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BCTLA

THE BOOKMARK



It's a mad, Mad, Mad, Mad
World



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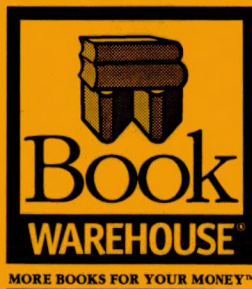
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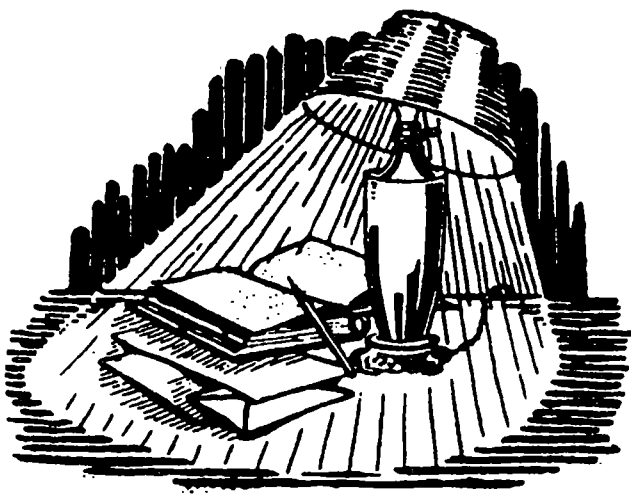
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STATEMENT OF PURPOSE

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 **GERALD SOON**, President, BCTLA

It's a Mad Mad Mad Mad World!

PROVINCIAL BARGAINING

By the time you read this you will know the results of the province wide vote on the Agreement in Committee that was forged between the BCTF and the provincial government. For the first time that I am aware of, a teachers' union in Canada has achieved a contract where there have been no losses of language: no claw backs by the employer of hard earned gains, non-enrolling teachers have base level staffing and, if local unions have better language or staffing in place, boards are not allowed to remove or reassign those teachers.

Is the contract perfect? No. Was the process the most desirable one? No. The alternative to this agreement is going back to the table with BCPSEA, whose contract stripping agenda has been clear from Day One. Failing this, perhaps a contract mediated to a medium level across the province would be put into place, and it has been made clear that if this were to occur, locals most definitely would not be able to keep many of the good clauses that they have.

This contract protects Teacher-Librarians, Teacher-Counsellors, Learning Assistants, Special Education teachers, English as a Second Language teachers, adult educators, and teachers-on-call. What are the repercussions? At the time of my writing this column, music educators and physical education teachers who provide preparation time for colleagues are under attack. Boards are now looking for the next targets in an attempt to deal with funding problems. Has the government simply moved the open wound in education?

ADVOCACY POSTCARDS

We still have a voice... we are enclosing more postcards for the Minister of Education and the Premier... write a comment about the restoring of full funding to education so that these cuts do not go through! We still do not have District Resource Centres services protected. What will happen to the funding for resources when these essential services are cut in various districts?

WIN A MACINTOSH COMPUTER!

At our Annual General Meeting, the winner of the Macintosh computer that Apple Canada donated to the BCTLA was to be drawn. There was a problem with chapter councilors not sending in all the tickets on time, so a motion was made and passed to have the draw done at the June BCTLA executive meeting. The winner will be announced at that time. Thanks to all who have contributed to the BCTLA/PIMA advocacy campaign.

NEW PRESIDENT ELECTED!

I am most pleased that Mark Roberts of Vancouver will be your next president. As I write this last column for *The Bookmark* I am thinking back to the "last columns" that other BCTLA presidents have written. Yes, it was just "one more thing" to do as your PSA president, but it gave me a chance to communicate once again with you. It has been a privilege and honour to serve you. I leave the presidency with mixed feelings. However, if our contract is signed off, I will leave with a sense that together, we have made a difference.

Best wishes,

Gerald





EDITOR'S COMMENTS

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

When I came back from a eight-day mountain excursion on Outward Bound, my teenage niece looked at me like I was nuts. There was much evidence of suffering on my body. I was covered with insect bites. I had uneven sunburn. I smelled bad. But I had a big grin on my face.

Was I crazy to go into Outward Bound? Think about it. It is Spartan. There are no luxuries as you go bushwhacking through nettles, in streams and over rocks. You sleep under a tarp in the snow. You get dirty and wet. You get cranky as the physical toil and the pressures of living in a group of strangers begin to wear you down.

But at the end of this seemingly insane venture I felt healthy and centred. I think that this is because I had learned to deal with unusual physical and emotional stresses by relying on others and by learning I could rely on myself.

One of the exercises in the eight day program is the solo. You are allowed a tarp, some raisins, chocolate chips and peanuts, a sleeping bag, a water container, some rope and the clothes on your back. You need to spend sustained time completely alone. You are given

several tasks. One of the tasks is to write a letter to yourself. The letter is mailed to you six months later.

My letter was written on an emotional high. We had got up before dawn. We hiked, ate breakfast, then continued up the mountain. We scrambled over rocks overlooking fearful precipices. We ascended a cliff using technical climbing equipment. I do not consider my letter to myself boastful, but it was written at a high point.

Who am I?

- I am a doer, not a done-to.
- I am able to share concerns and uncertainties without being negative.
- I am basically happy, healthy and intelligent.
- I am concerned with living honestly, according to principles.
- I am generous.
- I am oriented to the present.

On the peak, the instructors had us look out over the mountains. The top of the mountain is the best place to navigate from, because you can see all the things below. You should plan your route when you are on top.

The hard thing about Outward Bound is coming off the mountain, and going back into life. When bad things happen at work at times, I must confess I feel a little differently then I did when I was on the peak.

So I take out my notes from my summer adventure from time-time. In your life too, you should think about those peaks when you are navigating the ruts. We cannot live on mountain peaks. But the perspective gained helps navigate the ruts. Hope you have a happy and productive summer!

LETTERS TO THE EDITOR

March 28, 1998

Thank you to the staff of *The Bookmark* for working so hard in preparing the Working and Learning Conditions Survey January 1998 for publication in the March issue. Unfortunately, concluding remarks, which I had sent separately, were omitted from the survey itself.

Please print the concluding remarks in the June 1998 issue. It also serves as a reminder that keeping the BCTLA informed, through chapter reports and filling in the survey forms on September 30th each year, is very important. Some revisions to this survey form are in the works.

“Conclusion:

These statistics [in the WLC January 1998 survey] do not adequately describe the feelings expressed when I personally contacted teacher-librarians in districts which have suffered drastic cuts. Because contact with them was not made in time, Victoria was not included in the statistics.

In Greater Victoria, the Elementary Professional Staffing is zero [0] T-L/1000 which would change the provincial average from 1.92 to 1.89 T-L/1 000. The Secondary Professional Staffing average in Greater Victoria is 0.79 T-L/1000, changing that provincial average from 1.24 to 1.23 T-L/1000. Please note these changes.

Teacher-librarians who believe in resource-based teaching and working collaboratively with their colleagues in order to develop independent and lifelong learners see their work as being undervalued. Communication is doubly important, considering the drastic cuts in teacher-librarian time and when the position is downgraded and fragmented. Please let your voices be heard by completing a brief chapter report to vice-president (Chapter Relations) Jean Anne Lewis in June 1998.”

Sincerely,
Diane Kozoris, WLC Survey Chair, BCTLA
<lkozoris@kitimat.sno.net>

March 2, 1998

Recently I came across a book review of *Larry, red and blue* by Diane Jarvis Jones that was in your June issue. This book review was not very positive.

As a hospice worker who has worked with grieving children for 9 years, I am writing this letter in praise of *Larry, red and blue*.

I realize that this book is not for every grieving child, as not every child experiences loss to the degree that Emily does in this book. However, while grieving, many children do experience intense anger, sadness, guilt, regression in behaviour, trouble doing school work and being withdrawn just like Emily does. These are all “normal” when a child is grieving and are signs that a child needs support in his or her grieving.

For those children that are intensely grieving the accidental death of someone they love, *Larry, red and blue* fills the need for a book that speaks to this kind of intensity. Read in conjunction with an adult who is comfortable with grieving, this book can help normalize the grieving process (which for some children is as challenging as portrayed in *Larry, red and blue*) and show children that in time as they explore their loss they will come through their grief.

From my perspective as a hospice worker *Larry, red and blue* is a book that can be very valuable in certain loss situations and I am grateful to have this book sitting on my library shelf.

Sincerely, Naomi Silver (working as Youth Coordinator for the Shuswap Hospice Society in Salmon Arm)

March, 1998

I just wondered if you were aware of the Scorecard section of *Sports Illustrated*. Each week they have a section called “This Week’s Sign That the Apocalypse Is Upon Us” which I thought might well fit into the “black humor” and “insanity” mentioned in your June theme preamble from March ’98 *Bookmark*. For example in the March 30 issue, this gem: “Thirteen nuns from an order in Edmonton laid a small hockey stick and a puck at the foot of a statue of Jesus as part of a prayer ritual to keep the Oilers from leaving town.”

I certainly enjoy *The Bookmark* and salute the entire Editorial Board for the ever increasing quality of the publication! Well Done!

Bryan Snider <bsnider@summer.com>

Organization: Penticton Secondary School, Penticton,

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!

BCTLA AGM ANNUAL REPORTS

PRESIDENT'S REPORT 1997-98

by **GERALD SOON**

This has been yet another year of advocacy. The BCTLA executive has worked hard on behalf of all non-enrolling teachers in BC. In conjunction with the Pacific Instructional Media Association (PIMA), the BCTLA prepared a poster, "Who is Closing the Doors on MY FUTURE?" featuring a cartoon by Bob Krieger, political cartoonist with The Vancouver Province. This poster was sent to all BCTLA members and was used in a public campaign aimed at supporting School Libraries and District Resource Centres.

At the Fall Chapter Council Meeting, Mark Roberts (Vice-President, Advocacy) and I gave an advocacy workshop to the chapter councilors. Each person was encouraged to go to their locals and embark on a local advocacy plan.

In the Spring, the BCTLA and PIMA embarked on a postcard campaign, once again featuring the image from the poster. Postcards were distributed throughout the province, and people were encouraged to give postcards to friends and supporters who would write a comment, ask someone else to write a comment, and then mail the card to Premier Clark or to the Minister of Education. We also sold tickets on a draw for a Macintosh 600 Computer, generously donated by Apple Canada specifically for our advocacy work. The proceeds would go to the BCTLA/PIMA advocacy campaign.

In the past two rounds of provincial bargaining, we lobbied long and hard to ensure that our voice would represent teacher-librarians and all non-enrolling teachers. We didn't make it the first round. However, most recently our union has backed the cause of non-enrolling teachers. With the recent tentative agreement that was announced, the BCTF hammered out and attained baseline staffing formulas for Teacher-Librarians, Learning Assistance teachers, English as a Second Language teachers, and Special Education teachers. What does this mean? It means that districts would no longer be able to claw back non-enrolling

positions to save money. It ensures a baseline staffing level of one teacher-librarian per 702 students. Where locals have better contract language or provision of staffing, it means that they get to keep the better language. It means that Greater Victoria elementary students will once again have access to the services and teaching of teacher-librarians, and that students in some Langley schools, which have never had teacher-librarians, will finally have access to the professional services of a teacher-librarian. In the first year of the contract, it means the hiring of the equivalent of 57 new teacher-librarians in the province and in the second year, 88 more.

Have we stemmed the tide against the cuts that have decimated our numbers? Have we ensured equitable access to teacher-librarian services in the province? Time will tell. The tentative agreement still needs to be ratified. Our advocacy work is not finished; it has only just begun.

CHAPTER RELATIONS REPORT

by **JEAN ANNE LOWIS**

The Vice-President (Chapter Relations) acts as liaison with the various chapters around the province. This year executive members were allocated a number of chapters to keep in touch with and report about at executive meetings or by e-mail. This has worked well and I hope that this system will continue next year. We would really appreciate it if those with e-mail addresses could put them on the membership list as e-mail does reduce telephone tag when relaying information.

Our membership list is our lifeline to our members. Please be prompt in reporting any changes in officers when they occur by using the form. The completed form ensures that all data is given and makes it so much easier to input data.

Equally important is the Chapter Report. It should be forwarded before the end of June. It is important for us to have a snapshot of the province for planning the next year's agenda.

We welcomed three new chapters (names have changed but members have not) due to amalgamation: Cowichan Valley, Kootenay-Columbia and Kootenay lake. Several Chapters have "inactive" status. This is due to the fact that they have fewer than five members,

and are not meeting. Any active chapter with fewer than five members may apply to the Board for funding to send its councilor to the council meetings. Chapters currently considered "inactive" are: Abbotsford, Fort Nelson, Gulf Islands, Nechako, Powell River, Prince Rupert, Sooke, South Okanagan, Victoria, and, I believe, Vancouver Island North.

Our membership list totals 679, of which 88 members are not active BCTF members, leaving us a total of 591. Once again our membership has shown a decline. In 1994 membership was 1033, with 848 BCTF members. It behooves us to encourage those librarians working in our districts to join and keep us a strong organization. Please encourage new memberships and renewals prior to May 15th, the cutoff day for funding for the coming year.

Those who attended the Fall Council meeting enjoyed the warmth and great organization of our Kamloops' colleagues who put on a great show for all of us. Thank you! Advocacy has been at the forefront of many Chapter activities this year and will no doubt continue to be in the near future. The BCTLA along with PIMA commissioned a cartoon to accompany our advocacy posters, and postcards. A draw will also take place for a computer to raise money to support advocacy. We surveyed members to discover their opinions about *The Bookmark*. Colleagues continued to review new books for *The Bookmark* and to contribute material. Many members contributed to the new multicultural bibliography. We had a great response to the Working and Learning conditions survey. All in all it has been a busy and productive year for those who work in our field. Thank you to all who have worked hard at keeping morale up in the face of so many difficult challenges.

Please help us keep the communication lines open. Let us know what is happening, fill in your forms and take part in the Working and Learning Conditions Survey. Thank you.

VICE-PRESIDENT [ADVOCACY] REPORT

by MARK ROBERTS

advocacy: n. a statement in favor, a public recommendation; support

Advocacy continues to be an important initiative for teacher-librarians throughout the province. Some important points to remember in our continuing, ongoing efforts in advocacy are:

- to remind ourselves frequently of the contributions and impact teacher-librarians make and offer as an integral component of the school instructional program - what we do on a daily basis is important;
- to spread our message to all educational participants - our colleagues, parents, administrators, trustees and
- to work together on advocacy in local chapters.

Gerald and I presented a workshop on advocacy for Chapter Councilors at the Fall Council meeting in Kamloops. I think the materials from the ATLC Information Literacy binder are worth revisiting on a continual basis to remind ourselves of techniques and strategies we can use to get our message heard.

I continue to represent our association on the Ministry of Education working committee on CANCOPY.

I have worked closely with Gerald in our advocacy initiatives on the Executive. Our postcard campaign, in collaboration with PIMA, has had an impact in promoting and informing many decision makers about the current status of teacher-librarians, library resource centres, and district resource centres in BC. As well, our efforts have heightened the awareness of all non-enrolling teachers.

I think there is still more work to do.

PUBLICATIONS COORDINATOR REPORT

by WILLA WALSH

We have again published four issues of *The Bookmark* with some very engaging themes and one quite "mad" one for this year. These issues, as well as other publications, are sold through the BCTF Lesson Aids department. Members were very fortunate to receive the new version of the multicultural bibliography entitled *Canada's Year of Asia Pacific Multicultural Bibliography* this year, expertly compiled and edited by Pat Parungao. It was mailed to all BCTLA members with the December issue of *The Bookmark* and made a really wonderful Christmas present. It is excellent as a buying guide for multi-ethnic titles. Extra copies were printed so that this publication could also be purchased through Lesson Aids. Grants from various bodies funded this worthwhile publication.

There continues to be a problem getting new units from around the province—no doubt a reflection of diminishing teacher-librarian positions and time. It is good to have ideas and projects from all around the province to keep the issues fresh and relevant. Please consider contributing an article, unit or idea in the next academic year. The editors are very willing to help anyone wishing to submit material for publication and the guidelines for submissions appeared in the March issue this year.

A number of back issues of *The Bookmark* were taken out to UBC and offered to Education students in the Spring. They were apparently grabbed up in record time! I still have 30 boxes of back issues in my attic. They are available to chapters who wish to pay shipping costs (very cheap by Greyhound) to use for promotional purposes in their chapters. The teachers of the summer courses at UBC will also distribute some copies to their students. We may be able to get some much-needed new members! If you have other ideas for their use, contact Willa Walsh at 274-9705, and I will let you know what is available. My plan is to have an empty room by next September.

The BCTLA Archives were sorted through at the February executive meeting and essential items were taken to be stored at the BCTF building.

Many thanks to the hard working editors this year, and especially to Jim Holgate, Senior Editor, for his many, many hours of devotion to the publication of *The Bookmark*.

WORKING AND LEARNING CONDITIONS ANNUAL REPORT

by DIANE KOZORIS

Thank you to all who participated in this year's survey, teacher-librarians who filled in individual forms, chapter councilors who tabulated district summaries and local association presidents who circulated the package when a BCTLA chapter was not in place. The response was very high; 66 packages were sent and 53 elementary and 50 secondary district reports were returned.

The message that was repeated many times confirmed the increased pressure being felt by teacher-librarians. Cuts to their actual time in the library; having that time further eroded by prep-time coverage or other responsibilities; reduction or elimination of clerical staffing and services offered by District Resource Centres all come at the expense of planning with colleagues and collaborative teaching time.

BCTF has set minimum standards for professional and clerical staffing, yet only a handful of elementary schools meet one or the other of those standards. Both elementary and secondary teacher-librarians are covering more prep time. Teacher-librarians continue to be leaders in technology with a marked increase in the computerization of school libraries, along with their overseeing access to CD-ROMS, laser disks and the Internet. At the same time, budgets for resources are being reduced in all areas of library service.

Important services to students are being decreased as children no longer have open access to school library collections and teacher-librarians have no time to work with teaching partners and students on units that link the curriculum with information (whether in print or electronic format). Measures, seen as cost-cutting by some, are directly affecting the ability of students to develop the skills of accessing, evaluating, and interpreting information.

It is hoped that next year's survey will clarify some of the more confusing questions. The section for DRCs will also be revised in order to provide a clearer picture of those services. Filling out the survey each year enables individual teacher-librarians, BCTLA chapters and the executive to advocate the maintenance of high standards of service in school libraries and district resource centres in this province.

LIAISON REPORT

by PATRICK ROMAINE

The British Columbia Teacher-Librarians' Association continues to maintain contact with organizations that have much in common with the BCTLA. Information is exchanged on an ongoing basis with the Canadian School Library Association, the Association for Teacher-Librarianship in Canada, the International Association of School Librarianship, the British Columbia Librarians' Association, the Washington Library Media Association and the other provincial bodies in Canada.

Many BCTLA members were involved with and attended the joint ATLC/IASL conference in Vancouver last July. In June 1998, CSLA is holding its conference in Victoria and a number of BCTLA members will be involved with this conference. ALTC's 1998 conference is being held in Prince Edward Island in May. The Ministry of Education for PEI is giving the teacher-librarians of the province time off in order to attend this conference. In July IASL is holding its 27th annual conference in Israel. In October, the Manitoba Teacher-Librarians are having a big conference that will feature a number of well known Canadian authors.

During the year BCTLA continued to sell the "Read" posters that have been produced by CSLA. Silken posters are almost sold out and the Elvis Stojko has been very popular. BCLA has applied for a grant to put all the public libraries' and school district resource centres' catalogues on line. BCTLA has endorsed this application. A representative from WLMA attended our conference in Kamloops. BCTLA has been invited to send members to WLMA conferences, the next one is in Yakima on our Thanksgiving weekend.

On a number of occasions throughout the year the members of BCTLA and BCLA have worked together in order to promote author visits and/or fight against cuts to services in public and school libraries.

During the coming year BCTLA will continue to maintain contact with the various organizations with which it shares many of the same objectives, goals and, unfortunately at times, problems.

BOOKMARK REPORT

by JIM HOLGATE

Before I sat down to write this report, I looked over the reports that Willa Walsh wrote for the past couple of years. The themes that Willa Walsh identified in previous reports continue to impact on the *Bookmark*. Teacher-Librarians are submitting fewer units; possibly because of diminishing numbers, and possibly because many teacher-librarians are providing preparation time for classroom teacher colleagues. We produce a darn good publication in spite of it all!

We have attempted to address cost issues by examining ways to reduce the size of the publication (using small printing more often), by reducing the number of extra copies that get printed, and by examining whether to change the price charged for advertising. The price for advertising remains the same for the time being.

We have been very lucky to have Barbara Cooper join us. Although she was new to *The Bookmark* this year, her experience writing and editing was evident both in her work and in the works she submitted. Welcome Barbara! Thank you!

The BCTLA archives, which included heaping piles of unopened boxes containing old issues of the *Bookmark* were being stored upstairs at the home of Willa Walsh. The BCTLA executive graciously volunteered to spend time weeding the archives, and freeing up one and a half rooms that had been stacked full!

We ordered a new computer and had some tense moments. The company we ordered it from went into receivership. Jim Crook found problems with the motherboard, which had to be replaced. Now that it is finally up and running, the new computer helps to speed up and simplify paste-up a great deal. Previously, we had to repeatedly plug and unplug the printer to print from different computers. To share a file, a copy of the file would have to be passed by diskette. With the new computer and network cables, editors can now print without worrying whether the computer is plugged in to the printer or not, and files can be shared over the network instantaneously. Thanks to Jim Crook for his research on computers and his patience with the computer vendors.

We did a survey of the membership on what they thought of *The Bookmark*. Not everyone agrees on what *The Bookmark* should look like or what it should contain. However, our survey results showed that our members by and large find the publication useful and interesting. Of particular value were the annual index, Internet articles, the working and learning conditions report, and evaluations of Integrated Resource Packages. The survey results will continue to be used as an excellent source of ideas for new themes and directions.

The real strength of *The Bookmark* is in the membership it represents. The support of the current executive and of the membership is remarkable. We appreciate it! A special thanks is due to our contributors, to Jean-Anne Lewis, our BCTLA Book Reviews coordinator from Duncan, and to our reliable and dedicated editors, who spend countless hours crafting *The Bookmark* into the wonderful publication it is! Thank you one and all.

ARCHIVES REPORT

by **GERALD SOON**

The BCTLA Archives finally has a home! The archives consists of the important historical documents and publications of the BCTLA, minutes of executive, Spring and Fall Council meetings, and Annual General Meeting minutes. As well, the archives consist of all publications of our PSA.

The BCTF has agreed to house the existing archival records in the archival vault in the BCTF building. It is important that the Recording Secretary send the BCTF additional items that we wish to house with our archives. I would recommend an annual submission.

CONFERENCE REPORT

by **GERALD SOON**

Plan to join your colleagues at the 1998 BCTLA and Social Studies PSA conference in Richmond. A hard working team of Richmond teacher-librarians continues to work with the Social Studies PSA representatives. This conference will take place at McMath Secondary School on the provincial PSA Day in the fall.

The BCTLA continues to seek a chapter that is willing to sponsor the 1999 BCTLA conference. Remember that every conference is seeded with a \$2500 grant from the BCTLA. This money is returned so that it can be used by another chapter to plan the next conference. Profits (yes, there have been profits) are shared with the BCTLA. The host chapter gets 60% of any profit, and the BCTLA 40%. If there is a shortfall, the BCTLA absorbs the loss. As our conferences seem to alternate between having the conference in the Lower Mainland and in another area of the province, a number of Chapters have been asked to consider hosting this event. Because we have not had a positive response from a chapter, I have asked Lower Mainland chapters to consider hosting the 1999 conference.

The Coquitlam Chapter of the BCTLA has agreed to host the 2000 BCTLA Conference! Thanks for volunteering!

CONTINUING EDUCATION REPORT

by **PAT PARUNGAO**

Course offerings for teacher-librarians at UBC have been published in *The Bookmark*, on the BCTLA Forum, and were sent to Chapter Councilors with the January 10, 1998 BCTLA Executive minutes. Please encourage your chapter members to get their teacher-librarianship qualifications and/or to upgrade their knowledge about our field by taking courses.

This summer, UBC will be offering:

LANE 382 (Language Education): School Library Resource Centre Programs via Distance Education, July 27-August 14.

LANE 389: Resource-Based Teaching, July 27-August 14

LIBE 381 (Library Education): Administration of the School Library Resource Centre, July 6-24.

LIBE 383: Selection of Learning Resources, July 27-August 14.

LIBE 387: Information Services, July 6-24.

LIBE 477A: Internet Research Techniques for the Teacher-Librarian, May 4-June 12.

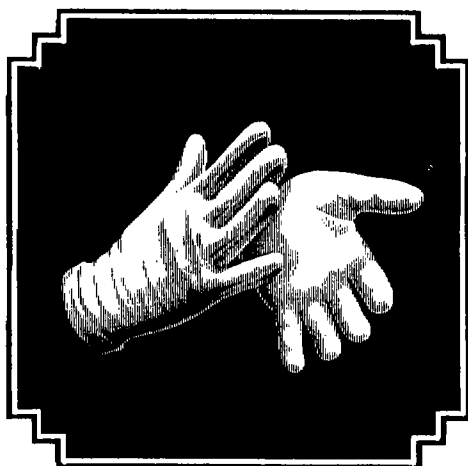
LIBE 477B: Technology for the Teacher-Librarian, July 6-24.

For further information, go through the UBC Web page to locate Language Education, or go directly to: <http://www.mled.lane.educ.ubc.ca/home.htm>. Contact Dr. Marlene M. Asselin, Coordinator of Teacher-Librarianship Programs, Department of Language Education. Phone: 822-5733, Fax: 822-3154, E-mail: marlene.asselin@ubc.ca

At the UBC Language Education web site, there is a link to the University of Alberta. You may use this link or go directly to www.quasar.ualberta.ca/tl-dl to see what is being offered there.

The University of Victoria is not offering teacher-librarianship courses this summer. It is, however, presenting four week-long institutes on Resource-Based Learning and Teaching in July. The Ministry of Education will be subsidizing these institutes. See <http://uvic.ca/clic/victoria1.html> or contact Donald Hamilton, Adjunct Professor, Department of Communication and Social Foundations, Faculty of Education. Phone: (250) 721-7899, Fax: (250) 721-7767, E-mail: dhamilto@uvic.ca

My major contribution this year has been to compile Canada's Year of Asia Pacific Multicultural Bibliography. Each member received a copy and more can be acquired through BCTF lesson aides.



VISIT BCTLA'S HOME PAGE ON THE WEB

The home page is the place to go when you want current information about what's going on in the Association.

You will find:

- information about the organization, the Executive Board and committees;
- updates on current activities, programs & publications;
- working & learning conditions data;
- "hot" tips for excellent web sites;
- documents being discussed in the Virtual Seminar series;
- ... and much, much more!

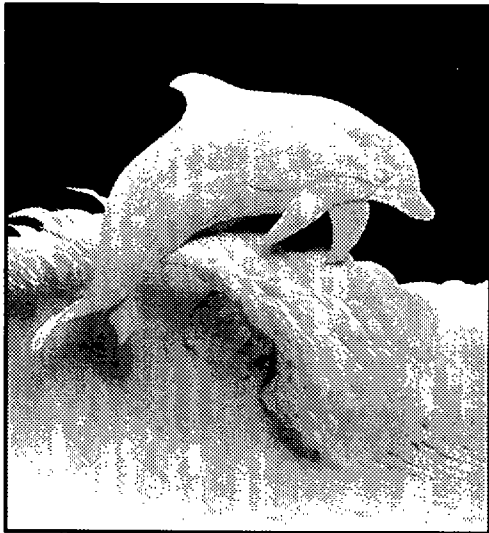
REMEMBER:

1. BCTLA Forum will help you connect informally with colleagues.
2. BCTLA's Home Page will provide you with a wide array of information.

THE HOME PAGE ADDRESS IS:

<http://www.bctf.bc.ca/PSAs/BCTLA/>

We invite you to visit this site soon, see what it has to offer, and let Jim Holgate know of any additions you think should be made. Jim revises it regularly!



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SONIA CRADDOCK

TEACHER, WRITER, FRIEND

1941-1997

by HONEY HALPERN, University of British Columbia.

Many people across Canada will have fond memories of Sonia Craddock through her classroom and remedial teaching, her books for children, and as a colleague and friend. Unhappily, Sonia died of breast cancer last November, but her family and friends hope that her memory will be kept alive permanently through the Sonia Craddock Memorial Fund, which will support a student award at UBC.

My friendship with Sonia spanned three decades. Back in the mid-seventies a former professor of mine at McGill advised me to choose a graduate school that had a large number of graduate students. I would learn more from the other graduate students than I would from busy, overworked professors. He was absolutely correct. A week into my UBC program in 1976, I met Sonia, a fellow graduate student, who became not only a trusted colleague in Reading Education, but also my close friend.

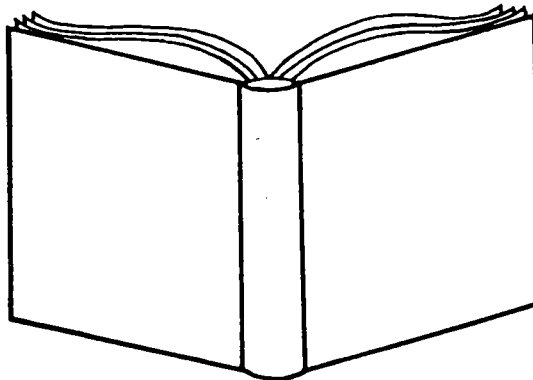
As colleague and friend she helped me persevere through our graduate studies. As a trusted and informed professional she spent countless hours discussing assessments and remedial programs for children experiencing reading difficulties. More than once she read and responded to my clinical reports. I don't know which of us learned more in these debates but I do know that I depended upon her judgment and knowledge.

Sonia's teaching, beginning in 1961, was not limited to her fellow graduate students. During her career, Sonia worked for the Vancouver, Maple Ridge and Surrey school districts as a classroom teacher, a reading specialist and a clinician. As well, she taught in student teacher programs in Vancouver, Nelson, and Whitehorse. Her areas of interest were children's literature, particularly Canadian children's literature, and developmental reading programs. There are countless teachers in British Columbia who have been affected by her love of children's literature, and whose classroom programs have been influenced by her literature-based approach to teaching reading.

Not only did Sonia lecture on Canadian children's literature, she was herself a successful author of children's books and very involved in CWILL BC, the organization of children's writers and illustrators. Her first book, *The T.V. War and Me*, is in its fourth printing. Other titles found in most BC classrooms include: *Secret of the Cards*, *Treasure Hunt*, *You Can't Take Micky*, *Hal the Third-Class Hero*, *Money Midas* and, most recently, *Rosemary For Remembrance*. *The Sleeping Boy* should be ready for bookstores early next year.

Those of us privileged to have known Sonia will remember her keen intellect, literary talents, wondrous storytelling skills, and great personal warmth. As a way of keeping these memories alive, and in recognition of Sonia's special talents, a memorial fund has been established in her name at UBC. This fund will provide an award to a deserving student of Canadian children's literature.

Sonia touched the hearts and lives of many people in British Columbia. This award will honor her determination to give Canadian children's literature its rightful place in BC classrooms. Contributions for the Sonia Craddock Memorial Fund can be sent to The Development Office, UBC, 6253 N.W. Marine Drive, Vancouver, V6T 1Z1. The cheque should be payable to UBC, with the Sonia Craddock Memorial Fund on the memo line. Tax receipts will be issued by the UBC Development Office. Thank you for supporting Canadian children's literature and helping to keep alive the memory of a special BC teacher and writer.





THEME SECTION

SUMMER FUN

7 SURFING TIPS FOR RESEARCHING BOOKS ON THE NET

1. To find Internet sites use a search engine such as Yahoo. Yahoo's web address is *http://www.yahoo.com*
2. Type in author's name (Wayson, Choy)
3. Type in book's title.
4. Type in author's first and last name (Wayson+Choy)
5. Use subject matter as keywords (Chinatown+Vancouver)

BROWSE

6. Type "IBIC". *Publisher's weekly* describes The Internet Book Information Center (IBIC) as "the granddaddy of all book-related sites on the Internet."
7. Type "amazon.com" for the most sophisticated bookseller site on the net.

Source: *Bookmark*. (Vancouver Public Library) Vol. 3 No. 5, March 1998.

HAPPY SURFING!



