *Petranella*, by Betty Waterton. Why did her family come to Canada? What kinds of things did they bring to their homestead in the covered wagon?
4. Show the students a collection of small labelled pictures of items pioneers may have brought to the homestead. Ask students to make a list of 12 most important items, and defend their choice. This could be a critical thinking activity.
5. What did we learn today? Make a web together.

Throughout the lesson students are being taken out by a parent volunteer, in ones or twos, to dip a candle.

IV PIONEER HOUSING

LESSON 1

1. Talk about the kinds of homes built when pioneers arrived
 - sod houses on prairies
 - shacks
 - tents

- log houses
 - hole in the wall
2. Demonstrate with sticks of plasticene and a knife, how logs were cut and fitted together for a log house.

Talk about improvement of squared-log cabins, which could be bigger and might have two stories. Demonstrate with plasticene.

Show oiled paper that was used for windows.

3. Show overheads of pictures taken from the *Early settler life* series (Crabtree) by Bobbie Kalman, to demonstrate or reinforce the idea of change over time: shacks (etc.) → log houses → squared log houses → plank houses. Explain how more and more land is cleared.
4. Read book *Sod houses on the great plains*, by Glen Rounds, comparing BC to the Prairies.
5. Continue dipping candles throughout.

LESSON 2

1. Show the video *Pioneer community: the home* . What kind of house did they build? What jobs did the children have to do?
2. Build a log cabin from milk cartons and corrugated cardboard. For those finished, make some plasticine figures to go with it.
3. Add to the original web with all information on homes.
4. Continue dipping candles throughout, if not finished.

V PIONEER FOOD

1. Talk about preserving food.
2. Show video *Pioneer community: preparing foods* . List all the ways the pioneers preserved food as shown in the video.
3. Cut and string apples to dry.
- +4. Add information on food to the web.

EVALUATION

Give children a photocopied web framework with the three linking concepts: getting there, houses, food. Ask children to add at least three bubbles to each main idea. Look for variety of ideas, accuracy of ideas, and correct linkage.

VI PIONEER WORK AND VILLAGE LIFE

LESSON 1

1. Brainstorm: what do you know about pioneer villages? What work did people do? What do you wonder? Develop a list of questions to be answered.
2. Watch filmstrip: *Pioneer Community: work and trade*, (Moreland-Latchford, 1980) with audio-cassette.
3. List pioneer jobs.

LESSON 2

1. Review list of pioneer jobs from previous lesson.
2. Discuss what each pioneer job entails. Use library books and pictures from the picture collection. Good pictures are found in the book *A pioneer story*.
3. Students select a job and do a large-sized drawing for a poster, including the name of the job on the poster.

LESSON 3

1. Watch video, *Black Creek Pioneer Village*
2. Complete cut-and-paste worksheet "Match the pioneer worker with his or her job."

STUDENT WORKSHEET

Match the pioneer worker with his or her job.

Workers:

Cooper

Miller

Wheelwright

Wainwright

Merchant

Jobs:

I build or repair wooden structures or furniture.

I make and mend shoes.

I own and run the grist mill.

I am a storekeeper and sell many different kinds of goods.

I build and repair wagons.

Sawyer	I make and repair wooden barrels and tubs.
Blacksmith	I shape heated iron at my forge by hammering the iron
Potter	to make things like tools and horseshoes.
Peddler	I make and repair wheels.
Carpenter	I make pottery.
Cobbler	I am a travelling salesperson.
	I saw wood at the sawmill.

3. Share pioneer village posters from previous day.

LESSON 4

1. Look at pioneer village pictures from library collection. We used some from the collection "Life in Early North America" by Fitzhenry & Whiteside, formerly prescribed resources, but now out of print. Also, pictures from the books as well as from the filmstrips and videos were used.
2. Plan a mural. Prepare a background sheet from a large piece of paper such as roll paper. Assign buildings, people, horses, etc. to each student.
3. Students draw and colour on a separate piece of paper, and cut their design out to place on the backdrop.

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TEN FINE BIRDS

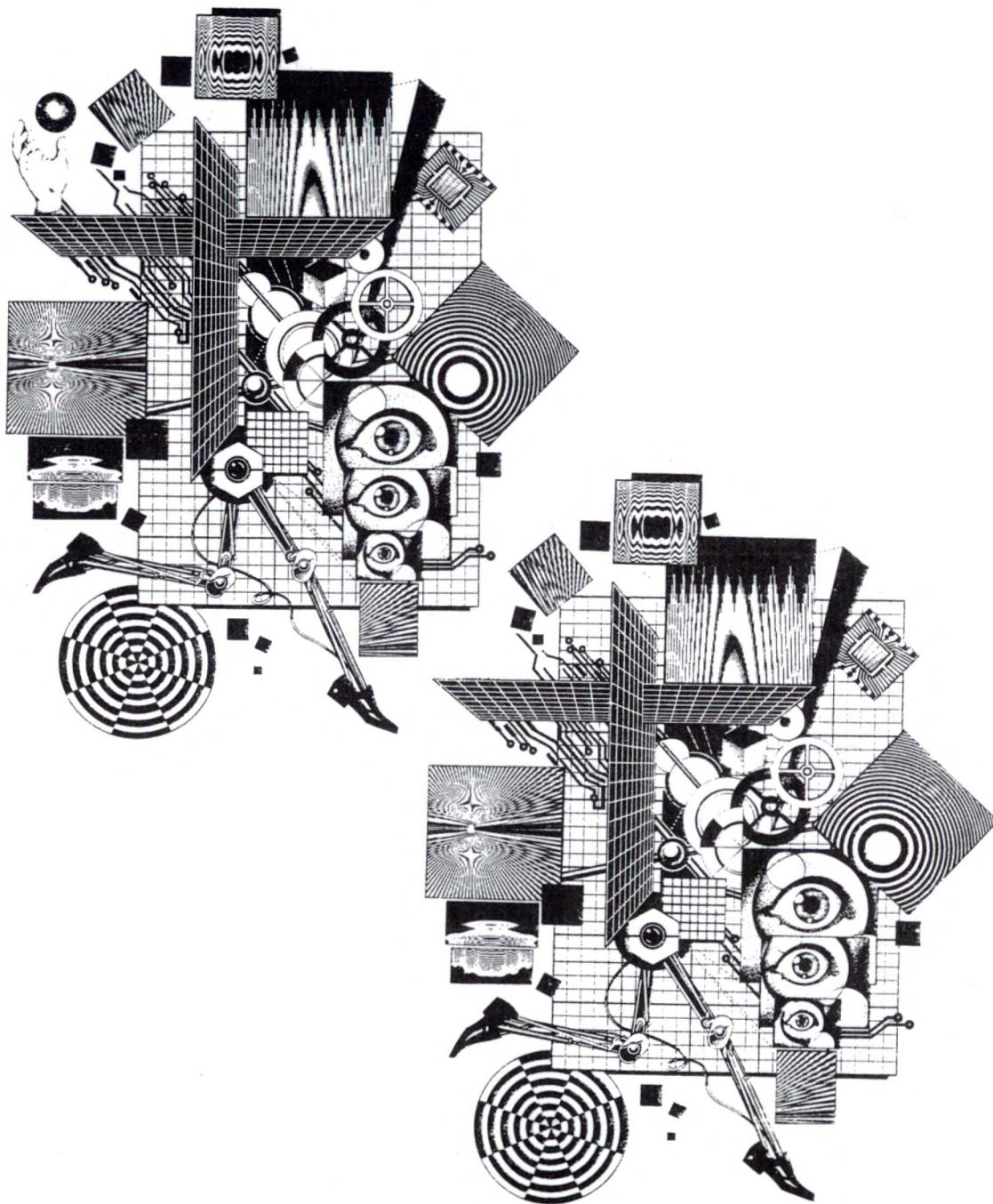
Ten bald eagles
Nine ugly turkey-buzzards,
Eight screeching owls,
Seven green parrots.
Six long-legged cranes,
Five pouting pigeons,
Four plump partridges,
Three squawking wild geese,
Two ducks
And a good fat hen.

COLLABORATIVE PLANNING FRAMEWORK

by **BARRY MACDONALD**, **MARILYN HANNIS** and **LARRY HOE SD #39** (Vancouver).

	Teacher	Information Technology Teacher	Teacher-Librarian
Location	Classroom	Information Technology Centre	Library
Timetabling	Scheduled	Scheduled & flexible	Flexible
Resources	Computer, print and media materials	Computers, Internet, scanners, digital cameras	Computers, Internet, print and non-print
Curricular focus	Curriculum, (ILOs)	Exploring, transforming and presenting information	Acquiring, critically examining and using information effectively
Curricular content	Integrated	Integrated	Integrated





REGULAR FEATURES



CHAPTER REPORTS

POLITICAL ACTION AND ADVOCACY

Bulkley Valley

- Chapter has tried to maintain a proactive approach to tightening budgets and district changes. At the beginning of this school year, the teacher-librarians were chosen as the group to begin implementing the new technology IRPs. We met as a group one afternoon a month with implementation funds paying for the necessary TOCs. We shared successful projects that had used technology and paid special attention to ways that we could integrate the tech IRP with existing curriculum. These successes, and other bright and motivational ideas were then taken back to our individual schools where we attempted to help our staffs to understand and use the new tech IRPs. Meetings have been less frequent in the second term of the school year because money is no longer as readily available for TOCs, but we continue to share ideas for projects and other technological implementation.
- Our district hired a new superintendent of schools this year. Part of that hiring process was a public meeting where any interested group or individual could present their ideas on what they felt were important qualifications for the new superintendent to lead our district into the next century. At that meeting our teacher-librarians presented a brief stating the importance of our media centres in this ever changing time and expressing the hope that the new superintendent would value the important work done by teacher-librarians in our schools and would ensure that no cuts be made to existing library budgets and programmes. Also, at that meeting our local association president spoke and included a strong statement of the value and importance of our work as teacher-librarians in the schools and a wish that it be retained in any future budget considerations.

We were optimistic that by maintaining a fairly high, positive profile we would all be able to maintain our status quo in regard to our positions. However, when the budget came down at the end of April, the librarians' times were not

cut but those of the music and P.E. specialists, who provide prep time for classroom teacher:, were cut by 25% and the librarians will now be responsible for providing that prep time with no increase in time available from the previous year. Consequently there will be very little time for any cooperatively planned units and our jobs will be quite different in the upcoming school year. We are all unhappy with this situation and are unsure exactly what we will be doing to provide this prep time. September 97 will be a challenging time!

Prince George

- Position of professional librarian at the district resource centre was cut June 1996; throughout this year we have felt her lack of presence. Now, there is only an Administrator at the DRC, and her duties do not extend to serving the schools in a professional / curricular manner.
- The DRC's budget was targeted again this year resulting in the loss of the equivalent of one full-time clerk.
- As a result of budget negotiations this year (Spring 1997), the board agreed to delete the language which suggested staffing guidelines regarding teacher-librarians. "...eliminate the guideline in the School Organization Guide that stipulates schools shul spend 1 point for every 55 students on librarian time"
- Of particular interest in this regard, is that the Board retained the language which referred to guidelines for Learning Assistance and Enrichment. We see this as a serious and threatening move towards the "survival" of the position of teacher-librarian in our district, and have written a letter to our PGDTA president expressing our concerns. We hope he will refer this letter back to the board.
- Lesley Hay, chapter treasurer, sat on the District Bargaining Committee.

Vernon

- At our June meeting we elected our new executive: President: Leah Shepherd, Chapter Councilor: Margaret Montgomery
- We have now officially become the Vernon

Chapter of the BCTLA since our former association with Armstrong has ended with their joining the Shuswap School District.

- We had some discussion about our Challenged Materials policy; it has been in place for several years now, and there have been only a few small incidents which were taken care of at the school level through discussion. However, we decided at the June meeting to review the policy to see if it needs revision. This will be done 1997-98.
- We set a new membership fee for the Chapter: \$10 per person per year. This is up from \$6.
- There has been considerable discussion about the payment of expenses for authors who are especially invited to Vernon, quite apart from the specific reading fee which is paid by the different schools which host the author. There will be more discussion and a committee to devise different ways to pay such expenses as travel to and from Vernon, hotel and meals while here.
- Discussion about cuts to T-L time — nothing drastic reported, but a continuing scraping away.
- The Chapter is recommending to all its members that they spend the October LSA Day at the BCTLA Conference in Kamloops.

Richmond

- Gerald Soon led an excellent advocacy session at our annual one-day workshop held the first week in September. Typically this workshop has an advocacy or program focus in the morning with time provided in the afternoon to explore technology — Richnet, Internet, CD-ROM, automated Library questions, etc. Being early in the year, usually the first Thursday in September, most teacher-librarians are able to attend by closing the Library for the day. Teaching programs have not yet started and no teachers on call are supplied by the District. Our administrative officers support these annual workshops.
- Richmond Secondary Schools have been very busy during the past few years with the reconfiguration of Secondary Schools to a 8-12 configuration, a change from the previous 8-10 and 11-12. The change-over is now complete but did not happen without some stress to all involved. The Richmond chapter supported

teacher-librarians in the nine secondary schools by meeting and responding to the concerns and questions of the District's Secondary Planning Consultative Committee.

Shuswap-Revelstoke

- Two areas that we have been working on: 1. additional money to support on-going technical expenses for library automation separate from library budgets 2. advocacy to have a person be put into place since the retirement of our Resource Centre Coordinator. We are having some success with the first area. The second area will require considerably more work.
- Although Shuswap and Armstrong School Districts have amalgamated, the two teacher associations have not yet amalgamated. The Shuswap and Armstrong Teacher-Librarians have had one joint meeting but for the time being the two groups are separate entities

Cranbrook

- Monitor progress on the provincial contract and keep local representatives aware of concerns of non-enrolling teachers and teacher-librarians in particular

Kamloops

- Made articles and video advocating school library resource centres and teacher-librarians available to school trustees.

