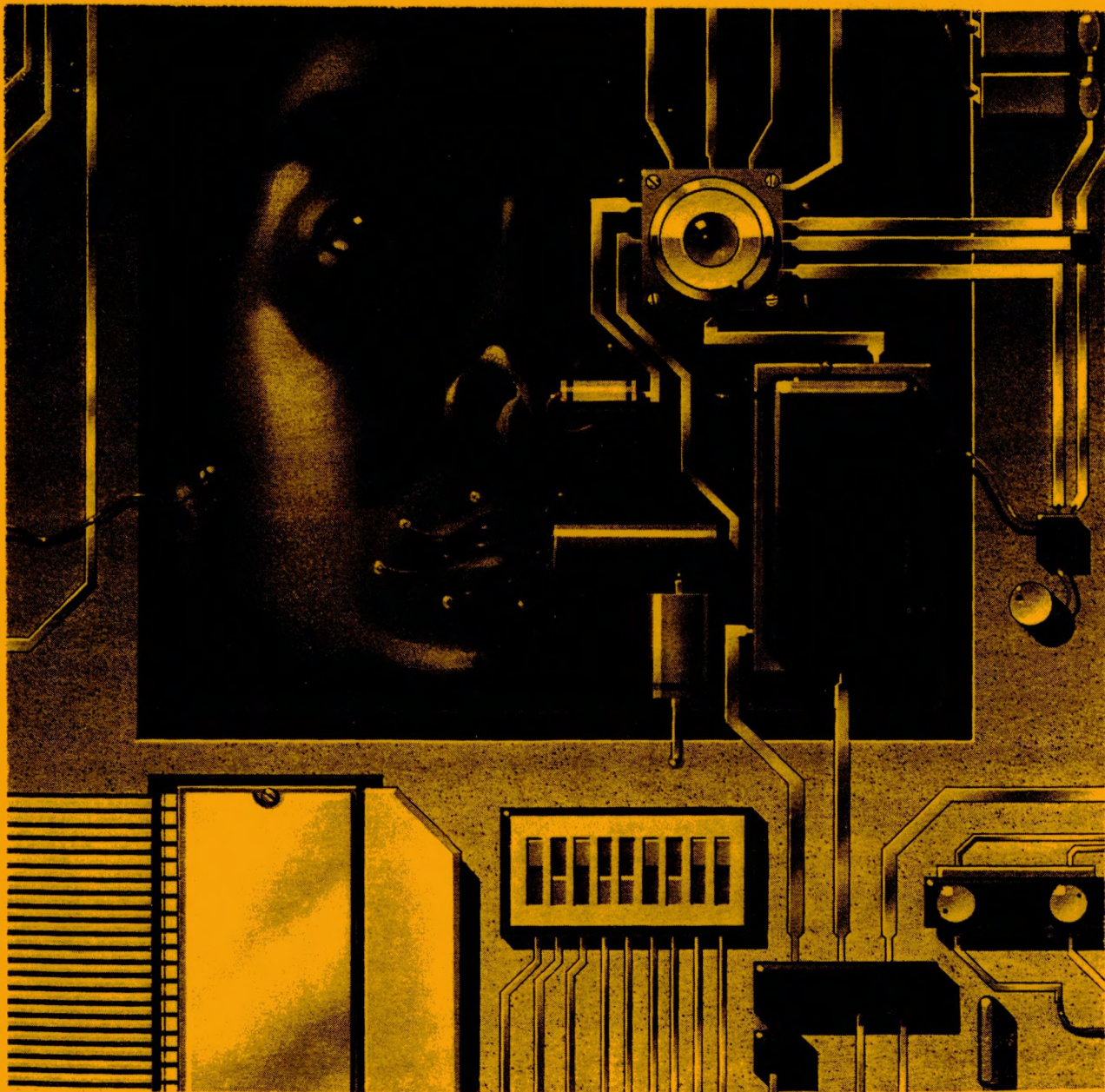


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BCTLA

THE BOOKMARK



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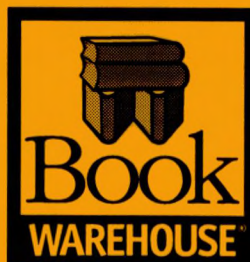
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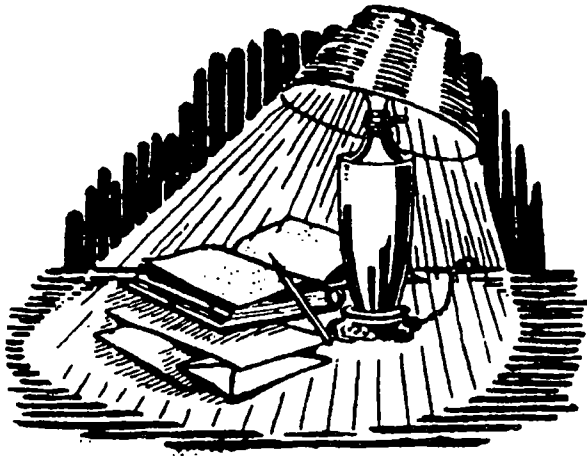
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STATEMENT OF PURPOSE

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 **MARK ROBERTS**, BCTLA president

The recent fall conference, *Beyond the Text*, hosted jointly by the Richmond Chapter of BCTLA, and the Social Studies Provincial Specialist Association, was a starting point for me to organize my thoughts towards *Teacher-Cybrarian*, the theme of this issue of *The Bookmark*. Thank-you to the conference chairs, Sue Dadson and Amanda Hufton, and all the members of the Richmond Chapter, for all of their combined efforts in making the conference such a success. Thank-you also to Pat Walach, who compiled the two conference handbooks.

As schools initiate and implement cybernation, information technology and its potential possibilities are having an impact on our roles as teacher-librarians.

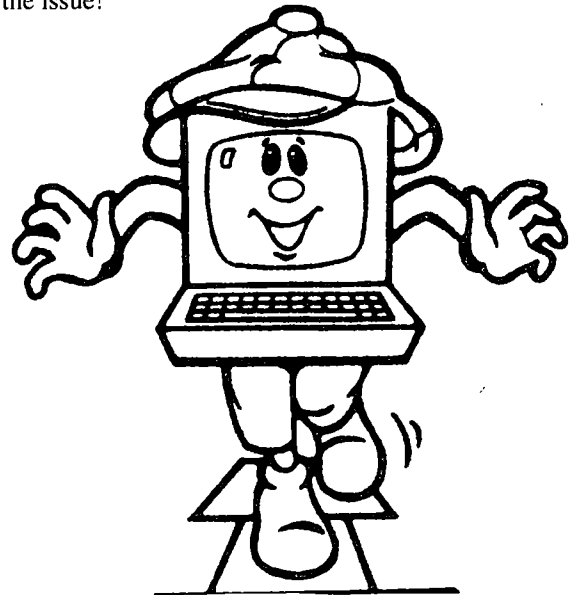
Access to information sources is expanding. Are we as teacher-librarians equipped with the necessary skills and knowledge to make informed decisions regarding the who, where, when, what, why and how of these information sources? Can we facilitate meaningful learning experiences which will enable students to become more familiar with all the aspects of cybernation? This is a challenge, which I think teacher-librarians will work towards with interest and commitment. We continue to introduce and adapt to the changes which make school library resource centres dynamic learning environments.

Jamie Mackenzie, the keynote speaker at the Fall Conference, spoke about the marginalization of library resource centres. He strongly believes teacher-librarians and comprehensive library book collections are essential components in every school for effective student learning. Check Jamie Mackenzie's website, www.fromnowon.org to read more of his thoughts and ideas.

The Fall Council meeting was an opportunity for Chapter Councilors from across the province to come together. It was good to see so many teacher-librarians. Grace Wilson, BCTF first Vice-President, and Carol Whitwell, from the BCTF Bargaining Division, attended our meeting. Many good questions from chapter councillors were raised.

Please remember to encourage others teacher-librarians to join our association. The BCTLA needs the commitment and involvement of its membership.

Enjoy the issue!



WHAT TO DO? Contribute an article to Bookmark!

Submit an article, unit or bibliography to
THE BOOKMARK

COMING THEMES ARE:

MARCH 1999: QUESTS AND QUESTIONS

One of the most important qualities of being human is the need to ask questions and find answers - to undertake personal quests that may seem quixotic to others, but which have great meaning to the individual. History, religion, fine arts, science and literature are all filled with questions asked and answered, with quests which have had an enormous impact on human life and culture. Much of education is designed to teach students about past quests and to inspire them to undertake their own. Units, articles, bibliographies, lists of great questions and personal recollections are needed, but unanswered questions will be welcomed as well.

Deadline: January 27

JUNE 1999: A PENNY FOR YOUR THOUGHTS

Maybe this saying should be revised to "A loony for your thoughts." What with inflation, flattened salary levels, and continuing high levels of unemployment, a penny doesn't go far anymore!! Students need to get a grip on skills that help them to make and manage money, spend wisely, and understand their rights as consumers. They also need to know the consequences of personal career decisions. Critical thinking skills will be even more important in the future than they are now. We are looking for units, bibliographies, etc., that apply in primary and intermediate, as well as secondary, because those pennies count at every age of life.

Deadline: April 27

***SUBMIT MATERIALS TO AN EDITORIAL BOARD MEMBER
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EDITOR'S COMMENTS

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

SPEAKER HANDLES COMPUTER BREAKDOWN WITH STYLE

Does technological education give students the potential to be more effective human beings? Does it offer the potential to improve people's lives? Or is technological education a distraction from activities that more effectively and directly influence student learning?

Jamie McKenzie's keynote at the 1998 BCTLA conference about digital learning did not go exactly as planned. The large computer screen that he had planned to use for display of his notes and for examples of web pages was not working. His eloquent discourse on digital learning would need to be delivered without the benefit of digital technology. Computers do not do away with the need for flexible educators.

Companies that produce computers, programs and related hardware have successfully sold us on the idea that computers allow us to work with greater efficiency. In some cases, this is certainly true. I started writing using an antique Underwood manual typewriter. I wasted a lot of paper and white-out tape. After considerable effort, the results did not look very good. Before using computers, I would check my tax form at least three times to see if my addition was correct. Now, I do not have to worry about it. For some applications,

the computer is a marvel.

Bringing computers into schools is expensive. The increase in district spending on computers in the last ten to fifteen years seems to correspond to a decline in spending on school library programs. Money is spent on computer equipment in an atmosphere of panic. Nobody wants their kids to be "left behind" or "technologically disadvantaged." And yet, the hot new computers we buy for schools lose value quickly. After two years, the typical resale value of a lab computer is between one third to one half the original price. A computer which is three years old will probably not run the most recent system software or the most up-to-date web browser programs and multimedia features.

In his address, Jamie McKenzie maintained that the marginalization of teacher-librarians, libraries and books is very scary. Society increasingly looks to very superficial solutions to educational problems. He believes that what is really needed is an intellectual commitment to thinking beyond the obvious. He observed that in schools, there is an unfortunate tendency to let new people organize how learning occurs. These new people come from the world of business, and have very little interest or knowledge of how schools work. These "system" people concern themselves with questions like "How do you network a school?" without ever having had the experience of teaching day-to-day. The danger with having technocrats in charge is that they put the implementation of systems ahead of student-centred questions like "How can we get kids to think deeply?" Mr. McKenzie noted that one US superintendent was particularly enraptured with IT (Information Technology), because he thought it was "neat" that if you could figure out how to network one school, you could just do the same thing with all the schools.

Jamie McKenzie believes this "cookie cutter" approach is an insult to professional educators. Teacher-librarians should be designing the information structure. They should be asking student-oriented questions like "What do we need to be able to do in schools?" and "What do we want children to learn" first. Only after these questions have been answered should we concern ourselves with the technology needed to accomplish our learning goals.

If computers are needed to teach kids what they need to learn, we should bite the bullet and spend the money. In the early days of computing, when "educational" activities consisted of activities based on

flashcards, stories with multiple choice questions, and the game of "Breakout," in which students typed numbers or letters to shoot pixels at space invaders creeping down the screen, it was easy to dismiss the computer as irrelevant. Teachers have begun to integrate computers into the research and writing process and as a tool for collaborative projects. The Internet and e-mail seem to promise international communication and understanding. But computer hardware and software are only part of the equation.

Effective use of technology depends on educators who know how to engage and nurture living, breathing students in meaningful and thoughtful activities. The computer itself is a tool, much like a pencil. Primary teachers may give students brief lessons on how to hold a pencil or how to sharpen it, but only as a means to the end of learning to write. Writing is the means to the end of communicating. Communicating is the means to the end of being an effective participant in the world. Most workshops on "using ClarisWorks" seem to stop at the "holding the pencil" stage. Teacher-librarians, as "information experts" who deal with children's learning activities over a wide age range and who cooperatively plan with teachers are uniquely qualified to provide leadership in how computers are to be used for research, language and other curricular activities.

We need time for professional development, and we should have some time to "muck around" with computers. New technology places teachers in a zone of uncertainty. New computer technology is inherently unpredictable. I believe that the unexpected technical problems experienced during the BCTLA keynote presentation by Jamie McKenzie, forced us to consider what is an appropriate response to technological breakdowns. He dealt with it in a highly appropriate manner, by pointing out that that educators have always had to deal with the unpredictable, and things are not so different in the information age. He seemed to have some fun with the non-existent screen, pointing out details on it to us as if we could see it. It seemed oddly reassuring to see that the uncertainty of new-fangled technology can hit anyone, even someone as technologically literate as Mr. McKenzie. Problems are not your fault. Anticipate them. Have a plan to deal with them. Keep your eye on the big picture.

For many applications in an educational context, computers are slower and less reliable than pencils, paper and books. I have seen students trying to find out about dinosaurs on the Internet. By the time you have turned on the computer, established a network connection, and made a connection to a search page,

you will have spent approximately three to five minutes. Typically, students get a large number of irrelevant "hits" (search results) when using Internet search tools. By drawing the more limited and focused "pool" of data that one finds in a book or print encyclopedia, students can often find pertinent information more quickly.

As Jamie McKenzie pointed out in the keynote, the Internet serves commerce better than education. When states attempt to put together lists of the "best sites for second graders," they soon find that there are no "best sites for second graders." Few second graders have financial clout. The market economy that drives the Internet does not lead to equitable access to information. The market dictates that school programs like art are closed down in favour of buying computers. Some people are making a lot of money on closing school libraries. School library collections reflect a thoughtful selection process, although some books are used rarely, their inclusion reflects a process that respects breadth and diversity. The market economy responds to Neilson ratings, or the number of "hits" on a site.

One key danger of computers is that many people confuse efficiency with effectiveness. A computer-based Internet search tool might find every occurrence of the words "Strega Nona" on web pages on several continents with amazing efficiency. But, if you are looking for a web page with a book review of Tomie de Paola's book entitled *Strega Nona*, be prepared to browse for a while through descriptions of Italian restaurants, book store lists, descriptions of witchcraft and other innumerable extraneous pieces of fluff.

Computers are efficient (sometimes) for certain tasks, but great teachers are effective. They get to the heart of the matter. They model and teach flexibility and critical thinking. It will be some time before computers can do that.

CUMULATIVE INDEX AVAILABLE NOW ON THE INTERNET

We had planned to include a paper version of the cumulative index for volumes 35 to 39 with the December *Bookmark*. However, in October the executive found that the BCTLA did not have enough money to publish a special publication this December. Consequently, we are making the cumulative index available on the Internet in Adobe Acrobat PDF format

at <http://www.bctf.bc.ca/psas/bctla/Bkmkindx.pdf>. Type this address in the Netsite box of your web browser to download the file.

You need Adobe Acrobat Reader to read or print the document. Adobe Acrobat is freely available on the Internet at <http://www.adobe.com/acrobat>. You can also find the Adobe Acrobat installation program on the provincial Ministry of Education's Integrated Resource Package CD-ROM. Adobe Acrobat documents retain the formatting of the original document, whether you are using a Unix, Macintosh, Windows or PC-DOS computer. The program includes a tool for finding text, so you can search for an article by name. The cumulative index includes Acrobat bookmarks and a hypertext link to our BCTLA web site.

The cumulative index is designed to make it easy for you to find articles, units and reviews for the

Bookmark. We encourage members to share the document with non-members. We should be proud of our accomplishments, and take whatever opportunities we can to show them off.

The transition to publishing using the Internet and digital media has sparked spirited debate among my colleagues. There are some who believe that the move towards digital media is inevitable. Others believe that the hurdles that members need to jump in order to get the index in digital form will result in limiting the distribution and use of the document to users who have fairly sophisticated computer skills. In spite of the advantages of digital media, I still like the immediacy and physicality of paper. I like using bookmarks and sticky notes. I probably will end up printing up the cumulative onto paper, and binding it with cerlox binding. We welcome your feedback in either digital or paper form!



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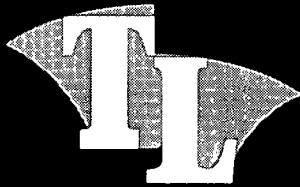
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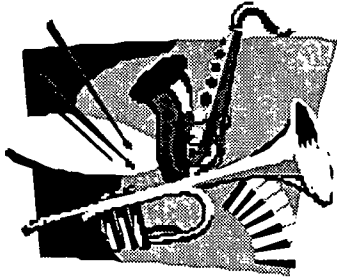
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MEET THE 1998-1999 BCTLA EXECUTIVE



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Mark has served on the BCTLA Executive for six years. While on the Executive, he has served as the Communications Officer, Recording Secretary, and Vice-President - Advocacy. He has also served on the Vancouver Teacher-Librarians' Association Executive in many capacities, from president to editor of *Media Messages*.

Mark's teaching experience has been in elementary schools in the Vancouver and Prince Rupert school districts. His teaching assignments have included being a classroom teacher, teacher-librarian, gifted / enrichment program teacher, and English Language Support Teacher.

Mark's credentials include a B.Ed. [Elementary], a fifth-year concentration in library education, and a M. Ed. in Curriculum and Instruction, all from the University of British Columbia.

Throughout his teaching career, Mark has been involved in many different curriculum development projects and initiatives. He compiled the VSB publication, *A Palette of Possibilities: Integrating the Visual and Literary Arts through Picture Books*, [1992] and was a member of the following Vancouver School Board curriculum resource projects: *Access to Art L'Image* [L'image de l'art [1992] index project, and *Exploring Museums, Objects and Cultures: A Curriculum Resource Guide for the Museum of Anthropology*, University of British Columbia [1991] Currently, he is involved with TC2, the Critical Thinking Consortium.

Mark received an Association for Teacher-Librarianship in Canada Local Award in 1997 for his longterm contributions to literacy.



PAST PRESIDENT

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Previous positions held in BCTLA:
President, 1995 - 1998
Vice-President 1994 - 1995
Recording Secretary 1992 - 1994
Senior Editor, *The Bookmark* 1985-1987

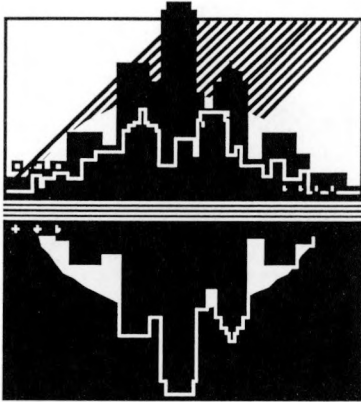
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VICE-PRESIDENT & CHAPTER RELATIONS

Jean Anne Lowis
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Currently a teacher-librarian and French teacher at Mount Prevost Middle School in Duncan, situated in the beautiful Cowichan Valley, I work with 650 pupils and 33 teachers. Having always embraced the concept of resource based teaching, I do all I can to make it a reality. I am head of the Humanities Department and work with grade teams as we evolve from a junior high to a middle school. I have been coordinating the book reviewing service for *The Bookmark* for the last four years as well as being in my second year as vice-president for Chapter Relations. As a KidsConnect volunteer I am busy every second month with helping students from all over the world with their questions for assignments. This is a great way to find your way around the 'net! (KidsConnect is a question-answering and referral service on the Internet, provided by the American Association of School Librarians, a division of the American Library Association.) I think it is important that we give time and energy to our profession so that we can ensure its viability in the long term.



SECOND VICE-PRESIDENT (ADVOCACY)

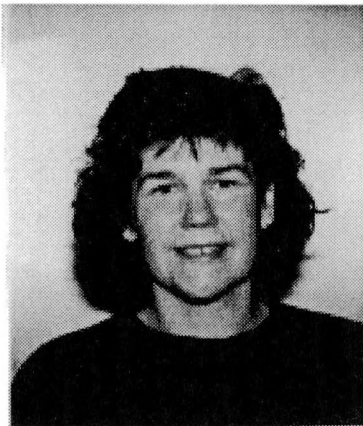
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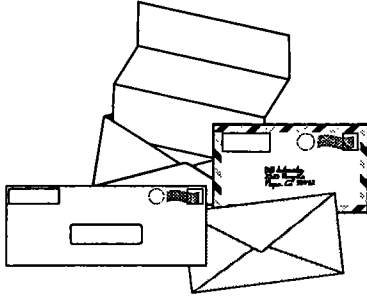
Mary-Ann Manley has been a teacher-librarian in Burnaby for the past eight years. She currently works at South Slope Elementary School and the Provincial School for the Deaf. Mary-Ann has worked on the Burnaby Teacher-Librarians' Association in the role of Secretary-Treasurer. Her current role at South Slope is that of Teacher-Librarian and Head Teacher.



RECORDING SECRETARY

Wendy West
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As the daughter of an educator, I've been in the field forever. I've taught overseas, on the coast and now in the Kootenays. I enjoyed being an elementary school librarian for six years before working at Nelson's District Resource Center. My second hat is to teach a few hours of science to enthusiastic grade threes each week. I've been a chapter councilor and now the BCTLA's official "typist." I believe in service, giving back, sharing your best, that's why I'm pleased to be associated with teacher-librarians, some of the very best in the our profession.



PUBLICATIONS COORDINATOR

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I have been on the BCTLA executive for the last eight years. This included being Senior Editor of *The Bookmark* for six years and Publications Coordinator for two years.

My teaching experience includes two years as a grade seven classroom teacher in Montréal, and twenty-five years as the teacher-librarian of McNair Secondary School in Richmond. I represented Richmond for ten years as Chapter Councilor.

I have served on several conference committees as a Program Chairperson or Convenor — IASL, ATLC, CSLA and BCTLA.

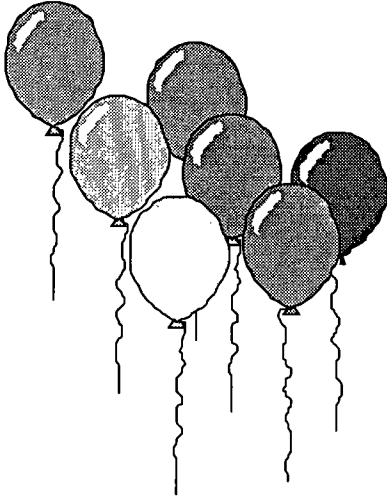
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Patrick Romaine has been on the BCTLA executive for the past four years. Since 1984 he has been the Teacher-Librarian at A. L. Fortune Secondary School in Enderby.

His assignment has included picking up one block a year by filling in some of the “holes” in the timetable. Prior to assuming the Teacher-Librarian position he taught full time — mostly Geography, Social Studies and English but also some Drama, Mathematics, and General Business. In addition to Enderby, his experience has been in Kelowna, Hay River, N.W.T., Montreal, and Radcliffe-on-Trent in Nottinghamshire.



WORKING & LEARNING CONDITIONS

Diane Kozoris
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Working and Learning Conditions Survey Chair, 1997 to present.

I began my teaching career as a classroom teacher in Prince Rupert in 1964 to 1966, then moved to New Westminster School District from 1966 to 1970. From 1970 to 1973 I was a classroom teacher and teacher-librarian in Mackenzie. I spent fourteen years raising a family in Armstrong, Kelowna and North Vancouver (where I worked for four years as a Library Clerk in the Capilano Branch of the North Vancouver District Library) before resuming my teaching career in Kitimat.

Through Summer Sessions and Distance Education I completed my Bachelor of Education (Elementary) from UBC in 1992 and my Diploma in Teacher-Librarianship in 1997.

I have represented Kitimat as Chapter Councilor from 1992 to 1997. In April, 1997 I was elected Working and Learning Conditions Chair and I am in my second year in this position.

I believe that communication among teacher-librarians throughout all sections of this province is very important and I have enjoyed meeting my colleagues at Fall conferences over the past seven years as well as by telephone as a chapter contact for six districts. Teacher-Librarians share many common goals, concerns, and challenges that can be most effectively communicated to others through Chapter Reports and by completing an annual survey, which are both published in the *Bookmark*.



BOOKMARK SENIOR EDITOR

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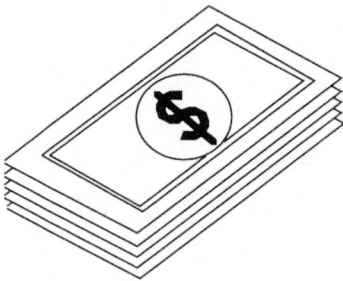
jholgate@cln.etc.bc.ca

I have taught in both elementary and secondary school libraries in Surrey. I am currently working in an elementary school with a French Immersion component.

I completed a Bachelor of Arts from S. F. U., and completed my teacher education there. I have a diploma in Language Education (Teacher-Librarianship) from U. B. C.

I have developed web sites for the BC Teacher-Librarians' Association, the Association for Teacher-Librarianship in Canada and for my school. I am on the board of directors of ATLC.

I have been on the editorial board of the *Bookmark* since 1992. I have contributed to several BCTLA projects including *Bookmark* cumulative indexes, and the *Canada's Year of Asia Pacific Multicultural Bibliography*. This is my second year as senior editor. I greatly enjoy working with a great crew of contributors and editors!



TREASURER

Gail Crawford

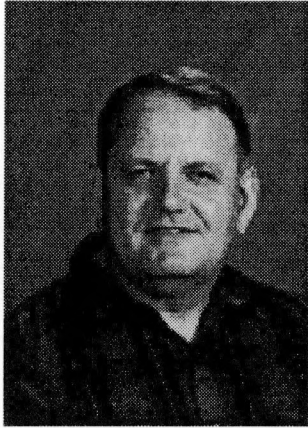
Work: (604) 581-6185

gcrawfor@direct.ca

I taught for twenty-three years in Delta and this is my thirteenth year in a library. I have moved this year from elementary school to Burnsvew Jr. Sec., where I look forward to new challenges.

I completed a Bachelor of General Studies from S.F.U. and a Diploma in Special Education from U.B.C. I have been a BCTLA chapter councillor from 1991 to 1993 and again in 1997 and 98. I served as a member of the BCTF Professional Development Advisory Committee from 1993 to 1996.

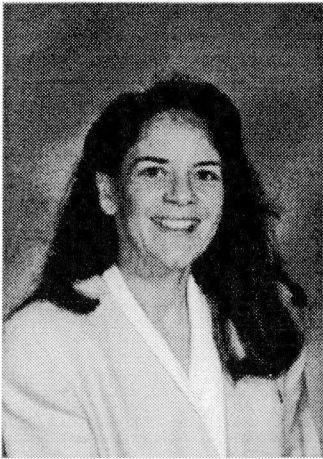
I look forward to continuing as treasurer of the BCTLA. I have enjoyed meeting and working with teacher-librarians from all parts of British Columbia.



CONTINUING EDUCATION

Colin Chafer
Fax: (604) 892-5618
cchafer@sd48.mountain-inter.net

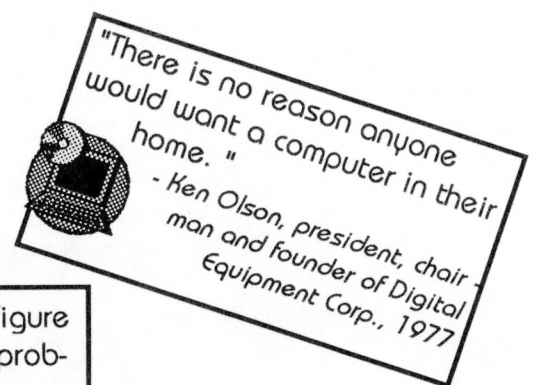
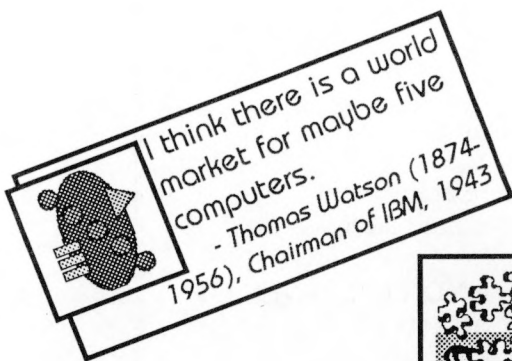
Colin Chafer is a teacher-librarian at Howe Sound Secondary School in Squamish. He has been active in his local chapter and for the past three years has been Chapter Counsellor. He graduated from the University of Victoria and for the past twenty years has taught in the Howe Sound School District in both Pemberton and Squamish. For the first time in his career as a teacher-librarian he has been appointed full-time and is looking forward to the challenges that will entail.



CONFERENCE CHAIR

Bonnie McComb
School: (250) 655-2700 Fax: (250) 655-5508
Bonnie_McComb@sd63.bc.ca

Bonnie McComb has been a secondary teacher-librarian for ten years. At the present time, she is the teacher-librarian at Claremont Secondary in Saanich School District and president of the Saanich Teacher-Librarians' Association. She has previously served in the positions of Corresponding Secretary and Vice President of the BCTLA and is delighted to be returning to the executive after a five year period of "cocooning" on the island because being involved with the BCTLA executive is one of the best forms of professional development around.



Computers can figure out all kinds of problems, except the things in the world that just don't add up.

James Magary

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:

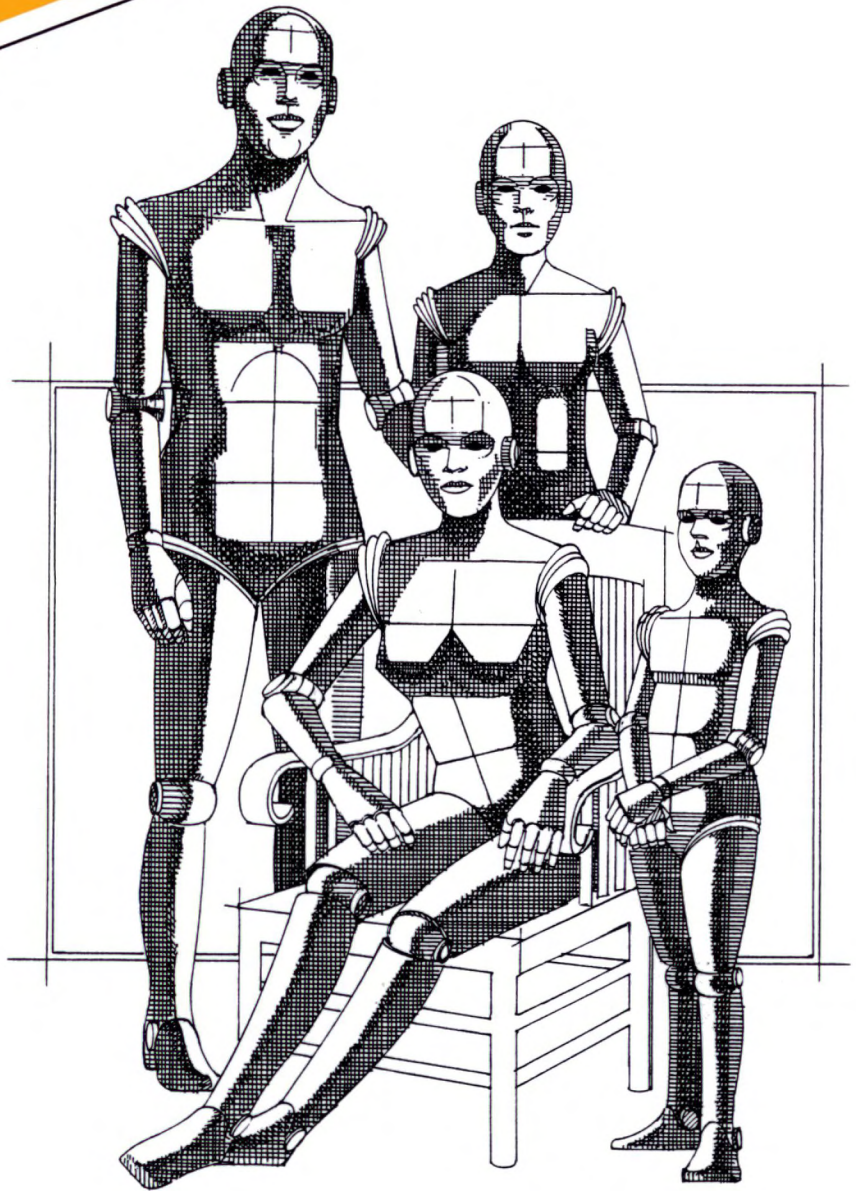
1. Address a message to *bctlaforum-request@mala.bc.ca*.
2. You can type anything in the subject line, because the automated mail server ignores it.
3. Type "subscribe bctlaforum" in the first line of the message area.
4. Type "END" in the second line of the message area. This makes the automated mail server ignore your e-mail signature or any comments below the second line.
5. Send the message. The automated mail server will send confirmation that you have joined bctlaforum.

TO SEND A MESSAGE:

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

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

THEME SECTION



**Application Form
for
ATLC Membership and *Impact* Subscription**

N.B. If a Purchase Order is used, it *must* be accompanied by this form and pre-payment

Please check **one** of the following:

I am applying to join the Association for Teacher-Librarianship in Canada (ATLC), which includes a subscription to *Impact*, the ATLC newsletter

or

I am purchasing a subscription to *Impact*, ATLC's newsletter, which includes membership in the Association for Teacher-Librarianship in Canada (ATLC)

or

I am applying to renew my membership in the Association for Teacher-Librarianship in Canada (ATLC), which includes a subscription to *Impact*, the ATLC newsletter

Name (please print): _____

Preferred Mailing Address (including Postal Code): _____

Work tel: (_____) _____ ; Home tel: (_____) _____

Fax: (_____) _____ ; e-mail: _____

The following fees and subscription rates apply only to members with Canadian addresses

Basic membership fee: \$40.00; Student and retired teacher-librarians' fee: \$20.00

One year subscription to *Impact*: \$40.00

Fees and subscriptions are GST exempt.

Method of payment:

Cheque ___ ; Mastercard ___ ; Visa ___ . **Total payment: \$** _____

Credit Card Number: _____ ; Expiry date: _____ ;

Signature: _____

Please return this completed form to:
The Association for Teacher-Librarianship in Canada
P.O. Box 9, Pouch Cove, NF A0A 3L0
(Fax: 709-335-2978)

THE NEW PLAGIARISM: SEVEN ANTIDOTES TO HIGHWAY ROBBERY IN AN ELECTRONIC AGE

by **JAMIE MCKENZIE**, keynote speaker, 1998 BCTLA conference. Reprinted with author's permission. Also available on-line from <http://www.fno.org>. Materials published in *From Now On* may be duplicated in hard copy format for educational, non-profit school district use only. All other uses, transmissions and duplications are prohibited unless permission is granted expressly.

INTRODUCTION: THE NEW PLAGIARISM

- Could electronic text spawn a virulent strain of student copying?
- Is cut-and-paste the enemy of thought?

Many teachers who work in "wired schools" are complaining new technologies have made it all too easy for students to gather the ideas of others and present them as their own.

The *New York Times* reports that "cheating is on the rise." (Go to September 16, 1998 article <http://www.nytimes.com/library/tech/98/09/biztech/articles/16computer-cheating.html>) The New Plagiarism may be worse than the old because students now wield an Electronic Shovel which makes it possible to find and save huge chunks of information with little reading, effort or originality.

IS THE NEW PLAGIARISM ANY WORSE THAN THE OLD?

Under the old system of "go find out about" topical research, it took students a huge amount of time to move words from the encyclopedia pages onto white index cards, changing one word in each sentence so as to avoid plagiarism.

The New Plagiarism requires little effort and is geometrically more powerful. While the pre-modem student might misappropriate a dozen ideas from a handful of thinkers, the post-modem student can download and save hundreds of pages per hour. We have moved from the horse and buggy days of plagiarism to the Space Age without stopping for the horseless carriage.

As this article will point out, it is reckless and

irresponsible to continue requiring Topical "go find out about" Research projects in this new electronic context. To do so extends an invitation (perhaps even a demand) to "binge" on information.

We have more to worry about here than the Web sites which offer term papers for sale (*visit WWW.A1-Termpaper.Com*) or the sites which offer assistance with college essays.

What we have is a societal shift toward glib and facile understandings allied with an archaic school research program (in some places) which places little value upon questioning and original thought.

The seven antidotes offered below are intended to cut off the virulent new strain of plagiarism before it becomes an academic plague.

ANTIDOTE 1. DISTINGUISH BETWEEN LEVELS AND TYPES OF RESEARCH.

In moving beyond the topical research which has held students back so long, we must help all teachers and students to see the difference between three levels of research and help them to see the value (even necessity) of playing down the first two levels in favor of the third.

LEVEL ONE RESEARCH "JUST THE FACTS"

In these kinds of projects and quests, the student is expected to gather basic facts and information about a state or a city or a country or a battle or a general or a writer or a scientist. Little thinking is required. This is information gathering at its crudest and simplest level.

LEVEL TWO RESEARCH “OTHER PEOPLE’S IDEAS”

Even though these kinds of projects may engage students in considering important questions such as the causes of acid rain or overpopulation, it is sufficient for the student to gather “conventional thinking” and the best ideas of others. These are the research projects most likely to inspire plagiarism as the student gathers other people’s ideas and then passes them off as her or his own.

LEVEL THREE RESEARCH NEW IDEAS & SYNTHESIS “IN MY HUMBLE OPINION”

When we require fresh thinking, we stand the least risk of suborning plagiarism. If students cannot find the answers but must make the answers, they are less apt to pass off others’ ideas as their own. The secret is to pose or ask students to pose questions or problems and decisions which have never been adequately answered. (For example: How do we restore peace to Northern Ireland?)

ANTIDOTE 2. DISCOURAGE “TRIVIAL PURSUITS.”

Even though students must learn how to find discrete facts such as the population of Chile or France, we have labored too long in those vineyards.

We need fewer treasure and scavenger hunts. It is time to emphasize questions which challenge students at the top of Bloom’s Taxonomy . . .

We launch projects which require:

- Explanations
- Problem-solving
- Choices & Decision-Making

We build our programs around what I called The Prime Questions in the October, 1997 issue of *From Now On*, “The Question is the Answer:”
<http://fromnowon.org/oct97/question.html>

- Why
- How
- Which is best?

We transform topical research into projects

which demand that students move past mere gathering of information to the construction of new meanings and insight.

- Example: Instead of asking why events turned out particular ways in our past (a question fraught with plagiaristic opportunities since historians have probably already offered answers), we might ask students to hypothesize why various outcomes did not occur.
- Example: Instead of asking how we might protect an endangered species whose chances have already been improved (the bald eagle), we might focus on one which no one has managed to protect (various Australian marsupials, for example).
- Example: Instead of asking students to study a single country or city, we might ask them to decide which is best for various purposes (the Winter Olympics, a university degree, the building of a theme park, etc.).

Students become producers of insight and ideas rather than mere consumers.

ANTIDOTE 3. EMPHASIZE ESSENTIAL QUESTIONS.

Essential questions are questions worth asking, questions that touch upon basic human issues or touch matters of the heart and the soul. Often as not, they spawn inquiries which might extend over a month or a lifetime . . . investigations which might make a difference in the quality of life . . . studies which might cast light in dark corners, illuminating basic truths.

The term essential question was popularized by the Coalition of Essential Schools which makes such questions the object of most student work and study.

These essential questions are not immune to plagiarism, since the world’s greatest thinkers may have “had their turn” at proposing answers, but combined with the next three antidotes, they can be quite effective as inspiration for originality.

RESOURCES

- The Question is the Answer
<http://fromnowon.org/oct97/question.html>
- A Questioning Toolkit

- <http://fromnowon.org/nov97/toolkit.html>
- The Toolbox: Engendering Student Questions
<http://fromnowon.org/toolbox.html>
- The Research Cycle
<http://www.fromnowon.org/oct97/research.html>
- A Picture is Worth a Thousand Words: Graphical Organizers as Thinking Technology
<http://fromnowon.org/oct97/picture.html>
- Telling Questions and the Search for INSIGHT
<http://fromnowon.org/sept97/telling.html>

ANTIDOTE 4. REQUIRE AND ENABLE STUDENTS TO MAKE THEIR OWN ANSWERS.

We need to ask students to make up their own minds and do their own thinking.

But first schools must do a far better job of equipping students with questioning skills as well as a strong foundation in Synthesis [the process of altering and modifying the elements of anything until it has been significantly changed or improved].

Synthesis has been explored repeatedly in previous issues of FNO such as “Deep Reading and Deep Thinking in an Age of Info-Glut” which appeared in March, 1997.

<http://fromnowon.org/mar97/deep.html>

Synthesis can be taught. Note how the painter below employs synthesis to provide six different versions of the same house. What changes has she made and what elements have remained virtually untouched?