SENDING FILE ATTACHMENTS BY E-MAIL WON'T MAKE YOU CRAZY (TODAY)

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

Am I crazy or does this seem odd to you? Some of the keenest competition in the software arena is in the realm of Internet browsers and e-mail programs — that are free. The companies that are competing so rigorously for your loyalty do not directly earn a cent from these programs yet fierce competition forces them to radically improve the programs every year. Netscape offers an e-mail module with the ability to format documents with Internet links, bold type and headings. Microsoft counters with an e-mail program that can automatically sort out junk mail. Netscape counters with a free spell checker and the ability to format mail with specific fonts. Microsoft offers the program for free with no restrictions. Netscape counters with giving away the program and the source code too! Meanwhile, Qualcomm is hard at work on the free version of Eudora light e-mail program, which integrates with Macintosh AppleScript so tightly that you can literally operate your computer by remote control. Imagine using e-mail to update web sites, to check the date of your appointment with a psychiatrist, to report on how much hard disk space is left, or even to start a pot of coffee!

The insane pace of competition continues. But does the consumer win? Maybe, maybe not. The other odd thing is that the rapid rate of improvement of these programs has left many behind. Casual users do not upgrade their programs because they do not want to have to learn new menu commands or risk having to reset program preferences. Over-hyped and bug-ridden early releases of programs have left many users blasé and jaded about the whole idea of software updates. When software companies announce new versions of free software that truly make telecomputing easier and more reliable, it is like the fable of the boy who cried wolf. Fewer and fewer people listen or act.

If you have not upgraded your e-mail program in a few years, the sane, sensible thing to do is to give any of the programs mentioned in this article a try. The versions that are current as of this writing are solid, compatible, easy to use and easy to learn. They are all free.

E-MAIL FOR COMMUNICATION

Grassroots advocacy efforts have come to rely on the fax machine and e-mail because they are fast, reliable, reproducible and cheap. E-mail and fax machines were instrumental in initiating and sustaining political change and democratization in Russia. Within the BC Teacher-Librarians' Association, faxes and e-mail have been used for several years. The executive has used e-mail to transmit agendas and drafts, and to discuss issues. Several of our regular contributors to the *Bookmark* prefer e-mail as their standard means of submission for publication.

The *bctlaforum* e-mail listserv lets people send questions and information about BC school libraries to roughly 110+ colleagues. The feeling of being a member of a lucid and loquacious community is wonderful! To participate:

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*.

The *Internet handbook for writers, researchers and journalists* is an Internet book written in Canada that concentrates on the practical questions of finding useful information using Internet services. It tells how to use e-mail for conducting research:

It's a good way to get comfortable on-line....
But it is also a tool you can use to reach experts and make other contacts relevant to issues you are researching. For example, you can send messages to people you may not

know to introduce yourself and request information, to ask for an interview, to determine whether someone is worth interviewing, to verify quotes, or even to conduct an interview on-line.

E-mail has many pluses. It offers an inexpensive and almost instantaneous means to get information from computer to computer. E-mail is one of the first networking tools invented, so it has had time to become a mature and stable technology. Most Internet Service Providers provide an e-mail account to new users at no extra charge. Because of the instantaneous nature of e-mail, collaboration between people who live far away is easier and faster than ever. You can send the same message to as many people as you want at the same time, rather than by making separate calls like you have to do with a fax machine.

Good Internet-based e-mail programs allow you to share files as well as plain text. You can send any kind of computer file - word processing documents, spreadsheets, databases, hypertext documents, and even programs. Technically, the only limitation is that you need to ensure that the e-mail program you are using to send a file is compatible with the program your recipient is using. If you need to distribute a fully formatted document to people in another corner of the world quickly, you can send the master file to a colleague (or a print shop) and have them print and distribute it locally. Students with e-mail addresses do not have to use floppy disks to save drafts. E-mail lets them easily retrieve documents later at home.

E-MAIL RISKS AND ANNOYANCES

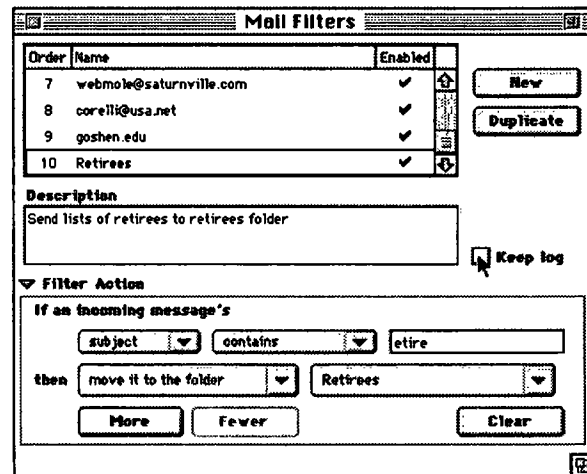
I do not want to sound paranoid, but it is quite easy to create a deceptive return address. A prankster can merely set the return address in the preferences of their e-mail program to someone else's e-mail address. How do you know that letter from "billy@microsoft.com" is really from Bill Gates? And if the message is indeed from Bill Gates, how can you be sure that it has been sent without being read or modified in transit?

A digitally signed and encrypted document is one solution. The sending program includes a coded digital key. To check the message, the recipient needs to use an e-mail program that can authenticate digital signatures and decode encoded mail. A signature is a tamper-resistant addition to an e-mail message that identifies the individual to whom it is issued. Programs that can use encrypted messages and digital signatures list the

step-by-step procedures in the help file under "security."

Dealing with vast quantities of mail can also drive you nuts. If you submit your name to an Internet site offering services for free, you may find that your mailbox is jammed full of offers you are not interested in. The first line of defense is a brief polite message to the sender asking them to stop sending mail. It usually works.

However, some spammers (commercial mailing companies) do not respond to polite, reasonable requests. Fortunately, even free e-mail programs offer message filtering. Filtering tools tell your e-mail program to put messages that meet certain criteria that you specify in a special place. For example, a filter can direct all mail from "freestuff@usa.com" to your "junk mail" folder. Even if you do not intend to throw away messages, filters can help you manage your mail with minimum stress. For example, you can direct all mail addressed to "bctlaforum" to a "BCTLA forum" folder so that they are kept in one place.



Netscape Communicator 4.05 (Macintosh)

SENDING E-MAIL WITH FILE ATTACHMENT.

Are you contributing to the *Bookmark* via e-mail? Would you like to share a file with a colleague? The step by step instructions are easy to follow. But don't drive others around the bend while you are learning! When I get a new e-mail program, I try sending messages with attachments to myself first. People may think I am eccentric because I send mail to myself, but on the other hand, when I send myself messages I can at least be sure that my messages are read.

Receiving mail with file attachments takes more time to download, and may be unreadable by recipients whose mail program is not compatible with yours. If you do not periodically send someone mail with attachments, be sure to tell the recipient what you are going to do first. It is bad e-mail etiquette to send unsolicited mail attachments or attachments to mail addressed to groups of people on a mailing list.

Ask what format to send the attachment in. If you do not both own the same application, you need to find a format that both of your computers can read. If you are sending a word processor document that contains pictures, features such as columns, or uncommon characters like letters with accents, curly quotes, or em-dashes, it may require some experimentation to find a common format that will allow you to retain all the features. Generally, the closer the programs are on the two computers, the more likely it will be easy to read the document. Microsoft Word for Windows and Word for Macintosh use virtually identical file formats. If you are using another program (for example Microsoft Works or Claris Works), try saving the file in Rich text format. Rich text format, Also known as RTF or File interchange format, is designed as a common denominator which allows you to retain italics, underlines, indents, styles and page layout. RTF is a good choice if you own a brand new version of a program and your recipient owns an older version. Old programs ignore features of RTF files that they do not understand.

Most Windows or Macintosh programs allow you to choose "File + Save As..." or "File + Export..." to save in alternative formats. If you do not find the exact word processor file format your recipient needs listed in the File dialog box, select Rich Text Format, if it is available. If you are using a Macintosh, it is a good idea to name the file using Microsoft DOS file naming conventions. You use up to eight letters with no spaces, a dot, then a three letter "Extension" that tells the recipient's computer what kind of file it is. "FRUTCAKE.DOC" is a Word document. "CRZY1.HTM" is a hypertext file. "LOONYBIN.RTF" is Rich Text Format.

USE A MIME COMPATIBLE MAIL PROGRAM

MIME is becoming the standard format for enclosing files with E-mail. The long and short of it is very simple: if both your e-mail programs use MIME, you should have no problem sending or receiving files. If the sender's or the receiver's e-mail program uses an

older or a proprietary format for sending files, you may have problems. There are many good e-mail programs. The following ones are free.

Netscape Navigator has used MIME attachments in its mail module since version 2. Netscape updates are available for free at <http://www.netscape.com>. It receives almost all file attachments without a hitch. The newest version lets you filter out junk mail and attractively format outgoing mail.

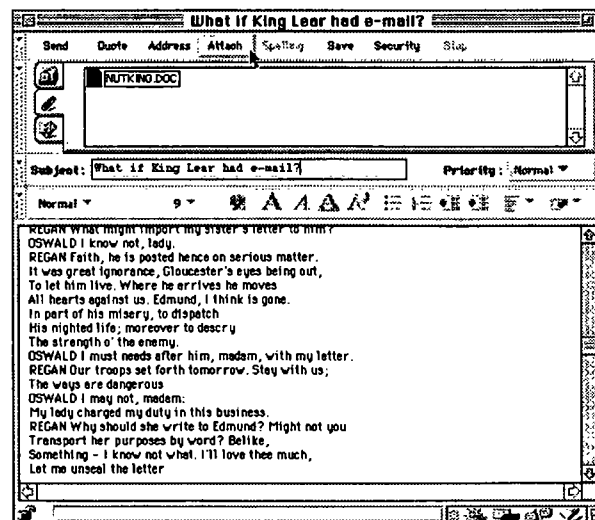
Eudora is a dedicated e-mail program which is very popular because it is fast and uses computer memory conservatively. Recent versions of Eudora are fully compatible with the MIME standard. You can get a free version of Eudora Light on the web at <http://www.eudora.com>. The commercial version includes nice touches like integrated voice mail, but the free version works fine for many users.

The standard Inbox that shipped with Windows 95 is not MIME compatible. Nor is the built-in mailer that shipped with early versions of Microsoft Internet Explorer. Windows and Macintosh users can upgrade to "Outlook Express" by installing the newest version of Internet Explorer (<http://www.microsoft.com/ie>), or by downloading "Outlook Express" from the same address. "Outlook 98" is the deluxe version of Outlook designed to work with the Microsoft Office 98 suite of programs. Outlook 98 is MIME compatible too.

NETSCAPE FILE ENCLOSURES

The instructions are based on Netscape Communicator 4.05 for Macintosh. Other versions work in a similar way.

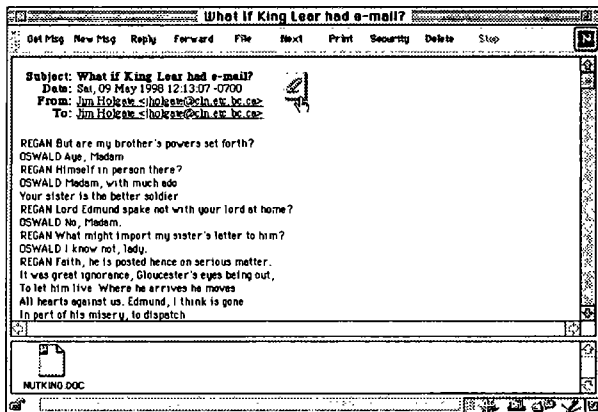
SENDING:



Netscape Communicator 4.05 (Macintosh)

1. Connect to the Internet.
2. From Netscape, select "File" + "New" + "Message"
3. Type the e-mail address of the recipient in the "To" box.
4. Type the subject of the message in the "Subject" box.
5. Type a brief description of the file and any special instructions in the "Message" box.
6. Select "File" + "Attach" + "File..." (Or click on the "Attach" button if it is visible.)
7. Use the file dialog to select the file to attach.
8. Click OK.
9. Select "File" + "Send Now" (Or click on the "Send" button if it is available).

RECEIVING:



Netscape Communicator 4.05 (Macintosh)

1. Connect to the Internet.
2. From Netscape, select "Window" + "Messenger Inbox".
3. Type your e-mail password when requested.
4. If an e-mail message has an attachment, a paper clip icon appears in the top of the window frame. Depending on the format of the attachment and the settings of Netscape, the attachment may appear in the message as a hypertext link.
5. Position the cursor over the paper clip icon, and click on it.
6. In the window pane that appears at the bottom, you can transfer the file to a folder on your computer by double clicking on the icon of the file, or by selecting the file icon and using "File" + "Save As...".
7. After you have saved the document, you may be able to open it by double clicking on it. If that does not work, open the program you wish to view it

with, then open the file using "File + "Open..." or "File + "Import..." from within the program.

SENDING FILE ATTACHMENTS WITH EUDORA LIGHT

The instructions are based on Eudora Light 3.13 for Macintosh. Other versions work in a similar way.

SENDING:

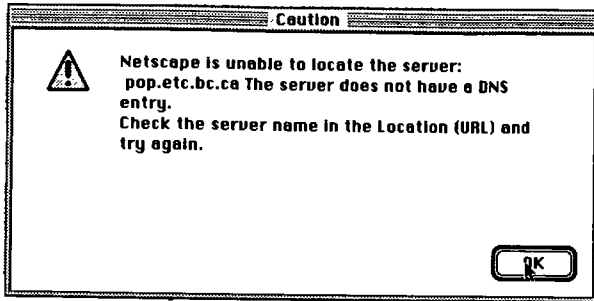
1. Connect to the Internet.
2. From Eudora, select "Message" + "New Message".
3. Type the e-mail address of the recipient in the "To" box.
4. Type the subject of the message in the "Subject" box.
5. Type a brief description of the file and any special instructions in the main message portion of the window.
6. Select "Message" + "Attach Document...".
7. Use the file dialog to select the file to attach.
8. Click OK.
9. Click on the "Send" button.

RECEIVING:

1. Connect to the Internet.
2. From Eudora, select "File" + "Check mail".
3. Type your e-mail password when requested.
4. If an e-mail message has an attachment, Eudora automatically saves it. If you have not set up Eudora's preferences to use a particular folder for your incoming attachments, Eudora puts the files in the "Attachments" Folder of your "Eudora" Folder.
5. You may be able to open the document by double clicking on it. If that does not work, open the program you wish to view it with, then open the file using "File + "Open..." or "File + "Import..." from within the program.

PROBLEMS:

If your mail program reports that the Domain Name Server (DNS) could not be found, it could be that your mail server computer is not working. Check again in a few hours.



Netscape Communicator 4.05 (Macintosh)

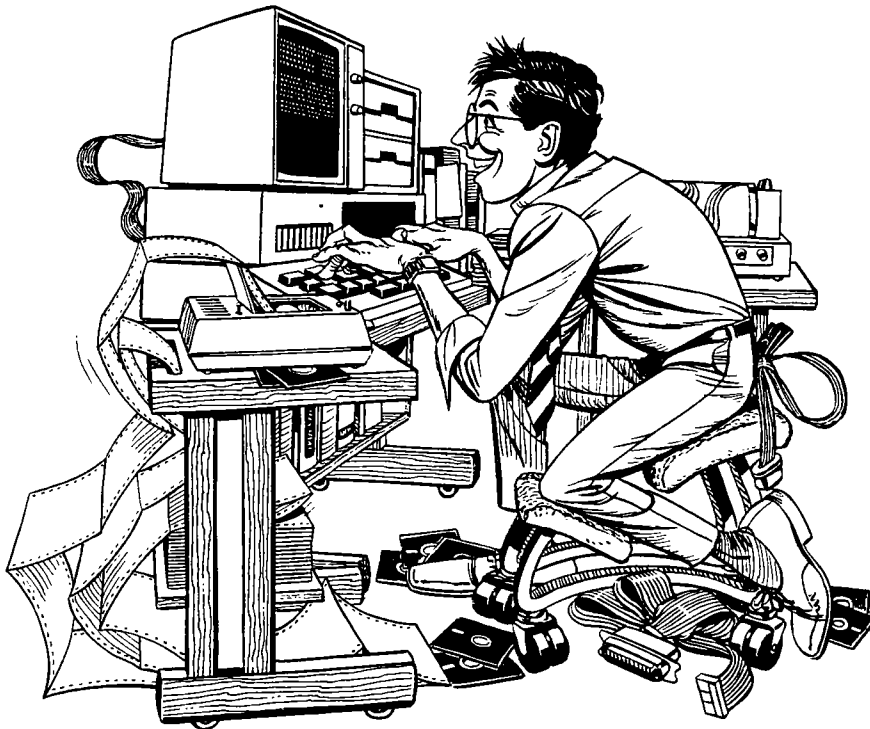
If you continue to have problems, check the program preferences to ensure that the mail server is identified with the correct POP (post office protocol) address. Some mail servers use your e-mail address as your identifier, but some do not. For example, I need to set my mail account to *jholgate@pop.etc.bc.ca*, but my e-mail address is *jholgate@cln.etc.bc.ca*. Check with your Internet service provider if you are not sure what to do.

CONCLUSION

The ability to communicate is a cornerstone of a democratic society. E-mail is not perfect, but it does give the opportunity to make communication easier, faster and more effective. E-mail gives people communication power. As you learn the ins and outs of e-mail programs, put aside the trivial and try to develop that essential core vision. How can you use this great communications medium to empower yourself, your colleagues and your students?

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MOVING MADNESS, A - Z

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

What were your perceptions of your new or old country when you moved to Canada?

A Alien

Coming to Canada as a 15-year old boy from British Guyana I felt like an alien. Others kept asking me to repeat myself to hear my accent. I felt like an alien.

B Beach

The waves are much smaller than waves in California—and the water too cold to swim in.

C Cutlery

I had never used a fork and knife until I left Hong Kong. I didn't even know which hand to hold the fork or knife in. The way I learned was by observing others.

D Deaths

There are far fewer teenage deaths in Vancouver compared to Los Angeles.

E Economy

Hong Kong's economy is stronger than Canada's. (It is questionable whether this is still true).

F Friends

As an elementary school student, it was very hard to make friends when I moved to a small town in BC from Hong Kong.

G "Good Morning, Teacher!"

Elementary students in Hong Kong must stand to greet each teacher who enters the classroom.

H Hospitals and Health Services

Health services are almost free and hospital equipment is more modern than in India.

I Ice

In Kenya, ice was only found in the freezer. To see ice outdoors in the Prairies and to see outdoor hockey rinks seemed madness.

J Jokes

It was bewildering to see what people considered to be funny. To a young girl from rural Paraguay, The Three Stooges television show looked violent, not funny.

K Kleenex and toilet paper

The idea of paying for something—like Kleenex and toilet paper—in order to throw it away, was extremely extravagant concept to our family from Paraguay.

L Language

People from many countries said that it was very hard to understand and learn English at first.

L Library

In Iran, the school library was very small, the size of one classroom, with seating for three to four students.

M Multiculturalism

It was very different to see so many colours of people. In Poland I never saw Chinese, Black, etc.

N Narcotics

Police don't enforce laws against marijuana users as strictly in Vancouver as they do in California.

O Opportunity

My parents sacrificed their professional careers in the Philippines to provide my brother, my sister and me with better opportunities for our future.

P People

In Hong Kong there are a lot of people on the street and in the stores. Also there is much more traffic on the road.

Q Quiet

Traffic is much more quiet in Vancouver compared to traffic in Manila, Philippines.

R Relaxed lifestyle

Life in Canada is not as fast as in Hong Kong.

S School

In Hong Kong and Macao, teachers change rooms each period and students stay at their own/same desk all day.

T Tax

Canadians pay much more income tax compared to the Philippines and Hong Kong. In Hong Kong, a 17% tax is collected once a year and is not a standard deduction from each paycheque.

U Uniforms

All students in Hong Kong and British Guyana wear uniforms with school crests.

V Vancouver

A very clean city.

W Winter weather

The weather in Ottawa is so cold I had to wear several layers of clothes. This was the most difficult thing I had to adjust to when moving to Canada from a tropical climate in China.

X Xmas celebration

Christmas is so quiet here compared to the Philippines. There, the focus of Christmas is on family and friends and it is not as commercialized as it is in Vancouver. Most workers receive a two month salary bonus.

Y Yards

The yards are bigger and look much nicer than in Hong Kong, where one seldom sees trees and flowers.

Z Time zone

I felt sleepy at the wrong time the first day because of the time zone change.

**THE BOOKMARK
on microform!**

Did you know that those precious back issues of *The Bookmark* are available on microform? If you missed an issue when you forgot to renew, or you have just joined and want to purchase back issues, contact:

**Micromedia Limited
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Toronto, ON, M5C 2N8**

Toll Free: 1-800-387-2689

Phone: (416) 362-5211

Fax: (416) 362-6161



LIBRARIES BY DESIGN

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

Anyone who's ever been involved in creating a new school library would agree there are moments, if not whole weeks, when it is indeed a mad! mad! mad! mad world. Sometimes the process takes on Dickensian overtones: "It was the best of times; it was the worst of times..." At the outset, there are great expectations that the end product will encapsulate our vision of the perfect library. If only reality didn't keep getting in the way.

One of the problems is that the person who plans the facility is not necessarily the person who in the end works there. Sometimes the person who executes the design is unfamiliar with how a school library operates. In some cases, individual preferences or current trends intrude in the design process, serving interests other than the creation of functional learning spaces that can stand the test of time. Other frustrations arise out of lack of understanding about various stages of and timelines for design and building processes, and possibly about the roles and responsibilities of individuals associated with the project.

This article profiles one school district's experiences with designing new school libraries. It provides an overview of growth in the district which necessitated a "baptism by fire" approach to planning new facilities. More than new schools were resulting, however; frustrations were building, too, and the causes of these are explored. As well, some new trends in educational design are touched on. Two district initiatives developed to help reduce the madness associated with major construction projects are shared: processes to improve communication, and district-wide educational specifications and design guidelines for libraries. It is hoped these experiences and ideas will provide some starting points for discussion for teacher-librarians and others involved in designing new libraries.

GROWTH

Since 1988 the school enrolment in Surrey has ballooned from 38,000 to 56,000, an increase of 47% in just ten years. Among other things, this district is characterized by subdivisions of portable classrooms perched on school playing fields and parking lots - a temporary answer to space shortages that seem to have become a permanent fixture. (At one point, it was said

that the number of students housed in Surrey portables equaled the combined population of nearly half the school districts in B.C.) Although recently the rate of growth has slowed somewhat, population is still on the rise.

During this period thirty new elementary schools were built, and a further 25 elementary schools underwent extensive renovations, most of which involved upgrading library facilities. Schools at the secondary level responded to growth in different ways. Some added new grades at the upper or lower ends, becoming full 8 - 12 secondaries, while others abandoned older cramped facilities to amalgamate with another school nearby to achieve 8 - 12 status. Some moved into new schools constructed on the original site (often necessitating an additional interim move for the library into a portable while construction was taking place). Others stayed in the original buildings while additions were jackhammered on the top and sides. Four schools were erected on new sites. In the past decade, with the exception of two small junior highs, every secondary school has been affected by construction.

And the dust hasn't settled yet. By the year 2000, the district will see an additional four new elementary and two new secondary schools. Currently, three existing large secondaries are undergoing massive renovations scheduled for completion by the millennium, and capital funding has just been received to develop yet another new secondary school.

GROWING PAINS

This seemingly unstoppable pattern of growth catapulted many teacher-librarians into the uncharted waters of library design. With the early projects their involvement focused more on setting up the new library rather than on design aspects. At that time building projects were affiliated with existing schools, and personnel there were expected to take on additional responsibilities with regard to the new school. For the teacher-librarian, this meant not only ordering furnishings, equipment and supplies for the new library, but also establishing the new collection. Remember, these were extra duties for the teacher-librarian who likely would not be associated with the new library once it was completed.

It soon became apparent that teacher-librarian involvement would be useful at the planning and design stage. Again, the person responsible for providing input was asked to do so in addition to regular responsibilities and without the likelihood of eventual "ownership". Often these sessions initiated by the district planning department were rushed, one-time-only affairs, seen by many as a courtesy rather than true consultation. Teacher-librarians became less enchanted with the prospect for involvement, feeling that their well-thought out suggestions for design were ignored.

Frustrations arose for a number of reasons. Timelines for various stages of the project often aren't clearly communicated or understood. For example, the design stage usually ends when the project goes to tender. Beyond this point, no cost changes can be made. Suggestions, no matter how brilliant, will be ignored, especially if they involve money. With some items, such as colour, a scheme is adopted school-wide; individual preferences cannot be catered to. Sometimes the ramifications of a design decision aren't fully understood by all parties; a common result is that items believed to have been part of the contract in fact are not included, and costs must be borne from other budgets. Similarly, it is a mistake to assume that costs for all parts of an item or feature are automatically included just because the item is shown in the drawings. In Surrey, usually the circulation desk is included, but the book return bin component is not. And speaking of drawings, the skills needed to readily interpret architectural drawings are not usually covered in T-L education - just as components of a quality school library program aren't taught in architecture school.

At the root of these frustrations is the lack of both knowledge and clear communication. Further exacerbating frustration was the consistency of or opportunity for feedback. Suggestions proffered and accepted at design sessions were assumed to be a fait accompli; this, unfortunately, wasn't always the case. An unexpected finished product was often an indication that somewhere important feedback had been missed. Finally, there was the ever-present pressure of time with Ministry and other deadlines seeming to drive the entire process.

TRENDS

Typically present at a meeting to review design plans were the architect, personnel from the district planning department, the teacher-librarian (in the case of libraries), and perhaps school-based administration. The purpose was to look at not only specifics relating to

the library, but also to examine the location of the library in relation to other spaces within the school. Often immediately apparent was a prevailing overall concept which shaped many aspects of the design. Sometimes these overriding concepts benefited the library; sometimes they didn't.

CONCEPTUAL TRENDS

Many architects are responsive to the idea that the library is the heart of the school. Lately, there has been a trend toward making libraries easily accessible visually as well as physically. Depending on specifics of the design, there are two possible drawbacks with this "fishbowl" approach. One is that if the walls are to be mostly glass, then the shelving will need to be freestanding. Often freestanding shelving is not included in the contract, while wall-shelving is, so there are extra expenses later. Furthermore, by not using the wall space for shelves, the room itself will have to be big enough to accommodate the entire collection on freestanding shelves, as well as to provide space for all of the library's other functional areas - all within the Ministry's prescribed maximum space allotments.

An extension of the fishbowl concept is the "open-area" concept. Here there are no barriers to library access. Usually security aspects can be managed, but what to do about the noise? These libraries are defined by walls (some with lovely free flowing glass partitions), but have no ceilings. Everyone in the library is privy to the wailing of injured children en route to the office, the gossip of parents in the foyer, the hubbub of equipment and instruction from the computer lab, not to mention gusts of cold air every time the front door of the school opens on a winter day.

TRENDS SHAPED BY TECHNOLOGY

The placement of computer labs adjacent and connecting to the library has been a worrisome development in recent school design. The problem is not so much with the concept per se, as with the lack of designated staff for the computer lab. Teacher-librarians are concerned that supervision of such unstaffed facilities will fall to them. Neither are they eager to assume responsibility for equipment maintenance or for additional instructional duties.

Another trend influenced by technology, especially at the secondary level, is the need to house the school's video/telecentre/head-end unit. Known by many names, this centrally located equipment is used to broadcast throughout the school (to single or multiple locations)

videos and related technology. The head-end unit makes possible locally created programming via hallway monitors, as well as eliminating the need for VCRs in classrooms. The idea to put the head-end unit next to the library where the videos are located seems practical. What's impractical, in the minds of some teacher-librarians, is the notion that they will be responsible for loading the videos (period by period throughout the day) into the head-end unit. Similar thoughts have been voiced about satellite TV equipment and related responsibilities. This is not to say that teacher-librarians who desire involvement in these areas should not be involved, but rather to be aware of others' assumptions re the teacher-librarian's role when design decisions are being made.

One trend in school design that many secondary T-Ls have come to embrace is the evolution of teacher prep areas. Right from the start departments can be given responsibility for storage, management and maintenance of their own audio-visual equipment. Space needs for A-V equipment in libraries have shrunk; libraries need only to provide storage for their own equipment, plus extras for backup and some one-of-a-kind pieces.

TRENDS THAT SAVE SPACE AND/OR MONEY

In fast-growing districts like Surrey, one way to save money is to use the same design for more than one school. When this is done, changes may need to be made to accommodate a previous design on a new site. Sometimes the design is "flipped"; right becomes left, shady north-facing becomes sunny south-facing, and vice versa. A problem can arise if customized furniture isn't flipped. The book return slot, conveniently and visibly located in one desk, may end up out of sight when that same desk is placed in a differently shaped venue. Plans that are scaled down to create a school for a smaller population can create similar problems if forethought isn't given to other aspects of the design. Will the desk still fit in the smaller space? Will it line up with the adjacent workroom and office space, and allow sufficient room for the security system, as it did in the original plan?

How current does something have to be to qualify as a trend? Some architects are still promoting the idea of mezzanines in school libraries. Mezzanines are great space savers, and are a useful design tool for architects, particularly when trying to fit a school onto a small site or to create a smaller (and less expensive) foundation. For teacher-librarians, however, mezzanines are a

nightmare in terms of resource management and supervision of students, especially given the usual levels of staffing.

Trends come and go in school design, as they do in other areas of our lives. Sometimes they are products of a creative mind; other times they reflect changes in society. Who can say for sure what impact the Internet will ultimately have on future designs? The important thing is to ensure that today's design fad doesn't become tomorrow's headache that just won't quit.

TOWARD A SANER APPROACH

Teacher-librarians weren't the only ones experiencing dissatisfaction with the design process. Secondary teachers who work in spaces designated as specialty areas, such as labs, gyms, teaching kitchens, band rooms, etc., were invited to air their frustrations at a joint meeting with non-educational staff - and who could resist! The planning department and physical plant personnel had a thing or two to say, as well. When the air cleared, proposals for improved communication and review processes pertinent to three main stages were discussed and agreed upon.

DESIGN CREATION

Communication takes place amongst representatives from the school (for renovation projects), physical plant, planning, architect's firm and the LSA or district helping teacher. This new line-up makes provision for LSA reps, which was especially useful for departments not having designated representation at the district level. After working drawings for specialty areas are developed by the architect, there are no less than four opportunities for response:

1. as initial drawings are presented
2. as revised drawings are reviewed
3. as revised drawings with emphasis on electrical components are presented
4. as final working drawings are reviewed prior to tender.

The process calls for the architect to record all pertinent comments made at the first presentation. Further, someone from the non-educational side is to record and circulate minutes to those involved, not only at this meeting, but also after the electrical review.

EDUCATIONAL SPECIFICATIONS AND DESIGN GUIDELINES REVIEW

District-wide specifications and guidelines are developed to assist non-educational project personnel, including architects, in understanding instructional program requirements as they relate to physical space. Ideally, this document should be given to the architect before the first working drawing is committed to paper. The "specs" describe in clear language what SHOULD be, and what MUST NOT. They are developed jointly by personnel from planning, the physical plant, and the LSA.

The document needs to be regularly reviewed and updated to reflect changes in programs and technologies. In the case of LSAs, part of the review process would include approval by the membership at large. In Surrey, the LSA is represented by two committees, one each for elementary and secondary. The document for secondary libraries follows this article.

COMPLETION FLAWS

Clarification about where to direct information regarding completion flaws and determination of who pays (architect, school district or contractor) are important aspects of this communication process. As in any contractual negotiation, it's necessary to make a record of the flaws in writing. In addition to creating a paper trail, a written record assists with the identification of flaws in your absence. Following inspection, the cost of fixing the error is determined. Couched in conditional language favoured by bureaucrats and lawyers, the last step of this process states that: "flaws [will be] rectified if responsibility is determined and budget permits." Could it be otherwise?

REALITY BITES

The communication and review processes, as envisioned three years ago, point the way to a saner approach to creating new facilities. A direction has been identified, but following the map remains a challenge to be overcome. Timelines are still crazy-making; when the pressure is on, the path chosen is frequently the one which is most expedient in terms of time, not consultation. Plans like these which cross departmental lines are not so easy to implement; making them a reality is the hard work that lies ahead.

EDUCATIONAL SPECIFICATIONS & DESIGN GUIDELINES – SECONDARY LEARNING RESOURCE CENTRE

by **THE PLANNING DEPARTMENT** and **THE SURREY CHAPTER OF THE BCTLA, SD #36 (Surrey)**

MINISTRY SPACE ALLOTMENTS FOR PROGRAM (as of September 1988)

900 Capacity	350 m/2
1100 Capacity	380 m/2
1300 Capacity	400 m/2

RELATION OF PROGRAM TO OTHER INSTRUCTIONAL AREAS

The learning resource centre (library) should be located in an area easily accessible to the entire school.

The learning resource centre should be located away from acoustically noisy areas, such as: gymnasiums; music rooms; industrial arts areas; and multi-purpose rooms.

The library should be self-contained, i.e. no open ceilings connecting to other rooms.

A cross-curriculum computer lab should be located adjacent to but not connected to the library.