Vancouver

- MLA Moe Sihota stated that fewer books would be needed as technology became available to students and that libraries would be less important and librarians an endangered species. Our chapter agreed that we should respond. A letter was written by the chapter executive and our members were asked to send letters to the minister. The chapter asked the board for its support. They replied that this would be forthcoming.
- The Board approved budget cuts including no employee on call for teacher-librarians for the first three days of absence, effective January 1997.
- Teacher-librarians will provide preparation time for up to 50% of their allotted time. The provi-

sion will be in the form of a "library program." The local is proceeding with a grievance.

- The staffing formula for elementary schools is reduced for September: up to 334 students, .8 FTE teacher-librarian; 335 to 499, 1.0 teacher-librarian; 500+, 1.2 teacher-librarian.

Cowichan Valley

- Although our local teacher associations (Lake Cowichan and Cowichan) have yet to formally amalgamate, the teacher-librarians began to meet together. District resource centres have been amalgamated.
- The constitutions of the two districts were reviewed and necessary changes in regard to amalgamation were made and unanimously passed.
- Some members wrote letters to the Ministry of Education in support of teacher-librarians after the ill-advised comments by the current Minister of Education regarding teacher-librarians. Some parent advisory councils also wrote in support of teacher-librarians.
- Members wrote letters in support of teacher-librarians on the Sunshine Coast who were facing cutbacks.

Surrey

- District curriculum and instructional services centre which included a central library, a film and video library and curriculum materials was disassembled. There is now no centralized service for borrowing teaching and learning resources.
- School-based budgeting was being pushed for the year beginning September 1996. This was averted, but it is still on the agenda and is being introduced in a new format called "School Restructuring." Elementary library budgets have been reduced by 40% for 1997-98. Secondary library budgets have been reduced about 30%. Of the total district budget, the portion for libraries for the 1997-98 school year is \$441,850, down from \$640,000 last year.
- District media technology support for library resource centres has been withdrawn.
- Elementary teacher-librarians provide teacher preparation time for kindergarten to grade four or four/five split classes.
- Lack of adequate or consistent clerical time.
- Lack of equity in secondary teacher-librarian staffing. Example: 1.0 FTE teacher-librarian at a

secondary school of 447 students and the same FTE at another school of 1,968 students.

- No additional funding for library automation
- The same core group of members working for the majority of those who do not attend meetings.

Victoria

- There is one full time secondary teacher-librarian, 15 teacher-librarians in total.
- Some library resource centres are supervised by school administration... teachers who do not wish to see students suffer from a lack of information... clerk typists and/or parent volunteers.
- As we face further cuts, we will find ourselves unable to carry on as a chapter unless some of our colleagues decide to find the time to join us. If our organization continues, it will be through the continuing efforts of Barbara Tolmie (Esquimalt), Yvonne Rolston (Lambrick Park), Margo Tooley (Reynolds) and Norma Jee (Rogers).
- Chapter member Anne Lansdell, teacher-librarian at Arbutus Junior Secondary School, is retiring as of June 30, 1997. She writes, "I feel that the teacher-librarian is a vital member of any school and, with the stress placed on information gathering, is necessary for the education of our students. I would like to continue the battle and am willing to do so. If I can be of any assistance please contact me..."

West Vancouver

- Facing up to .2 cutback in ancillary services in the coming school year.
- A report is being written on the status of our district learning resources centre, which provides a great number of services with a greatly reduced staff.
- Planning a presentation to the Board outlining the many roles teacher-librarians fill in our schools. Elementary teacher-librarians are expected to play a major role in the school-based technology plan, along with resource based learning, information literacy, automation, cooperative planning and teaching — the job description is ever increasing.
- Little or no clerical help is available; budgets have been critically reduced.
- Regular meetings, communication and involvement with school and district decision-making committees helps to make our issues relevant and alive.

- The support network of teacher-librarians is invaluable.

Chilliwack

- An advocacy committee was formed. This committee has been pro-active, not merely clamoring for attention when things go wrong.
- Some actions taken: sending congratulatory letters to newly-elected Board members; meeting with other non-enrolling teachers; inviting the chairperson of the Board and the chair of the budget committee to one of our monthly meetings; choosing a logo for a unique Chilliwack Teacher-librarians' Association mug; and putting out feelers to other districts in our vicinity regarding the possibility of inter-district articulation.
- Two new libraries opened this year: Mt. Slesse Middle School and Chilliwack Middle School. The latter was renovated following considerable input from its teacher-librarian.

Saanich

- The chapter focussed on media education and information technology, and advocacy. We applied for and were granted \$3000 from our district professional development fund to provide release time for various professional development activities.
- We prepared a letter to express concerns regarding economic restructuring proposals, sent to trustees, district executive, school-based administrators, teacher-librarians and the local union president. We enclosed a selection of research findings on the role of teacher-librarians, adapted from Ken Haycock's work.

Sunshine Coast

- Five of nine elementary schools have teacher-librarians. Two have administrators as part-time teacher-librarians, and two have recently staffed library resource centres with library assistants or technicians.
- Two of three secondary schools have new upgraded library resource centres with improved technology.
- Our chapter has recently designed a library services survey to: help all parties evaluate learning resources at their schools; to assist schools to provide equal opportunity for all students to develop information literacy skills as

specified in new Ministry curricula and to develop interest in lifelong learning; and to inform all parties of the current status of each library resource centre in the district. Our chapter hopes the results will heighten awareness of the widening disparity among library services.

CURRICULUM AND PROGRAM DEVELOPMENT

Richmond

- A committee of Richmond teacher-librarians reviewed the draft Social Studies IRP and submitted its recommendations to the Ministry.
- Richmond is also pleased to announce that we will host the October 1998 BCTLA Conference jointly with the BC Social Studies Teachers' Association.

Shuswap-Revelstoke

- Organized author-illustrator visits (Marie Louise Gay, Deborah Turney Zagwyn)
- Organized publisher book displays
- Organized "Battle of the Books" district wide
- Arranged for Mining Association of BC workshop — "BC Mining Resources" at local Teachers Convention
- Organized ordering and circulation to TL's of periodicals, reviewing books, AV and software.

Kamloops

- Main theme of meetings this year was planning for the 1997 BCTLA conference
- Ren Spear of National Book Services hosted a wine and cheese and displayed materials

Cowichan Valley

- A group of teachers and teacher-librarians met to review the IRPs and highlight areas where potential correlations exist with library research and information literacy programs
- New library automation programs were demonstrated
- The district coordinator sent all teacher-librarians a copy of Evaluating, selecting and managing learning resources.

Victoria

- Three meetings were held.
- Five members worked on future designs for the district, assisting with building the Web site, and providing direct links to curriculum-based information.
- Two teacher-librarians attended the BCTLA conference held in Saanich. This was a superb conference of value to all teachers. What a shame that our district's teachers could not benefit from the information presented.

West Vancouver

- Teacher-librarians represented on the district technology plan committee.
- Met to prepare orders for our district resource centre collection.
- Several members are involved with inservice and selection of new literature resources for the district.

Saanich

- We planned to fund several teacher-librarians to attend the BCTLA conference "Shaping Reality." Two members were on the conference planning committee.
- After meeting with Greater Victoria Public Library children's librarians, the chapter decided to develop a set of materials detailing the research process, for distribution to children and parents who use the public library, for help with school research assignments. Since there are very few teacher-librarians available to perform this function, we responded to the message from public librarians that they are finding the enormous demand for services difficult to meet. The package contains a poster, bookmarks, and two different brochures for parents and teachers. We will distribute the materials in our schools early in September and plan to do promotional talks as well.

Sunshine Coast

- Helped design five-year district technology plan including upgrading technology for library resource centres.
- Funded attendance of grade one and two students from schools served by teacher-librarians at a theatre presentation of Franklin stories.

MEETING IDEAS

Prince George

- Very strong and active membership; between 35 and 40 members turned out for each meeting, held the second Thursday of every month.
- Professional development component of each meeting is included: advocacy presentation and working sessions, literature for Remembrance Day, Cancopy inservice, working session on the Science IRPs, using Netscape, and a sharing session on curricular ideas used in the library.
- Full slate of officers elected from the 1997-1998 season.
Past President Vickie Jensen
President Debbie Hartley
Vice President Anne Lyle
Treasurer Sue Meiklem
Recording Secretary Karen Simmons
Correspondence Secretary Bonny Creak & Paula Gallagher (a job-sharing situation!)

Cranbrook

- Our most popular meetings continue to be our December meeting around the fire at a local lounge and our June farewell at the Moyie pub.
- We invited teacher-librarians from Fernie District (now part of the new Southeast Kootenay District) to our May meeting here in Cranbrook... Dave Squance, teacher-librarian at Fernie High School made the hour-long drive to attend.

Vancouver

- Winter Tonic '97 was held February 26 at Lord Kitchener Elementary with a choice of two sessions, followed by dinner and finishing off with a light-hearted talk from author Linda Bailey.
- Highlights of Winter Tonic '97: Phyllis Simon of Vancouver Kidsbooks, shared several of her new favourite novels and picture books for intermediate students; Jane Cobb, public librarian and author of I'm a little teapot, offered ideas for planning story programs with primary students; "Roots and Shoots" presented by Laura Mousseau is a club in which young people learn

to value themselves and each other, and become aware of their relationship to the earth.

Kitimat

- Teacher-librarians from our newly amalgamated school district met for two dinner meetings this year. Those attending enjoyed the opportunity to discuss future merging of constitutions, strategies for advocacy, and automation in a convivial atmosphere.
- Two teacher-librarians attended a videoconference hosted by Terrace, entitled "Video, CD-ROM and the Web: Motion media and the library of the future." The teacher-librarians provided an excellent overview including advice on evaluating a variety of media, at our May meeting.

SPEAKERS AND WORKSHOP LEADERS

Vernon

- Once again this year, we brought in some authors and were happy to have the help and cooperation of the Okanagan Regional Library in sharing any authors whom they bring in to the area. We are also delighted to have the authors from the annual May authors day (held for two years now, in Kamloops and Kelowna).
- This year we have had the following authors in our schools:
 - a) Deborah Turney-Zagwyn in November for a week, Nov. 25-29. She did three sessions a day and visited eleven schools.
 - b) Martyn Godfrey also spent a week in Vernon, April 21-25. He also did three sessions per day and visited about a dozen schools.
 - c) Sheree Fitch here in May for one day only, visiting three schools. She was at the Celebrations 97 day in Kelowna.
 - d) Nan Gregory was also at Celebrations 97 and spent one day in Vernon on April 30. She did three sessions in three different schools.
 - e) Diane Swanson (also at Celebrations 97) spent Monday, 5 May in Vernon.

For several of the author sessions mentioned above, one or more schools walked a class or group to the host school and shared expenses.

- Already planned for 1997-98:

A day with Barbara Bondar in Vernon.

Robert Munsch Players will be here in the fall, and several schools are planning to take students to see the adaptations of his stories, presented as plays.

- We will invite Okanagan authors into the schools this year, e.g. Margaret Ruurs and Chris McMahan and others who were at the Celebrations 97 conference.

Kamloops

- Faith Bailey and Fawn Knox for "Battle of the Books." They will do a session at the 1997 conference.

Vancouver

- Dorothy Field is the author of *In the street of the temple cloth printers*. Dorothy has been to India several times, has studied block printing techniques, and has learned the Hindu stories behind the prints. She is a lively storyteller. She also offers workshops on block printing.
- Linda Bailey is the author of the Stevie Diamond mystery series. She lives in Vancouver and is available to come to schools.

Cowichan Valley

- A series of workshops on e-mail and Internet searching were given
- Shirley Lewis attended one of our monthly meetings and gave a booktalk
- End of year events included a presentation and workshop by Don Hamilton and John Caldwell on the "New role for teacher-librarians: survival and strategies for endangered species."

West Vancouver

- This year has seen more meetings for our members, as many issues required input and discussion. For the first time in many years we saw new teacher-librarians joining our group. New faces bring new ideas and contributions... a positive move.

- Guest speakers have included public librarians, a Cancopy spokesperson, and our district Superintendent.
- Reports from members attending major conferences.

PUBLIC RELATIONS ACTIVITIES

Richmond

Many Richmond schools participated in the Richmond Readers' Choice Awards. We look forward with interest to participation in the new "Red Cedar Award", the Young Readers' Choice Award for B. C.

In May, a Committee was struck to write a report to the District's Trustees detailing the importance of School Library Resource Centre and the work done by Teacher-Librarians.

Cranbrook

- Lots of local book fairs and other activities were held to celebrate School Library Week in elementary school library resource centres.

Kamloops

- "Battle of the Books" — a competition involving grades 3 to 7. Students read a set list of books and answer questions.

Vancouver

- The Children's Book Festival was a success. This will be the last year it will be offered as the funding will not be available in the upcoming year.

Cowichan Valley

- Presentation was given to the education committee in the fall, on our recently developed research booklets and poster... enthusiastically received and endorsed for use in all schools.
- Two major book displays were arranged to coincide with monthly meetings.
- The Association made a contribution to the Young Authors Conference
- Members of district staff attended closing banquet

CENSORSHIP AND CHALLENGED MATERIALS

Surrey

- At the School Board level there exists a continuing climate of censorship and intolerance to intellectual freedom.

AUTOMATION AND TECHNOLOGY

Prince George

Major changeover to a new computer system — they selected the Unicorn software, from SIRSI Computer Systems.

Because of the time needed for the transfer of the database and training of staff, the DRC was able to free up staff to come into the schools and barcode the collections of several schools. This brings the total to 41 schools barcoded.

The intention is that all 64 schools be automated (they have to find their own funding for hardware, though) and will operate from one centralized database.

Cranbrook

- All but one of our Cranbrook schools are now automated with Eloquent. Our last school should be online next year.
- A district Internet committee will determine the direction our district will go with Internet access. The District Resource Centre coordinator is a member of the committee.
- Teacher-librarian at Mount Baker High School is working with the local public librarian on a Community Access application which will provide wider access to the Internet by the school and the public. The teacher-librarian is also chairperson of the school's technology committee.

Kamloops

- All schools have automated circulation, most catalogues are on computer, with Follett Unison.