- <http://fromnowon.org/may98/house1.jpg>
- <http://fromnowon.org/may98/house2.jpg>
- <http://fromnowon.org/may98/house3.jpg>
- <http://fromnowon.org/may98/house4.jpg>
- <http://fromnowon.org/may98/house5.jpg>
- <http://fromnowon.org/may98/house6.jpg>

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While some claim that “There are no new ideas under the sun,” our students must learn how to apply some extra color or tone it down. They must learn to see the underlying structure and then construct or deconstruct the original until it shimmers with originality.

ANTIDOTE 5. FOCUS UPON SYSTEMATIC STORAGE.

We expect students to keep pertinent information only. And we want them to be planning ahead for retrieval at a later stage.

“How can I organize my findings so I can make sense of them later on?”

Information in electronic forms is much easier to store and organize for later review than printed material. As much as possible we want our students to know how to take notes electronically, cutting and pasting when appropriate, paraphrasing when desirable. We also want them to be able to search their findings months later with some efficiency and power.

Students are extracting, paraphrasing, summarizing & extending the information they have found with eyes directly focused upon the essential question.

At the same time, they are citing the source of their information and ideas.

The information will be more valuable later if it sits within the computer rather than being buried in a pile of hundreds of pages of printed material.

We show students how to take notes with a database program.

They set up the database with sections or fields within which they will be entering your findings.

A standard format may look something like this, but students may tailor it to fit the subject.

| |
|--|
| Source (Author, Title, Date, URL) |
| Subject: |
| Keywords: |
| Abstract: |

SUBJECT WORDS

It pays to teach your students how to develop a relatively brief list of subject words drawn from their

cluster diagram. In order to show them the power of a well constructed database, you should give them a chance to explore the searching capabilities of one you have constructed. Show them how subject words support the sorting and sifting which will later help them make meaning of their findings.

If we were comparing three cities, for example, we might use crime, weather, shopping and employment along with each city's name as subject words.

KEYWORDS

Demonstrate for your students that keywords offer a greater level of detail and work at the sub category level below subject words.

If we were researching crime (from above) in three cities, for example, we might use statistics, murder, trends, violent, prevention and property as keywords.

ABSTRACT

The abstract is where students save pertinent information. We must teach them to paraphrase and condense, avoiding the cutting and pasting of huge (often unread) blocks of text.

ANTIDOTE 6. STRESS "GREEN INK" AND CITATION ETHICS.

If we hope to witness our students producing fresh thinking, then we need to award credit for smart collecting but also show them how to differentiate between the ideas they have collected from others and those ideas which have emerged in reaction to the ideas of others.

They may change colors while note-taking to signify and separate.

- Black text signifies the ideas of others.
- *Green text* signifies fresh thinking.
- We award credit for originality, noting each new contribution.

EXAMPLE

Source (Author, Title, Date, URL) May, 1998, *From Now On*, Jamie McKenzie, "The New Plagiarism: Seven Antidotes to Prevent Highway Robbery in an Electronic Age."

<http://fromnowon.org/may98/cov98may.html>

Subject: research, plagiarism, strategies

Keywords: incentives, rewards

Abstract: McKenzie suggests the use of green ink to help student differentiate between the ideas they have collected and the new ideas they have built in reaction to those inspirations.

Reminds me a bit of art with "found objects." Here we have "found ideas" and "fresh ideas." I like students having to keep them separate. I could then look over their shoulders while they did research to see what kinds of balance might emerge. It might change how I did assessment?

The teacher acts like a "guide on the side" acknowledging the good new ideas as they appear on the screen. [see "The WIRED Classroom" <http://fromnowon.org/mar98/flotilla2.html#anchor281669> for more on "guide on the side"]



To err is human, but to really foul things up requires a computer.
Farmers' Almanac, 1978

ANTIDOTE 7. ASSESS PROGRESS THROUGHOUT THE ENTIRE RESEARCH PROCESS.

If we seek an end to plagiarism, then we keep an eye on the note-taking and idea development as they evolve. We encourage, we provide nudges, we congratulate and we (occasionally) light fires. We do not wait until the end to let our students know how they are doing.

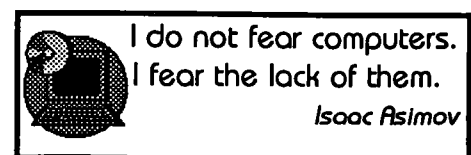
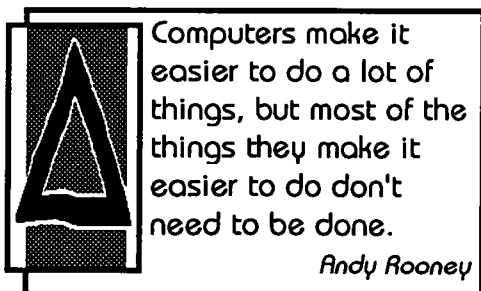
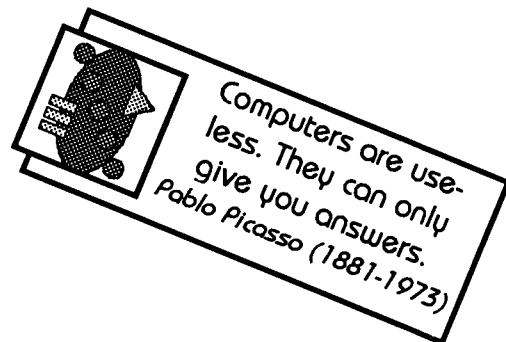
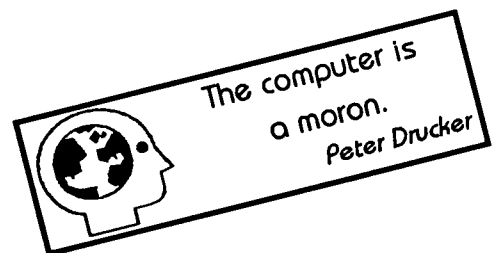
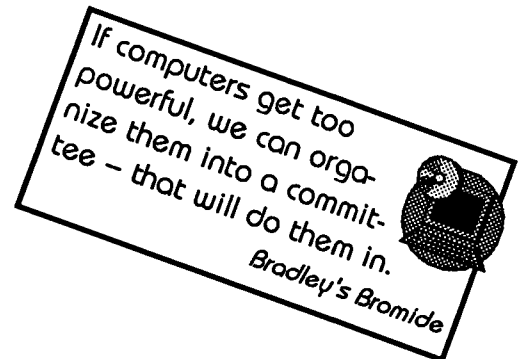
More importantly, we provide clear rubrics [example] for valued behaviors so that students may take a hand at self-assessment.

BUILDING UPON OTHERS' IDEAS

A researcher reads with the intent of extending and augmenting the ideas of others.

- 5 - Pushes "found ideas" well beyond their original boundaries
- 3 - Adjusts and elaborates upon "found ideas"
- 1 - Translates and summarizes without adding

A strong commitment to ongoing assessment which emphasizes the importance of original thought can provide a powerful incentive to minimize plagiarism.



PROFESSIONAL DEVELOPMENT AND TECHNOLOGY SURVEY

summarized by **LIZ AUSTROM**, retired teacher-librarian, Vancouver, BC

Working with the Chapter Councilors, the BCTLA conducted this survey in order to identify the current state of and the need for professional development programs that train teacher-librarians to deal with technology — both its educational and administrative uses. Chapter Councilors were asked to circulate a form to chapter members, compile the information obtained on a "Chapter Response" form, and return it to me by November 10, 1998. The chapter members' survey sheets could be returned with the Chapter Response form, if the Chapter Councilor felt it would be useful.

The following results from 19 Chapters responding to the survey may be used both by local Chapters and by the BCTLA in planning future Pro-D and conferences.

PART ONE: CURRENT DISTRICT INSERVICE IN TECHNOLOGY

The following three types of information were requested. The results are presented by school district, with the information obtained in A and B integrated where possible.

A. Topics of technology inservice relevant to teacher-librarians in the district (e.g., Internet workshop, automation).

B. How is this inservice provided? (e.g., who delivers it, where and when is it provided, how much does it cost, and who pays for it).

C. Please identify the most useful inservice programs offered in your district and identify the contact persons (e.g., speaker or convenor) **and how to contact them.**

School District #5 (Southeast Kootenay) Colette Grasdal, Chapter Councilor

- A.1 Using CD-ROMs: Provided through College of the Rockies, Pro-D day, \$80.
- A.2 Internet training: Delivered by a College instructor, Pro-D day, \$200.
- A.3 Automation: Given by Kim Sandberg, on contract with the District, Pro-D day.
- A.4 New Media at Community College: Delivered by librarian at College of the Rockies, Pro-D day, \$100.
- A.5 Integration of Technology and Classrooms without Walls: Not identified, Pro-D day.
- A.6 Using Technology in the Classroom: Ron Samborski, from Ministry, Pro-D day, free.

Most Useful Inservice

- C.1 Ron Samborski, Ministry of Education.

School District #8 (Kootenay Lake) Carol Westmacott, Chapter Councilor

- A.1 Mandarin System & Updates.
- A.2 Pagemaker.
- A.3 Internet.
- A.4 Eloquent.
- A.5 Plan-it Teacher.
- A.6 Windows 95.

- A.7 UBC Library Course.
- A.8 Automation.
- A.9 Multimedia Web Page Design.
- B. Sessions took place in the District Resource Centre, the schools and at the BCTLA conference. Local teachers and the Creston Internet provider served as leaders for sessions that occurred after school, on District Pro-D Days and during the summer. Funding was obtained from District Pro-D money, school funds, and the teacher-librarian, in the case of the UBC Library Course.

Most Useful Inservice

- C.1 Integration of Technology into Curriculum, by Marilyn Richardson, teacher-librarian at Brent Kennedy Elementary.
- C.2 Sessions on Pagemaker, Software/CD-ROM perusal, and Refining Internet Search Techniques were also popular, but no contact information was provided.

School District #19 (Shuswap-Columbia) Joanne Lovall, Chapter Councilor

- A.1 Surfing the Net: Delivered as a Pro-D day choice at no charge, and open to all teachers, by Keith Sutherland. He also gave a session at "Text and Beyond."
- A.2 Lexfile, the automation program used in 7 elementaries, 1 junior secondary and the District Resource Centre: An informal and brief hands-on session was given after a regular monthly teacher-librarian meeting. It was open to all T-Ls and was led by a junior high teacher-librarian who had used the program for several years.
- A.3 Technology Maintenance: This free all day workshop was led by Ernie Sollid, Technology Advisor for the district, and was open to one person per school.

Most Useful Inservice

- C.1 Surfing the Net, by Keith Sutherland, Salmon Arm Senior High (250-832-2188).
- C.2 Technology Maintenance, by Ernie Sollid. "This workshop was very overwhelming; overload for one day albeit very informative."

School District #28 (Quesnel) Joanne Mills, Chapter Councilor

- A.1 Internet Session: Held in October, it was developed by teacher-librarians and the Computer Coordinator, using a Pro-D grant from the BCTLA. Free to T-Ls.
- A.2 E-mail and the Internet: Over the past two years, there have been 6 sessions for each. They were paid for from the Technology Budget. Free to T-Ls.
- A.3 Automation: Only 1 or 2 sessions. "Most of it we've had to figure out ourselves."

Most Useful Inservice

- C.1 None identified.

School District #33 (Chilliwack) Betty Lou Barth, Chapter Councilor

- A.1 Automation — re Alexandria system: Provided free for the district's teacher-librarians by Randi Hermans (East Chilliwack Elementary). Two sessions on Pro-D days. Mini workshops for T-Ls preparing to automate. Sessions provided at school, with some held during school time and others after school.
- A.2 Internet Use.

Most Useful Inservice

- C.1 Internet, by John Goldsmith (Distance Education in Chilliwack).
- C.2 Library Automation — Alexandria, by Randi Hermans, East Chilliwack Elem.

School District #36 (Surrey) Karen Bentzen, Chapter Councilor

- A.1 Introduction to the Internet: In summer, at a Surrey school, presented by district staff, \$15.00 per day, participant pays (could come out of Pro-D funds too).

- A.2 Automation (MultiLis program): "Done as schools prepare for automation, 1/2 day (only!!) sessions given by district Information Services staff." T.O.C. provided.
 - A.3 CD evaluation: Was arranged by secondary teacher-librarians for their own Pro-D. Principals were encouraged to release their T-Ls for this day.
- Most Useful Inservice: No response.

School District #38 (Richmond) Laurie Kerr, Chapter Councilor; Willa Walsh reporting.

- A.1 Internet: Several levels offered (basic introduction to more advanced searching).
- A.2 Creating a Home Page on the Web (Claris).
- A.3 CD-ROM Technology
- A.4 Choosing CD-ROMs and How to Integrate Them into Curriculum.
- B. Teacher-librarians, computer science teachers or district staff (Learning Resources Team) deliver the sessions. These are provided after school and at the end of June, after school is over, and in early July in the mornings. Registrants pay for sessions themselves, and the 1 hour to 2.5 hour sessions are usually \$15.

Most Useful Inservice

- C. "As the sessions just started there's no feedback yet, except that ALL SESSIONS were filled within one day of the announcements going out. They will be repeated in 1999 due to such popular demand." Convenors are: Judith Kootte, Joyce Chong. Contact Person is Judith Kootte, Richmond School Board office.

School District #39 (Vancouver) Daryl Sturdy, Chapter Councilor

- A.1 Automation Workshops and Updates: "Delivered by the coordinator at the Vancouver School Board, at the Board Offices. Provided for all people new to the automation system, with update / review sessions from time to time for those already on the system. Sessions for new people are held during the day, and people make arrangements to be freed up. Review sessions are held after school."
- A.2 Wide Area Network (WAN) / Internet Workshops: Delivered by the district technology coordinator at the lab at the board offices, in school time, with T.O.C.s provided and paid for by the VSB. Also delivered by school-based personnel and area-based personnel at the schools or at the district lab. These are held during prep times or in non-instructional time (e.g., after school).
- A.3 Use of Technology / Integration of Technology: Delivered by area personnel (Information Resources Support Teacher) at the school or district lab, during non-instructional times, although there are curriculum implementation funds available for inservice needs.

Most Useful Inservice

- C.1 Automation workshops by Jeannette Bourgoin, Manager of Media and Library Services (604-713-5181).
- C.2 WAN workshops by Larry Hoe, Information Technology Education Coordinator (604-713-5224).
- C.3 Use of technology / Integration of technology workshops by the Information Technology Resource Teacher at each area office: David Anderson (604-713-5696 or 604-713-5692) or Peter Evans (604-713-5704).

School District #41 (Burnaby) Odie Kaplan, Chapter Councilor

- A.1 Teaching with Technology: Delivered by Schou staff at Schou Education Centre. It included a T.O.C. for each of the 5 days, which were spread over a year.
- A.2 School Vista / Netvista: Supplied by Burnaby School District.
- A.3 Claris Works: Training given at a local school by a local resource person, such as a Burnaby elementary teacher.

- A.4 Automation: Provided by a member of the District Automation team, 1) at the school, 2) at Schou for a half day with no T.O.C., or at a school for a half day with a T.O.C. provided out of professional growth funds.
- A.5 Internet: Given at a District Pro-D Day or after school by Burnaby teacher-librarian, Trevor Schofield. It has also been offered at SFU on a Pro-D Day by school-based staff, and as a school-based program on a District Pro-D Day. All are no cost.
- A.6 Library Pro Maker: This no cost after school program was given by District Staff person, M. Peterson, at a local school and at the Technology Learning Centre.
- A.7 Fundamentals Computer Course: Al Post, Burnaby teacher-librarian, gave this no cost, 6 session course at the Technology Learning Centre at Schou.
- A.8 School Technology Committee Seminars: At school, once a month at no cost.
- A.9 Designing a Home Web Page: District Technical Support person provided a 2 session, after school program at a local school, for no cost.
- A.10 Successfully using Multimedia, Internet and Other Technology Tools with Students K-7: The Bureau of Education Research gave a one day workshop in August for a cost of \$197.95 per person, reimbursed from the District Detached Duty Funds.

Most Useful Inservice

- C.1 Word Processing programs, by Al Post (604-664-8416).
- C.2 Teaching with Technology, by Gus Fraser, Ken Kiewitz & Al Post, all Schou staff (604-664-8416).
- C.3 Automation — Columbia System, by Elizabeth Patterson on a one-to-one basis.

School District #45 (West Vancouver) Christiane Boulet, Chapter Councilor

- A.1 Internet: Given for T-Ls by district teacher or technology rep. District pays T.O.C.
- A.2 Filemaker Pro.
- A.3 Windows 95.
- A.4 Power Point presentations.
- A.5 MS Word, MS Publisher, Clarisworks, Report Writing Process.
- A.6 Web Page Design.
- A.7 Internet Searches, Creating Links.
- A.8 Spreadsheets.
- B. Presentations have been made by the District Tech. Rep., a parent instructor, and other district personnel. Summer Institutes are district funded, as are T.O.C.s. Money has come from Ministry grants and the District Interaction Fund. There have been 1/2 and full day inservices, as well as 2 hour sessions running from 4-6 p.m. (cost \$15 per teacher).

Most Useful Inservice

- C.1 Internet, by Jose Dino, now working for BC Tel in Vancouver. Workshop handouts available on District web site.
- C.2 Integrating Computers with Information Skills, by Peter Minschull, SD#45.
- C.3 Classroom Application of Programs, by Louisa Marziali.
- C.4 FileMaker Pro, by Ivy Batori, c/o Kirsty Milligan (604-981-1085).

School District #48 (Howe Sound) Colin Chafer, Chapter Councilor

- A.1 Chancery Library Pro: Former School District Technology Coordinator provided the workshop for teacher-librarians. Funding from Technology budget.
- A.2 Internet workshop: Provided for all teachers at a District Professional Day. Funding from Technology Budget.

Most Useful Inservice

- C.1 Chancery Library Pro workshop, by Grant Wilson, former District Technology Coordinator. His position was terminated at the end of June 1998 and he is

currently a teacher at Howe Sound Secondary School, Box 99, Squamish, BC, V0N 3G0 (250-892-5261).

School District #68 (Nanaimo-Ladysmith) Linda Irvine, Chapter Councilor

- A.1 Internet: District funding through "Educational Computers."
 - A.2 Library Automation: Pro-D funds for individuals; cost varies.
 - A.3 Spreadsheets and Data Bases: NDTA Pro-D funds on Pro-D day.
 - A.4 Use of E-mail: Computer inservice given by Mike Silverton with T-L release time covered by District.
 - A.5 Variety of programs for specific grade levels: Cost varies; locations vary.
- Most Useful Inservice
- C.1 Internet programs offered by Mike Silverton through "Educational Computing" (250-755-2147).

School District #69 (Qualicum) Eileen Butts, Chapter Councilor

- A.1 Introduction to Internet: Delivered by a school network administrator in one of the school labs, to school district personnel and the general public. All participants charged the same fee — a public / private semi-entrepreneurial venture.
- Most Useful Inservice
- C. None identified.

School District #71 (Comox) Linda Greig, Chapter Councilor

- A.1 Gateway Library System.
 - A.2 Internet.
 - A.3 A3400.
 - A.4 Troubleshooting.
 - A.5 Windows 95.
 - A.6 MS Works.
 - A.7 Network Lab Management.
 - B. Inservice is provided weekly, 1/2 day, to elementary teacher-librarians, in a school lab by the District Computer Education Vice Principal.
- Most Useful Inservice
- C.1 In district, by Tim McKinnon (250-334-5500).

School District 72# (Campbell River) J. Roberts, Chapter Councilor

- A.1 Internet workshops.
 - A.2 Gateway Automation workshops.
 - A.3 Eloquent automated system sessions.
 - A.4 Eudora and Word workshops.
 - B. Inservice provided through Pro-D funds and "teachers teaching teachers" grant, through the school district, by our computer teacher, and by a hired consultant who worked one to one for \$500.
- Most Useful Inservice
- C.1 Internet and Mac workshops, by Manfred Hensel (250-287-8346).

School District #73 (Kamloops / Thompson) Jean McKerracher, Chapter Councilor

- A.1 Follett Automation Inservice: Provided by their representatives, \$55 in Kamloops in 1997 and \$85 in Richmond in 1998. Paid from inservice funds.
- A.2 MARC Records: Free, done by Corinne Paravantes, Resource Centre Teacher-Librarian.
- A.3 Internet: Not stated.
- A.4 CD-ROM: Demos provided by sales people.

A.5 Netvista: 1/2 day training at Valleyview Secondary, led by school.

Most Useful Inservice

C.1 MARC Records, by Corrine Paravantes, Henry Grube Education Centre (250-376-2766).

C.2 Follett workshops, by Cam Miller, BC Manager (604-275-5091).

School District #75 (Mission) Elizabeth Pallman, Chapter Councilor

A.1 Automation workshops for Alexandria / MacSchool Library Pro 2.0: Alexandria workshop is free from Companion. MacSchool Library Pro sessions are provided by Chancery or LA Technologies.

A.2 Internet (Search Engines and Authority): Provided by Graham Arts, District Tech support.

A.3 Videography "how to" workshops.

A.4 CD-ROM and Averkey Demos.

B. Most inservice is provided through the other teacher-librarians in the district. They help each other. Usually teacher-librarians pay. Sometimes costs are covered by the School Board. Most T-Ls go outside the district for formal inservice and pay for it out of their own pockets.

Most Useful Inservice

C.1 ClarisWorks, Hyperstudio, Hypercard and Internet, by Graham Arts, District Tech. Support person, c/o Heritage Park Senior Secondary College

C.2 Internet, by John Goldsmith, Chilliwack.

School District #79 (Cowichan Valley) Terrence Froese, Chapter Councilor

A.1 District Internet Workshop: See B.

A.2 Pro-D Internet Workshop: See B.

A.3 Library 4 Automation Introduction: Provided by Kelowna Software.

A.4 Computer Maintenance: See B.

A.5 Kid Pix, Hyper Studio, CD-ROM: See B.

B. Delivered by District Resource Centre Coordinator, District Computer Teacher, Resource Teachers in district; held in the District Board Office Annex; most provided at no cost using district personnel.

Most Useful Inservice

C.1 Hyperstudio, by Donna Buchelz, Bench School.

C.2 Kid Pix, by Sherry Olson, Alex Aitken School.

C.3 MultiMedia, by Ron Nunweiler, District Resource Centre.

School District #91 (Nechako Lakes) Mary Huffman, Chapter Councilor

A.1 Internet, Automation and Web Sites — Integration with Curriculum.

A.2 CD Towers.

B. Jointly offered by School District, College and University personnel. Paid for by Pro-D funds and Curriculum Implementation funds.

Most Useful Inservice

C. Contact E. Mannering, District Office, Vanderhoof.

PART TWO: INSERVICE NEEDED

Four questions were posed. Responses for each are handled differently, so that they provide the most useful information.

A. What information technology inservice programs do your teacher-librarians need? (e.g., managing CD-ROM towers, selection criteria for Internet sites, integrating the Internet into Social Studies units, automation). "A" responses are grouped into common themes, and the school district(s) giving each response are indicated in brackets. If a district has indicated that a topic is a high priority, an asterisk is included in the bracket.

Automation

- MultiLis (*Surrey); (*West Vancouver).
- Automation troubleshooting (Southeast Kootenay).
- More inservice for Chancery's Library Pro (Howe Sound).
- More inservice for Lexifile (Shuswap-Columbia).
- Mandarin (Kootenay Lake).
- Automation (*Nanaimo / Ladysmith); (Cowichan Valley); (Quesnel).
- Automation orientation for new teacher-librarians (Campbell River).
- Automation beyond day to day running of the library circulation system (Chilliwack).
- Which automated systems are best — elementary & secondary? (Richmond).
- Year 2000 concerns; Lib Pro, processing cards & labels by MARC records; cataloguing program use; computerizing a small library collection; Columbia software (Burnaby).

Integration of Information Technology into the Curriculum

- Integrating the Internet and other technology across the curriculum (Vancouver); (Mission); (Howe Sound); (Shuswap-Columbia); (Nechako Lakes).
- Integrating labs and CD-ROMs into cooperative units (Kamloops / Thompson).
- Integrating Internet into Social Studies (Southeast Kootenay); (*Cowichan Valley); (West Vancouver).
- Integrating Internet into curriculum, especially critical thinking (*Nanaimo/Ladysmith).
- Integrating Internet in elementary school studies (Campbell River); (Burnaby); (West Vancouver — "L.A., Art, S.S. and Science").
- Integrating Internet at intermediate level (Campbell River).
- Integrating Internet at primary level (West Vancouver).
- Integrating curriculum with library resources and selecting appropriate resources (Chilliwack); (Burnaby).
- Integrating technology usage and resources into research / information literacy units (Qualicum); (Burnaby).

Internet

- Internet: general use, good sites for research, CD-ROM links (*Surrey); (Quesnel); (Chilliwack).
- Policies and programs to protect the T-L in case of misuse by student(s), Foolproof & Net Nanny, etc. (*Surrey); (Campbell River); (Burnaby).
- Using Internet — e.g., evaluating resources, searching, moving around, using e-mail, listservs and newsgroups (Vancouver); (*Cowichan Valley); (West Vancouver); (Burnaby).
- Advanced internet searching (Richmond).
- Selection criteria for Internet sites — i.e., John Goldsmith's workshop (Mission); (Nanaimo / Ladysmith); (Cowichan Valley); (West Vancouver); (Qualicum); (Burnaby); (Nechako Lakes); (Kootenay Lake).
- Selection criteria for intermediate sites (Campbell River).
- Selection criteria and how to use sites with students (Southeast Kootenay).

- Setting up and editing web pages that students can use, with useful links to appropriate sites by grade level and/or subject area (Qualicum); (Burnaby); (Kootenay Lake).
- Using the Internet effectively with a limited number of computers (Burnaby).
- Programs such as Brainium where students link up with each other (Burnaby).

Media Literacy

- Media literacy — e.g., intelligent TV watching, editing video (Surrey).
- Integrating video / multimedia presentations into assignments and units of study (Burnaby).

Software

- CD-ROMs being used effectively in the LRC (Kamloops / Thompson); (Richmond).
- CD-ROMs: Developing a basic collection; time to understand and work through the programs; integrating CD-ROMs into curriculum units; managing and effectively using CD-ROMS (Burnaby); (Kootenay Lake).
- Word processing (advanced) on Mac (Chilliwack).
- Hypercard — hands-on (Burnaby).

Technology Hardware

- LCD panels, video-hook-up, use of scanners (Mission).
- Info on available equipment and software, and current thinking & directions to take — what to use & where to get it (Surrey).
- Managing computers — e.g., installing software, using Windows 3.1, 95 or 98, troubleshooting (Vancouver); (Campbell River); (*West Vancouver); (Burnaby).
- Switching from Mac to IBM (West Vancouver); (Kootenay Lake).
- Managing a network (Kamloops / Thompson); (West Vancouver); (Burnaby); (Kootenay Lake).
- Managing CD-ROM towers (Kamloops / Thompson); (Nanaimo / Ladysmith); (Campbell River).
- Installing and maintaining CD-ROM towers and networks. (Howe Sound); (Richmond, “LANs”); (Kootenay Lake).
- Running a resource lab with limited staff (Burnaby).

Technology Plans

- How to develop school tech plans — what hardware direction to take (Campbell River).
- How to introduce technology into the library, including: 1) how to obtain it, 2) what to begin with, 3) how to use and manage new technology for staff and for/by students (Burnaby).
- Internet use and protocols, developing network policies, school policies, library policy (Burnaby).
- Finding money for the technology program (Kootenay Lake).

Thinking Skills

- Higher-level / creative thinking skills & integrating technology (Surrey).

NOTE: Linda Greig (Comox) was the only Chapter Councilor to report that their technology inservice needs were all being met within the district.

B. When is the best time to have such sessions? (after school, summer, Pro-D days, weekends). “B” responses are listed in alphabetical order, each followed by a list of school districts selecting the option. If a district has indicated an order of preference, then “1st”, “2nd”, “etc) follows the district’s name. Qualifying comments are also included.

After School

- #8 (Kootenay Lake)
- #19 (Shuswap-Columbia)

- #36 (Surrey), 3rd priority.
- #38 (Richmond): "Most like after school, 3:30-5:00 p.m., Pro-D days and early summer holidays."
- #39 (Vancouver): "OK, but sessions are too short, and people are tired after a day's work."
- #41 (Burnaby)
- #45 (West Vancouver)
- #48 (Howe Sound)
- #68 (Nanaimo / Ladysmith)
- #72 (Campbell River)
- #75 (Mission)
- #91 (Nechako Lakes)

Conferences

- #41 (Burnaby)
- #91 (Nechako Lakes)

Pro-D Days

- #5 (Southeast Kootenay)
- #8 (Kootenay Lake)
- #19 (Shuswap-Columbia)
- #33 (Chilliwack)
- #36 (Surrey), 1st priority: (e.g., District Convention Day or District Focus Days).
- #38 (Richmond)
- #39 (Vancouver): "Would be good if the staff were willing to buy into the activities."
- #41 (Burnaby)
- #45 (West Vancouver)
- #48 (Howe Sound)
- #69 (Qualicum)
- #72 (Campbell River)
- #73 (Kamloops / Thompson)
- #75 (Mission): "For those with families."
- #79 (Cowichan Valley)
- #91 (Nechako Lakes)

Release Time

- #19 (Shuswap-Columbia)
- #28 (Quesnel): "Most T-Ls think it should be during school time as it is part of our job."
- #36 (Surrey), 2nd priority.
- #68 (Nanaimo / Ladysmith): "During school with T.O.C. costs covered."
- #91 (Nechako Lakes)

Summer

- #8 (Kootenay Lake)
- #19 (Shuswap-Columbia)
- #38 (Richmond): "Early summer holidays."
- #39 (Vancouver): "A good time if the sessions are only a few days long."
- #41 (Burnaby)
- #45 (West Vancouver): "Summer institutes."
- #69 (Qualicum)
- #79 (Cowichan Valley)
- #91 (Nechako Lakes)

Teacher-Librarian PSA Meetings

- #19 (Shuswap-Columbia)
- #73 (Kamloops / Thompson)
- #91 (Nechako Lakes)

Weekends

- #8 (Kootenay Lake)
- #19 (Shuswap-Columbia): "Not weekends, but any other time."
- #36 (Surrey), 4th choice: "... but would have to be really great."
- #38 (Richmond): "Weekends are a NO-NO!"
- #39 (Vancouver): "Would be a last choice and not very popular."
- #41 (Burnaby): Only one person selected this option.
- #45 (West Vancouver): "Saturdays, NOT weekends."
- #69 (Qualicum): "Weekend institutes."
- #75 (Mission): "Probably weekends for most."
- #91 (Nechako Lakes)

C. What type of training is preferred? (hands-on, demonstrations, lectures, workshops, distance education, formal university course). "C" responses are listed by school district.

- #5 (Southeast Kootenay): "Hands-on workshop, demonstrations."
- #8 (Kootenay Lake): "Hands-on, demonstrations, discussion, workshops."
- #19 (Shuswap-Columbia): "Hands-on is most lasting."
- #28 (Quesnel): "Hands-on, demonstrations and workshops."
- #33 (Chilliwack): "Hands-on workshops with some demonstration from a knowledgeable instructor."
- #36 (Surrey): Hands-on training is preferred. Demonstrations & workshops also useful.
- #38 (Richmond): "All prefer practical 'hands-on' with 1 person per computer and time for lots of questions." Demonstrations are the number two choice.
- #39 (Vancouver): "Hands-on would be best, in a workshop situation. Lectures and demonstrations have a place, as part of the inservice. Distance ed and formal university courses would be the least desirable."
- #41 (Burnaby): 1) Hands-on, 2) demonstrations, and 3) workshops.
- #45 (West Vancouver): "Combination of demonstration and hands-on, followed by HELP LINE."
- #48 (Howe Sound): "Demonstrations, workshops, hands-on."
- #68 (Nanaimo / Ladysmith): "Hands-on."
- #69 (Qualicum): "Hands-on!!"
- #71 (Comox): "Hands-on."
- #73 (Kamloops / Thompson): "All of these but majority chose first four."
- #75 (Mission): "Hands-on workshops, distance ed courses offered in the Fraser Valley."
- #72 (Campbell River): "Hands-on workshops and demos."
- #79 (Cowichan Valley): "Hands-on and personalized."
- #91 (Nechako Lakes): "All."

D. How much are you willing to pay? "D" responses are listed by school district.

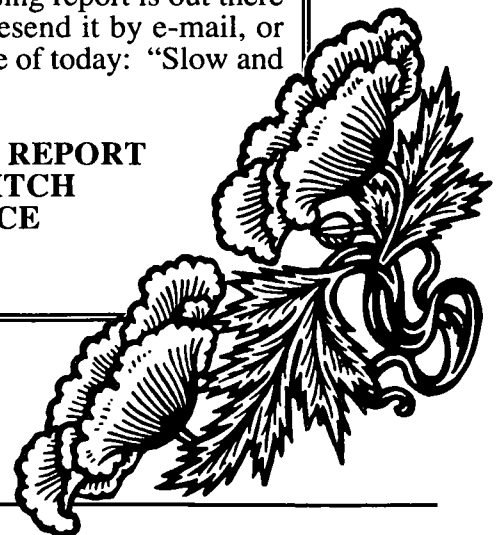
- #5 (Southeast Kootenay): "Depends on location of workshop, \$25 per session, depends on what is offered."
- #8 (Kootenay Lake): "\$0-\$100. Depends if it's a university course or summer institute."
- #19 (Shuswap-Columbia): "\$200-\$300."
- #28 (Quesnel): "Pro-D funds if necessary. Automation education should be a district responsibility."
- #33 (Chilliwack): "It wouldn't cost if it was offered on a Pro-D Day and a district staff person was trained (e.g., knowledge of our software and updates for Alexandria Automation System). Whatever Pro-D funds available."
- #36 (Surrey): "Either the school district should pay or Pro-D funds should cover costs."

- #38 (Richmond): "\$15 per hour — teachers are cheap! Free if possible."
- #39 (Vancouver): "A hard question to answer. It depends on the nature of the course and its length. I feel that inservice is mainly the responsibility of the school board and the Ministry. Personally, I would be willing to pay up to \$100 for a series of sessions if I felt that the results would be very beneficial to me."
- #41 (Burnaby): "Half of the people responded, 'Nothing — should be provided.' Other comments are: 'Pro-D funds as much as possible', 'Apply to district for funding', 'Will invest time outside school, do not want to pay unless tax deductible. Things offered by school district shouldn't have a cost, if done on own time' and 'If needed, no objection.'" Five teacher-librarians suggested amounts from \$10 per hour to \$300 for 3 credits.
- #45 (West Vancouver): "Use of District funds for Pro-D. District should pay, Ministry of Education should subsidize — \$100, min. We already contribute MANY hours."
- #48 (Howe Sound): "\$50-\$100 is typical response, and district technology funding all through school district has site-based budgeting."
- #68 (Nanaimo / Ladysmith): "Two responses here only — 1. under \$100, and 2. Strict match of time provided by employer or time release."
- #69 (Qualicum): "If 'required' for job ... nothing!! \$10-\$15 per hour if truly hands-on and truly relevant."
- #73 (Kamloops / Thompson): "Usual cost is \$50-\$100, but district should cover cost."
- #75 (Mission): "Most people are tired of paying but do so and will continue to do so as long as cost is kept to a minimum."
- #72 (Campbell River): "Use Pro-D funds."
- #79 (Cowichan Valley): "Pro-D funds."
- #91 (Nechako Lakes): "Should be P.D. or Implementation funds."

**AN APOLOGY TO
THOSE CHAPTER COUNCILORS
WHO SENT RESPONSES BY E-MAIL
AND DON'T SEE THEIR INFO IN THIS ARTICLE**

I know you don't want to hear this but I came home just four days before paste-up (after a 21 day rainless holiday in China) to find that my e-mail was not working. If I can retrieve messages when I get it working again, I will, and another article, complete with a commentary on the total results, will appear in the March issue of *The Bookmark*. If you think your missing report is out there in electronic limbo, you might wish to fax me a copy, resend it by e-mail, or send me a "Snail-mail" copy. (Aesop speaks to the people of today: "Slow and steady wins the race.")

**IF YOU DIDN'T SEND IN A SURVEY REPORT
FOR YOUR CHAPTER, THIS GLITCH
GIVES YOU A SECOND CHANCE
PLEASE TAKE IT!**



INFORMATION TECHNOLOGY IRP 8 TO 10

LINKING WITH THE

THE SCHOOL LIBRARY MEDIA CENTRE

compiled by **HAZEL CLARK** teacher-librarian Balmoral Junior Secondary **MAUREEN KEAST** teacher-librarian Windsor Secondary SD#44 (North Vancouver).

OUTLINE

Philosophy

Rationale for Integrating *the Information Technology IRP*

Lesson Plans and Worksheets

Humanities

Media Analysis

Current Issues

Industrial Revolution

Tour of a Francophone Country

Sciences

Solar System

Mathematics

Fine Arts

Famous People

Image Development - Cultural Links

Practical Arts

Technological Influences on Today's Society

Information Technology Careers

Scope and sequence

PHILOSOPHY

Traditionally, teacher librarians have taught students to identify, locate, utilize, and evaluate information through resources in the school library resource centre. Teacher librarians work with classroom teachers incorporating resources into curriculum units. The Information Technology 8 to 10 IRP focuses on the integration of educational technology into curriculum areas. It is natural, therefore, that the school library resource centre be a focal point to the information technology IRP and the teacher librarian work with teachers to effectively integrate it into curriculum areas.

In an information-based society, students require technological and information literacy skills that include the ability to gather, process, and manipulate data. Information technology can be used to enhance and expand the teaching and learning of these skills. In

these endeavours, the school library media centre should be perceived as an integral component to ensure that electronic access to information be developed into the instructional program.

RATIONALE

The School Library Resource Centre should be considered the centre from which curriculum integration of the Information Technology IRP should stem. The emphasis of this document is on the integration of the curriculum with the school library resource centre and information technology, not on the teaching of computer skills. Furthermore, it is assumed that there are differences across the district in the availability of information technology resources. These lessons recognize the potential for multi access to educational technology resources, but realize that limited access may be the norm. Therefore, rotating students through a particular resource may be the only access available. While some students are rotating through educational technology stations, other students are encouraged to use print materials.

It is the role of the teacher librarian and the school library resource centre to contribute to the process of developing independent learners. Information technology enhances this process by enriching traditional methods of research and presentation.



LESSON PLANS & WORKSHEETS

MEDIA ANALYSIS

Grade Level(s): 10

Software Program(s): Microsoft Works or ClarisWorks, Netscape

Hardware: Macintosh LC III or higher, CD-ROM player, modem, scanner

Facility: library and computer lab

Learning Resource(s): CD-ROMs; Intenet; Video: *Still Killing Me Softly, This is a Recorded Message*

Time Required/Number of Lessons: 3 to 5 50-minute blocks

Subject/Unit Focus: English

Learning Outcomes:

It is expected that students will:

Foundations

- evaluate the impact of information technology on society

Process

- develop guidelines for evaluating and using information in an ethical way

Presentation

- demonstrate the ability to use special effects in technology on society to influence a message

Prerequisite Information Retrieval Skills:

- Know how to manipulate electronic documents.
- Know how to access the Internet via Netscape

Information Retrieval/Presentation Skills To Teach:

Instructional Strategies:

- Students will complete their research in the library and synthesize their information into a document in the computer lab.

Students will complete the following activities:

- Watch videos *Killing Me Softly* and *This is a Recorded Message*
- As a class, discuss messages conveyed in advertising.
- As a class, brainstorm criteria for evaluating advertising messages.
- Apply those criteria to television and radio commercials experienced at home, and bring their observations to class for discussion.
- Apply their learning by modifying a television advertisement to convey a separate message to appeal to a different segment of the community.

Directions for Students:

- Develop criteria for evaluating advertising messages.
- Develop an understanding of how multimedia elements influence a message.
- Modify an existing commercial, using the criteria developed, to appeal to a different target audience.

Extensions/Variations:

- Through group study and discussion, students gain an understanding of the legal and ethical issues related to the presentation of information and the issue of information technology.
- Create scenarios for class presentation that demonstrate their understanding.

Assessment & Evaluation Strategies:

- In pairs, students will create a multimedia presentation that delivers a message such as a product advertisement.
- Examine the students' finished products and note to what extent they tailored the presentation to specific resources, used the criteria for effective multimedia advertising developed in class and used special effects for emphasis

STUDENT WORKSHEET

In this assignment, you will work with a partner to create a video or audio commercial.

Instructions:

- You will base your commercial on one you have seen or heard, but change it to appeal to a different target audience.
- In class, you will develop criteria for evaluating advertising messages, and these criteria will be applied to the development of your own commercial.
- At home, watch 3 television commercials and listen to 3 radio commercials. Analyse them according to the criteria developed in class, and be prepared to discuss them in class.
- Modify an existing commercial, using the criteria developed, to appeal to a different target audience.
- Include a copy of the original commercial with your own version in your final submission.

You will be assessed on the following criteria:

The commercial meets the criteria developed in class, including:

- Is geared to the target audience
- Contains concise details and information, eg. location, date.
- Uses persuasive techniques.
- Contains eye-catching visuals or sounds that grab attention.
- Has effective spatial organization.