DESIGN FUNCTIONS

The design should accommodate the different functions of the library which occur simultaneously. The functions are:

Teaching and learning

- class instruction for 35 students
- independent users (i.e. not supervised by a classroom teacher)

Administration

Housing resources

- non-fiction books
- reference books (encyclopedia sets and individual titles)
- paperback books
- videocassettes and other audio-visual software
- audio-visual hardware

- pamphlet files
- periodicals: current and back issues

Accessing information

- on-line catalogue (OPAC) terminals
- PCs for CD-ROM and other electronic information retrieval technologies

GENERAL REQUIREMENTS AND RELATIONSHIPS WITHIN THE PROGRAM AREA

The learning resource centre should be designed for easy supervision and convenient flow of traffic consistent with the functions.

The learning resource centre should be designed to invite use through attractive and welcoming design features, such as: natural light; a spacious focus/central area; visibility to some other areas of the school; and easy accommodation of display cases or places, plants, comfortable furniture, etc.

There should be electrical outlets available on every wall.

The electrical lighting system must be able to independently darken/illuminate each functional area.

All exterior windows, including skylights, should be equipped with blinds in order that the room may be darkened for teaching or viewing.

There should be a lighting level conducive for reading material easily and for seeing information on book spines and on shelves.

The learning resource centre should be treated with sound-absorbent surfaces and carpeting.

There should be security controlled access/egress (wheelchair width) from the rest of the school to the learning resource centre. NB: The functioning of the security system requires that heating, electrical and communication control centres **not** be placed near the library.

There should be a securable area for the storage of the library server/console and other electronic systems equipment, as well as for a small selection of audio-visual equipment for use in the library.

The head-end unit of the school video/telecentre should not be housed in or adjacent to the library. (See Appendix I.)

The library should have an office/prep area for two (2) teacher-librarians.

There should be a work room large enough to accommodate a clerk and other library workers.

The work room should be adjacent to the office with visual supervision and access from the office/prep area to the work room.

There should be a securable area for video viewing and small group instruction.

There should be an area for the storage of five (5) years' accumulation of magazine back issues.

In the main learning resource area there should be enough space for: a circulation desk; conventional book stacks; stands for atlases and dictionaries; shelving for reference books; shelving/display for current magazines; paperback spinners; seating for sixty (60) students; built-in cabinetry for video viewing and a variety of information technologies (e.g. CD-ROM computer workstations, OPAC terminals).

The learning resource centre should have some natural light.

There should be a hallway book return slot, with secured return bin (equipment expenditure).

There should be a library display case in the hallway outside the library and/or inside the library.

The library should be on one level only.

DETAILED SPECIFICATIONS

Office/Prep Area

The office/prep area should be centrally located with visual supervision capability of the work room and the main library.

The work room should be adjacent to the office/prep area with visual supervision and communication from the office/prep area to the work room.

There should be two (2) desks/desktop work stations in the office/prep area.

There should be space to accommodate technical equipment: PC work station and printer, library systems computer workstation and printer.

There should be multiple regular electrical outlets and network ports, to allow flexibility in office set-up and to accommodate future needs.

There should be a telephone jack in the office/prep area.

There should be enough room for two (2) 4-drawer filing cabinets for teacher files.

There should be open shelving (12" deep) installed on available wall space.

Consideration should be given to features such as having 28" high desk tops (28" by 48") with a locking drawer unit and a retractable keyboard shelf located underneath.

There should be glazed windows between the office/prep area and the work room/main library areas with the capacity for installed curtains/blinds on the interior of the windows.

Work Room

The work room should be adjacent to the office with visual supervision and access from the office/prep area to the work room.

The work room should be large enough to accommodate one (1) clerical person and three (3) library workers.

The work room should have built-in work areas around the perimeter of the room with shelving above. Consideration should be given to features such as having 28" high desk tops (28" by 48").

There needs to be a clerical workstation at the standard approved height with a locking drawer unit and a retractable keyboard shelf underneath.

There should be enough room for two (2) book carts.

There needs to be multiple regular electrical outlets and network ports.

There should be a telephone jack in the work room.

There should be glazed windows between the work room and the main learning resource centre areas with the capacity for installed curtains/blinds on the interior of the windows.

There should be a sink and associated storage (i.e. cupboards with doors above and below the counter, drawer units, pull-out shelves for picture storage, etc.).

Library Storage Area

There should be a securable room large enough for storage of: the library server/console, and a small selection of audio-visual equipment for use in the library.

The head-end unit of the school video/telecentre should not be housed in or adjacent to the library. (See Appendix I.)

One wall should have floor to ceiling adjustable shelving that is 18" deep for equipment storage.

The storage area should be accessible only from the library.

Magazine Back-Issue Storage Area

There should be an area for the storage of five (5) years' accumulation of magazine back issues.

All available walls should have floor to ceiling adjustable shelving, 12" deep.

There should be room for one small table.

Media/Small Group Instructional Area

There should be a room with no hallway access for: video viewing, listening and small group instruction.

There should be regular electrical outlets and network ports on all walls.

There should be enough room for twelve (12) to fifteen (15) students and one (1) teacher, to be seated at tables. There should be a white board (8' minimum).

Main Learning Resource Area

In the main learning resource area there should be enough space for: a circulation desk; conventional book stacks; stands for atlases and dictionaries; paperback spinners; shelving for reference books; shelving/display for current magazines; seating for sixty (60) students; built-in cabinetry for video viewing and a variety of

information technologies (e.g., CD-ROM workstations, OPAC terminals).

A. Security Control

There should be security controlled access/egress from the rest of the school to the learning resource centre (equipment expenditure).

The entrance design should incorporate the security system as an integral part of the overall design.

The security controlled access/egress should be a minimum of 96" wide with a security gate for access and a turnstile/locking gate for egress.

Close attention needs to be given to electrical and other requirements of the system (e.g., proximity of metal objects and computers).

B. Stacks/Shelving

There should be good visual supervision of the stacks from the office/work room area and from the circulation desk.

Stacks should be affixed to walls whenever possible.

Free-standing stacks should be aligned to offer good visual supervision from the circulation desk and office/workroom, and have wheelchair access.

Stack height should not exceed six (6) feet.

Stacks should accommodate the Ministry standard of fifteen (15) books per pupil. (NB. Each three foot shelf holds approximately 35 books.)

Book shelving should be 10-12 inches/25-30 cm. deep, and provide free access to slide books off and on shelves (i.e. no lips on shelves).

Magazine shelving needs to accommodate up to sixty (60) subscription titles, and be located so as to be easily available to independent users.

There should be space for four (4) paperback spinners (each for 500 books) which can be grouped to comprise the fiction/leisure reading section. This part of the collection should be easily available to independent users.

C. Circulation Desk

There should be a centrally located circulation desk with visual supervision capabilities of the whole Learning Resource Centre.

There should be electronic control of the security gate from the circulation desk (i.e. wiring should run under the floor between the circulation desk and the security gate).

There should be a telephone jack in the circulation desk.

The circulation desk should have enough space for two (2) book carts.

The circulation desk should have enough built-in cabinetry for: two (2) computer workstations; a printer; a switching unit; a video desensitizing/sensitizing and a book desensitizing/sensitizing unit; a book return slot and a book return bin.

There should be control of the lights from the circulation desk.

There should be adequate cupboard and drawer storage for supplies and shelf storage for books and other resources.

D. Reference Area

There should be a reference area with adjustable shelving to house general and specialized reference materials (approx. 1000 books), with seating at tables for independent users.

There should be space for an atlas stand and a dictionary stand.

There should be enough space for two lateral filing cabinets for newspaper clippings, pamphlets, etc.

The reference area should be located near the main traffic flow.

E. Information Technologies

There should be enough built-in cabinetry and regular electrical outlets and network ports for: a video viewing station; ten (10) CD-ROM computer stations and related printers; five (5) on-line catalogue OPAC terminals and related printer.

Workstations for most functions need to accommodate seated users; cabinetry for workstations for on-line catalogue terminals should be at a height to accommodate standing users.

There should be space and dedicated wiring for a coin-operated photocopier located near to the entrance and the circulation desk which can be visually supervised from the circulation desk.

Wiring outlets for information technologies should be placed in multiple locations throughout the library to allow for flexibility in placement of equipment and to meet future needs.

There needs to be a telephone line/jack in the area of the CD-ROM computer workstations, for accessing on-line services.

Wherever possible, wiring should be hidden.

F. Instructional Area

There should be an instructional area with seating for thirty-five (35) students located away from the main traffic flow (i.e. away from the circulation desk, OPAC terminals and the entrance).

This area should accommodate a screen and be able to be darkened independently of other areas.

Created by:

The Planning Department and
The Surrey Chapter of the BCTLA
Surrey School District #36 (Surrey)
Revised 95-06-29

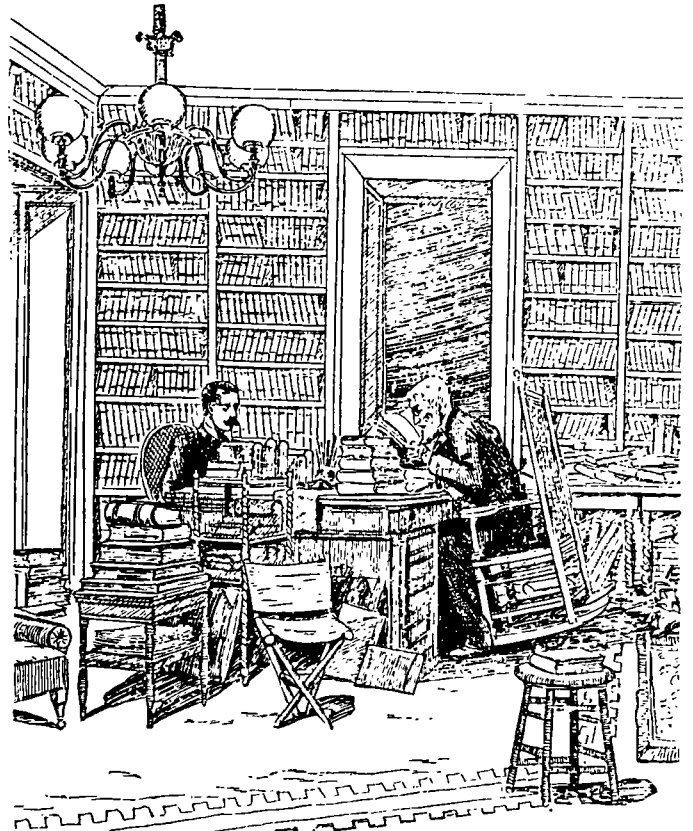
APPENDIX I VIDEO/TELECENTRE

The secondary teacher-librarians, having experienced the operations of the video/telecentre, offer the following recommendations with regard to the system's placement and scope.

1. The head-end unit of the video/telecentre should not be housed in or adjacent to the library, as it can interfere with the functioning of the library security system.
2. The head-end unit should be placed in/near the department which will require most access to it,

e.g., administration, technical education (with access to the satellite dish down-feed); or be located centrally within the academic wing.

3. The video/telecentre needs to be equipped with one (1) or two (2) drives - (the number needed for school-wide or multiple-location viewing/broadcasting).
4. Each classroom should be equipped with a television monitor which can access programs from:
 - (a) the video/telecentre
 - (b) independent video cassette recorder/player. (VCR/P)
5. VCR/Ps should be made available to classrooms on a 1 to 2 ratio.



MENTAL ILLNESS: A BIBLIOGRAPHY OF RECENT NON-FICTION AND FICTION

by LIZ AUSTROM, retired teacher-librarian

The following selective bibliography includes mainly non-fiction and fiction published in the last ten years. The time limit was imposed both to reduce the number of items in the bibliography, and also to recognize the fact that knowledge about mental illness and treatment methods are changing constantly, and controversies about new and old treatments are common. Consequently, the time limit was most important for non-fiction materials. This section of the library collection should be regularly weeded. Note that all of the non-fiction books have good or adequate indexes.

There are many excellent older novels not included, such as *Cages of glass, flowers of time*, that are still valuable for the interpersonal insights on mental illness that they give, and it was really a difficult decision to exclude them. I see no reason for weeding them from the collection as long as they don't foster a feeling of superiority over the mentally ill. A few older fiction titles are included.

NON-FICTION

Dick, Jean. (1988). *Mental and emotional disabilities*. Edited by Maythee Kantar. Mankato, MN: Crestwood House. (Facts about series). ISBN: 0896864189.

Short (48 pages) and easy to read. However, it covers autism, depression, mental retardation, dyslexia, stuttering, hyperactivity, and other disabilities.

Dinner, Sherry H. (1989). *Nothing to be ashamed of: growing up with mental illness in your family*. New York, NY: Lothrop, Lee & Shepard Books. ISBN: 0688084931 (pbk.)

Advice for a teenager with a mentally ill family member. Covers family relationships as well as the realities of mental illness.

Greenberg, Harvey R. (1989). *Emotional illness in your family: helping your relative, helping yourself*. New York, NY: Macmillan; London, GB: Collier Macmillan. ISBN: 0027369218.

Detailed treatment of the topic makes this book less suited to younger teens.

Hyde, Margaret O. and Elizabeth H. Forsyth. (1996). *Know about mental illness*. New York: Walker. ISBN: 0802784283 (hardcover).

Discusses many aspects of mental illness, including types, causes, cures, and misconceptions.

Johnson, Julie Tallard. (1989). *Understanding mental illness: for teens who care about someone with mental illness*. Minneapolis, MN: Lerner. ISBN: 0822500426 (lib. bdg.).

Suitable for young teens. Presents the different mental illnesses simply and offers assistance for teens living with the mentally ill.

Parker, Steve and Brian R. Ward. (1990). *The brain and nervous system*. Rev. ed. London, GB; New York, NY: Franklin Watts. (Human body series). ISBN: 0531140261 (lib. bdg.).

Examines the components, functions, and disorders of the nervous system. The first edition was titled *The brain and nervous system*. If you have the first edition it is time to discard it.

Sherrow, Victoria. (1996). *Mental illness*. San Diego, CA: Lucent Books. (Lucent overview series). ISBN: 1560061685.

For young adults. Typical format, level and information load for others in this series.

Simpson, Carolyn and Dwain Simpson. (1991). *Coping with emotional disorders*. New York, NY: Rosen. (Coping series). ISBN: 0823912388.

Discusses emotional disorders, how to deal with your own and those of a family member. Includes where to go for help. Includes a section on psychiatric hospitals.

Young, Patrick. (1988). *Mental disturbances*. New York, NY: Chelsea House. (Encyclopedia of psychoactive drugs. Series 2). ISBN: 1555462065.

Discusses various types of mental illnesses, their symptoms and treatment. Looks at drug induced reactions that resemble symptoms of mental disturbances.

Note: Although Series 1 in this encyclopedia series is dated, titles in the series should be examined closely before discarding.

FICTION

Franklin, Kristine L. (1995). *Eclipse*. Cambridge, MA: Candlewick Press. ISBN: 1564025446. JU

Trina's father loses his job and becomes severely depressed, then her forty-eight year-old mother becomes pregnant. Trina faces her problems with the help of her good friend, Miranda. A problem book for the 1990s.

Lisle, Janet Taylor. (1989). *Afternoon of the elves*. New York, NY: Orchard Books. ISBN: 053108437X. JU

Hillary helps her friend to build a magical miniature village (supposedly built by elves) in Sara-Kate's backyard. The more she helps, the more she becomes curious about Sara-Kate's quiet mother and what happens inside her dark, mysterious house

Rabinowich, Ellen. (1983). *Underneath I'm different*. New York, NY: Delacorte. ISBN: 0440092531. YA

Amy is an overweight teenager who has never had a date. The only boy who thinks she is beautiful suffers a nervous breakdown and Amy grows emotionally through her friendship and concern for him.

Springer, Nancy. (1995). *Looking for Jamie Bridger*. New York : Dial Books for Young Readers. ISBN:0803717733 (hardcover). YA

Although the grandparents who raised her are not happy about it, fourteen-year-old Jamie sets out to find out who her real parents were. The end of her search is both happy and sad.

Willey, Margaret. (1990). *Saving Lenny*. New York, NY: Bantam Books. ISBN: 0553058509. YA

Did not locate a copy to review, but this title appears on a recommended list at the Vancouver Public Library.

Woodford, Peggy. (1979). *See you tomorrow*. London, GB: Bodley Head. ISBN: 0370302044 (pbk.). YA

Seventeen-year-old Julie comes from a troubled family so it is natural that she is entranced by the talented and friendly Croxleys. Eventually she learns that they are not a perfect family either. Both suicide and the meaning of friendship are a focus.

Finally, a TREAT for young readers!

Joose, Barbara M. (1992). *Anna and the cat lady*; pictures by Gretchen Will Mayo. New York, NY: Harper Collins. ISBN: 0060202424.

Nine-year-old Anna rescues a stray kitten. Through the kitten she becomes a friend of the eccentric Mrs. Sarafiny, who has many cats. Anna discovers that the old woman believes that Martians are after her.

NOTE: The permission slip which appears on the next page must be included with all photographs of students submitted to *Bookmark*, either with accompanying articles or units or by themselves. This is necessary for legal purposes. Please make a copy of it and file it for future use.

RELEASE FORM FOR BC TEACHER LIBRARIANS' ASSOCIATION PUBLICATIONS

Date: _____

School Name: _____

Dear Parents / Guardians:

Pictures of students at work in the library eloquently portray why school libraries are important. I appreciate your permission to use your child's picture(s) very much.

During the school year, I will be having pictures taken of students working on library projects. Some of the photographs may be included in a publication of the BC Teacher-Librarian's Association, (a professional association of the BC Teachers' Federation) as outlined below. BC Teachers' Association publications are available to teachers, administrators, university staff and students, and other people interested in resource-based learning.

Teacher-Librarian

Description of use (please check all that may apply):

- Bookmark*, (BC Teacher-Librarians' Association professional journal)
- BCTLA publication (specify) _____
- Electronic publication (i. e.: Internet, Multimedia presentation, CD ROM)
- Poster, bookmark, or other publicity
- Video (specify) _____
- Other (specify) _____

Restrictions

- I do not want my child to be identified by name.
- Other (specify) _____

I / we the parent(s) / guardian(s) of _____, give permission to publish photos or work as specified above.

Date _____

Name (Print) _____

Address _____

Signature _____

Note to teacher-librarian: Please submit the form(s) with the picture(s) and retain a copy for your records.

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TECHNOLOGY AND THE CHANGING ROLE OF TEACHER-LIBRARIANS

by **SHIRLEY BENS** Coordinator of Learning Resources, Technology, and Libraries K-12 Winslow Centre, SD #43 (Coquitlam). <sbens@schdist43.bc.ca>

Never before have economic, educational, and technological events conspired to provide (Library Resource Centers) with both unparalleled successful instructional opportunities and (at the same time) the potential for possible extinction. (Craver, 1994, p. 123)

The "possible extinction" of school library resource centers, may seem like an extreme forecast, but it is the conclusion reached by Kathleen Craver in her excellent book *School Library Media Centers in the 21st Century*. She reports on the trends in economics, employment, technology, education, instruction, and management and discusses their implications and impact on school library resource centers.

This article will touch on some of the highlights of these many forces for change and will examine the role of the teacher-librarian specifically. Some suggestions for initiating change in a school library resource center will follow, concluding with some comments about managing change.

FORCES FOR CHANGE

The many forces for change -- economic, employment, technological, and instructional and/or educational -- are closely inter-related. Economic trends impact on employment. Employment trends, in turn, impact on technology. Employment and technology trends, likewise, have serious impact on education and instruction.

ECONOMIC TRENDS

There are many obvious economic trends that impact directly on LRCs (library resource centers). These include reduced budgets at a time of increased costs for both resources and personnel, as well as a declining teacher-librarian/pupil ratio at a time of increased demand for expertise in electronic

information retrieval. Clearly the economic reality in school districts can seriously impede the installation of technology in LRCs. Another economic trend that consumers and businesses are certainly aware of, but which is not necessarily perceived by educators as a "threat", is the trend toward a global market place. Educators may ignore this trend at their own risk. How so? The global market place has a huge impact on employment. We know that large corporations, with international computer networks (like Intranets and the Internet) are no longer bound to the labor market of any specific country. Consequently, blue collar jobs such as data processing, and programming, which previously went to college graduates are now being contracted out to third world countries such as Thailand, with a significantly reduced salary outlay for the corporation. For education, this means that the "production line jobs" that we are training students for may no longer be there for them. Unfortunately in education, we are still tied to the "industrial model" for educating our students.

EMPLOYMENT TRENDS

It is predicted that by the year 2010, ninety percent of all jobs will be computer related and that by the year 2020, twenty percent of the working force will be collecting 60% of all the wages. At the bottom end of the scale, twenty percent (the working poor), will be collecting only 2% of the wages. (Craver, 1994). Many others will be unemployed. As educators, we must ask ourselves what kinds of skills are needed to secure the jobs at a higher salary scale. It shouldn't surprise us that those jobs will require critical thinking, higher order thinking, and free inquiry skills. The top jobs will require symbolic-analytic thinkers with the capacity for deductive reasoning, for collaborative efforts, with the willingness for experimentation (risk-takers), and with the ability to see relationships within a system.

These trends suggest that more money must be invested in information technologies for schools to produce workers with employable technological and higher order skills. Teaching information literacy skills becomes a high priority since they parallel and complement symbolic analytic skills. Information literacy skills include searching, identifying, and retrieving "suitable data within a conceptual framework" and discerning "appropriate patterns for purposes of synthesis, and (evaluating) their usefulness" (Craver, 1994, p. 75). It is fairly clear that a strong mandate for curriculum developers would be to build information literacy into course content. The school's learning resource center also plays a key role in information literacy as it relates to employability. Craver (p. 70) indicates that employment evidence

"suggests that the availability of a technologically advanced (LRC) is probably the best resource a school can have in its battle to improve the quality and quantity of jobs for its students".

TECHNOLOGY TRENDS

The trend toward telecomputers and telepower (national and international networks) is already clearly and irrevocably established. The advent and development of prototype software for interactive media and smart technologies (including expert systems and voice technologies) are well under way. Predictions are that by the year 2005, virtual reality will be marketed in the school system, providing a multi-sensory approach to learning that very effectively addresses the different learning styles of all students. These trends have many implications for education. Cost is a major one, of which we tend to think only in terms of spending. However, there are potentially huge cost savings with these new technologies, especially for library resource centers. Through wide area networks (WAN) libraries are now able to network CD ROMs at a substantially reduced software price. The greatly expanded access to free and subscription services through the Internet, provide a vast amount of quality educational material that could never have been purchased in hard copy for school libraries. The potential for cost savings through resource sharing, within a school district, province, or state through Internet home pages is indeed exciting. The expanding importance of information technologies in LRC is also impacting greatly on teacher-librarians through increased demand. This demand can take the form of time to

learn the new technologies, time to troubleshoot, time to learn a global collection of Internet resources, and time to teach students and teachers on-site as well as a new demand from off-site sources - parents from home, and colleagues from around the world through Internet mail. Increasingly, with the fast processing speed of new computers, library patrons have less and less tolerance for slow delivery of information. This increased "document delivery expectation" places further demand on teacher-librarians. (Craver, 1994).

EDUCATIONAL AND INSTRUCTIONAL TRENDS

The advent of telecomputers and telepower has had its most significant impact on distance education. It is now possible to acquire a high school or university education without attending a specific campus, through distance education. In November of 1996, the Ministry of Education in British Columbia, announced "Open School" a high school equivalent of the Universities' Open Learning Agency. The mandate of the Open School is to provide course work and credit for the K- 12 curriculum via telecommunications such as the Internet. Certainly the infrastructure and curriculum to deliver that mandate is not yet fully established, but the announcement signals a major shift in the way we can educate our students. Craver (1994, p. 121) suggests that "educational and technological changes...are combining to close the chapter of the single teacher, textbook, and classroom approach to learning". Clearly, course work via the Internet will be the vehicle to do just that. The additional opportunity for students to get academic credit through Internet courses will force teacher to re-examine the "industrial model of education" that focuses on a single-textbook and or lecture approach to learning course material. The emphasis is on a changing pedagogy that moves away from text based/lecture learning to resource based/individual learning emphasizing symbolic/analytic skills (Craver, 1994).

THE CHANGING ROLE OF THE TEACHER-LIBRARIAN

So what is the role of the teacher-librarian in the face of these trends? Craver (1994, p. xv) suggests that

"the connection between the ever expanding world, of information and the students

requires an interpreter, consultant, instructor, as well as gatherer of information”

Several roles are inherent in this observation.

THE INSTRUCTIONAL ROLE OF THE TEACHER-LIBRARIAN

This traditional role of teacher-librarians has now shifted in emphasis from “school centered bibliographic instruction” to global electronic information retrieval (Craver, 1994). The instructional role of the teacher-librarian now includes not only student patrons, but also faculty and parents at the school site as well as colleagues from remote, even international sites. At the school level, teacher-librarians are being called on to train their staff in the use and retrieval of electronic information. This may include structured workshops, individualized training sessions, drop in sessions, or setting up instructional web pages for training. (See for example, the Professional Web Page for the Coquitlam School District that was set up as one of six pages for students, staff and parents <http://www.schdist43.bc.ca>)

THE INSTRUCTIONAL TECHNOLOGISTS ROLE OF THE TEACHER-LIBRARIAN

With increasing emphasis on information technology, this role is of increasing importance. It includes not only a knowledge of resources (Internet, CD ROM, etc.) but also a basic knowledge of hardware, networks, and technological trends. Part of this role involves the maintenance of the technology, including updating equipment and installing software, as well as some minimal troubleshooting for problems with printing and access. Emphasis is also on the development of instructional guides or “cheat sheets” to assist patrons in accessing, printing, saving, and exiting diverse resources such as CD ROMs and the Internet.

THE CONSULTANT ROLE OF THE TEACHER-LIBRARIAN

If the teacher-librarian is technologically literate and active in the professional development of colleagues, the role of consultant rapidly emerges. This may occur on an individual level or on a school and district level. On an individual level, teachers,

parents, and students may request input on the purchase of hardware and software for home use. On a school or district level, the knowledgeable teacher-librarian may be requested to contribute their expertise by serving on technology steering committees. In a school for example, this may include helping to “determine whether particular technologies are instructionally effective...and affordable, beneficial, long-lasting, and appropriate” (Craver, 1994, p. 115).

INITIATING CHANGE

Initiating a major shift toward a technologically rich library resource center requires two things: the development of partnerships and the development of an action plan. The following comments, suggestions and observations are based on the experience of upgrading a senior secondary school library (enrolling 1450 students in a facility built for 850) from two “stand alone” CD ROM computers to a 23 station local area network. The system provides access to a networked CD ROM tower, the Internet, automated library catalog and circulation system, and word processing. This 23 station network includes 2 portable “satellite stations” (computers on a rolling cart that can be moved from room to room) as well as the possibility of additional permanent “classroom” satellite stations connecting to the library network. This upgrade was accomplished in a two and a half year period.

DEVELOPING PARTNERSHIPS

LEVEL I

The critical and most important partnership that must be developed by the teacher-librarian, is a partnership with the school based administrator (the principal) and the school network manager or computer teacher. It is a given that the teacher-librarian must have a clearly articulated vision of what is required for the library technology plan, why it is needed in the school, how it meets the overall objectives of the school and district, and how it can be implemented. A teacher-librarian with a clearly articulated vision who has not won the support of the principal and the network manager will make only limited headway in its implementation. On the other hand, it is a powerful force for change if the vision is shared and supported by all three individual working in support of the plan.

LEVEL II

The next level of partnership that could be pursued to advance the technology vision involves a Library Advisory Committee and the Parent Advisory Committee. At Port Moody Senior, a Library Advisory Committee was initially struck as an accreditation implementation committee for the school growth plan. It comprised 15 staff members from 7 different departments. This committee was so supportive of advancing technology in the library that they rapidly became a permanent Library Advisory Committee with responsibility beyond the accreditation mandate. The Library Advisory Committee has taken on responsibility for items such as advisement on CD ROM purchases, development of procedures for Internet access, and teacher training on the library network.

The Parent Advisory Committee was a significant player in the funding of the library's CD ROM network. In 1996, the PAC, with the assistance of the Library Advisory Committee, applied for and ran two Casinos, raising a total of \$43,000 to build the CD ROM network.

LEVEL III

The third level of partnerships that could be pursued includes school district personnel, students, and vendors. Partnerships with district personnel would include establishing a good working relationship with the technical support staff through the help desk, the coordinators working out of Winslow, as well as the senior administration. It is important as far as possible to have the school library technology plan complement the district plan. Dialog with the school's assistant superintendent, the Director of Technology, and the District Systems Manager should focus on a clear understanding of such items as the school's vision for technology, the specific needs of the students, the implementation plan, what can be done at the school level, where assistance is needed from the District level, and where inter-school coordination is required.

Partnerships with students can also be a powerful force for change in a school. Some of our students are extremely qualified and competent to contribute to the overall technology plan, as well as competent to implement parts of the plan. Some students at the senior level already work part time for computer

companies. Information Technology Management (ITM) students are very keen to participate in the implementation of the school's technology plan. Currently, a grade 12 student at Port Moody Senior set up re-synchronization and virus scanning software that solved a major troubleshooting problem for every library network -- student tinkering. In their active pursuit of knowledge about computers, students will inadvertently or deliberately get into system configurations that when changed or deleted cause major techno headaches for the librarian. The re-synchronization software allows daily re-synchronization to the original setup. The system was also programmed to provide controlled access to the Internet and to keep statistics. Because of one student's efforts, a significant saving in time and reduction of stress for the librarian has occurred.

Vendors are also potential partners when looking at implementing technological change. Vendors with new software products are often looking for beta sites to test their products. When these partnerships are entered into, it often ultimately provides a cost savings on the software, allows for significant input into the development of the product along lines that are most beneficial to our students and staff and often brings expertise to the system that would have had to be paid for under other circumstances.

DEVELOPING AN ACTION PLAN

Any an action plan for library resource centre technology must include the development of partnerships as discussed above. Also inherently important is a clearly articulated vision of what is required in the library technology plan. This vision should outline the specific needs of the school, how the technology will extend resources, capabilities, and services, and how it will facilitate resource sharing. The backbone of the Moody Senior technology plan was to establish an extensive CD ROM network, with library based and satellite stations. Ultimately every machine in the network would serve multiple purposes and access would be through a user friendly menu requiring no login and no password. Our specific needs were to compensate for lack of space (small floor plan with no room to extend book stacks) and lack of print resources (small number of books per pupil due to rapid enrollment increase). The CD ROM network would extend resources by providing networked, relatively inexpensive CD ROM materials (encyclopedias and magazine databases, etc.) that could be accessed by

multiple users simultaneously, from various locations around the school. Students could print their search results and take them away, while (unlike books) leaving the resource still available for access by other users. The machines purchased for the CD ROM network would further extend capabilities by serving as multi purpose machines, providing not only CD ROM access, but also access to the Internet, the automated library catalog, and word processing. With the addition of an ISDN (Internet) line to the school, the machines from the CD ROM network now could access material throughout the world. Adding Internet access through the library network extended services to students, parents, and members of the community from remote sites. This was done through development of a Wide Area Network K- 12 Library Website and an Inter-Library Access Programme. The combination of a CD ROM local area network and District wide area network with Internet access has facilitated the possibility of inter school sharing of expensive CD ROM titles and interlibrary loans.

MANAGING CHANGE

Managing technological change is somewhat akin to the Queen's concept of progress in *Through the Looking Glass*

Now here, you see, it takes all the running you can do, to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that. (Craver, 1994, p.1)

To "manage" this frenetic running pace, training and collaboration are critically important.

TRAINING

Training can be school based and/or district based. Certainly a coordinated district effort at training is essential. This includes Professional Development Days, after-school workshops, and drop in sessions. School based Professional Development however, is also very critical because it often involves training at "point of need", which is the most effective in promoting change. How can school based information technology in-service best be delivered? I would like to advocate the Community Learning Network's (CLN) model of "trainer of trainers". A District initiative to train teacher-librarians as trainers for their school based staff has

many benefits. The librarian is already perceived as an information "specialist". Electronic information retrieval is just one additional aspect of the job. Teacher-librarians who are trained on the use of the Internet, e-mail, search engines, web site evaluation, etc. can offer workshops or individual training sessions to members of their staff. This could be a collaborative school based Professional Development session or in larger schools could be after school workshops for specific departments, focusing on their specific interests. Another effective model for in-service delivery to larger staffs would be to offer short (40-45 minute), repeated (Blocks A, B, C, D, E etc.) workshops throughout several days so that teachers during their preparation blocks could attend the workshop. This last model has the advantage of small group presentations with the possibility of repeated sessions. Teachers participating in librarian sponsored workshops could also "practice" their new skills in the library with the possibility of teacher-librarian help if they need further direction or assistance. This model however, only works well in situations where the teacher-librarian has an open library schedule and is available in the library throughout most of the day.