Vancouver

- The Wide Area Network is reported as going ahead for September 1997. This will ensure that all Vancouver schools will be automated and have access to the Internet.

Kitimat

- Teacher-librarians are on the district computer committee.
- This summer all schools in the district will be wired so that every classroom and teaching station will be able to access the Internet. This will link library resource centres to classrooms.

Cowichan Valley

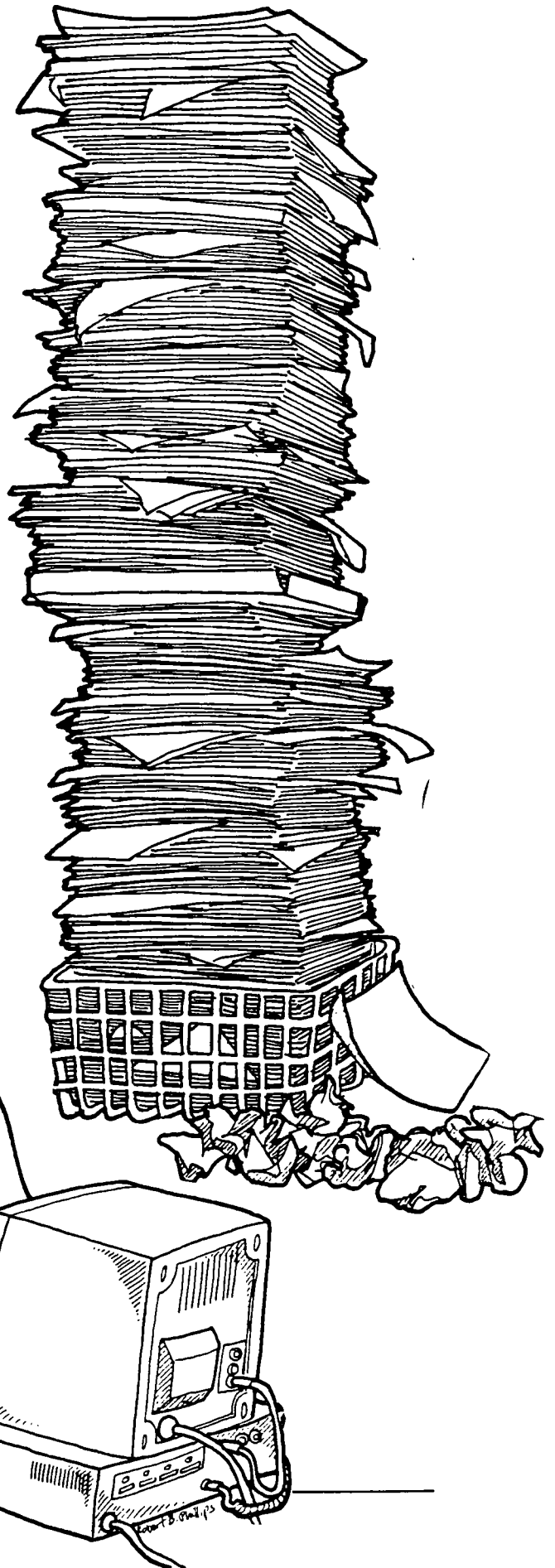
- All secondary schools (grades 9 to 12) are now automated. The two middle schools will complete automation this year and a start will be made on elementary schools still to be automated.

Chilliwack

- Ten schools are now automated using Alexandria
- We held a workshop to teach the routine maintenance of computers in the library resource centre.

West Vancouver

- The MultiLIS automation project in the three secondary schools is almost complete, as is the district's wide area network, which will provide direct high speed Internet access.
- Plans to begin automation of elementary schools are underway with the first library to come on line this year.



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@rainbow.fvracs.gov.bc.ca

SHORT CIRCUIT

Short Circuit — an expedient way to achieve a goal or euphemism for flawed technology. Depending on the context, it can mean either. Most of us are familiar with the flawed technology meaning. “Short Circuit” has virtually become a “computer speak” catch phrase for explaining most equipment malfunctions. “The computer monitor doesn’t work? Might be a short circuit.” It’s companion phrase when dealing with software or computer programs is the infamous, “Glitch”. Perhaps less familiar but equally important is the positive aspect of “Short Circuit”. Business and industry have long seen technology as a short circuit or quick route to achieving goals such as decreed costs or increased productivity and service. Banks are a good example. Bank profits have risen dramatically over the past few years due in large part to the increasing use of technology. Automated bank tellers (ATM), “bank by phone” and on-line banking via computer and modem are technologies which have provided customers with ease and convenience of account access and the banks with increased profits. Libraries too, have benefited from technology. On-line public access catalogues and computer based circulation systems have made libraries more effective. I’ve yet to meet a teacher-librarian who would return to a card catalogue after automating. Initially, the learning curve may be steep and the equipment somewhat problematic but in the end, teacher-librarians were happy they made the change.

But what about the Internet? Is that considered a “Short Circuit” (positive) or “Short Circuit” (negative). The answer is not clear cut. As Stephen Kerr points out in his book, “Technology in the Future of Schools”, the free and open nature of the Internet means that students not only have access to a rich variety of facts and information, they are also confronted with chaos and real danger. There’s racist stuff; bigoted, hate group stuff filled with paranoia; bomb recipes; how to engage in various forms of crimes... it’s all there and all available.

On the other hand, cut backs and shrinking budgets have left teacher librarians with little else to support their library programs. As Todd

Oppenheimer observed in a recent controversial article for the *Atlantic Monthly* entitled, “The Computer Delusion”, “In many schools however, libraries are fairly limited. I (Oppenheimer) now volunteer at a San Francisco high school where the library shelves are so bare that I can see how the Internet’s ever growing number of research documents with all their short comings can sometimes be a blessing.”

As I said, the answer is not clear cut. Instead, it depends on a number of aspects such as:

1. Remembering that the Internet is just one of many information sources found in any school library
2. There are areas where the Internet can provide lots of information, other areas where it is a mediocre information source and others where it has nothing at all to offer.
3. Any well researched project will contain information from a variety of information sources, not just one.
4. Students must be taught to use the Internet just as they would any other information source.

In the end, the meaning of any word or phrase is determined by the user. That is true for technology and for the Internet. May all your “Short Circuits” be positive.

NEW WEB SITES

BUSINESS RELATED WEB SITES

BIGCHARTS

<http://www.bigcharts.com>

An excellent financial/investment research tool, BigCharts.com provides free and unlimited access to charts, reports, indicators and quotes on 22,700 US stocks, mutual funds and major market indices.

EDUCATION RELATED WEB SITES

ACOT REPORTS

<http://www.research.apple.com/go/acot/ACOTResearch.html#anchor25466881>

Since its inception, the Apple Classrooms of Tomorrow (ACOT) project has examined the effects immediate access to technology has on teaching and learning. Many current ACOT report summaries are available in hypertext. Complete reports are all available in Adobe Portable Document Format (PDF).

ART FOR SALE

<http://www.itdc.sbcss.k12.ca.us/curriculum/artforsale1.html>

"Art for Sale" is a problem-based lesson for grades 5-8 that gives students an experience as professionals in an art brokerage firm. Students research art of Northwest Coast natives to learn about their culture and art. Includes marketing and presentation strategies. The lesson is adaptable for students of all ages.

BASKETMATH

<http://www.scienceacademy.com>

Science Academy Software, an educational software publisher in Bronx, New York, has a new educational on-line interactive area at its web site called "BasketMath On-line Interactive" (BOI). BOI offers an educational and entertaining medium for practicing basic skills mathematics. You can select from a pool of twenty simple math questions. If you incorrectly answer the question, the correct answer is given. When the correct answer is given, an animation is displayed showing a successful basketball goal shot; shots include lay-ups, free throw, dunks and flying dunks. The basketball game animation provides entertainment and a special appeal to youth.

BLUE WEB'N

<http://www.kn.pacbell.com/wired/bluewebn>

Blue Web'n Web Site contains the Learning Applications Library, a searchable database of outstanding on-line curriculum and resources categorized by audience, content area, and type.

CARRIE'S CRAZY SITES FOR EDUCATORS

<http://www.mtjeff.com/~bodenst/page5.html>

This site is extremely rich in educational links on all subjects, discipline and topics.

DAVID LEVIN'S LEARNING@WEB.SITES

<http://www.ecnet.net/users/gdlevin/home.html>

This site is designed to help senior high school educators. Departments such as art, guidance counseling, mathematics, English language arts, career resources, foreign languages, and music are listed, as well as numerous links and resources. The site features links for on-line field trips, children's sites, a teacher's lounge and professional development.

DISCOVERY CHANNEL SCHOOL

<http://school.discovery.com>

This site offers the resources of eleven current or retired educators. The site provides detailed information about the free programming offered to educators on Discovery Channel and The Learning Channel, plus links to related web sites. It features personal responses to e-mail questions, plus a wealth of information on k-12 subjects and topics.

EDUCATIONAL RESOURCES ON-LINE

<http://www.educ.iastate.edu/students/eronline/>

Educational Resources On-line provides a comprehensive annotated listing of Internet resources for educators and Education students. It includes references to sites specializing in research, career development, training and development, plus other related educational topics.

FIRN - THE FLORIDA INFORMATION RESOURCES NETWORK

<http://www.firn.edu/instruct.html>

This web site offers resources providing almost everything related to curriculum and teaching.

THE GLOBAL CHILDREN'S ART GALLERY

<http://www.naturalchild.com/gallery/>

The Global Children's Art Gallery displays drawings from children age 1 to 10. Pictures can be sent by e-mail or regular mail. For those mailed, free scanning is provided. Pictures are returned on request.

THE GRAMMAR LADY

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

This site was developed by Mary Bruder, PhD., the Grammar Lady and contains many "Frequently Asked Questions" (FAQ's) about basic grammar, Spelling Rules, Homophones (words that look and sound alike), a Question of the Week, and a Grammar Hotline.

INTERNET RESOURCES FOR SPECIAL CHILDREN (IRSC)

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

The IRSC web site provides parents, educators, medical professionals, and caregivers with information regarding children with disABILITIES (sic). Especially useful is the alphabetically arranged set of disability links, going from Adaptive Hardware & Software Computer Aids, Amputees, and Attention Deficit/Hyperactivity Disorder to Seizure Disorders, Special Education, and Tourette Syndrome.

NCIP - THE NATIONAL CENTER TO IMPROVE PRACTICE IN SPECIAL EDUCATION THROUGH TECHNOLOGY, MEDIA, AND MATERIALS:

<http://www.edc.org/FSC/NCIP>

This "special" web site contains an impressive amount of information, resources and hypertext links involving the area of Special Education and technology.

PATHWAY TO SCHOOL IMPROVEMENT

<http://cedar.cic.net/ncrel/sdrs/pathwayg.htm>

Just as the name implies, is site contains information on numerous topics dealing with current issues in education and teaching.

RESEARCH PAPER ON-LINE

<http://www.researchpaper.com>

This site claims to be the Web's largest collection of topics, ideas and assistance for school research projects. The site promises to help students find the best information available, eliminate frustration, get writing tips and drill down the idea directory. While I can't comment on the accuracy of their claims, the site does contain a wide variety of resources to assist students in using the Web as a research tool.

SCHOOL PSYCHOLOGY

RESOURCES ON-LINE

http://www.bcpl.lib.md.us/~sandyste/school_psych.html

School Psychology Resources On-line appeals to school psychologists, other mental health professionals, parents and educators. Topics include learning disabilities, ADHD, gifted, autism, adolescence, parenting, assessment, classroom management, special education, k-12, mental health, reading, research and more. Reprint valuable handouts for parents and teachers. Use the simple but effective table of contents and page index to find what you want quickly. Pages are updated every few weeks so links are current.

SCHOOLWORLD

<http://www.schoolworld.asn.au>

SchoolWorld is designed for teachers, home schools and students. SchoolWorld's membership includes 297 schools at present. Once schools join, they have access to projects and programs, keypals, the expertise of SchoolWorld's Tek Teachers and an ever-growing Resource Centre. If you are a teacher looking for exposure for your own projects, SchoolWorld will feature them for you and help find partner schools.

SECONDARY MATHEMATICS WEB LINKS

http://cq-pan.cqu.edu.au/schools/smad/hot_link.html

The QAMT/SMARD page, 'Secondary Mathematics Web Resources' has been significantly upgraded, with over 60 new links, each annotated, and with a comprehensive Table of Contents. There are now over 220 links to support secondary mathematics.

STUDY WEB

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

Study WEB provides fast and easy access to a wide variety of research-quality information via the Internet. Links to educational institutions, non-profit organizations, and other educational sites are provided. Sites are categorized according to their approximate grade level and include a visual content rating. This rating indicates the presence of downloadable or printable images which may be useful in the visual aid portion of a school report. Reviews of over 15,000 educational Web sites are provided.

THE TEACHER'S LINK PAGE

<http://www.gulftel.com/~teacher/>

This site contains numerous links of interest to teachers as well as on site lesson plans and other educational material. While the site design leaves a lot to be desired, the various links and data contained on the various pages make it worth the effort to explore.

WRITING ARGUMENTATIVE

ESSAYS

<http://cougar.vut.edu.au/~dalbj/arguweb/contents.htm>

Bill Daly of the Victoria University of Technology has posted a unit to teach students how to write short argumentative essays. Originally created for students taking English in a vocational school, it is also useful to upper level high school and university students. The site uses examples and models to systematically guide users through the steps of writing an argumentative essay. Students in any discipline that requires persuasive writing will benefit from this well constructed lesson.

INTERNET WEB PAGES

COOL DOCTOR E-ZINE

<http://COOLdoctor.net/>

The Computing OnLine Doctor E-zine aims to help people learn more about computers, software and the Internet. The COOL-LIST, a weekly newsletter, is distributed by e-mail to keep members informed about software updates as well as sharing readers' questions, answers and comments.

INTERNET SAFETY

<http://www.mcrel.org/connect/tech/safety.html>

There are many issues and points of view regarding child safety and the Internet. This page points to recent news and articles, highly involved organizations, AUP guidelines and examples and technological options.