CURRENT ISSUES

Grade Level(s): 8/9/10

Software Program(s) : *Microsoft Works, ClarisWorks, Netscape*

Hardware : Macintosh LC III or higher, CD-ROM player, modem

Facilities : library and computer lab

Learning Resources : CD-ROM: _

Time Required/Number of Lessons: 3 - 50 minute blocks

Subject/Unit Focus : Social Studies

Learning Outcomes:

It is expected that the students will:

Foundations Process

Presentation

- Identify information technology tools used to access information.
- Demonstrate the ability to use the Internet to access, capture, and store information.
- Demonstrate competence in using basic information technology tools.
- Develop criteria to evaluate information for bias.
- Analyse electronically organized information for authenticity, bias, timeliness, and usefulness.
- Create electronic text documents.
- Demonstrate the ability to arrange information in different forms to create new meaning.

Prerequisite Information Retrieval Skills:

- Know how to manipulate electronic documents.
- Know how to create a database.

Information Retrieval Skills To Teach:

- Use Netscape to access the Internet

Instructional Strategies :

- Prior to coming to the library, students will:
 1. Brainstorm possible social / political issues
 2. Choose one to research
 3. With the teacher, determine criteria for evaluating the information they are retrieving.

Students will complete the following activities:

- In partners, retrieve electronic information about current social and political issues.
- Select articles from at least three different sources and evaluate them for timeliness, bias, and authenticity, using predetermined criteria.
- Write a brief abstract or summary featuring information found.
- Compare and contrast information in various articles from a variety of sources.
- Compile a bibliography, citing sources in correct bibliographic format.

Directions for Students:

- Use the Internet, the Ebsco CD-ROM, and newspapers to find a minimum of three articles on the social issue chosen.
- Evaluate the articles according to previously set criteria.
- Write a brief summary of each article
- Compare and contrast the articles.
- Compile a bibliography. Cite your sources in correct bibliographic format.
- Directions for accessing Middle Search
- Directions for accessing Netscape

Extensions/Variations:

- During election campaigns, become familiar with a party leader(s), party platform(s), and election issue(s) through on-line resources. Students write and produce their own political commercial, showing their understanding of one party's policy on an issue(s). Depending on the technology available in the school, the commercial is presented as a video or as a recorded radio spot.

Assessment & Evaluation Strategies:

Each student, working with a partner, will access and retrieve information pertaining to a specific topic, using a variety of on-line sources. A bibliography of each item obtained must be included with the finished product.

These points will also be considered:

- Has the student used a variety of sources (a minimum of three) : newspapers, magazine articles, the Internet?
- Is there a copy of the original article as well as a summary of the article?
- Has the article/material been analysed according to the reliability of the source, the author's viewpoint and credentials, and the publication date?
- Has the student compared and contrasted the three articles, evaluating their usefulness?

STUDENT WORKSHEET

In this assignment, you are asked to consider one social or political issue, comparing and contrasting the way it is reported and treated in three different sources of information, such as newspapers, magazines, and the Internet. Some articles will be, for a variety of reasons, more useful than others.

Brainstorm ideas for possible issues with a partner, then share the ideas in a class discussion. Consider criteria for judging the reliability and usefulness of the information you find. With the teacher and the class, draw up a list of criteria to use while completing this assignment. The criteria will be used in evaluating your final product.

Instructions:

With your partner, you will be expected to:

- Use the Internet, the Ebsco CD-ROM, and newspapers to find a minimum of three articles on the social / political issue you have chosen.
- Evaluate the articles , using the criteria discussed in class. Consider the reliability of the source, the author's viewpoint and credentials, and the publication date.
- Compare and contrast the articles. Which is most useful in providing accurate, complete and up-to-date information? Which is most biased?
- Write a brief summary of each article, and attach the summary to a copy of the original.
- Compile a bibliography. Cite your sources in correct bibliographic format.
- It is expected that your assignment will be neat, complete, and contain correct grammar and spelling.

CURRENT ISSUES

In this assignment, you are asked to consider one social or political issue, comparing and contrasting the way it is reported and treated in three different sources of information, such as newspapers, magazines, and the Internet. Some articles will be, for a variety of reasons, more useful than others.

Brainstorm ideas for possible issues with a partner, then share the ideas in a class discussion. Consider criteria for judging the reliability and usefulness of the information you find. With the teacher and the class, draw up a list of criteria to use while completing this assignment. The criteria will be used in evaluating your final product.

Instructions:

With your partner, you will be expected to:

- Use the Internet, the Ebsco CD-ROM, and newspapers to find a minimum of three articles on the social / political issue you have chosen.
- Evaluate the articles , using the criteria discussed in class. Consider the reliability of the source, the author's viewpoint and credentials, and the publication date.
- Compare and contrast the articles. Which is most useful in providing accurate, complete and up-to-date information? Which is most biased?

- Write a brief summary of each article, and attach the summary to a copy of the original.
- Compile a bibliography. Cite your sources in correct bibliographic format.
- It is expected that your assignment will be neat, complete, and contain correct grammar and spelling.

INDUSTRIAL REVOLUTION

Grade Level(s): 9

Software Program(s): Microsoft Works or ClarisWorks, Netscape

Hardware: Macintosh LC III or higher, CD-ROM player, modem, scanner

Facility: library and computer lab

Learning Resource(s): CD-ROMs: *Grolier Multimedia Encyclopedia*; *World Book Multimedia Encyclopedia*; Internet; Video: *Inventing the Future*; Resource list of print materials compiled by the teacher-librarian.

Time Required/Number of Lessons: 5 50-minute periods

Subject/Unit Focus: Social Studies

Learning Outcomes:

It is expected that students will:

Foundations

- demonstrate the ability to use CD-ROMs and the Internet to access, capture, and store information

Process

- demonstrate the ability to use a variety of software to access, capture, and store information
- create electronic documents to synthesize information from a variety of electronic sources.

Presentation

- select and use a variety of information technology tools for making presentations

Prerequisite Information Retrieval Skills:

- Know how to manipulate electronic documents.
- Know how to access the school network

Information Retrieval/Presentation Skills To Teach:

- Access to the Internet via Netscape.
- Use of a scanner

Instructional Strategies:

- Students will complete their research in the library and synthesize their information into a document in the computer lab.

Students will complete the following activities:

- Use information technology tools to research the impact on the lives of people in the late 1700's.
- Watch the video *Inventing the Future* and participate in class discussion.
- Use the same information technology to investigate information technology on today's society
- Capture, store, and modify the information

Directions for Students:

- Choose one inventor from the 18th or 19th century from the supplied list. Identify the person's invention, explain its importance to the Industrial Revolution and its effect on the way people lived. If your chosen inventor produced a number of inventions, choose the one that you consider to be most important. You may research an invention not on the list by discussing your choice with your teacher.
- Using CD-ROMs, the Internet, and print resources locate information about your topic. Select, copy, and paste to a word processing file from electronic resources and add notes taken from print materials.
- Choose one inventor from the 20th century from the supplied list. Identify the person's invention, explain its importance to the Industrial Revolution and its effect on the way people lived. If your chosen inventor produced a number of inventions, choose the one that you consider to be most important.
- Using CD-ROMs, the Internet, and print resources locate information about your topic. Select, copy, and paste to a word processing file from electronic resources and add notes taken from print materials.
- Create a document which includes both text and a picture of the invention downloaded from an electronic source or scanned from a book. Be sure to include in your text your analysis and interpretation of the the impact of the inventions on society.
- Compile a bibliography. Cite your sources in correct bibliographic format.

Extensions/Variations:

- Create a class database of inventors and their inventions, using the following fields to record the inventions: transportation, communication, manufacturing, medicine, and engineering.
- When completed, convert information to a spreadsheet and create a pie graph.
- Study Canadian inventors and their inventions, create a document including both text and graphics.
- Focus on Women inventors, create a document including both text and graphics.

Assessment & Evaluation Strategies:

- Captured information from CD-ROM and Internet resources
- Created a document that includes both text and a picture of the invention downloaded from an electronic source or scanned from a book
- Interpreted and synthesized information and presented it in a logical sequence
- Cited both electronic and print sources of information correctly


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The cloning of humans is on most of the lists of things to worry about from Science, along with behaviour control, genetic engineering, transplanted heads, computer poetry and the unrestrained growth of plastic flowers.



Lewis Thomas

STUDENT WORKSHEET

Inventors and Their Inventions

Instructions:

Choose one inventor from the 18th or 19th century from the supplied list. Identify the person's invention, explain its importance to the Industrial Revolution and its effect on the way people lived. If your chosen inventor produced a number of inventions, choose the one that you consider to be most important. You may research an invention not on the list by discussing your choice with your teacher.

- Using CD-ROMs, the Internet, and print resources locate information about your topic. Select, copy, and paste to a word processing file from electronic resources and add notes taken from print materials.

Choose one inventor from the 20th century from the supplied list. Identify the person's invention, explain its importance to the Industrial Revolution and its effect on the way people lived. If your chosen inventor produced a number of inventions, choose the one that you consider to be most important.

- Using CD-ROMs, the Internet, and print resources locate information about your topic. Select, copy, and paste to a word processing file from electronic resources and add notes taken from print materials.
- Create a document that synthesizes the information about the inventor and invention from the 18th or 19th and 20th century which includes both text and a picture of the invention downloaded from an electronic source or scanned from a book. Be sure to include in your text your analysis an interpretation of the the impact of the inventions on society.
- Compile a bibliography. Cite your sources in correct bibliographic format.
- It is expected that your assignment will be neat, complete, and contain correct grammar and spelling.

You will be assessed by the following criteria:

- Captured information from CD-ROM and Internet resources
- Created a document that includes both text and a picture of the invention downloaded from an electronic source or scanned from a book
- Interpreted and synthesized information and presented it in a logical sequence
- Cited both electronic and print sources of information correctly

Inventors

| Century | Inventor | Name |
|---------|------------|-------------------|
| 18th | Arkwright | Richard Arkwright |
| 18th | Davy | Sir Humphry Davy |
| 18th | Fulton | Robert Fulton |
| 18th | Gutenberg | Johan Gutenberg |
| 18th | Harvey | William Harvey |
| 18th | Howe | Elias Howe |
| 18th | Jenner | Edward Jenner |
| 18th | Kay | John Kay |
| 18th | Newton | Isaac Newton |
| 18th | Stephenson | George Stephenson |
| 18th | Watt | James Watt |
| 18th | Whitney | Eli Whitney |
| 19th | Bell | Alexander G. |
| 19th | Benz | Carl Benz |
| 19th | Brunel | Isambard Brunel |

| | | |
|------|-------------|----------------------|
| 19th | Diesel | Rudolf Diesel |
| 19th | Eastman | George Eastman |
| 19th | Edison | Thomas |
| 19th | Fleming | Sandford Fleming |
| 19th | Goodyear | Charles Goodyear |
| 19th | Hertz | Heinrich Hertz |
| 19th | Koch | Robert Koch |
| 19th | Lister | Joseph Lister |
| 19th | Marconi | Guglielmo Marconi |
| 19th | Mendel | Gregor Mendel |
| 19th | Morse | Samuel Morse |
| 19th | Nobel | Alfred Nobel |
| 19th | Otto | Nicholas Otto |
| 19th | Pasteur | Louis Pasteur |
| 19th | Simpson | James Simpson |
| 19th | Telford | Thomas Telford |
| 20th | de Lesseps | Ferdinand de Lesseps |
| 20th | Deer | John Deere |
| 20th | Fleming | Alexander Fleming |
| 20th | Ford | Henry Ford |
| 20th | Rockefeller | John Rockefeller |
| 20th | Rutherford | Ernest Rutherford |
| 20th | von Braun | Werner von Braun |
| 20th | von Liebig | Justus von Liebig |
| 20th | Wright | Wright Brothers |
| 20th | Zworykin | Vlasimir Zworykin |

TOUR OF A FRANCOPHONE COUNTRY

Grade Level(s): 10

Software Program(s): ClarisWorks 4.0, Netscape,

Hardware: Macintosh LCIII or higher, CD Player, modem, LCD or multimedia projector, overhead projector.

Facilities: library and computer lab

Learning Resources: CD-ROM's: *National Geographic World Atlas, Almanac, Grolier Multimedia Encyclopedia*; Internet; Resource list of print materials compiled by the librarian

Time Required/Number of Lessons: 3 50-minute blocks

Subject/Unit Focus: FSL; French Immersion; Programme Cadre

Learning Outcomes:

It is expected that students will:

Foundations

- Demonstrate the ability to use a variety of sources and tools to access, capture, and store information.
- Demonstrate the ability to use this information to effectively create a product.

Process

- Use information technology tools to gather and organize information, synthesizing it to produce a final product.
- Create a multimedia document using a variety of electronic sources.

Presentation

- Demonstrate the ability to manage the process of creating multimedia presentations.

Prerequisite Information Retrieval Skills:

- Know how to manipulate electronic documents
- Know how to use Netscape

Information Retrieval / Presentation Skills To Teach:

- Use of Slide Show in ClarisWorks

Instructional Strategies:

Prior to student research, the teacher will demonstrate the use of Slide Show from *ClarisWorks 4*.

Students will complete the following activities:

- In consultation with the teacher, choose a Francophone country from the list provided.
- Using the program Slide Show from ClarisWorks, prepare a slide show featuring this country, with a minimum of 5 frames. The slides must be accompanied by text. The show must be submitted on a disc for evaluation.

Directions for Students:

- Use the information from on-line electronic sources and from print sources to describe the country. Include the following information: location, climate, a major tourist attraction, peoples, food, and entertainment.
- Illustrate the text with slides, incorporated into the text. The slides must be downloaded from an on-line source, using Slide Show in ClarisWorks.
- Submit the assignment on a disc.

Extensions/Variations:

- Use a word processing program to produce a pamphlet on your country. Incorporate the pictures you have captured from an on-line source.
- Present your slide show to the class, using an LCD or multimedia projector.

Assessment & Evaluation Strategies:

- The student used a variety of information technology tools.
- Slide Show was used to produce 5 slides. The slides were appropriate to content, and labeled.
- Content requirements were covered.
- The student used information tools effectively to make the presentation.
- Cited both electronic and print sources of information correctly.

STUDENT WORKSHEET

Instructions:

- In consultation with the teacher, choose a Francophone country from the list provided.
- Use the information from on-line electronic sources and from print sources to describe your country. Include the following information: location, climate, a major tourist attraction, peoples, food, and entertainment.
- Illustrate your text with a minimum of 5 slides, incorporated into the text. The slides must be downloaded from an on-line source, using Slide Show in ClarisWorks.
- Submit your assignment on a disc.
- You will receive marks for using information from both electronic and print sources form, including 5 slides, and for covering the required content.
- Compile a bibliography. Cite your sources in correct bibliographic format.
- It is expected that your assignment will be complete, neatly presented, and contain no errors in grammar or spelling.

You will be assessed by the following criteria:

- You have covered the required information in enough depth to give a reader a good background knowledge of the country.
- You have illustrated your text with a minimum of five slides, downloaded from an on-line source.
- You have used both print and electronic sources.
- You have compiled a bibliography, citing your sources in correct bibliographic format.

Francophone Countries

Algeria, Belgium, Benin, Brunei, Burkina Faso, Cambodia, Camerouns, Canada, France, Gabon, Guiana, Ivory Coast, Laos, Luxembourg, Madagascar, Nigeria, Ruwanda, Senegal, Switzerland, Tonga, Tunisia, Viet Nam, Zaire

SOLAR SYSTEM

Grade Level(s): 9

Software Program(s): Microsoft Works or ClarisWorks, Netscape

Hardware: Macintosh LC III or higher, CD-ROM player, modem

Facility: library and computer lab

Learning Resource(s): CD-ROMs; Internet; Resource list of print materials compiled by the teacher-librarian.

Time Required/Number of Lessons: 3 to 5 50-minute blocks

Subject/Unit Focus: Science

Learning Outcomes:**Foundations**

- enter information accurately using appropriate keyboarding techniques and software that allows for the storage, retrieval, and editing of material.
- demonstrate the ability to use CD-ROMs and the Internet to access, capture, and store information.

Process

- demonstrate the ability to use a variety of software to access, capture, and store information.

Presentation

- select and use a variety of information technology tools for making presentations
- demonstrate the ability to arrange information in different forms to create new meaning.

Prerequisite Information Retrieval Skills:

- Know how to manipulate electronic documents
- Understand the basics of a spreadsheet document

Information Retrieval/Presentation Skills To Teach:

- Bookmark sites on the Internet
- Download images

Instructional Strategies:

Prior to library research, the teacher will introduce the topic. Students will be divided into nine groups, each one researching one planet. A class spreadsheet will be developed to input information. The following categories are suggested: planet, dimension, weight, distance to earth. The spreadsheet can either be located in a class folder on a network and/or downloaded to disc for use.

- Students will complete their research in the library and synthesize their information into a document in the computer lab.

Students will complete the following activities:

- Use information technology tools to research statistical information about the planets in the solar system
- Contribute to the class spreadsheet
- Construct a line or a bar graph.
- Download images of planets

Directions for Students:

- Using CD-ROMs, the Internet, and print resources locate information about your topic. Select, copy, and paste to a word processing file from electronic resources and add notes taken from print materials.
- Contribute information about your planet to the class spreadsheet.
- Choose three planets to compare. Use the spreadsheet document to generate a line or a bar graph to visually compare different statistical information
- Attach three downloaded images of the planets
- Compile a bibliography. Cite your sources in correct bibliographic format

Extensions/Variations:

- Complete an indepth study of one planet, including both text and graphics.

Assessment & Evaluation Strategies:

- Created a document that includes a line or a bar graph comparing statistical information about three planets
- Included downloaded images of the three planets
- Cited both electronic and print sources of information correctly

STUDENT WORKSHEET

With your group, research your assigned planet. Collect data on the following categories: planet, dimension, weight, and distance to earth and input your findings into the class spreadsheet.

Instructions:

- Using CD-ROMs, the Internet, and print resources locate information about your planet. Select, copy, and paste to a word processing file from electronic resources and add notes taken from print materials.
- Contribute information about your planet to the class spreadsheet.
- Choose three planets to compare. Use the spreadsheet document to generate a line or a bar graph to visually compare different statistical information
- Attach three downloaded images of the planets
- Compile a bibliography. Cite your sources in correct bibliographic format
- It is expected that your assignment will be neat, complete, and contain correct grammar and spelling.

You will be assessed by the following criteria:

- Consulted both non print and print resources
- Evidence of contribution to the class spreadsheet
- Produced a line or bar graph comparing three planets
- Included three downloaded images
- Cited both electronic and print sources of information correctly

MATHEMATICS

Grade Level(s): 10

Software Program(s): Microsoft Works or ClarisWorks, Netscape

Hardware: Macintosh LC III or higher, CD-ROM player, modem, scanner

Facility: library and computer lab

Learning Resource(s): CD-ROMs; Internet, Resource list of print materials compiled by the teacher-librarian.

Time Required/Number of Lessons: 5 50-minute blocks

Subject/Unit Focus: Mathematics

Learning Outcomes:

It is expected that students will:

Foundations

- demonstrate the ability to use a variety of sources

Process

- use information technology tools to gather and

Presentation

- create multimedia documents using a variety of electronic

and tools to access,
capture, and store
information.

organize information
and produce
documents.

documents

Prerequisite Information Retrieval Skills:

- Know how to manipulate electronic documents.
- Access to the Internet via Netscape.

Information Retrieval/Presentation Skills To Teach:

- Bookmark sites on the Internet

Instructional Strategies:

- Students will complete their research in the library and synthesize their information into a document in the computer lab.

Students will complete the following activities:

- Students may choose from a list of topics, or, with approval of the teacher, another topic not listed. Topic list included.
- Using information technology tools, students will research a topic related to mathematics.

Directions for Students:

- You are to complete a project on a mathematics-related topic of your own choosing.
- Your work is to be submitted in written form, word-processed and double spaced. A few illustrations should be included.
- You may choose from the following list of topics, or, with approval of the teacher, another topic not listed.
- Using CD-ROMs, the Internet, and print resources locate information about your topic. Select, copy, and paste to a word processing file from electronic resources and add notes taken from print materials.
- Create a document which includes both text and pictures downloaded from an electronic source or scanned from a book.
- Compile a bibliography. Cite your sources in correct bibliographic format.

Extensions/Variations:

- Presentation of the project may take the form of another medium such as video, oral presentation to the class, geometric model etc.

Assessment & Evaluation Strategies:

- Captured information from CD-ROM and Internet resources
- Added material from print resources
- Synthesized information and presented it in a logical sequence
- Cited both electronic and print sources of information correctly

STUDENT WORKSHEET

Research Projects

You are to complete a project on a mathematics-related topic of your own choosing. Your work is to be submitted in written form, word processed, double spaced, and include a few illustrations and/or pictures. Your research report should be about 1200 to 1500 words in length.

- You may choose from the following list of topics, or, with approval of the teacher, another topic not listed.

- Using CD-ROMs, the Internet, and print resources locate information about your topic. Select, copy, and paste to a word processing file from electronic resources and add notes taken from print materials.
- Create a document which includes both text and pictures downloaded from an electronic source or scanned from a book.
- Compile a bibliography. Cite your sources in correct bibliographic format.
- It is expected that your assignment will be neat, complete, and contain correct grammar and spelling.

Topics

History of Mathematics:

- the life and work of a famous mathematician
- the history of a mathematical topic
- the development of our number system
- tools used in mathematics through the years
- a recent development in mathematics

Applications of Mathematics:

- use of mathematics in a particular job, e.g. talk to someone who uses mathematics in their career

Mathematics and computers:

Mathematics and Art:

- examples of mathematics in art
- artist who were mathematicians

Mathematics and Music

- what is mathematical about the structure of music?

Mathematics and Nature:

- where does mathematics occur in natural objects:

Geometry:

- geometric models or designs

Mathematical Puzzles

- present a puzzle to the class and explain it
- a famous unsolved mathematical problem

Strange Mathematics

- weird, surprising, or unexpected mathematical developments

You will be assessed by the following criteria:

- Captured information from CD-ROM and Internet resources
- Created a document that includes both text and a picture downloaded from an electronic source or scanned from a book
- Interpreted and synthesized information and presented it in a logical sequence
- Cited both electronic and print sources of information correctly

FAMOUS PEOPLE

Grade Level(s): 9/10

Software Program(s): Microsoft Works or ClarisWorks, Netscape

Hardware: Macintosh LC III or higher, CD-ROM player, modem, scanner

Facility: library and computer lab

Learning Resource(s): CD-ROMs; Internet,; Resource list of print materials compiled by the teacher-librarian.

Time Required/Number of Lessons: 2 to 3 50-minute blocks

Subject/Unit Focus: Drama

Learning Outcomes:

It is expected that students will:

Foundations

- enter information accurately using appropriate keyboarding techniques and software that allows for storage, retrieval, and editing of material

Process

- demonstrate the ability to use a variety of software to access, capture, and store information from the Internet
- use information technology tools to gather and organize information and produce documents

Presentation

- create documents using a variety of electronic sources.

Prerequisite Information Retrieval Skills:

- Know how to manipulate electronic documents.
- Access to the Internet via Netscape.

Information Retrieval/Presentation Skills To Teach:

- Bookmark sites in the Internet
- Download images

Instructional Strategies:

- Students will complete their research in the library and synthesize their information into a document in the computer lab.

Students will complete the following activities:

- Use information technology tools to research a famous person.
- Capture, store, and modify the information

Directions for Students:

- Choose a famous person to research.
- Using CD-ROMs, the Internet, and print resources locate information about your topic. Select, copy, and paste to a word processing file from electronic resources and add notes taken from print materials.
- Write a resume for your famous person.
- Create a document which includes both text and a picture of your famous person downloaded from an electronic source or scanned from a book.

- Compile a bibliography. Cite your sources in correct bibliographic format

Extensions/Variations:

- Create a timeline for your famous person.
- In groups, video tape interview scenarios acting as the famous people you have researched.

Assessment & Evaluation Strategies:

- Created a document that includes both text and pictures
- Cited both electronic and print sources of information correctly

STUDENT WORKSHEET

This project is designed for you to become familiar with the life of a person who has more than their 15 minutes of fame. Choose a famous person, research their life, and write a biography.

Instructions:

- Choose a famous person to research.
- Using CD-ROMs, the Internet, and print resources locate information about your topic. Select, copy, and paste to a word processing file from electronic resources and add notes taken from print materials.
- Write a resume for your famous person.
- Create a document which includes both text and a picture of your famous person downloaded from an electronic source or scanned from a book.
- Compile a bibliography. Cite your sources in correct bibliographic format.
- It is expected that your assignment will be neat, complete, and contain correct grammar and spelling.

You will be assessed by the following criteria:

- Captured information from CD-ROM and Internet resources
- Synthesized information into a resume format
- Created a document that includes both text and a picture of the downloaded from an electronic source or scanned from a book
- Synthesized information into a resume format
- Cited both electronic and print sources of information correctly

IMAGE DEVELOPMENT - CULTURAL LINKS

Grade Level(s): 9/10

Software Program(s): Microsoft Works or ClarisWorks, Netscape

Hardware: Macintosh LC III or higher, CD-ROM player, modem, scanner

Facility: library and computer lab

Learning Resource(s): CD-ROMs; Internet; Multimedia resource: *Themes and Foundations of Art*; Resource list of print materials compiled by the teacher-librarian

Time Required/Number of Lessons: 2 to 3 50-minute blocks

Subject/Unit Focus: Visual Arts

Learning Outcomes:

It is expected that students will:

Foundations

- demonstrate the ability to use the Internet to access, capture, and store information

Process

- demonstrate the ability to use a variety of software to access, capture, and store information from the Internet
- use information technology tools to gather and organize information and produce documents

Presentation

- select and use a variety of information technology tools for making presentations

Prerequisite Information Retrieval Skills:

- Know how to manipulate electronic documents.
- Accessing personal network space

Information Retrieval/Presentation Skills To Teach:

- Access to the Internet via Netscape.

Instructional Strategies:

Introduce the topic with parts of the media kit Themes and Foundations in Art.

- Students will complete their research in the library and synthesize their information into a document in the computer lab.

Students will complete the following activities:

- As a class, discuss the concept of culture and develop a working definition of the term.
- Students will individually research their own cultural roots and discuss how their roots might affect their artistic image development.
- Students will make a class presentation.

Directions for Students:

- Using CD-ROMs, the Internet, and print resources locate information about your topic. Select, copy, and paste to a word processing file from electronic resources and add notes taken from print materials.
- Create a document which includes both text and a picture of an aspect of your cultural roots downloaded from an electronic source or scanned from a book.
- Compile a bibliography. Cite your sources in correct bibliographic format.
- Create one original sketches that reflect your culture roots.
- Present to the class, your sketch along with a summary of how your cultural roots effect your artistic image development.

Extensions/Variations:

- Choose principles of design from one Canadian Native culture (e.g. Coast Salish, Inuit, Plains Indians) and discuss and illustrate each principle with examples of artwork from that culture.
- Assign two different cultures, for example, ancient Egypt and ancient Greece) and have students research examples of similar subject matter and material use from each (e.g. figurative stonesculptures). Identify the two cultures' stylistic characteristics and make a comparison.
- Ask students to choose particular elements or principles of art and design that they feel express their personalities or that they particularly identify with (e.g. a type of line, a color scheme, a pattern). Create a self-portrait that uses those elements or principles.

Assessment & Evaluation Strategies:

- Captured information from CD-ROM and Internet resources
- Created a document that includes both text and a picture of the downloaded from an electronic source or scanned from a book
- Synthesized information into an outline of key points to be transferred to an overhead for class presentation
- Cited both electronic and print sources of information correctly
- Created a sketch depicting how their cultural roots influence their artistic image development
- Class presentation

STUDENT WORKSHEET

As an artist, the images you create are effected by many things. One source of image development is your cultural roots. This project gives you the opportunity to explore your cultural roots and express yourself creatively.

Instructions:

- Using CD-ROMs, the Internet, and print resources locate information about your topic. Select, copy, and paste to a word processing file from electronic resources and add notes taken from print materials.
- Create a document which includes both text and a picture of an aspect of your cultural roots downloaded from an electronic source or scanned from a book.
- Compile a bibliography. Cite your sources in correct bibliographic format.
- Create one original sketch that reflects your culture roots.
- Present to the class your sketch along with a summary of how your cultural roots effect your artistic image development.

It is expected that your assignment will be neat, complete, and contain correct grammar and spelling.

You will be assessed by the following criteria:

- Captured information from CD-ROM and Internet resources
- Created a document that includes both text and a picture downloaded from an electronic source or scanned from a book
- Synthesized information into an outline of key points to be transferred to an overhead for class presentation
- Cited both electronic and print sources of information correctly

TECHNOLOGICAL INFLUENCES ON TODAY'S SOCIETY

Grade Level(s): 8

Software Program(s): Microsoft Works or ClarisWorks, Netscape

Hardware: Macintosh LCIII or higher, CD-ROM player, modem, scanner

Facility: library and computer lab

Learning Resource(s): CD-ROMs; Video: *The Secret Life of Machines* Series; Resource list of print materials compiled by the teacher-librarian.

Time Required/Number of Lessons: 2 to 5 50-minute blocks

Subject/Unit Focus: Life Skills

Learning Outcomes:

It is expected that students will:

Foundations

- evaluate the impact of technology on society

Process

- create electronic text documents
- synthesize information from a variety of electronic sources

Presentation

- demonstrate the ability to arrange information in different forms

Prerequisite Information Retrieval Skills:

- Know how to manipulate electronic documents.
- Access to the Internet via Netscape.

Information Retrieval/Presentation Skills To Teach:

- Access personal network space

Instructional Strategies:

- Students will complete their research in the library and synthesize their information into a document in the computer lab.

Students will complete the following activities:

- Watch one of the videos in the series *The Secret Life of Machines* to initiate a class discussion.
- As a class, discuss how technology influences their lives. Lead a discussion by considering technology advances which have everyday applications such as a washing machine and items with futuristic applications such as computers. Brainstorm a list.
- Choose a technology item and write about the effects of the technology on society.

Directions for Students:

- From a brainstormed list, choose a technological item that effects our lives everyday.
- Relate the history of the item and explain how it works
- Write about the effects of that technology on society
- Identify both positive and negative effects on individuals and society
- Relate the implications of the device on your lives
- Using CD-ROMs and print resources locate information about your topic. Select, copy, and paste to a word processing file from electronic resources and add notes taken from print materials.
- Create a document which includes both text and a picture of the technological item downloaded from an electronic source or scanned from a book. Be sure to include in your text your analysis and interpretation of the the impact of the technological item has on society.
- Compile a bibliography. Cite your sources in correct bibliographic format

Extensions/Variations:

- Research the effects which the technological item has on the environment.

Assessment & Evaluation Strategies:

- Captured information from CD-ROM and Internet resources
- Created a document that includes both text and a picture of the invention downloaded from an electronic source or scanned from a book
- Interpreted and synthesized information and presented it in a logical sequence
- Cited both electronic and print sources of information correctly

STUDENT WORKSHEET

Technology has a profound influence on our lives. From the list developed in class, choose an item of technology which affects our lives every day.

Instructions:

- Use the CD-ROM's and the print resources to locate information about your topic, and put this information into a word processing file.
- Create a document which includes both text and a picture of the technological item downloaded from an electronic source or scanned from a book.
- Be sure to include in your text your analysis and interpretation of the the impact of the technological item has on society.
- It is expected that your assignment will be neat, complete, and contain correct grammar and spelling.

You will be assessed on the following criteria:

- Your report shows knowledge and understanding of the subject. You have discussed both the positive and negative effects your technology has on society, and the implications of the device on your life.
- You have included both a brief history of the item and a labeled diagram, captured from a CD-ROM or scanned from a book, and explained how it works.
- You compiled a bibliography containing both print and non-print sources, citing them in correct bibliographic format.

INFORMATION TECHNOLOGY CAREERS

Grade Level(s): 8

Software Program(s): Microsoft Works, ClarisWorks, Netscape

Hardware: Macintosh LCIII or higher, CD-ROM player, modem

Facilities: library and computer lab

Learning Resource(s): CD-ROM; Internet; Resource list of print materials compiled by the teacher-librarian

Time Required/Number of Lessons: 3-5 50-minute blocks

Subject/Unit Focus: CAPP

Learning Outcomes:

It is expected that the students will:

Foundations

Process

Presentation

- Identify careers and occupations that use information technology.
- Use the Internet to access, capture, and store information.
- Demonstrate the ability to arrange information in different forms to create new meaning.
- Use CD-ROM resources to locate information.
- Create electronic text documents.
- Use print resources to locate information.

Prerequisite Information/Presentation Retrieval Skills:

- Know how to manipulate electronic documents.

Information Retrieval Skills To Teach:

- Access the Internet via Netscape
- Bookmark sites on the Internet
- Use *Ebsco Middle Search* index of periodicals to locate materials on a specific topic.

Instructional Strategies:

Students will complete the following activities:

Working in small groups, the students will:

- Use information technology tools and print resources to identify information technology careers and occupational areas within those careers, eg. Career: Telecommunications Area: research, design, repair, finance
- In class, establish spreadsheet chart parameters. The following format is suggested:

| | Telecommunications | Film | Graphics | Engineering |
|-------------|--------------------|------|----------|-------------|
| Research | | | | |
| Design | | | | |
| Programming | | | | |
| Management | | | | |

- Choose one career and area to explore, using information technology and library resources, and produce an electronic text document describing this career.

Directions for Students:

- Using the print and non-print resources available, find at least 5 careers in the field of information technology.
- Locate one job listing on the the Internet, copy it, and paste it into a word processing document. Label it with the name of the career and give the address of the Internet site.
- Refer to the chart format discussed in class, and enter your information .
- Each student will choose one career area from the group chart and research the specific requirements to enter the career, and a description of the career.
- Produce a pamphlet featuring the career.

Extensions/Variations:

- Using the pamphlet as a guide, students work with partners to practice interviewing skills.
- In visual arts classes, students work in groups to compile lists of art- related careers, such as commerce, media, education, and heritage preservation. Each group would choose one career and interview someone who works in that field. Groups present information on the person and on the career in a classroom display or a radio or video clip.

Assessment & Evaluation Strategies:

- Identified a minimum of five information technology careers.
- Entered the data on a group produced chart.
- Downloaded data from the Internet.
- Recorded the Internet address accurately.
- Produced an informational pamphlet using Microsoft or ClarisWorks and meeting content requirements.

STUDENT WORKSHEET

In this assignment, you are asked to identify careers and occupations which are based on information technology. For instance, in the field of telecommunications, there are careers in research, design, repair, and even finance. You can probably think of many more.

Instructions:

- Using the print and non-print resources available, work with your group to find at least 5 careers in the field of information technology.
- Locate one job listing on the the Internet, copy it, and paste it into a word processing document. Label it with the name of the career and give the address of the Internet site. Submit this with your group chart.
- Refer to the chart format discussed in class, and enter your information.

| | | | |
|--------------------|------|----------|-------------|
| Telecommunications | Film | Graphics | Engineering |
|--------------------|------|----------|-------------|

Research
Design
Programming
Management

- Each student will choose one career area from the group chart and research the specific requirements to enter the career, and a description of the career.
- Each student will produce a pamphlet featuring the career.
- It is expected that your assignment will be neat, complete, and contain correct grammar and spelling.

You will be assessed by the following criteria:

- Your pamphlet contains the required information, easily identified.
- The layout of the text is attractive and easily read.
- Illustrations or graphics are included.
- The organization is logical
- The cover is attractive and effective

SCOPE AND SEQUENCE**Grade 8**

Students will have an understanding of:

- The manipulation of electronic documents, including word processing, databases, and spreadsheets.
- How to access CD-ROM's

In the course of the school year, students will learn how to access:

- The school network
- Personal network space
- The Internet

- CD-ROM's

Grade 9

Students will have an understanding of;

- The operation of an overhead projector
- How to access the Internet

In the course of the year, students will learn how to;

- Bookmark sites on the Internet

Grade 10

Students will have an understanding of:

- Accessing the Internet via Netscape
- How to use a scanner
- Operating a video camera
- Operating a tape recorder

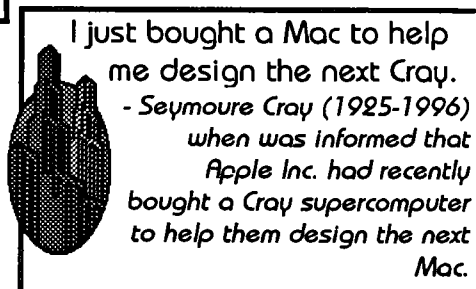
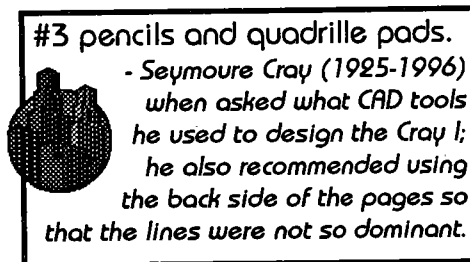
In the course of a year, students will learn how to:

- Use an LCD
- Use ClarisWorks Slide Show

Acknowledgements

We would like to acknowledge and thank the teachers on our staffs who incorporate the School Library Resource Centre as an integral part of their teaching. Particular thanks go to Jon Carrodus and Aurora Reale at Balmoral, to the Social Studies Departments at Balmoral and Windsor, to Mimi McCallum and Willa Walsh at McNair Secondary, Richmond for the use of their units, and to Ron Jang for his instructions for using Middle Search.

We hope that other teachers will be inspired to work with their teacher - librarian to incorporate the Information Technology IRP.



NOTES FROM THE TRENCHES: A DAY IN THE LIFE OF A TEACHER-LIBRARIAN

by ANN ONYMOS, teacher-librarian, Tech-No High, SD#101 (Almost Anywhere).

PERIOD ONE

This Humanities 8 group looks like an eager bunch. I'm glad the school network is operational again. It was such a downer not to be able to showcase our electronic resources when all the grade eight classes were in for orientation. These PA announcements seem to get longer every day. I'll have to speed through the introduction to OPAC and remember to highlight the changes since the program was upgraded. Select "subject heading" and not "subject keyword" to get best results. Wish the program designer could understand the importance of having the subject heading search term placed in the top three selections, if not as the default position. And you'd think that people who design library systems would know enough not to designate an important function like "going back" by a command that can be achieved three different ways on a keyboard. Oh yeah, the computer lab keyboards have a "NumLock" key where the library PF1 is, so that's another thing to point out. Important to emphasize need for patience when selecting search mode. Ever since the upgrade the response time is so slow; those fast-fingered kids always arrow past the selection they need. Maybe the old way of entering the number that corresponded to the desired search mode was better.

Oops - there go the lights! It's weird how the library lighting system shuts down every day at exactly this time (just when you need to do the lesson introduction), and at the end of the day just after dismissal time (when students could easily get the impression the library is closed). The lights will be on again in eight minutes, so I'll go ahead with the overhead presentation. Once the students are working, I'll check with the office to see if the work order has been sent in to Maintenance.

Nice to be able to have that CD-ROM on religions available at workstation 3. If only the loading procedure wasn't so unpredictable. I'll pop another note to our wonderful tech student, Fix-It Frank. Maybe he can come by after school and have another go at streamlining the procedure.

Gee, I hate interrupting the class when they're on-task, but I guess they'll need to know the network

printer still isn't operational. Even though Mr. Tech Ed himself promised it would be reconnected to the network no later than last Friday (or was it the Friday before?), we still can't offer printing. Sure would have helped those two kids from learning assistance who learn best by highlighting text. Have to admit there's a part of me that is secretly delighted with the no-print state of affairs, when I think of the hours saved so far this year in not having to fix printer jams, and do the annoying reset routine through the system computer. If I suggest a working printer would make a nice Christmas gift, would Ed think I was being too snarky?

PERIOD TWO

Here we go with lesson two for the first of the four Info-Tech 9 classes booked in this week. Wonder why they're doing this assignment so early this year? What a shame the Ebsco *Magazine Article Summaries (MAS)* program wasn't available through the network as usual so the teacher could have introduced it in the computer lab in preparation for this assignment, as we had discussed in our planning session. I guess he sees that as a minor glitch, especially when compared to the fact that no programs whatsoever were available on lab computers for the first two weeks of school. Pretty hard to teach keyboarding skills with no feedback via the computer screen. Reminds me of the group piano lessons I took as a kid: one person at the piano while the rest of us got to play along on our cardboard keyboards.

It's good to see the print encyclopedias being used again. I wonder how the students will rank them when they do the resource evaluation exercise. Will they notice the *Canadian Encyclopedia* really does have more thorough information on some of their topics? Maybe when we do this again in semester II we'll have the ability to offer the electronic version of the *Canadian Encyclopedia*. Frank did his best to get it working on the network, but this version really isn't network friendly. I guess that's why it keeps freezing and is so slow to load. Wish I'd understood that a "5 lab pack licence" meant that five drives were needed to run five identical disks when I ordered it. If the new micro-

server set-up that Ed is talking about actually becomes a reality, it will help the situation. I'm not holding my breath on this one.