COLLABORATION

A critical issue for managing change is collaboration which focuses on reducing duplication of effort and minimizing the necessity to undo what has already been done as a result of poor planning. District guidelines and standards become absolutely critical when schools start talking about wide area network connectivity. If district guidelines are not in place or are ignored, issues of interoperability create incredible stress, expense and possible hostility among the parties involved. Wherever possible, collaboration should also be encouraged in the development and sharing of resources. A good example is the collaborative efforts of the District's teacher-librarians in the development of the K- 12 Library Homepage and the Cybrarian's Corner, and interactive newsletter for teachers and teacher-librarians.

PITFALLS OF RAPID CHANGE

Another quotation from Kathleen Craver's book (1994, p. 73) is particularly relevant here.

It must be remembered that there is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage than the creation of a new system, for the initiator has the enmity of all who would profit by the preservation of the old institution, (and) merely lukewarm defenders in those who would gain by the new ones. (Machiavelli)

The rapid introduction of technological change in a school will, without a doubt, be a divisive force on a school staff. Teacher-librarians introducing diverse new technologies in a school resource center in a short period of time will need strong inter-personal skills to "sell the vision" and to persuade apprehensive or reluctant staff to participate. Teachers reluctant to learn new ways will often direct their frustration at the new technology on the person who has initiated it, or on the other staff members who are readily incorporating it into their curriculum. Pressure builds from the demands of students asking why they are now using the new technologies in their course work.

In addition to possible hostility from reluctant staff members, teacher-librarians introducing diverse new technologies also takes on a huge stress load. The stress arises from time -- time for training, time to plan, prepare and deliver workshops to staff, time to participate on school and district technology committees and time to deliver the increasing demand by both students and staff for individualized instruction on the new technologies. Increasingly, with wide area networks, the time factor is further stretched by demand from off site sources through e-mail and Internet request from colleagues in the district and beyond.

CONCLUSION

Frances Jacobson, in her article "Road Scholar: Red Light, Green Light - What is it that Helps or Hinders a School's Technology Program" (1995, pp. 20-23) observed five facets that were predictors of a successful school wide technology program. Her "green light" schools, schools that effectively and successfully implemented technology into the curriculum, had the following five characteristics:

- the Internet was used in Library Resource Centers as well as in other locations;
- the teacher-librarian also taught Internet use;

- the roles were fluid between teachers, teacher-librarians, and students;
- no pass was needed to go to the Library Resource Center;
- (and) the computer lab, Learning Resource Center, and classrooms were all seen as research locations. (p. 23)

Library Resource Centers and teacher-librarians are really at a crossroads. They are called on to play an increasingly important role in information literacy and electronic information retrieval, analysis, and synthesis. The teacher-librarian must become a technology role model and leader. Failure of the Library Resource Center to meet this new mandate and failure of teacher-librarians to embrace the challenge of this new role will inevitably lead to obsolescence. A coordinated district effort to deliver a strong technology program in libraries will bring positive benefits to our students, staff and community. "If ever the expression 'carpe diem' was applicable, it is now" (Craver, 1994, p. 128)

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MILLENNIUM MADNESS

by LIZ AUSTROM, retired teacher-librarian

IT SEEMED LIKE A GOOD IDEA AT THE TIME!

In a Mad, Mad, Mad, Mad World quickly approaching that nadir of civilized thought — the millennium — how can we reduce stress and worry and focus on the positive side of life? Writers seem determined to remind us of the chaos and despair that held sway when the year 1000 approached and prophets predicted the end of the world. A recent mass suicide is said to have been a cult's quest for immortality, and to have been inspired by the coming millennium. Faced with a difficult task, I thought, "Well, the new technology should provide new thoughts, or what real use is it? I'll try the Internet!"

Using Netscape Navigator (there's one controversy I won't be embroiled in because Macintosh doesn't need Windows) and Yahoo as my search engine, I began a search that offered me more than 200 possible options (some of them seemingly written by yahoos). I discovered to my dismay that many are predicting some kind of moral and/or economic apocalypse in the year 2000. Haven't we got anywhere in 1000 years? Maybe this technological exploration wasn't a good idea at all!

On with it!! I decided to choose a few of the more logical discussions that interested me and not worry about all the rest. (Strategy # 1 for reducing stress: Ignore the stressor until it bites you.)

Y2K

Gary Beach, Publisher OF *CIO magazine* brought me right back down to earth. He says:

The excitement and intrigue of the turn of the century has captivated the world. However, that anticipation has gradually shifted to anxiety for technologists, and that anxiety has gained momentum, creeping into the boardrooms of major corporations and the depths of government agencies; and it is slowly becoming apparent to individuals that this transition into the next century might dramatically impact their personal assets. The problem has been labeled Y2K and it refers to the fact that the world's computer systems do not recognize the year 2000 and as such will lose track of dates as the year 1999 turns to 2000. So the task at hand is the conversion of existing computer software that would enable it to interpret the date "00" as the year 2000 & not the year 1900. This might sound like

a simple problem to fix, but it has turned into an Achilles' Heel for technology experts.

...when one stops to think about computers and how thoroughly integrated they are in our daily activities, the problem becomes astronomical. Many people studying Y2K are calling this the "Domino Effect" or the "IT Food Chain." What's so startling here is that the effects of Y2K on businesses runs an estimated seven layers deep. Even if major corporations solve their internal Y2K crisis, the vendors, suppliers and consumers that help build, create and consume their products and services may not. And that may translate into missed production schedules and missed deliveries, which in turn will lead to lost business. Economists predict that these events could lead to a financial "meltdown" where consumer confidence drops and less money is spent. Consumers only have to spend \$1 less out of every \$4 spent for this to unfold into a financial crisis.

Beach also comments that we should pressure governments and corporations to ensure that what needs to be done to solve this problem is indeed done. How much madder can the world get than when two zeroes can disrupt entire economies? Maybe I should believe the *Maclean's* article which had a much more positive view of Y2K? (Strategy # 2 for reducing stress: Look to a higher authority — if you can find one that knows anything.)

CYCLES

Embedded in a lengthy, somewhat iconoclastic discussion of the possibility of a Third World War, there was an interested commentary on economic cycles. The writer of the trivial bafflebag cited the more valuable work of the Russian economist, Kondratieff. His theory is that the world economy goes through cycles of approximately 50 years each in which big corporations grow more powerful and influence the political destinies of nations. He believes that as a nation's economy becomes stronger, it exerts more pressure internationally. Developments like NAFTA and the Multilateral Agreement on Investment (MAI) make one think that his scenario is one worth looking at seriously.

According to Kondratieff's hypothesis, we're overdue for a power transition. Who knows which country will take control? Or worse, who knows which corporation will take control? Could it be Microsoft? Perhaps I shouldn't advertise that I use a Mac? No, no, the big people don't care about the

little ones like me. (Strategy # 3 for reducing stress: Don't stand up and be counted, it's too dangerous!! revel in your anonymity.)

One positive thing about the "cycles" thing is that this viewpoint should have the X2K problem solved within 50 years. Another good thing about the cycle theory is that we can always believe that no matter how bad things are now, eventually someday they will be better again. Unfortunately, the converse would also appear to be true. Does optimism also turn in cycles?

Another thought I've had is that if the proposed contract between the BCTF and the Ministry of Education is ratified by all the partners, it will be the first time in Canada that the need for teacher-librarians in all schools has been recognized by a provincial government. While the staffing ratio established is not as good as educators would wish, at least it is a start that can be improved upon. Both individual teacher-librarians and their associations in other provinces are hoping that this agreement will signal a change in the downward spiral that has occurred across Canada. If BC officially recognizes the need for teacher-librarians, then perhaps the start of a new cycle moving upwards is beginning. I know that people in other provinces are hoping that it will.

THE MILLENNIUM BUSINESS

For every problem there is a solution. If you are suffering from millennium angst, you probably need the help of the highly trained consultants employed by Millennium Institute Services! This non-profit Institute has Millennium speakers and consultants who can help you to plan your group's Millennium Celebration, if you want to celebrate! The Institute's well-developed and presented internet advertisement advises:

... millennium observances can be thought-provoking and inspiring. For example, through a symbolic exchange of millennium gifts across the generations or across ethnic and racial divides, millennium observances can begin a process for reweaving the communal fabric and rethinking and resuming our responsibilities to those of the next century.

This organization has tied into twin threads that permeate millennium literature — the fear that chaos and destruction lie in the near future and the opposing hope that the new century will be more peaceful and safe for the world's peoples that the present one has been. The sense that the millennium is a turning point between eras is prevalent everywhere. Is the hope that this will be a positive turning point a realistic one? The Millennium Institute is attempting to make it so.

The Millennium Consultancy, a division of the Institute, wants to help people plan a coherent year-long celebration (avoid single day overload!!), look more clearly at what they hope the future will bring for their children and grandchildren, and decide on actions that will move forward to ensure an improved society and world. Noble ambitions! A few of the activities they will assist in accomplishing are:

- "designing events that are individually intriguing and participatory, collectively moving and momentous"... "working across the millennial divide toward a more equitable, peaceful, & sustainable world."
- establishing "foundations for programs and projects that respond with imaginative answers to some of the most profound questions confronting us as we head into another century and a new millennium."
- furnishing "models, principles, and highly specific ideas by which to put in place effective & attractive projects that will still be having an impact when all the millennial festivities are completed."
- "conceiving & implementing programs & projects that take into account the state of the world and the resolve of your local community or corporation to do something that will be of lasting benefit to both in the next twenty, forty, eighty years."
- reorienting "ongoing programs and projects so that they take better advantage of this millennial moment or focus more clearly on issues of sustainability."
- collaborating "with others elsewhere (nearby or on another continent) who are or will soon be preparing millennium observances, events, programs, and projects that take seriously the possibility that the turn of a millennium can be made into the turn of an era."

Millennium Institute thinkers believe that individuals and groups must work together to ensure positive and fundamental changes for the future. Founded in 1983 to continue the work of *The Global 2000 Report to the President* prepared for President Carter, the Institute has already supported long-term development studies in more than 40 countries.

For further information on The Millennium Institute, see their Web pages starting at <http://www.igc.apc.org/millennium/t21>.

I'm slipping over into that darned optimistic framework again — mentioning that familiar word "collaborative" does it to me every time! I *almost* want to join another committee and start a world-wide school library program millennium celebration. (Strategy # 4 for reducing stress: Join with like-

minded people to work together for something you believe in wholeheartedly.)

Seriously, though, there does need to be something done by teacher-librarians to celebrate their accomplishments and the value to kids of resource-based learning. A special project by every teacher-librarian group in the world, each one shared with the other groups, would provide a strong focus for future development in the 21st century. Of course, it would have to be tightly focused and planned if we want to "begin a process for reweaving the communal fabric and rethinking and resuming our responsibilities for those of the next century."

CANADIAN CULTURE

In true Canadian style, submissions to the Standing Committee on Canadian Heritage ignored large international developments in the approaching millennium and their possible impact on Canada, and instead focused inward. Some of the viewpoints on the ways that our threatened Canadian heritage can be strengthened and supported in the 21st century were:

- People want a resolution of "old baggage" such as separatism and the interminable possibility of a referendum. They want positive action on sustaining and enhancing Canadian culture.
- Culture is:
 - any education, academic or non-academic that broadens the mind, encourages thought and guides society.
 - the 'official' culture of the nation's fine arts, in all its forms.
 - any element of our society that makes us unique.
- "The quickest and most effective way to change our culture for the better is through the arts, and the best place to start is as early as possible: our youth."
- Cuts to education have a negative effect on Canadian culture. Budgeting shortfalls cause cutbacks in fine arts programs and our youth lose their best chance to learn about Canadian art, drama and music, and to become supporters of Canadian cultural identity.
- The lack of arts education in the schools results in a weaker artistic community because it must support underdeveloped beginning artists, generally via government subsidies. Money would be better spent in programs to train young people so they can be self-sufficient as artists.

- Corporate sponsorship of Canadian culture is a double-edged sword. It may be essential due to lack of government funding, but the danger is that corporations may not be satisfied with mere sponsorship, but may wish to influence the artistic message itself (this one sounds like the corporate logo on the VPL library card snafu). Is integrity more important than money?
- The CBC is an important component of Canadian culture, providing programming for all cultural communities within Canada, a place for young artists to hone their crafts, and a venue for the expression of distinctly Canadian viewpoints. A method of providing adequate funding for the CBC radio and television services must be found.
- A flourishing artistic community has great economic development potential. "Canada has a great cultural product, that is readily endorsed by the rest of the world, we just lose sight of that by comparing our programs to the mega giant of western culture: our southern neighbors."

Presentations emphasized that national unity is everyone's responsibility and we must use our talents and financial resources to restructure the community. The idea was that we cannot afford to think of ourselves as separate regions, but must focus on our heritage as expressed in the arts. It is only through education and artistic development that we can strengthen this vital component of identity, and we must get at the task immediately. Educators have a strong role to play in this important endeavour.

Now I'm really getting optimistic. How about tying the millennium project idea with the notion of strengthening Canadian culture through education? Could a nation-wide Canadian culture project with the twin educational goals of developing information literacy and promoting Canadian cultural heritage produce something of real value to Canadian education and society? Could teacher-librarians, teachers and students celebrate the millennium in such a way that the entire nation would notice and rejoice with us? (Strategy # 5 for reducing stress: Get others to recognize that what you are doing is valuable.)

IS THIS YEAR 2000 THING REALLY IMPORTANT?

S. Teixeira points out that, for most of the world, the year 2000 is of no logical importance, that it is only within the Christian community that the date marks anything, and that the original dating of the birth of Jesus was inaccurate. A world event, four to six years late and based on the beliefs of a small

minority of the world's population, does seem a tad ethnocentric — even arbitrary. Teixeira comments:

...we'd be better off if we based our calendar on the first ever recorded human settlement. This would mean that 5000 BC or thereabouts would become the year 1, and we'd actually be living in the 6th millennium. Pretty cool huh?

Would this confuse people? Well of course it would! But it would also provide people with some perspective as to the timelines of history. We are not living at the end of history, or at the climax of history. We are living at the continuation of a long period of history which started when the first homo sapiens constructed permanent settlements. There's nothing like looking at things from a bigger perspective to realize a lot of what we argue about, fuss over, or worry is small potatoes in the long run. I mean, no matter how big our problems seem, 7000 years ago, a bunch of naked, hairy humans were worrying about how best to keep themselves safe from the elements, predators and each other. Now that's a problem!

Teixeira goes on to say, "The sooner we realize that the year 2000 has as much importance as we attribute it, the sooner we can all go back to living our boring everyday lives and start discussing intelligent matters intelligently." (Strategy # 6 for reducing stress: Keep a long-term perspective.)

For me the key words here are "as much importance as we attribute to it." Computer mavens place great stress on Y2K because they fear a computer meltdown; many Christians inwardly hold anxieties about an apocalyptic event of some unknown kind; other people are looking for a chance to have a wonderful party. Still others view the passing of this troubled millenium as a chance to shift direction into a "new and improved" era. I use marketing jargon because it is possible to pursue the look of improvement without the reality of change.

The best thing that could happen would be the type of substantive project development which would have a long term impact on the world. One example that I noticed about two years ago is Great Britain, where some really creative projects have been developed. The one that entranced me was a greenway project which is in the process of linking walkways and greenways all over Britain. It will be completed for the Millennium, allowing people to hike on continuous trails all over England. My ambition is to go there the year after the celebration!

In the meantime, I hope that teacher-librarians everywhere will decide to mark the Millenium in a significant way. While I am no longer working as a teacher-librarian, I still have a vested interest in effective school library programs across the province

and country, as my husband and I have many grandchildren attending schools in New Westminster, Prince George & Toronto. We depend on the educators of today and the future for our grandchildren's futures. It makes me highly conscious of generations past, present and future.

STRATEGIES SUMMARIZED

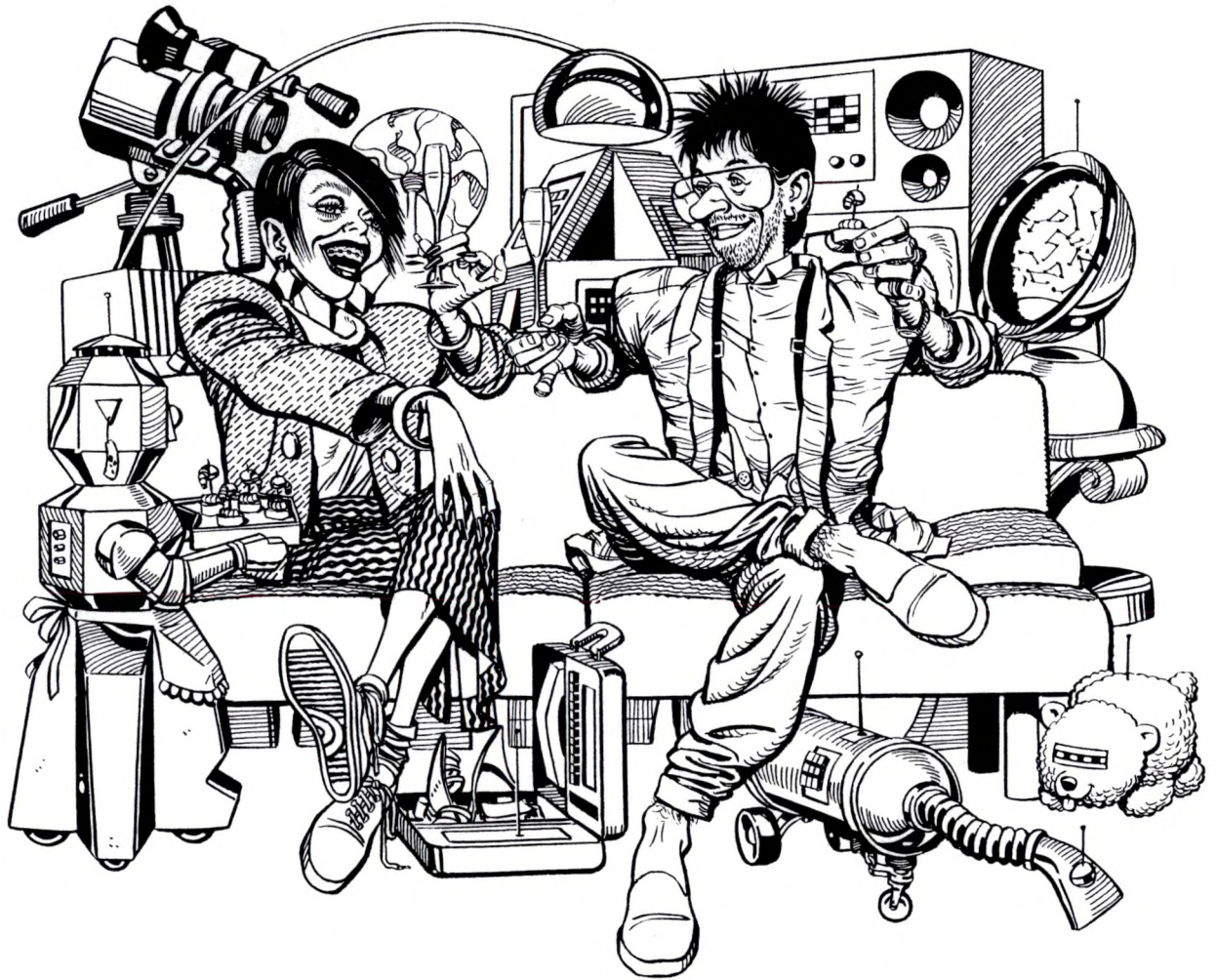
Anyone who knows me understands that I don't believe all of the following options are logical or useful responses to stress. However, they are all possible responses and it is up to the individual to decide which response is the one that is best for him or her at a particular moment in time. In times of high personal stress, one sometimes has to ignore professional stress and hope that another person will pick up the slack. In the best of all possible worlds, there will be others to take on projects, write proposals and articles, speak at meetings, etcetera, but it isn't always the best of all possible worlds. Sometimes nothing is achieved because too few commit to action.

- Strategy # 1 for reducing stress: Ignore the stressor until it bites you.
- Strategy # 2 for reducing stress: Look to a higher authority — if you can find one that knows anything.
- Strategy # 3 for reducing stress: Don't stand up and be counted, it's too dangerous!! revel in your anonymity.
- Strategy # 4 for reducing stress: Join with like-minded people to work together for something you believe in wholeheartedly.
- Strategy # 5 for reducing stress: Get others to recognize that what you are doing is valuable.)
- Strategy # 6 for reducing stress: Keep a long-term perspective.

CONCLUSION

In this Mad, Mad, Mad, Mad World, we can find so many things to worry about that we become paralyzed. It seems to me that the Year 2000 strikes our citizens in the same way that British Columbia's *Year 2000* curriculum did a few years ago. There is fear & hope, anxiety & optimism, denial & acceptance, commitment & opportunism — in other words, all the opposing emotions and characteristics of humanity. The worst thing is paralysis, for if we do nothing, then we lose the opportunity to make the Millennium a special time that has a positive impact on the things we believe in and the world we want to live in.

I look forward to looking back in January 2001. Will there be anything concrete to see? I hope so!!



FEATURED IN THIS ISSUE

Want to help your students become better critical thinkers?

We can help you learn to do so!

Critical Thinking throughout the Curriculum

with LeRoi Daniels

August 24th - 27th, 1998 ♦ Schou Education Centre, Burnaby

Promoting critical thinking demands three approaches — build a community of thinkers within classrooms; infuse critical challenges throughout the curriculum; develop the critical thinking tools of students.

Critical thinking is always in response to a particular critical challenge—solving problems, making decisions, etc. A critical challenge is a task which requires reasoned judgement and assessment.

To be a critical thinker requires: knowledge of the principles of quality thinking; a critical thinking vocabulary; a repertoire of thinking strategies; appropriate attitudes or habits of mind.

This student and teacher-centred institute/course will set out the basic features of critical thinking and how to infuse it into your classroom and throughout the curriculum.

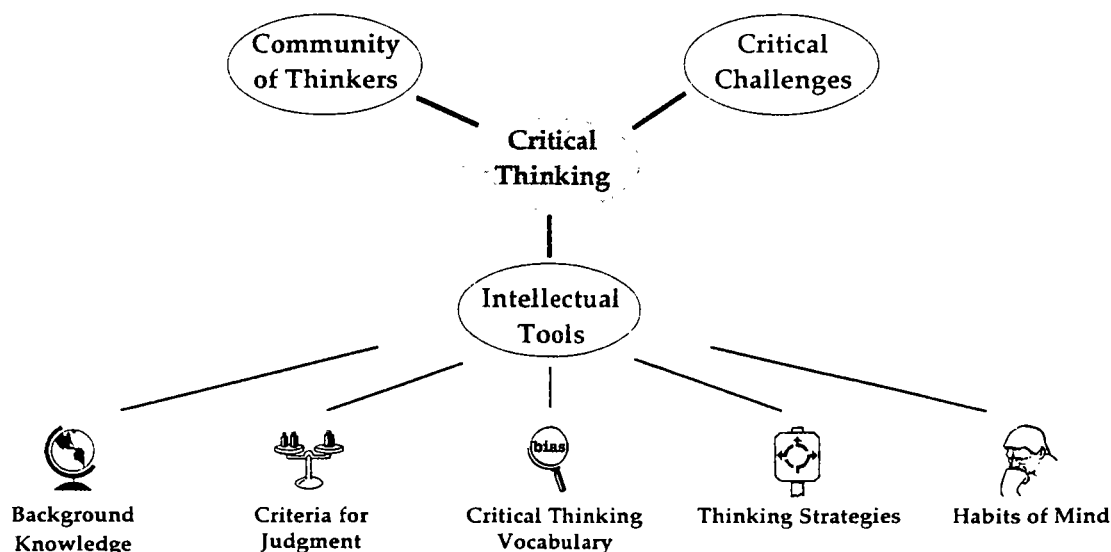
Registration and Fees

Interested teachers may register for the summer institute only (non-credit: \$100), or for the summer institute plus fall implementation project (credit: SFU fees apply).

To register for this institute, please contact Simon Fraser University:

tel. (604) 291-5830

fax (604) 291-5882



(TC)² WINS TEACHER OF THE YEAR AWARD FROM SOCIAL STUDIES PSA

reported by LIZ AUSTROM, retired teacher-librarian

At its Annual General Meeting at the Schou Education Centre in Burnaby, the Critical Thinking Cooperative (TC)² was honoured by the British Columbia Social Studies PSA for its work in providing practical materials on critical thinking and training for teachers. In presenting the award, past-president Rob Sandhu commented that (TC)² had gone ahead and done what Social Studies teachers had been talking about for more than a decade. He praised both the product and the educational initiative that was shown.

The interesting part of this for teacher-librarians is that the Social Studies PSA is supporting the work of the Cooperative. A number of workshops have already been provided for teachers, and several resource books are underway that will add to the group already published by (TC)². It is encouraging to note that a number of school districts provide financial support for the cooperative and are thus able to hold workshops and to purchase resource books at reduced fees. Other PSAs, including BCTLA, have supported the work of the Cooperative. This looks like one of those bandwagons that it would be a good idea to jump on with enthusiasm. The Ministry's IRPs talk a lot about critical thinking, but they do not provide a clear definition about what it is, nor do they give effective implementation assistance. This model has what teachers need — a fact that the Social Studies PSA has now recognized quite nicely.

Teacher-librarians who attended the IASL / ATLC conference, Bridging the Gap, in July 1997 may have attended a half-day session on this critical teaching model. The session highlighted the work of a number of lower mainland teacher-librarians, who spent approximately six months working in collaboration with Roland Case and Roi Daniels and with teachers in their own schools. The document they developed will be published very soon under the title *Thinking critically about electronic information and research*. As well as units of study, the publication has introductory material on the (TC)² model, and some great skills charts to assist in collaborative planning. It includes units suited for primary through senior secondary.

The cooperative has also published a support document, *Text on critical thinking* and has a *Handbook for workshop leaders* in process. Twelve documents in the Critical Challenges Across the Curriculum Series

follow the same pattern as discussed above for *Thinking critically about electronic information and research*, with both units and supporting materials provided.

Published and in process titles are:

- Vol. 1 Challenges in Social Studies for junior secondary.
- Vol. 2 Challenges for primary students.
- Vol. 3 Critical challenges for upper elementary Social Studies.
- Vol. 4A Critical challenges in law & government: Re-enacting Confederation.
- Vol. 4B Critical challenges in law & government: Canada's constitutional crisis.
- Vol. 4C Critical challenges in law & government: Negotiating Aboriginal land claims.
- Vol. 4D Critical challenges in law & government: Parliament in session.
- Vol. 5 Critical challenges in Canadian history for secondary students.
- Vol. 6 Critical challenges in English for secondary students.
- Vol. 7 Thinking Critically about electronic information and research.
- Vol. 8 Critical challenges on environmental and forest issues.
- Vol. 9 Critical challenges for numeracy.

* * * * *

They say timing is everything and it is rather fortunate that the next BCTLA conference, to be held in Richmond in October 1998, will be a joint one with the Social Studies PSA. Expect to hear a lot more about critical thinking and the (TC)² model at that conference. In the meantime, you might consider attending the summer institute that is being held August 24th to 27th, 1998, at the Schou Education Centre.

* * * * *

For further information about (TC)², contact:
Leroi Daniels
The Critical Thinking Cooperative
P.O. Box 62024
#143 - 4255 Arbutus RPO
Vancouver, BC V6J 1Z1

Phone: (604) 732-1907 Fax: (604) 732-1957
E-mail: leroi.daniels@ubc.ca

The Text AND Beyond

BCTLA & BCSSTA 1998 Conference

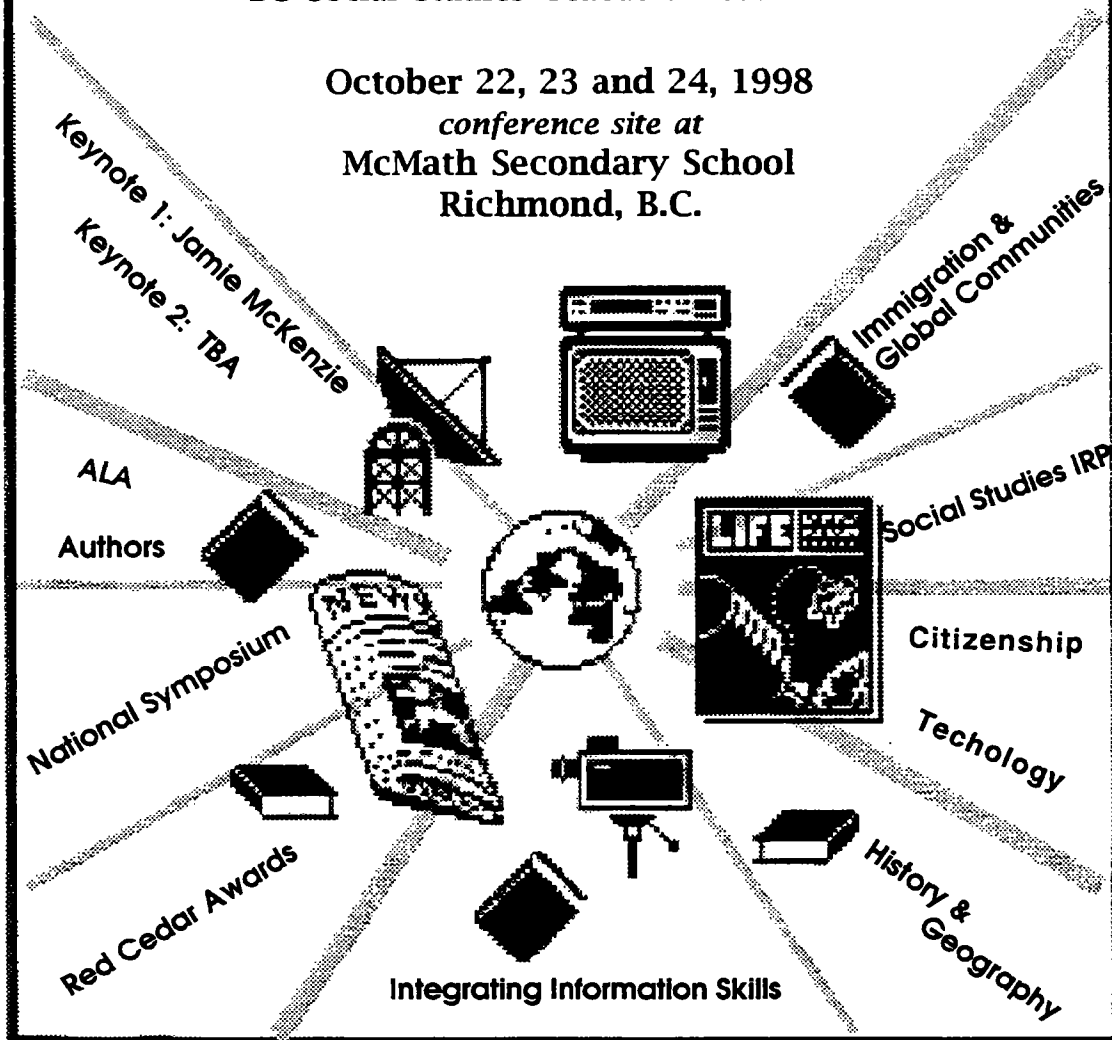
Jointly hosted by the Richmond Teacher-Librarians
and the

BC Social Studies Teachers Associations

October 22, 23 and 24, 1998

conference site at

McMath Secondary School
Richmond, B.C.



Visit our Web Site at
<http://www.sd38.bc.ca/BCTLA>
or, <http://www.BCTF.bc.ca>

CONFERENCE OVERVIEW

THURSDAY, OCTOBER 22, 1998

7:00 p.m. Welcoming Social Wine & Cheese Richmond Executive Inn
Grand Ballroom

FRIDAY, OCTOBER 23, 1998

7:30 a.m. Registration McMATH Secondary
8:30 a.m. Keynote Address
9:45 a.m. Exhibits open
9:45 a.m. Nutrition Break - Door Prizes!
10:00 a.m. Session I
11:00 a.m. Nutrition Break - Door Prizes!
11:15 a.m. Session II
12:15 p.m. Lunch, Exhibits and BCSSTA AGM - Door Prizes!
1:30 p.m. Session III
4:30 p.m. Exhibits close
6:00 p.m. Reception Executive Inn
7:00 p.m. Conference Banquet Executive Inn: Grand Ballroom

SATURDAY, OCTOBER 24, 1998

10:00 a.m. BCTLA Chapter Council Meeting Executive Inn.