INTERNET SEARCH ENGINES

<http://www.global-community.com/business/main.shtml>

This Web page contains a complete listing of over 500 Internet search engines and directories.

THE MINING COMPANY

<http://www.miningco.com>

The Mining Company provides reviews of web sites done by a volunteer who has a passion for that particular subject. The sections include Arts / Entertainment, Business, Travel, Living, News / Issues, Sports, Health, Hobbies / Games and Kids / Teens.

LIBRARY WEB SITES

CHILDREN'S SOFTWARE

<http://www.childrensoftware.com>

This well designed and informative site offers over 2500 (searchable) children's software reviews, articles from its print publication, and links to other review groups. The site's goal is to help parents, teachers and librarians better use computers with children.

CONSTITUTION FINDER

<http://www.urich.edu/~jpjones/confinder/>

This index offers constitutions, constitution drafts and other documents related to national and state constitutions. Nations and states are listed alphabetically and each nation's or state's name is linked to its constitution.

CONSTITUTIONS, TREATIES AND DECLARATIONS

<http://www.keele.ac.uk/depts/po/const.htm>

This site consists of treaties and constitutional documents. Included are: Charters and similar

documents of international governmental organizations (such as the United Nations and the Organization of American States), Conventions on human rights, Conventions on warfare and arms limitation, Treaties and conventions on trade and commerce, Index of international trade conventions, UN Convention on the Law of the Sea, European Union documents and Constitutions of the Countries of the World

DICTIONARY OF PHRASE AND FABLE

<http://www.mk.net/~dt/Bibliomania/Reference/PhraseAndFable/>

The first hypertext edition of the *Dictionary of phrase and fable*, from Dr. E Cobham Brewer's "substantially revised and extended edition of 1894" is available on-line. It's a great resource, chock full of phrases and fables.

DISNEY BOOKS

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

Besides Disney's vast catalog, the site offers complete serialized storybooks. Click on "Come Read a Story" for a list of choices. Included are *Aladdin*, *Bambi*, *The Lion king*, *Toy story* and *101 Dalmations*.

FIPA (BRITISH COLUMBIA FREEDOM OF INFORMATION AND PRIVACY ASSOCIATION OFFICIAL WEB SITE)

<http://www.grannyg.bc.ca/FIPA/>

Read about the current hot issues and trends affecting privacy issues in British Columbia. This site contains information about FIPA, an on-line forum, archived issues of The Bulletin (FIPA's information package), emerging trends, press releases, membership information, instruction on how to complete a FOI request and links to other related sites.

H-NET BOOK REVIEW PROJECT

<http://h-net2.msu.edu/reviews>

This is probably the world's largest collection of on-line academic book reviews put together by the H-Net Humanities & Social Sciences Project at Michi-

gan State University. The site contains over 600 scholarly reviews on a wide variety of subjects, searchable and sortable in any number of ways, from author and title to ISBN and LC number. Most of the reviews are of books published in the last 3-4 years, and some of them have replies and commentaries by authors. The tone of each review is balanced and intelligent.

LAWS OF OTHER NATIONS

<http://law.house.gov/52.htm>

This site provides information about laws of various countries. An image of the country's flag appears along with a list of legal documents which vary from country to country. You may find the country's constitution, statutes, a treaties, articles on the legal system and information on legal practices.

THE LIBRARIAN'S GUIDE TO CYBERSPACE FOR PARENTS AND KIDS

<http://www.ssdesign.com/parentspage/greatsites/index.html>

At its recent annual conference, the American Library Association (ALA) introduced *The Librarian's guide to cyberspace for parents and kids*, a guide for parents and children who are new to the Internet. The site aims to help parents find the best web resources for their children. It provides parents with definitions of common Internet terms, safety tips, and guidelines for selecting quality sites. There are over fifty fun and useful links that everyone in the family can enjoy.

THE LITERARY DICTIONARY

<http://www.geocities.com/SoHo/Lofts/2297/literary.html>

The Literary Dictionary is a lot more interesting than it sounds. Did you know the word "nerd" had never been seen before it appeared in Dr. Seuss's *If I ran the zoo*? Or that "chortle" was first used in Lewis Carroll's *Through the looking glass*? Or that "gusty" had never been thought of until Hakluyt used it in *Voyages* in 1600? This is an invaluable resource for all finicky literary types.

TALKING BOOKS

<http://www.bookradio.com/home/cover/html/cover.htm>

The BookRadio Web site offers a slew of audio interviews with popular authors of fiction and non-fiction. The reviewers appear to be top notch (a few noted writers among them) and the interviews in the Writers' Cafe by Danna Schaeffer are on target. A Pick of the Literature section offers reviews and interviews by subject. You need a Web browser with a RealAudio plugin plus a fast Internet connection (28,800 bps) to hear the interviews.

SHELVES IN THE CORNER: SCIENCE FICTION AND FANTASY

<http://www.geocities.com/Area51/Vault/5934/>

Shelves in the Corner features science fiction and fantasy book reviews, resources, stories, links to purchasing books you like, and guidelines for submitting your own reviews and stories.

THE SLUSH PILE

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

The Slush Pile bills itself as a place where unpublished children's book writers can "hang out" and get advice on ways to succeed in the tough world of children's literature.

THE STEPHEN COONTS WEB PAGE

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

In the past it was often very difficult to locate information on authors let alone communicate directly. That is changing. The Web is becoming a way for authors to publicize their work and reach their audience. "The Stephen Coonts Web Page" is one example. Coonts' novels include *Flight of the intruder*, *Final flight* and *The Cannibal queen*. This site has biographical data, background on novels, information about up-coming works and the author's e-mail address. Let's hope author web pages become a trend.

SUNSHINE BOOKS

<http://www.sunshine.co.nz>

There is a new site which has been developed exclusively for teaching children aged 5 - 8 to read

through the Internet. SunShine Books produces a monthly 'magazine' for children and support material for teachers. Back issues are available. Issues are provided for a number of countries allowing for different interests, language, spelling etc. The service is free for schools and teachers, but teachers must register in order to get a user name and password.

WEB DESIGN FOR LIBRARIANS

<http://scc01.rutgers.edu/SCCHome/web.htm>

Before you create a Web Page for your library, look at this site. It contains style guides and hints appropriate to the unique needs of libraries and extensive links to other sites with style guides.

WORLD WAR II DOCUMENTS

gopher://wiretap.spies.com:70/11/Gov/US-History/WWII

This site includes English-language texts of US declarations of war on Germany and on Japan; Japanese and German surrender documents; statements from the Cairo, Casablanca, Moscow, and Yalta conferences; German statements about Poland in 1939; French and British reactions to the invasion of Poland; documents about the Japanese attack on Pearl Harbor; the Atlantic Charter; speeches by President Franklin Roosevelt; and Neville Chamberlain's Peace in Our Time speech.

MISCELLANEOUS WEB PAGES

CYBERINDIA FOUNDATION

<http://www.cyberindian.com/india/index.htm>

"Essence of India" provides a complete and up-to-date searchable database of over 13000 resources about India. Managed by CyberIndia Foundation, this site is categorized into more than 58 sections including arts and culture of India, heritage, religion, history, fine arts, photography, art galleries, dance, classical music, health, hospitals, alternative medicine, education, schools, colleges, universities, Indian Government, government policies and the Indian constitution.

THE GOVERNMENT OF PAKISTAN WEB SITE

<http://www.pak.gov.pk/>

The Government of Pakistan Web site includes information on the country and its culture as well as the federal ministries and departments.

MUSEUM OF LONDON

<http://www.museum-london.org.uk>

The Museum of London, the largest city museum in the world, has an Internet site. The Web site's "galleries" show aspects of historical London from the horror of the Great Plague through the splendor of the Lord Mayor's Coach. The magnificent current exhibition *In Royal Fashion* comprises the dresses and accessories of Princess Charlotte of Wales and her cousin Queen Victoria.

THE NATIONAL THEATRE SCHOOL OF CANADA

<http://www.ent-nts.com/>

Established in Montreal in 1960, the National Theatre School of Canada offers professional training in the theatre arts: acting, play writing, scenography, and technical production.

The School is a private, non-profit institution funded mainly through government grants. A part of its revenues is also generated by its own activities. Under the patronage of a volunteer board of 58 governors representing every province, the School determines its own training programs and management strategies.

WHAT'S NEW IN CANADA

<http://whatsnew.canadasearch.com/>

Canadians know how difficult it is to find new Canadian sites. Not any more. This site serves as a clearing house and announcement forum for new Canadian Web Sites.

SCIENCE & TECHNOLOGY WEB SITES

AIR TRAVELERS

<http://www.omsu.edu/sln/air/>

This site provides an introduction to the basic principles of buoyancy, properties of gases, temperature and the technology involved in hot air ballooning. Included are activities, teacher background information and a gallery of photos. The intended

audience are teachers and students in the upper elementary grade levels.

ENVIRONMENTAL WEB SITE

<http://envirolink.org/enviroed/envirok12.html>

This site contains a nice list of environmental links of interest to teachers, students and educators.

JOURNEY TO MARS

<http://www.talkcity.com>

If you're looking for more information on the Red Planet, or want to follow the Sojourner rover even more closely, or just haven't been able to get onto the official Mars Web site... Now you can take a virtual reality guided tour of the Mars Pathfinder landing site with NASA experts on Talk City, The Chat Network.

ON-LINE CATALOGUE OF GEOLOGICAL DATA

<http://www.esri.sc.edu/data/lib-main.htm>

This site contains worldwide geological data including maps, well logs and seismic sections. Over 60,000 items are located in the site library database.

THE PATHFINDER HOME PAGE

<http://mpfwww.arc.nasa.gov/default1.html>

Find out the latest news from Mars. Current information and pictures about the Mars mission are available. Be sure to also see the Mars related educational modules and resources at Live from Earth and Mars, by the University of Washington.

A SCIENCE RESOURCE SITE FOR TEACHERS AND STUDENTS

<http://www.cba.berkeley.edu/Education/SII/SEGway>

The Science Education Gateway has interactive tools and lesson plans in Earth and Space Science using data from NASA satellites. Resources are presented in a number of topic areas, each with complete lessons, a "grab bag" of Internet learning tools, and templates and references for creating new curriculum modules. Most of the resources are for Junior High and High School, but many can be useful in a range of grade-levels.

WACKY, WILD AND JUST PLAIN WEIRD WEB SITES

CAN.SAY

<http://www.molson.com/canadian/can.say/index.html>

Molson Breweries is quietly toasting a hip market segment with Can.Say, a lifestyle Web e-zine for young male and female Canadians. It's a collection of light, often frothy, first-person op-ed pieces — confessions, reminiscence, conjecture, advice — with attitude and panache. Some may well have begun as chitchat with a bartender. Each major section is named after a deadly sin. One interesting piece found in the Lust section is called, "Why You Shouldn't Date an Actress".

DAILY OUTRAGE!

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

Daily Outrage! is sure to make your blood boil one way or another. While the views expressed may not reflect your own, you've got to admit they do a good job of illustrating the frequent stupidity displayed by governments, politicians, celebrities, and basically, the whole human race. Stop by if you're mad as hell and you're not going to take it anymore.

THE "MR. BEAN" WEB SITE

<http://www.mrbean.co.uk/>

If ever there was a person who personified, "Wacky, Wild and just plain Weird" it has to be the British comedian, Mr. Bean. You can find every thing you ever wanted to know about Mr. Bean — including "reviews," photos and video clips from Mr. Bean's upcoming *Ultimate disaster* movie.

THE WD40 WEB SITE

<http://www.octane.com/wd40.html>

As a teacher librarian, have you been accused of being too "up tight"? Don't know how to loosen up? Leave it to the Web to solve your problems — the WD40 Web Site. Brought to life by the guys who created Duct Tape on the Web, the site is chock full of useful information on everybody's favorite lubricant.

ACKNOWLEDGEMENTS

Many of the preceding reviews were reprinted with permission from the following E-Mail Lists:

Best-Web-Sites Announcement List:

(bestweb@vm.ege.edu.tr)

For Your Information: K-12 Education Ideas Using Technology: (fyi@ocmvm.cnyric.org)

The Internet Tour Bus: (<http://www.TOURBUS.com>)

NBNews Editors Choice Awards: (<http://nbnews.com>)

Net-Happenings Digest: (net-happenings@lists.internic.net)

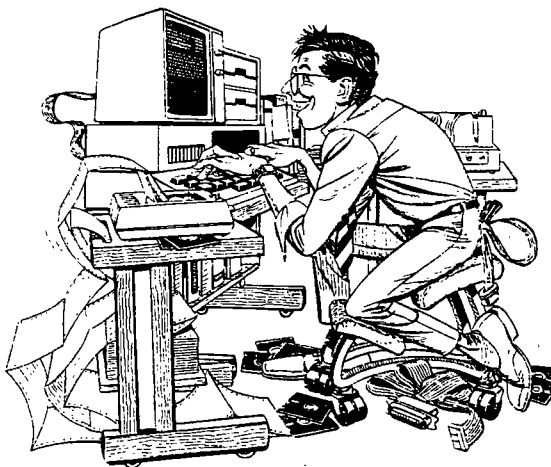
Netsurfer Digest: (<http://www.netsurf.com/>)

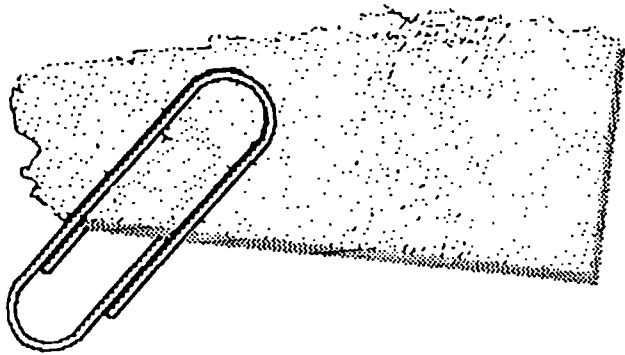
Network Nuggets: (network_nuggets-1@etc.bc.ca)

Scout Report: (<http://rs.internic.net/scout/report/>)

Surfwave: (netbitz@indeks.com)

WWWEDU: (wwwedu@ready.cpb.org)





NOTES AND NEWS

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

MEET MARLENE ASSELIN

The editors of the Bookmark would like to introduce its readers to Marlene Asselin, who has been appointed Assistant Professor in the Department of Language Education at the University of British Columbia. We asked her to tell us about herself.