Better see how Angel, the library clerk is managing with those handouts I need for the in-service session after school. Oh dear. The office laser printer is acting up. It's always been reliable, until now anyway. Now that we've had the printer apart three times and nothing seems to work, we'll have to phone the office to see what the next step is. Over to Ed's class, but he's teaching right now. Promises to be over next block to have a look. Why is he saying now that the printer is probably ready to pack it in? He's the one who suggested we use it to replace the dot matrix clunker that serves the network. Can't help pointing out to Ed that if the new printer we got to print barcodes was hooked up to our office printer as per the tech request submitted to him two (or was it three?) weeks ago, the malfunctioning of the laser printer wouldn't be so problematic. Still can't get over the fact that the person from district services who came to connect the new printer to the library operating system (which they managed to install in the wrong location on the first visit), wouldn't do the connection to our office computer located next to the printer. I know they have their reasons, but . . . Hope we don't have to send the printer out. We might not see it again until June at the rate repairs get done.

Just enough time left to start clean-up with the Info-tech class, and check in with the teacher to see how things went while I was wrestling with printer problems. I can't believe it! Now I know why the classes are here so early in the semester. It's because another class needed the lab space all week to do their resumes for work experience. The Info-Tech 9 students won't be using the information they've collected for another month, after they learn all the skills needed to format the report they'll write based on their research. Not the pedagogical route I would have picked, but if nothing else, maybe this will underscore the need to take good notes.

PERIOD THREE

These communications 12 students are finally getting something accomplished on their media assignments. Even managed to light a fire under one of the less inclined, who discovered he didn't agree with a statement in one of the *SIRS* articles about television violence. Happily jotted down all the source information for his bibliography while sharing his

information with anyone within earshot, and a few who weren't. He's ripe for a refresher on the use of quotation marks now and . . . what's happening? The computer screen went blank when he closed down *SIRS* in order to check out similar information on Ebsco *MAS*. The fellow next to him is experiencing the same problem, but the other network computers seem fine. Phone over to the tech ed. office, but no Ed. He's not in our office tending to the printer, either. Luckily I find Frank in the CAD lab, and he comes over for a look. He runs several checks but is as perplexed as I am as to the cause and sprints off to track down Ed. Back five minutes later to report that the licence for the software that supports the temporary set-up for the school network server has expired; with luck, everything should be back to normal by lunchtime. Is normal a good state to aspire to, I wonder. It takes everything I have, but I bite my tongue and thank Frank for his time and efforts. Don't shoot the messenger.

Try to regenerate enthusiasm in the two disenfranchised students who are now telling everyone within earshot and a few who aren't that "these computers suck".

If I'm quick I can phone district tech services to find out why they didn't show up yesterday to have a look at the dead drive in one of our tower servers. Well, at least the part is on order, and they'll phone as soon as it's in.

Add details to an order for a new 5-disk autochanger for workstation #1. The old one died just after the warranty period expired. It took months to determine the unit really couldn't be repaired and almost as long again to find a funding source. If I pay extra to have the company do the installation, will I be in trouble with the union for contracting out?

LUNCH

At the staff committee meeting it's the same old, same old from the teachers in the portables: when are they going to get any computer access in their classrooms? More explanations made and more promises given. The fact remains that there are so many problems within the building, that there isn't time to take on new territory. Just another factor that contributes to the "have-not" status of portable life. Would it make these teachers feel better if they knew that half the programs supposedly available through the servers aren't really available in most classrooms anyway? Probably not, any more than it heartens me to

know that some hefty multi-user licencing fees paid out of the library budget really don't seem to be necessary, given the state of the network.

PERIOD FOUR

Get our library student busy checking titles for an order on the OPAC. He'll cross reference titles from the order list with those we already have. Sure would save time if our library system had an acquisitions module. This would have been such a help when we were establishing our start-up collection, and then had additional funds from a couple of casinos. You won't catch me complaining about having money to spend.

The social studies 10 class will need the *Canada Year Book* disk, so I'll pop it into the computer at workstation #3. What the heck? Mon Dieu!! It's all in French. We've been using this disk for two years, and this has never happened before. Try all the obvious spots to get it to revert to English text, but no go. Out with the tech help request forms.

PERIOD FIVE

Capp 11 students all working away on their career assignment. Lucky that the counsellor is willing to come in to demonstrate the *Explore* CD-ROM program on post-secondary institutions, otherwise the disk wouldn't get used. Some students have acted on my suggestion to take a book with them to the network stations, so they can continue to gather information on their topic while the Internet is loading. That nice boy who was in earlier working on his Woodlinks project shows me a roundabout way to get the Job Futures disk to open. You only have to ignore all negative messages, and "restore" the program twice, and bingo! Nothing to it - if you know how. Another note to Frank.

Angel has managed to use a printer in another area

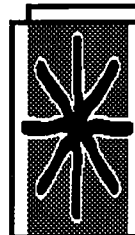
of the school, so the handouts are ready for the in-service on information literacy. I'll try to keep the focus on research skills, and not let the events of the day colour the presentation. Jot down a quick note for my next meeting with the principal, re upgrading the library computers.

DRIVING HOME

Time for reflection. Try to look on the bright side. What can be learned from all the problems that happened today? Well, patience for one thing. Flexibility, coping with uncertainty and adapting to the moment, too. Surely these are all good things.

There's no denying that access to information through computers has broadened the resource base of libraries and contributed to student learning. What is it going to take to move from the bleeding edge of information technology to the leading edge of information literacy where sound educational practices, not equipment, drive the process? Jamie McKenzie (keynote speaker at the recent BCTLA conference) and others are absolutely right about the importance of establishing an infrastructure of support.

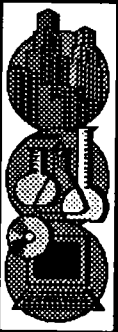
I think a lot about the time spent dealing with the technology problems: finding someone to help when things break down, following up if they don't follow through, figuring out who has responsibility for which areas, and concocting new approaches when old ones don't work. Then there's the time and energy needed to create new lesson plans when the computer systems don't deliver as expected, and the missed opportunities for learning. Mostly, though, I think of the amount of time spent one to one with equipment, and how wonderful it would be to spend that same time one to one teaching students. Sigh.



All programmers are
playwrights and all
computers are lousy
actors.


Unknown

Bookmarks by Berson




Imagine if every Thursday your shoes exploded if you tied them the usual way. This happens to us all the time with computers, and nobody thinks of complaining.

Jeff Raskin, interviewed in Doctor Dobb's Journal



640K ought to be enough for anybody.

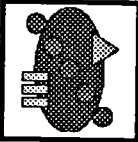
- Bill Gates (1955-), in 1981



Men have become the tools of their tools.


- Henry David Thoreau (1817-1862)

Everything that can be invented has been invented.



- Charles Duell, Commissioner, U.S. Office of Patents, 1899

Computer Science is no more about computers than astronomy is about telescopes.



E. W. Dijkstra

FEATURED IN THIS ISSUE



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RESOURCE-BASED LEARNING CONNECTIONS TO *COMPARATIVE CIVILIZATIONS 12 IRP*

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

If ever there was a course suited for library research and presentation skills this is the one! In fact, I cannot see how this course could be taught without a well-stocked library resource centre with access to a multitude of varied resources—print, audio-visual and electronic. There is very little prescribed structure and even less mandated content material for this course—so much is left up to the background of the instructors and the interest of the learners. Many of the teaching strategies and assessment procedures concentrate on individual projects and research assignments. This offers a great opportunity for teachers to work co-operatively with the teacher-librarian to ensure the success of the course by guiding students in using a selection of resources on a wide spectrum of topics and cultures.

There are many entry points in the IRP for teacher-librarians to promote resource-based learning. Because all of the IRPs are organized in similar ways and because there is a great deal of repetition from one IRP to the next, this article focuses on areas of the Comparative Civilizations curriculum that offer the best opportunities for the teacher and the teacher-librarian to work together. Possibilities for cooperation include selecting resources from the multitude of recommended resource materials, especially from the long list of videos available and planning research projects which are appropriate to the library collection. Some of the learning outcomes (LOs), teaching strategies, assessment methods and organizers will be quoted verbatim from the IRP document. The author's comments will help identify how teacher-librarians can implement resource-based learning. Content not relating directly to libraries is not included in this analysis.

I INTRODUCTION

Rationale

The Comparative Civilizations course "focuses on the study of the interrelationships among art, culture, and civilization." It "provides students with a range of experiences and skills that facilitate their understanding of, and sensitivity to, a variety of cultures." (p.1) The course emphasizes the higher learning skills associated with critical thinking. Skills should...

- extend critical-thinking skills and methods for analyzing information from civilizations past and present
- create a persuasive argument and defend a point of view
- assess the validity of evidence
- recognize bias and ethnocentricity

- recognize how the meanings of key ideas. e.g., beauty, etiquette, justice and time vary with the cultural context (p.1)

Curriculum Organizers

Curriculum Organizers for this particular IRP include a heavy focus on Research and Presentation Skills. This is the organizer that most suits library research, information skills, and co-operative units. "These skills are not a separate area of study; they are meant to be applied throughout the course." (p.2) As teacher-librarians we could not agree with this more! We have always believed that these skills are best learned in the context of the curriculum and not as a separate activity. The content of this course offers immense choice as teachers are encouraged to choose cultures from all the areas of the globe and from all time periods of history. Such choice is the unique aspect of this course. I know of no other course which is so broad in scope and so open to the personal interests of teachers and students. The choice is limitless and this can either be a great strength leading to an understanding of the place of artistic beauty and values in diverse cultures or a weakness leading to a meaningless hodge-podge of unrelated exotica.

Teachers are encouraged to look at several cultures and civilizations in depth in order to avoid a superficial overview. They are asked to "develop instructional strategies that stress critical-thinking skills." (p.2) And they are asked to consider using local resources so that students can connect to their own community. Every library is designed to meet the needs of its particular clientele and the community it serves, so aspects of the local culture should be well represented in the school's library/resource centre. Here is an opportunity to use these resources in the context of the Comparative Civilizations course. A unit could be developed on the background and culture of a specific ethnic or religious group in the local area.

Learning Resources

All courses have a list of Recommended Learning Resources in the IRPs, and this one is no exception. The difference is the range and variety of resources needed to cover the cultures chosen for exploration. No library could provide the whole range for every possible choice, so it would take co-operation between the teacher and the teacher-librarian to decide which topics and cultures were well-represented in the existing collection and what learning resources would be appropriate to add to the library collection. I could well see teachers constructing this course in very different fashions so it could become a selection nightmare for the teacher-librarian.

"The Ministry of Education, Skills and Training promotes the establishment of a resource-rich learning environment through the evaluation of educationally appropriate materials intended for use by teachers and students. The media formats include, but are not limited to, materials in print, video, and software, as well as combinations of these formats." (p.4) This list of recommended materials accompanies every IRP, but it would be too confined to supply materials for the unique choices that this IRP encourages. Locally evaluated materials would provide for the cultures and themes which could be chosen by teachers. Teacher-librarians have an opportunity to be involved in this evaluation and selection process and to assist their colleagues in choosing valuable resources to suit their particular needs. No doubt no two Comparative Civilizations 12 courses will be alike!

Even more dilemmas of choice occur when trying to supply library materials for the individual research purposes of the students taking this course. And each version of this course includes an Individual Study unit.

II CURRICULUM

The following synopsis of the IRP is covered under the Research and Presentation Skills (Part 1 and 2) of the Curriculum Organizers.

Learning Outcomes

Two prescribed learning outcomes define the need of access to a multitude of resources...

"It is expected that students will:

- generate ideas, and gather and process information about cultures from a variety of sources, including electronic sources
- interpret and evaluate information from artifacts, oral tradition, and other primary and secondary sources" (p.8)

Instructional Strategies

Instructional strategies clearly suggest how the students achieve these outcomes and it is here that the library resource centre becomes crucial. One of the suggestions is:

"Establish stations, each of which provides an artifact, a picture, or a written or tape-recorded description of a piece of art work, all on a single theme (e.g., 'war', 'social structures and roles', 'archetypes'). Ensure that a balance of primary and secondary source material is represented. Have students participate in a Gallery Walk to generate answers to the following questions:

- Which sources are most reliable? Why?
- How does the source influence your reaction to the piece of artwork?
- What is your personal reaction to the material?
- How do you think your reaction is influenced by your personal biases?" (p.8)

Here is an excellent opportunity for the teacher and teacher-librarian to work together to set this up. It is a strategy used by many teacher-librarians and one many of us are practiced at. The questions asked address themselves to critical thinking skills as students are asked to make judgments and to examine their reactions with a critical eye. This could be an exciting and revealing experience. Don't miss an opportunity to help select these materials, to use the library as the gallery, and to help evaluate student responses.

Assessment Strategies

The assessment strategies linked to the LOs emphasize the research skills necessary in completing student projects.

"Students demonstrate their research skills when they develop projects within frameworks established in consultation with the teacher. While traditional library research skills are important, assessment should address students' abilities to work with an increasing range of resources. Before students begin research projects, discuss assessment criteria. For example, to what extent do students:

- use a variety of relevant resources and research strategies
- establish the source of visuals, (e.g., Where did they find it? How do we know it is from the Gupta dynasty?)" (p.9)

Do these sound familiar? They are the necessary steps in the library research process and the method of accurately recording bibliographic sources. Where are the students going to have access to relevant resources? And how are they going to know how to accurately cite their sources? Enter the teacher-librarian! Every version of this course includes a Self-directed Study Unit and it is here that a rich library comes into play. This is where the students apply their skills, follow their individual interests, and prove that they can explore on their own and make connections between cultures. They will need help throughout the process, from identifying relevant resources, to assessing their value and influence, to finding the most effective way to represent their findings and to cite their sources correctly.

Another learning outcome specifically related to library research skills suggests that students "research career possibilities in related fields." (p.10) Many jobs are related to the artistic pursuits and values of a culture and the exploration of careers related to the artistic community would dovetail with the CAPP program. This program helps students identify possible careers to reflect their talents. Library resource centres have many resources to support this exploration.

Under Suggested Assessment Strategies for this section of the IRP is this statement:

"When students present role plays or simulations be sure that they feature:

- historically accurate detail
- inferences and speculations which are supported by research." (p.11)

III CURRICULUM ORGANIZERS

Foundations of Civilization

Some of the suggested instructional strategies in this section of the IRP include:

- Have students research the origins, structures and uses of various calendars (e.g. Mesopotamian, Egyptian, Gregorian, Moslem, Mayan, Chinese). Then ask them to research and make presentations on how concepts of time affect cultures.
- Ask students to generate definitions of the term civilization. They should compare their definitions to those found in dictionaries and encyclopedias.
- Divide the class into groups and have each group research the high points of one civilization. Then ask each group to create a display depicting major elements of that civilization's culture. On a Gallery Walk, students can compare these displayed elements to find similarities and differences among civilizations. (p.13)

Culture and Art

- Have students research changing attitudes about cultural norms and how these changes reflect social change. Some possibilities to explore include changing attitudes toward collectivism, individualism, beauty, ideal body types, roles and appearance, and nature. (p.14)

These strategies all afford opportunities for liaisons with the library and the teacher-librarian. They all rely on resources in library collections being adequate to support ILOs. The above strategies rely on sophisticated research skills.

Culture and Values

Some of Suggested Instructional Strategies in this section of the IRP include:

- Divide students into groups. Ask the groups to research religious practices, art forms, or texts of different world civilizations to explore how they deal with basic questions about values. What is *right* action? What is the source of morality and truth? What is the nature of knowledge? What is the nature of reality? Have each group then make an oral or visual presentation to the class.
- Challenge students to research the world views of two or more cultures or civilizations...
- Ask students to research the role of an individual in a different culture and era, e.g., a woman in the Old Kingdom of Egypt in 2200 BC, a geisha in 16th century Japan, a Zulu chief in 18th-century Africa or a Haida woman of the 19th century. (p.16)
- Divide students into groups. Have each group research, compare, and contrast the artworks of one civilization in three different eras. What characteristics change from one era to another? How do these changes reflect shifts in the values of the civilization? Which values remain constant across all three eras? What do these values indicate about the civilization? (p.18)

The Suggested Assessment Strategies accompanying these Instructional Strategies all emphasize that students must use reliable sources, a variety of sources, and have applied research skills. (p.19) All of these strategies rely upon the availability of the library and the teacher-librarian.

IV APPENDICES

Appendix C: Cross-curricular Interests

This section is a part of many IRPs as it stresses the importance of including these Interests in all content areas. The one most relevant for library/resource centres is the section on Information Technology. Since libraries are the places which possess and teach the use of electronic information sources, this section seems written for us. Most classrooms do not have access to the information technology required to fulfill these concerns.

"The information technology curriculum has been developed to be integrated into all new curricula to ensure that students know how to use computers and gain the technological literacy demanded in the workplace." (p.C-9)

"With information technology integrated into the curriculum, students will be expected to:

- demonstrate basic skills in handling information technology tools
- demonstrate an understanding of information technology structure and concepts
- apply search criteria to locate or send information
- evaluate information for authenticity and relevance" (p.C-10)

These are part of most library research projects at the secondary level.

Appendix D: Assessment and Evaluation: Samples

The course outlines for three different methods of delivery for this course are given in Appendix F. Each one includes a Self Directed Study for the students. This is also where the students will depend heavily on the resources of a well-stocked library and the research techniques necessary to pick good resources and gather relevant information. The following samples of evaluation procedures help to clarify what the teacher will be looking for when assessing these projects.

Under the section Planning for Assessment and Evaluation

"The class and the teacher decided that each Self-directed project would include: independent research, with a bibliography of at least five resources, including interviews where appropriate, visits to museums and galleries, and relevant Web sites." Students can choose to work in groups or individually. (p.D-8)

As well as working on studies in class, students are expected to complete a major portion of their research and preparation out of class time, and to seek information from a variety of sources. Here is an example of one project:

"Costume and Culture: A Comparison of Women's Dress AD 500-1500 to A. D. 1920-2000. One group of students focused on changes in European dress; another group looked at changes in women's dress in India. The presentations included garments the students constructed (based on research sources) and commentary." (p.D-9)

It is not difficult to see the library research tie-in here. This project would require materials on costume throughout long periods of time and in diverse cultures. It would require books and other sources on the values of society at certain time periods and places. Materials on costume making and sewing would also be helpful.

Another sample project was on Impressionist Painting. "One student displayed reproductions of impressionist painters along with copies of 19th century Japanese prints that influenced them. The analysis included a discussion of Impressionism within its historical and cultural contexts." (p.D-9)

Many visual resources are necessary for this project. Historical information is also necessary to enable definition of the characteristics the time and place these art works were created.

Some interesting and challenging samples are given in this Appendix, most of which require rich resources to draw from. Students submitted research notes, a bibliography and working papers for evaluation in all sample projects. In this way the research process was given marks as well as the final product—a feature many teacher-librarians like to see included in the evaluation process.

Appendix F: Reference Tables and Models of Organization

This appendix identifies three different models to organize the content of the Comparative Civilizations 12 course.

- °Content-Area Focus. This method identifies civilizations to be studied. For example the content could be Ancient Egypt, the European Renaissance, and Meji Japan.
- Cultural Elements and Categories and is organized around specific elements present in the majority of civilizations—e.g., Belief Systems, Daily Life, Power and Authority, etc.
- Thematic Approach. This method is organized around specific themes—such as Nature, Images of Beauty, Archetypes, Gender Roles, etc. Suppose that archetypes were chosen—works by Jung, Joseph Campbell would need to be available along with materials on the archetypes of non-Western cultures, and Indigenous cultures. Visual examples such as mandalas would be also needed.

Teachers are encouraged to mix and match the models in any meaningful way. Look at these models carefully to fully understand the different approaches. Each method includes a self-directed study unit for the students to engage in.

It is not difficult to visualize the opportunities here to plan with the teachers implementing this course. There are so many possibilities that it could be difficult to narrow and focus. As in the former version of this course resources are crucial to both the teacher and the students. Many visual resources are necessary to meet the LOs and the 900 and 700 sections of the library must expand to meet these needs. This course requires many varied sources for successful implementation. It will be a challenge for both teachers and teacher-librarians to make this course the rich experience it should be.



DO THE NEWS MEDIA PROVIDE AN ACCURATE PICTURE OF THE GLOBAL VILLAGE?

A CO-OPERATIVELY PLANNED UNIT FOR SOCIAL STUDIES 11

by JUDITH COFFIN, teacher-librarian, and DEBBIE SWAIN, Social Studies teacher, Elgin Park Secondary School, SD#36 (Surrey).

OUTLINE OF THE UNIT

| | | |
|----------|--------------------------------------|--|
| Lesson 1 | Media Survey | Classroom 2 periods |
| Lesson 2 | Statistical Overview of Media Habits | Classroom 1 period |
| Lesson 3 | Reported and Unreported Stories | Library 1 period Classroom 1 period |
| Lesson 4 | The Filters | Classroom 1 period |
| Lesson 5 | Content Analysis | Library 2 periods |
| Lesson 6 | Alternatives/Conclusion | Classroom 1 period |

LESSON 1: MEDIA SURVEY

GOALS:

- To compile statistical information that show students how they are connected to media.
- To construct graphs which display their statistics.
- To examine where we get the information that forms our picture of the Global Village.

LENGTH OF TIME REQUIRED:

- 120-140 minutes

MATERIALS NEEDED:

- Handouts 1A, 1B, 1C and 1D
- *Democracy's Oxygen* by James Winter

TEACHER PREPARATION:

1. Teacher makes a transparency of Handouts 1A, 1C and 1D.
2. Teacher photocopies a class set of Handout 1B.

CLASSROOM ACTIVITIES:

1. Teacher introduces the concept of the word 'media' with a knowledge cache. See Handout 1A.
2. Teacher distributes and explains the assignment on Handout 1B.
3. Using a transparency of Handout 1C, the teacher reviews the focus questions of the unit on Handout 1C.
4. Using a transparency of Handout 1D, the teacher introduces the concept of a truism and describes accepted truisms in the media.
5. Teacher shows the clip from the video *Manufacturing Consent* on East Timor.

SUGGESTIONS OF EVALUATION:

Graphs can be evaluated using *Classroom Criteria* by Terry Olson and Cathie Peters. (See page 67)
Available from

Student Centered Publications,
1138 North River Drive,
Kamloops, B. C. V2B 7N7
Phone: 604-376-1171

Handout 1A

What does the word 'media' mean?

Handout 1C

FOCUS QUESTIONS

1. Where do we get our information that forms our picture of the Global Village?
2. What is the purpose of the media in a democracy?
3. Are the media independent?
4. What effect does advertising have on news coverage?
5. Who owns the news media?
6. Does who owns the news media affect the coverage?
7. What is a corporation?
8. What is a corporation's purpose?
9. Who benefits or loses from us believing the picture of the Global Village that is presented?
10. What picture of the Global Village is presented by the news media?

Handout 1B

MEDIA SURVEY

A. SURVEY

1. How many of the following items do you have in your home?
 - TV
 - VCR
 - Radio
 - Computer
 - Telephone
 - Stereo
 - Boom box
 - Disc man
 - Fax
2. List the magazines found in your home.
3. List the newspapers found in your home.
4. How many hours do you spend:
 - watching television
 - talking on the telephone
 - listening to music (stereo, disc man or radio)
 - watching videos
 - working/playing on the computer
 - reading newspapers/magazines
5. List the TV programs most often watched at your home.
6. List 10 movies or videos you watched this year.

B. GRAPHING

1. Create a bar graph, line graph and pie graph using the information you retrieved from questions 1 and 3.

C. INFERENCES

1. In a paragraph in your journal make 7 inferences about our society from the information you have retrieved.

Handout 1D

TRUISMS

1. It is an accepted truism that: "The news media are an independent watchdog who look out for the public interest."
2. All pictures are "constructed"
3. A democracy depends on the public being informed accurately about events and issues.

LESSON 2: STATISTICAL OVERVIEW OF MEDIA HABITS

GOAL:

- To examine North American viewing habits.

LENGTH OF TIME REQUIRED:

- 60-70 minutes

MATERIALS NEEDED:

- Handouts 2A-2K

TEACHER PREPARATION:

Teacher makes transparencies of Handouts 2A-2K

CLASSROOM ACTIVITIES:

Teacher shows transparencies 2A-2K and encourages class discussion.

Handout 2A

By 1985 in Canada

- 98 % of all households had a television
- 89% had colour television
- 62 % had cable

Source: Pungente, John. *Jesuit Communication Project*.

Handout 2B

In one year the average Canadian spends:

- 700 hours eating
- 400 hours reading books, newspapers, and magazines
- 50 hours in church
- 1100 hours watching TV

Source: Pungente, John. *Jesuit Communication Project*.

Handout 2C

By the age of 65, the average viewer sees:

- 3000 Entire Days
- 9 Full Years
- 14 Waking Years of Television

Source: Pungente, John. *Jesuit Communication Project*.

Handout 2D

During an average lifetime, the amount of time a person spends:

- in the bathroom = 7 years
- eating = 6 years
- waiting in line = 5 years
- cleaning house = 4 years
- in meetings = 3 years
- trying to return phone calls to people who are not available = 2 years
- searching for misplaced things = 1 year
- opening junk mail = 8 months
- sitting at red lights = 6 months
- in movie theatres = 2.5 months

Source: Pungente, John. *Jesuit Communication Project*.

Handout 2E

By High School Graduation, the Average Student has spent:

- 15,000 Hours watching television
- 10,500 Hours listening to popular music
- 11,000 Hours in a classroom

Source: Pungente, John. *Jesuit Communication Project*.

Handout 2F

By High School Graduation the Average Student has watched:

- 350,000 TV Commercials
- 18,000 Violent Deaths
- 400 Films

Source: Pungente, John. *Jesuit Communication Project*.

Handout 2G

What Canadians Watch Most:

In Atlantic Regions:

- News and Public Affairs

In the Western Provinces:

- Sports

In Ontario:

- Drama

What Canadians Watch Least:

- Religious Programs
(less than 1% of all viewers)

Source: Pungente, John. *Jesuit Communication Project*.

Handout 2H**TOP 10 1997 MOVIES**

| | |
|-----------------------------|---------------|
| 1. Men in Black | \$711,400,000 |
| 2. Titanic | \$340,900,000 |
| 3. Lost World | \$778,100,000 |
| 4. Liar, Liar | \$407,700,000 |
| 5. Air Force One | \$306,300,000 |
| 6. Star Wars (reissue) | \$314,400,000 |
| 7. My Best Friend's Wedding | \$350,200,000 |
| 8. Face/Off | \$265,200,000 |
| 9. Tomorrow Never Dies | \$251,000,000 |
| 10. Batman and Robin | \$300,400,000 |

Source: *Premiere Magazine* 1998/01/31

Handout 2J**TOP AMERICAN MAGAZINES 1997**

| | |
|-------------------------|------------|
| NRTA/AARP | 20,567,000 |
| Modern Maturity | 20,528,000 |
| Readers Digest | 15,720,000 |
| TV Guide | 13,130,000 |
| National Geographic | 9,025,000 |
| Better Homes and Garden | 7,605,000 |
| Family Circle | 5,239,000 |
| Good Housekeeping | 4,951,000 |
| Ladies Home Journal | 4,544,000 |
| Woman's Day | 4,317,000 |
| McCall's | 4,290,000 |
| Time | 4,102,000 |
| Car and Travel | 3,975,000 |
| People | 3,449,000 |
| Prevention | 3,331,000 |
| Playboy | 3,236,000 |

Source: *1998 New York Times Almanac*

Handout 2I**TOP PRIME TIME**

Television Series
September 28-October 4, 1997

| United States | Canada |
|---------------------------------|-------------------|
| 1. Touched by an Angel | 1. Friends |
| 2. 60 Minutes | 2. Ally McBeal |
| 3. Football: 49ers vs. Redskins | 3. Frasier |
| 4. Frasier | 4. ER |
| 5. Frasier | 5. Jesse |
| 6. Miss America Pageant | 6. BCTV News Hour |
| 7. 20/20 | 7. Simpsons |
| 8. Friends | 8. Drew Carey |
| 9. Ally McBeal | 9. Nash Bridges |
| 10. ER | 10. 20/20 |

Source:
Vancouver Sun
1998/10/15

Source:
Entertainment Weekly
1998/10/16

Handout 2K**TOP CANADIAN MAGAZINES 1997**

| | |
|----------------------------------|-----------|
| Reader's Digest | 1,200,000 |
| Chatelaine | 800,000 |
| TV Guide | 770,000 |
| Canadian Living | 570,000 |
| MacLean's | 500,000 |
| Time (Canadian edition) | 300,000 |
| Reader's Digest (French edition) | 300,000 |
| TV Guide (French edition) | 244,000 |
| L'Actualité | 193,000 |
| Chatelaine (French edition) | 184,000 |

Source: *1998 Canadian Global Almanac*

LESSON 3: REPORTED AND UNREPORTED STORIES

GOALS:

- To examine which news stories are reported
- To examine why certain news stories are reported or unreported

LENGTH OF TIME REQUIRED:

- 120-140 minutes

MATERIALS NEEDED:

- 12 copies of the book *Project Censored: The News that didn't make the News*. (*Project Censored* is an annual publication and multiple copies of any year listed in the bibliography will suffice)
- 5 copies of the book *1996 Project Censored Canada* (*Project Censored Canada* is no longer published but can be purchased through BCTF Lesson Aids)
- Handout 3A
- Handouts 3B & 3C

TEACHER PREPARATION:

1. Teacher-librarian orders multiple copies of the *Project Censored* books.
2. Teacher reserves the library for 1 period.
3. Teacher photocopies 1 copy of Handout 3A
4. Teacher copies a class set of Handouts 3B & 3C.

CLASSROOM ACTIVITIES:

Period 1: In the Library

1. Teacher lists the ten most reported stories in 1997 randomly on the white board.
2. Teacher ask the students as a group to prioritize the ten news stories. Which stories were most reported? Which stories were least reported?
3. Teacher compares the class list with the numbers listed on Handout 3A.
4. Teacher encourages a discussion as why these stories are most reported.
5. Teacher instructs students in pairs to complete the questions on Handouts 3B and 3C using the Project Censored books.

Period 2: In the Classroom

Students in pairs, report their 2 stories to the class.

Suggestions for Evaluation:

Oral presentations can be evaluated using Classroom Criteria by Terry Olson and Cathie Peters. (See page 84) Available from Student Centered Publications, 1138 North River Drive, Kamloops, B. C. V2B 7N7. Phone: (604) 376-1171

Handout 3A

MOST REPORTED STORIES IN 1997

- Marv Albert (1)
- Princess Diana (2)
- Frank and Kathie Lee Gifford (3)
- Michael Jackson's Baby (4)
- Jon Benet Ramsey (5)
- Tyson/Holyfield Match (6)
- O. J. Simpson (7)
- Andrew Cunanan (8)
- Howard Stern (9)
- Paula Jones (10)

Handout 3B

UNREPORTED AMERICAN NEWS STORIES

In pairs, using the book *Project Censored: the News that didn't make the News*, please select one story and answer the following questions:

1. Title of unreported news story.
2. Provide a 4-5 sentence summary of the story.
3. Why do you think the story wasn't reported?

Handout 3C

UNREPORTED CANADIAN NEWS STORIES

In pairs, using the book *Project Censored Canada: Blindspots in the News*, please select one story and answer the following questions:

1. Title of unreported news story.
2. Provide a 4-5 sentence summary of the story.
3. Why do you think the story wasn't reported?

LESSON 4: THE FILTERS

GOAL:

- To examine how the news is reported through filters.

LENGTH OF TIME REQUIRED:

60-70 minute period

MATERIALS NEEDED:

- Handout 4A (Teacher's Notes on the Filters)
- Handout 4B (Student's Note Taking Sheet)
- Handouts 4C-4Q (Student's News Media Package)
- Handout 4R
- Autosaurus from the video *Culture Jammer's Video: 6 Uncommercials*

TEACHER PREPARATION:

1. Teacher reviews the information in Handout 4A
2. Teacher photocopied a class set of Handout 4B
3. Teacher photocopied a class set of Handout 4C-4Q
4. Teacher photocopied a class set of Handout 4R

CLASSROOM ACTIVITIES:

1. Teacher describes the filters using examples described in Handout 4A and referring to Handouts 4C-4Q.
2. Teacher instructs students to take notes using Handout 4B.

3. Teacher asks students to make a chart of Handout 4J.
4. Teacher assigns the case study on Handout 4R for homework.

SUGGESTION FOR EVALUATION:

1. Chart of Handout 4J can be evaluated.
2. Questions on Handout 4R can be evaluated.

Handout 4A

THE FILTERS

Teacher's Notes

1. Do reporters have biases or practice censorship?
 - 1) Reporters, because of their gender, religious beliefs, economic and social background, have attitudes that may affect their reporting.
 - 2) Because of anticipated negative reaction from readers, editors or publishers, reporters may exercise self censorship.
2. Do television stations and newspapers have a bias?
 - 1) Both WIC (BCTV) and Hollinger (Vancouver Sun and Province) made substantial contributions to the provincial Liberal party. Can they fulfill their mandate of objectivity and report the news accurately on the NDP government? Refer to Handouts 4C, 4D and 4E.
 - 2) News Watch Canada (an SFU news monitoring group) found that the Vancouver Sun:
 - was openly hostile to the NDP government
 - quoted more from the right wing Fraser Institute than the left wing Canadian Center for Policy Alternatives.
 - wrote more stories about business than labour.
 - had a preference for right wing parties
 - does not represent the diverse community in Vancouver
 - Refer to Handout 4F

Handout 4A (continued)

3. Does a concentration of media ownership influence the content of the news?
- Is the ownership of the media in a few hands?
 - How are local stations affected if the major networks pulls a story?
 - Could there be a conflict of interest when media corporations are owned by a parent corporation which owns other corporations? For example, in 1989, the television news program NBC TODAY edited out a report on substandard jet engines made by its parent company, General Electric.
- 1) Local
- David Black owns 60 newspapers in 60 BC communities which serve 1.5 million people. As the owner, he has directed his editors to run only anti Nisgaa editorials.
 - The Canadian Association of Journalists issued a statement of concern over his intervention in editorial policy.
 - Does David Black have the right to impose his views on his readers? What responsibility does David Black have to his readers to provide a variety of opinions so that they can form their own views?
- See Handouts 4G and 4H
- 2) American and Canadian Media Ownership
- See Handout 4I
- 3) Canadian Newspaper Ownership
- See Handout 4J
- 4) American Media/Business Ownership
- See Handout 4K, 4L, 4M, and 4N
- 5) International Media Ownership
- See Handout 4O
4. Does a reliance on advertising influence the content of the news?
- 1) Advertising is a substantial part of revenue.
- 2) Could a fear of offending advertisers lead to a withdrawal of story?
- 3) Does advertising distort the news because it makes a publication more accountable to the advertisers than the readers?

Handout 4A (continued)

For example, Gulf and Western pulled its advertisements from the public TV station WNET in 1985 when the station ran a documentary called "Hungry for Profit" which criticized activities of multinational corporations in the Third world.

- 4) Show the 30 second video clip of the commercial Autosaurus. This commercial was pulled from the CBC because it offended several automobile manufacturers.
5. Do media organizations have a fear of lawsuits?
- 1) The *Cincinnati Enquirer* ran an 18 page story on the business practices of Chiquita Banana. Chiquita, according to the article, sprayed Costa Rican workers with lethal pesticides, violated Honduran laws to disguise its ownership of plantations and bribed Colombian officials. Big news organizations ignored the story. Chiquita Banana threatened to sue and the *Cincinnati Enquirer* withdrew the story and ran an apology on the front page of their paper for three consecutive days and paid Chiquita Banana 10 million dollars. Refer to Handout 4P
- 2) Jeffrey Wygant was vice-president in charge of research and development at Brown and Williamson, a tobacco company. He found that the company had genetically increased the levels of nicotine in their tobacco plants. When the company ignored his concerns, he went to *60 Minutes* with his story. Because he had signed a confidentiality agreement with the company, they threatened to sue CBS for millions of dollars if the story was aired. CBS pulled the story. However, Wygant's research was sent anonymously in brown boxes to a Californian university researcher who put the information on the Internet. The tobacco company threatened to sue the university for theft if the research wasn't returned. When the case went to court, the Californian Supreme Court ruled that the information should remain on the Internet because the public's right to know outweighed the rights of the tobacco company.

Handout 4A (continued)

Handout 4B

- 6. Does the media rely too heavily on information provided by academics, government and business officials?
 - 1) In the summer of 1995, in the interior British Columbian, there was a stand off between the RCMP and a group of First Nations peoples over land. Throughout the summer, information obtained from the RCMP and printed in major media outlets, portrayed the natives as violent terrorists. However, a subsequent court case found the information to be inaccurate. Refer to 4Q

THE FILTERS

Student's Note taking Sheet

- 1. Reporter's Bias
- 2. Television Station and Newspaper Bias
- 3. Concentration of Media Ownership

- 4. Reliance on Advertising

- 5. Fear of Lawsuits
- 6. Reliance on Academics, Government/Business Officials

Handout 4C: The newspaper article used for Handout 4C is "Media Groups Criticized for Donations to Liberals." *The Vancouver Sun*, Friday, September 6, 1996, p. B3.

Handout 4D

A party fund-raising drive targets Hollinger Inc., which controls *The Vancouver Sun* and the *Province* newspapers.

JUSTINE HUNTER
Sun Legislature Bureau

VICTORIA — The province's main-stream media, not the Opposition Liberals, are cast as the enemy in the New Democratic Party's latest fund-raising campaign.

"Our battle today is fighting the manipulative and biased news coverage," NDP provincial secretary Brian Gardiner says in an Oct. 23 letter to NDP supporters.

"Have we made some mistakes? Of course we have But the media's politically motivated attacks paint a distorted picture. That's why I need you to make a donation today."

Gardiner cites as evidence of media bias the campaign contributions to the Liberals by the owners of the province's most influential media outlets: Hollinger Inc., which controls *The Vancouver Sun* and the *Province* through its shares in Southam, and the parent company of BCTV, Western International Communications.

(His letter does not mention the cam-

paign donations to the NDP by a number of unions representing B.C. reporters.)

"I believe there are many fair journalists," Gardiner wrote. "But they are working in large corporations where the bosses hate the NDP."

David Radler, deputy chair and associate CEO of Southam, dismissed the suggestion that Hollinger's contribution to Gordon Campbell's Liberal party would influence the news.

"It's the usual crap. That's what I would expect," he said in an interview Wednesday. "Do you really think if I was trying to influence the election I would have only given Gordon \$12,500? People have to understand I support the political process."

Radler said Hollinger's corporate stance is to support free-enterprise parties:

"Certainly we aren't going to support those people who seek to hurt us economically."

But he said that has not led to biased media coverage of the NDP government.

"I haven't seen any of it The media have reported the truth and the truth hurts."

Gardiner said in an interview the media have taken over the work of the

elected Opposition in B.C.

"Gordon Campbell has not been effective in Opposition since the election," he said. "In the absence of an effective parliamentary Opposition, the news media sometimes feel they have to step in to feel that void."

In his fund-raising letter, Gardiner said journalists at *The Sun* and the *Province* are under pressure to prop up the Liberal Opposition because of statements Radler has made regarding the B.C. election results and the role of editors at Southam newspapers.

Radler is quoted in the letter as saying he believes the Liberals would have provided a better government and that there is no room for editors at papers under his control to disagree with him.

"I'd call that an explicit warning to every journalist at *The Sun* and *Province*," Gardiner wrote.

Radler confirmed he did express a preference for the Liberals, but he said his comments about editorial direction were taken out of context.

"The context was, if you have a consistent problem of not agreeing with your editor, then ultimately the buck stopped at the publisher's door. I wasn't really referring to me, I was referring to publishers. At that point, the publisher would win," he said.

Newspaper Article from the *Vancouver Sun* entitled "NDP Lashes Out at Media Bias" October 31, 1996

B4



Shari Graydon

... even as this paper was endorsing Gordon Campbell's team on its editorial pages, front-page headlines were damning the Liberals

The newsroom and the executive suite: how high the wall

Much—or not enough, depending on your perspective—has been made of last week's revelation that a number of media organizations contributed money to the provincial Liberal party's election campaign, one of this paper's major shareholders among them.

Premier Glen Clark, who berated *The Vancouver Sun's* editorial board during the spring campaign for being biased against the New Democratic Party, no doubt felt vindicated. Pundits and people in the street alike observed that the optics of the parent companies of news outlets donating funds to a political party definitely undermined the public's perception of their capacity to perform so-called "objective journalism." Suddenly the long-abandoned "party press" tradition which characterized Canadian newspapers from Confederation to the First World War seemed not so long-abandoned, after all.

David Radler, president of Hollinger Inc., *The Sun's* shareholder in question, appeared to add fuel to last week's fire: He told CBC TV that it was only to be expected that a profit-making company like Hollinger would be inclined to favor a party dedicated to the principles of free

enterprise.

Consider this comment in the context of others Radler has made in the past. A few years ago, *Maclean's* magazine quoted Radler on the subject of ownership and editorial intervention.

"I don't audit each newspaper's editorials day by day," he said, "but if it should come to a matter of principle, I am ultimately the publisher of all these papers, and if editors disagree with us, they should disagree with us when they're no longer in our employ."