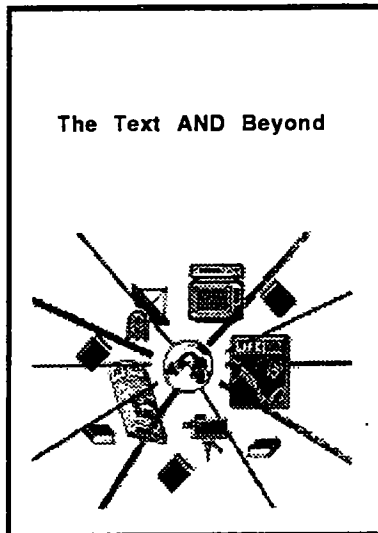
Conference Committees

Richmond Teacher-Librarian Committee:

Coordinators: Amanda Hufton, Sue Dadson,
and Joyce Chong
Registration: Yolande Neale and Mimi Schmidt
Program: Lauren Craze, Sue Dadson,
Amanda Hufton and Joyce Chong
Treasurer: Loraine Martin
Exhibits/Sponsorship: Sue Dadson, Yolande Neale
Workshop Coordinators: Muren Schachter
Facilitates: Ray Pelland, Kevin Coldwell
and Mike Barker
Entertainment: Sue Dadson

BCSSTA Committee:

Coordinators: Robena Maclaren
Registration: Gloria Sarmiento/Rob Sandhu
Exhibits/Sponsorship: Roxinne Hameister
Elizabeth Byrne
Workshop Coordinator: Robena Maclaren
Ed Harrison
Facilities: Tom Morton, Wayne Axford
Publicity: Eric Bonfield, Charles Hou



BCTLA & BCSSTA CONFERENCE 1998

McMath Secondary School
4251 Garry Street,
Richmond, B.C., V7E 2T9

*Check our website for updates throughout
the summer.

<http://www.sd38.bc.ca/BCTLA>

or

<http://www.BCTF.bc.ca>

Conference Hotel

We have selected the Richmond Executive Inn as the official hotel for the 1998 BCSSTA/BCTLA Conference. The Richmond Executive Inn, newly renovated, features 200 rooms and suites, a health spa and jogging trail. Located in central Richmond, it is conveniently close to entertainment, restaurants and shopping.

Please phone: Richmond Executive Inn
7211 Westminster Hwy.
Richmond, B.C. V6X 1A3
1-800-663-2878 OR (604) 278-5555, Fax: (604) 278-5555
for reservations.

Be sure to request the BCSSTA/BCTLA Conference Rate: Double: \$79.00
(each additional person add \$20.00)

Thursday, October 22, 1998.

Welcoming Social Wine and Cheese
7:00 - 8:30 p.m.

Richmond Executive Inn

Complimentary wine, canapes and no-host bar

Wine and cheese compliments of National Book Service (Ren Speer)

Friday, October 23, 1998.

Registration
7:30 - 8:30 a.m.

McMath Secondary

Keynote Address
8:30 - 9:45 a.m.

**"Learning Digitally" by Jamie McKenzie
and
2nd Keynote T.B.A.**

Exhibits Open!
9:45 a.m.
... visit throughout the day

Session II (60 minutes)
11:15 a.m. - 12:15 p.m.

Nutrition Break
9:45 - 10:00 a.m.

Lunch, Exhibits and BCSSTA AGM
12:15 - 1:30 p.m.

Session I (60 minutes)
10:00 - 11:00 a.m.

Session III (60 minutes)
1:30 - 2:30 p.m.

Nutrition Break
11:00 - 11:15 a.m.

Exhibits Open!
... will be open until 4:30 p.m.

Friday, October 23, 1998

Cocktail Reception

6:00 - 7:00 p.m.

Richmond Executive Inn - Grand Ballroom

Join friends and new acquaintances for a social hour. Live music provided by Allan Anderson. No host bar available.

Friday, October 23, 1998

Conference Banquet \$35.00

7:00 - 9:30

Richmond Executive Inn - Grand Ballroom

You are invited to an evening of fine food and entertainment.

Al Anderson, Ron Rutley Jazz Duo will perform light Jazz and Popular songs from the past 30 years.

Saturday, October 24, 1998

BCTLA AGM

10:00 a.m.

BCTLA Chapter Council Meeting Executive Inn
(lunch provided for chapter councillors and BCTLA executive)

Keynote speakers:

"Learning Digitally"

Jamie McKenzie

How may learning change when students have rich information and powerful tools at their fingertips? Provided that the "elders" offer the right kinds of support, structure and guidance, we can expect to see a growth of independence along with an increase in the range, the depth, the complexity and the originality of the thinking and production. We can also expect to see a dramatic shift in the nature of community and communication as an element in the learning process.

McKenzie offers scenarios illustrating the power and the possibilities of digital learning. He also challenges the audience to identify the current barriers and obstacles which might prevent digital learning from flourishing in most schools as currently organized.

BCSSTA Keynote T.B.A.

*Check our website for updates throughout the summer.

<http://www.sd38.bc.ca/BCTLA>

or

<http://www.BCTF.bc.ca>

Session #1A
Literary Awareness
Janet M. King

Janet's presentation will cover publishing restrictions, purchasing and selling literature with cost effectiveness in mind. She will discuss differing levels of literary awareness through interest levels, different genres, etc.

Audience: Elem & Sec

Session #1B
Author/Illustrator
Ann Blades

Presentation includes a discussion of her career, her picture books and an explanation of the development of a picture book. She will show drawings, paintings and slides of her work.

Audience: Elem

Session #1C
Learning to read and write
Donna McCormick and Nancy Sinclair

Learning to read and write: stages and suggestions. A guide for parents of young children. In this workshop Donna and Nancy will discuss the new BCTF Lesson Aid "Learning to Read and Write: Stages and Suggestions. A Guide for Parents of Young Children". This resource was written and produced by teachers to help parents understand developmental reading programs and to give practical suggestions for home support of reading and writing.

Participants will receive a complimentary copy of the Lesson Aid.

Audience: Elem

Session #TBA
Critical Analysis
Ian Wright

Participants in this workshop will apply several ideas to help middle and secondary school students to analyse critically, their textbooks, using such standards as fairness, adequacy, accuracy, completeness, representativeness and relevance of the content.

Audience: Sec

Session # TBA
North American Pioneer Life
Pat Parungao and Rebecca Lee

North American Pioneer Life. In this workshop students work in pairs to compare and contrast one aspect of pioneer life to a parallel aspect of life in the 1990's.

Audience: Sec

Session #1F
Author
Nancy Hundhal

Nancy will speak about her own writing - the particular books, the stories behind them, her writing process and how the books are published, etc. She will also speak about the value of author visits in general.

Audience: General

Session #1G
Cultural Connections
Dr. Ron Jobe
Audience: Elem & Sec

Session #1H
Beyond Plagiarism
Jamie McKenzie

Cut and paste technologies make it all too easy to "lift" the words and thoughts of others without giving them credit and without attributing the source. Many schools are finding electronic text a decidedly mixed blessing as these new information technologies make intellectual dishonesty as easy as falling out of bed. Between Web-based report mills and vast databases of articles and information, the school report which emphasizes information gathering is proving obsolete.

As the access to electronic text becomes universal we are likely to see plagiarism take on entirely new forms much like a virulent new strain of an old disease. Unless schools and teachers made major changes in the way they formulate research projects, we are apt to see intellectual dishonesty expand and multiply like an academic plague. Worse still, this new electronic form of plagiarism may be virtually undetectable because it is electronic.

McKenzie suggests a half dozen strategies to shift school research to focus upon the generation of fresh ideas, thereby disabling the plagiarism virus and forcing students to do their own thinking.
Audience:

Session #1I
A Session with a B.C. Historical
Fiction Writer
Ann Walsh

Ann Walsh is an author of historical fiction for young people. Her books include *Moses, Me and Murder!*, *Shabash!* and *Your Time, My Time*. She will give excerpts and anecdotes from her many classroom presentations and will introduce her newest book, a follow-up to *Moses, Me and Murder!* set in Barkerville in 1868.

Audience: Elem & Sec

Session # TBA
Geography Awareness Week - Population
Roxine Hameister

Geography strategies, using the National Geographic Standards, for teachers to implement population studies with their students.

Audience: Sec

Session #1P
Materials and resources recommended
for teaching the history of B.C.
Valerie Dare, John McLachlan

This session for Teacher-Librarians focuses on materials and resources, including *Working Lives*, that are recommended for teaching a history of B.C. resource industries. This is not a repeat session.

Audience: Sec

Session #2C

Arrowheads, Gypsies and Sea Otters
Andrea Spalding

Andrea describes her workshop, "How my experiences living in England and Canada have allowed me to explore both countries through writing children's fiction. How I research and utilise the many experiences with First Nations, natural history and the many multicultural contacts I've been lucky enough to meet. How these books can be used in a cross curriculum fashion."
Audience: Elem

Session #2F

First Nations
Mike Aikewenzie

Mike is currently working as the district First Nations teacher with the Richmond School Board.
Audience: Elem & Sec

Session #2G

AASL (formerly A.L.A.)
Paul Christensen, Ed. D

Session about the new AASL national standards.
Audience: Elem & Sec

Session # TBA

Vegetation and Mapping Field Studies in the Garibaldi Park Area
Gunther Fadum

The aim of the field study is to observe volcanic and especially glacial features in the Black Tusk area. participants will learn how to lead such an expedition and examine the unit and all of its parts.
Audience: Sec

Session #TBA

Canadians in the Global Community
Bruce Seeney

This workshop will introduce participants to the seven new multimedia units from the CRB Foundation, developed by Queens University and available from Prentice Hall Ginn. This series, developed for high school students exploring Canada and Canadians in the 20th Century provides comprehensive coverage of the issues of war, peace, and security; international development; the environment; and Canadian identity.
Audience: Sec

Session #TBA

Geological Survey - Strategies for teachers
Bob Turner, John Clague and Linda Gagno

Introduce teachers to geologic issues for residents of Vancouver (earthquakes, flooding, volcanoes, landslides, earth resources, groundwater) and also introduce new educational products for teachers. Followed by hands on examples by teachers on how to use Geoscape products in the classroom.
** Special two hour workshop.**
Audience: Sec

Session # 2L

The National Symposium
Don Hamilton
Audience: Elem & Sec

Session #2M

Drama Across the Curriculum
Lisa Michals

Using Robert Munsch and Storytelling, creating community in the Multi-Cultural classroom. This workshop will incorporate the basic elements of story telling with student's own personal narratives to create a sensitive, humourous and empathetic classroom product. Using Robert Munsch's *From Far Away*, simple Drama principles a mini-unit will be presented. All participants will be invited to participate in some of the fundamental elements of the unit that lead to it's success.

Audience: Elem

Session #TBA

Teaching students to Decode Political Cartoons
Charles Hou

Practical suggestions and exercises designed to teach students the critical thinking skills needed to interpret political cartoons.

Audience: Sec

Session #TBA

Social Studies: A Musical Perspective
Candace Mathewson

This workshop will focus on the use of music as a teaching tool in the Social Studies classroom. Specific attention will be paid to the historical eras of the 50s and 60s.

Audience: Sec

Session #TBA

Prentice Hall Ginn Resources for Grades 8-11
Cam Murray

This workshop will introduce you to the portfolio of resources that Prentice Hall Ginn has published or is in the process of publishing for SS Grades 8 - 11. Copies of the texts will be available for participants.

Audience: Sec

Session #TBA

Working Lives: B.C. Songs of Labour and Enterprise
Valerie Dare, Mary Filleul and John McLachlan

This session is for S.S. Teachers on a new learning resource, developed and piloted at Britannia Secondary and Gilmore Elementary, examines three B.C. resource industries through workers' lives. Background information, archival photographs, and learning activities on fishing, forestry and mining are included together with 12 traditional and original songs. The package will be available for purchase at the workshop.

Audience: Elem & Sec

Session #2P

Bears

Wendy Smith and Lorraine Emery

This session is for teachers who teach late primary and/or early intermediate classes. This session is about a cooperatively planned unit about bears. The unit includes research skills, notetaking, creating paragraphs and mapping skills.
Audience: Elem

Session #3A

Historical Fiction

Kit Pearson

Kit will speak about how she tries to generate interest in the past, to make history interesting for young readers, through her historical fiction writing.
Audience: Elem & Sec

Session #3B

Immigration

Sue Dadson, and Sue Gall

This is a presentation of a cooperative gr 5 Immigration unit. The unit is issue based and the workshop goes through the entire unit in terms of teacher-librarian responsibility and teacher responsibility.
Audience: Elem

Session #3C

Law

Law Education Society

Audience: Sec

Session #3D

Red Cedar Award

Russ McMath

Will talk about the second annual Red Cedar Awards
Audience: Elem

Session #3E

Modifying Texts for Special Needs and ESL Students

Rhona Davies

Audience: Elem & Sec

Session #3F

Library Tour

Richmond Public Library

The public library will be offering a tour of their facility, including information about the many different ways that they support the Richmond Teacher-Librarians.
Audience: Elem & Sec

Session #3G

Vancouver Kidsbooks

Phyllis Simon

Audience: Elem & Sec

Session #TBA
Integrating Technology and the SS 11
Curriculum
Keith Southworth

The new SS 11 IRP course developed and presented in a computer networked environment. How to use the Internet to teach SS 11 IRP content.

Audience: Sec

Session #TBA
Crossroads
Cam Murray

This workshop will introduce you to Crossroads, the second of a two text series from Prentice Hall Ginn for grades 8 and 9. As with Pathways, Crossroads has been written specifically for BC teachers and students by BC educators. Copies of the text will be available for all participants. Questions about Pathways or Crossroads texts or teacher's guides will be welcomed.

Audience: Sec

Session #3L
Activity-Based Resources
Georgina Patko

Activity-based resources for all grade levels; to build confidence, self sufficiency and life skills, particularly relationships to business and career and personal planning. This is a workshop to provide teachers with resources beyond the text.

Audience: Elem & Sec

Session I 10:00 - 11:00 a.m.

1A. Janet King Literary Awareness	1D. TBA	1G. Dr. Ron Jobe	1J. TBA	1M. TBA	1P. Valerie Dare History of B.C. Labour to Music
1B. Ann Blades Author	1E. TBA	1H. Jamie McKenzie Plagerism	1K. TBA	1N. TBA	1Q. TBA
1C. D. McCormick Learning to Write	1F. Nancy Hundhal Author	1I. Ann Walsh Author	1L. TBA	1O. TBA	1R. TBA

Session II 11:15 a.m. - 12:15 p.m.

2A. TBA	2D. TBA	2G. AASL (ALA) Paul Christensen	2J. TBA	2M. Lisa Michals Across Curriculum	2P. Wendy Smith & Lorraine Emery Bears
2B. TBA	2E. TBA	2H. TBA	2K. TBA	2N. TBA	2Q. TBA
2C. Andrea Spalding Author	2F. Mike Aikewenzie First Nations	2I. TBA	2L. Don Hamilton National Symposium	2O. TBA	2R. TBA

Session III 1:30 - 2:30 p.m.

3A. Kit Pearson Author Hist. Fiction	3D. Russ McMath Red Cedar Awards	3G. Phyllis Simon Vancouver Kids Books	3J. TBA	3M. TBA	3P. TBA
3B. Sue Dadson/Sue Gal Immigration Unit	3E. Rhona Davies Modifying texts & ESL	3H. TBA	3K. TBA	3N. TBA	3Q. TBA
3C. Law Education Society	3F. Richmond Public Library Tour	3I. TBA	3L. TBA	3O. TBA	3R. TBA

***Check our website for updates throughout the summer.**

<http://www.sd38.bc.ca/BCTLA>

or

<http://www.BCTF.bc.ca>

Acknowledgements:

Thank-you to the B.C. Ministry of Education.

A special thank-you to Ren Speer for providing the wine & cheese and to Ken Williams for the conference folders.

We would also like to acknowledge the following companies for their contributions towards the conference door prizes:

- Active Learning Ins.
- Bacon & Hughes
- B.C. Learning Connection
- Creative Curriculum Inc.
- Discovery Toys
- Inta Books
- National Book Service
- Nystrom Co.
- Oxford University Press
- Perma Bound Canada
- Reidmore Books
- Thoma Allen & Son
- Usborne Books
- Vancouver Kidsbooks
- World Book Educational Products of Canada

BCTLA & BCSSTA JOINT CONFERENCE

The Text AND Beyond

REGISTRATION FORM

Conference Fees:

Conference:

- Friday, October 23
\$100 (encl)
- (includes nutrition breaks, and buffet luncheon)

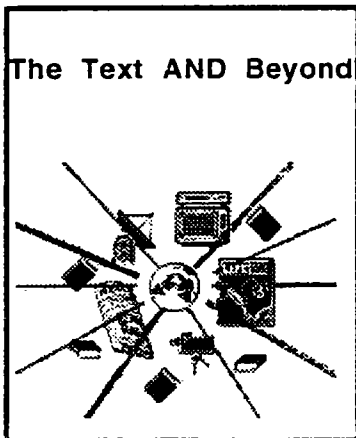
Conference Banquet:

- Friday evening, October 23, Executive Inn
- Please book dinner ticket(s) below
- NOTE: no tickets will be sold day of conference
- \$35 X number of tickets =

Welcoming Social:

- Thursday evening, October 22, Executive Inn
- Included in registration
- Complimentary wine & cheese
hosted by Ren Speer, National Book Service
- (no host bar)

Do you plan to attend? Yes No



Please indicate possible sessions you are interested in. Note: preregistration of sessions not required

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NOW I KNOW WHAT IT'S LIKE TO RIDE IN A FERRARI

Rod Hermsmeier, librarian at Coquilhalla Middle School in Merritt, British Columbia, participated in the beta testing of Follett Software Company's new Windows products. Here he talks about his experience moving from his old automation software to the new programs.

For the past several months, I have had the opportunity to beta test Follett Software Company's new library automation programs on the Windows operating system.

When I heard about the new Windows programs, I was quite willing to be a test site. One library in our school district has been using Follett's automation software on the MS-DOS operating system for the past seven years. The library media specialist has been very pleased with the software and has constantly praised Follett's excellent support service.

I had also read that Follett is the largest provider of microcomputer library automation software in total numbers, and is also by far the largest provider of school library automation software, holding 36% of the market (Library Journal, April 1, 1996).

My school library, Coquilhalla Middle School in British Columbia, serves 360 students. We had been using another program, the most widely used program in British Columbia, since 1992. I had consistently found the program to be illogical, complicated and clumsy to use—I often spent hours pouring over the manual in order to perform a five-minute task, and even then perhaps was unable to figure it out. Furthermore, their bibliographic records were not in true USMARC/CanMARC format, the standard throughout the United States and Canada.

In contrast, I found Follett's programs to be extremely user-friendly. The software has all the features and special functions needed to operate a library media center and provide a wide variety of services for students, faculty, and librarians. Ninety-nine percent of the time, these services are easy to recognize, easy to figure out, and easy to implement

within seconds. It is such a good feeling to go to the computer and know I will be able to perform any function quickly, easily and efficiently.

Follett's programs also use standardized library procedures (e.g., true MARC records, which can be downloaded from book vendors into the Follett system). Plus, any or all the bibliographic records can be downloaded to another Follett program at no charge. My former vendor charged \$600.00 per site (not per district) to download bibliographic data from its program into our library.

Follett's support has also been excellent. Their staff has been patient, well informed, courteous, and very receptive to ideas and suggestions, quite unlike my previous experience. Follett offers technical assistance in many forms, including phone, fax, e-mail and information on their web site. They proved their commitment to strong technical support.

Transitioning from our old system to Follett's was like going from driving an unruly team of horses over rough terrain with a complicated map to driving a Ferrari down a well-marked expressway. For the most part, students can learn to navigate Follett's program on their own. They enjoy using Follett's OPAC (Catalog Plus), which provides many useful features for them as well as for me. It saved me a great deal of time and effort, and certainly made my job as a librarian much easier and more efficient.

I strongly recommend these products to any library in need of upgrading or implementing a library program. Follett's Windows programs have changed my library operations—they can change yours, too.



RESOURCE-BASED LEARNING CONNECTIONS TO *ENGLISH LANGUAGE* *ARTS 8 TO 10*

INTEGRATED RESOURCE PACKAGE 1996

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

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

INTRODUCTION TO ENGLISH LANGUAGE ARTS 8 TO 10

The Preface simply explains the organization of the document and the purpose of the sections, which are consistent with those in other IRPs. It does strongly emphasize that Prescribed Learning Outcomes are "content standards for the provincial education system."

The Preface also notes:

The information contained in this IRP is also available through the Internet. Contact the Ministry of Education, Skills and Training home page:
<http://www.est.gov.bc.ca/>

Rationale

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

The program Rationale makes it clear that the curriculum focus is on the skilled use of language in all aspects of life and in diverse forms, "from writing, to literature, theatre, public speaking, film, and other media." Stress is also placed on language presenting students "with a window into the past, a complex portrayal of the present, and questions about the future."

Content and Requirements

If you wonder about the genesis of this document, here it is! The sources given are:

- components of the 1990 provincial English Language Arts curriculum;
- contributions from BC educators; and
- the Western Consortium's Common Curriculum Framework of Outcomes for Language Arts K-12.

Considerations for Language Arts Instruction

The complexity of language development for individual students is noted, but the need for growing independence is also stressed. In addition, the following program goals are stated:

An English language arts program should encourage students to:

- communicate effectively in written, spoken, and visual forms;
- develop positive attitudes toward language learning;
- make connections to other areas of study and to life outside the classroom;
- think critically, creatively, and reflectively;
- appreciate their own culture and the culture of others;
- use technology (p. 2).

Developing Positive Attitudes

This section links the language learning environment with individual intellectual and creative development, respect for and appreciation of other cultures, and experiences in the wider community.

Making Connections

Integration of language arts is seen as occurring in a number of ways:

- building on the interdependent processes of "speaking and listening, writing and representing, reading and viewing" (p. 2).
- use of language across the curriculum (e.g., "applying reading comprehension strategies to learning in social studies" (p. 2).
- teaching language "in an authentic context so that students can perceive the relevance of tasks and make

connections between familiar experiences and new knowledge" (p. 2).

Thinking Critically, Creatively, and Reflectively

Language arts skills are seen as the tools that enables students to develop critical and creative thinking.

Appreciating Culture

This section is worth quoting in its entirety, since it provides many opportunities for collaborative planning between teacher and teacher-librarian:

Students increase their understanding of and respect for their own and other cultures through literature and other forms of communication. Students should encounter a planned program of local, Canadian, and world literature that connects them to the past, present, and future. Students should also have frequent opportunities to talk and write about what they have learned about themselves and others from a variety of stories, poems, essays, documents, and other media (p. 3).

Using Technology

The emphasis is on having students use technology for "research, writing, communicating, information management, and presentation" (p. 3).

Creating, Understanding, and Responding to Communications

Literary Communications

Includes: narrative and non-narrative styles; classic, contemporary and popular works; print and non-print materials.

Informational Communications

Includes: the everyday written and oral language of home, school, community and work (e.g., letters, forms, directions, summaries, debates, interviews, labels, diaries, notices, telephone conversations) as well as more specialized technical information such as reports, manuals, and procedures.

As students progress through the grades, emphasis ... shifts from the study and creation of informational communications associated with daily life to those associated with school, the workplace, career and postsecondary education, and the wider community (p. 4).

Mass Media

Includes: print, film, and electronic communications directed to a mass audience. The focus is on using mass media and analysing its impact on society.

English Language Arts 8 to 10 Curriculum

The framework established is one which enables students to: 1) "comprehend a wide range of literary and informational communications and to respond knowledgeably and critically to what they read, view, and hear"; 2) "communicate their ideas ...", "apply the conventions of language; gather and organize information and ideas; and use communication forms and styles..."; and 3) "interact successfully with others" (p. 5).

Curriculum Organizers

The Learning Outcomes for English Language Arts 8 to 10 are grouped under the following organizers, each of which has several sub-organizers. These are expanded in detail in the Curriculum sections for English 11 and 12 (the most useful sections for the teacher-librarian to examine in detail).

The organizers and their sub-organizers are as follows:

- Comprehend and Respond
 - Strategies and Skills
 - Comprehension
 - Engagement and Personal Response
 - Critical Analysis
- Communicate Ideas and Information
 - Knowledge of Language
 - Composing and Creating
 - Improving Communications
 - Presenting and Valuing
- Self and Society
 - Personal Awareness
 - Working Together
 - Building Community

These same organizers and sub-organizers provide the framework for English 11 and 12.

Integration of Cross-Curricular Interests

The intent of the Ministry of Education is to "ensure that relevance, equity, and accessibility issues are addressed in all Integrated Resource Packages" (p. 6). Appendix C in the Integrated Resource Package provides the most complete information, but specific portions which apply most directly to resource-based learning are mentioned in the summary of Appendix C at the end of this article.

English Language Arts and Diverse Student Needs

ESL Students

If you have a significant number of ESL students, be sure to read Appendix C for more detail.

Highlighted instructional strategies are:

- adapting instruction and assessment to individual needs;
- using a range of media;
- modelling of expectations;
- including real-life applications;
- offering direct instruction;
- introducing language skills incrementally;
- reviewing frequently; and
- using graphic organizers and key visuals.

Teacher-librarians need to keep in mind that when the ESL students move into regular classes they will be expected to complete research projects. Consequently, it is important that students in ESL classes be gradually and positively introduced to research skills and processes.

Students with Special Needs

See Appendix C of the IRP for more information. It is likely that discussion with the Special Education teachers will provide the most direction and help to teacher-librarians wishing to provide good services to these students. Close collaboration is also a necessity if appropriate collection building choices are to be made.

Suggested Instructional Strategies

The most important comment in this section is that the strategies provided in the IRP are suggestions only and that teachers are expected to adapt and organize to meet students' needs. This is very important to understand, for many of the Prescribed Learning Outcomes identified in the three Curriculum sections do not have suggested instructional strategies included for them, and other strategies can certainly be used for many of the LOs. The important thing is to focus on the Learning Outcomes when planning a resource-based unit of study with a teacher or group of teachers.

Suggested Assessment Strategies

Once again, the emphasis is on the fact that the strategies are suggestions. As was noted in connection with the Suggested Assessment Strategies, not all of the Learning Outcomes in the Curriculum Sections have Suggested Assessment Strategies, nor is there an extensive range of strategies. However, Appendix D provides a very worthwhile series of assessment examples as well as general discussion about assessment.

About the Provincial Learning Assessment Program

This section discusses how the findings from two studies (*British Columbia communications skills assessment, 1993; writing for specific audiences and purposes, 1994*) were used to revise the English Language Arts curriculum.

About Assessment in General

Very "General!" Look at Appendix D. It is much better.

Provincial Reference Sets

This section is a must read and buy. The resources listed here (with their order numbers) are all useful and all should be available in the library resource centre collection. Try to get them ordered out of Learning Resources funding! They are all listed in the Ministry's *Catalogue of learning resources*.

Learning Resources

Most of this section will not be new information for teacher-librarians. However, there is a strong statement about student choice and variety of resources:

... students may be expected to have some choice in materials for specific purposes such as independent research or reading. Teachers are expected to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is encouraged (p. 11).

Only materials that are provincially recommended or approved through a local evaluation process may be used by teachers.

Provincially Recommended Materials

Includes materials recommended through the provincial evaluation process by committees of educators. The process is such that many worthwhile materials are never considered by the committees, purely because the publishers have not submitted them to the Ministry of Education.

Locally Evaluated Materials

Each school district is required to have a selection policy. Check the established policy in your district to see how it operates. Materials used in classrooms may be more restricted than those used in libraries, however, they may follow the same rules, depending on the selection policy.

Authorized Materials

This category is no longer in effect. Resources previously designated as "authorized" are now "recommended."

A Note on Resources for English Language Arts 8 to 10

It should be noted that the resources listed in this IRP includes ONLY items recommended from 1992-1995. Teachers and teacher-librarians will need to work together to ensure that the resources used remain up-to-date and relevant to students. Already almost three years of active publishing have passed since this was approved. Think of the award winners and new topic areas that have appeared since 1995!!

CURRICULUM: ENGLISH LANGUAGE ARTS 8 TO 10 [pages 11-77]

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

GRADE 8 [pages 12-33]

Pages 12-13: Comprehend and Respond (Strategies and Skills)

Prescribed Learning Outcomes

It is expected that students will:

- use a variety of resources to obtain background information.

Suggested Instructional Strategies

- Review note-taking skills such as how to pick out main ideas, or have students use web or flow charts to organize information while reading or viewing
- Before reading or viewing, have students look at titles, illustrations, and diagrams to predict content, and then discuss their predictions as a class. As they read or view the material, ask them to note the accuracy of their predictions.
- Have students read an article in an electronic encyclopedia; have them identify unfamiliar words and try to predict their meanings before they click on the program's dictionary or thesaurus feature.

Suggested Assessment Strategies

- Assess the content and organization of students' note taking. (They are likely to need guidance about which formats to use for different purposes, media, and situations.) Note the extent to which students are able to:
 - record key information accurately;
 - include relevant detail;
 - differentiate between key ideas and supporting detail;
 - organize their notes to clarify the relationships among ideas;
 - be concise and efficient (no extraneous material);

- construct notes that are easy to follow (e.g., through the use of formatting and headings).

Pages 14-15: Comprehend and Respond (Comprehension)

Prescribed Learning Outcomes

It is expected that students will:

- locate and interpret details in stories, articles, novels, poetry, or non-print media to respond to a range of tasks;
- organize details and information about material they have read, heard, or viewed using a variety of written or graphic forms;
- interpret and report on information obtained from more than one source to inform others.

Suggested Instructional Strategies

To become more adept at interpreting what they read, listen to, and view, students need opportunities for in-depth exploration of a wide range of communications where they examine the techniques that authors and presenters use to organize and convey meaning.

Suggested Assessment Strategies

- When students develop webs, mind maps, or other visual representations that summarize print or non-print communications, look for evidence that they are able to:
 - focus their work around key themes or aspects;
 - include relevant and accurate details;
 - make clear and logical connections among elements;
 - address all important aspects;
 - offer some insights or interpretations.

Pages 16-17: Comprehend and Respond (Engagement & Personal Response)

Prescribed Learning Outcomes

It is expected that students will identify connections between their own ideas, experiences, and knowledge and a variety of literary and mass media works created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities.

It is expected that students will:

- demonstrate a willingness to explore a variety of genres and media;
- explain their preferences for various genres or specific authors.

Suggested Instructional Strategies

- During a poetry unit, provide students with several examples of thematic anthologies; then have them work in groups to find poems on themes they feel strongly about (e.g., racism, ...). Ask each group to design an anthology with illustrations that reflect the theme of the poems included As an extension to this activity, invite students to convert a novella or short story to a ballad form to include in their anthology.

- Suggest that groups of students each choose a theme. Each group member should then examine the way the theme is presented in a different genre (e.g., poetry, fiction, non-fiction), focussing on style and audience appeal. Invite the groups to present their findings to the class accompanied by visual representations.

Suggested Assessment Strategies

- When students create personal collections of poetry, focus assessment on the reasons and inter-pretations they record, as well as their collections....

Pages 18-19: Comprehend and Respond (Critical Analysis)

Prescribed Learning Outcomes

It is expected that students will draw reasoned conclusions from information found in various written, spoken, or visual communications and defend their conclusions rationally.

Suggested Instructional Strategies

- To examine how factual information is used by different sources to support different viewpoints, have students work alone or with partners to identify viewpoints and supporting evidence from several real-world sources (e.g., newspapers, magazines, textbooks, library books).

Suggested Assessment Strategies

At this level, students should have opportunities to demonstrate their critical analysis skills in structured classroom assignments and then to apply these skills to investigate sources of their own choice outside the classroom.

- When students analyse examples of different advertising techniques, have them summarize the key points they noticed using lists, charts, webs, or mind maps. Look for evidence that they are able to:
 - identify specific advertising strategies;
 - connect examples to the techniques used;
 - recognize the relationships between the techniques and the intended audiences.
- Ask students to prepare oral or written reports, supported by other media, to present their work on how factual information is used by different sources. Work with them to develop criteria that emphasize critical analysis....

Pages 20-21: Communicate Ideas and Information (Knowledge of Language)

Prescribed Learning Outcomes

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

Suggested Instructional Strategies

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

Suggested Assessment Strategies

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

Pages 22-23: Communicate Ideas and Information (Composing & Creating)

Prescribed Learning Outcomes

It is expected that students will employ a variety of effective processes and strategies, including the use of electronic technology, to generate, gather, and organize information and ideas.

It is expected that students will:

- locate, access, and select relevant information from a variety of sources (including technological sources) for defined purposes;
- identify gaps in information obtained;
- organize and structure information in a variety of literary, expository, persuasive, and other forms;
- acknowledge sources in their written work;
- apply various strategies to generate and shape ideas.

Suggested Instructional Strategies

Students learn how to organize and convey information effectively through direct instruction, practice, and sharing their ideas with others.