On July 1 of this year I was appointed Assistant Professor in the Department of Language Education at the University of British Columbia. My position includes responsibility for facilitating the Teacher-Librarian program. I have been given some time to understand the issues and problems in the field in order to make recommendations for the Teacher-Librarian programs. At this time, my introduction to the field is influenced by my background in elementary classroom teaching and scholarly interests in literacy and literature.

I spent the summer pursuing my understanding of the needs of the field. These pursuits took the form of meetings, reading, visiting, and general networking. Some examples follow. First, I attended the International Association of School Librarianship and the Association for Teacher-Librarianship in Canada at UBC. The theme of the conference, building bridges, seemed to operate at all levels—people, experiences, and ideas. Second, given the problem of course

accessibility, I visited Dr. Dianne Oberg at the University of Alberta to review courses available through the U of A for UBC students. This option insures students now in the diploma program will finish their courses in the allotted time. It is important to note that universities that have expanded programs through distance education have significantly increased their enrolment. As enrolment in the Teacher-Librarian diploma program increases it will be possible to improve the on-campus course rotation schedule. Third, I have begun to foster an active relationship with the School of Archival and Information Studies at UBC. As the field expands its domain, teacher-librarians must possess more sophisticated technical and technological skills. Another collaborative effort I am engaged in is a forum on teacher-librarian programs hosted by Donald Hamilton from the University of Victoria. Participants are from Western Canada's teaching institutions. The forum will be held at the end of September. Fourth, I am attempting support the pivotal place of teacher-librarians in education by connecting with the Teacher Education program at UBC. To begin to accomplish this, I have organized a three-person team whose purpose is to systematically promote the teaching of information literacy and the role of the teacher-librarian in resource-based learning to students currently enrolled in elementary level pre-service teacher education program. Team members are JoAnne Naslund, librarian at UBC's Education Library, Keith McPherson, Coordinator of the Language Education Research Centre, and myself. Fifth, I am undertaking to understand the needs of the field through a first-hand practical perspective by spending one day a week in some of the lower mainland's school libraries. I am most grateful to Judith Kootte and Pat Parungao for making these contacts for me. Finally, I believe it is important that I listen to you, the people in field, by facilitating stakeholder meetings at UBC. I am planning on a first meeting in the spring.

I am committed to making the Teacher-Librarian program as viable as possible in terms of the resources we have at the university. Your participation and cooperation will make these efforts successful.

INVITATIONAL SYMPOSIUM PLANNED

In an effort to forge a national perspective on the future direction of school libraries in Canada, the Association for Teacher-Librarianship in Canada (ATLC) and the Canadian School Library Association (CSLA) in association with ASTED (Association pour

l'avancement des sciences et des techniques de la documentation) will convene an invitational National Symposium on Information, Literacy and the School Library in Canada to be held at the National Library of Canada in Ottawa, November 19-22, 1997.

The National Library of Canada and the Canadian Education Association have agreed to act as hosts for the Symposium. Major support has also been received from the National Literacy Secretariat of Human Resources Development Canada. Industry Canada has provided support to assist with expenses. Various corporate sponsors have also been approached for direct support for events during the four days of the program.

Over 65 participants will be invited to Ottawa to consider several topics related to new partnerships around literacy and libraries, issues associated with new literacies and a renewed understanding of the role played by the school library in the overall literacy development of children and young adults. The list of participants will include individuals from policy-making bodies, teachers and their associations, provincial and territorial education systems, students, publishers and software producers, cable, telephone, television and media interests, corporate leaders, writers, futurists, activists, politicians and leaders from within the school library community. With rapid changes in the workplace, in education, the economy and society in general, the Symposium will offer participants an opportunity to discuss literacy issues as they relate to the school library and within the context of technology and our future citizens. This will not be a "conference" but rather a gathering of minds with different backgrounds, interests and experiences in order to develop a national perspective on a pressing educational matter that will affect every Canadian as we move into the next century.

The anticipated outcomes of the Symposium are:

1. To find a national consensus on the importance of the school library as a partner in the development and promotion of literacy, particularly information literacy and the accompanying competencies associated with information technologies.
 2. To identify common beliefs that would guide decision makers at all levels in their development of quality programs.
 3. To focus attention on the integration of library and information services into the community and beyond.
4. To consider the specialized role of personnel engaged in developing information literacy.
 5. To consider the role of the Internet and other electronic technology and the impact they will bring to our society.
 6. To provide a national event around which the school library community can address its future direction and forge forward with a renewed vision.
 7. To provide in the final reports, an opportunity for the entire school community across Canada to discuss the ideas forged at the Symposium and to act on them in their regional context.

THE FRAMEWORK FOR THE SYMPOSIUM

The unifying theme around which the National Symposium is built is "Forging Forward: Information, Literacy and the School Library." Literacy has always been one of the central components of school library programs in Canada. Whether they were understood as places where the wealth of Canadian literature and information materials were made available for all students and teachers or whether they were developed as integrated components of a school's curriculum and students' literacy development, the school library resource program has supported and developed students' information skills, their ability to conduct research, their problem-solving skills, as well as their growth as literate Canadians. This Symposium accepts this view as the starting point for forging forward into the new millennium with a renewed commitment to school libraries and with a clear direction for the new challenges that face school libraries. It is a positive theme aimed at consensus-building and at collaboration with all partners in the process of envisioning and realizing the school library of the future. Three sub-themes have been developed to help focus the discussion and to add structure to the three-day event:

1. New Partnerships: From Cooperation and Integration to Collaboration and Interdependence
2. The New Literacy: From Data and Information to Understanding and Learning
3. The Renewed School Library: From Access and Management to Learning and Literacy

POSTSCRIPT

Immediately following the Symposium, two documents will be produced. The first will comprise the

complete proceedings of the Symposium including all papers and submissions. This complete document will be distributed to all provincial agencies, libraries, universities and school districts across Canada. The proceedings will also be deposited on various Internet sites to ensure wide distribution. The second publication will be a succinct, colourful, informal document that will be distributed widely to public agencies, parent groups and educators. Both documents will serve as workshop resources, tools for stimulating discussion across the various local teacher and teacher-librarian groups. In addition, the two convenors, the Association for Teacher-Librarianship in Canada and the Canadian School Library Association will establish follow-up procedures to ensure that their members (and all educators in Canada) become familiar with the results of the Symposium. It is imperative that they develop specific plans of action for continuing the renewal process started by the Symposium.

This event has been planned by the following members of the National Symposium Committee:

- Judy Davies, Secretary, ATLC jadavies@gov.pe.ca
- Ray Doiron, President, PEI Teacher-Librarians Association raydoiron@upe.ca
- Judith Kootte, Past-President, Canadian School Library Association jkootte@richmond.sd38.bc.ca
- Pat Taylor, President, Association for Teacher-Librarians in Canada taylor.pat@sbe.saskatoon.sk.ca
- John O'Shaughnessy, Association pour l'avancement des sciences et des techniques de la documentation joshaugh@infoamp.com
- Donald Hamilton, Chair Education Librarian, University of Victoria dhamilto@uvic.ca

B. C. BOOK PRIZES

B.C.'s most prestigious literary awards were presented on May 17th at the Vancouver Trade and Convention Centre. The gala was hosted by poet and incoming Writers Union of Canada president Susan Musgrave. The winners were:

BILL DUTHIE BOOKSELLERS' CHOICE AWARD

- *British Columbia: A Natural History* by Richard & Sydney Cannings (Greystone)

ETHEL WILSON FICTION PRIZE

- *The Cure for Death by Lightning* by Gail Anderson-Dargatz (Knopf)

DOROTHY LIVESAY POETRY PRIZE

- *The Unhinging of Wings* by Margo Button (Oolichan)

SHEILA A. EGOFF CHILDREN'S LITERATURE PRIZE

- *Back and Beyond* by Sarah Ellis (Groundwood)

RODERICK HAIG-BROWN REGIONAL PRIZE

- *The Fraser River* by Alan Haig-Brown (Harbour)

HUBERT EVANS NON-FICTION PRIZE

- *O-Bon in Chimunesu* by Catherine Lang (Arsenal Pulp Press)

For more information, see Duthie's books on the world-wide-web at <http://www.literascope.com>

1997 CANADA YEARBOOK NOW ON CD-ROM

Statistics Canada has released its annual collection of Canadian facts and statistics on a multimedia CD-ROM for Windows or Macintosh, as well as the traditional book format. Major themes include the land, the people, the economy and the nation.

The CD-ROM offers sound and video clips, hypertext links and keyword searches. The CD-ROM version is fully bilingual, and the language may be switched at any time.

For more information, contact:

Statistics Canada
Operations and Integration Division
Circulation Management
120 Parkdale Avenue
Ottawa, ON K1A 0T6
Fax: 1-800-889-9734
Phone: 1-800-267-6677
Internet: <http://www.statcan.ca>
E-mail: order@statcan.ca

CISTIS CATALOGUE NOW ON THE WORLD WIDE WEB

Ottawa, August 1, 1997-The Canada Institute for Scientific and Technical Information (CISTI) has released its library catalogue on the World Wide Web.

The catalogue contains over 50,000 serial titles, half a million books and conference proceedings and technical reports. CISTI has one of the largest collections of published information in science, engineering and medicine in the world. The new web-based catalogue also contains records from the Canadian Agriculture Library.

The catalogue offers a wide range of flexible search options, including the ability to search by call number, to simulate browsing the shelves. By clicking on the author's name of a bibliographic record, other titles by that author are retrieved.

One of the most powerful features of the new system is the option to order any item - a copy of an article, book or report - from anywhere in the catalogue. The orders are sent automatically to CISTI's Document Delivery Service. Over half a million document orders are processed each year.

The catalogue can be searched 24 hours a day, seven days a week, with client service from Monday to Friday, 8:30 am to 4:30 pm EST. For those without web access, the catalogue is also available by Telnet at cat.cisti.nrc.ca.

Unlimited catalogue searching is free. Free registration is required before placing an order for a document, and document charges apply. The documents can be delivered in print, on-line or by fax and most orders are processed within two days.

The catalogue is available at <http://cal.cisti.nrc.ca>.

CUE T. I. P. S. CONFERENCE

The Computer Using Educators of British Columbia (CUEBC), a provincial specialist organization of the BC Teachers' Federation, will be hosting its Horizons '97 conference at North Surrey Secondary School and Fleetwood Park Secondary School in Surrey. The keynote speaker is Norm Lee, who will introduce Schoolnet. The SchoolNet Multimedia Showcase will be discussed as a resource for educators and others wanting to develop multimedia skills. The SMS is an internet site to display multimedia created by Canadian students.

John Goldsmith will present two workshops: "What's Truth Got to Do with IT - Strategies for Evaluating Internet Information" and "Build your own Internet."

"This year's conference will provide the opportunity for all British Columbia Teachers to learn

and share teaching strategies, and integration techniques in accordance with the new provincial IRPs."

Topics include

- Computer animation and modeling
- Video production
- Communications - networks and internet
- Business education - wordprocessing, spreadsheets and databases
- Desktop publishing.

Updated information is available on the Internet at <http://www.bctf.bc.ca/psas/CUEBC>.

ANNUAL REPORT OF SLAIS

The Annual Report is a summary of the goals and activities of the UBC School of Library, Archival, and Information Studies (SLAIS). The faculty directory includes scholarly and professional activities, service to the university, service to the community, awards and distinctions, and publications. Dr. Ken Haycock, the director of SLAIS, is an internationally recognized advocate of school library programs.

If you are organizing a conference or professional development activities, you might want to check the lists of colloquium and guest speakers and the list of contacts for public and school libraries who have opened their doors to SLAIS for tours. Contact:

SLAIS
University of British Columbia
831 - 1956 Main Mall
Vancouver, BC V6T 1Z1
Phone: (604) 822-2404
Fax: (604) 822-6006

TEACHER-LIBRARIANSHIP BY DISTANCE LEARNING AT THE UNIVERSITY OF ALBERTA

The Faculty of Education at the University of Alberta offers a Diploma in Education in School Libraries. The eight-course program can be taken entirely by distance learning and is open to teachers with a four-year Bachelor of Education degree or equivalent. The program is designed to meet the needs of working teachers and teacher-librarians and can be completed on a part-time basis, in two to four years. Individual courses can also be taken as part of a Master's program or for continuing education.

ED ES 445 Canadian Literature for Young People in Schools and Libraries. January - April 1998

A survey of Canadian children's literature, from books for babies to books aimed at the young adult market. Focus on contemporary works. Consideration of trends in both publishing and content and of current issues such as censorship, multimedia forms, and the Internet.

Register early to ensure course materials reach you in time for the January start. Course materials fee of approximately \$50; access to public or school library recommended.

Instructor: Gail de Vos. Gail is a professional storyteller and author of several award-winning books on storytelling for young adults. She has been a teacher, a librarian, and a book reviewer.

ED ES 501 Information Technologies for Schools January - April 1998. Distance Learning Course taught on the Internet.

This course will focus on effective teaching strategies for helping students develop information literacy and critical thinking skills using technology and for integrating technology including CD-ROMs and the Internet into the K-12 curriculum. Managing information technologies in schools and implementing staff development programs about integrating technologies will be addressed in order to help teachers and teacher-librarians develop and enhance technology-rich learning environments for their students.

Course materials fee of approximately \$50.

Register by early December to ensure course materials reach you in time for the January start.

Instructor: Kaye Steward. Kaye has been a teacher and teacher-librarian in elementary and secondary schools. She has served on the executives of regional and national school library associations, and is a team

member of a new Alberta project for training teachers in Internet use.