In fact, this kind of overt editorial direction rarely occurs; it's difficult to find a journalist who has specifically been told to put a particular spin on a story because the interests of the business deem it desirable. Moreover, although bottom-line concerns drive newspaper owners, it has long been argued that journalists themselves tend to be much more liberal in their views.

Somehow, the theory goes, the differing perspectives provide balance in combination.

As it happens, when it comes to news coverage of the recent provincial election, both BCTV (whose parent company, WIC Ltd., also contributed to the Lib-

erals) and *The Sun* were seen to actually favor the NDP. In its content analysis study of the election coverage, the conservative-minded Fraser Institute found that BCTV, along with other local TV stations, "focused more negative attention on the Liberals than on any other party."

The Sun's attention to the Liberals and the NDP was deemed "equal," as were its critical assessments of the two parties. The week before the election, even as this paper was endorsing Gordon Campbell's team on its editorial pages, front-page headlines were damning the Liberals for secret backroom deals.

On the other hand, the content analysis study also found that despite the negative attention the Liberals received, they still fared better than the NDP overall.

But this was hardly a function of David Radler or anyone else ordering reporters to make good on an organization's election investment. In fact, bald interference by controlling shareholders is hardly necessary.

Media analyst and author, Todd Gitlin, of the University of California, points out that news-gathering decisions about what issues to focus on and how to frame

them occur as part of "a chain of assumptions, concretely embodied in work procedures, which rarely require directoral intervention from executives or political elites."

Or, in the words of a print journalist who covers the politically charged situation in Northern Ireland for a British paper: "You must remember that all journalists want what they write to appear, and in practice know pretty well what their paper's line is, what is expected of them ... No journalist I have met writes what he or she knows will be cut. What would be the point?"

Then again, champion of the left Rick Salutin, who writes a media column in *The Globe and Mail*, once described his editor-in-chief as having been in the back pocket of Brian Mulroney from the day the Tory prime minister was elected. And Canada's self-described "national newspaper" printed the statement.

Could columnist Stephen Hume actually have been right last week when he claimed we live in a country that allows its journalists to bite the hand that feeds them? □

Shari Graydon is a media analyst whose column appears every second Wednesday.

Newspaper Article from the *Vancouver Sun* entitled "The Newsroom and the Executive Suite" September 11, 1996 by Shari Graydon. Shari Graydon gave permission for her column to be reprinted provided that the following description was included at the end.

Having had two previous columns "killed," Shari Graydon wrote this column in such a way as to ensure that it would be acceptable to her editors who had, in fact, explicitly told her not to bite the hand that fed her. She believes Stephen Hume is largely wrong in claiming that Canadian newspapers allow journalists — or columnists — to be critical of newspapers. She no longer has a column in *The Vancouver Sun*.

SUMMARY OF NEWSWATCH CANADA'S CONTENT ANALYSIS OF NEWS IN THE VANCOUVER SUN PUBLISHED ON JULY 29, 1998

BACKGROUND

- *Question the Sun!* is the result of a series of content analysis studies undertaken by students in the School of Communication at Simon Fraser University in the Spring semester of 1998. The work has been refined and condensed in a 50-page report.
- The purpose of the study is to examine the effects of increasing concentration of newspaper ownership by Conrad Black and his company, Hollinger Inc. The first goal of the research is to assess how well the *Vancouver Sun* covers diverse viewpoints in its pages.
- The second goal is to determine if Hollinger ownership has affected the *Sun's* ability to reflect the diversity of its community.

KEY FINDINGS

- The *Vancouver Sun* does not evenhandedly represent the diverse groups and viewpoints in the community its claims to serve. The Hollinger company has not made the *Sun* more representative of the community. Contrary to corporate claims that ownership doesn't influence or constrain news coverage, there is evidence that it does at least in coverage of the giant media corporations themselves.
- Some modest improvements (providing increased access for the left-of-centre Canadian Centre for Policy Alternatives, in comparison to the right-of-centre Fraser Institute) have been offset by greater disparities in other areas, such as business and labour reporting.

OTHER FINDINGS

- The *Sun* was virtually silent on the leaky condo issue and its limited coverage favoured the viewpoints of developers and builders over those of condominium owners.
- The left-of-centre Canadian Centre for Policy Alternatives enjoyed increased coverage in numbers and framing, but was still vastly outweighed by the volume of coverage given the right-of-centre Fraser Institute. The use of advocacy and grassroots sources declined. There was less opportunity for those holding opposite views in the *Sun*. At the same time, the use of unaffiliated individuals as sources increased. The *Sun's* Op/Ed pages were more hostile to the NDP than to its main right-wing rivals, although this was less true in 1996 than in 1986. In news reporting on the two elections, the politicians who were running again were given more coverage, no matter what their party affiliation, although the study indicates a preference for right wing-parties. Business coverage greatly outweighed labour in amount and favourability.
- This disparity increased under Hollinger.
- Both labour and CCPA sources were more likely to be counterbalanced by business and right-wing counterparts than vice versa. Right-wing sources in general received more

favourable access, which was usually unopposed. Business news moved from the news to the business section, implying such news is being written for investors rather than citizens. Coverage of poverty declined between 1988 and 1997. Most coverage still portrayed the poor sympathetically, but stories that portray the poor as threatening or undeserving increased noticeably. In covering media corporations, the *Vancouver Sun* was less critical of Hollinger than of other companies, less critical of *Toronto Star* coverage of Hollinger, and less critical under Hollinger ownership than it was before.

NEWSWATCH CANADA

- NewsWatch Canada (formerly Project Censored Canada) undertakes independent research on the thoroughness and diversity of news coverage in Canada's media. We look in particular for blind spots (what's missing from the news) and double standards (unequal treatment afforded similar topics or organizations).
- We depend on support from individuals and groups who recognize the need for an ongoing "media watchdog" which strives for consistent standards and political independence.

CONTENT ANALYSIS

- This report by NewsWatch Canada is based on the research technique known as content analysis, in which the content that actually appears on the printed page or on air is systematically measured and evaluated. Content analysis is a useful tool to describe and compare broad patterns of coverage in news media and relate them to news filters, or factors which may lead to the omission of relevant information from news reports.
- Because coding of text (reducing words to digits) has a subjective aspect to it, all research studies must be done by two researchers. They code the same material independently, and if there is a significant difference (less than 80% agreement) then the coding system must be redesigned.

CONTACT:

- Donald Gutstein, Co-director, NewsWatch Canada, 291-3858
- Bob Hackett, Co-director NewsWatch Canada, 291-3863
- Bruce Mason, media, 291-3035

B.C.'s premier and native Indian leaders condemn David Black over his decision to take a stand against the Nisga'a agreement in the 80 community newspapers he owns.

KEVIN GRIFFIN
VANCOUVER SUN

Native leaders and Premier Glen Clark have launched a counterattack against the owner of one of the largest newspaper chains in B.C. after he said his community newspapers would take editorial stands against the Nisga'a agreement.

On Monday Clark called David Black's order to his editors a "naked abuse of trust that he has as a publisher of a newspaper."

Clark said Black's position shows the danger of the corporate concentration of the media and that his newspapers aren't really community papers at all, but are owned by one person who feels he has the right to impose his views on the public.

"What is important is that there be some balance so that people can weigh alternative points of view," he said.

Black, no relation to Canadian newspaper tycoon Conrad Black, said Monday the deal bestows special status on one group based on race and will actually lead to more racism against native people. David Black said he feels so strongly about how bad the treaty is for B.C. that he wants all of his community newspapers to take an editorial stand opposing the negotiated agreement.

"I believe in equality and that they should have equal opportunities. I don't believe in special rights for a special group of Canadians," he said.

Through Black Press, he owns 80 community newspapers in B.C., Alberta and Washington

state. In the Lower Mainland, he controls 16 papers, including the *West Ender* and the *Surrey Leader*.

Grand Chief Edward John, speaking on behalf of the First Nations Summit, said Monday that Black's "directive to dictate editorial policy and ban rebuttal articles flies in the face of one of the fundamental tenets of any democracy — free speech. It's as if we were back in the Wild West again.

"The publishers and editors of Mr. Black's newspaper chains



DAVID BLACK: Newspaper owner says the Nisga'a deal gives one group special status based on race and will eventually lead to more racism against native people.

should be mindful of their larger responsibility as journalists to

provide fair and balanced coverage of all issues," he said.

Black said he believes the treaty with the Nisga'a — because it will be a template for future treaties with other native groups — will end up creating separate homelands based on race — similar to South Africa's former apartheid policy.

"A sure way to foster racism is to take a group of people and separate them geographically based on race, give them special rights that others don't enjoy, give them special wealth, and keep people apart. That will create terrible racism forever."

He said he's not against a negotiated treaty with natives. He's just against the Nisga'a treaty.

Although he said he wasn't an expert in the legal aspects of treaty negotiations, he suggested a better solution would be to negotiate settlements with each native person individually rather than collectively.

Black said he started contacting his senior management about a month ago saying how worried he was about the treaty. They started phoning publishers and editors at the various papers telling them that the chain would soon start running a series of backgrounder pieces on the treaty.

Black said he hired constitutional lawyer Mel Smith to write a series of eight articles for his newspapers. While acknowledging Smith's opposition to the treaty process, Black said he hired him to present factual information about the treaty.

Black said opposing views can still find space in the paper in the news coverage and the letters to the editor. Asked if his papers would run a similar series of articles by a proponent of the treaty process, Black said it is difficult to find anyone supporting the process who doesn't have an agenda.

Newspaper Article from the *Vancouver Sun* entitled
"Editorial Order 'Abuse of Trust': Clark" September 22, 1998

THE VANCOUVER SUN, SATURDAY, OCTOBER 3, 1998

Editorial edict on treaty fails to respect public debate

A Supreme Court of Canada justice, writing on a letter-to-the-editor case, sums up the media's responsibility to air a wide range of public opinion on the treaty issue.

AN ISSUE DESERVING HEALTHY DEBATE: At New Aiyansh Federal Indian Affairs Minister Ron Irwin (left), Nisga'a Tribal Council President Joseph Gosnell (centre) and BC Aboriginal Affairs Minister John Cashore hold up the agreement after signing.

JOHN McLAREN
SPECIAL TO THE SUN

Newspaper owner David Black's position on the Nisga'a treaty raises a fundamental question of abdication of press responsibility.

Black, (no relation to Canadian newspaper magnate Conrad Black), ordered his editors to write editorials opposing the treaty. And while he arranged for constitutional expert Mel Smith to write eight pieces arguing the case against it, he rejected the idea of giving equal space to supporters of the treaty.

Black has now partially recanted, albeit grudgingly, by allowing columns or letters to the editor, but the responsibility of the press — as information and opinion brokers — to air more than one side of an important public issue is still a valid and live one.

The argument for the press taking seriously its responsibility to air a range of public

views has never been explained better than by former chief justice of Canada, Brian Dickson, in a dissenting judgment in 1978 in *Chernesky v. Armadale Publisher*.

The issue was whether *The Saskatoon Star-Phoenix* should have the protection of the defence of fair comment after publishing a letter to the editor alleging racism against a local alderman, who subsequently considered it defamatory.

The newspaper's editor did not agree with the letter's sentiments, but considered them an honest expression of opinion.

A Supreme Court majority denied the defence. Dickson would have allowed it, assuming as he did, that the editor was not motivated by malice.

He said the following:

"A free and general discussion of public matters is fundamental to a democratic society ... Citizens, as decision-makers, cannot be expected to ex-

ercise wise and informed judgment unless they are exposed to the widest variety of ideas, from diverse and antagonistic sources.

"It is not only the right, but the duty of the press, in pursuit of its legitimate objectives, to act as a sounding board for the free flow of new and different ideas.

"It is one of the few means of getting the heterodox and controversial before the public.

"Many of the unorthodox points of view get newspaper space through letters to the editor. It is one of the few ways in which the public gains access to the press."

He added this essential comment:

"Newspapers will not be able to provide a forum for dissemination of ideas if editors are faced with the choice of publishing only those letters which espouse their own particular ideology, or being without a defence if sued for defamation.

"Healthy debate will likely be replaced by monotonous repetition of majoritarian ideas and conformity to accepted taste.

"In a public controversy, the tendency will be to suppress those letters with which the editor is not in agreement."

I appreciate these comments were made in the context of letters to the editor.

However, the sentiments are broad and vital enough to extend to a publisher's "right" to dictate views expressed in his newspapers.

Black's claim that he was only countering the B.C. government's ads on the treaty is deeply offensive to the Nisga'a.

It fails to recognize that treaty making in this province has national, some would argue international, dimensions, represented by the other party in the negotiations, the government of Canada.

John McLaren is Lansdowne professor of law at the University of Victoria

Newspaper Article from the *Vancouver Sun* entitled
"Editorial Edict on Treaty Fails to Respect Public Debate"
October 3, 1998 by John McLaren

NORTH AMERICAN MEDIA OWNERSHIP

In the United States:

- 11 corporations control 50% of the newspapers.

In Canada:

- 1 corporation, Hollinger, owns 43% of newspapers
- 2 corporations, Hollinger & Southam own 55% of newspapers
- 3 corporations, Hollinger, Southam and Thomson own 66% of newspapers
- 5 corporations own 62% of television stations
- 3 corporations own 68% of cable companies
- 10 corporations own 55% of radio stations
- 8 corporations own 52% of magazine publishers
- 21 corporations own 51% of book publisher

Source: *Democracy's Oxygen* by James Winter

GENERAL ELECTRIC

owns
NBC

TV Stations

- WNBC (New York)
- KNBC (Los Angeles)
- WMBC (Chicago)
- WCAU (Philadelphia)
- WRC (D. C.)
- WTVJ (Miami)
- WNMH (Columbia)

NBC Network News

- Today Show
- Meet the Press
- Dateline NBC
- NBC Nightly News
- NBC News at Sunrise

G. E. Electric

- lighting

G. E. Plastics

- plastics
- computer silicon & resins

G. E. Aircraft

- aircraft engines

G. E. Appliances

- appliances

G. E. Capital

- banks
- mortgages
- credit cards

G. E. Insurance

- insurance

Source: *The Nation Magazine* July 1996

NEWSPAPER OWNERSHIP IN CANADA

- Alberta: 9 Dailies:
Toronto Sun 4, Southam Inc. 3, Thomson 1, Independent 1.
- British Columbia: 17 Dailies:
Hollinger 8, Southam 4, Thomson 5.
- Manitoba: 5 Dailies:
Thomson 2, Sun 1, Quebecor 1, Independent 1.
- New Brunswick: 5 Dailies:
Irving 4, (English). Independent 1 (French).
- Newfoundland: 2 Dailies:
Hollinger 2.
- Nova Scotia: 6 Dailies:
Hollinger 3, Dennis Family 2, Newfoundland Capital 1.
- Ontario: 42 Dailies:
Hollinger 18, Southam 12, Toronto Sun 4, Independent 4, Newfoundland Capital 2.
- PEI: 2 Dailies:
Hollinger 2.
- Saskatchewan:
5 Dailies: Hollinger 5.
- Quebec: 11 Dailies:
Power Corporation 4, Quebecor 3, Hollinger 2, Southam 1, Independent 1.
- Yukon: 1 Daily:
Independent

Source: *Democracy's Oxygen* by James Winter

TIME WARNER

owns
Turner Broadcasting

Television Stations

- CNN
- TNT
- HBO
- TBS

Magazines

- Time
- Fortune
- Life
- Sports Illustrated
- Vibe
- People
- Money
- In Style
- Entertainment Weekly

Book Publishers

- Little, Brown Inc.
- Time-Life
- Warner Books
- Sunset Books
- Turner Publishing

Atlanta Braves**Atlanta Hawks****Capital Group**

- investments

15% of Seagrams**Houston Industries**

- electric, coal utilities

CNNFN

- financial network

Source: *The Nation* Magazine July 1996

DISNEY

owns

ABC Network News

- Good Morning America
- 20/20
- World News Tonight
- Nightline
- Prime Time News

Newspapers

- Fort Worth Star
- Kansas City Star
- St. Louis Daily Record
- Oakland Press
- Count Press
- Albany Democrat
- Daily Tidings

Motion Pictures Studios

- Touchstone
- Miramax
- Buena Vista
- Walt Disney
- Hollywood Pictures

Mighty Ducks**California Angels****Disneyland**

- Paris, LA, Florida

Bershire

- Insurance

State Farm

- Insurance

Disney Cruiseline

Source: *The Nation* Magazine July 1996

WESTINGHOUSE

owns

CBS

- CBS Morning News
- 48 Hours
- Face the Nation
- CBS Evening News
- 60 Minutes

CBS Radio

- 21 FM stations
- 18 AM stations
- 1900 stations carry CBS programs

CBS Cable

- TNN
- CMT
- Home Team Sports

TV Stations

- KCNC-Denver
- WFOR-Miami
- KYW-Philadelphia
- WWJ-Detroit
- WCCO-Minneapolis
- KCBS-Los Angeles
- WBBM-Chicago
- WCBS-New York

WPIC Corp

- Insurance Finance

Energy Systems

- Nuclear power plants

Resource Energy

- Waste Disposal
- Nuclear submarines

Power Generation

- parts for electric plants

Source: *The Nation Magazine* July 1996

INTERNATIONAL MEDIA OWNERSHIP**Globally:**

The 10 conglomerates that own the media globally are:

- News Corporation (Rupert Murdoch)
- Time Warner
- Disney
- Viacom
- Bertelsmann (German)
- TCI
- Universal (Seagrams)
- Polygram (owned by Phillips which is Dutch)
- Sony
- General Electric

Source: *Democracy's Oxygen* by James Winter

Magazine Article entitled
 "Leaving Messages, Sending Messages"
Newsweek July 14, 1998 pp. 65-66

Joey Thompson



When it came to covering the events clouding the 1995 Gustafsen Lake fiasco RCMP took reporters for a ride. We bought the Mounties' take on what was going down during that tense month-long summer siege. A lot of what we got — and dutifully reported — was crock.

It's time we conceded that and apologized to the natives and citizens of B.C.

The fact is camp members weren't the terrorists RCMP made them out to be.

Nor did they invite the shootouts the police press releases claimed.

Officers were ordered to back off the "terrorist" label three days into the mud-slinging and name-calling.

But the damage was done.

By then we were sold on the RCMP's script of good vs. evil: Our men in red blazers against trigger-crazed Indian thugs.

And that's what stung the most.

"To be called terrorists in their own country; they're still hurting over that," natives' defence lawyer George Wool told me yesterday.

"It's set relations between them and the police back 100 years.

"All the good work RCMP have done with native youth is lost.

"The trust is gone."

Ditto for members of the media, some of whom were cherry-picked to tag along on the RCMP's flight to the area near 100 Mile House.

A radio reporter told me he's skeptical now when covering RCMP press conferences.

"I want to jump up and say, 'Why should I believe you?'"

Which may explain the exit of some of Gustafsen's lead men.

I hear operation commander Supt. Len Olfert and several other senior strategists

have since been handed retirement pins.

Sgt. Peter Montague, the RCMP's spin doctor, was elevated to staff-sergeant, and moved out to commercial crime.

Montague, longtime palsy-walsy with a select crop of reporters, was caught on camera telling his cohorts, "Smear campaigns are our speciality."

He later told the criminal trial jury he was just kidding.

But it was too little, too late.

"I never believed he meant it as a joke," said a senior print reporter who covered the standoff.

"After his testimony in court he lost a lot of credibility in my eyes. He had often said his superiors didn't tell him a lot. But we found out he had been a party to a lot of strategy meetings.

'To be called terrorists in their own country; they're still hurting over that'

"Those reporters who didn't play by the rules were frozen out.

"Yet they were all we had to depend on for information. There was an incredible amount of pressure to conform."

And so they did.

Not even the most

professional and skilled of the scribes had the grit to step back and ask the tough questions.

I'm not saying the camp's members had haloes as headgear. A few of the 14 natives and four whites did have criminal records.

But an army of 400 officers in camouflage gear?

A base camp dubbed Camp Zulu 10 kilometres away, decked out with a field hospital, a communications control central, several choppers, a landing field, militia assault weapons and several armored personnel carriers?

Not to mention an eight-month criminal trial.

Talk about overkill.

One native officer quit the force after becoming fed up with the RCMP actions.

The entire affair cost the taxpayer millions of dollars.

It cost the RCMP their credibility.

All for a handful of mischief convictions and a few raps involving weapons.

Court transcripts tell the story; we got had:

■ Cops told reporters they had to fire at two natives fleeing a pickup truck (which they had disabled with an early-warning device) because they were armed.

They also deliberately shot and killed a husky/Lab-cross dog that was in the back of the pickup.

Turns out the natives weren't armed; police never rectified their error.

■ Police led the media to believe they had "consistently been fired upon" by camp occupants, including shots fired at an RCMP chopper. But most were never confirmed.

■ Police successfully argued for the deployment of two APCs after they claimed natives shot at a moving police van, damaging the rearview mirror.

But evidence at trial revealed a tree branch was likely the cause of the damage not a bullet.

■ Police illegally released the juvenile record of several camp occupants.

"No apology, no retraction, nothing," said Wool.

"Hey, we all make mistakes. Too bad they didn't have the courage to say, 'We're sorry.'"

I have.

If you have a comment or column idea call Joey Thompson at 605-2119 or write care of The Province.

Newspaper Article in the *Vancouver Province* entitled

"Media Should Apologize for Gullibility on Gustafsen Lake" September 26, 1997

MEDIA CONCENTRATION IN NEW BRUNSWICK-A CASE STUDY

It was 1966 when Peter Coombes, the youngest of the Coombes 11 children, and first of his family to graduate from high school, left New Brunswick on a scholarship to pursue studies at the prestigious Ryerson Polytechnical Institute of Journalism in Toronto. It had been four long years since Peter had seen his family; his mother and father who worked at the Cavendish supermarket; his brothers who worked as riggers for Irving Oil and his sisters who were married to men who worked as truckers or shipbuilders in Saint John's. He was excited that he was coming home "for good" and that he had 2 weeks to spend with his family before his new job as the Daily Gleaner's investigative reporter would begin. He had been home 1 day when he was assigned his first story — to investigate the sinking of the Irving Whale.

K. C. Irving effectively owned New Brunswick. He owned New Brunswick's 4 daily newspapers. He owned 1/4 of the New Brunswick woodlands. Irving employees planted the trees, cut them, sawed them into lumber and made them into paper products. The Irving empire imported, refined and sold oil to all the provinces gas stations. They owned the trucks that carried the logs to the Irving mills. His trucks were fueled at the Irving gas stations along with the city's buses. He owned the shipyards that built Canada's naval frigates. His companies made steel and cement. He owned the local buildings products, hardware and automobiles stores. Through his companies, Cavendish Farms, food was distributed to the local supermarkets. Even the CBC was beholden to the Irvings as it used his TV station to broadcast the evening news. It is estimated that 1 out of 3 working persons in the province was employed by the Irvings.

Peter's investigation finds that the Irving Whale is an oil barge that sank 60 kilometers off the coast of Prince Edward Island. He confirms that the barge was carrying heavy oil and 9 tonnes of polychlorinated biphenyl (PCBs) when it sank. When he contacts the Irving family which owns the Irving Whale they deny liability, stating that the barge was in international waters when it sank. Peter's investigation reveals that the environmental laws do not demand that an owner clean up any damage to the environment or recover or lift the barge. A local marine biologist, and spokesperson for the Sierra Club, gives a conservative estimate of \$13 million for recovery of the barge and \$30 million to clean up the damage to the local shores from the PCBs and the oil spill.

AS A GROUP, DISCUSS AND ANSWER THE FOLLOWING QUESTIONS:

The Sinking of the Irving Whale

1. What are PCBs? What is heavy oil? What damage can they do to the ocean or shoreline?
2. According to Peter's investigation why is Irving Oil denying responsibility?
3. Does the law require the vessel owners to lift the barge or clean up the ocean?
4. Describe the difference between a moral and a legal responsibility.
5. What are the company's legal responsibilities?
6. What are the company's moral responsibilities?

Peter and his family

1. Where do Peter's parents work? Who owns the company?
2. Where do his brother and sisters work? Who owns the company?
3. Who owns the newspaper where Peter works?
4. Who owns the Irving Whale?

The Story

1. In your opinion as a group, how should the story be written?
 - What happened?
 - Who should be responsible for the cleanup?
 - What responsibilities did the federal or provincial governments have to protect the environment?
2. What pressures does Peter face when he writes the story?
What does he have to consider?
3. What do you think K. C. Irving would like to read in his newspaper about the sinking of the Irving Whale?
4. What story would the premier, or local MP like to read?
5. What story would the local environmentalists like to read?
6. Who benefits or loses if Peter exposes the environmental damage?
7. How would an independent newspaper report the story?

LESSON 5: MEDIA ANALYSIS

GOALS:

- To analyze the content of a variety of news magazines
- To examine the influence of advertising on news stories

LENGTH OF TIME REQUIRED:

60-70 minute periods

MATERIALS NEEDED:

Handout 5A

Teacher Preparation:

1. Teacher-librarian gathers 4-5 copies of the following magazines:
 - Time
 - Newsweek
 - US World News
 - World Press Review
 - MacLeans
 - Harper's
 - Atlantic Monthly
 - THIS magazine
 - Z magazine
 - Mother Jones
 - Canadian Center for Policy Alternatives
 - Briar Patch
 - Utne Reader
 - New internationalist
 - Ms
 - Saturday Night
2. For every magazine, the teacher-librarian creates a station on the library tables.
3. Teacher reserves the library for 1 period.
4. Teacher photocopies 2x class set of Handout 5A.

CLASSROOM ACTIVITIES:

Teacher introduces the assignment using Handout 5A.

SUGGESTIONS FOR EVALUATION:

Completed Handouts 5A can be evaluated.

Handout 5A

MEDIA ANALYSIS

Assignment:

In pairs, from the selection of magazines in our library, choose 3 whose news stories would provide you with an accurate picture of events in the Global Village. Please use the following questions as a guide:

1. Title of magazine:

2. Read the table of contents. What types of stories are covered in this magazine?

- political
- religious
- social
- economic
- Canadian
- American
- International

3. Are the articles favourable to people with influence and power (Chief Executive Officers, government officials) or inclined towards the side of the "common" individual?

4. What advertising appears in the magazine? Make 2 inferences.

LESSON 6: ALTERNATIVES

GOAL:

- To examine how other countries ensure a balance in the news media.

LENGTH OF TIME REQUIRED:

60-70 minutes

MATERIALS NEEDED:

- Handouts 6A and 6B
- *The Black Book* by Maude Barlow and James Winter, Toronto: Stoddart, 1997. ISBN 0773759042 pp. 216-19.

TEACHER PREPARATION:

1. Teacher photocopies a class set of Handouts 6A and 6B
2. Teacher reads pp. 216-19 of the Black Book.

CLASSROOM ACTIVITIES:

1. Teacher presents alternatives that other countries have adopted to ensure accuracy in the media.
2. Teacher solicits a class discussion: Does the news media provide an accurate picture of the global village?
3. Teacher distributes the final assignment on Handout 6B for homework.

SUGGESTIONS FOR EVALUATION:

Assignment in Handout 6B.

Handout 6A

ALTERNATIVES

What other countries do to ensure accuracy in the media:

- The European Commission is proposing legislation to restrict the reach of big media corporations and the control of the spread of cross media ownership.
- In Britain, television broadcasters are limited to 15% of the audience.
- In Britain, The British Monopolies and Merger Commission (unlike Canada's Competition Bureau) is required to assess the impact of "THE ACCURATE PRESENTATION OF NEWS AND FREE EXPRESSION ON OPINION" when deciding to approve a merger.
- In Sweden, to encourage diversity of newspapers, public funding is provided.
- In Italy, no one person or company may own or control 20% of the media.
- In France, groups or individual are restricted from owning 30% of daily press.
- In France, if a group or individual has substantial business interests, they are limited to 10% ownership.
- In Germany, whenever a merger enables a company to control a press market, The Federal Cartel Office is required to intervene.

Handout 6B

ASSIGNMENT

In a well written multi paragraph essay, using examples from class discussions and your media package, please answer the following question:

- Does the news media provide an accurate picture of the global village?

EVALUATION: 20 MARKS

| | | |
|-------------|--|----------|
| Information | includes clear presentation of ideas, opinions supported with examples | 10 marks |
| Writing | includes well constructed paragraphs with correct punctuation. etc. | 10 marks |
| | Total | 20 marks |

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CWILL BC: CHILDREN'S AUTHORS AND ILLUSTRATORS AVAILABLE FOR READINGS

The following pages list the children's authors and illustrators who are members of CWILL BC and who are available for readings during 1997 - 1998.

GENERAL INFORMATION

Fees should be established individually with the author or illustrator. (Fees generally start at around \$125 per hour)

You may also wish to discuss:

- The presenter's requirements concerning physical space and equipment
- The length of the presentation
- The size of the audience per session
- Advance preparation of audience members

Public libraries can apply for funding through the Canada Council Public Readings Program or through the Writers in Libraries Program of the BC Government (Library Services Branch).

Note: Some out-of-town authors make frequent/regular visits to the Lower Mainland. It may be worth a call to see whether it is possible to piggyback with an already planned visit to share/reduce travelling expenses.

Books by the BC children's authors and illustrators mentioned in this booklet are available at Vancouver Kidsbooks and at other fine book stores in BC

The information in this booklet may be photocopied and distributed to individuals or groups.

ACHESON, Alison (Author)

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Phone: (604) 946-3707
Email: acheson@infoserve.net

ALMA, Ann (Author)

S8, C5, R.R. 1
South Slokan, B.C. VOG 2GO
Phone: (250) 359-7936

BAILEY, Linda (Author)

3015 West 7th Avenue
Vancouver, B.C. V6K 1Z7
Phone: (604) 733-2689 Fax: 737-1428
Email: baigrai@axionet.com

BAYLESS, Maureen (Author)

4349 Osler Street
Vancouver, B.C. V6H 2X6
Phone: (604) 736-3629
Email: mbayless@home.com

BLADES, Ann (Author, Illustrator)

12648 26A Avenue
Surrey, B.C. V4A 2M4
Phone/Fax: (604) 538-5852

BORAKS-NEMETZ, Lillian (Author)

407 - 5775 Hampton Place
Vancouver B.C. V6T 2G6
Phone: (604) 222-3522
Email: jagna@interchange.ubc.ca

BUCHANAN, Joan (Author)

154 Reginald Hill Road
Salt Spring Island, B.C. V8K 1V7
Phone: (250) 653-9892
Email: woods@saltspring.com

BURFORD, Della (Author)

2305 Yew Street
Vancouver, B.C. V6K 3H1
Phone/Fax: (604) 731-7715
Email: azatlan@pinc.com

The Half-pipe Kidd; Thunder Ice. Author talks and readings-grades 4 to 9.

Something to Tell; Under Emily's Sky (with teacher's manual); *Skateway to Freedom.* Readings, author talks-grades 3 to 7. Former language/writing teacher-workshops grades 4 to adult.

Stevie Diamond Mystery Series including *What's A Daring Detective Like Me Doing in the Doghouse?* and *How Come the Best Clues Are Always in the Garbage?*; *Gordon Loggins and the Three Bears.* Author talks and readings-grades 3 to 6.

Howard's House Is Haunted; Abra Kadabra; Strike; No Fixed Address. Author talks and readings-grades 2 to 7.

Back to the Cabin; Mary of Mile 18; A Boy of Tache; By the Sea: An Alphabet Book. Illustrated: A Salmon for Simon; A Candle for Christmas; Ida and the Wool Smugglers; Petranella; A Dog Came, Too; Pond Seasons. Presentations/readings with slides, drawings, originals-grades K to 7.

Garden of Steel-Poems of Jagna Boraks; The Old Brown Suitcase; Slava (French version of *The Old Brown Suitcase*). Readings/talks based on experience as Holocaust survivor and immigrant to Canada, and affirming cultural/ethnic roots. Prefers grade 7 up.

It's A Good Thing; Nothing Else But Yams for Supper; Taking Care of My Cold; The Nana Rescue. Storytelling and storytelling workshops-all levels. Author talks, readings, and writing process workshops-all levels.

Journey to Dodoland; Magical Earth Secrets; Environmental Activity Guide; The Out of the Ordinary Extraordinary Friends. Storytelling with "art before writing process" including students writing/ illustrating own picturebooks as follow-up.

CAMPBELL, Ken (Illustrator)
3485 Diana Road
Victoria, B.C. V8D 3V2
Phone: (250) 595-2268 Fax: 592-8979
Work phone: (250) 592-8999
Email: imagecraft@islandnet.com

CAPEK, Peggy (Author/Illustrator)
3820 Blenkinsop Road
Victoria, B.C. V8P 3P3
Phone/Fax: (250) 382-1956

CHARLES, Norma (Author)
1844 Acadia Road
Vancouver, B.C. V6T 1R3
Phone: (604) 222-1541
Fax (phone first): (604) 222-1541
Email: ncharles@axionet.com

CROOK, Marion (Author)
1680 Cornell Avenue
Coquitlam, B.C. V3J 3A1
Phone: (604) 936-5760 Fax: 936-6812
Email: mcrook@sfu.ca

DAVIS, Barry (Author)
P. O. Box 430
Quathiaski Cove, B.C. VOP 1N0
Toll-free phone: 1-800-661-9441
Fax: (250) 286-6060 c/o A. Davis
Email: adrienne.davis@sd72.bc.ca

DE VRIES, Maggie (Author)
308 - 8740 Cartier Street
Vancouver, B.C. V6P 4V2
Phone: (604) 266-9022
Email: mdev@infinet.net

DIERSCH, Sandra (Author)
22130 Isaac Crescent
Maple Ridge, B.C. V2X 0W2
Phone: (604) 467-4384
Email: booked@intergate.bc.ca

DUNCAN, Sandy Frances (Author)
R.R.#1, Site 10, C-4
Gabriola, B.C. VOR 1X0
Phone: (250) 247-9752

Tides of Change; River My Friend; A Time to Choose; A Light in the Dunes; Goldstone; Turns on a Dime. Presentations and slide shows on illustration-grades 5 and up.

Mirriva and the Marmots (author/illustrator); *Jessica's Elevator* (illustrator); *The Window of Dreams* (author/illustrator contributor).
Illustrator/author talks and readings-K to grade 5.

Dolphin Alert; See You Later, Alligator; Amanda Grows Up; No Place for a Horse; April Fool Heroes; Darlene's Shadow. Readings and writing workshops- all levels.

How to Write Books for Kids and Teens; Cutting It Close; Riding Scared; Suicide: Teens Talk to Teens. Reading and writing workshops-grades 5 and up. Workshops on writing-high school students.

You're Allowed To Be Happy. Personal power presentations-grades 2 to 6/7 (elementary).

Once Upon A Golden Apple (with Jean Little).
Forthcoming: *Time of the Octopus.* Author talks, writing workshops-grades K to 7.

Great Lengths. Author talks/readings-grade 5 and up. Talks deal with drug use in sport and rumour spreading.

Cariboo Runaway; The Toothpaste Genie; Kap-Sung Ferris; Listen To Me, Grace Kelly; Witness to Wilderness: The Clayoquot Anthology (Ed.).
Author talks, readings, writing process workshops-grades 4 to adult.

ELLIS, Sarah (Author)
4432 Walden Street
Vancouver, B.C. V5V 3S3
Phone/Fax: (604) 874-6272
Email: sarah.ellis@nvdpl.north-van.bc.ca

Back of Beyond; Out of the Blue; Pick-Up Sticks; Next-Door Neighbours; The Baby Project.
Readings and author talks-grades 4 to 8. Teacher presentations. (Unavailable January-April, 1999)

FERBER, Elizabeth Diane (Cartoonist, Author, Illustrator)
502-1232 Harwood Street
Vancouver, B.C. V6E 1S2
Phone: (604) 689-7071

Pussywillow; The Squeeze More Inn; Once I Was Very Small. Author talks and readings-grades K to 12.

FINDON, Joanne (Author)
3187 Capstan Crescent
Coquitlam, B.C. V3C 4H3
Phone/Fax: (604) 464-7807
Email: findon@iname.com

Auld Lang Syne; The Dream of Aengus; "The Scarlatina" in Winds Through Time; "On the Road" in Takes. Author talks and readings - grades 1 to 6 for books, grades 7 to 9 for young adult short stories.

GAETZ, Dayle (Author)
1150 North Beach Road
Salt Spring Island, B.C. V8K 1B3
Phone: (250) 537-9528
Fax: (250) 537-9628
Email: dgaetz@saltspring.com

A Sea Lion Called Salena; The Mystery at Eagle Lake; Night of the Aliens; The Golden Rose; Living Freight. Author talks, readings, writing workshops-grades 4 to adult.

GOSSE, Bonnie (Author)
314 East 26th Street
North Vancouver, B.C. V7N 1B1
Phone/Fax: (604) 980-0741
Email: Bonnie@ogopogo.com

Soapstone Carving for Children; A First Book of Knitting for Children; Teaching Soapstone Carving for Children; Keep It Green; Enlivening Environmental Education by Creative Use of the Senses. Soapstone carving workshops-grades 3 up and teachers. Environmental education workshops-teachers. Non-fiction writing/inventing presentations-intermediate.

GREGORY, Nan (Author/Storyteller)
4143 West 15th Avenue
Vancouver, B.C. V6R 3A4
Phone/Fax: (604) 228-1450
Email: donansol@unixg.ubc.ca

How Smudge Came. Storytelling; author readings-grades 1-3, 4-5, 6-7.

HENEGHAN, James (Author)
601 - 1132 Haro Street
Vancouver, B.C. V6E 1C9
Phone: (604) 684-2247
Email: jamesheneghan@hotmail.com

Wish Me Luck; Promises to Come; Blue; The Case of the Blue Raccoon; The Trail of the Chocolate Thief; The Mystery of the Gold Ring; Torn Away. Readings and author talks-grades 5 to 12 and adults.

HODGE, Deborah (Author)
7480 Colleen Street
Burnaby, B.C. V5A 2A6
Phone: (604) 421-3863 Fax: 421-3617
Email: dhodge@istar.ca

Wildlife series for beginning readers: *Bears; Whales; Wild Cats; Wild Dogs; and Deer.* Also, *Starting with Science: Simple Machines.* Talks for grades 2-4 about nonfiction, and how a book is made. Talks for adults on writing for the early reading level.

HOLT, Gerald (Author)
1202 Pointe Claire
1238 Melville Street
Vancouver, B.C. V6E 4N2
Phone/Fax: (604) 683-1817

The Ghostly Tales of Mr. Tooth; Ben and Jacky and the Missing Diamond; Mystery on the Fen; Tails of Flame. Author talks, readings, writing workshops and discussions-grades 3 to 7.

HORNE, Constance (Author)
604 - 420 Linden Avenue
Victoria, B.C. V8V 4G3
Phone: (250) 380-3551
Email: thorne@uvic.ca

Nykola and Granny; The Jo Boy Deserts; Trapped By Coal; Emily Carr's Woo; The Accidental Orphan. Author talks and readings-grades 4 to 7.

HRDLITSCHKA, Shelley (Author)
3950 Frames Place
North Vancouver, B.C. V7G 2M4
Phone: (604) 924-9227
Fax: (604) 924-9257
Email: Hrdlitschka@bc.sympatico.ca

Beans on Toast; Disconnected. Author talks and readings-grades 4 to 7.

HUNDAL, Nancy (Author)
1517 West 58th Avenue
Vancouver, B.C. V6P 1W6
Phone: (604) 263-5970
Email: jobilund@home.com

Melted Star Journey; Snow Story; Puddle Duck; November Boots; I Heard My Mother Call My Name. Author talks and readings-grades K to 4.

JARVIS JONES, Diane (Author)
10 - 1536 West 12th Avenue
Vancouver, B.C. V6J 2E1
Phone: (604) 731-3453 Fax: 734-2449
Email: mbutton@smartt.com
<http://www.smartt.com/~mbuttons>

Aunt Mary Buttons; Larry, Red and Blue; The Lucy Doll. Author talks, button banner presentation and readings-grades K to 7. Writing process workshops-grades 5 to 7. Presentations for parent/teacher groups on "Children and Grieving" and "Bullying and Child Abuse."

KELLERHALS-STEWART, Heather (Author)
Box 250, Heriot Bay, B.C. VOP 1H0
Phone: (250) 285-3570
Fax: (250) 285-2981
Email: rhkell@online.bc.ca

The Whale's Way; Skookum Sam, Spar Tree Man; Witch's Fang; My Brother's Train; Brave Highland Heart (forthcoming). Author talks and readings-grade 2 and up.

LAWSON, Julie (Author)
6645 East Sooke Road
Sooke, B.C. VOS 1N0
Phone/Fax: (250) 642-3938
Email: jlawson@pinc.com

Turns on a Dime; Goldstone; Emma and the Silk Train; Cougar Cove; White Jade Tiger; Whatever You Do, Don't Go Near That Canoe! Author talks and readings-K to adult. Writing workshops-grade 4 and up.

LOTT, Sheena (Illustrator)
11250 Chalet Road
Sidney, B.C. V8L 5M1
Phone: (250) 656-4538 Fax: 655-3329
Email: nlott@pacificcoast.net

Jessie's Island; A Morning to Polish and Keep; Moonsnail Song; Going to the Fair; Midnight in the Mountains. Presentations and slide shows on the process of illustrating-grades 2 to 5.