- Review with students various methods of organizing information, such as creating charts, webbing, categorizing, and outlining. Explain how the organization of information relates to the form of the final product and its purpose. Let students practise different ways of organizing information.
- Ask each student to prepare a report to persuade a parent to purchase a certain product over several others. Have students gather information about their products (e.g., athletic shoes, mountain bikes) that can be used to persuade parents. Instruct them to use appropriate and accurate technical language to describe the products featured. Each report should include an introduction, a picture of and details about the product, reference to the student's sources of information, and a persuasive summary.

Suggested Assessment Strategies

- Work with students to develop a checklist they can use as they research and acquire information for different purposes. For example, criteria for preparing persuasive presentations about current issues might require that the student:
 - clearly identifies the issue and key inquiry questions;
 - describes the audience and purpose;
 - lists at least three special features or considerations that will appeal to the audience (or address audience needs) and will help to accomplish the purpose;
 - researches a variety of relevant sources;
 - records relevant information, including source documentation;
 - organizes information in a form that is easy to use;
 - focusses the presentation around a specific purpose and viewpoint;

- selects details to support the purpose and viewpoint.
- Assess students' abilities to choose and apply effective ways of organizing information by reviewing their planning notes for evidence that they:
 - choose formats that match the nature of the information and the purpose of the activity;
 - use a variety of formats;
 - tailor the forms they use to their learning styles or preferences;
 - use their notes or charts as working documents, making changes as they acquire new information;
 - use their planning notes to develop their presentations....

Pages 24-25: Communicate Ideas and Information (Improving Communications)

Prescribed Learning Outcomes

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

Suggested Instructional Strategies

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

Suggested Assessment Strategies

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

Pages 26-27: Communicate Ideas and Information (Presenting and Valuing)

Prescribed Learning Outcomes

It is expected that students will:

- create a variety of academic, technical, and personal communications, including poems, stories, personal essays, oral and written reports, group presentations, and informal dramatizations.

Suggested Instructional Strategies

- Ask students to write reviews of new novels, plays, CDs, films, or just-performed concerts and submit them to the local newspaper or a school publication....

Suggested Assessment Strategies

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

Pages 28-29: Self and Society (Personal Awareness)

Prescribed Learning Outcomes

It is expected that students will use language to explore thoughts, ideas, feelings, and experiences to prepare for their roles in the world.

It is expected that students will:

- assess their language skills, interests, and attitudes in the light of personal and career plans;
- appraise the language requirements of specific careers or areas of postsecondary study.

Suggested Instructional Strategies

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

Suggested Assessment Strategies

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

Pages 30-31: Self and Society (Working Together)

Prescribed Learning Outcomes

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

Suggested Instructional Strategies

[None are noted that are library resource-based in nature. However, many of the instructional and assessment strategies dealing with group dynamics could be integrated effectively into a resource-based learning experience in the library.]

Suggested Assessment Strategies

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

Pages 32-33: Self and Society (Building Community)

Prescribed Learning Outcomes

It is expected that students will:

- use language to contribute to school celebrations of special events and accomplishments.

Suggested Instructional Strategies

Students learn to respect and value differences in society by examining the ideas of others — both those that support and those that contradict their own viewpoints.

- Have students research words and phrases that reveal past or present values (e.g., stewardess, chair-person, rule of thumb, virtue, master, majorette, school marm). Ask students to debate the role of language in transmitting social and cultural values.

Suggested Assessment Strategies

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

GRADE 9 [pages 34-55]

Pages 34-35: Comprehend and Respond (Strategies and Skills)

It is expected that students will develop repertoires of skills and strategies to use as they anticipate, predict, and confirm meaning while reading, viewing, and listening.

It is expected that students will:

- describe and assess the strategies they use before, during, and after reading, viewing, and listening for various purposes;
- use a wide range of resources as aids to comprehension;
- use efficient note-making & note-taking strategies;
- identify examples of the use of stock or stereo-typical characters.

Suggested Instructional Strategies

Students need direct experience and guidance in applying their skills and strategies to increasingly complex material.

- Have each student choose a manual or other technical document related to an area of interest and identify three or four specific comprehension challenges it presents. Ask students to explain the reading strategies they used to deal with these challenges.
- Give students a list of poetic devices and have them work in groups to collect examples of one of the devices from a variety of genres. Have each group develop a poster that includes the devices; quotations or poems that use the devices; and pictures, collages, or symbols that represent the devices. Have the groups select their favourite quotations or devices and use elements of the posters for T-shirt designs.

Suggested Assessment Strategies

Focus on students' abilities to apply their comprehension strategies & skills as they work with increasingly varied and complex materials. Self-assessment allows students to refine and extend their skills; at the same time, students' reflections and self-analyses can provide much of the information teachers need for effective instructional planning.

- To check on students' abilities to anticipate meaning, provide opportunities for them to make and discuss predictions about new reading, viewing, or listening materials; then check on their accuracy. As they deal with oral or video materials, pause and ask them to write down predictions at regular intervals and then write or present brief summaries about how their predictions affected the way they understood and remembered the material.

Pages 36-37: Comprehend and Respond (Comprehension)

Prescribed Learning Outcomes

It is expected that students will:

- demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, other print material, and electronic media;
- organize details and information about material they have read, heard, or viewed using a variety of written or graphic forms;
- interpret and report on information from selections they have read, heard, or viewed;

- cite specific information from stories, articles, novels, poetry, or mass media to support their inferences and to respond to tasks related to the works;
- interpret details and draw conclusions about the information presented in a variety of illustrations, maps, charts, graphs, and other graphic forms;
- paraphrase and summarize information from a variety of print and non-print sources.

Suggested Instructional Strategies

- After they read a novel or short story, ask students to examine some of the conversations among characters to consider questions such as the following:
 - What do the conversations reveal about the relationships between characters? What evidence can you find in the text to support your views?
 - What would have been different if the author had chosen to tell about the conversations rather than presenting the dialogue?
- Have students view a video on a specific topic, first providing each with an organizer sheet outlining the subtopics of the video. As students watch the video, ask them to jot down points that they feel are important. Afterwards, have each student record the points on the organizer sheet, use it to summarize the video in a concise paragraph, and share this paragraph with another student
- Suggest that students complete report cards for characters chosen from a piece of literature. Have them define the categories for the report (the criteria for each letter grade), note the grades, and locate evidence in the piece to support each grade assigned.

Suggested Assessment Strategies

The assessment of students' comprehension should include independent tasks to demonstrate their comprehension of new or unfamiliar materials as well as materials they have worked with previously. Ensure that the assessment criteria emphasize students' levels of understanding rather than their presentation skills.

- When students show their understanding through notes and related formats, check for accuracy, completeness, use of specific detail and examples, differentiation among levels of importance, and logical relationships among the items of information recorded.

Pages 38-39: Comprehend and Respond (Engagement and Personal Response)

Prescribed Learning Outcomes

It is expected that students will identify connections between their own ideas, experiences, and knowledge and a variety of literary and mass media works created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities.

It is expected that students will:

- demonstrate a willingness to explore a variety of genres and media;

- use information that they have read, heard, or viewed to develop research questions or creative works or to complete response activities.

Suggested Instructional Strategies

- Ask students to consider how the time in which we live and the events we experience influence how we think about an issue. Then have them examine a contemporary topic of interest and present ideas from the viewpoints of characters in fiction set in other times. Prompt them with questions such as:
 - How would the character see today's problem?
 - What advice or comments might the character give?

Suggested Assessment Strategies

[None are noted that are library resource-based in nature, although the collaborative development of assessment criteria by the teacher and students is a process that could also be used in library units.]

Pages 40-41: Comprehend and Respond (Critical Analysis)

Prescribed Learning Outcomes

It is expected that students will draw reasoned conclusions from information found in written, spoken, or visual communications and defend their conclusions rationally.

It is expected that students will:

- identify and investigate how different cultures and socio-economic groups are portrayed in the media;
- locate and assess the effectiveness of a variety of persuasive techniques in relation to purpose, audience, and medium;
- evaluate information for its suitability for an identified audience;
- explain how mass media can influence social attitudes, self-perceptions, and lifestyles.

Suggested Instructional Strategies

- Provide students with examples from newspapers, cartoons, posters, videos, and advertising that portray women, people with disabilities, ethnic groups, or environmental concerns in various ways. Discuss any bias in each example and ask students to comment on the implied message. Have students collect examples of print and TV commercials that give a specific message (e.g., the portrayal of women) and ask them to draw conclusions. Have students present their conclusions on a Venn diagram showing the differences and similarities between reality and mass media images.
- Ask students to examine editorial cartoons to note how they each depict only one aspect of an issue. Have pairs of students each select a cartoon and examine it, discuss other aspects of the issue depicted, and then develop a new cartoon from a different viewpoint. Include cartoons from aboriginal newspapers to depict another frame of reference.

Suggested Assessment Strategies

[None are noted that are library resource-based in nature. However, if one required students to locate and select the examples offered in the Instructional Strategy above, many of the Assessment Strategies could be modified with simple changes or additions to the stated criteria.]

Pages 42-43: Communicate Ideas and Information (Knowledge of Language)

Prescribed Learning Outcomes

It is expected that students will:

- demonstrate a willingness to experiment with an increasing array of sophisticated figures of speech and genres, including satire, parody, and irony.
- use an increasing repertoire of specialized terminology and subject-specific words with accuracy and precision.

Suggested Instructional Strategies

- Have students explore the derivations, original meanings, changing meanings, and possible future meanings of words (e.g., the Roman comedian Juvenus, juvenile, juvenile delinquent). Ask students to use their dictionaries to determine the etymology of words that have interesting origins (e.g., disaster, tawdry, mob, assassin). Students should also include new "technovocabulary." [Teacher-librarians should suggest the use of unabridged dictionaries, word origin dictionaries and other reference books as tools for enriching this activity.]

Suggested Assessment Strategies

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

Pages 44-45: Communicate Ideas and Information (Composing and Creating)

Prescribed Learning Outcomes

It is expected that students will employ a variety of effective processes and strategies, including the use of electronic technology, to generate, gather, and organize information.

It is expected that students will:

- develop focussed inquiry questions related to concrete or personal topics for specific audiences and purposes.
- locate, access, and select appropriate information from a variety of resources (including technological sources).
- analyse the audience and purpose of their writing to make decisions about content and format.
- use a variety of planning tools and strategies to focus and organize communications for various purposes and audiences.
- apply various strategies to generate and shape ideas.

Suggested Instructional Strategies

- Have each student choose an issue, list what he or she knows and wants to learn about it, and then develop a research report, using at least two different sources of information (e.g., electronic encyclopedia and reference books). After the reports are written, ask each student to compare the format and depth of the two sources used and recommend one, giving reasons for the choice.
- Have each student choose a product or service of interest to research in the library with the intention of developing an advertising brochure directed at a specific audience. Following a review of note-taking skills, have students take notes and assemble the relevant information. Invite them to share their work with partners who are to make suggestions for improving clarity.

Suggested Assessment Strategies

- Collaborate with students to develop criteria they can use while developing persuasive speeches. Criteria might focus on the ability to:
 - define the issue and state the purpose of the speech;
 - analyse the interests, prior knowledge, and probable viewpoint of the audience;
 - identify the kind of background information needed;
 - generate a list of key questions about the issue to guide research and preparation;
 - select appropriate sources of information and efficient means of accessing them;
 - record relevant and detailed information in a usable form.

Assess and comment on students' preparation in terms of feasibility, potential effectiveness, thoroughness, detail, and consistency with the purpose.

Pages 46-47: Communicate Ideas and Information (Improving Communications)

Prescribed Learning Outcomes

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

Suggested Instructional Strategies

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

Suggested Assessment Strategies

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

Pages 48-49: Communicate Ideas and Information (Presenting and Valuing)

Prescribed Learning Outcomes

It is expected that students will:

- create a variety of personal, literary, technical, and academic communications, including poems, stories,

and personal essays; oral and visual presentations; written explanations, summaries, and arguments; letters; and bibliographies.

Suggested Instructional Strategies

- Have small groups of students choose a fiction or non-fiction selection to rewrite in a different genre. Remind students to consider their intended audiences and the similarities and differences of the original and new genres. Ask the groups to present their finished products to the class.

Suggested Assessment Strategies

- Work with students to ensure that they understand the criteria for effective oral, written, and other media reports. Some criteria vary from one format to another; however, effective informative presentations (including explanations, instructions, and descriptions) share the following features:
 - clarity : easy to understand.
 - efficiency : focussed; all information is relevant; organization is easy to follow.
 - accuracy : information is carefully researched; sources are credible; observations are objective.
 - thoroughness: information is complete; relevant and interesting; details are included to clarify meaning & engage the reader, listener, or viewer.
- Before beginning an assignment, discuss the key features that characterize an effective product and provide examples. Ask students to develop personal definitions of what "success" on this assignment would look like. When they submit their assignments, ask students to include brief analyses of their work in terms of their definitions of success. Students can also use their definitions as the basis for eliciting peer feedback as they work.

Pages 50-51: Self and Society (Personal Awareness)

Prescribed Learning Outcomes

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

Suggested Instructional Strategies

- Suggest that students each compile a collection of quotations and words that represent personal understanding of and beliefs about a literary work. Ask each student to use some of the words and quotations in a poem about the literary work.

Suggested Assessment Strategies

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

Pages 52-53: Self and Society (Working Together)

Prescribed Learning Outcomes

Suggested Instructional Strategies

It is expected that students will:

- use a variety of ways to express their opinions effectively.

- use a variety of strategies to solve problems, resolve conflicts, and build consensus.

Suggested Instructional Strategies

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

Suggested Assessment Strategies

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

**Pages 54-55: Self and Society
(Building Community)**

Prescribed Learning Outcomes

It is expected that students will:

- analyse the influence of language and cultural diversity on themselves and their communities.
- use language to participate appropriately in celebrations of special events & accomplishments.

Suggested Instructional Strategies

- Arrange to have students interview other students who are new to Canada about their cultures, immigration experiences, & feelings about Canada. Have the class generate the interview questions, including questions that ask what they can do to help these students feel comfortable in their new country. After the interviews, ask students to write about and then discuss what they discovered about the immigrant experience and about learning English. Suggest that students then read some of the literature about immigration and compare and contrast the experiences of the students they interviewed with those of the characters they read about.

Suggested Assessment Strategies

- Have students document examples (one each) of how they applied their interaction skills in each of the following situations:

...

- locating information that was hard to find; Their documentation of each situation should include a brief description in words or pictures, a list of the skills or strategies they demonstrated, and an assessment of their effectiveness. Students might want to develop a standard recording form. Look for evidence that they are able to interact confidently in a variety of situations.

GRADE 10 [pages 56-77]

**Pages 56-57: Comprehend and Respond
(Strategies and Skills)**

Prescribed Learning Outcomes

It is expected that students will:

- describe and assess the strategies they use before, during, and after reading, viewing, and listening for various purposes.

- consciously use strategies that help them sustain their concentration.

- compose questions to guide their reading, listening, or viewing based on what they already know about a topic.

- use efficient strategies for locating, recording, and organizing research information from a variety of sources.

- locate and interpret examples of literary techniques, including symbolism.

Suggested Instructional Strategies

- Have students choose a current topic related to a novel they are reading (e.g., the history of racism, telepathy, ...) and then respond to the following questions in writers' notebooks:
 - What do you know about the topic?
 - What do you wonder about the topic?
 - What questions would help you learn more about the topic?

Have students share their ideas with partners and, if appropriate, incorporate some of their partners' ideas. [This approach would comprise an ideal start to the classic assignment of researching the background to a novel.]

Suggested Assessment Strategies

- Assess students' use of research resources by determining if:
 - their sources are relevant and appropriate, and show an awareness of standard references and resources (e.g., electronic databases, libraries);
 - their notes and records are clear and easy to use, relevant, and include an appropriate level of detail & complete & accurate source notes.

**Pages 58-59: Comprehend and Respond
(Comprehension)**

Prescribed Learning Outcomes

It is expected that students will:

- use a variety of written or graphic forms to organize ideas acquired from what they have read, heard, or viewed.
- interpret and report on information from more than one source that they have read, heard, or viewed to develop & support positions on a variety of topics.
- interpret details and draw conclusions about the information presented in a variety of illustrations, maps, charts, graphs, and other graphic forms.

Suggested Instructional Strategies

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

Suggested Assessment Strategies

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

**Pages 60-61: Comprehend and Respond
(Engagement and Personal Response)**

Prescribed Learning Outcomes

It is expected that students will identify connections between their own ideas, experiences, and knowledge and a variety of literary & mass media works created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities.

It is expected that students will:

- identify and explain connections between what they read, hear, and view and their personal ideas and beliefs.
- consistently consider more than one interpretation of the communications that they read, view, and listen to.
- compare the features and relative merits of different communications, including those created by the same author, designer, or director.
- demonstrate openness to divergent language, ideas, and opinions from a variety of cultural communities as expressed by mass media and in literature.
- develop imaginative or creative responses to share their ideas.

Suggested Instructional Strategies

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

Suggested Assessment Strategies

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

Pages 62-63: Comprehend and Respond (Critical Analysis)

Prescribed Learning Outcomes

It is expected that students will draw reasoned conclusions from information found in various written, spoken, or visual communications and defend their conclusions rationally.

It is expected that students will:

- demonstrate their awareness of how the artful use of language can affect and influence others.
- evaluate how both genders and various cultures and socio-economic groups are portrayed in mass media.
- explain how the media can influence emotional responses.
- analyse and assess the impact of specific techniques and designs used by the media.

Suggested Instructional Strategies

- Set up stations with video, audio, and print advertisements showing the various persuasive techniques used by mass media. Ask students to make notes about the techniques they see and examine advertisements for gender, age, and race stereotypes. Provide questions at each station such as:
 - What strategies do advertisers use to sell their products?
 - What are they really selling?
 - Who is doing the cleaning, buying the car, using shampoo, buying life insurance?

— Who and what are not included in the advertisements? Why?

- Examine how various cultural groups have been portrayed in films, on TV, and in print. Have students explain how and why attitudes change, using examples of different treatments of the same cultural group.
- Ask students to compare the way a current topic (e.g., immigration, gender equity, ...) is treated by different sources (e.g., newspapers, radio and TV newscasts, political cartoons). Ask questions such as:
 - What is emphasized?
 - What is left out?

Have students evaluate the different sources for completeness, accuracy, and clarity.

Suggested Assessment Strategies

At this level, assessment should involve students in analysing an increasing variety of material, sources, and media. Students need to be aware that effective critical analysis is characterized by attention to purpose and perspective, thoroughness, objectivity, analyses of relationships, and use of relevant examples. These criteria can be demonstrated in a variety of ways.

- When students write letters (or e-mail) commenting on an issue such as violence in mass media, look for evidence of:
 - focus and a consistent viewpoint;
 - analyses of cause-effect relationships;
 - the use of specific examples to support their analyses;
 - the development of logical, coherent arguments;
 - clarity and conciseness;
 - the use of appropriate formats.
- Work with students to develop criteria that can be used to assess a variety of media analysis assignments. For example, the effective analysis of particular persuasive techniques or biases might be characterized by:
 - a clear focus on the issue;
 - specific examples of the technique or problem;
 - objective and detailed explanations;
 - logical analyses of purpose and potential impact;
 - explicit conclusions supported by examples and explanations;
 - explanations of how to apply what has been learned to avoid being misled in the future.

Pages 64-65: Communicate Ideas and Information (Knowledge of Language)

Prescribed Learning Outcomes

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

Suggested Instructional Strategies

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

Suggested Assessment Strategies

- Have students work with partners or in small groups to research and present examples of events, discoveries, situations, and technologies that have had an impact on language. Look for evidence that the information they present is complete and accurate.

Pages 66-67: Communicate Ideas and Information

(Composing and Creating)

Prescribed Learning Outcomes

It is expected that students will employ a variety of effective processes and strategies, including the use of electronic technology, to generate, gather, and organize information and ideas.

It is expected that students will:

- develop focussed inquiry questions related to increasingly complex topics;
- demonstrate an awareness of the characteristics, needs, and preferences of specific audiences;
- locate, access, and select appropriate information from a variety of resources and consider the quality, currency, and accuracy of each source;
- organize their ideas, and adjust their style, form, and use of language to suit specific audiences and achieve specific purposes;
- apply various strategies to generate and shape ideas.

Suggested Instructional Strategies

Students need to be able to manage and evaluate the vast amount of information around them. By working on research projects, position papers, & reports, they learn to locate, evaluate, and extract appropriate and pertinent information for their own communications.

- Teach students techniques for organizing and presenting information (e.g., clarifying a topic by putting it in the middle of a page and writing around it the answers to the questions who, what, where, when, and why; developing web charts; creating linear outlines with headings, subheadings, and details), the difference between summarizing & quoting directly, and how to punctuate quotations. Give them opportunities to practise these techniques.
- Have students list possible sources of information and then go to the library to research a topic using a variety of sources — print, non-print, & electronic.

Suggested Assessment Strategies

Students should be expected to use some standard research, planning, and composing strategies, but assessment should respect their strong individual styles and preferred ways of approaching their work and should also accommodate a wide range of acceptable strategies, as long as students can demonstrate that they are working effectively. Students need opportunities to make choices about how they work and to talk, write, represent, and reflect on the processes they use.

- When students work on extended projects, have them maintain project records that demonstrate the skills

and strategies they are using. For example, they might be required to document and submit evidence of the following:

- definition of the topic or issue;
- brainstorming or using other methods to generate initial ideas;
- audience analysis;
- planning strategy (including research plans; where appropriate);
- organized and usable records of information and ideas.

Pages 68-69: Communicate Ideas and Information

(Improving Communications)

Prescribed Learning Outcomes

It is expected that students will:

- use established criteria to appraise their own and others' work to determine the appropriateness of the resources used and to offer relevant, constructive suggestions in an appropriate manner.
- defend their choices of organizational and communication forms, and formulate ways to improve their own and others' work.

Suggested Instructional Strategies

- Have students follow a discussion in a news group on the Internet and identify issues that create a strong emotional response. Ask them to work in groups to develop criteria for news-group etiquette.

Suggested Assessment Strategies

- When students work in feedback groups, watch for evidence that they are offering positive feedback and focussing on key issues associated with the work. For example:
 - What features stand out in a first reading (viewing) of this work?
 - What is the purpose of this work? Who is the intended audience?
 - What issues are being examined or presented?
 - To what extent is the information relevant, complete, and accurate?
 - How effective is the organization of the material?
 - Is source material used and documented appropriately?
 - What could strengthen the impact of this work?

Pages 70-71: Communicate Ideas and Information

(Presenting and Valuing)

Prescribed Learning Outcomes

It is expected that students will:

- create a variety of academic, technical, and personal communications, including debates, research and

technical reports, oral and multimedia presentations, poetry, and personal essays.

Suggested Instructional Strategies

Through practice with various ways of communicating, students learn to present ideas and information clearly and in a manner appropriate to their audience and purpose.

- Teach students how to write a bibliography and citation correctly and have them include bibliographies and citations in all their writing that is based on research.
- Have students prepare for debates by researching sources that support their opinions and beliefs. Tell them that they should also research opposing information and arguments so that they are better able to counter the opposing team's arguments....
- Have groups of students each design a multimedia presentation on a controversial topic drawn from a piece of literature. Ensure that each student in each group is responsible for retrieving and presenting material from a different medium (e.g., TV, print, the Internet, CD-ROM).

Suggested Assessment Strategies

Rating scales, tailored for different purposes and formats, can be used to assess presentations. A number of samples are included in Appendix D. To demonstrate pride, satisfaction, and competence, students also need opportunities to make choices.

- Provide students with criteria and rating systems for debates. While the criteria will vary slightly with each debate's formality and format, in general the debater should:
 - be easy to hear and understand;
 - state the key points clearly;
 - provide support for each key point, logically developed through specific and relevant details, examples, and explanations;
 - focus on the issue: all material should be relevant to key points;
 - address counter-arguments and alternative views;
 - use a variety of persuasive strategies appropriate to the audience and judges (e.g., analogies, definitions of the issues in terms favourable to the speaker's position, appeals to the interests and feelings of the audience)
 - conclude with a concise, effective summary of key points.
- Collaborate with students to develop criteria and rating scales for specific formats, reviewing samples of similar work and posing questions such as....

Pages 72-73: Self and Society (Personal Awareness)

Prescribed Learning Outcomes

It is expected that students will use language to explore thoughts, ideas, feelings, and experiences to prepare for their roles in the world.

It is expected that students will:

- demonstrate confidence in using language in a variety of formal and informal contexts, both inside and outside the classroom.
- describe the language and communications requirements of specific careers or areas of postsecondary study.
- explain the influence of others' ideas and contributions to the development of their personal thoughts and feelings.

Suggested Instructional Strategies

Through activities such as research, discussion, debate, and journal writing, students develop an awareness of themselves as communicators that promotes self-assessment, goal setting, and self-confidence.

- Have all students create dictionaries of specialized language that relate to the career interests they identified in their Student Learning Plans. To generate the words, ask them to develop descriptions that include the who, what, where, when, why, and how of the jobs or career areas. For example, have each student describe the role of the career in society, the tasks that workers in that field would perform regularly, the equipment they might use, and their work environment. Ask students to review their descriptions, circle vocabulary unique to the job field (e.g., for a career in the computer field: boot up, video card, interface, ...), & develop definitions in simple language for these words.

Suggested Assessment Strategies

Students benefit from opportunities to review their communication skills and receive feedback about how their language development can support their broader goals. They use this information to plan ways of strengthening the skills they need for success both in and out of school. Students need to link the skills they are developing in school with applications in other situations. The achievement of these outcomes can be integrated with Career and Personal Planning activities.

- Have students research and report on the language and communications requirements of a specific career or area of postsecondary study. The reports can be presented in a variety of oral, written, visual, or multimedia formats. Some students may choose to work in pairs. In assessing their work, look for evidence of:
 - use of a variety of sources, including people in their fields of interest;
 - complete, detailed, and relevant information;
 - clear presentation and organization of the information;
 - explicit connections between what they found out and the skills they are developing in English and other areas;
 - logical conclusions or implications for those interested in the field.

**Pages 74-75: Self and Society
(Working Together)**

Prescribed Learning Outcomes

It is expected that students will:

- make effective use of strategies for resolving conflicts, solving problems, & building consensus.
- establish and use criteria to evaluate group processes, their own contributions to them, and the results of their work.

Suggested Instructional Strategies

To learn to work effectively with others, students need direct instruction and modelling as well as opportunities to participate in group activities in which they assess their own and others' contributions.

- Introduce students to a five-paragraph essay structure. Then have small groups of students write group essays, choosing topics related to pieces of literature and sharing responsibility for the essays. Have students evaluate their contributions and the group process:
 - What was positive about working together?
 - What would you change about the assignment?

Suggested Assessment Strategies

At this level, students should be able to develop, refine, and monitor their own processes for working in groups. They demonstrate their skills and knowledge about collaborative work in the way they deal with problems and barriers that arise as they work together. They are also expected to describe and analyse how groups function.

- When students develop group presentations, collaborate with them to develop criteria for both the process and the outcome. Assessment of the process might consider their individual and collective abilities to:
 - commit to a collective goal;
 - respect and encourage individual voices and contributions;
 - deal constructively with disagreements or conflicts;
 - synthesize their work to produce a coherent presentation;
 - show insight and openness in assessing their work.

**Pages 76-77: Self and Society
(Building Community)**

Prescribed Learning Outcomes

It is expected that students will:

- demonstrate respect for cultural differences.
- acknowledge and paraphrase views that differ from their own and reassess their own viewpoints.
- use language appropriate to specific audiences and purposes to celebrate special events & accomplishments.

Suggested Instructional Strategies

Familiarity with people from a wide range of backgrounds and cultures can deepen understanding and appreciation. As students explore similarities and differences in society, they are better able to appreciate the uniqueness and contributions of others.

- Have each student research a rite of passage in our society such as the first driver's licence, high school graduation, confirmation, Bar Mitzvah, naming ceremonies, or reaching voting age. Ask each student to produce a poster that describes the history and cultural significance of any ceremony related to a particular rite of passage, the importance of the event to the individual experiencing it, who is invited to the event, and any specific language attached to the celebration.

Suggested Assessment Strategies

The most valid assessment of students' skills and appreciation for community comes from observing the way they listen and respond to their classmates. Structured assignments can help to reinforce and monitor their skills and awareness.

- When students are engaged in discussions and research about how language is related to group membership, status, gender, or age, look for evidence that they are able to:
 - recognize the factors that influence their own perspectives;
 - be objective and analytical in describing and comparing differences among groups;
 - respect the differences they observe;
 - draw logical conclusions and generalizations about the factors that affect how different groups use language.

APPENDICES (pages A-1 to E-4)

**Appendix A:
Prescribed Learning Outcomes
(pages A-1 to A-13)**

All the LOs for the three courses covered in this curriculum package are included, with each page showing in table format all three grades' Learning Outcomes for one of the curriculum sub-organizers. Very useful as an overview, particularly for a quick understanding of the progression of skill development built in from grade to grade.

**Appendix B:
Learning Resources
(pages B-1 to B-104)**

The introduction to this section suggests that resources in the school and district be checked before purchases are made (p. B-6) and that a school re-source

committee to select learning resources should “Identify a resource co-ordinator (for example, a teacher-librarian)” (p. B-7). Most of Appendix B is composed of an extensive annotated, alphabetical listing of resources recommended by the Ministry of Education. Many annotations include references to relevant curriculum organizers, while all include indications of applicable grade level. Many of the resources in Appendix B are suitable library acquisitions, particularly if learning resources funds are provided for their purchase. Collaboration with the English Department is suggested as a means of developing an joint approach to curriculum implementation & an effective resource system. Checking the “Recommended Learning Resources” columns in the Curriculum section of the document (pp. 11-77) will trigger ideas about exemplary materials which might be used, but are missing from this document.

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

Discusses the following areas as they apply to English Language Arts 8, 9 and 10.

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

The section on Aboriginal Studies relates to the work of the teacher-librarian, since it recommends the analysis of “portrayals and images of First Nations peoples in various works of literature” (p. C-8). Securing literature written by First Nations writers and sharing it with English teachers, and bringing in these authors to speak to students, will both support this

aspect of curriculum. Throughout Appendix C there is a strong emphasis on use of media & technology and on the importance of making instruction relevant to students’ lives and experiences.

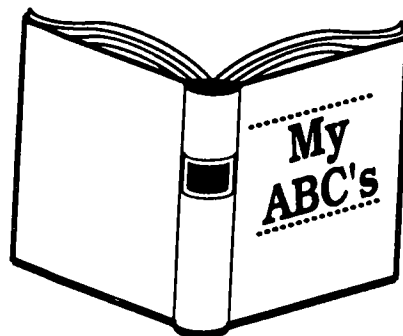
**Appendix D:
Assessment and Evaluation
(pages D-1 to D-34)**

Includes an 11 step process for criterion-referenced evaluation, as well as four excellent unit descriptions, each providing several sample evaluation tools. There is a strong emphasis on joint development of evaluation tools by the teacher and the students; however, it is likely that strong leadership by the teacher would be needed to achieve the sophistication shown in many of the sample tools. Significant stress is placed upon students being aware, before they begin working, of all of the criteria that are to be met.

- Grade 8: Being a Teenager (D-10) — Included are the following generic criterion-referenced rating scales: Response Journal, Oral Presentation, Visual Aids(Chart or Collage), Speaking and Listening in a Small-Group Discussion (Self and Teacher Evaluation, and Self-Awareness of Speaking and Listening in a Small-Group Discussion.
- Grade 9: The Sporting Challenge (D-18) — Students & teacher use agreed upon criteria & rating scales to evaluate a Flip Book, Personal Writing, and a Baseball Questions for Reading.
- Grade 9: Multiculturalism (D-23)— Evaluation forms are provided for students’ Interviews and Articles Based on Interviews, a Verbal Visual Poster, and Self-Assessment of Reading Strategies and Approaches.
- Grade 10: Romeo and Juliet (D-30) — Criterion referenced rating scales included are: 1) a Venn Diagram, 2) Scene Presentations, 3) Image Bank.

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

Members of the many curriculum teams working on the document are listed, along with the organization they represent or their school district. Look for names you know!



RESOURCE-BASED LEARNING CONNECTIONS TO ENGLISH LANGUAGE ARTS 11 AND 12, and TECHNICAL AND PROFESSIONAL COMMUNICATIONS 12: INTEGRATED RESOURCE PACKAGE 1996

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

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

INTRODUCTION TO ENGLISH LANGUAGE ARTS 11 AND 12

The Preface simply explains the organization of the document and the purpose of the sections, which are consistent with those in other IRPs. It strongly emphasizes that Prescribed Learning Outcomes are "content standards for the provincial education system."