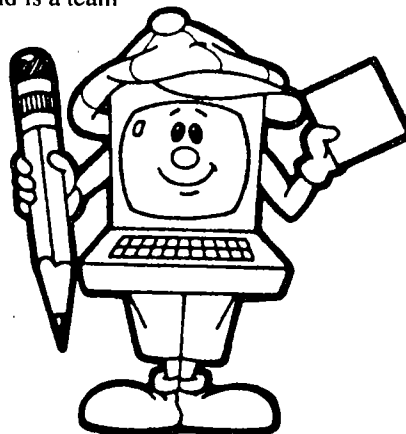
For further information, contact:

Dianne Oberg
School of Library and Information Studies
3-20 Rutherford South
University of Alberta
Edmonton, AH
T6G 2J4
Phone: (403)492-3930
Fax: (403)492-2430

FREE SUBSCRIPTION TO THE RICE PAPER

The Rice Paper: The Newsletter of the Asian Canadian Writers' Workshop is a 32 page journal published four times per year and is funded, in part, by a grant from the City of Vancouver's Office of Cultural Affairs. The "goals are to facilitate information and networking among writers and artists from a common Pacific Rim heritage; and inform, educate and promote a greater awareness of Asian Canadian literature and arts to the general public." The Rice Paper has received a grant from Canada's Year of Asia Pacific to enhance the marketing and broaden the distribution base of the journal. This means that school libraries across Canada can be added to the mailing list this year for a free subscription. All Vancouver secondary schools are on the list. If interested, please contact:

Asian Canadian Writers' Workshop
311 East 41st Avenue
Vancouver, BC
V5W 1N9
Tel/Fax: (604) 322-6616
E-mail: jwongchu@axionet.com



THE PORTRAIT: Diane Swanson

by ELLEN ROTHSTEIN, teacher-librarian, George T. Cunningham Elementary School, SD#39 (Vancouver).

"The tongue on a blue whale can weigh as much as an elephant."

"A wolf is a strong swimmer; it even chases beavers through water."

"A single shark can lose—and replace— 30,000 teeth during its lifetime."

"Toronto is known as the raccoon capital of North America."

The nonfiction children's books written by author Diane Swanson are always filled with intriguing and unique facts. In a profile in a Canadian Children's Book Centre publication, Swanson describes how she works.

I'm a nature sleuth, addicted to digging out information—surprising, little known, fun information. Whether I'm writing about eagles, dandelions or avalanches, I want to know how things work and what's really neat about them. To find out, I try to find ways to observe my subjects, read everything I can about them and talk to experts who study them.

I have so much fun digging up information that it's hard for me to stop. But when I do, I organize my notes, choose the facts I want to include in my book and check these facts for accuracy. Then I write and write; rewrite and rewrite. When I finally have a book drafted, I show it to nature experts who double check the information and to an editor who checks the writing. Then I produce the final draft—the one that gets published.

Swanson has combined meticulous research, interesting formats and an engaging writing style into many successful nature titles for children.

Diane Swanson was born April 5, 1944 in Lethbridge, Alberta. She attended elementary and high school in Lethbridge and then continued her education at the University of Alberta in Edmonton. Swanson married her husband Wayne in 1965, and graduated with honours with a Bachelor of Arts in sociology in 1966. After graduation, Diane spent two years in the West Indies as a teacher with CUSO then returned to Canada working as a planner for the federal government Department of Energy, Mines & Resources from 1969 to 1972. Her work for the

federal government included both research and writing, but Diane informed me that topics such as a sewage disposal policy manual were "not exactly a labour of love!"

Swanson began her career as an author writing magazine articles. Diane recalled that her first children's magazine article, "Love that ladybug" was published in *Ranger Rick* in July, 1977. She said *Ranger Rick* was a magazine that she read and subscribed to when her two children were young. After her initial magazine article in *Ranger Rick*, Swanson continued writing children and adult magazine articles and co-authored a few children's educational texts.

Several years later Whitecap Books requested an outline for a children's backyard nature book. This resulted in Swanson's first nature book, *A Toothy tongue and one long foot*, published by Whitecap in 1992. Since then, Diane and Whitecap Books have enjoyed a very successful relationship. Other titles written by Swanson and published by Whitecap include: *Why seals blow their noses* (1992); *Squirts and snails and skinny green tails* (1993); *The Emerald sea* (1993); *Coyotes in the crosswalk* (1994); *Safari beneath the sea* (1994); *The day of the twelve-story wave* (1995) and *Buffalo sunrise* (1996). The emerald sea was written as an adult title but all the other books were written for intermediate-aged children.

All of Diane Swanson's children's books have been selected for the "Our Choice" list from the Canadian Children's Book Centre and many have been short-listed for, or have won literary awards. For example, *Safari beneath the sea* was the winner of the Orbis Pictus award for outstanding nonfiction for children. Readers should note that many of Diane's books are also distributed in the United States and some have been translated into other languages.

Swanson's latest offering, *Bug bites* (Whitecap, 1997) should be in bookstores this fall. Recently, Diane has been working on an animal series, again for Whitecap Books, aimed at primary-aged children.

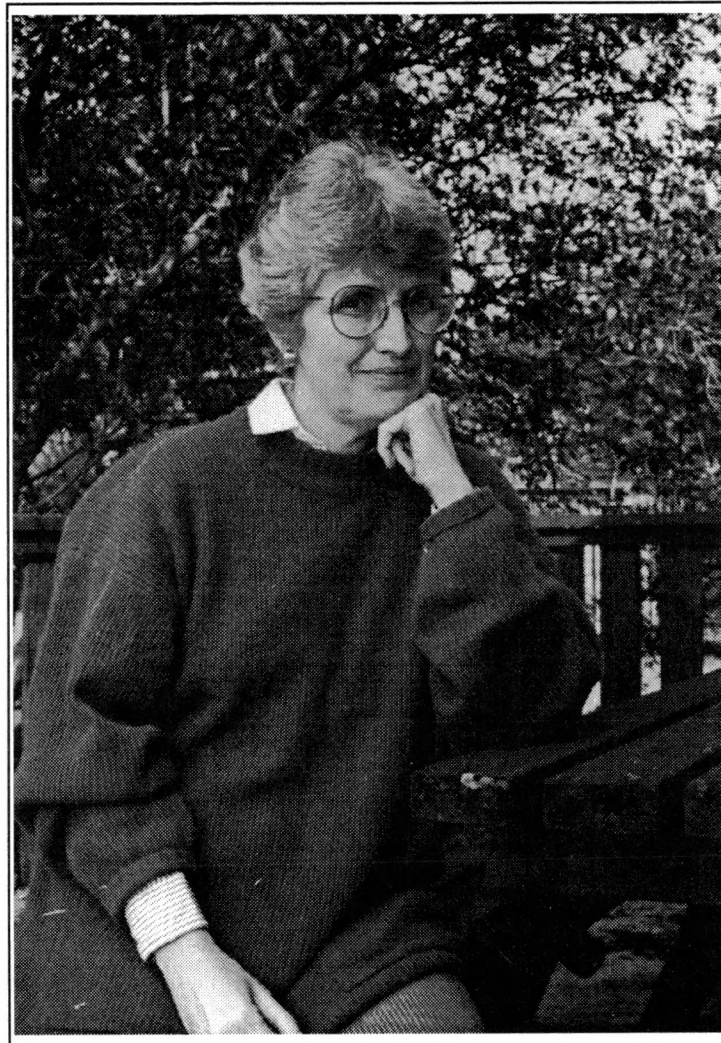
The series called *Welcome to the world of...* already has four published titles, *Wolves* (1996), *Whales* (1996), *Bears* (1997) and *Otters* (1997). Two new titles, *Welcome to the world of owls* and *Welcome to the world of wild cats* will be published this fall.

Diane Swanson has also written another series of primary books called *Nature detectives—the living world* published by Pacific Edge.

Although the series has a nature theme, the four titles: *The Cedar Club forest detectives* (1996); *The Sixth Street wetland detectives* (1996); *The Gibson Park grassland detectives* (1997) and *Central School seashore detectives* (1997) are fiction. In our interview, Swanson stated she would consider writing more works of fiction. She noted that she is particularly interested in writing fictionalized accounts of actual events, or what she calls “creative nonfiction.”

Swanson is currently working on a book called *Animals eat the weirdest things*. She admitted this project has been difficult to research because of the limited information on the topic. Diane said she works on many projects at once and finds ideas for

her books everywhere. Her personal passions are science and nature. In the Canadian Children’s Book Centre profile she states who and what have influenced her writing. “The astonishing natural world is what inspires my writing, and children influence how I approach it: the child I once was, my own children and the children I know today.”



Diane told me she enjoys writing for children because they have an open interest and curiosity for nature, are amazed and keen about facts and therefore, as an author, she can write about anything. Her tips for young writers are:

“Write about what really excites you. No matter what the subject, if you let your excitement shine through your words, you’ll grab your readers’ interest.” This advice is certainly reflected in the many works of Diane Swanson.

Ms. Swanson currently lives in Victoria, British Columbia. In her spare time Diane tutors adults as a volunteer for Project Literacy. She also enjoys playing the piano, practicing T’ai Chi and, of course, exploring nature.



SUPER-LITERATE BRITISH COLUMBIA, CANADA

Tourists enjoy a cruise on the Inside Passage. Photograph by **BARBARA COOPER**, teacher-librarian, Fleetwood Park Secondary School, SD#36 (Surrey).

NOTES

NOTES

BCTLA REVIEWS

“BCTLA Reviews” is coordinated by:

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Duncan, BC
V9L 5K6

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

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BCTLA Reviews Editor
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Vancouver, BC
V6M 1R8

Reviews are edited by Ruth Allman and Liz Austrom.

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

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

Publishers are requested to send materials they wish to have reviewed to the
Reviewing Service, c/o Jean Anne Lewis, 5 - 1893 Tzouhalem Road,
Duncan, BC, V9L 5K6

FIC JON

Jones, Diane Jarvis. *Larry, red and blue* — Aunt Mary Buttons, 1997. — 32 p.: ill. — ISBN 0-969940-72-6 — \$12.95.

Aunt Mary Button
10-1536 West 12th Avenue
Vancouver, BC, V5J 2E1

Reviewed by: Gloria Reinheimer,
teacher-librarian, Lalonde Elementary
School, SD#36 (Surrey).

Larry, red and blue is the story of a friendship between a five year old girl and a seven year old boy. The friendship is complicated by Caitlin Rose (three in a friendship seldom works). After Larry is killed by a car, Emily mourns and is angry — acting out, slamming doors, biting and bedwetting. Emily is a mean-spirited child; having lost one friend she wishes spiders would kill another. One night four years later, Larry appears to her in a dream and helps her to reconcile her feelings about his death.

A colleague who lost a teenage son says the emotions Jarvis Jones depicts are those of classic depression and are right on. However, Jones has taken a heavy-handed approach to this story and this is not a picture book for Grade 2+. Recently an author of many picture books said that a picture book should also explain things that the author has not space to write in words. This book is far too wordy. Jones also uses words this age group would not understand. What seven year old would use the word “enigma”? The author has taken an adult approach to death and assigned these emotions to very young children. Cognitive conceit or selfishness is far too strong at this age level for a child to miss birthday after birthday. We recently had a young mother die at our school. Her five year old wanted to know if the dog was going to die too.

This story could have benefited from some direction by an editor. Some of the rhymes are attractive, especially the one about how Larry loves her through and through. The story might have worked if it was tied together with more rhymes. Many of the button panels, while bright and colourful, seem to have no relationship to the story. Instead of enhancing the text, the clown banners are out of place.

This book is dedicated to Sharon who died at age eleven. Perhaps it would have been a more appropriate age for the story’s characters, but eleven year olds don’t usually read picture books.

Not recommended.

FIC KLI

Klitting, Lars. *Beaver the baker*. — Douglas & McIntyre, 1997. — 40 p.: ill. — ISBN 1-55054-252-4 — \$15.95.

Reviewed by: Elizabeth Salle,
teacher-librarian, Mountview El-
ementary School, SD#27 (Cariboo
Chilcotin).

This how-to picture book goes through the steps of baking cake in a story format. It is paced with a main action on each page. The illustrations include not only the beaver and his friends, but the pans, tools and ingredients used. Cleaning up the mess is included as part of the process.

The basic story is simple and heartwarming. Although it is Beaver’s birthday, he is baking a cake because he knows his friend is always hungry. Other friends also show up. The underlying message is on sharing and caring for others rather than the selfish attitude many children have about their birthdays. Without making a big production of it the author has a male working in the kitchen. The recipe is included.

Beaver the baker would be useful for a primary class that was doing baking as it would lead into a discussion on safety and organization.

Recommended for primary grades.

FIC MCL

McLean, Dirk. *Steel drums and ice skates*. — Douglas & McIntyre, 1996. — 32 p.: ill. — ISBN 0-88899-258-0— \$13.95.

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

This picture book is the pleasant, true-to-life story of a seven year old girl who, just before Christmas, leaves her home in Trinidad to join her hard-working immigrant parents in Ontario. Music from home and a Rasta doll help ease her homesickness as she adjusts to Canada. Hollie sees snow and leafless trees, visits Toronto sites, and knows the joy of skating alone for the first time.

The text moves quickly, drawing the reader into Hollie's discovery and acceptance of a very different life. The reader empathizes with Hollie's feelings, which are at times exuberant, sometimes despairing.

The story works well, but the illustrations are less successful. The cover illustration, while it authentically represents the content of the story, seems particularly disturbing. Hollie, wearing white ice skates and a sun suit, sits between steel drums and a discarded jacket. When I asked children at school, several identified this figure as that of a man. One nine year old asked why the man was wearing a sun suit, and another commented on his mustache. In fact, the figure has no mustache, but the head size and shape, the large nose, and the masculine looking glasses do present a grotesque looking seven year old.

In its present format, this book is not recommended for British Columbia elementary schools. Children would not take it off the shelves. Had the places mentioned been in BC, teachers and teacher-librarians might have chosen to read the book to classes, but as it is, it would sit largely untouched.