MANSON, Ainslie (Author)
4768 The Highway
West Vancouver, B.C. V7W 1J5
Phone: (604) 926-3825 Fax: 925-0358
Email: amanson@istar.ca

Alexander Mackenzie (bio); Simon Fraser (bio); A Dog Came, Too; Just Like New; Baboo. Author talks, readings, workshops-grades K to 7.

McFARLANE, Sheryl (Author)
168 Beechwood Avenue
Victoria, B.C. V8S 3W5
Phone: (250) 598-5645 Fax: 598-7322
Email: sheryl@islandnet.com

Waiting for the Whales; Jessie's Island; Moonsnail Song; Eagle Dreams; Tides of Change; Going to the Fair. Readings, author talks-all ages. Writing workshops-intermediate and up.

MILES, Victoria (Author)
2715 West 41st Avenue
Vancouver, B.C. V6N 3C5
Phone: (604) 261-8904
Fax: (phone first) (604) 261-8904
Email: victoria_miles@bc.sympatico.ca

Sea Otter Pup; Spotted Owlets; Cougar Kittens; Bald Eaglets; Pup's Supper. Presentations, slide shows-primary only. Excellent availability in 1998-99. Very experienced; has given hundreds of school talks and wildlife presentations.

MITTON, Jennifer (Author/Illustrator)
605-2288 Pine Street
Vancouver, B.C. V6T 5G4
Phone:/fax: (604) 739-2808
Email: nelcyjen@bc.sympatico.ca

Fadimatu; Bonjour Minuit. Readings/creative writing & illustrating workshops suitable for English or French immersion-grades 5 and up. Multiculturalism workshops related to Africa, France and Quebec-grades 5 and up.

MUIR, Mary Jane (Illustrator)
205 - 2151 West 39th Avenue
Vancouver, B.C. V6M 1T6
Phone: (604) 266-9073
Email: silkdove@bc.sympatico.ca

Albert's Old Shoes. Presentations with illustrations, readings-grades K to 4.

NAVAS, Ivonne (Author)
203 - 3235 West 4th Avenue
Vancouver, B.C. V6K 1R8
Phone: (604) 731-7326 or 570-1967
Email: inavas@ilscmail.com

La Aventura del Reciclaje; Calidad Ambiental; Guia Practica de las 3R's.

NUGENT, Cynthia (Illustrator)
2525 West 7th Avenue
Vancouver, B.C. V6K 1Y8
Phone: 738-9098

Mr. Got to Go. Reading and drawing workshops (making a storyboard)-all levels. Slide presentation and reading-grades 3 and up.

OVENELL-CARTER, Julie (Author)
C-S6, Bowen Island, B.C. VON 1G0
Phone: (604) 947-2721
Fax: (604) 947-2722
Email: occ@direct.ca

Promise Me You'll Always Come Back; Adam's Daycare. Readings, writing workshops, author talks, writing-for-performance workshops-grades K to 7 or 10 to 12. (Available without overnight stay throughout Lower Mainland.)

RAZZELL, Mary (Author)
3993 West 36th Avenue
Vancouver, B.C. V6N 2S7
Phone: (604) 263-7260
Fax: (phone first) 263-7260

Snow Apples; Salmonberry Wine (Salmonberry); Night Fires; White Wave; Smuggler's Moon (forthcoming). Author talks and readings; writing workshops-grades 7 to 12.

READ, Nicholas (Author)
102 - 2255 West 8th Avenue
Vancouver, B.C. V6K 2A6
Phone: (604) 738-4387 Fax: 605-2521

One in a Million. Readings and short talks on responsible pet ownership, animal shelters and consequences of too many dogs and cats-preferred grade levels 4 and 5. Brings a dog.

RICHARDSON, Gillian (Author)
2283 Ta'Lana Trail
RR 2, Sorrento, B.C. VOE 2W2
Phone: (250) 675-3528
Email: gillian@jetstream.net

A Friend for Mr. Granville; The Migration of Robyn Birchwood; Saskatchewan; One Chance to Win. Author talks, readings-grades 2 to 8. Writing workshops-grades 4 to 7.

RICHMOND, Sandra (Author)
1965 26th Street
West Vancouver, B.C. V7V 4K3
Phone/fax: (604) 926-8786

Wheels for Walking. Author talks and readings. Talks about accessibility and acceptance of the disabled in society-grades 5 to 12.

RUSSELL, Ginny (Author)
226 - 4955 River Road
Delta, B.C. V4K 4V9
Phone: (604) 940-1164 Fax: 940-9902
Email: ginny_russell@bc.sympatico.ca

The Money Boot; Voices on the Bay; Step By Step. Author talks and readings-grades 2 to 7.

RUURS, Margriet (Author)
R3, Poplar Drive, C.16
Armstrong, B.C. VOE 1B0
Phone/Fax: (250) 546-2900
Fax: (250) 546-2916
E-mail: ruurs@junction.net

Emma and the Coyote (forthcoming); *Emma's Eggs; A Mountain Alphabet; Big Little Dog; On the Write Track.* Readings; writing workshops; author talks; storytelling; slideshow presentations-all levels.

SCHWARTZ, Ellen (Author)
6637 Emerson Street
Burnaby, B.C. V5E 1W5
Phone: (604) 435-3108 Fax: 435-8499
Email: polestar@axionet.com

Mr. Belinsky's Bagels; Starshine series (Starshine; Starshine at Camp Crescent Moon; Starshine on TV); Born a Woman; Dusty. (Teacher's guides available for Starshine books and *Mr. Belinsky's Bagels*). Author talks and readings-grades 1 to 6 and 11 to 12.

SHOEMAKER, Kathryn E.
(Illustrator)
3622 Point Grey Road
Vancouver, B.C. V6R 1A9
Phone: (604) 736-2107 Fax: 736-2104

Los Ninos Alfabeticos; Jenny's Neighbours; Creative Christmas-Folk Arts from Around the World for the Classroom; The Mouse and Mill; The Bottle Babies. Talks on book illustration including dummies, separations, tearsheets- grades K to 12/university.

SKOGAN, Joan (Author)
P. O. Box 166
Gabriola Island, B.C. VOR 1X0
Phone: (250) 247-8739

The Good Companion; Grey Cat at Sea; The Princess and the Sea Bear and Other Tsimshian Stories. Readings; writing workshops at all levels.

SMITH SISKA, Heather (Author)
1076 Davie Street
Victoria, B.C. V8S 4E3
Phone: (250) 598-1224

The Haida and the Inuit: People of the Seasons; People of the Ice: How the Inuit Lived; We Are the Shuswap; Exploring the Yukon's Past; Substance Abuse Prevention; Primary: Teacher Resource Book. Classroom or community presentations-K to adult.

SWANSON, Diane (Author)
4387 Torrington Place
Victoria, B.C. V8N 4T3
Phone/Fax: (250) 477-9398
Email: dswanson@pinc.com

Bug Bites; Why Seals Blow Their Noses; Coyotes in the Crosswalk; Safari Beneath the Sea; Sky Dancers; Welcome to the World (primary nature series). School and library presentations-grades K to 7. Workshops at conferences.

TOWN, Florida Ann (Author)
1242 Ricard Place
Port Coquitlam, B.C. V3C 5H3
Phone: (604) 942-9822 Fax: 942-6048

North West Company (forthcoming); *Simon Fraser: A Voyage of Discovery; Alexander Graham Bell; Dr. James Barry* (forthcoming). Readings/writing workshops-grades 5 and up. Author talks and readings-grades K to 12. "The Chase Is On-The Challenge of Research."

VALGARDSON, W. D. (Author)
1908 Waterloo Road
Victoria, B.C.
Phone: (250) 595-5648 Fax: 595-6533
Email: wvalgard@uvic.ca

Thor; Sarah and the People of Sand River; Garbage Creek. Author talks and readings-grades K to 12. Readings and writing workshops-grade 5 and up. Storytelling-all levels.

WALDRON, Kathleen Cook (Author)
C-51 Allton Road R.R. 1
100 Mile House, B.C. V0K 2E0
Phone: (250) 395-5140 Fax: 395-4750

Loon Lake Fishing Derby (forthcoming); *A Winter's Yarn; A Wilderness Passover; Ivan and the All-Stars.* Author talks and readings with slide show-grades K to 6, or up to grade 12 and adult.

WALSH, Ann (Author)
411 Winger Road
Williams Lake, B.C. V2G 3S6
Phone: (250) 392-5762
Email: jwalsh@rodeo.sd27.bc.ca

Moses, Me and Murder!; The Ghost of Soda Creek; Shabash!; Winds Through Time (editor); *The Doctor's Apprentice.* Readings, talks, and workshops-B.C. goldrush and multiculturalism-grades 4 to adult.

WATERTON, Betty (Author)
10135 Tsaykum Road
Sidney, B.C. V8L 5T6
Phone: (250) 656-5045

A Salmon for Simon; Petranella; Plain Noodles; The Lighthouse Dog; 8 books in Quincy Rumpel series. Author talks and readings-grades K to 6.

WATTS, Irene N. (Author, Playwright)
506 - 1225 Merklin Street
White Rock, B.C. V4B 4B8
Phone: (604) 536-8668
Fax: (phone first) (604) 536-5773

Goodbye Marianne; The Fish Princess; Beware of the Dog; Just a Minute; Paper Bag Princess & Other Stories (adapted for stage); *Tales from Tolstoy; Making Stories* (for teachers). Readings, talks, writing workshops-grade 3 up. Creative story-making workshops-grade 3 up (single classes). Readings & racism workshops-grade 5 up (single classes). Playmaking. Teacher presentations and workshops.

WEIR, Joan (Author)
463 Greenstone Drive
Kamloops, B.C. V2C 1N8
Phone: (250) 372-5473
Email: jweir@wkpwerlink.com

The Witcher; Brideship; Sixteen is Spelled O-U-C-H, Storm Rider, Ski Lodge Mystery. Author readings with hands-on witching rod demonstrations-grades 4 to 8. Writing workshops in plotting or characterization-grades 4 to 12.

WILSON, Eric (Author)
c/o JCP Consulting
823 Wendecourt Road
North Vancouver, B.C. V7K 2X5
Phone: c/o Chris Patrick, (604) 985-2527
Fax: (604) 985-2565
Email: cpattick@direct.ca

Escape from Big Muddy; The Inuk Mountie Adventure; The Kootenay Kidnapper; The Unmasking of 'Ksan; Murder on the Canadian. Reading and writing talks and workshops-grades 4 to 6.

WILSON, John (Author)
Box 316
Lantzville, B.C. VOR 2H0
Phone/fax: (250) 390-1513

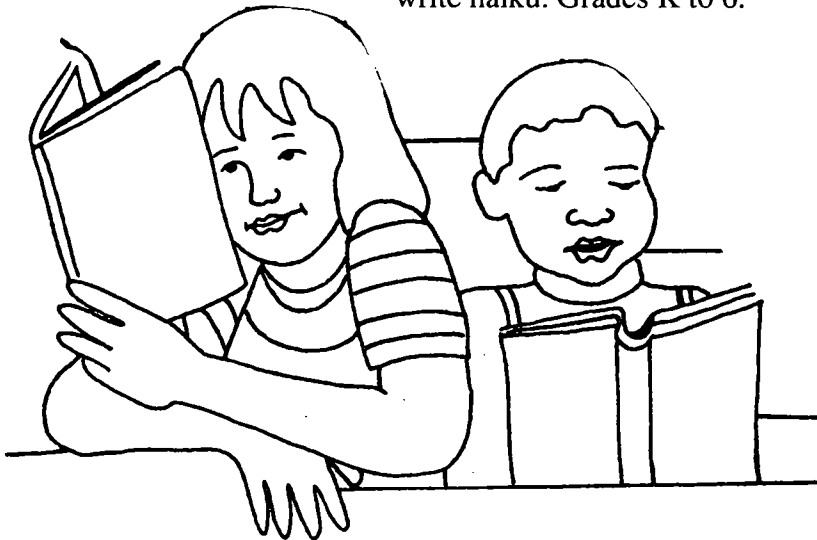
Weet; Weet's Quest; Across Frozen Seas. Readings/talks on dinosaurs-grades 4 to 6. Readings/talks on Arctic and Franklin expedition-grades 5 to 8. Writing workshops-grade 5 up. Descriptive writing and historical fiction presentation-grade 5 up.

WYATT, Valerie (Author)
520 Transit Road
Victoria, B.C. V8S 4Z5
Phone: (250) 595-3160 Fax: 595-7851
Email: wymac@islandnet.com

Inventions: An Amazing Investigation; Pets: An Amazing Investigation; Weatherwatch; Planet Earth: A Big Ecology Book; The Science Book for Girls and Other Intelligent Beings. Science presentations that encourage audience participation-grades 4 to 6.

YERXA, Donna (Author)
4 - 3310 32nd Avenue
Vernon, B.C. V1T 2M7
Phone: (250) 549-7367

ABC Paint Bird Book; ABC Paintbook of Butterflies & Wildflowers; A-Z Rhythmic Gym Ribbons Paintbook; A-Z Paintbook of Interior Design. Author reading with class painting and assembling 26-page alphabet book. Class may write haiku. Grades K to 6.



CELEBRATE SCHOOL LIBRARIES: 1998 WLMA CONFERENCE

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

There is a proposal afoot that the BCTLA and the WLMA (Washington Library Media Association) hold a joint conference. To that end, each organization has sent a representative to each other's annual conferences for the past few years. This year, Pat Parungao, BCTLA, attended the WLMA conference and Paul Christensen, WLMA, attended the BCTLA's.

"Celebrate school libraries" was the theme of Washington Library Media Association's 20th Anniversary Fall Conference. About 800 people attended the conference held in Yakima on our Thanksgiving weekend. Pat's involvement included the following:

The Best (& Occasionally the Worst) Science Fiction & Fantasy of 1998 - booktalk with slide presentation by a librarian who is totally knowledgeable in this field.

Canada and the World as Seen Through the Eyes of Its Writers - Pat gave a booktalk using books from BCTLA's publication *Canada's Year of Asia Pacific Multicultural Bibliography*.

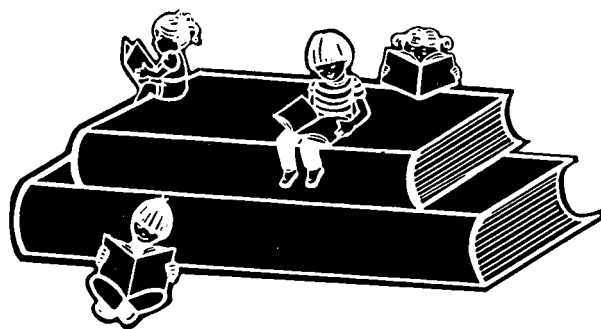
Reception and Banquet - Seattle School District's John Stanford was recognized as the WLMA Superintendent of the year and Dr. Gary Hartzell delivered a passionate talk about the importance of school libraries from an administrator's point of view.

High School Author Breakfast - Chris Crutcher gave an entertaining presentation about his experiences as a counselor and author. He writes about teenagers because he really remembers that time in his life. Other authors at this conference included Ann Rinaldi, Marsha Diane Arnold, Deborah Hopkinson, and Eric Kimmel.

Information Power: Building Partnerships for Learning because Student Achievement is the Bottom Line - ALA's new book, *Information Power* was promoted before the conference at this workshop. The nine standards were briefly presented. Check the website for more information — <http://www.ala.org/aasl>

Beyond Surfing: Integrating the Internet into Your Curriculum - Slick, impressive Power Point presentation sponsored by Winnebago. The focus was major search engines, directories, and search strategies for each.

The facilities were excellent — one hotel with rooms at either side of the conference centre, lots of parking and reasonable prices. Some attendees received college credit at Seattle Pacific University, under the title "School Libraries and Learning", for attending the conference, keeping a log of sessions and writing a paper. This was a very well-organized, worthwhile conference.



CONTINUING EDUCATION REPORT

by **COLIN E. CHAFER**, professional development chair, BCLTA.

A diverse number of courses and programmes are being offered for teacher-librarians at our universities.

UNIVERSITY OF VICTORIA

The following two courses may be offered (subject to sufficient enrollment) from January to April 1999

- TL433 - The Teacher-Librarian (1.5 units/3.0 credits) (Begins January 15, 1999 and runs for six weeks)
- TL434 (formerly LE 434) (1.5. units/3.0 credits) School Library Resource Centre Materials (begins early March 1999)

Students interested in taking either of the courses above should contact Lona McRae at the address below.

For students planning to take these courses for credit, please request either:

- Application for Admission (new to U-Vic students)
- or
- Re-Registration form (returning UVic students).

To receive these forms, please contact Lona McRae, Program Secretary, (250) 721-6192 or fax 721-6603 e-mail: Lmcrae@uvcs.uvic.ca

Students with questions about the academic content of these courses, please contact:

Berenice Wood, Program Director,
Continuing Studies in Education, UVic
(250) 721-7871 or fax 721-6603
e-mail: bwood@uvcs.uvic.ca

or

Don Hamilton, Curriculum Library,
Faculty of Education, Uvic
(250) 721-7899 or fax 721-7767
e-mail: dhamilto@uvic.ca

If there is sufficient interest, UVic will offer courses in locations other than Victoria. A group of 25-30 participants is necessary to cover salary and travel costs.

UNIVERSITY OF BRITISH COLUMBIA

For information on courses, contact

Dr. Marlene M. Asselin,
Coordinator of Teacher Librarian Program,
Department of Language Education
Phone: (604) 822-5733
Fax: (604) 822-3154
E-mail: marlene.asselin@ubc.ca

or

For admission or re-admission to the Faculty of Education: 604-822-4612
For further course information: 604-822-3999; Toll free: 888-492-1122

The following course is being offered (subject to sufficient enrollment) on campus and on the Web beginning in January 1999

- Library Education 388 Section 001 Information Services 2 16:30-1900 PONE 121 Instructor: J. Kootte Term 2

DISTANCE EDUCATION COURSES

- Teacher Librarianship 385 Organization of Learning Resources (3 credits) January - April 1999 [course requires access to modem and computer]
- Lane 389 Resource Based Teaching (3 credits) January-April 1999

For Distance Education courses contact Office of Continuing Education at 1-888-492-1122 or (604) 822-3999. Web Site Address: www.educ.ubc.ca/ocpe/

SCHOOL OF LIBRARY, ARCHIVAL, AND INFORMATION STUDIES AT THE UNIVERSITY OF BRITISH COLUMBIA

U.B.C. is offering two degree programs:

1. Joint Degree Program (Students can earn both a joint Master of Archival Studies and a Master of Library and Information Studies. The two degrees are taken simultaneously).
2. Master of Arts in Children's Literature

The University of British Columbia, with the participation of the departments of English, Language Education, Theatre, Film and Creative Writing, and the School of Library, Archival and Information Studies offers a multi-disciplinary Master of Arts program in Children's Literature.

The program provides specialized education for graduate students in the study of children's literature using a multi-disciplinary approach. The program is designed to provide each student with the opportunity to study the creative writing and publishing of this literature, examine models of sharing its rich heritage with the young, and also facilitate the literary, social, historic, and psychological analysis of children's literature as literature.

This multi-disciplinary approach will expose students to many schools of literary criticism, educational theory, and professional and creative practice. It will acquaint students with the broad literary canon of children's literature across a spectrum of languages and cultures and with a variety of critical perspectives and professional application.

The Master of Arts in Children's Literature is awarded on the completion of 30 credits of work, including 24 credits of course work and a six-credit thesis. The degree may be taken on a full-time or part-time basis. Students may begin the program in either term of Winter Session (September or January) or Summer Session (May or July). The application deadlines are:

- May 1st for September admission,

- September 1st for January admission,
- January 1st for May or July admission.

More information about the programs or to request applications materials, please contact:

The Admission's Secretary
School of Library, Archival, and Information
Studies
University of British Columbia
#831 - 1956 Main Mall
Vancouver, B.C. V6T 1Z1
Telephone: (604) 822-2404
Fax: (604) 822-6006
E-mail: siais.admission@ubc.ca

UNIVERSITY OF ALBERTA

Education for teacher-librarianship is provided through three kinds of programs at the University of Alberta: Diploma, Master of Education, and Master of Library and Information Studies. The Diploma programs are 24-credit programs (8 courses); the Master's programs vary from 30-48 credits (10-16 course equivalents).

TEACHER-LIBRARIANSHIP BY DISTANCE LEARNING

A Diploma in Education in School Libraries (8-course program) can be taken entirely by distance learning and is open to teachers with a four-year Bachelor of Education or equivalent.

The following courses are being offered through Distance Learning on the Internet from January - April 1999:

- Ed Es 445 Canadian Literature for Young People in Schools and Libraries
- Ed ES 501 Information Technologies for Learning

You can find out more information on education for teacher-librarians at the University of Alberta at the following address:

<http://www.quasar.ualberta.ca/tl-dl/>

MAGAZINE STUDY, Gr. 3-7

by **MARK C. ROBERTS**, teacher-librarian, David Livingstone Elementary, SD#39 (Vancouver).

This study is adaptable to different grade levels. The original unit was developed to use with English as a Second Language students at the Grade 4-5 level.

I LEARNING OUTCOMES

- To develop interest in magazines
- To learn how to use magazines as a resource
- To learn about the different parts of a magazine
- To learn that magazines are used for both information and enjoyment
- To recognize the differences among magazines

Students will be able to:

- Identify magazine titles in the library resource centre
- Understand the purposes of magazines as a medium to entertain and inform
- Recognize differences among magazines as to size, shape, organization, purpose, audience
- Use photographs and pictures to obtain information
- Identify different parts of a magazine article: title, headlines, major headings, sub-headings, vocabulary
- Sequence the major ideas contained in a magazine article
- Summarize and present information using key visuals
- Create a caption
- Create a class magazine

II UNIT OVERVIEW

DESCRIPTION

- Name the magazine titles in the library resource centre
- Use the information in a magazine article to describe something
- Compare photographs with diagrams and illustrations

CLASSIFICATION

- Read an article in a magazine. Classify the information using a key visual
- Magazines have illustrations, diagrams and photographs

PRINCIPLES

- Summarize a magazine article
- Create a caption

- Magazines have lots to explore
- Review of learning: some different items in a magazine
- Magazine activity: read and summarize an information article

SEQUENCE

- Organize tasks in a logical order
- Recognize a magazine's layout

EVALUATION

- Self-evaluation criteria sheet
- Magazine study evaluation

CHOICE

- Choose a topic that interests the student. Make a magazine article about the topic.
- Use a computer word processor to prepare the final copy of the article.
- Design a magazine cover.

III STUDENT ACTIVITIES

MAGAZINE GRAPHICS ACTIVITY (Student Worksheet)

Magazines have graphic illustrations that can be diagrams or photographs. What are the differences between diagrams and photographs?

Graphic illustration: any information, when it isn't just words. Any kind of picture.

Diagram: a sketch or line drawing used to show the shape or function of something.

Photograph: a picture taken by a camera on film, which is developed and printed on paper.

Look at the diagram "Classifying Vertebrates."

What information does this diagram give you?

-
-
-

Choose a subject from a magazine. Draw your own graphic illustration to tell about your subject. It can be a diagram or a drawing. Write a caption for your graphic illustration.

COMPARING GRAPHIC ILLUSTRATIONS (Student Worksheet)

Look in a magazine. Find one diagram and one photograph or drawing. Compare and contrast the photograph or drawing and the diagram.

Photograph or Drawing

Diagram

PARTS OF A MAGAZINE (Student Worksheet)

Magazines have lots to explore. Choose a magazine. Look through it. Find one example of each of the parts listed below. Write one sentence describing the example you found.

Article

Photograph

Caption

Diagram

Information

Other graphic illustration

MAGAZINE ARTICLE SUMMARY ACTIVITY

Find an information article in a magazine. *Owl*, *Chickadee*, and *Wild* are information magazines.

An information article:

- Tells about something real or true in our world
- Is not a story
- Usually has graphic illustrations and captions

Use the **Magazine Article Summary** sheet to tell about your article. Be ready to share your summary.

MAGAZINE ARTICLE SUMMARY (Student Worksheet)

Title of magazine _____

Month and year the magazine was published _____

The title of the article in the magazine _____

These are things I learned by reading this article:

-
-
-

PUBLISH A MAGAZINE

Now that we know something about magazines and their parts, we will work together to make our own magazine with these parts: title, articles, graphic illustrations , and stories. Each person will prepare an article with a graphic illustration to publish in the magazine.

Article deadline: _____

OUR MAGAZINE, STEP 1

What different subjects or things interest me? (List as many ideas as you can.)

(Choose one of the ideas above.) Here's what I already know about this topic.

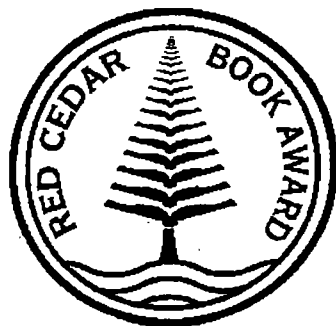
OUR MAGAZINE, STEP 2

What do I need to find out about my subject? What questions can I ask?

OUR MAGAZINE, STEP 3

Student article, in interesting sentences, with a graphic illustration and caption.

RED CEDAR AWARD



The Red Cedar book award is in its second year. In 1996, Wayne Swanson initiated this Young Readers Choice Award. He had seen the excitement and enthusiasm of 650 school children at Ontario's Silver Birch Award. These children had gathered to honour their favourite Canadian authors. The Red Cedar Award's aim is to encourage students ages 8 to 14 to read often and read more Canadian materials. A jury of BC educators, librarians and writers established the list of books from submissions recommended lists and nominations from the public. All titles must be Canadian and published currently by established publishing houses.

The Red Cedar Awards program named after BC's provincial tree, gives students the opportunity to vote in either the fiction or non-fiction category. Students must read five books from each category. To vote each school must purchase a \$15 kit of support materials. Purchase of the kit allows 30 students the opportunity to vote for their favorite book, by April 15, 1999. Some students will also be able to travel to Victoria in May to participate in the award ceremony.

The fiction section contains two picture books, a low vocabulary easy read, one story a chapter and some full length chapter books. The non-fiction section contains books that are high interest, with pictures and information. The list of books can easily be completed in time to vote. Books are available from local participating book sellers or from United Library Services who help to sponsor this award.

The 1998-1999 Red Cedar nominees (in alphabetical order by title) are:

FICTION

Awake and Dreaming by Kit Pearson (Viking Penguin)
Back of Beyond by Sarah Ellis (Groundwood) -
Ghost Train by Paul Yee (Groundwood)
The Golden Rose by Dayle Campbell Gaetz (Pacific Educational Press)
Home Child by Barbara Howorth-Attard (Roussan)
Rosemary for Remembrance by Sonia Craddock (James Lorimer & Co)
Sarah and the People of Sand River by W. D. Valgardson (Groundwood)
The Secret Wish of Nannerl Mozart by Barbara Kathleen Nickel (Second Story Press)
Thunder Ice by Allison Acheson (Coteau)
Uncle Ronald by Brian Doyle (Groundwood)
The Vampire's visit by David Poulsen (Roussan)
The Wagner Wacker by Joseph Romain (Vanwell)

NON-FICTION

Anastasia's Album by Hugh Brewster (Penguin)
Discovering the Iceman by Shelly Tanaka (Scholastic Canada)
Forts of Canada by Ann-Maureen Owens and Jane Yealland (Kids Can)
Houses of China by Bonnie Shemie (Tundra)
Jumbo Book of Nature Science by Pamela Hickman (Kids Can)
The Kids' Campfire Book by Jane Drake and Ann Love (Kids Can)
The Night Book by Pamela Hickman (Kids Can)
North Star to Freedom by Gena Gorrell (Stoddart)
On Board the Titanic by Shelly Tanaka (Scholastic Canada)
Scary Science by Sylvia Funston (Owl)
Stamp Collecting by Elizabeth MacLeod (Kids Can)
The TV Book by Shelagh Wallace (Annick)

WHAT ARE THE RED CEDAR BOOK AWARDS?

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

- read at least five books from each of the selected fiction and non-fiction lists; discuss the books with their peers and adult leaders;
- learn about the author.
- Children are encouraged to read all of the titles from both lists.

HOW ARE THE BOOKS SELECTED?

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

- written by Canadian citizens or landed immigrants who have lived in Canada for at least two years;
- published two calendar years before the nomination date;
- published by a recognized publisher;
- be recognized by other reviewers of Canadian literature;
- recognized as being of general interest to students in grades 4 to 7.

HOW DOES THE READING PROGRAM WORK?

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

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

HOW ARE THE WINNERS CHOSEN?

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

WHAT IS THE RED CEDAR AWARDS CEREMONY?

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

WHAT IS IN THE KITS?

THE PROGRAM KIT

- Author information sheets; Author photographs; Activity ideas; Progress charts
- Awards ceremony information; The Voting Kit; Ballots and tally forms; Scrutineer's list; Signs for voting day; Official return envelopes

WILL THERE BE OTHER SUPPORT MATERIAL?

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

HOW CAN YOU GET INVOLVED?

Contact the Young Readers' Choice Awards Society of BC for registration forms between October 1 and January 31. The registration fee is \$20.00 per institution plus \$5.00 per reading group. The fee covers a program kit for the institution, plus a voting kit and program charts for each group in the institution. Additional program kits may be purchased. The institution must ensure it has the selected books available for the children to read.

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

Young Readers' Choice Awards Society of B.C.
Hillside Postal Outlet, P.O. Box 35023,
Victoria, B.C., V8T 5G2
Tel/Fax. (250) 477-9398
e-mail: redcedar@pinc.com.

THE LEGACY OF A BOOK

by **JUDITH COFFIN**, teacher-librarian, Elgin Park Secondary School, SD#36 (Surrey).

WHAT IS IT?

It is a new tradition at Elgin Park Secondary School where each grade 12 student is asked to donate a non fiction book to the library. The book could reflect their interests or could be a book that they think should be in the library.

WHO WERE THE ORGANIZERS?

It was organized by seven parents who call themselves The Friends of Elgin Park Library.

HOW WAS IT ORGANIZED?

A letter was drafted and delivered to each grade 12 student in their homeroom class. Simultaneously, a letter was mailed to their home. (Postage paid by the local Home-Life Benchmark Realty Company.) Within 2 weeks, each home was contacted by one of the Friends of Elgin Park Library to ask if they would participate in the new tradition. Students were asked to sign the title page and a slip was added which said Dedicated by Glen Wen, GRAD of 98.

WAS IT SUCCESSFUL?

- 145 out of 198 graduates (75%) participated.
- Although the letter suggested that the book not cost more than \$10-15, most books were valued between \$25-35.
- Students made thoughtful, wise choices.
- It placed 'value' on books.
- It involved the students in the library program.
- It indicated which books they wanted in the library.

ANY PROBLEMS?

- Letters home should be in various languages.
- Allow students to choose any bookstore.

LETTER TO EACH GRADE 12 STUDENT

The Legacy of a Book

A Message from the Friends of Elgin Park Library

Do you remember what the library looked like when you arrived in grade 8?

We, as a group of parents, have worked very hard to expand the library, and now we need your help!

We would like you to begin a new tradition of donating a book to the library. We want you to choose a non-fiction book that reflects you or your interests. It is your choice.

Our intention is to write your name on the first page as a Grad of '98 with your signature. You can pick up a book from \$10 - \$15 at Black Bond Books, 1-15562 - 24th Avenue, where we have arranged for a 15% discount.

Can you imagine the pile of 200 books which would be left for the future generations who will attend Elgin Park ? What a legacy!

We will be contacting your home shortly to finalize arrangements. Thank you for your support.

Friends of Elgin Park Library

Trish Boisvert
Larry Fossum
Nancy Luckhurst
Pat Johnson
Sylvia Maloney
Gwen Smith
Sandra Smith

LETTER TO HOME

The Legacy of a Book

Are you aware that the Friends of Elgin Park Library are organizing a new tradition for Elgin Park grads?

A Legacy of a Book is a new tradition that will begin with the graduating class of 1998 at Elgin Park Secondary School.

The Class of 1998 is the first graduating class to have attended all its high school years at Elgin Park. As a legacy to the future generations attending Elgin Park, we are asking each graduate to donate a non fiction book to the library. (\$10-\$15 - more if you wish). Imagine at the end of the year in June, a legacy of 200 books from the Grads of '98. What a Legacy!

Each book would have the student's name on the dedication page. Each book would reflect the student's interest. An athlete might donate a book about golf or rugby. A drama student might donate a collection of monologues and an art student might donate a book about their favourite artist.

A wide variety of inexpensive books are available at Black Bond Books, 1-15562 - 24th Avenue and they will give a discount of 15% if the book is donated to Elgin Park Library.

In order to allow time to type the student's name on the dedication page, the book needs to be purchased and either left at Black Bond Books or delivered to the school library by May 8th.

As we proceed to establish this new tradition we strongly encourage you to discuss this with your son or daughter with a view to selecting a title which you will both be proud to leave as a legacy.

Friends of Elgin Park Library

Trish Boisvert Larry Fossum
Nancy Luckhurst Pat Johnson
Sylvia Maloney Gwen Smith
Sandra Smith

LETTER FOR SCHOOL NEWSLETTER

The Legacy of a Book

A Legacy of a Book is a new tradition that will begin with the graduating class of 1998 at Elgin Park Secondary School.

We need your help to start this new tradition. The Class of 1998 is the first graduating class to have attended all its high school years at Elgin Park. As a legacy to the future generations attending Elgin Park, we are asking your son or daughter to donate a non fiction book to the library. (\$10-\$15 - more if you wish). Imagine at the end of the year in June a legacy of 200 books from the Grads of '98.

Each book would have the student's name on the dedication page. Each book would reflect the student's interest. An athlete might donate a book about golf or rugby. A drama student might donate a collection of monologues and an art student might donate a book about their favourite artist.

A wide variety of inexpensive books are available at Black Bond Books, 1-15562 - 24th Avenue and they will give a discount of 15% if the book is donated to Elgin Park Library.

In order to allow time to type the student's name on the dedication page, the book needs to be purchased and either left at Black Bond Books or delivered to the school library by June 26th.

As we proceed to establish this new tradition we strongly encourage you to discuss this with your son or daughter with a view to selecting a title which you will both be proud to leave as a legacy.

We will be contacting you shortly to finalize arrangements.

Thank you for your support.

Friends of Elgin Park Library

Trish Boisvert Larry Fossum
Nancy Luckhurst Pat Johnson
Sylvia Maloney Gwen Smith
Sandra Smith

LETTER TO HOMEROOM TEACHER

A Message from the Friends of Elgin Park Library

Dear :

The Legacy of a Book Update

The Friends of Elgin Park Library telephone committee have contacted most homes. The response has been overwhelming with 80-90% of grads enthusiastically agreeing to participate in this new tradition.

Attached is a letter from the Friends of Elgin Park Library to each student in your POD thanking those who have already purchased their book and reminding those who haven't to purchase their book by Monday May 11.

Would you help us by:

- distributing the attached letter to each grad.
- encouraging grads to use this weekend to purchase their book.
- explaining to those students in your POD whose parents are non English speaking that both the students and parents understand what we are attempting.

The Friends of Elgin Park Library

Trish Boisvert Larry Fossum
Nancy Luckhurst Pat Johnson
Sylvia Maloney Gwen Smith
Sandra Smith

REQUEST FOR \$600 FROM THE STUDENT COUNCIL FOR LIBRARY BOOKS

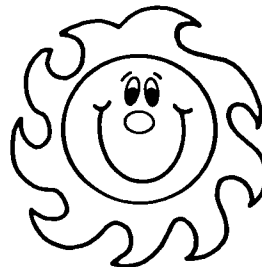
Just a note to thank you for your generous contribution of \$500 to the library last year. Your money was used to buy many new monologue books for the drama students.

This year, I am asking you to increase your contribution to \$600. This is because our school population has grown while the purchasing power of the Canadian dollar has shrunk. Your contribution would be used expand the fiction collection by buying many new paperbacks for students in grades 8 through 12.

This year, the library program intends to focus on reading. Students in grades 8 and 9 will be encouraged to read through book talks of new paperbacks. Another new program called STUDENT PICKS will be offered to grades 10 and 11 students. Students can receive credit for 30 hours community/volunteer service by either writing a review of a book or reviewing a book on ORCA Vision. Our library needs new paperbacks to support these new programs.

Yours sincerely,

Judith Coffin,
teacher-librarian





REGULAR FEATURES

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Resource Links

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for children and young adults.

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for the new price of \$39.95 for non-ATLC members or
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_____ Subscriptions @ \$39.95 + 7% GST (non-ATLC members) \$

_____ Subscriptions @ \$29.95 + 7% GST (ATLC members) \$

_____ Cheque enclosed for the amount of \$

OR

_____ Charge my VISA card # _____ Expiry _____

Signature _____

Name (Please Print) _____

Address (Please Print): _____

_____ Postal Code _____

THE PORTRAIT: HEATHER KELLERHALS-STEWART

by ELLEN ROTHSTEIN, teacher-librarian, G.T. Cunningham Elementary, SD#39 (Vancouver).

To demonstrate the "Teacher-Cybrarian" theme of this issue of the *Bookmark*, current technological tools such as Fax and E-mail have been used to communicate with this portrait's author, Heather Kellerhals-Stewart. This was especially appropriate since Heather lives at Heriot Bay on Quadra Island (just east of Campbell River), which is several hundred kilometers from my home in Vancouver.

Heather received a degree in English language and literature from the University of Toronto and then graduated in social work at the University of BC. She then worked with children in group and foster homes in both Vancouver and Edmonton. During her time in Edmonton Kellerhals-Stewart took a children's literature course. The following are excerpts, in the form of my questions and Heather's answers, derived from our faxes and e-mail messages. I have retained the informal nature of such communications.

Q: What prompted you to start writing? When was it?

A: In grade 6 I won a school poetry contest. As I clutched the certificate which allowed one to buy a book as a prize, I remember thinking in a somewhat mercenary fashion how wonderful this writing business was. More importantly, it allowed me to think that writing was possible. I continued to write through school and university - poetry, short stories, newspaper articles - whatever happened along. My writing for children started after my own two kids appeared on the scene. My first story, *She shoots, she scores*, was just begging to be written! It was the often hilarious, often exasperating story of my daughter's attempts to play hockey while we were living in Edmonton. When I wrote it I had no thought of trying to get it published, I just wanted to get it off my mind. The other book, *Muktu, the Backward Muskox*, was the result of

an earlier trip to the Arctic with all the wonderful impressions of that wild landscape. It was also part of a conscious effort to produce a cheap and hopefully fun children's book. An artist friend and myself, designed, produced, even stapled together, and sold the book. We are talking about the seventies, when the tremendous growth in Canadian kids books was just starting

Q: What books have you had published?

She shoots, she scores! (Women's Press, 1975) *Muktu, the backward muskox* (Self published, 1975); (Press Gang, 1978) *Rory and the whooping crane* (Borealis, 1977) *Cricket Christmas* (Borealis, 1978) *Stuck fast in yesterday* (Groundwood, 1983) *The whale's way* (Polestar, 1988) *Skookum Sam, spar tree man* (Polestar, 1992) *Witch's Fang* (Polestar, 1994) *My brother's train* (Groundwood, 1997) *Brave highland heart* (Stoddart Kids, 1998)

Q: I've noticed you've written picture books, intermediate and young adult novels. For which age group do you prefer to write?

A: Difficult question to answer as I'm not consciously thinking about any particular age group when I write. What intrigues me, I guess, is the notion of a book that reaches across all age barriers. That's probably why I've always loved Paul Gallico's *The snow goose*. I suppose if I'm really pinned down I'd favour the intermediate group because that is such a spellbound, adventurous, wonderfully open age. On the other hand, the short-story type discipline demanded by a picture book is very appealing and I'm sure if I was an artist too, I could never be dragged away from the picture book. I have never liked the term young adult (though I use it too) simply because I'm not sure what it means. It seems sort of artificial.

Q: How do you get your ideas?

A: I have probably answered this to some extent. On a deeper level I think most of our writing and ideas even, come from that very short, precious time of childhood while all our senses are so alert to the world around us. The fact that my father read to me - many of the Victorian classics - *At the back of the North Wind*, *Wind in the Willows*, etc. was so important. I remember trying to imitate them when I first started writing. Then, of course, what we love doing has a bearing on what we write about. All my life I've been passionate about mountains and mountain climbing, so I knew sometime that I would write about that world. The fact that my son is an avid climber also propelled me in this direction. Family is definitely important here. I even have a few pages of "notable family quotes".

Q: Do you have a writing regime?

A: I wish I did. I'm terribly undisciplined and unorganized when it comes to writing, though I do try to get down to the word processor first thing in the morning. Living on an island where people land on your doorstep any old time, where the cows are mooing for attention, where the garden is sulking because nobody (me!) is watering it, is not always conducive to long sit-down writing. On the other hand, the sort of mindless physical work that our farm and managed forest land demands, is often very relaxing and great for mulling over ideas. If you're not too exhausted!

Q: In your book, *Skookum Sam, spar tree man* (Polestar, 1992), you include a lot of information about logging ("Wood Words"). Have you considered writing non-fiction?