The Preface also notes:

The information contained in this IRP is also available through the Internet. Contact the Ministry of Education, Skills and Training home page: <http://www.est.gov.bc.ca/>

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

Rationale

The program Rationale makes it clear that the curriculum focus has broadened to include a stronger focus on media than in the past, and to add workplace and technical/professional language as well as the use of communication technologies.

Content and Requirements

If you wonder about the genesis of this document, here it is! The sources given are:

- components of the 1990 provincial English Language Arts curriculum;
- contributions from BC educators; and
- the Western Consortium's Common Curriculum Framework of Outcomes for Language Arts K-12.

Graduation Requirements for English Language Arts K to 12

All BC students must take English 11, but in Grade 12 they may choose either English 12 or Technical and Professional Communications 12. If they opt to take both of the grade 12 level courses, only one is credited as part of Foundation Studies, while the other will be credited as part of their Selected Studies options. The content of English 12 focuses on the "expressive and functional purposes of language and its uses in a wide variety of contexts" (p. 1), while TPC 12 focuses on "functional uses of language in technical and professional contexts"(p.1).

Considerations for Language Arts Instruction

The complexity of language development for individual students is noted and the following goals are stated:

An English language arts program should encourage students to:

- communicate effectively in written, spoken, and visual forms;
- develop positive attitudes toward language learning;
- make connections to other areas of study and to life outside the classroom;
- think critically, creatively, and reflectively;
- appreciate their own culture and the culture of others;
- use technology (p. 2).

Developing Positive Attitudes

This section links the language learning environment with individual intellectual and creative development, respect for and appreciation of other cultures, and experiences in the wider community.

Making Connections

Integration of language arts is seen as occurring in a number of ways:

- building on the interdependent processes of “speaking and listening, writing and representing, reading and viewing” (p. 2).
- use of language across the curriculum (e.g., “debating ethical issues in the context of science education” (p. 3).
- teaching language “in an authentic context so that students can perceive the relevance of tasks and make connections between familiar experiences and new knowledge” (p. 3).

Thinking Critically, Creatively, and Reflectively

Language arts skills are seen as the tools that enables students to develop critical and creative thinking.

Appreciating Culture

This section is worth quoting in its entirety, since it provides many opportunities for collaborative planning between teacher and teacher-librarian:

Students increase their understanding of and respect for their own and other cultures through literature and other forms of communication. In English 11 and 12 students should encounter a planned program of local, Canadian, and world literature that connects them to the past, present, and future. Students should also have frequent opportunities to talk and write about what they have learned about themselves and others from a variety of stories, poems, essays, documents, and other media (p. 3).

Using Technology

The emphasis is on having students use technology for “research, writing, communicating, information management, and presentation” (p. 3).

Creating, Understanding, and Responding to Communications

Literary Communications

Includes: narrative and non-narrative styles; classic, contemporary and popular works; print and non-print materials.

Informational Communications

Includes: the everyday written and oral language of home, school, community and work (e.g., letters, forms, directions, summaries, debates, interviews, labels, diaries, notices, telephone conversations) as well as more specialized technical information such as reports, manuals, and procedures.

Mass Media

Includes: print, film, and electronic communications directed to a mass audience.

English 11 and 12 Curriculum

The framework established is one which enables students to: 1) “comprehend a wide range of literary and informational communications and to respond knowledgeably and critically to what they read, view, and hear”; 2) “communicate their ideas ...”, “apply the conventions of language; gather and organize information and ideas; and use communication forms and styles...”; and 3) “interact successfully with others” (p. 5).

Curriculum Organizers

The Learning Outcomes for English 11 and 12 are grouped under the following organizers, each of which has several sub-organizers. These are expanded in detail in the Curriculum sections for English 11 and 12 (the most useful sections for the teacher-librarian to examine in detail.

The organizers and their sub-organizers are as follows:

- Comprehend and Respond
 - Strategies and Skills
 - Comprehension
 - Engagement and Personal Response
 - Critical Analysis
- Communicate Ideas and Information
 - Knowledge of Language
 - Composing and Creating
 - Improving Communications
 - Presenting and Valuing
- Self and Society
 - Personal Awareness
 - Working Together
 - Building Community

TECHNICAL & PROFESSIONAL COMMUNICATIONS 12 CURRICULUM

This curriculum emphasizes the development of students’ understanding of technical and professional communications, and it utilizes approaches used in the workplace. “Students are expected to apply research skills and to analyse and assess technical and professional materials” (p. 6). In addition, there is a clear

expectation that students will “make effective use of technologies ...” (p. 6).

The TPC 12 course is designed to address the needs of students who will enter a diverse range of professional, technical, and vocational fields, some requiring advanced education such as university degrees, and others needing vocational courses and/or workplace apprenticeships.

Curriculum Organizers

The Learning Outcomes for Technical and Professional Communications 12 are grouped under the following organizers, each of which has several sub-organizers. These are expanded in detail in the Curriculum section for TPC 12 (the most useful section for the teacher-librarian to examine in detail.)

The organizers and their sub-organizers are as follows:

- Reading, Viewing, and Listening
 - Comprehension
 - Critical Analysis
 - Research
- Writing, Representing, and Speaking
 - Products and Presentations
 - Planning
 - Drafting
 - Revising and Editing
- Communications and Collaboration
 - Nature of Language
 - Process and Systems
 - Working with Others

Integration of Cross-Curricular Interests

The intent of the Ministry of Education is to “ensure that relevance, equity, and accessibility issues are addressed in all Integrated Resource Packages. Appendix C in the Integrated Resource Package provides the most complete information, but specific portions which apply most directly to resource-based learning are mentioned in the summary of Appendix C at the end of this article.

English Language Arts and Diverse Student Needs

ESL Students

If you have a significant number of ESL students, be sure to read Appendix C for more detail. Highlighted instructional strategies are:

- adapting instruction and assessment to individual needs;
- using a range of media;
- modelling of expectations;
- including real-life applications;
- offering direct instruction;
- introducing language skills incrementally;
- reviewing frequently; and
- using graphic organizers and key visuals.

Teacher-librarians need to keep in mind that when the ESL students move into regular classes they will be expected to complete research projects. Consequently, it is important that students in ESL classes be gradually and positively introduced to research skills and processes.

Students with Special Needs

See Appendix C of the IRP for more information. It is likely that discussion with the Special Education teachers will provide the most direction and help to teacher-librarians wishing to provide good services to these students. Close collaboration is also a necessity if appropriate collection building choices are to be made.

Suggested Instructional Strategies

The most important comment in this section is that the strategies provided in the IRP are suggestions only. This is very important to understand, for many of the Prescribed Learning Outcomes identified in the three Curriculum sections do not have suggested instructional strategies included for them, and other strategies can certainly be used for many of the LOs. The important thing is to focus on the Learning Outcomes when planning a resource-based unit of study with a teacher or group of teachers.

Suggested Assessment Strategies

Once again, the emphasis is on the fact that the strategies are suggestions. As was noted in connection with the Suggested Assessment Strategies, not all of the Learning Outcomes in the Curriculum Sections have Suggested Assessment Strategies, nor is there an extensive range of strategies. However, Appendix D

provides a very worthwhile series of assessment examples as well as general discussion about assessment.

About the Provincial Learning Assessment Program

This section discusses how the findings from two studies (*British Columbia Communications Skills Assessment*, 1993; *Writing for Specific Audiences and Purposes*, 1994) were used to revise the English Language Arts curriculum.

About Assessment in General

Very "General"! Look at Appendix D. It is much better.

Provincial Reference Sets

This section is a must read and buy. The resources listed here (with their order numbers) are all useful and all should be available in the library resource centre collection. Try to get them ordered out of Learning Resources funding! They are all listed in the Ministry's *Catalogue of Learning Resources*.

Learning Resources

Most of this section will not be new information for teacher-librarians. However, there is a strong statement about student choice and variety of resources:

... students may be expected to have some choice in materials for specific purposes such as independent research or reading. Teachers are expected to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is encouraged (p. 11).

Only materials that are provincially recommended or approved through a local evaluation process may be used by teachers.

Provincially Recommended Materials

Includes materials recommended through the provincial evaluation process by committees of educators. The process is such that many worthwhile materials are never considered by the committees, purely because the publishers have not submitted them to the Ministry of Education.

Locally Evaluated Materials

Each school district is required to have a selection policy. Check the established policy in your district to see how it operates. Materials used in classrooms may be more restricted than those used in libraries, however, they may follow the same rules, depending on the selection policy.

Authorized Materials

This category is no longer in effect. Resources previously designated as "authorized" are now "recommended".

A Note on Resources for English Language Arts 11 and 12

It should be noted that the resources listed in this IRP include ONLY items recommended from 1992-1995. Teachers and teacher-librarians will need to work together to ensure that the resources used remain up-to-date and relevant to students. Already almost three years of active publishing have passed since this was approved. Think of the award winners and new topic areas that have appeared since 1995!!

CURRICULUM: ENGLISH LANGUAGE ARTS 11 [pages 13-35]

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

Pages 14-15: Comprehend and Respond (Strategies and Skills)

Prescribed Learning Outcomes

It is expected that students will:

- consciously use and evaluate a wide variety of strategies before, during, and after reading, view-ing, and listening to increase their comprehension and recall.
- describe and apply appropriate strategies for locating and using information from a variety of print and non-print sources.
- use efficient note-making & note-taking strategies.

Suggested Instructional Strategies

Through the use of diverse and challenging materials students learn to adapt reading, listening, and viewing strategies to specific purposes. Students anticipate, predict, and confirm meaning as they work with written, oral, and visual materials.

- Instruct student in how to take dash-form and standard-outline-form notes from pieces of non-fiction writing. Explain how to use these notes to summarize the main ideas and use their own language to develop précis. Provide a choice of non-fiction and prose selections to summarize using this strategy.

- Provide material on a single topic for reading, listening and viewing. Ask students to work in groups to generate several questions about the material and research the answers. Ask groups to challenge other groups with their questions and then to discuss the strategies they used to locate the information.

Suggested Assessment Strategies

In order to demonstrate their strategies and skills, students need to work with challenging materials and tasks. When an activity is relatively easy, students may not be aware of the strategies they use. It is only when a task poses some challenge that students consciously draw on the skills and strategies they have developed & are able to describe what they did.

- Assess students' knowledge of skills and strategies in a variety of independent and group contexts, looking for evidence that they can:
 - describe problems when they have difficulty;
 - suggest appropriate strategies or approaches;
 - consider their purpose and the nature of the problems in choosing approaches;
 - persist, trying different approaches when one is not effective;
 - objectively analyse what worked and how they can apply what they've learning in new situations.
- Have students keep ongoing lists of skills and strategies they are developing, along with examples of how and when they have used each one. From time to time, they can review the lists and comment on strategies that they:
 - frequently use for specific kinds of tasks;
 - rely on for a wide variety of tasks;
 - do not find particularly useful;
 - have difficulty using effectively.

Pages 16-17: Comprehend and Respond (Comprehension)

Prescribed Learning Outcomes

It is expected that students will:

- demonstrate an understanding of the main ideas, events, or themes of a variety of increasingly complex novels, dramas, stories, poetry, other print material, and electronic media.
- organize details and information that they have read, heard, or viewed using a variety of written or graphic forms.
- synthesize and report on information from more than one source that they have read, heard, or viewed to address a variety of topics and issues
- interpret details and subtleties to clarify gaps or

- ambiguities in written, oral, or visual works.
- interpret details in and draw conclusions from the information presented in a variety of graphic formats, including illustrations, maps, charts, and graphs.

Suggested Instructional Strategies

Students make inferences about and draw conclusions from what they read, hear, and view by asking questions, checking original sources, and interpreting and analysing the results.

[Note that, while the overview statement above includes "checking original sources" and "analysing the results", the instructional strategies outlined on page 16 focus only on "asking questions" and "interpreting". The teacher-librarian can assist the teacher and students with checking original sources and the analysis process.]

Suggested Assessment Strategies

- Assess students' abilities to synthesize information from more than one source by having each student select a topic of personal interest, develop a list of three to five key questions, and locate relevant information from at least three different sources. Ask students to summarize what they learn by responding to each of the questions in note form, including diagrams if needed. Look for evidence that they are able to combine the information, avoiding duplications or contradictions, and make decisions about which points are most important.

[Teacher-librarians can provide really practical assistance here by teaching students to record "contradictions" & then to check original & alternative sources for authority, reliability and currency, before deciding which information is most valid.]

Pages 18-19: Comprehend and Respond (Engagement & Personal Response)

Prescribed Learning Outcomes

It is expected that students will identify connections between their own ideas, experiences, and knowledge and a variety of literary and mass media works created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities.

It is expected that students will:

- make connections between the ideas and information presented in literary and mass media works and their own experiences.
- demonstrate a willingness to take a tentative stance, tolerate ambiguity, explore multiple perspectives, and consider more than one interpretation.
- support their opinions or respond to questions and

- tasks about the works they have read or viewed.
- make connections among the themes and ideas expressed in various materials.
- display respect for the diverse languages and cultures of the communities represented in class-room, local, provincial, national, and international literary and mass media works.

Suggested Instructional Strategies

- Engage students in a class discussion on censorship. Give students a list of banned materials and ask them to speculate on why they were banned. Ask students to assume the role of parents or guardians and prepare lists of books, videos, and movies that they would not allow their children to read or see.
- Invite a panel of writers and artists to speak to the class on the concept of artistic freedom.

[These and other strategies in this section could be used as the basis for a unit focusing on censorship issues (e.g., protection of youth versus intellectual freedom, conflicting societal beliefs and values), culminating in Freedom to Read Week.]

Suggested Assessment Strategies

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

Pages 20-21: Comprehend and Respond (Critical Analysis)

Prescribed Learning Outcomes

It is expected that students will draw reasoned conclusions from information found in various written, spoken, or visual communications and defend their conclusions rationally.

It is expected that students will:

- analyse the merits of print and electronic communications in relation to given criteria.
- describe ethical issues associated with mass media and electronic communications, including privacy and freedom of information.
- analyse the relationship between the medium and the message.
- demonstrate an appreciation of how their experiences and their membership in communities influence their interpretations of what they read, view, and hear.
- compare and analyse different presentations of the same ideas and issues.

Suggested Instructional Strategies

- Provide students with a collection of editorials, political cartoons, print advertising, letters to the

editor, opinion page commentaries, columns from newspapers, and reports from around the world (e.g., American versus Canadian news, the *south China Morning Post*). Have them work in groups, identifying examples of objectivity, bias, persuasive technique, and false dichotomy. Have each student select one of the examples and rewrite or reproduce it to correct the bias or reflect a different viewpoint.

- As a class, generate a list of universal themes such as war, disease, politics, or morality. Have students work in groups to select a theme and gather representations of that theme in prose, poetry, fiction, non-fiction, video, art, and music. Have groups present their collections to the class. Ask students to write personal reflections on the style of representation that affected them the most emotionally, the style that provided the most information, and the style they found most offensive.

Suggested Assessment Strategies

- To check on students' abilities to compare different presentations of the same information, have each group of three students choose a topical issue, identify five to seven key questions about the topic, and list potential sources of information. Each group member chooses a different medium (e.g., TV, newspapers, World Wide Web, magazines) and locates and summarizes two different articles or other information using the questions the group has developed. The group makes a chart of other representation that compares the information gathered, listing four to five key points learned about information sources, with specific evidence to support each point. Students share their analyses with the class. Look for evidence that they:
 - identified similarities and differences in the presentations;
 - made connections between the various media and the messages presented;
 - accounted for differences in the information they located;
 - considered how the messages were affected by the intended audience and purpose;
 - hypothesized or drew logical conclusions about the relative credibility and objectivity of different sources.
- Work with students to develop criteria to assess assignments in which students analyse media bias. For example, effective work might be characterized by:
 - clear focus on the issue of bias;
 - specific examples of bias;
 - objective and detailed explanation;
 - logical analysis of purpose & potential impact;

- explicit conclusion(s) supported by examples and explanations.

Pages 22-23: Communicate Ideas and Information (Knowledge of Language)

Prescribed Learning Outcomes

It is expected that students will:

- use a variety of communications technologies, including telecommunications hardware and software.
- use appropriate formats and documentation to present information from a variety of sources.
- incorporate electronic research sources into desktop-published work.

Suggested Instructional Strategies

- Have students work as electronic pen pals, sending e-mail messages that contain intentional errors. Have the recipients correct the errors and reply. Discuss the significance of grammatical error in electronic communications when there are no contextual, tonal, or body language clues to clarify meaning.

[The instructional strategies provided do not deal with the prescribed learning outcomes adequately, instead focusing almost entirely on writing skills (e.g., grammar, vocabulary). Referencing Internet sources is but one of the many other skills that would support the learning outcomes.]

Suggested Assessment Strategies

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

Pages 24-25: Communicate Ideas and Information (Composing & Creating)

Prescribed Learning Outcomes

It is expected that students will employ a variety of effective processes and strategies, including the use of electronic technology, to generate, gather, and organize information and ideas.

It is expected that students will:

- develop focussed inquiry questions with specific purposes and audiences in mind;
- use a variety of planning strategies to generate and access ideas;
- locate, access, and select appropriate information from a variety of resources;
- synthesize information & ideas that are appropriate to their purpose, media, and audiences;
- apply various strategies to generate & shape ideas.

Suggested Instructional Strategies

- As a class, brainstorm a set of current issues. Have students explore both sides of a chosen personal issue, using several sources and collaborating with their peers. Have students each develop a research plan for their topic, including three critical questions, proposed research strategies, sources of information, proposed audience, and presentation format. Presentations might take the form of debates, role plays, talk shows, mock trials, speeches, poster series, or TV news reports. Ask students to peer edit before presenting. Guide the class in selecting a review panel of three students to assess and evaluate peer presentations. Have students give reviewers summaries of their issues, lists of questions answered by their research, and lists of areas in which they would like feedback (e.g., quality of writing, credibility of information, persuasive arguments, speaking ability, supportive visuals, organization, clarity).
- Introduce students to the five-paragraph method of expository organization, including the use of thesis statement, transition and conclusion. Have students read models of persuasive essays and point out the features that make them effective (e.g., rhetorical devices). Discuss with the class logical fallacies and bias. Ask student each to identify a topic and write a persuasive essay, applying what they have learned. When they have completed their essays, ask them to discuss the processes they used and what they learned.

[Teacher-librarians can provide a powerful link between the English department and other subject departments in relationship to the five-paragraph essay method. For example, the Social Studies and Science departments usually require students to write brief research-based essays in grades 8 and 9. If the format used is the five-paragraph method of organization, particularly emphasizing the thesis statement, transition and conclusion, as well as utilizing an effective notetaking and referencing system, then senior English students and their teachers can build on what has been taught previously, and can focus on refining argumentative skills.]

Suggested Assessment Strategies

- Collaborate with students to develop criteria for their work on issue inquiries. Criteria might focus on their abilities to:
 - define issues;
 - use critical questions to guide planning;
 - analyse purpose and audience; identify implications;
 - articulate their own knowledge and opinions; identify implications;
 - select appropriate search strategies;

- record relevant and detailed information in usable forms;
- summarize both sides of issues objectively;
- consider audience, purpose and topic in choosing presentation formats.
- When students research and present information, ask them to review and assess their planning and research records. For example, they might rate each of the following components as *useful*, *effective*, *satisfactory*, or *not helpful*.
 - inquiry question(s);
 - statement of purpose;
 - analysis of audience;
 - decisions about format;
 - research strategies and sources;
 - method of organizing and synthesizing information;
 - strategies for monitoring progress and gathering feedback.

Pages 26-27: Communicate Ideas and Information (Improving Communications)

Prescribed Learning Outcomes

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

Suggested Instructional Strategies

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

Suggested Assessment Strategies

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

Pages 28-29: Communicate Ideas and Information (Presenting and Valuing)

Prescribed Learning Outcomes

It is expected that students will:

- create a variety of academic, technical, and personal communications, including multi-genre presentations, articles, formal reports, advertising and persuasive materials, résumés, and research papers.

Suggested Instructional Strategies

[None are noted that are library resource-based in nature. Although “research papers” are mentioned in the prescribed learning outcomes, no research activities are mentioned under either instructional or assessment strategies. Various resources are mentioned, but they are of the type that a teacher could easily provide without teacher-librarian assistance. However, *better* resources could be found in the library collection than most teachers could gather personally. This may be the way to transform the classroom activities described in this section into the research papers mentioned in the

prescribed learning outcomes.]

Suggested Assessment Strategies

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

Pages 30-31: Self and Society (Personal Awareness)

Prescribed Learning Outcomes

It is expected that students will use language to explore thoughts, ideas, feelings, and experiences to prepare for their roles in the world.

It is expected that students will:

- assess their language skills, interests, and attitudes in the light of personal and career plans.
- appraise the language requirements of specific careers or areas of postsecondary study.

Suggested Instructional Strategies

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

Suggested Assessment Strategies

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

Pages 32-33: Self and Society (Working Together)

Prescribed Learning Outcomes

It is expected that students will use language to interact and collaborate with others to explore ideas and to accomplish goals.

It is expected that students will:

- use a variety of resources and technologies when working with others.
- assess the value, limitations, and ethical issues associated with collaborative work.
- develop and use criteria to evaluate group processes and their own roles in and contributions to group processes.

Suggested Instructional Strategies

[None are noted that are library resource-based in nature; however, it seems appropriate for the teacher and teacher-librarian to collaborate to ensure “that students will use a variety of resources and technologies when working with others.”]

Suggested Assessment Strategies

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

Pages 34-35: Self and Society (Building Community)

Prescribed Learning Outcomes

It is expected that students will:

- value and respect the diversity of language and culture in Canadian society.
- demonstrate an appreciation for the role of language in the organization and celebration of special events.

Suggested Instructional Strategies

Language helps create a sense of community. As they examine, share, and celebrate their own and others' uniqueness, students learn to appreciate and respect their similarities and differences.

- Provide students with examples of multicultural literature written by immigrants or Aboriginal authors. Discuss with them the unique and common experiences of people whose lives are described in the literature. Each student chooses one person's experience and explores it in more depth

[A rich and varied multicultural library collection which encompasses the cultural backgrounds of all the students in the school, will support the prescribed learning outcomes and make the collection more relevant to students. The latest BCTLA publication on multicultural resources will be of assistance in developing a worthwhile collection.]

Suggested Assessment Strategies

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

Suggested Instructional Strategies

- Ask students to write individual strategic plans for gathering information using their personal learning strengths.
- Give a lesson on note-taking and questioning techniques. Invite several employers or business people to talk to students about employment prospects, educational prerequisites, and expectations for language skill requirements in their fields. Have students ask questions and take notes, then use their notes and appropriate specialized and technical language to prepare résumés and letters of application for jobs in one of those fields. [Technical dictionaries and books providing sample résumés and application letters are vital supports for this activity.]

Suggested Assessment Strategies

Students demonstrate their strategies when they engage in a wide variety of challenging, reading, viewing, and listening activities for which they choose the approaches and processes to use. Students' abilities to evaluate the success of their approaches are critical to their development as independent, lifelong learners.

- Provide frequent opportunities for students to discuss and assess their strategies for locating and using information from various sources. Their notes and records can be assessed as part of a research project. Work with students to establish criteria such as the following for a checklist or rating scale:
 - search strategy is logical and relevant, and shows awareness of key features of various types of information sources (e.g., electronic databases, library sources, government or private agencies, key informants);
 - notes and records are clear and easy to use, relevant, and at an appropriate level of detail, and include complete and accurate source information.
- Have students work in small groups to brainstorm a list of the most useful reading, viewing, listening, and research strategies they have developed. Each student in the group selects one or two strategies to describe in detail. Students' descriptions should include:
 - short descriptions of how to effectively apply the strategies;
 - examples of when and how they have used the strategies to solve problems or to support them in challenging activities;
 - three to five general applications, purposes, or situations where the strategies can be particularly helpful.Look for evidence that descriptions are clear and logical, examples are detailed and relevant, and

ENGLISH LANGUAGE ARTS 12

[pages 37-59]

Pages 38-39: Comprehend and Respond (Strategies and Skills)

It is expected that students will:

- use and evaluate a wide variety of strategies before, during, and after reading, viewing, and listening for different purposes.
- describe and evaluate a variety of strategies for locating information in print and electronic resources, including mass media
- use efficient strategies for recording, organizing, & storing information that they read, hear, or view.

applications show understanding of the effect of purpose, media, and context.

Pages 40-41: Comprehend and Respond (Comprehension)

Prescribed Learning Outcomes

It is expected that students will:

- paraphrase the main ideas, events, or themes in a variety of sophisticated literary, technical, and informational communications.
- interpret and synthesize information from more than one source to develop and explain positions.
- interpret ambiguities in written, oral, or visual works and support their interpretation with evidence from that work.
- interpret details of, and draw conclusions from, information presented in a variety of specialized and complex print, graphic, and electronic formats.

Suggested Instructional Strategies

To develop well-supported positions, students need direct instruction as well as opportunities to independently analyse, synthesize, and use information.

- Have students research the work of innovative communicators (e.g., Marshall McLuhan, Isadora Duncan, Alfred Steiglitz, Nellie McClung). Ask them to role-play their chosen characters, introducing themselves to the class, describing three pieces of their work, and arguing why they should be remembered.

Suggested Assessment Strategies

- To check on students' abilities to listen or read closely and accurately for information, ask each student to find an informative article of interest from a magazine or zine (on the World Wide Web). Students hand in their articles, along with:
 - one-sentence statements telling what the articles are about;
 - outlines or graphic representations that include all the main topics, along with subtopics or points about each;
 - lists of the articles' effective features and lists of features that could be improved;
 - two questions about the topics that were not answered by the articles.

Pages 42-43: Comprehend and Respond (Engagement and Personal Response)

Prescribed Learning Outcomes

It is expected that students will identify connections between their own ideas, experiences, and knowledge

and a variety of literary and mass media works created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities.

It is expected that students will:

- make connections between their own values, beliefs, and cultures and those reflected in literature and mass media.
- demonstrate a willingness to explore diverse perspectives to develop or modify viewpoints.
- support a position, interpretation, or response by citing specific details, features, and information from what they have read, viewed, or heard.
- demonstrate an appreciation of the power and beauty of language, past and present.

Suggested Instructional Strategies

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

Suggested Assessment Strategies

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

Pages 44-45: Comprehend and Respond (Critical Analysis)

Prescribed Learning Outcomes

It is expected that students will draw reasoned conclusions from information found in written, spoken, or visual communications and defend their conclusions rationally.

It is expected that students will:

- develop criteria for evaluating the accuracy and objectivity of the information found in a variety of print and electronic sources, including mass media.
- analyse, compare and critique different presentations of the same ideas, information, or issues.
- assess the accuracy and balance of news and information presented in print and other media
- describe potential sources of bias.

Suggested Instructional Strategies

- Invite students to identify and explore issues of racism as expressed in a variety of literary works.
- Describe the role of an editorial board that makes selections for inclusion in an anthology. Develop with students a set of criteria to select print and electronic media from the school and community libraries for an anthology on a theme of current interest.

Suggested Assessment Strategies

- To check on students' abilities to assess and compare various sources, assign an independent media project

in which each student:

- chooses a topical and controversial issue;
- outlines criteria that would characterize accurate and objective coverage of the issue;
- identifies three or four specific media sources and predicts the position each will offer;
- locates and summarizes the presentation in each source;
- analyses the extent to which coverage in each source meets the criteria for accuracy and objectivity;
- draws conclusions and makes generalizations about relative worth of each source.

Pages 46-47: Communicate Ideas and Information (Knowledge of Language)

Prescribed Learning Outcomes

It is expected that students will:

- use a variety of communications technologies, including telecommunications hardware and software.
- evaluate the conventions of language used in a variety of literary and non-literary forms.

Suggested Instructional Strategies

- Have students select an article from a newspaper and suggest three key words they would use to locate the article if they were searching on the Internet.
- Suggest that students each research a topic using several technologies, such as the Internet, CD-ROM, and other appropriate databases. Invite them to report to the class on the features, problems, and benefits of each source.

Suggested Assessment Strategies

- As part of the requirements for writing portfolios or other collections, specify that students include evidence of work with a variety of communications technologies that are available to them and relevant to their interests and assignment.

[Given the fact that many students have neither regular classroom nor home access to communications technologies, it is important that the library resource centre becomes the place where access to these technologies is provided for them. Connections to the public library and the access it provides out of school hours should also be stressed.]

Pages 48-49: Communicate Ideas and Information (Composing and Creating)

Prescribed Learning Outcomes

It is expected that students will employ a variety of

effective processes and strategies, including the use of electronic technology, to generate, gather, and organize information.

It is expected that students will:

- use a variety of resources to locate, access, evaluate, and select relevant information for specific presentations.
- select, synthesize, organize, and document information that is appropriate for particular purposes, modes of presentation, and audiences.

Suggested Instructional Strategies

[None are noted that are library resource-based in nature, although it is suggested that students conduct primary research through designing and conducting surveys, and interviewing.]

Suggested Assessment Strategies

Students can demonstrate these learning outcomes through independent communication projects on topics of their choice. Most students will need some structure and support; however, the more open-ended their assignments are in terms of topic, purpose, audience, and form, the more information students will reveal about their strategies for composing and creating.

- To assess the processes students use to develop their presentations about use of space in schools, consider the extent to which they are able to:
 - define issues and related questions;
 - use one or more planning tools effectively;
 - explicitly assess their current knowledge and potential sources of information;
 - select appropriate sources and efficient means of accessing information;
 - design appropriate search strategies or data collection instruments;
 - record the information in usable forms;
 - consider audience appeal, nature of the information, and purpose in choosing presentation formats.

Pages 50-51: Communicate Ideas and Information (Improving Communications)

Prescribed Learning Outcomes

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

Suggested Instructional Strategies

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

Suggested Assessment Strategies

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

**Pages 52-53: Communicate Ideas and Information
(Presenting and Valuing)**

Prescribed Learning Outcomes

It is expected that students will:

- demonstrate pride and satisfaction in using language to create and express thoughts, ideas, and feelings in a variety of written, oral, visual, and electronic forms.

Suggested Instructional Strategies

- Discuss with students criteria for a good research project, including oral, written, and visual components that demonstrate creativity and critical thought.

Suggested Assessment Strategies

- When students develop presentations on community issues, some criteria will be specific to particular aspects of their presentations; others can be applied to all components. Criteria might include:
 - purpose is clear; focus on topic is sustained;
 - shows awareness and consideration of audience;
 - information is relevant, accurate, and detailed;
 - information from secondary sources is appropriately integrated and documented.

**Pages 54-55: Self and Society
(Personal Awareness)**

Prescribed Learning Outcomes

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

Suggested Instructional Strategies

- As students research careers of their choice, ask them to collect information from a wide range of sources, including telecommunications networks. Suggest they find information on educational prerequisites and expenses, course requirements, employment prospects, and expected salary ranges. Have students present their information to the class.

Suggested Assessment Strategies

- When students research and analyse the role of language and communication in postsecondary study, work, and personal activities they are interested in, look for evidence that they:
 - explored a variety of sources including people who are currently involved in their field of interest;
 - made connections between what they found out and what they know about themselves;
 - arrived at logical conclusions or generalizations.

**Pages 56-57: Self and Society
(Working Together)**

Prescribed Learning Outcomes

Suggested Instructional Strategies

It is expected that students will:

- apply a variety of strategies including formal decision-making techniques and consensus-building skills to solve problems and achieve group goals.
- use a variety of resources and technologies when working with others.

Suggested Instructional Strategies

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

Suggested Assessment Strategies

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

**Pages 58-59: Self and Society
(Building Community)**

Prescribed Learning Outcomes

It is expected that students will:

- interact purposefully, confidently, and ethically in a variety of interpersonal and electronic school, community, and career-related contexts.
- demonstrate a willingness to present, seek out, and consider diverse, contrary, or innovative views.

Suggested Instructional Strategies

- Explain to students how the use of interviews, personal recollections, and literary materials can add richness to the content of a report. Then have them prepare reports on the contributions of particular cultures to Canada.
- Work with students to help them identify defining qualities of their families or cultures. Ask them each to gather two articles from magazines, newspapers, or the Internet or two clips for radio or TV that accurately reflect those qualities and two that misrepresent them. Have students make a Fact or Fabrication bulletin board displaying these articles or images to help people challenge some stereo-types about cultural differences.

Suggested Assessment Strategies

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

TECHNICAL & PROFESSIONAL COMMUNICATIONS 12

[pages 61-88]

Pages 62-63: Reading, Listening and Viewing (Comprehension)

Prescribed Learning Outcomes

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

Suggested Instructional Strategies

- Ask students to use articles or current textbooks to:
 - identify a set number of key words or phrases for each paragraph;
 - select those that might be used to create an index;
 - identify words that link one paragraph to the next;
 - produce outlines, working backward from final products.