Not recommended.

FIC NOD

Nodelman, Perry. *A completely different place*. — Douglas & McIntyre, 1996. — 192 p. — ISBN 0-88899-268-8— \$7.95.

Reviewed by: Roberta Kennard, teacher-librarian on leave, SD#39 (Vancouver).

In *The same place but different* Perry Nodelman introduced Johnny Nesbit (a young protagonist), the place called Stranger Country, the queen, a professor named Mr. Rhymer and a young victim named Liam. In this sequel, *A completely different place*, Johnny returns to Stranger Country and uncovers a diabolical plot involving the kidnapping of unloved children — many of them orphans or foster children. With the help of Cheryl, Johnny outwits the professor in his magic museum and rescues all the children.

Perry Nodelman has also co-authored *Of two minds* with Carol Matas and plans another sequel.

Recommended for grades 4-7.

FIC REY

Reynolds, Marilynn. *The new land: a first year on the prairie*. — Orca Books, 1997 — 32 p.: ill. — ISBN 1-55143-069-X — \$16.95.

Reviewed by: Margaret Groen, teacher-librarian, Winfield Elementary School, SD#23 (Central Okanagan).

This delightful picture book depicts pioneer life on the Canadian Prairies in the 1800s and early 1900s. Readers will follow a family from their homeland as they cross the ocean to a new life as homesteaders. Beautiful illustrations and a simple text describe how homesteaders claimed their land, found water, built sod shelters, plowed, planted, and planned for winter, etc. At the end of a year, the settlers are adjusting to the new challenges and looking to the future.

This book would be a good read-aloud for grades K to 4 for a pioneer unit, early Canadian life, or a family unit along with the author's earlier books, *Belle's journey* (1993) and *A dog for a friend* (1994). The hard cover sewn binding makes this book a good value.

I recommend this book for the Canadiana collection in all elementary school libraries.

Recommended for grades K-4.

333.91'816'0971 NOW

Nowlan, Linda. *Protecting British Columbia's wetlands: a citizen's guide*. — Environmental Law Research Foundation, 1996 — 144 p.: ill. — ISBN 0-91936-514-0 — \$10.00.

West Coast Environmental Law Research Foundation. *Legal options for protecting urban streams: workshop proceedings*. — Environmental Law Research Foundation, 1996.

West Coast Environmental Law Association
1001-207 West Hastings Street
Vancouver, BC, V6B 1H7

Reviewed by: Diana-Lynne Kermer, science teacher, North Surrey Secondary School, SD#36 (Surrey).

Within *Protecting British Columbia's wetlands: a citizen's guide*, the authors define the term wetlands, then describe the different types of wetlands and their characteristics. They explain the importance of the wetlands and their state as of October 1996 in BC, and give ideas for action by the concerned citizen. The spiral binding and the typesetting enhance the booklet's readability. I applaud the authors' demonstration of their true concern for the environment by their use of 100% recycled paper and specialized non-toxic ink in its construction. The appendices contain end notes, glossary, bibliography and recommended essential readings.

The booklet, *Legal options for protecting urban streams: workshop proceedings*, contains the minutes of numerous workshops, on a variety of problems related to protecting urban streams, presented in a Symposium held on June 14, 1996. The participants, with a wide background of experiences, came from various places in BC. The booklet is well laid out for ease of reading.

Both publications appear to be accurate and well written. Unfortunately, their relevance to the secondary curricula is limited. While Geography 12 discusses wetlands as one of the world's many biomes, the booklet is so localized to BC's concerns that it would be of minimal use. These would be valuable resources for the concerned adult citizen.

Recommended for purchase for a community centre, public library, college or university.

334'.22'097109 MAC

MacPherson, Ian. *Co-operation, conflict and consensus: B.C. Central and the credit union movement to 1994*. — B.C. Central Credit Union, 1995 — 290 p.: ill. — ISBN 0-9699052-1-1 — \$29.95 (soft); \$39.95 (case).

Publications Department
B.C. Central Credit Union
1441 Creekside Drive, Vancouver,
BC, V6J 4S7

Reviewed by: Anne Rowe, teacher-librarian, Prince George Secondary School, SD#57 (Prince George).

Credit Unions had their start in Britain during the depression of the 1840s. The two driving forces behind the Credit Union movement were an "effort by working people to minimize their expenses in the marketplace ... and a hopeful start towards the creation of a new world order" (p. 12).

The movement gained support throughout Great Britain, and by the early 1900s was feeding one-quarter of Great Britain's population and had become a "significant political force" (p. 12). Many of the immigrants of British origin who came to British Columbia during and after World War I were familiar with Credit Unions. It was inevitable that the BC movement would be modelled after the British movement, both in its credit unions and its cooperatives. The European cooperative banking movement also influenced the BC movement, as immigrants arrived here from many European countries.

The book traces the growth and development of the credit union movement in BC, beginning in South Burnaby in the early 1930s. Today, there are more credit unions in BC communities than there are banks or trust companies. By the end of 1994, credit unions were serving approximately 1.3 million members and credit union assets totalled almost \$16.5 billion. The author attributes much of the success of the movement in BC to the fact that over the last thirty years credit unions have "responded effectively to an apparently unending demand for mortgages" (p. 267).

The author has made extensive use of the Corporate Information Centre at the BC Central Credit Union archives and has also used information from personal interviews to present his history. The book has an extensive index and includes in its appendices some tables on the growth of the movement. It is not light reading, but it is very well presented and interesting.

Cooperation, conflict and consensus would be a useful addition in a secondary school library collection. It would be a good secondary source for an essay topic in a senior economics course, but only the persistent student would use the book to full advantage.

Recommended for grade 12.

599.74 DUD
Dudley, Karen. *Wolves*. — Weigl Educational, 1997. — 64 p.: ill. — ISBN 0-919879-81-0 — \$12.95 (soft).

599.74 DUD
Dudley, Karen. *Elephants*. — Weigl Educational, 1997. — 64 p.: ill. — ISBN 0-919879-83-7 — \$12.95 (soft).

Wolves and *Elephants* are two of the titles in a new wildlife series, *The untamed world*, by Canadian publisher, Weigl Educational. Each book has a beautiful glossy photograph of the animal on its cover and sixty-four pages of readable, well-laid out information. The format, clearly indicated in the table of contents, is common to both. General facts on physical features, food, habitat and family life are accompanied by descriptive charts and colour photographs. The format provides accessible information for the target audience of students in grades four to six. This series would also be useful for ESL students.

There are a number of additional features in the text that makes this series unique. Each title includes a section on the role the particular animal has played in folklore throughout history. The inclusion of the

Reviewed by: Ellen Rothstein,
teacher-librarian, George T.
Cunningham Elementary School,
SD#39 (Vancouver).

titles of folk tales acts as a handy reference for a literature collection. There is also a fairly large section devoted to conservation concerns. This section is highlighted with both pro and con viewpoints on different issues that give a useful starting point for group discussions or debates.

The titles also include an interesting page of quotations about the animals from different wildlife biologists, and trivia buffs will enjoy the twenty fascinating facts that conclude each book. A glossary, index and bibliography complete each title of this excellent new series.

Other titles in the series are *Alligators & crocodiles*, *Bald eagles*, *Black rhinos*, *Blue whales*, *Giant pandas*, *Gorillas*, *Great white sharks*, *Grizzly bears*, *Jaguars* and *Whooping cranes*.

Highly recommended for elementary school libraries.

599.74 HOD
Hodge, Deborah. *Wild dogs: wolves, coyotes and foxes*. — Kids Can Press, 1997. — 32 p.: ill. — ISBN 1-55074-360-0 — \$14.95.

599.74 HOD
Hodge, Deborah. *Whales: killer whales, blue whales and more.* — Kids Can Press, 1997 — 32 p.: ill. — ISBN 1-55074-356-2 — \$14.95.

Reviewed by: Susan Lambert,
teacher-librarian, Lochdale Commu-
nity School, SD#41 (Burnaby).

Both of these books are essential purchases for elementary school collections. The writing style and layout offer clear information for report writing. The reading level allows access for primary students without talking down to older readers. Measurement is metric, with imperial following in brackets. The table of contents (with straight-forward headings like "How whales are born" and "Wild dog food"), index and glossary are all helpful tools for researchers. Key pieces of information are highlighted in "Whale Facts" and "Wild Dog Facts" boxes on alternate pages. The illustrations by Pat Stephens are clear, accurate and informative. A review of the text and illustrations by key wildlife biology experts ensures the accuracy of the information.

These two titles are in addition to the previous titles of the series, *Bears: polar bears, black bears and grizzly bears* (ISBN 1-55074-269-8) and *Wild cats: cougars, bobcats and lynx* (ISBN 1-55074-267-1).

The washed backgrounds on which the text is laid sometimes make it difficult to read and will be a problem for children with visual impairments. The illustrations are excellent, although the whales seem to sport rather anthropomorphic smiles. However, the lack of photographs diminishes the authority of the text. Unfortunately, the poor binding will not last long in a school setting.

Recommended purchases for grades 1-7. Watch for future titles in the series.

599.74 SWA

Swanson, Diane. *Welcome to the world of bears*. — Whitecap, 1997 — 28 p.: ill. — ISBN 1-55110-519-5 — \$6.95.

599.74 SWA

Swanson, Diane. *Welcome to the world of otters*. — Whitecap, 1997 — 28 p.: ill. — ISBN 1-55110-520-9 — \$6.95.

Reviewed by: Maureen Scott,
teacher-librarian, Scott Creek Middle
School, SD#43 (Coquitlam).

Authored by award-winning Victoria writer, Diane Swanson, these two slim volumes offer reasonably complete information for young researchers in an accessible format. Each book seems to be written to a formula. *Bears*, for example, discusses varieties of bears with a brief description of the characteristics of each, and goes on to relate information regarding living quarters, favourite foods, methods of communication, baby-rearing tactics, and training of young bears. A final section relates ways in which bears entertain themselves. *Otters* follows a similar pattern. Both books appear to be accurately written and will appeal to the late primary reader, especially as each is lavishly illustrated with brilliantly coloured, crisp photos. Large, uncrowded print is a bonus. Captions are highlighted in bold typeface as are sidebars which contain snippets of data, some of an intriguing nature.

Each volume is printed on quality paper with heavily glued binding and soft covers. The covers themselves are attractive and should withstand a certain amount of wear and tear. In these days of shrinking budgets, the low price will be welcomed by cash-starved library personnel.

However, before you decide to invest in multiple copies, consider the following characteristics common to these books. *Bears*, in particular, displays an informal style of writing that sometimes verges on the anthropomorphic. For example, sample captions on photographs are “This baby bear is hollering for its mother” and “Polar bear twins greedily guzzle milk from their caring mother.” Mother bears and otters are frequently referred to as “moms.” Both books suffer from occasional bursts of inappropriate alliteration, such as “Grizzlies and black bears feast on ferns, graze on grasses, lunch on leaves, bolt down berries, and gobble up grasshoppers.” Quirky language patterns will make these books, especially *Bears*, entertaining to read aloud, but may confuse or irritate young researchers who often prefer their facts presented in a straightforward fashion. A minor irritation is presented by measurements which are consistently offered in both metric and standard — the latter appearing in parentheses.

Chapter titles also present a needless barrier to pupil research. Each is tied to the series title, *Welcome to the world of...* Thus, a chapter entitled, “Where in the world,” refers to places the animal inhabits. “New world” discusses newborn cubs and “World of words” informs readers about communication. This device seems unnecessarily obscure, or possibly too “cute” to be helpful in a research volume for the young. Fortunately, the difficulty is offset by a detailed index in each book which features key words useful to pupils preparing reports.

Caveats aside, these two items will prove popular with students who may choose to read them for fun as well as for research purposes. Because each is both imaginative and entertaining, they will work well as read-alouds, are age-appropriate and relate well to the primary curriculum. The wealth of intriguing and unusual facts provided (did you know that otters often sleep holding paws with

another otter?) will ensure broad appeal. Two additional volumes, *Wolves* and *Whales*, are also available.

Recommended for grades 2-4.

799.1'1'09711 DAV

Davies, Gordon E. *The living rivers, volume two: British Columbia and the Yukon: River stories and fishing guide*. — Ronsdale, 1996. — 200 p.: ill. — ISBN 0-921870-37-X — \$14.95.

Reviewed by: Dana McFarland, reference librarian, Education Library, University of British Columbia.

When I was four, five and six years old, I spent long summer afternoons with my family on the banks of the lower Fraser River. I fished with desperate intensity, for whole minutes at a time, while my dad, uncle and grandfather demonstrated incredible patience, waiting for the jangle of bells to signal a strike. No doubt their waiting was made easier by swapping stories and reminiscing about other fishing days and other fishing holes.

Gordon Davies' *Living rivers, volume two*, reminds me of those times and those stories like nothing else I've read. The stories have a conversational tone and include elements of travel narrative, natural history, fishing guidebook and memoir. In keeping with the fishing-yarn tradition that they grow out of, these stories are not bound by an organizational structure. Davies introduces readers to the far northern Swift River and from there meanders over the province in a riverine fashion, allowing one tale to lead organically to another locale, much as each story represents the confluence of the author's experiences with vignettes selected from the local culture. The author's own black and white photographs, mostly of riverscapes, accompany the text, together with recommendations for access to rivers and for flies and lures. The author does assume prior knowledge of technical aspects of fishing, but this does not seriously hinder the readability of the book, even for those who have not fished much since the age of six.

The audience for this book includes those from ages ten and up who have an interest in the natural and local history of BC and in fishing in particular. Elementary and secondary school libraries might consider this book to build their local collection.

Recommended for grades 4 and up.

811.54 BOU

Bouchard, Dave. *If Sarah will take me*. — Orca Books, 1997 — 32 p.: ill. — ISBN 1-55143-081-9 — \$18.95.

Reviewed by: David M. Young, teacher-librarian, Royal Oak Middle School, SD#63 (Saanich).