A: I know. I love writing fiction that has lots of down to earth details like wood words, or exactly how a muskox looks and behaves. But I'm not especially drawn to non-fiction. I very much like the term creative non-fiction. And again, that notion of crossing borders.

Q: What authors influence you? Any special favourites?

A: I have probably mentioned a few from my far-distant past, some of which I still read like *Wind in the Willows* and *Charlotte's Web*. One of my all-time favourites is *Tuck Everlasting* - now there is a book for all ages. I also love so-called "nature writing", Leopold's *Sand County Almanac* being one of my favourite books.

Q: What are you working on right now?

A: Right now I'm just finishing a picture book, tinkering with some essays about "place" and feeling disgustingly lazy.

Q: Is there anything special you would like to write about?

A: Yes. I'd like to write some ghost stories and follow up my most recent picture book, *Brave Highland Heart* with some more rural-based stories.

Q: Our theme for this Bookmark's issue is "Teacher-Cybrarian". As an author do you ever use the internet in any way?

A: I've been monopolizing the internet in this household for the last few days trying to find out more about dolphins, where one can most easily see them, with the result that I am probably going on a dolphin research trip! I use the Internet with some self-discipline, because it is a fantastic time waster. For example, for one of my recent books I was looking up a specific song and who wrote it. I found myself trapped on a sort of musical chairs that lasted two hours.

Heather mentioned that when she's not writing she has been involved with raising geese and Highland cattle, organic farming, planting hardwood trees and looking after several Ecological Reserves. She has two grown children, Erika and Markus. Most recently she and her partner, Rolf, have been working on Managed Forest #82 and a provincial woodlot.

Kellerhals-Stewart is a member of the BC Federation of Writers, Writers' Union of Canada, Vancouver Children's Literature Roundtable, CWILL BC, Canscaip, IBBY, PEN International and Amnesty International letterwriting network. Heather offers author talks and readings for grade two and up.

CHAPTER REPORTS

POLITICAL ACTION AND ADVOCACY

Vancouver

- The focus of most of the energy this past year has been political action and advocacy.
- Because of budget cutbacks, secondary teacher-librarians were faced with the loss of staff assistants.
- Elementary teacher-librarians had to provide preparation time for classroom teachers for up to 50% of instructional time, close to eliminating the opportunity to cooperatively plan and teach.
- Several information meetings were held to clarify for our members the meaning of Board directives, and to discuss ways to pressure the Board to reverse its decisions, if not this year then for next year.
- Presentations were made to both BCTF locals (VESTA and VSTA), to explain the ramifications of the cuts and to seek help.
- Union reps to Board committees took every opportunity to keep the issues before the Board.
- A base-staffing grievance was launched against the Board regarding elementary teacher-librarians providing preparation time. The arbitrator found in favour of the union.

Maple Ridge

- Sent BCTLA post cards to local MLAs
- Teacher-librarian representation on most MRTA [union local] committees: Agreements, Professional Development, Bargaining and Negotiations, Local Executive, Technology, etc.
- District superintendent met with us regarding our concerns about teaching time in the library resource centres being used to provide preparation time for other teachers, and about cooperative teaching — what it is that teacher-librarians do that other teachers can't do — what makes teacher-librarians special — not library technicians.
- Spring BCTLA meeting notes helped clarify our role.
- Many new teacher-librarians (nine out of thirty-five schools); three teacher-librarians left

libraries; three administrators are teaching in library resource centres.

Chilliwack

- Executive met with the District Superintendent to discuss teacher-librarian staffing and the lack of paid clerical assistance.
- Attention to making sure positions were properly posted and filled.
- Invited school trustees and Board members to our meetings.
- Our local paper ran a column entitled "Are school libraries really necessary?". This brought our advocacy committee to life and we had many letters to the editor endorsing the role of the teacher-librarians in the district.

Howe Sound

- A letter was sent to the Board regarding the chapter's position on the elimination of the district computer coordinator position.
- BCTLA president Mark Roberts attended a meeting of teacher-librarians and facilitated a discussion on how to establish goals and objectives for an advocacy campaign.
- Teacher-librarians attended PAC meetings to discuss the plight of library services.
- Sent a letter to the District Parent Advisory Council asking for their support for teacher-librarians.
- Sent a letter to district administration asking for release time with teacher-on-call for teacher-librarians, and extra clerical hours for library assistants, to deal with year-end tasks. The request was denied due to lack of funding.

Nanaimo

- This year the chapter concentrated most of its efforts toward advocacy. The spin-off is a renewed sense of teamwork, a focus on what we are about, and a look toward the future with the feeling that we are involved and proactive.
- Letter writing campaign. We asked five or more parents from every school each month to write a

personal letter to the board advocating for the library resource centre.

- Membership drive. We have seventeen members out of twenty-five teacher-librarians. We offered prizes for new memberships and we e-mailed a membership list to remind people to sign or renew.
- Education Committee presentation. Lillian Carefoot spoke to this group to apprise them of the Colorado study along with other relevant statistics in support of library resource centre programs.
- Group research. We met to survey the situation in library resource centres on the Island, and shared our findings with recommendations for future advocacy plans.
- District report. Tom Krall was contacted by the Board to do a survey of the library resource centre situation in Nanaimo. We met to study the parameters of the survey, and our projected response if the news was bad, but the finished report was totally in favour of continuing what was described as a cost-effective and educationally sound (given budget restrictions) way of handling the library resource centre.
- Community brainstorm. We met with many community advocates called "Friends of the Library" for informal lobbying and discussions around keeping our school library resource centres.

Prince George

- We formed an advocacy committee which was active in designing several activities to be carried out by the membership. Activities were designed in such a way that they could be personalized to each teacher-librarian's situation (see articles in *The Bookmark* (September 1998)).

Kootenay Lake

- Due to amalgamation, selection and challenge policies have had to be revised. The revised policy basically follows the guidelines as established in *Developing Independent Learners*.
- As a result of a grievance with CUPE, management has requested and received job descriptions/roles for both teacher-librarians and library clerks, also as outlined in *Developing Independent Learners*. Through discussion with management, we've all become clearer on our current and potential roles.

- The Creston and Nelson CUPE contracts are in process of being amalgamated. The two districts have very different approaches to library resource centres. Creston has teacher aides working in their library resource centres, while Nelson has a small amount of teacher-librarian time in most library resource centres. It will be challenging to find a balance, but we will endeavour to do so.
- We have had a District Resource Centre in our district for at least 25 years, with a resource base that we are all proud of. Due to budget cuts the Board was going to shut it down in 1998-99. Through the support of parents, teachers, and administrators, we have managed to buy another year of operation. We are concerned that the reduction in budget and courier service will water down the service, but it is here for another year at least. The proposed \$2.5 million budget cuts will effect library resource centres in many ways. Library clerks and teacher-librarian time have been reduced, and budgets are unknown for next year. We will be working hard to maintain service in these times of restraint.
- A chapter member is on the local bargaining committee.
- We have continued to encourage our local bargaining representatives to lobby for contract language for teacher-librarians in the provincial collective agreement.
- Teacher-librarians participated in the BCTLA advocacy postcard campaign project.

Coquitlam

- Gerald Soon [past president of BCTLA] came and spoke to us in February, and we began filling out the advocacy postcards and sending them in.
- We addressed the Board and DPAC concerning declining assignments.
- There is a lot of concern on the part of trustees and parents about library resource centre issues, and we are hoping that this will translate into some positive moves in library services and assignments for the coming year. We feel there is considerable support at this time.
- We were pleased that we now may have contract language, so are awaiting the BCTF vote results with interest.

Delta

- Chapter members participated actively in the provincial postcard campaign.

- Many teacher-librarians served on district committees, including technology.

North Vancouver

- Met with district coordinator of curriculum Audrey Hobbs Johnson, who is also Regional Coordinator (Metro) for the Ministry of Education. She offered to advocate on our behalf to the Board.
- Teacher-librarian coverage of non-instructional time is increasing.

Cowichan Valley

- Wrote a letter to the Board pointing out the negative ramifications of cuts to secondary library clerical time, mentioning a twelve hour job that disappeared.
- PACs continue to support library resource centres. One PAC bought \$80 plus in [BCTLA] lottery tickets hoping to win the prize computer . Another sent a letter to the Board urging them to maintain library services.

Fernie

- Although we have amalgamated with the Cranbrook school district, we have not had any joint meetings. Our meetings have almost dwindled to nothing because of lack of interest due to too many commitments to teaching assignments. The library portion of assignments is dwindling due to budget cuts.
- On the positive side, beginning in September, we will have access to the Cranbrook District Resource Centre.
- Each year we keep moving along and hope for improvements in the library resource centres. Unfortunately many of us who have been in these positions for some time are tired of lobbying for changes which never happen. We are seeing some teacher-librarians opting for classroom positions when they become available.
- As each year passes we try to remain optimistic. Maybe next year will bring some pleasant surprises.

Mission

- No change in the preparation time covered by teacher-librarians in our district. Elementary teacher-librarians are still required to provide 80% preparation time for classroom teachers through regularly scheduled library classes.

Secondary teacher-librarians are not required to provide preparation time.

- Some teacher-librarians are teaching computer technology or core French for the preparation time , but most are trying to provide some sort of library program.
- Two qualified teacher-librarians have decided to return to classroom teaching in September rather than continue with their present situation of preparation coverage.
- Mission teacher-librarians met with our new Superintendent to express our concerns regarding the deterioration of district library resource centre programs.

CURRICULUM AND PROGRAMME DEVELOPMENT

Maple Ridge

- Teacher-librarians involved at the school level with implementation of IRPs
- A collection of aboriginal literature was developed and sent to each school. It is a wonderful set of books, mostly First Nations folktales, myths, and legends.

Prince George

- We are developing a technology skills scope and sequence for grades eight to ten.

Kootenay Lake

- Members are on the local professional development committee, and several have been presenters at our West Kootenay zone professional development days.
- Lorna Inkster and a primary teacher collaborated on a workshop on split images and story maps.
- Marilyn Richardson provided workshops on using the Internet in the classroom.
- Wendy West provided inservice to some of the library clerks, using Eloquent Librarian.
- Several teacher-librarians serve as members of district curriculum committees, and have been able to assist our District Librarian , Wendy West, in developing and selecting resources, to be housed at the DRC, that support teachers in the implementation of IRPs.

Coquitlam

- Took a long, hard look at ordering procedures. A committee gathered information from other

districts before coming up with a list of recommendations. A district office purchasing agent participated, resulting in a series of major changes which will streamline the process. We will be issued purchase cards soon, and will move toward electronic selection.

- We anticipate a lot of activity as we prepare for the Year 2000 conference to be hosted by Coquitlam. There is a large committee ready to participate in the planning process.
- We have for four years worked through reorganization into a middle school structure, and are well through the transition.
- Our chapter expects to work more with secondary, middle, and elementary focus groups, and will deal with issues pertinent to each group.
- A team developed a Web site which won the Roy C. Hill award [see "Automation and Technology" section below]

Delta

- Developed a list of recommended novels for the district, and for the Metro group. Elementary materials were evaluated, with secondary to be addressed in the fall. Many teacher-librarians read and evaluated novels during the summer.
- Developing a document on the "Reflective Research Process" involving cooperative planning by teachers and teacher-librarians — includes a student-focused chart, a process for developing students' ability to pose thoughtful research questions, and IRP connections for grades K to 7.

North Vancouver

- Working on integration of technology into curriculum. Karen Cordiner, teacher-librarian at Prince of Wales Secondary in Vancouver, spoke about implementation of information technology with the IRPs and described her library Web site.
- A large group of teacher-librarians and their administrators (84 in all) went to the CSLA conference in Victoria. Costs were covered by the Board.

Cowichan Valley

- Due to the new expanded role of the teacher-librarian in the area of technology, training is to be provided in the new year.
- Participation in the Red Cedar Award program was very high throughout the district. It will be supported again in the coming year.

- One meeting was devoted to a National Book Service display.
- A display from Children's Book Centre was circulated.
- Displays by World Book and Marshall Cavendish.
- Members were encouraged to attend the CLA conference in Victoria in June.

Mission

- Two teacher-librarians served on the resources selection committee for the District Resource Centre.

SPEAKERS AND WORKSHOP LEADERS

Howe Sound

- Local and out-of-town writers, including Julie Lawson and Doreen Armitage, gave readings in various schools.

Prince George

- For a district professional day we invited author/editor Valerie Wyatt from Victoria. Her session, called "How did that book get published?", was very well attended. Recommended.

Delta

- Jamie McKenzie gave the keynote address at a district professional day. He spoke on using the Internet as a research tool, how students must be supported and guided, and taught to ask pertinent questions. It was enjoyed by all.

Cowichan Valley

- Our year end dinner featured Ann Swanson who gave an interesting talk on the production of her books.

Mission

- Teacher-librarians attended a three-day workshop on the new LibraryPro 2.0.
- Liz Shirreff, a secondary teacher-librarian, provided inservice on the use of the Internet for her staff and district teacher-librarians.

MEETING IDEAS

Maple Ridge

- Due to severe cuts the chapter met only on three occasions.
- Advocacy was a major focus, to develop an advocacy plan.

Prince George

- Each meeting has a professional development component, designed to enhance both the teaching and administrative role of teacher-librarians.
- Three sessions were for sharing on the following topics: technology; teacher-prepared units; and general teaching and coping strategies.
- Other programs: book display by National Book Service; how to design a literary fair; how to design a writers' fair; Battle of the Books; and viewing unique and new videos in our District Resource Centre.

Kootenay Lake

- Each meeting is held in a different library resource centre. This enables different teacher-librarians to "show off" and to feel more involved in the meetings.
- Teacher-librarians are encouraged to share great ideas that work, books, selection tools, and Web sites.

North Vancouver

- Shirley Lewis spoke about some of the latest titles.
- We also had programs with a storyteller and a puppeteer.

PUBLIC RELATIONS ACTIVITIES

Maple Ridge

- Book fest, eight schools participated: guest author, three stations (Newspaper Headings, Wheel of Fortune, Found Objects), approximately 80 book prizes from Scholastic Canada, snacks, and bookmarks to all participants, and a play was presented. Eight teachers, ten parents, and eighty students participated. Local newspaper coverage.

- Some teacher-librarians are still able to have celebration days in their library resource centres with guest speakers and special activities.

Chilliwack

- Our chapter initiated the "Battle of the Books" program in the district, led by a committee of members. Seventeen schools participated in our first year, led by the teacher-librarian in each school.
- Chilliwack was a Reading Zone last year, and the teacher-librarians participated in a parent forum for the district that led groups of parents in discussions about reading and books.

Howe Sound

- All teacher-librarians participated in "Drop Everything and Read Day." A variety of activities were implemented at each school. Trustees and parents were invited to participate in DEAR Day by coming to the school and reading with or to students.
- Several schools sponsored book fairs.
- Variety of School Library Week activities

Kootenay Lake

- One secondary and one elementary teacher-librarian open their library resource centres one evening a week for students, parents, and teachers to use.
- The Red Cedar Award program was enjoyed by all participants.
- Authors who have been in the Nelson area, with help from the Nelson Public Library: Ann Alma, Kit Pearson, and Monica Hughes. Several schools were able to take advantage of their visit.
- Celebrated Canadian Children's Book Week.
- In some schools, book fairs were held at the same time as an open house or parent/teacher meetings.
- The District Resource Centre hosted three major book displays to which all teachers were invited.

Delta

- Several individual activities, author visits, book fairs.

Cowichan Valley

- Teacher-librarians gave workshops at our district professions days, on IRPs and Web whacking.

- Our library research folders continue to be popular both in and out of the district.
- District officials were invited to our year-end dinner.
- Several initiatives working with on-line resources were highlighted in our local newspaper.

CENSORSHIP AND CHALLENGED MATERIALS

Delta

- *The Eternal Spring of Mr. Ito*. A provincial challenge of this book started in Delta. The BCTLA addressed the challenge; the book will not be pulled but a cautionary note will be attached.

AUTOMATION AND TECHNOLOGY

Maple Ridge

- Discussion and presentation of Library Profile computer program and concerns expressed resulted in the freeze of installation of the program into school library resource centres. Program has since been cancelled.
- Currently being redone at Chancery Software.
- Ongoing computer workshops at district office, workshop on making home pages, and electronic mail.
- District Tech Tuesdays (one meeting per month) for interested computer teachers.
- Looked at Alexandria Library and Kelowna System — teacher-librarians met with sales representatives.
- All library resource centres are wired through phone for Internet, electronic mail, and our local Quick Mail.
- The coming year 2000 is a concern. A committee will be working on this problem in the fall.
- All library resource centres were given a zip drive for storing catalogue backups and for saving graphics.
- Inventory, even though computerized, is nearly impossible to do because of time constraints involving preparation time.

Chilliwack

- We now have thirteen school library resource centres on Alexandria.

- We have lobbied for technical support money from the district, but so far have not received it.

Howe Sound

- Many schools converted to the new ProLibrary Catalogue in May.
- Most library resource centres are now automated, and the majority have or will be installing Internet access.
- At the end of June the position of district computer coordinator was eliminated.

Prince George

- Twenty-eight of a possible 57 schools have been automated.
- The district's objective is to have all library resource centres automated within the next two years.
- The District Resource Centre made a fairly smooth transition to a new operating system this year — Sirsi Unicorn System.
- All library resource centres operate through a centralized database.
- For the first time in many years, the District Resource Centre will have no cuts this year.

Kootenay Lake

- All but one (16/17) of our schools are automated, using the Eloquent Librarian system.
- We are working on a way to speed up our cataloguing and data entry systems at the school level so that we are able to spend more time with students and staff. This may involve using a centralized cataloguing program at the DRC.
- Most teacher-librarians also have available, for student use, a word processing program, a variety of CDs, and Internet access.
- A chapter member is on the District Technology Committee.

Coquitlam

- Several courses on the Eloquent system have been offered from the resource centre. This has been helpful to new teacher-librarians.
- We were pleased and proud that our library Web team, with Shirley Bens as web-master, won the Roy C. Hill award this year. This educational Web site is becoming more and more popular as teachers and students make use of the many sites and links it provides. The team is continuing to work, with core groups researching good sites at

the elementary, middle, and secondary levels, to add to the listings.

- Addressed the DPAC on appropriate use of the Internet.
- Moving toward electronic selection.

North Vancouver

- Automation continues to be a focus for our association.
- A letter was sent to the NVTU [union local], the Board, and the Superintendent expressing our concerns about the lack of automation in our district.
- A grievance was settled in this regard, and the money was used to update the district catalogue centre with the Kelowna L4U system.

Cowichan Valley

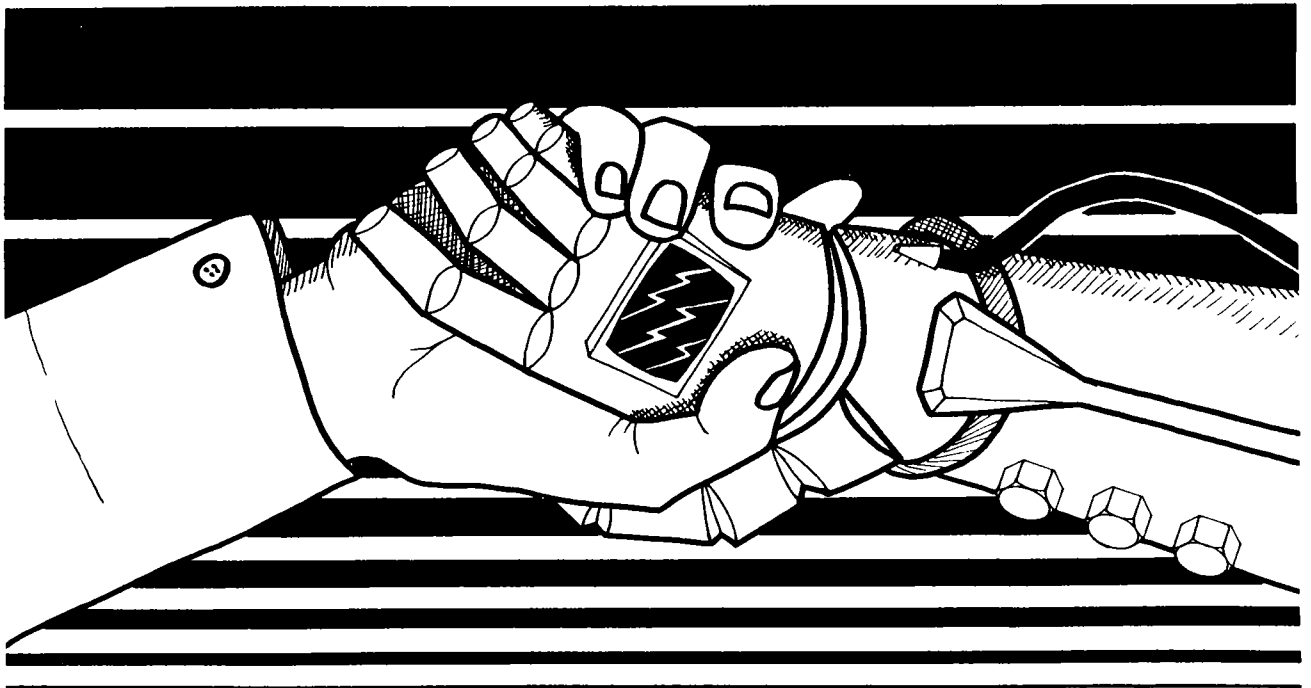
- All schools have been provided with Internet access, and by September should be attached to the server at the Board office.
- Our district Web page now has a teacher-librarians' home page.
- We have been experimenting with different database information services, e.g. Electronic Library, and UMI resources.

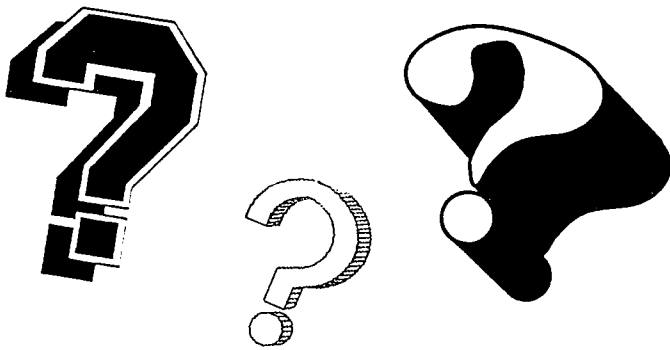
Fernie

- Automation in our side of the district is virtually non-existent. Cranbrook is automated. As far as we know there is no planning in the near future to bring us up to Cranbrook's standards.

Mission

- One secondary school, ten elementary schools, and our District Resource Centre are automated with either MacSchool Library Pro 2.0 or an earlier version of this program.
- One secondary/college and three elementary schools are using COMPanion's Alexandria.
- Due to limited budgets and the high cost of technical support, some schools are not keeping their technology support current and consequently are not receiving program updates. The calendars of some versions will not reach the year 2000, which will soon make the programs obsolete.
- Two teacher-librarians acted as mentors for three others who were automating their library resource centres this past year, one with LibraryPro 2.0 and two with Alexandria. A teacher-librarian served on the district technology committee





ASK THE EXPERTS

by **TRISH MASKELL**, teacher-librarian and computer teacher, Crofton House School, (Independant School) Vancouver.

Question:

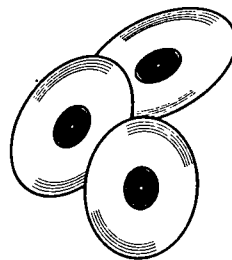
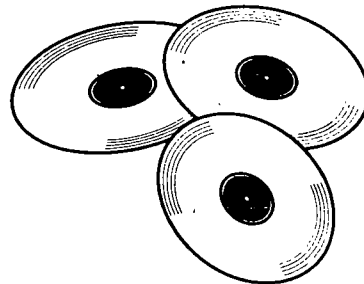
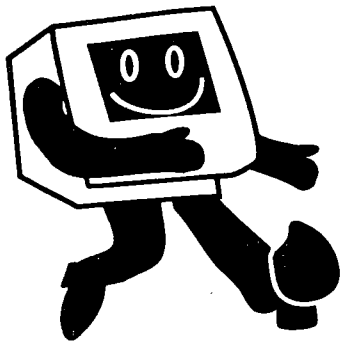
Can you give me some ideas on how to organize access to CD-ROMs used for information and research in my library?

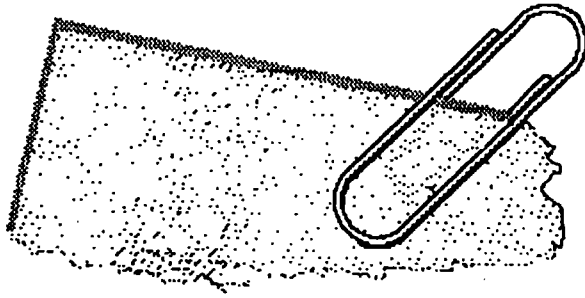
Answer:

It is difficult to offer suggestions that will be appropriate to all readers as libraries have a variety of levels of technology available. If the computers in your library or school are networked then the ideal situation is to have a CD-ROM tower linked to your server which will allow students to access the CDs from any computer in the library (or the school). On the tower you would want to place the CDs for general use (i.e., encyclopedias, atlases, dictionaries, periodical databases etc.). Other CDs which may be applicable only to one grade or class can be bar coded and signed out at the library circulation desk and then inserted into a computer with a CD ROM drive. All you need to do is place an icon on the desktop of that computer for the

students to click on or provide printed instructions for them to follow at the computer workstation (if your operating system is older).

If your computers are not networked then you can attach a multiple CD changer onto one or more workstations. These CD changers can be locked to prevent students from accessing the CDs. Use older workstations for text-only CD-ROM databases and reserve newer ones for CDs with multimedia applications requiring animation, video or music playback. If you have a particular interest in CD-ROM usage you could subscribe to a listserv discussion group such as CDROM-L, centered around that topic with subjects including hardware, software and library science. To subscribe address an e-mail message in the following manner: "To: listserv@uccvma.ucop.edu Message: Subscribe CDROM-L firstname lastname." You can also access an Internet site, *The CD Information Center*, at <http://www.CD-info.com/>. It carries extensive information about CD-ROM including technical aspects, lists of equipment manufacturers and much more.





- protecting consumer privacy in the electronic age
- the impact of TV crime shows on Canadians' perceptions of crime
- the relationships between eating habits and junk food advertising
- how tobacco marketers target young people's aspirations and insecurities
- the differences between media violence and real-life violence

NOTES AND NEWS

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

THE MEDIA AWARENESS NETWORK—ON-LINE FOR TEACHERS

www.media-awareness.ca

The *Media Awareness Network (MNet)* Internet site is a Canadian resource your teachers will want to know about. *MNet* offers practical information on media issues and copyright-cleared teaching units for media education across the curriculum.

MNet's resources reflect BC's integrated approach to media literacy and strongly support outcomes in English Language Arts, Health, Careers and Personal Planning, Business and Consumer Education, and French Immersion curricula.

The lessons integrate media education themes into these subject areas and guide teachers in helping children and teens develop the critical thinking skills they need to "read" and understand the plethora of media messages in their daily lives. The lessons, for Grades 1 - 12, cover a wide range of topics, including:

- TV news and the ratings game
- bias in journalism
- body image and the influences of the fashion industry
- portrayal of diversity in the media
- media regulation and voluntary industry codes

In all, there are over 250 lessons available, by grade and topic, with a "click of the mouse." Each unit contains a discussion guide and all the materials required for the lesson – backgrounders, student handouts, overhead masters, etc. – for teachers to print out and store in their personal lesson files.

MNet also hosts a *Speakers Roster*, a daily news service (and two years of news archives on media-related topics), a searchable *Videos for Media Education* catalogue and the *Staffroom*, a discussion group where teachers can share media education approaches and resources. *Education Issues* contains readings on the commercialization of education and the latest education-focused copyright information. And for those who want to know more about media education itself – what is it? why teach it? what are some effective approaches? and, how can we evaluate it? – *Media Education Overview* offers detailed quotes and suggestions from Canada's media education experts.

The *Media Awareness Network* also addresses "web literacy", that is, ways of empowering children and young people with the critical thinking skills required to surf the web wisely and safely. *MNet* has produced *Privacy Playground*, a multimedia game for 7 - 10 year olds. The game, which comes with a comprehensive classroom activity guide, teaches children to spot Internet marketing ploys and to protect their personal privacy (and safety!) on-line. *Privacy Playground* can be downloaded from *MNet's* home page (be forewarned – it takes a while) or purchased in CD-ROM format. The ordering information is accessible from the *For Educators* main page.

MNet has two other web literacy resources in production. *Cybersense and Nonsense* (to be released in Spring '99) explores bias, discrimination and hate propaganda on the Internet, and encourages children to

question the differences between fact and opinion – on-line and off. *Savvy Surfers* (in the research phase) is a comprehensive Internet teaching package for the Junior High level, addressing on-line privacy issues (e.g. microtargeting, data matching), information issues (e.g. authenticity, infotainment) and regulation issues (e.g. hate propaganda, marketing to children).

The *Media Awareness Network* began as a project of the National Film Board and incorporated as a not-for-profit organization in 1996. Our staff of eight, mostly teachers and journalists, work out of Ottawa and Montreal. *MNet* is supported by Bell Canada, Shaw Communications, CTV, Stentor, CBC, NFB and five federal government departments.

This year we were honoured with two awards, the AMTEC *Award of Excellence* (Interactive-Information-School category) and the Magic Lantern award for *Outstanding Achievement in the Field of Media Literacy in Education in Canada*. Half of *MNet's* 25,000 monthly users are Canadian, the other half log in from the US and around the world. Our goal, however, is to provide teachers with a uniquely Canadian site – and a quick route to practical media literacy resources.

We have a number of new resources on-line. They can be viewed in the “Internet: Elementary and Internet: Secondary” sections of Teaching Media.

- <http://www.screen.com/mnet/eng/med/class/teamed2/intrnetS.htm>
- <http://www.screen.com/mnet/eng/med/class/teamed2/intrnete.htm>

Our new game for elementary students: “Cybersense and Nonsense: The Second Adventure of the Three Little CyberPigs” is presently on-line in Beta format and can be downloaded onto classroom computers.

We are actively building our Web literacy resources. Coming in the next few months will be primers for parents on On-line Hate and On-line Marketing to Kids (which can also be used in classrooms and libraries).

If you have any further questions or need more information, please don't hesitate to contact me.

Jane Tallim
Education Coordinator
The Media Awareness Network
1500 Merivale Road

Nepean, Ontario K2E 6Z5
jtallim@media-awareness.ca
<http://www.media-awareness.ca>

We hope you will take a close look at our site so that you can guide teachers to the resources they need. Please sign our *Guestbook*, and let us know what you think. If you'd like to be kept up to date on additions to *MNet's* site through our e-mail newsletter, just let us know by sending a message through the Feedback button at the bottom of the screen.

We look forward to hearing from you!

Jane Tallim

TRY OUT THE BRAINIUM

The Brainium is an intermediate science resource which is currently licensed to all schools in BC. Components of this on-line resource are many and include: lesson plans, kids content, current science news stories, scientist role models, and lots of activities, games and materials. All Brainium materials are tied to the Ministry Science Integrated Resource Package. The Brainium is currently free to all schools in Canada, and over 5000 use it for their learning goals.

HOW TO USE IT:

Using this resource is easy. The URL is www.brainium.com on the Internet.

Press enter. Every school has an ID and password. If you don't know yours, you can get it through the following ways:

1. Call Multiactive Education at 1-888-BRAINIUM.
2. Send an e-mail message to SUPPORT@BRAINIUM.COM
3. Check in your school office — the ID and password has been sent several times.

Once you've signed on, you can explore the content or go for a guided tour in the teacher's area. Materials can be printed, although there are many other features of this resource.

CONTENT AREAS

The content is all colourful, current and curriculum-based. It's also lots of fun! There are games, experiments and challenges— it is like a science center on-line!

For example, there is currently an Earthquake

Adventure prominent on the front page with prizes and activities within a learning experience. The adventure is interactive, highly visual and includes many challenges for you and your students.

The Brainium is available to teachers and students 24-hours per day, all days, so why not take your password home for Christmas and try it there. Please encourage your colleagues and students to do the same!

QUESTIONS

Don't hesitate to contact David Vogt at Multiactive Education in Vancouver, dvogt@multiactive.com or 604-601-8133.

PROFILES OF CANADIAN COMMUNITIES

Since November 2nd, 1998, a Statistical Profile of Canadian Communities offering information on age, language, education, work and income as well as information on families and dwellings.

This information is accessible on the Statistics Canada's Talon site at:

<http://ww2.statcan.ca/english/profil/>

The Statistical Profile of Canadian Communities provides a cross-reference for locally recognized areas or place names. A place name is a general term for localities which have a "sense of place", such as cities, urban areas, neighbourhoods, post offices, communities and unincorporated places. Place names also include the names of uninhabited places, historical municipality names, alternative names and spellings of places.

Information is presented for municipalities (as determined by provincial legislation) or their equivalent (for example Indian reserves, Indian settlements, etc.). These areas are referred to as census subdivisions (CSDs). Census subdivisions are classified into various types, according to official designations adopted by provincial or federal authorities. Both the CSD type and name are provided in order to help distinguish CSDs from each other (for example, the City of Kingston and the township of Kingston).

Michel B. Seguin
Census Marketing Manager
Statistics Canada
(613) 951-5339

CHINESE UNIVERSITY INSTRUCTORS

30 English-speaking instructors are needed by Yang-En University in China to teach English Conversation, English Listening Comprehension, Business writing, International Trades, Marketing, Accounting, Management, MIS, Finance, and Economics. Free apartment and paid air-ticket.

Excellent opportunities for one to experience different cultures and make new friends in a rapidly developing country.

Yang-En University is a Business University built by overseas Chinese from Burma for the purpose of helping native people. The University is now five years old with a student population of about 4,000, and offers studies in International Trade, International Marketing, International Finance, Economics, Enterprise Management, Management Information System, and Accounting. It is located in a beautiful pollution free area of Quanzhou, surrounded by mountains, trees and lakes in the southeast coast of China across from Taiwan, about 120 km north of the port city of Xiamen.

The University places a great emphasis on English education and use English as the language of instruction for business core courses for students in their third and fourth years. In their first and second years, we have English-speaking teachers helping them with conversation, listening and writing. About 30 English-speaking teachers are needed to teach English and Business courses each year with terms of employment as follow:

1. Free furnished air-conditioned apartment.
2. Air ticket allowance of US\$750 or US\$1,000 per year depending on qualification.
3. Monthly salary of 2,200 to 4,000 RMB (1US\$=8.3 rmb)*
4. Teaching load is 12 to 14 hours per week

The living cost is very low in China. An average western family of two spends about US\$50 per month on food. To hire a full-time housemaid costs about US\$60 per month.

For application, please email or fax resume to:

Professor Zhu, Vice President, Yang-En University
Email: yangenu@public.qz.fj.cn
Fax: +86-595-2082017 or +86-595-2082018

FAST FORWARD '99 EDUCATIONAL MEDIA SHOWCASE

When: May 18th and 19th 1999 (Tuesday and Wednesday)

Where: Capilano College Sportsplex, North Vancouver

MARK YOUR CALENDAR NOW FOR FAST FORWARD '99!

Fast Forward is your best opportunity to preview and evaluate the latest in educational videos and electronic resources.

At Fast Forward you will be able to:

- Evaluate and compare videos from every curriculum subject area, plus general interest and professional development materials.
- Meet media distributors and discuss the latest in educational media.
- Save money on preview charges and shipping costs.

WHO SHOULD ATTEND?

- Teacher-Librarians
- Media centre coordinators
- Staff training personnel
- Anyone with an interest in educational media!

Register by March 25th and you will receive catalogues from the vendors describing the programs they will be bringing. You will get more out of Fast Forward if you pre-select the videos you want to preview before the event.

COST:

- before March 25th 1999: \$55 per day or \$85 for both days
- after March 25th 1999: \$75 per day or \$105 for both days

FOR FURTHER INFORMATION CONTACT:

Susan Weber at:
phone: (604) 323-5533 or
email: sweber@langara.bc.ca

FOR REGISTRATION FORMS CONTACT:

Elizabeth Chong
Registrar, Fast Forward '99

email: echong@langara.bc.ca
fax: (604) 323-5577

Or visit our website at: www.langara.bc.ca/ffwd

ELECTIONS CANADA CD-ROM

Elections Canada has produced a CD ROM for students to learn about voting and the federal electoral process. Students will learn about the historical evolution of voting in Canada and the importance of the right to vote today.

One free copy is available by contacting Elections Canada:

1-800-INFO-VOTE
by fax: 1-888-524-1444
by email elec@magi.com
Web site www.elections.ca

CLA GUIDE TO SAFETY ON THE INTERNET

Have A Safe Trip! A Parent's Guide to Safety on the Internet is now available for purchase in quantity from the Canadian Library Association.

The four page guide covers :

- Net Surfing
- Internet Filters and How they work
- Talking to Strangers
- The role of parents
- What libraries should do

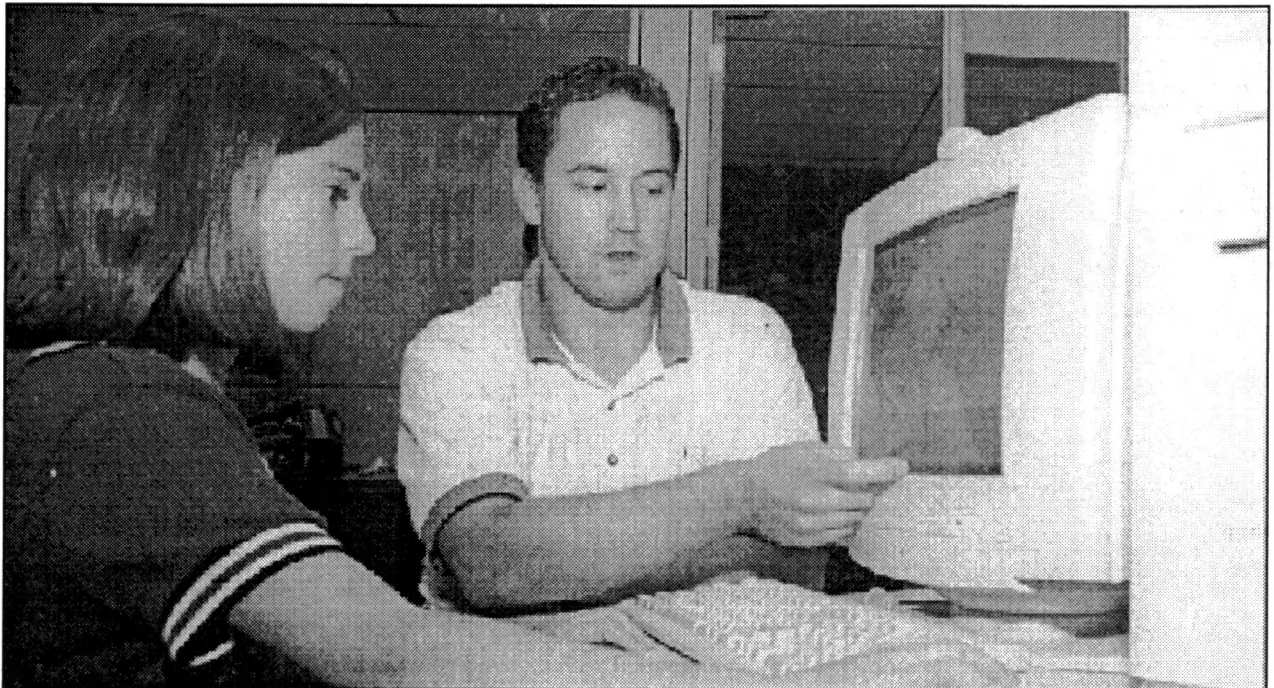
This helpful guide is a great handout for patrons, staff and ideal as an Internet Training Workshop supplementary resource. Pricing is as follows

25 copies /\$ 5.00
100 copies/ \$10.00
500 copies/\$45.00
1,000 copies/ \$75.00
2,500 copies/ \$175.00
5,000 copies/\$300.00

Plus taxes and \$5.00 shipping and handling

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Ottawa, On
K2P 1L5

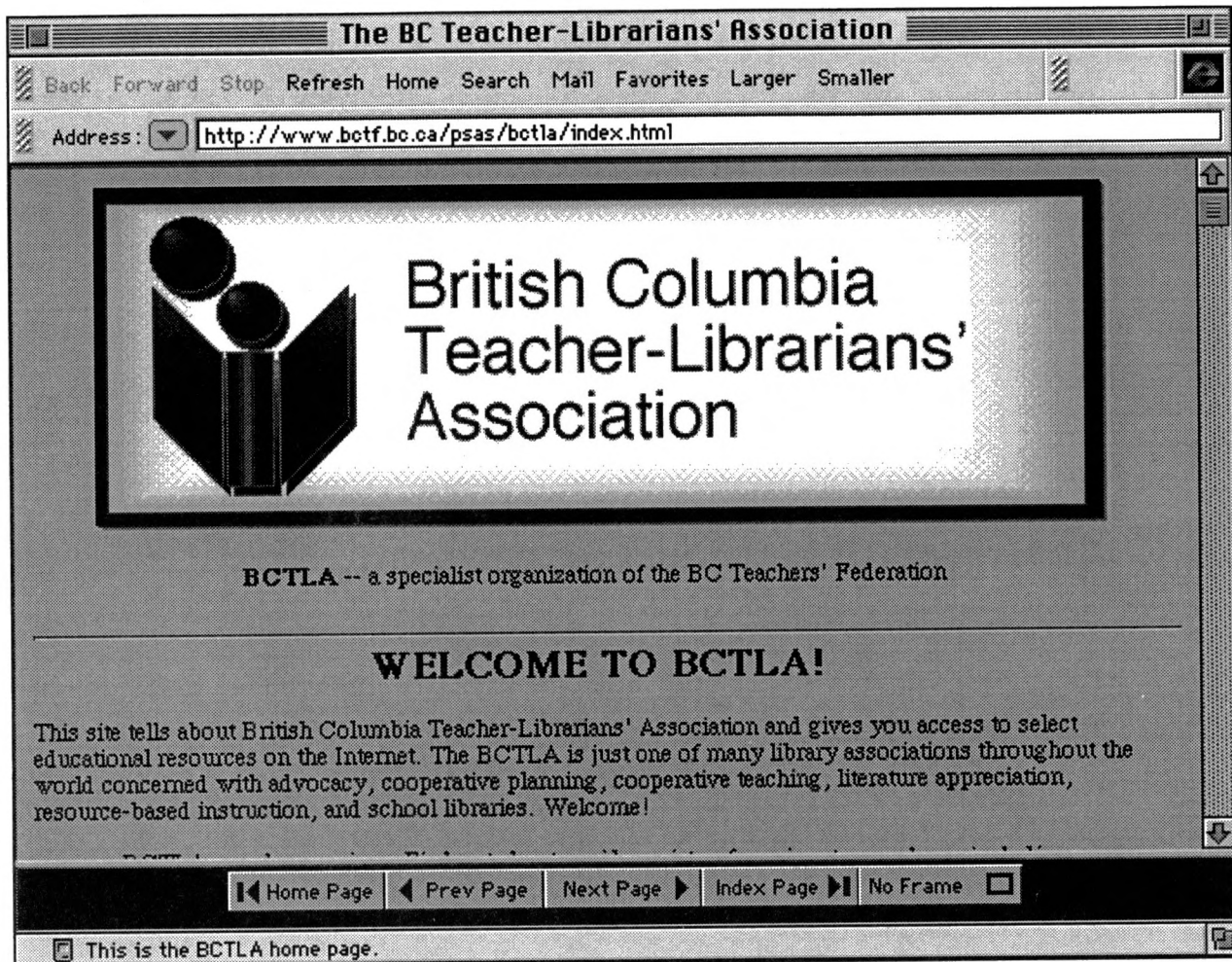
TEACHER-LIBRARIAN ELDA ARMSTRONG WINS BCTLA ADVOCACY DRAW



Citizen photo by Brent Braaten

HANDS ON — Jayson Hill of Westworld Computer, the local [Prince George] Apple Representative, shows Camille Jagodnik, 10, how to use the new Apple computer won by teacher-librarian Elda Armstrong for Haidi Road School. The computer was raffled by the BC Teacher-Librarians' Association and Pacific Instructional Media Association. The computer was donated by Apple Canada. Reprinted from *The Prince George Citizen*, August 24, 1998. Courtesy of *The Prince George Citizen*.

VISIT THE BCTLA WEB SITE ON THE INTERNET!



Visit the BCTLA on the Internet at <http://www.bctf.bc.ca/psas/bctla/index.html>

Find the cumulative index to the *Bookmark* at <http://www.bctf.bc.ca/psas/bctla/Bkmkindx.pdf>

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.fvrcs.gov.bc.ca
(Web) <http://www.fvrcs.gov.bc.ca/goldsmith/welcome>.

*To catalogue or not to catalogue: that is the question:
Whether 'tis nobler in the minds of T-L's to suffer
The slings and arrows of the outrageous Internet
Or to take arms against this sea of information
And by accommodating, end the confusion it causes*

My apologies to William Shakespeare. There is a problem facing teacher-librarians/cybrarians. Should Internet and World Wide Web resources be included and indexed as part of a school library's on-line public access catalogue along with other resources such as books, films, reference materials or videos?

For true Teacher-Cybrarians (T-C), Internet sites have become an important part of the informational resources used in student research projects and cooperatively planned units. In preparing for these projects, it is as natural for T-C's to locate suitable Web sites as it is for them to find suitable books on the shelves, applicable articles from the vertical file or appropriate materials on CD-ROMs. Locating appropriate Web sites or other Internet sources is simply one more aspect of the planning and preparation process.

That being the case, it would seem logical to include 'Net or Web citations in the catalogue along with books, videos and other types of resources. After all, information is information. The fact that it comes from the Web rather than a book or video should make little difference. If a particular Web site has proven to be a beneficial information source for a unit of study or research project then why not include it in the catalogue as a way to assist student in finding it, just as other items are indexed to assist students in locating them in the stacks, shelves or other areas of the library.

While this may sound logical, there are those who would argue that the Internet is different. How different? Very different in many respects. Consider that most library resources are located within the four walls of a school's library facility. These materials have been carefully selected by the Teacher-Librarian using

well defined criteria such as reading level, curriculum connection and content quality. Further, these items can be seen, touched, smelled and even heard in some cases. They are physical, static and immutable. The information contained within the covers of a book or the digital imprint of a CD-ROM is finite and fixed. Once purchased, catalogued and put into circulation, little more need be done with these items except for checking that they still exists every so often as part of an inventory process.

That's not the case with information from the Internet. 'Net resources or Web sites are not physical things which can be felt, touched or stored away. Instead, they are digital resources that exists, "out there" far beyond the walls of a school library and the control of a Teacher-Librarian. There are no guarantees of information quality or content appropriateness; no certainty of access or stability. A Web site may be available and accessible today and gone or inaccessible tomorrow. If it is still accessible then its content or format may be radically altered. As a result, a Web site used by students last year as a source of information for a project or report may not have the same format, structure, content or hypertext links this year. In fact, the site may no longer exist. Such is the transitory nature of Internet sites and Web based information and the headaches this would cause if Web sites were included within the catalogue.

Despite the impermanent and imperfect nature of the Internet, there is little doubt that it will play an ever increasing role in meeting the information needs of most school libraries and with this increasing role will come the need or demand to include 'Net resource sites within the catalogue. And this brings us back to the initial question, "To catalogue or not to catalogue ..."

At the moment, the practice is not wide spread. In a recent survey of LM_Net members (E-mail listserv made up of Teacher-Librarians from all over North America and around the world), only a few Teacher Librarians indicated that they were cataloguing and integrating Internet sites within their library's

circulation catalogue, just as they would a book, kit, or video tape.

As the practice is relatively new it should come as no surprise that the policies and procedures governing the practice have not yet become well defined. Never the less, there are some very good resources available for Teacher-Librarians who are interested in learning more about this concept.

One of the best that I've discovered is an on-line publication by Nancy Olson entitled, "Cataloguing Internet Resources: A Manual and Practical Guide" (<http://www.purl.org/oclc/cataloging-internet>) Not only does this text provide detailed information on how to catalogue Internet resources in accordance with the Anglo-American Cataloguing Rules, it also contains an extensive discussion on the problems posed by cataloguing Internet resources as well as suggestions for selecting 'Net resources.

As well, the Library of Congress has extensive information on creating MARC records for all sorts of items including Internet resources on its Web site (<http://lcweb.loc.gov/marc/>)

Nichols Advanced Technologies Inc. has created a computer program called "MARCit". Nichols advertises their program as a quick and easy way to catalogue Internet sites in MARC record format. Once the MARC record is created it can then be easily integrated or imported into any automated library catalogue. For more information on MARCit, check their Web site (<http://www.marcit.com/index.html>)

Finally, Follett Software, creators of circulation and cataloguing software have recently incorporated the option to catalogue and include Web Sites as MARC records within the latest version of their public access catalogue, perhaps anticipating the day when this practice will become common place.

In conclusion, it seems obvious that the question of, "To catalogue or not to catalogue" is one which most T-L's have not yet addressed and the integration of Internet resources within a library's catalogue is not a common practice within school libraries. As well, it seems equally obvious that this practice will not become common place without considerable discussion, debate and consideration. Further, the process for cataloguing and integrating 'Net resources is not well defined at the moment, however, processes and procedures are emerging to assist T-L's who wish to explore this area further. As a result, it is conceivable that sometime in the future, the quandary of "To

catalogue or not to catalogue" many no longer be a question but a commonly accepted practice among all Teacher Librarians and Cybrarians.

NEW WEB SITES

EDUCATION

FRENCH LANGUAGE RESOURCES

<http://www.unice.fr/UrfistDEH/>

The University of Nice has posted a Web site with a multitude of French language resources and links. While the site's focus is science, there are many other areas and disciplines represented.

(LM_Net)

GIFTED AND TALENTED SITE

<http://www.eskimo.com/~user/kids.html>

Teachers of gifted and talented students can find a listing of resources at the site below. You'll find links that will help you identify and plan for those kids who have special abilities—including leadership, psychomotor, creative thinking, and the arts (academic abilities are also included, with a definition that incorporates the idea that not all gifted children are necessarily gifted academically). (Network Nuggets)

KID'S CASTLE

<http://www.kidscastle.si.edu/>

The Smithsonian Magazine recently unveiled the Kids' Castle Web site to capture the interest and imagination of eight to fourteen year-old kids. The site features a link of the day and topical entry into site sections in the major areas of History, Arts, Worldwide, Personalities, Sports, Air & Space, Science, and Animals. Each of these sections features articles and images from the Smithsonian archives as well as safe (first name and last initial only) response options that will be posted for all to read. Links to additional related sites are included. Brief articles and minimal graphics optimize the content at the site; other exemplary design features include a pull-down menu at the bottom of the screen that allows users to go to any general topic area from every point in the site. Kids can also join the Kids Club at the site to receive a monthly newsletter via E-mail that contains poems and stories from ordinary kids, articles, and notification of upcoming contests and games. (Scout Report)

REACT

<http://teachers.react.com>

REACT (teachers.react.com) is a free on-line electronic magazine service for teachers of students in grades 6-12. The site is updated every Monday throughout the school year and is a proud participant in the Newspaper In Education (NIE) program.

Teachers will find weekly teacher's guides and quizzes, information about NIE programs and recommended Web sites. Every quiz, lesson plan, classroom activity and resource link can be printed out for classroom use. Previous guides, lessons and quizzes are archived. (LM_Net)

SCHOOL CLIPART

<http://www.hoxie.org/pdk/clip01.htm>

This site contains a wide variety of education related clipart which is available free to anyone who wishes to download it. (LM_Net)

SCHOOL TODAY!

<http://schooltoday.com/>

School Today! was developed to allow educational programs worldwide the opportunity to publish incredibly detailed school newspapers without having to know the complexities of the Internet or World Wide Web technologies! Best of all, School Today! is provided without cost to all schools desiring to participate in this innovative new program.

Participating schools will use on-line technology to create up to the minute news that can be updated anytime and any day of the year. What's more, schools learn the critical aspects of responsible journalism and community involvement through an innovative program developed especially for Project Oceanis - a non-profit educational and scientific organization. (LM_Net)

TELUS LEARNING CONNECTION

<http://www.2learn.ca>

Now that TELUS, the Alberta based telecommunications company and BC Tel have merged you may be hearing from our virtual neighbors to the east. Like most other telecommunication companies, TELUS has been active in the area of education as their Learning Connection Web page demonstrated. This site contains a multitude of resources, tutorials, and

information on education related topics. While not as large or as comprehensive as BC Tel's Discovery Learning site, it is still worth a visit. (Ednet)

WISCONSIN EDUCATIONAL COMMUNICATION BOARD

<http://www.weceb.org/edu/resource/index.htm>

The Wisconsin Educational Communications Board provides a statewide telecommunications system and assistance in the diffusion of advanced technologies in support of education. As part of that mission they also maintain a Web site with extensive links to K-12 related Web resources. (Net Happenings)

ENGLISH

READING BY 9

<http://www.latimes.com/readingby9/>

LA Times 'Reading by 9' Program For Children had been developed to address the growing number of children who haven't learned how to read competently by age nine. About two-thirds of third-graders in Los Angeles, Orange, Ventura, San Bernardino and Riverside counties failed to achieve grade-level reading last spring, according to the California State Department of Education. Research shows that those children are likely to be poor readers their whole lives, and, as a result, face a lifetime of hardship, humiliation and often poverty. (Weekly Bookmark)

SURFING WITH THE BARD

<http://www.ulen.com/shakespeare/>

Surfing with the bard is a Web site devoted to helping high school students understand and enjoy Shakespeare. As well as containing a wealth of information about Shakespeare with it's own pages, this site also has extensive links to sites with similar information. (Weekly Bookmark)

LIBRARY

BULFINCH'S MYTHOLOGY ONLINE

<http://www.bulfinch.org/fables/welcome.html>

The digital version of Thomas Bulfinch's famous work, "The Age of Fable or Stories of Gods and Heroes". (NetGuide Now)

CHEAT SITES

The following sites contain projects, reports and essays which students are welcome to download and submit as their own work.

<http://www.a1-termpaper.com/>
<http://www.elee.calpoly.edu/~ercarloso/papers.htm>
<http://www.oppapers.com/books/>
<http://www.ezwrite.com/>
<http://www.schoolsucks.com/newsucks/papers/>
<http://www.termpapers-on-file.com/web3/index.html>
<http://www.academictermpapers.com/>

(LM_Net)

DATABASE OF AWARD WINNING CHILDREN'S LITERATURE

<http://www2.wcoil.com/~ellerbee/childlit.html>

Lisa M. Bartle, reference/user education librarian at the Lima Regional Campus of Ohio State University, compiled and indexed this database of award-winning children's literature. Parents, teachers, and older children can access high quality book titles via keyword or phrase searching, or by using a form to indicate reading level, genre, language, historical period, gender of the protagonist, and ethnicity of the protagonist, among other elements. Books listed have been recognized with awards ranging from the Caldecott Award to ALA Notable Books for Children to the Coretta Scott King Award, to name a few. Honorable mentions are also included. (Scout Report)

ELECTRONIC PUBLISHING

<http://www.ukoln.ac.uk/dlis/models/studies/elec-pub/elec-pub.htm>

With the rise of the Internet, the prospect of electronic publishing and digital on-line books has become a possibility. The change from paper to digital publishing raises many issues. For an examination of the problems and considerations brought on by these changes please visit the Web page created by Ray Lonsdale, Department of Information and Library Studies, University of Wales Aberystwyth. (Digilib)

FICTION BOOK REVIEWS

<http://www.sat.lib.tx.us/Fiction/fictionindex.htm>

The Fiction staff at San Antonio Public Library

invites you to take a look at our new Fiction website. Lots of annotated book lists, annotated links, and special features related to Texas and San Antonio fiction and writers. (Web4Lib)

ODDEN'S BOOKMARKS: MAPS AND ATLASES

<http://kartoserver.geog.uu.nl/html/staff/oddens/mapsatl1.htm>

This page will help you locate sites which have map and atlas information. Scroll down this huge list of sites and find maps of cities, countries, regions, weather patterns, earthquake activity, population densities, political divisions, geological formations, topographic features, time zones, volcanoes, stars, planets, and just about anything else that can be mapped. (Digilib)

ON-LINE EDUCATION RELATED JOURNALS

Creative Classroom
<http://www.creativeclassroom.org/>

Ecola Newstand
<http://www.ecola.com/news/magazine/>

Education Week
<http://www.edweek.org/>

Electronic Learning
<http://www.scholastic.com/el/>

From Now On
<http://www.fromnowon.org>

Instructor
<http://www.scholastic.com/instructor/>

Journal of Technology Education
<http://scholar.lib.vt.edu/ejournals/JTE/jte.html>

Mathematics and Computer Education Journal
<http://www.nsiweb.com/mcejournal>

Multimedia Schools
<http://www.infoday.com/MMSchools/>

On the Horizon
<http://horizon.unc.edu/>

The Space Telescope Science Institute (STScI) has recently unveiled this "celestial photo album" to offer users some of the best photos taken by the Hubble Space Telescope. Currently, visual and textual descriptions are available for four objects: Galaxy NGC 7742; NGC 7635, The Bubble Nebula; Sagittarius Star Cloud (SGR-I); and Saturn. Users may choose to explore the site from the more easily navigated Subject Index, which also offers technical information about the images and the Hubble Project and a few links. The site will be updated the first Thursday of each month with a composition created from recent image data. (Scout Report)

REEKO'S MAD SCIENTIST LAB

<http://www.flash.net/~spartech/ReekoScience/ReekoIndex.htm>

Learn how to do fun and educational science experiments at this wild laboratory. Site includes a quiz, book reviews, and a glossary of science terms. (Best Web Sites)

SANDLOT SCIENCE

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

This amazing Web site features cool visual oddities and optical illusions. Also found are interactive experiments, projects, games, puzzles and more! (Best Web Sites)

ZOOM DINOSAURS

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

Zoom Dinosaurs is a comprehensive on-line hypertext book about dinosaurs. It is designed for students of all ages and levels of comprehension. It has an easy-to-use structure that allows readers to start at a basic level on each topic, and then to progress to much more advanced information as desired. Zoom Dinosaurs provides information on All about Dinosaurs, Anatomy and Behavior, Fossils, Dinosaur Classifications, and much more! (John Reese)

SOCIAL STUDIES

ALEXANDER THE GREAT WEB SITE

<http://wso.williams.edu/~junterek/>

Everything you ever wanted to know about this famous historical figure in a Web format, complete

with links to other Web pages with similar content. (LM_Net)

THE AMAZING BC TIME MACHINE

<http://www.bcarchives.gov.bc.ca/exhibits/timemach/index.htm>

The BC Archives Time Machine draws on a rich set of photos and documents from British Columbia's past. Tying things together in a structured, sequential format, these web pages provide resources related to the BC curriculum, and also of interest to those who study the Gold Rush, First Nations art, the history of the BC Economy, etc. (Network Nuggets)

ANCIENT EGYPT

<http://www.pipeline.com.au/users/edpa/egypt/egypt.htm>

A Web site with extensive information on the civilization and culture of Ancient Egypt as well as more than 500 links to other sites with similar information. (LM_Net)

CASTLES ON THE WEB

<http://fox.nstn.ca/~tmonk/castle/castle.html>

This site contains a multitude of information and links to resources which focus on Mediaeval Castles. (LM_Net)

DISCOVERERS WEB SITE

<http://www.win.tue.nl/cs/fm/engels/discovery/>

Discoverers Web Site is a comprehensive listing of Web pages and Internet resources focusing on discoverers from the earliest days of recorded history to the present. (Best Web)

INDEX OF RESOURCES FOR HISTORY

<http://kuhttp.cc.ukans.edu/history/index.html>

This site contains 3000 connections to other history related Web sites including many to information about Ancient Egypt. (LM_Net)

LABYRINTH MEDIEVAL STUDIES PROJECT

<http://www.georgetown.edu/labyrinth/labyrinth-home.html>

The Labyrinth provides free, organized access to electronic resources in medieval studies through a World Wide Web server at Georgetown University. The Labyrinth's easy-to-use menus and links provide connections to databases, services, texts, and images on other servers around the world.

This project not only provides an organizational structure for electronic resources in medieval, but also serves as a model for similar, collaborative projects in other fields of study. The Labyrinth project is designed to grow and change with new developments in technology and in medieval studies. (LM_Net)

THE HISTORICAL TEXT ARCHIVE SITE

<http://www.msstate.edu/Archives/History/>

The Historical Text Archive (HTA) originated in 1990 in response to the need of historians for an electronic storage and retrieval site and to demonstrate the advantages of such sites for the study and teaching of history.

The HTA provides original material, links to other sites, and electronic reprints of books organized by geography, nations and topic. The HTA continues to provide original materials to the Internet community. (LM_Net)

AN INDEX OF RESOURCES FOR HISTORIANS

<http://kuhttp.cc.ukans.edu/history/index.html>

This index contains about 3000 links arranged alphabetically by subject and name. Although this index is not exhaustive, the amount of information found on this site is amazing. The aims of this site are to suggest the wealth of material available, to allow the user to build a personal bookmark file quickly and effectively and to provide those building web sites a convenient source of pointers. (LM_Net)

THE INTERNET HISTORY SOURCEBOOK PROJECT

<http://www.fordham.edu/halsall/>

This site contains a series of on-line, classroom usable, source books with copy-permitted, although not necessarily copyright-free, source material for Ancient, Medieval and Modern Studies (LM_Net)

MARXISTS INTERNET ARCHIVE

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

Fiery revolutionaries and complacent capitalists alike will appreciate the Marxists Internet Archive, a top-notch compendium of crimson criticism from some of the brightest minds in the business: Marx, Engels, Lenin, Mao, Debs, and more. Read memoirs, browse snapshots, and generally bone up on your Bolshevism. A super supplement for History 12 or Western Civilization courses. (Yahoo Picks)

MEDIEVAL ART AND ARCHITECTURE

<http://www1.pitt.edu/~medart/index.html>

The purpose of this site is to promote education and research in Medieval art and architecture. Although focused at university level students, the pictures, graphics and explanations may be of interest to Social Studies 8 teachers and students. (LM_Net)

MEDIEVAL BOOKS AND LITERATURE

<http://funnelweb.utcc.utk.edu/~etsulliv/medieval.html>

This site contains an extensive bibliography of children's and young adult literature on the theme of the Middle Ages. (LM_Net)

THE MEDIEVAL AND RENAISSANCE COSTUME AND TEXTILE PAGE

<http://users.aol.com/gerekr/costume.html>

This site contains a wealth of information on the clothes, fashions and textiles used by Europeans during the Medieval and Renaissance periods. (LM_Net)

THE MEDIEVAL AND RENAISSANCE FOOD SITE

<http://www.pbm.com/~lindahl/food.html>

Everything you ever wanted to know about Medieval and Renaissance food can be found on this page including extensive recipe information and even food clipart. (LM_Net)

NETSERF

<http://netserf.cua.edu/>

Netserf is a Web site containing a large number of links to other sites on the Web that have information or

resources focusing on the Medieval period of history. (LM_Net)

NICARAGUA

<http://library.advanced.org/17749/>

Everything you ever wanted to know about Central America's largest republic, and then some. Another of the excellent ThinkQuest Contest entries, this site explores Nicaragua's culture, history, economy, and more. Find popular native recipes, learn about exotic beaches and volcanoes, read the work of local poets, and much more—experience Nicaragua at this terrific site. (Yahoo Picks)

RENAISSANCE AND BAROQUE ARCHITECTURE

<http://www.lib.virginia.edu/dic/colls/arh102/index.html>

This site hosts a collection of over 500 images that were prepared by the Digital Image Center at the University of Virginia Library for use in Professor C. W. Westfall's course on Renaissance and Baroque Architecture. The images are grouped topically, as they were covered in the class.

Section titles include Florence in the 15th Century, The Sixteenth Century—Bramante and Roman Architecture, French Explorations of the New Classicism, The Holy Roman Emperor Rediscovered the Empire, and England Accepts Classicism, among others. Each section contains a number of thumbnails each of which leads to a full-sized JPEG image. Teachers, scholars, students, and the general public are free to use these images for educational purposes. (Scout Report)

RENAISSANCE PAGE

<http://www.learner.org/exhibits/renaissance/>

"Renaissance," French for "rebirth," perfectly describes the intellectual and economic changes that occurred in Europe from the fourteenth through the sixteenth centuries. Visit this fascinating site to learn how this movement manifested itself through architecture, music, science, and more. (Yahoo Picks)

THE SCA MUSIC AND DANCE HOMEPAGE

http://www.pbm.com/~lindahl/music_and_dance.html

The SCA Music and Dance Homepage provides a comprehensive index of links and resources pertaining to music and dance from the early ages to the Renaissance period of history. (LM_Net)

THE TOMB OF TUTANKHAMEN

<http://www.nationalgeographic.com/egypt/>

Actual text and photos from the 1923 edition of National Geographic put you right at this landmark archaeological discovery. Narrating three days of exploration into the Valley of the Kings, photojournalist Maynard Owen Williams does a nice job of bringing the scene to life. You'll also find Williams' correspondence to National Geographic's editors, as well as related Egyptology links. (Yahoo Picks)

WACKY, WILD AND JUST PLAIN WEIRD

BACKWARD MASKING

<http://gruel.spc.uchicago.edu/Backmask/mask.shtml>

You probably know that bands such as Led Zeppelin and Queen put backwards messages on their albums—but how about U2, Abba, and Beethoven? At Backwards Masking you'll find "proof" that they did just that, with sound files and detailed explanations. And sometimes the site's almost convincing ... (Netguide Now)

THE ENCYCLOPEDIA OF LOVE QUOTES

<http://lovequotes.iperweb.com/>

The Encyclopedia Of Love Quotes is filled with famous quotes from movies, songs, operas, films, and music covering women, men, marriage, love, lust, passion, flirting, dating, romance, girlfriends, boyfriends, beauty, lovers, relationships, intimacy, seduction, and innocence. (Weekly Bookmark)

The Online Chronicle of Distance Education and Communication

<http://www.fcae.nova.edu/disted/>

School Library Media Quarterly

<http://www.ala.org/aasl/SLMQ/>

TeachNet

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

THE Journal

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

WWW Virtual Library's educational journals

<http://www.edoc.com/ejournal/>

(LM_Net)

SEARCHOPOLIS

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

N2H2, creators of the Bess Internet filtering service, have recently released Searchopolis, a filtered search engine. Users who wish to avoid unrelated search returns with explicit language can use this free site. Interestingly, however, no mention of filtering is made on the homepage. While Searchopolis is not absolutely foolproof, almost all test searches produced returns with no objectionable language or links to adult sites. Searchopolis also offers a number of reference and educational resources. The engine could be improved by informing users of total hits. Searchopolis has considerable potential, especially for K-12 classrooms and school libraries. (Scout Report)

MATHEMATICS

GLOBAL SCHOOLHOUSE MATHEMATICS RESOURCE SITE

<http://www.gsh.org/wce/archives/aronmath.htm>

This site contains an extensive list of math related Web sites. (Net Happenings)

KIDS MATH

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

This site has been designed to teach math exercises to children age 3 to 12. Interactive games help to reinforce and build on math skills students have learned. It is better than many educational games on the market. (Weekly Bookmark)

SCIENCE & TECHNOLOGY

THE BLACK HOLE GANG

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

The Black Hole Gang is a Web site created by several elementary science teachers who were looking for an appealing and attractive way to present science related resources and materials to their students. The site contains a wealth of science related information. (Scout Report)

DISCOVERING DINOSAURS

<http://dinosaurs.eb.com/dinosaurs/index2.html>

Now online from Encyclopaedia Britannica Millions of years ago, great beasts called "dinosaurs" thundered over the earth. Yet up until the last century, when the first dinosaur fossils were discovered, no one even imagined such animals existed.

Over the past 150 years, paleontologists have searched for and discovered new remains. As a result of these discoveries, theories about how the dinosaurs looked and behaved have constantly evolved. (Best Web Sites)

DOLPHINS: ORACLES OF THE SEA

<http://library.advanced.org/17963/>

"Dolphins - The Oracles of the Sea" is designed to familiarize people with the grace, beauty, and intelligence of dolphins, by providing an interactive, educational introduction into the study of these majestic creatures. (John Reese)

EARTH AND SKY

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

This web site is the companion to the award-winning science radio show of the same name. Visit the site to listen to today's show, or to read in-depth articles on earth science, astronomy, and more. Will there be a spectacular Leonid meteor storm this year? Will we have a close call with an asteroid in 2028? Find out here. Includes a cool collection of science links. (Yahoo Picks)

HUBBLE HERITAGE PROJECT

<http://heritage.stsci.edu/>

NOTES

NOTES

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“BCTLA Reviews” is coordinated by:

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The coordinator sends materials and reviewing guidelines to reviewers. Reviewers send their completed reviews to the “BCTLA Reviews” editor:

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Reviews are edited by Ruth Allman and Liz Austrom.

The Canadian Education Index regularly scans and indexes “BCTLA Reviews” which is published in *The Bookmark*..

Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter; and should have been published within the last three years.

Publishers are requested to send materials they wish to have reviewed to the
Reviewing Service c/o Jean Anne Lewis, 5 - 1893 Tzouhalem Rd., RR5,
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FIC JAM

Jam, Teddy. *This new baby*. - Douglas & McIntyre, 1998. - 32 p. : ill.- ISBN 0-88899-327-7 - \$16.95.

Reviewed by: Brenda Hawley, teacher-librarian, Southridge Elementary School, SD#57 (Prince George).

This lyrical, eye-catching picture book expresses the range of emotion parents experience as they rock and hold their new baby. Teddy Jam's poetic language and images capture what a new parent experiences, but restrict this picture book to that audience.

Reczuch's bold and comforting water colour and coloured pencil illustrations match and enhance the author's verse so well that they could stand on their own as a wordless picture book. Just as a new baby fills every part of a parent's being, so the illustrator fills every part of the page with colour and feeling.

Although the language and art of *This new baby* is different from that of Robert Munsch's *Love you forever* (Firefly Books, 1986), the emotion is similar. *This new baby* will be a welcome gift for the new parent.

Recommended for parents.

FIC LUT

Lutzen, Hanna. *Vlad the undead*. - Douglas & McIntyre, 1998. - 192 p. - ISBN 0-88899-342-0 - \$7.95.

Reviewed by: Marilyn Clements, retired teacher. SD#71 (Courtenay).

Vlad the undead is a dark tale of seduction and horror. Vlad Dracula is a vampire, a Romanian-born medieval prince. The story unfolds in an interesting fashion, beginning in 1994 in Copenhagen when a Danish medical student, Lucia, receives some old papers from her recently deceased grandfather. The papers tell a harrowing tale of a Romanian sea captain whose ship was commandeered in 1894 by a strange passenger. This stranger, Vlad, reveals details of his birth, his family and upbringing, and the history of Romania in the 1400's. He tells of the struggle going on between Christians and Turkish Muslims and the encroachment of the Ottoman Empire. Vlad describes how he and his brother are held hostage by the Sultan and partially raised in Islamic ways. From this point on the book becomes more and more gruesome and strange, and there is an increasing darkness to the tale, which has an hypnotic effect on Lucia.

Some aspects of the story are not explained clearly. As well, there could be parental concerns. So, although the method of storytelling is unique, and the historic details are interesting, I am reluctant to recommend this book for school libraries.

Not recommended

FIC VIV

Vivian, Bart. *Imagine*. - Whitecap Books, 1998. - 32 p. : ill.- ISBN 1-55110-816-X - \$18.95.

Reviewed by: Corinne Paravantest, teacher-librarian, Henry Grube Education Centre. SD#72 (Kamloops/Thompson).

Bart Vivian's book is the kind that will appeal strongly to some reviewers and readers, but will not appeal to others at all. He has taken on the admirable task of encouraging children to believe in themselves and to dream of magical places and events. He challenges both adults and children to keep imagination alive. The artist uses different styles of illustration which are, in themselves, quite impressive, but the mixture takes away from the harmony of the book. The cover is very inviting, but the reader could feel let down at the end because, in spite of its immediate visual appeal, the book is not very satisfying. The text is simple, but one feels that the book could do just as well without any text.

It is difficult to make a clear recommendation about this book. The personal nature of the contents demand a very personal evaluation. *Imagine* has obvious connections to the teaching of self-esteem and could be used to stimulate creative writing and oral expression in grades three to five. Nevertheless, it should be examined critically for usefulness and reader appeal before purchase.

Recommended with reservations for grades 3-5.

FIC WAL

Walters, Eric. *War of the eagles*. -
Orca Books, 1998. - 224 p. - ISBN
1-55143-099-1 - \$8.95.

Reviewed by: M. Maureen Scott,
teacher, Scott Creek Middle School.
SD#43 (Coquitlam).

Award-winner Eric Walter's first person narrative presents the Japanese internment issue of World War II from a unique perspective. The narrator, Jed, who is spending the war in a native village near Prince Rupert while his English born father is overseas, is the son of a Haida/Tsimshian mother. His closest friend, Tadashi, is a Canadian born Japanese boy. A military base at Prince Rupert provides jobs and adventures for the teens, including the rescue of an injured eagle. After Pearl Harbor, Tadashi is sent to a camp in Vancouver, but not before the boys manage to set the eagle free.

This is a complex book that draws many parallels between the way in which Japanese Canadians and native people were treated during the 1940s in Canada. The eagle provides yet another dimension, both as an important symbol to the Haida and as a wild creature which has lost its freedom. The author tries to show that native people, Japanese, and eagles all need to be free to live a full life.

The plot develops slowly and take a few detours en route to the climax, apparently to document evidence to support the author's theme. A troublesome didactic miasma drifts through the work which is not improved by the occasional presence of clichés and homilies. Many of the soldiers at the Prince Rupert base are characterized as being boorish and prejudiced. They refer to the main characters as 'injuns' or 'fish-head nips.' Some stereotyping is also introduced: Japanese are always polite and aboriginal people have an alcohol problem. One wonders if children nearly sixty years removed from these attitudes will be able to place them in their historical context or will realize that not everyone, including soldiers, held such beliefs at that time. Some readers may not appreciate the graphic description of the shooting and cleaning of a rabbit which opens the narrative. Some will also be dismayed by the advice that to deal with a bully, bring him coffee into which someone has spat!

There are concerns with this novel, but there is also much to recommend it. The author's treatment of the native lifestyle is delicate. There is a hilarious episode involving a number of naked army officers and the eagle in the communal showers. The release of the eagle into the forest provides a nice touch of suspense. Wry humour abounds — "Prince Rupert isn't the end of the world, but you can see it from here." Friendship and loyalty provide a strong basis upon which the theme is anchored. Caveats aside, *War of the eagles* offers a generally worthwhile read for the middle school crowd and will be

welcomed by many teachers interested in exploring the hazards of being Japanese in Canada in the early 1940's. The shadowy cover art featuring Jed and his friend, who look like brothers in the illustration, a fierce eagle and a rifle may draw casual readers to this paperback book although most will find the cover and content are not quite in synch. Libraries in the Prince Rupert region will wish to add this book to their collections.

Recommended for grades 6-8.

FIC WEI

Weir, Joan. *The witcher*. - Polestar, 1998. - 160 p. - ISBN 1-896095-44-5 - \$8.95.

Reviewed by: Marilyn Aldworth,
District-librarian, Leo Marshall
Curriculum Centre, SD#44 (North
Vancouver).

This novel will appeal to a wide range of YA readers and may even result in some converts to the mystery genre. Joan Weir, who is a prolific writer living and working in Kamloops, has created a fast-moving, suspenseful story which takes place in Wells, B. C. This little ghost town is right in the middle of the old gold rush country which makes for an interesting setting in contemporary times.

The main character, Lion (short for Lionel) is twelve years old and lives with his fourteen year old sister, Bobbi, and their single parent father who happens to be a lawyer. In the name of family togetherness, he wants them to accompany him up to the Cariboo where he has been called to make a decision on a custody case involving a young female witcher. What started out to be a combination summer holiday and business trip turns out to have a very exciting turn-of-events for the kids, particularly Lion, who was reluctant to even go on the trip.

The dynamics between the brother and sister, and father and children are all portrayed realistically. The author is an animal lover and has definitely made her love and knowledge of horses a focus in the story. I liked the fact that besides being a very entertaining and readable story, *The witcher* offers many great learning opportunities. Geographically, the Cariboo area is well described with its detailed descriptions of sagebrush, arid climate, and topography. The relationships among adults and children, between siblings, and between people and animals provide some necessary tension, humour and excitement. Discovering more about what a witcher does is very interesting.

Joan Weir has written a fine book which will engage young mystery buffs and have them eagerly awaiting the next adventure with Lion, his horse, and family.

Recommended for grades 4-7.

509.2'271 SHE

Shell, Barry. *Great Canadian scientists*. - Polestar, 1997. - 200 p. : ill. - ISBN 1-896095-36-4 - \$18.95.

Great Canadian scientists is a largely successful project which aims to present the personal face of a number of men and women of science. The book and the accompanying CD-ROM provide profiles of 19 scientists as young people, and their scientific achievements. One section discusses the relevance of each scientific contribution in a readable fashion and includes hands-on activities students can try

Reviewed by: Elizabeth Hancock,
Science teacher , University Transi-
tion Program. SD#39 (Vancouver).

Companion CD-ROM: \$20.00
Softshell Small Systems
4692 Quebec Street
Vancouver, BC V5V 3M1

for themselves. The book also offers short biographies of over 100 more scientists, and the CD-ROM has video clips of the scientists speaking.

This book is readily accessible to students in a wide range of scientific disciplines and would make an excellent reference for school classrooms. It is a pleasure to see interesting and new information about Canadian contributions to science. This resource will provide a good starting point for research by students.

Recommended for grades 4 and up.

523.4 NIC
Nicolson, Cynthia. *The planets*. -
Kids Can Press, 1998. - 40 p. : ill. -
ISBN 1-55074-512-3 - \$14.95.

Reviewed by: Judy Cottrell , teacher-
librarian, Lord Beaconsfield Element-
ary School, SD#39 (Vancouver).

The planets is the fourth in the *Starting with Space Series* and complements the already published titles *Moon, Sun, and Earth*. Each chapter is in a question and answer format with colourful photographs and vivid illustrations, making it very appealing. One chapter is allotted to each planet, outlining specific facts and conditions and making the book easy to use. There is also a section on legends, summarizing what people believed long ago regarding the planets. Many experiments and activities are included, for example, making a solar system that you can eat, using different sized foods, or making a model of the surface of Jupiter. At the end is a handy, easy to read chart comparing the nine planets, their distance from the sun, diameter, rotation, orbit and number of moons and rings. Includes an index and a glossary.

The planets is an excellent resource for any library.

Highly recommended for grades 3-6.

811'.54 NEW
New, William. *Vanilla gorilla*. -
Ronsdale Press, 1998. - 32 p. : ill. -
ISBN 0-921870-57-4 - \$12.95.

Reviewed by: Gloria Reinheimer ,
teacher-librarian, Laronde Elementary
School, SD#36 (Surrey).

The poems, "Antigonish the fish", "Grandma dances anagrams", "Moosejaw when it's quiet", and "Mackerel, mockery, pickerel pie" are entertaining and informative, weaving in a case of candy bars, a pirate costume and place names (such as in "I'm so happy I could hop to Halifax"), as the characters travel through Canada. Mr. New has also identified children's feelings. In "Being only", the child laments not having a sibling to blame things on, while in the poem "Inside out", parents are always shouting 'shut the door.' In "Code comfort", Mom isn't listening and the child is dosed with medicine for a cold when he is really trying to crack a code. In "Mackerel, mockery, pickerel pie", Mr. New has fun with words, changing things around, and making this poem a challenge to read... "pickerel mackerel mockery mine... mockery pickerel mackerel me"... any mistakes by the reader just add to the entertainment.

Two poems entertained the children most. A grade two class left the library chanting "when dinosaurs go dancing". The poem that was the biggest hit was "My uncle's underwear".

I ate the guava
I ate the pear

I paddled to Ungava
In my uncle's underwear.

Just mention underwear and primary children love it.

Vivian Bevis' whimsical watercolour illustrations are a very good addition to the poetry. This book would be a good addition to any poetry collection.

Recommended for primary classes.

971.1'1 RAI

Raincoast chronicles 18: stories and history of the BC coast edited by Howard White. - Harbour Publishing, 1998.. - 80 p. : ill. - ISBN 1-55017-171-2 - \$14.95.

Reviewed by: Margaret K. Groen , teacher-librarian , Winfield Elementary School. SD#23 (Central Okanagan).

Three scuba divers invent a submersible; Japanese sub shelled a lighthouse in BC (1942); Homesteading on Vancouver Island (1913); Westcoast shipbuilders in World War II; these and other stories make up the eighteenth collection of the *Raincoast chronicles*. For twenty-five years these chronicles have delighted and amused readers with their tales of West Coast life and lore. BC's maritime history is portrayed with interesting and varied accounts from 1913 to the 1960's. Editor Howard White has chosen stories to appeal to history buffs from all walks of life.

This book would do well in public and college libraries for History and English classes. I would not recommend this title for elementary schools. The content and reading level are not appropriate at this age.

Recommended for colleges and adults.

971.1'31 PAL

Palmer, Mary. *Jedediah days: one woman's island paradise*. - Harbour Publishing, 1998.. - 224p. : ill. - ISBN 1-55017-171-2 - \$14.95.

Reviewed by: L.R. Little, Chief librarian, Penticton Public Library. (Trustee, Okanagan Skaha).

Jedediah days is the story of Mary Palmer's life on an isolated piece of land located between Texada and Lasqueti Islands in the Strait of Georgia.

Prior to buying Jedediah Island, Palmer worked as a garden editor with the Seattle Post-Intelligencer and the Seattle Times. Looking for new horizons, Palmer and her first husband Ed, along with their two children, purchased Jedediah in 1949. After operating a farm for 43 years, Mary and her second husband Al retired in 1992. It was at this time that the Palmers lobbied to have the island designated as a provincial marine park. They succeeded, and in March, 1995, Jedediah Island's 640 acres became a Class A park.

This book is a good armchair read full of memorable experiences and colourful characters, suitable for public libraries.

Not recommended for school resource centres

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