If Sarah will take me is a very inspiring poem book because it is about its illustrator, Robb Terrence Dunfield, who is paralyzed from the neck down and ventilator dependent. The art is quite wonderful and the poem, written by Dave Bouchard, conveys a strong message of hope. On first reading my enthusiasm was somewhat dampened because of the use of the first person "I" in dealing with the range of emotions of another person. However, on second and third reading I no longer found this writing technique to be a problem. The line, "And if Sarah will take me" is repeated throughout the poem, so that in many ways the poem becomes a hymn to love, and an evocative echo of the powerful feelings expressed in the paintings.

The "Sarah" of the title refers to one of the nurses who worked at the independent living facility that Robb Dunfield set up. In 1992, the

two were married. Dave Bouchard is the author of many books, including *The elders are watching* and *Voices of the wild*. Rob Dunfield, besides being an excellent artist, is also a well-known motivational speaker.

If Sarah will take me would appeal to a wide range of readers and will leave the reader with a strong impression of hope, love and courage.

Recommended for grades 4-12.

811.54 DUL
Dulai, Phinder. *Ragas from the periphery*. — Arsenal Pulp, 1995 — 144 p. — ISBN 1-5515-021-4 — \$12.95.

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

A raga is a melodic musical composition that primarily defines the classical musical tradition of India. Ragas are always played in accordance with the time of day —morning, afternoon or evening, and they also impart a central emotion such as anger or love. This collection is made up of poems of emotion, about the solitary experience of a writer struggling to find an audience. The “periphery” indicates that this poet feels that he is on the margin of society.

Phinder Dulai is primarily a South Asian writer seeking to give expression to the common issues of work, family and community. Mr. Dulai writes for the *Indo-Canadian Voice*, is poetry editor of *Ankur* and a book reviewer for *Awaaz Magazine*.

The love poems center on Dulai’s wife and child, the very heart of his existence. For example, in “A Birth Day Song” he manages to exult in both his wife and in their daughter, “two years before, when I became “daddy”/ born into my life/ through/ love’s/ rupturing womb/ she came.”

After I had read through the book once and set it aside, my overwhelming memory was that Dulai is angry and bitter. He is angry at what fate has offered him, angry at others for their lack of reaction to him. You see, he spends his working hours as a parking lot attendant in Vancouver, inside a booth, and he feels that he is invisible, anonymous to the people who use the lot, who probably see him every day, but would not know him if he were outside the booth. Undoubtedly, he would like to earn his living as a writer, a poet, a critic. Unfortunately, those are only sidelines for him now, ...and he has his lovely wife and daughter to support. “The Good Life” (p. 80):

The job you work at
is essentially essential
staticity directing transience
you are a parking lot attendant. Not quite so poor
you can buy big coffees
but you cannot afford
your self worth.

The vocabulary is rich and well-used, some of the poetic forms are new to us in North America and worthy of study, and the emotions are strong. Some of the poems are playing with Tabla — e.g. “Soil of

excell" (Table poem) on p. 22)

P(bh)ale—S(h)il-v (ah)—D(h)ay
back drops (tirkat dhin)
against (te dha tin)
dark fol (dha) iage (gedhindhin)
of our exis (dha) tence.

Difficult to read but I think it makes some sense. There is certainly rhythm. Recommended for secondary schools.

811.54 OSB

Osburn, Bud. *Lonesome monsters*. —
Anvil Press, 1995 — 112 p. — ISBN
1-895636-08-6 — \$10.95.

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

To quote the back cover, "Osborn's writing is as much chronicle, confession, testimony, as it is poetry — an unwavering account of inner-city struggle and the tenacity of the human spirit. The reader needs a strong stomach to read some of this poetry, but, strangely, the sum total is victory, of some sort, for the human spirit."

"When I was 15" is a sickeningly graphic description of a teenager's attempt at suicide by taking an overdose of aspirin, and some of his memories. And then his mother asked him to tell people that he had food poisoning! The poet apparently has lived and experienced life in the slums. If he has not, then he has my great admiration for his ability to bring scenes to life, scenes such as torturing an old man with a knife to obtain some home-made whiskey. There is an unforgettable chant of Hank's life — she is a lesbian who suffered every form of abuse, until she finally studied for a degree in social work and set out to save battered women!

Osborn's books seem to be an unending list of hungry children, drunken men, abused women, suicides, alcohol, drugs. He tells of workers on the production line who will be fired if they take a small carton of juice for their break — but the bosses sit in comfort in glass offices sipping chilled juice; of tommy, 15 years old and dumped cold in july at the greyhound station by his father who handed him 60 dollars and said "make it on your own kid!"; of the boy who killed himself on the railway tracks rather than submit to the haircut his father insisted upon!; of "a phone book on ossington avenue/ where denise mackintosh/ marie's friend/ was strangled by her boyfriend/ outside a crowded laundromat/ of spectators." And there is "a found poem of lucy b."

I told my daughter
we are going to die together
life isn't worth living
I covered the bed with gasoline
& set it on fire...I loved my daughter
I was fed up with life
I had just moved
the refrigerator didn't work anymore
I had no money
& nobody wanted to help me.

Unforgettable writing this, with the ring of truth. A great deal of profanity, graphic descriptions, all because that is the way it really is. This must be all there is to life for some people — I am thinking of the Shelter for Women and Children here in Vernon, of the Saturday night scenes witnessed on East Hastings as I drove through once, of the screaming couple I heard through a paper wall when I was a poor student and lived next door.

Recommended for secondary schools.

813'.54 BUD

Buday, Grant. *Monday night man*. — Anvil Press, 1995 — 169 p. — ISBN 1-895636-07-8 — \$12.95.

Anvil Press
Ste. 204-A, 175 East Broadway
Vancouver, BC, V5T 1W2

Reviewed by: Phyllis Schwartz,
English department head, Lord Byng
Secondary School, SD#39 (Vancouver).

There is nothing redeeming about being down and out, under-employed and living below the poverty line. Unlike the affluent sixties, when living in this world was an adventure, the characters in *Monday night man* have little choice. They aren't going anywhere, and their circumstances aren't going to change. The world they live in is a permanent state of limited finances, diminished opportunity and even less hope for a better future. Grant Buday draws the characters in this world together in a loosely episodic collection of vignettes about the lives of Horst Nunn, Boyle Rupp, Ray Nance and an assortment of stock characters who frequent the pubs of East Vancouver.

Buday has crafted a world view vaguely reminiscent of Charles Bukowski, but without the momentum. Occasionally he blends this with sensitive observation echoing Richard Brautigan:

What Horst liked about the Empress was that everything in it was old. Remnants of the original ceramic floor tiles lay like Byzantine mosaic alongside cement and lino. Horst like the terry-cloth covered tables, the taps in the can that said hot and cold, the wide marble stairs leading to the rooms above. What he like most, though, was being the youngest drinker there. He felt relaxed, like a child reassured by the sounds of nearby adults.

For the regulars, the Empress was the only living room they had. They tormented each other like family. They displayed their scars and stats with grim pride. Fifty-two years at the wheel of a flatbed; thirty-nine filing saws. Horst listened. A service he offered. He liked to feel useful.

At the Empress, Horst saw wedding bands pinching age-thickened fingers. He saw cigarette packages; Matinee, Export Plain, Players Navy Cut, Drum. He saw Joy moving among the tables emptying the ashtrays into an Edwards coffee can. He saw Skinny Osberg drinking the dregs of abandoned beers. And, in the centre of it all, Mrs. Livver, like some mad queen, her canes leaning one on each side of her throne, the fat on the back of her arm swaying like the

belly of a pregnant bitch as she reached for her glass
(p. 69).

With each episode, the reader hopes that miraculously luck will turn for one of the sad trio, and we will witness a triumph over the circumstances of the down-trodden. They are not that lucky. Except for the occasional humourous moment, when the last page is turned, Bunce, Rupp and Nunn are still down and out and living in the back alleys of East Vancouver. Like Vancouver's weather, there's a 70% chance it will be the same tomorrow as it was today.

Recommended for high school graduates.

917 DIC

Dickie, Donalda. *My first history of Canada*, revised & updated by Rudiger Krause. — Red Leaf Press, 1996 — 224 p.: ill. — ISBN 096810231X — \$15.00.

Red Leaf Press
12563 Carrs Landing Road
Winfield, BC, V4V 1A1

Reviewed by: John Crawford, retired
teacher-librarian, Victoria.

This anecdotal history of Canada is designed for intermediate grade students. First published in 1958, this edition has been updated by means of a brief concluding chapter. There have been limited revisions to the original text, although such politically incorrect terms as "Indians" remain unchanged. As the publisher claims, this is the voice of another generation, and in many respects it brings to mind the history books which prevailed in Canadian schools from the post-World War I period into the 1970s. Those of us who can remember the history texts of Strong and others with their insistence upon facts rather than analysis, will find much familiar in Donalda Dickie's work.

There is much to recommend in this book, particularly its anecdotal nature. It is aimed at students who will find such an approach attractive and presents historical events in a context which children will appreciate and understand. It also includes a good number of brief stories which modern texts ignore, but which present a simple picture of the nature of the events of their time. Teachers who seek an easily understandable text for their students will find *My first history of Canada* to their liking. The numerous drawings by Lloyd Scott maintain the sense that this book is reappearing from a lengthy hibernation.

Many present-day teachers will question the appropriateness of using a text which is in many respects a period piece. However, this feature should not necessarily disqualify it for use by a generation increasingly familiar with electronic learning. Donalda Dickie's work could jump the generation gap successfully because it is aimed at intermediate students, an age group who will most appreciate the call upon their imagination which this text requires. Teachers should consider the book either as a basic text or as a supplementary source.

Recommended for grades 4-6.

971.1'04 GLA
Glavin, Terry. *This ragged place..* —
New Star Books, 1996 — 204 p. —
ISBN 0-921586-52-3 — \$24.00.

New Star Books
2504 York Avenue
Vancouver, BC, V6K 1E3

Reviewed by: L. R. Little, assistant
director, Penticton Public Library,
and school trustee, SD#67
(Okanagan-Skaha).

There are many varied people across this magnificent province with stories to tell — stories of how land has shaped history which in turn has defined our existence. Former *Vancouver Sun* journalist Terry Glavin is an accomplished writer, having published four previous titles. In *This ragged place* he sets out on a journey of discovery, to redefine the landscape and its impact upon society, portraying the people and rugged beauty of BC.

These award winning essays do not cover the glitter of the metropolitan areas. Rather, Glavin's travels take him through the Chilcotin, on a train ride from Jasper to Prince Rupert known as the "Skeena Run," with stops in the Fraser Valley. At first glance, the reader may assume the book is a travelogue. However, upon closer scrutiny the author's study is also a history book, a social commentary and a guidebook, full of colourful characters and vivid scenic description.

A publication for all citizens to read, from secondary to seniors. Recommended for large secondary school resource centres and all public libraries.

Recommended for grades 10 up.

971.9'102'092 BLA
Martin, Carol. *Martha Black : Gold
rush pioneer.* — Douglas &
McIntyre, 1996. — 96 p.: ill. —
ISBN 1-55054-245-1 — \$8.95.

Reviewed by: Jane Roberts, teacher-
librarian, Pinecrest Elementary
School, SD#72 (Campbell River).

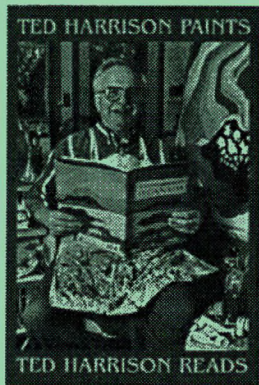
Martha Black — Gold rush pioneer is a fascinating read about a remarkable woman. Her early experiences spanned from the famous Chicago fire of 1871 to crossing the Chilkoot Pass in 1898. She went on to become Canada's second female member of Parliament in 1935 and received the Order of the British Empire in 1949. Martha Black was an extraordinary woman!

Fiction such as *Three against time* by M. Taylor, or *Your time my time* by Anne Walsh (both Barkerville settings) could be read in conjunction with *Martha Black* as part of a "Gold Rush" unit. The Fry Readability graph plots this book at grade 4. The many black and white photographs, captions and glossary make this an attractive short biography. This is a recommended title for any elementary school library where "biographies" and/or the "Gold Rush" are topics of study.

Recommended for grades 5-6.

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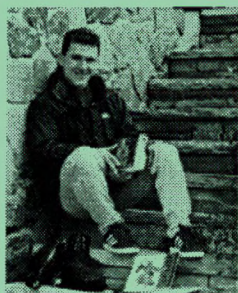
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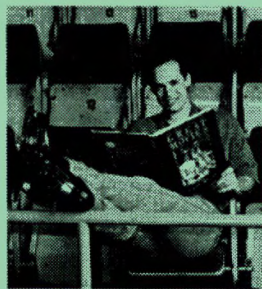
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THE BOOKMARK

Index to Volume 38

September 1996 - June 1997

by **LIZ AUSTROM**, teacher-librarian, Tupper Secondary School, SD # 39 (Vancouver), **BARBARA COOPER**, teacher-librarian, Fleetwood Park Secondary School, SD #36 (Surrey), **JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD #36 (Surrey) and **BARBARA SMITH**, teacher-librarian, Larson Elementary School, SD # 44 (North Vancouver).

The Bookmark is published by the British Columbia Teacher-Librarians' Association in September, December, March and June of each school year.

This index does not include the regular features "In circulation", "Editor's comments" and "Letters to the editor." Other regular features (e. g. "Chapter reports" and "Reading checklist" are indexed to the journal issues they are found in, put not to the pages on which they are located.

Annual reports of the Officers of the Association are located through the "Annual Reports" listing. Reports on conferences, workshops and seminars will be found together under "Conferences."

To assist readers searching for bibliographies for book selection or research, bibliographies are listed under the heading "Bibliographies" and articles and units which include substantive bibliographies are so indicated in the citations.

Cooperative units include or imply a role for the teacher-librarian in planning and teaching. These units have the potential to be modified to fit the model of planning and teaching suggested in Part I of *Fuel for Change*. Units are listed under the "best guess" of the indexers. They are often adaptable to other courses, levels and programs.

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