Relate this exercise to reading strategies such as previewing (scanning), predicting, reviewing, reflecting. Discuss with the class how the format of technical and professional materials facilitates the use of these strategies. Ask students to use these strategies using timed challenges. (e.g., “Note the five most important points in this article within two minutes”; “Who can be first to locate a specified piece of information in this resource?”)

- Provide current and authentic samples of graphs (e.g., pie charts, bar graphs, line graphs) with limited textual information (captions). Have students each produce two paragraphs or a one-minute verbal presentation describing information presented on each graphic.

Suggested Assessment Strategies

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

Pages 64-65: Reading, Listening and Viewing (Critical Analysis)

Prescribed Learning Outcomes

It is expected that students will:

- assess the reliability, currency, and objectivity of secondary source material.
- apply information from different sources in innovative ways.
- evaluate the effectiveness of their own and other technical and professional presentations using criteria that include the following:

- plain language (degree to which language is simple, concise, accessible, and free of ambiguity);
- coherence and organization;
- consistency in the application of usage conventions;
- relevance to argument of supporting evidence and examples;
- appropriateness to intended purpose and audience;
- attention to detail.

Suggested Instructional Strategies

- Have students isolate the bibliographies from recently completed research projects for other courses and rank the bibliography materials according to importance for their projects. For each entry, ask them to explain why they used the source, how useful it was, and what problems they identified in it. Follow by discussing with the class sources of error in research.
- To highlight the importance of the currency of information, invite students to compare older and newer publications in a rapidly changing field (e.g., computers, genetics). Students could also compare the projections and forecasts of ten-year-old technical reports (e.g., on economic trends) with knowledge of what actually happened.
- Ask students to critique sales pitches from various sources (e.g., print, video, personal presentations), focussing on use of manipulative language. Suggest they consider advertisements, political pronouncements, and opinion pieces.
- Invite students to obtain informational materials on controversial topics (e.g., clearcut logging, land use, immigration, funding for women’s resource centres) published by groups with particular view-points. Have students in groups:
 - review the materials and identify the view-points;
 - identify five main factual claims made in the materials of each group;
 - describe steps they could take to assess the reliability and credibility of each claim.
- Suggest that in assessing claims, students consider questions such as:
 - Who conducted or sponsored the supporting research?
 - Was a reliable methodology used to conduct the research?
- Have the class brainstorm criteria for assessing the effectiveness of technical & professional communications, then design a critique form for future use.

Suggested Assessment Strategies

- When students analyse sales pitches, look at their abilities to identify, analyse, and provide examples of strategies such as:
 - generalizations or over generalizations;
 - unsupported claims;
 - emotionally appealing language and images;
 - irrelevant or logically unrelated statements, images (e.g., links to trendy topics that are unconnected to the product);
 - exaggerations;
 - significant omissions;
 - straw-man arguments or card stacking;
 - bogus scientific claims or misleading use of statistics;
 - transfer (including use of celebrities or authorities from other fields).
- Ask students to develop personal screening devices they can use to analyse some of the persuaders they encounter. For example, they might devise check-lists of manipulative devices to watch for and draw up short lists of questions. (e.g., Who is sending this message? What do they want me to think or do? What values are they portraying? What techniques are they using to appeal to me? Why should or shouldn't I believe them? How does this fit with what I already know and believe?) Have them use and report on the effectiveness of their screening devices. Look for evidence that they are aware of some of the elements of manipulative language and able to apply their knowledge in a variety of situations.

[*Adbusters Quarterly* would be a useful resource for both teachers and students in both of the above processes.]

Pages 66-67: Reading, Listening and Viewing (Research I)

Prescribed Learning Outcomes

It is expected that students will:

- independently develop focussed inquiry questions relating to particular topics or issues, with reference to purpose and audience.
- employ a variety of research tools and resources including:
 - Internet search engines, electronic bulletin boards, information sites, and on-line services;
 - library cataloguing systems;
 - experts.
- independently compile, with reference to particular purposes, information and ideas from a wide variety of secondary sources, including:
 - print;
 - film or video;
 - computer-based and on-line.

Suggested Instructional Strategies

[ALL of the suggested strategies in this section ARE library resource-based in nature.]

Suggested Assessment Strategies

[ALL of the suggested strategies in this section ARE library resource-based in nature.]

Pages 68-69: Reading, Listening and Viewing (Research II)

Prescribed Learning Outcomes

It is expected that students will:

- determine when original research may be needed and devise strategies to conduct it;
- gather, analyse, organize, and make effective use of primary source information with reference to purpose and intended audience;
- select and use systematic print and electronic methods to compile and store information and ideas.

Suggested Instructional Strategies

- Challenge students to create needs inventories to plan for a community centre that will serve the wants and needs of the diverse cultural groups in the local community. Emphasize the need for primary source information (e.g., eliciting actual community views). Have students identify other situations in which primary source information may be required (e.g., writing the oral history of a local First Nations people to further land-claim negotiations).
- Have the class brainstorm strategies for conducting original research (e.g., participant observation, interviews, polling, controlled experiments, field work data, field notes).

Suggested Assessment Strategies

- To check on students' awareness of when primary research is required, have individuals or pairs of students each propose a research issue or inquiry question for a quiz. Have their classmates record:
 - whether original research is needed or secondary sources are appropriate;
 - examples of appropriate techniques (if original) or sources (if secondary).

Pages 70-71: Writing, Representing, and Speaking (Products & Presentation I)

Prescribed Learning Outcomes

It is expected that students will:

- create effective technical and professional communications products including:
 - reports (proposals, original research reports,

- secondary research reports, problem-solving reports, investigative reports, laboratory reports, progress reports);
- correspondence (applications, memos, letters, résumés);
- instructions;
- summaries;
- descriptions.
- employ visual representation (forms of expression other than writing or speaking) to create or enhance communication output.

Suggested Instructional Strategies

- Group students and assign a simulation project in which each student is expected to assume a role of responsibility and fulfill specified tasks that include completing relevant professional communication products to deadline. Project topics could include:
 - preparing a proposal to government to build a bridge between Vancouver Island and the mainland (sample products: technical appraisal, financial plan, flow chart of development process, marketing materials, concept visuals);
 - selling a technology or service to a developing nation (requiring students to consider the ethics involved);
 - preparing a proposal to school trustees and administrators to develop a Student Centre.
- Have students select a controversial issue and each adopt a categorical position on one side. Discuss with the class techniques of presenting to a hostile audience. Ask students to represent their positions in a “bear pit” session, using visual representation for a variety of functions (e.g., get audience attention, present data, illustrate points).

Suggested Assessment Strategies

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

Pages 72-73: Writing, Representing, and Speaking (Products & Presentation II)

Prescribed Learning Outcomes

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

Suggested Instructional Strategies

- Invite students to present verbal proposals with supporting documents and visuals for one of the following:
 - purchasing a car (present to parents and financial institution);

- establishing a new community park (present to city council, newspapers, public).
Ask students to determine success criteria, prepare supporting documents, outline the process, and complete the presentations. Discuss with the class the ethics of persuasive presentation.
- Set culturally varied purposes and audiences for students’ technical and professional communications projects. (e.g., Have students prepare technical materials marketing Canadian log homes in Japan; Observe First Nations protocols in presenting a proposal to a band council on developing a recreation centre.)
- Suggest that students work in groups to research interpersonal introductions in various cultures and then role-play examples.

Suggested Assessment Strategies

- Provide students with criteria and rating systems for oral presentations. The criteria will change slightly depending upon purpose and situation; however, most effective oral presentations share these features:
 - clearly spoken; easy to hear and understand
 - key points clearly stated;
 - support for each key point logically developed through specific, relevant details, examples, and explanations (including visuals);
 - focussed; all material, including visuals, relevant to key points;
 - conclude with concise, effective summaries of key points;
 - language appropriate to audience, purpose, and situation.

Pages 74-75: Writing, Representing, and Speaking (Planning)

Prescribed Learning Outcomes

It is expected that students will:

- identify, describe, and independently apply as appropriate a range of strategies for organizing information

Suggested Instructional Strategies

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

Suggested Assessment Strategies

- Have students design planning processes they can use for a wide variety of communications. Encourage them to consider their personal learning styles and preferences, as well as the strategies that will result in some of the key elements of effective planning, such as:

- definition of the message, audience, and purpose;
- audience analysis (prior knowledge, needs, preferences);
- identification of potential problems or barriers;
- brainstorming or other methods of generating initial ideas;
- planning strategies (including research plans where appropriate);
- organized and usable records of information and ideas.

Pages 76-77: Writing, Representing, and Speaking (Drafting)

Prescribed Learning Outcomes

It is expected that students will:

- use appropriate conventions accurately and consistently to document sources.
- demonstrate a commitment to ethical use of information and language.

Suggested Instructional Strategies

- Set up a Gallery Walk to introduce appropriate documentation. At each station provide examples of a single form of technical communication (e.g., posters, films, reports, research papers, product instruction manuals). Invite students to circulate the gallery, identifying examples of “using someone else’s work.” Have them share results with partners and develop sets of generalized rules for citing sources. Discuss as a class various documentation conventions (e.g., APA, MLA, CP), indicating fields in which each applies.
- Have each student obtain information (e.g., opinions) from five different community members on a controversial topic. Suggest that before conducting the interviews, students develop and use release forms. Ask students to summarize each person’s information and then verify its accuracy. Discuss with them the importance of avoiding plagiarism, fabrication of facts, deliberate misrepresentation, & subliminal manipulation. ...students could research and report on one of these unethical activities, including definitions, samples, and consequences.

Suggested Assessment Strategies

- Ask students to compile examples of their own work that illustrate their use of appropriate documentation conventions and their commitment to ethical use of information and language (e.g., instances where they have and have not attributed information to specific sources; various forms of acknowledgments, footnotes, endnotes, reference lists, copyright releases). Have them annotate each example to explain why it

has been included. Look for accuracy and consistency in the way students apply conventions and for a clear understanding of the legal and ethical issues involved in drawing on others’ work, ideas, and language.

Pages 78-79: Writing, Representing, and Speaking (Revising & Editing)

Prescribed Learning Outcomes

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

Suggested Instructional Strategies

- Operate a classroom news desk. Suggest that students research and report on information on developments in technical and professional fields (e.g., business, science, mining, environment, law). Have them present the results using various media, for audiences both inside & outside the classroom.

Suggested Assessment Strategies

- Collaborate with students to develop classroom standards they can use to guide their editing and revision. These can be posted in the classroom, along with examples from a wide variety of presentations. Standards might include:
 - organization; use of text features (visuals);
 - documentation follows a recognized style standard.

Pages 80-81: Communication and Collaboration (Nature of Language)

Prescribed Learning Outcomes

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

Suggested Instructional Strategies

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

Suggested Assessment Strategies

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

Pages 82-83: Communication and Collaboration (Process and Systems I)

Prescribed Learning Outcomes

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

Suggested Instructional Strategies

- Give each of several groups of students an excerpt from a different technical source (e.g., *Consumer's Guide*, *Popular Mechanics*, *Scientific American*, a VCR manual, Macaulay's *The Way Things Work*). Instruct each group to produce an outline of its piece, conduct a MAP analysis, and describe its characteristics, with reference to introduction, conclusion, sentence and paragraph length, diction, transition words, number of technical words, number of polysyllabic words, headings, use of evidence and visuals, citation of sources, and economy of language. Have students identify, in jigsaw fashion, characteristics common to all or most examples and compare these features with those of short stories or professional sales materials.

Suggested Assessment Strategies

- As students work with excerpts from different technical sources, assess the extent to which they are able to make generalizations about the nature and characteristics of technical and professional communications. For example:
 - clear sense of purpose (often practical) and audience;
 - factual information (e.g., derived from primary or secondary source research);
 - organized to allow for selective, easy, and rapid access to information;
 - plain language (accessible, concise, & simple);
 - clear; avoids ambiguity.

Pages 84-85: Communication and Collaboration

(Process and Systems II)

Prescribed Learning Outcomes

It is expected that students will:

- identify the technical and professional communications needs of fields and industries related to their career interests.
- explain the legal, practical, and ethical importance of source documentation.

Suggested Instructional Strategies

- Ask students to compare three different electronic encyclopedias using one search word. They should:
 - identify the features of each;
 - list the advantages and disadvantages of each;
 - recommend which would be the best research tool for given projects.

Use the same process to have students examine and compare other communications technologies.

Suggested Assessment Strategies

- When students are preparing documents, ask them to explain the reasons for documenting sources. Look for evidence that they understand legal issues such as copyright and attribution, ethical considerations such as assistance to other researchers and recognition of contributions of others, and practical reasons, such as establishing credibility & ensuring that sources can be identified for further work.
- As students inquire into the communications needs of various fields, have them work in groups to develop and use forms for recording relevant information. Provide feedback about the accuracy and thoroughness of their records in terms of:
 - range and types of communication;
 - use of communications technologies;
 - relative importance of types of communication;
 - most frequent purposes and audiences;
 - special features of communication that are unique to the fields.
- When students are planning specific projects or communications, have them include analyses of the potential contributions of various communications technologies and media. In some cases, they might make charts comparing strengths and limitations of two or more options they are considering. Look for evidence that they understand specific features and applications, make informed analyses & comparisons, and draw logical conclusions.

Pages 86-87: Communication and Collaboration (Working with Others)

Prescribed Learning Outcomes

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

Suggested Instructional Strategies

- Ask students to research the meaning & etymology of the word etiquette. Ask them to locate or generate an example of each of the following: social etiquette, workplace etiquette, and inter-national etiquette.
- Have students, working in groups, identify etiquette conventions, what one must know to follow them, and possible consequences of not following them, for each of the following situations:
 - writing a letter;
 - making a phone call;
 - using e-mail or the Internet (e.g., "netiquette");
 - participating in a meeting or listening to a speaker.

Suggested Assessment Strategies

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

APPENDICES (pages A-1 to E-4)

Appendix A:

Prescribed Learning Outcomes (pages A-1 to A-17)

Tables of all the LOs included in the three courses covered in this curriculum package:

English 11 (pages A-3 to A-7)

English 12 (pages A-8 to A-12)

Technical and Professional Communications 12
(pages A-13 to A-17)

Very useful as an overview, particularly for a quick understanding of the directions established for the new curriculum, TPC 12.

Appendix B:

Learning Resources (pages B-1 to B-104)

The introduction to this section suggests that resources in the school and district be checked before purchases are made (p. B-6) and that a school re-source committee to select learning resources should "Identify a resource co-ordinator (for example, a teacher-librarian)" (p. B-7). Most of Appendix B is composed of an extensive annotated, alphabetical listing of resources recommended by the Ministry of Education. Many annotations include references to the relevant curriculum organizers, while all include indications of applicable grade level. Many of the resources in Appendix B are suitable library acquisitions, particularly if learning resources funds are provided for their purchase. Collaboration with the English Department is suggested as a means of developing a joint approach to curriculum implementation and an effective resource system. Teacher-librarians will also find that checking the "Recommended Learning Resources" columns in the Curriculum sections of the document (pp. 13-93) will trigger ideas about exemplary materials which might be used, but are missing from this document.

Appendix C:

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

Discusses the following areas as they apply to English 11, English 12, and Technical and Professional Communications 12.

Applied Focus in Curriculum,
Career Development,
English as a Second Language,
Environment and Sustainability,
Aboriginal Studies,
Gender Equity,
Information Technology,
Media Education;

Multiculturalism and Anti-Racism,
Science-Technology-Society, and
Special Needs.

The section on Aboriginal Studies relates to the work of the teacher-librarian, since it recommends the analysis of "portrayals and images of First Nations peoples in various works of literature" (p. C-8). Securing literature written by First Nations writers and sharing it with English teachers, and bringing in these authors to speak to students, will both support this aspect of curriculum. In addition, the section on Media Education is worth looking at, for the English curricula examined in this article focuses quite strongly on the importance of media in our culture.

Appendix D:

Assessment and Evaluation (pages D-1 to D-46)

Includes an 11 step process for criterion-referenced evaluation, as well as six excellent evaluation unit descriptions, each providing several sample evaluation tools.

In each of the following descriptions, there is a strong emphasis on joint development of evaluation tools by the teacher and the students; however, it is likely that strong leadership by the teacher would be necessary to achieve the level of sophistication shown in many of the sample tools. A very significant stress is placed upon students being aware, before they begin working, of all of the criteria that are to be met.

- English 11: Short Stories — How We View Our World and Portray Ourselves (D-10) — Students and teacher jointly establish criteria & rating scales for evaluation of a response journal, personal perspective article, small-group discussion, & seminar.
- English 11: Novels and Film — Independent Reading & Viewing (D-18) — Students & teacher use agreed upon criteria & rating scales to evaluate a movie review, book jacket design, comprehension and response in a small-group discussion.
- English 12: Writers' Workshop — Students' mini lessons and writing portfolios are rated by peers and teacher using the same rating scale and agreed upon criteria.
- English 12: Poetry — Criterion referenced rating scales are included for: 1) a poetry anthology, 2) central word connections, theme collage and three-colour cluster, and 3) oral interpretation of a poem.
- Technical & Professional Communications 12: Technical Reports and Articles — A group project is evaluated with both teacher and peer assessment, followed by self-assessment by each student. Tools included are for: 1) executive summary, 2) recom-

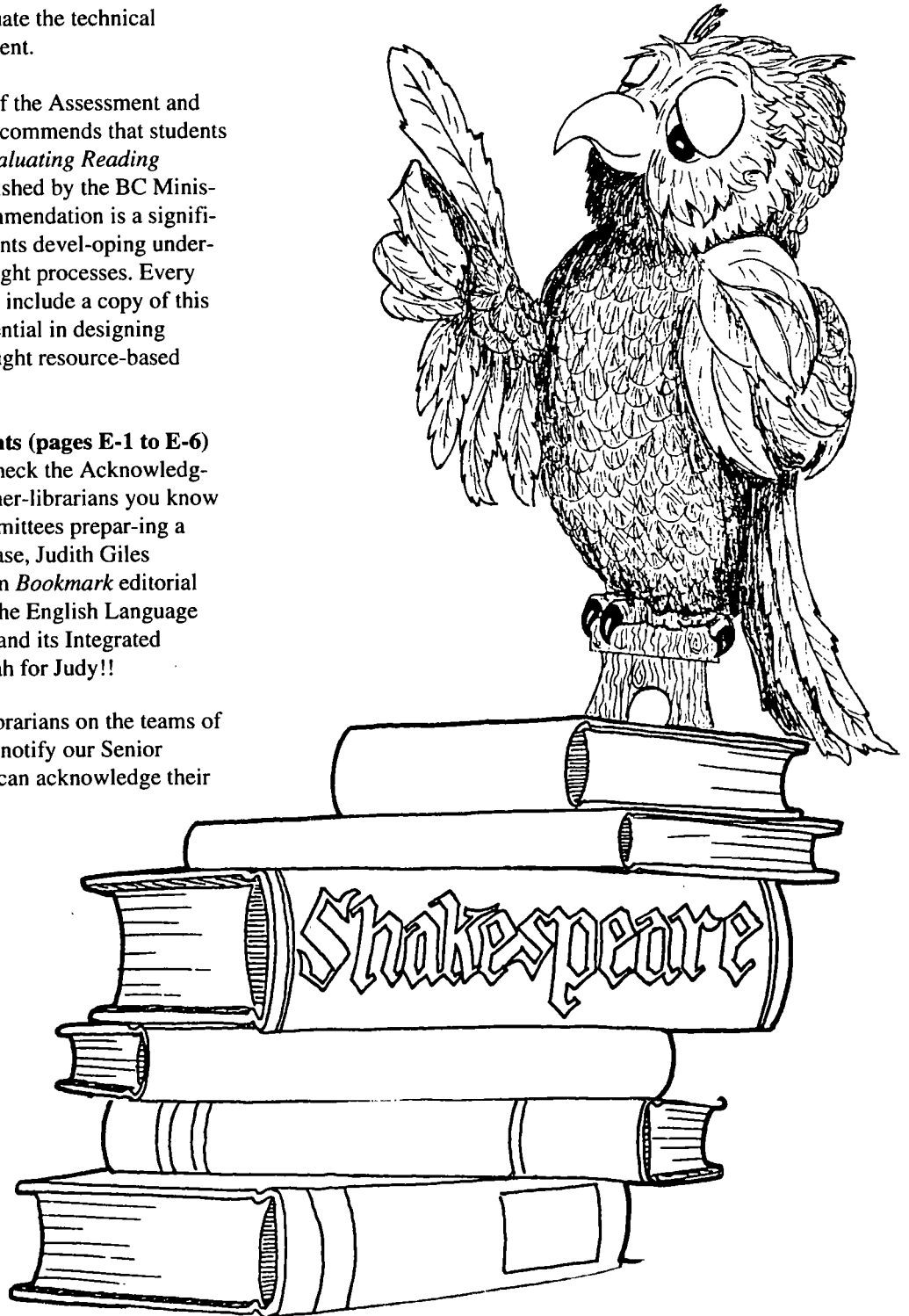
- mendations for improving a report or article, and 3) self-assessment.
- Technical & Professional Communications 12: Instructions and Manuals — Groups of students use a criterion-referenced rating scale to evaluate other groups' rewritten instructions; the teacher uses criteria to examine teamwork within the groups; both teacher and individual students use the same criterion referenced rating tool to evaluate the technical manual developed by the student.

NOTE: One interesting aspect of the Assessment and Evaluation section is that it recommends that students peruse specific sections in *Evaluating Reading Across the Curriculum* (published by the BC Ministry of Education). This recommendation is a significant movement towards students developing understanding about their own thought processes. Every library resource centre should include a copy of this document since it will be essential in designing cooperatively planned and taught resource-based units of study.

Appendix E: Acknowledgments (pages E-1 to E-6)

It is always interesting to check the Acknowledgments section to see if any teacher-librarians you know have served on the various committees preparing a curriculum document. In this case, Judith Giles (SD#43, Coquitlam), a long term *Bookmark* editorial board member, served on both the English Language Arts Learning Outcomes Team and its Integrated Resource Package Team. Hurrah for Judy!!

If there are other teacher-librarians on the teams of any curriculum revision, please notify our Senior Editor, Jim Holgate, so that we can acknowledge their efforts as well.



ATLC LOCAL ANNUAL AWARDS PROGRAM

by ANGELA THACKER, Executive Director, Association for Teacher-Librarianship in Canada

The ATLC Local Annual Awards Program recognizes those teacher-librarians who are making an outstanding contribution at the local level. This year, the focus will be on Advocacy.

Each participating local teacher-librarians' group will be responsible for the selection of its own Award recipient, using criteria developed by the ATLC Board, and for writing a short citation outlining the activities for which the winner is receiving the Award.

The Awards will take the form of a certificate and the citation, signed by the ATLC President. In addition, some local groups may wish to arrange with a local supplier for the donation of a gift certificate or a gift in kind to be given to the winner.

The criteria for the 1997-98 ATLC Local Annual Award are:

1. The recipient must be a teacher-librarian currently working in a school.
2. The Award is to be made to someone whose outstanding contribution is in one of the facets of Advocacy.

THE WINNERS OF THE 1997-98 AWARDS

The Association for Teacher-Librarianship in Canada (ATLC) is proud to announce the following winners of the 1997-98 ATLC Local Awards, which this year are for Advocacy:

1. On behalf of the Vancouver Teacher-Librarians' Association, Pat Parungao (*parungao@istar.ca*) has nominated the following teacher-librarians as being worthy recipients of ATLC Local Awards for Advocacy:

JACK ALLEN, TEACHER-LIBRARIAN

Windermere Secondary School, Vancouver, BC.
(*jallen@vsb.bc.ca*)

Jack is an active advocate for teacher-librarians, especially during times of threats to library programs,

budget and support. He called for and collected submissions and documentation from Vancouver elementary and secondary teacher-librarians and presented these, to our Premier, our Minister of Education, and the opposition's shadow Minister of Education. Jack has also made presentations to the Vancouver School Board. Especially dramatic was his "Teacher-Librarian on Life Support" presentation when he dressed in costume, complete with a white painted face and linked himself by cord to an empty paperback spinner as his intravenous life support. Jack's article to support retention of staff assistants was published in the Vancouver Sun newspaper. Jack conducts many workshops, e.g., for University of British Columbia students, as well as for private and public school professional development days.

GWEN BLUNT, TEACHER-LIBRARIAN

Sir Winston Churchill Secondary School,
Vancouver, BC (*gblunt@vsb.bc.ca*)

Gwen has been a Vancouver Secondary Teachers' Association Staff Representative for the past 14 or 15 years. In this capacity she attends District Council meetings once a month and always lobbies for teacher-librarians when she has the opportunity. Gwen is a source of information, strength and constant support for teacher-librarians at teacher-librarian meetings and on an individual basis and often speaks to/for us when others don't or won't. She has made several presentations to the Vancouver School Trustees on our behalf.

J'ANNE GREENWOOD, TEACHER-LIBRARIAN

Tecumseh Elementary School, Vancouver, BC

J'Anne is the current chairperson for the Vancouver Advocacy Committee and has been an active and outspoken advocate for many years. This year she has applied numerous ideas from ATLC's Advocacy Kit and has organized advocacy outreach to many stakeholder groups. J'Anne is very determined to

advocate for teacher-librarians and has spoken with trustees as well as having trustees visit her school. Advocating for school libraries, J'Anne's photo was recently on the front page of The Province newspaper. J'Anne clearly sees the connection between learning and the library resource centre and advocates for this in an active way.

MARY LOCKE, TEACHER-LIBRARIAN

Nootka Elementary School, Vancouver, BC
(locke-norton@mindlink.bc.ca)

Mary is the current president of the Vancouver Teacher-Librarians' Association (VTLA) and has been a member of the VTLA executive for the past five years. She has been actively involved in the Advocacy Committee during her career as a teacher-librarian. She has often collected, copied and distributed key and time-sensitive information to teacher-librarians in the district to keep them informed about advocacy issues and to ask for support. Mary is particularly proud of reaching out to parents and in getting parents to speak in support of library resource centres at Vancouver School Board meetings.

DEBRA SIMMONS, TEACHER-LIBRARIAN

Sir Charles Tupper Secondary School, Vancouver, BC
(simmons@unixg.ubc.ca)

Debra has made an incredible contribution to the field of teacher-librarianship. It would be especially suitable for her to receive this recognition since she will retire from teaching this June, 1998. Debra is and has been aware of current research, to which she has made several contributions. Her articles have been published in *Emergency Librarian*, *The Bookmark*, *The Courier* (a local newspaper) and other publications. Debra's article was the front-page feature in the November/December 1997 issue of *Teacher: News Magazine* of the BC Teachers' Federation, which focused on library resource centres. Debra has often been a spokesperson for Vancouver teacher-librarians, standing up on our behalf at Vancouver School Board meetings, especially when she was the president of our local association. She is on the Vancouver School Board Library Advisory Committee.

2. On behalf of the Executive of the Surrey Chapter of British Columbia Teacher-Librarians' Association, Treasurer, Mercedes Smith (mercsmit@axionet.com) submitted the name of the following teacher-librarian as the Association's unanimous choice to be a recipient of the ATLC Local Award for Advocacy:

JUDITH COFFIN, TEACHER-LIBRARIAN

Elgin Park Secondary School, Surrey, BC
(library@epsrv1.dnet.sd36.surrey.bc.ca)

Judith has been an advocate for school libraries throughout her career in the Surrey School District. She has chaired a committee that made a presentation to the School Board to inform them of the detrimental effects of slashing library budgets. She mobilized teacher-librarians to protest the Board's move to have teacher-librarians provide preparation time for K-4 teachers, which involved presenting the Board with results of a survey of elementary teachers and PAC groups. Judith also invited School Board members to a school for a dinner meeting at which several colleagues demonstrated lessons that had been cooperatively planned with teachers. In addition, she chaired the committee that created a kit of advocacy materials all teacher-librarians could use to make presentations to their administration and parent groups. In between all her other activities, Judith developed a series of newspaper advertisements informing the public of some of the budget cuts suffered by school libraries recently and of the importance of having libraries staffed with teacher-librarians, which the local bargaining committee will submit to local papers. Judith has been instrumental in getting the message out to the public and senior management. Many times, when we as a group were feeling "burnt out", it has been Judith's creative energy and enthusiasm that have inspired us to continue.

If you would like further information, please contact:

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RESOURCE-BASED LEARNING CONNECTIONS TO THE LANGUAGE ARTS IRP

by **NANCY GELIN**, teacher-librarian, Lynn Valley Elementary School, **MAUREEN GALBRAITH**, teacher-librarian, Queen Mary Elementary School, and **BARBARA SMITH**, teacher-librarian, Larson Elementary School, SD#44 (North Vancouver).

The following analysis of the English Language Arts K to 7 Integrated Resource Package (BC Ministry of Education, 1996) takes a different approach from recent articles in *The Bookmark* in which the new IRPs were analyzed. Since the Language Arts IRP has so many prescribed learning outcomes which relate directly to library resource centre programs, the contributors of this article chose not to identify each one. Instead we have done a more global approach. Our intended audience is not the teacher-librarian, but classroom teachers and administrators who might ask, "What can the teacher-librarian and the library resource centre program do to support implementation of this IRP?"

Essential to library resource centre programs is commitment on the part of all teachers and administrators to the following concepts:

- resource-based teaching and learning
- cooperative program planning and teaching
- flexible scheduling in the library resource centre

When library resource centre programs are supported in these ways, exemplary practice can be implemented.

We wish to thank Audrey Hobbs, assistant superintendent in SD#44, for making funding available for release time to work on this analysis.

I THE TEACHER-LIBRARIAN AND THE LANGUAGE ARTS IRP

Many districts and schools have a set of skills and concepts which are considered as priorities for library resource centre programs. These are usually referred to as a research and study skills scope and sequence. Such listings vary in their emphases, but increasingly incorporate skills and concepts related to electronic information. The teacher-librarian can locate and select appropriate electronic resources, whether on-line or by purchase, and can involve and assist staff and students in evaluation and use of these and other resources.

Research and study skills which appear throughout

the Language Arts IRP are:

- Selection, evaluation and use of electronic information
- Research process: locating sources, using sources, and, in intermediate grades, scanning, skimming, note taking, and preparation of bibliographies.
- Use of reference tools such as dictionaries and thesauruses
- Reading for a purpose: key ideas, reading for detail, answering questions, sequence, comparison, outline, summarizing.
- Story elements: characters, setting, main ideas, theme (where, when, who, what, why)
- Literature: enjoyment and choices, genres, identification and knowledge of authors.

The IRP uses three curriculum organizers. They are listed below with some suggestions as to how the teacher-librarian's role might intersect with them.

COMPREHEND AND RESPOND

The teacher-librarian will be directly involved with many of the learning outcomes in this section. She will be less involved with learning outcomes that relate to decoding, developing fluency, structural analysis of words, and extended personal responses to reading. Some of the learning activities are excluded only because of time constraints, but might be included in a cooperatively planned and taught unit of work in the library resource centre.

Comprehend and Respond (Strategies and Skills)

Through literature appreciation activities and research projects, the teacher-librarian helps students develop skills and strategies to use in reading, viewing and listening. Some examples of skills might be use of dictionary, electronic media, and purpose of parts of a book. Some comprehension strategies the teacher-librarian might teach and reinforce would be questioning, predicting, summarizing, inferring, skimming, and use of graphic organizers.

Comprehend and Respond (Comprehension)

The teacher-librarian assists students in understanding written and oral communication. Skills would include: recognizing elements of a story, making charts, webs and illustrations, note taking, and critical thinking.

Comprehend and Respond (Engagement and Personal Response)

These learning outcomes would be supported by the library resource centre which provides local, provincial, national and international resources. As well, library resource centre programs would be actively engaged in providing opportunities for students to share preferences and recommendations for books and other media.

Comprehend and Respond (Critical Analysis)

Central to this group of prescribed learning outcomes is the research process and critical thinking. Examples of skills would be recognizing elements of various genres, critically evaluating resources (print, non-print, and electronic), and compare and contrast information and resource materials.

COMMUNICATE IDEAS AND INFORMATION

The learning outcomes grouped under "Composing and Creating", "Improving Communications", and "Presenting and Valuing" are central to the library resource centre program. These would be included in research report writing projects. But the learning outcomes of "Knowledge of Language", including spelling, standards of punctuation, and grammar, etc. would be dealt with by the teacher-librarian as a minor part of a unit of work involving the writing process.

Communicate Ideas and Information (Knowledge of Language)

Teacher-librarians, through story time, would help children develop understanding of conventions of language. Later, they would be involved in developing skill in editing and proofreading written work as part of research projects or cooperative units.

Communicate Ideas and Information (Composing and Creating)

These learning outcomes are central to the research and reporting process, which involves generating,

gathering, and organizing information and ideas. The use of electronic information is increasing in library resource centres. Teacher-librarians help students develop critical thinking skills, for example they will set criteria to make good choices, in view of the intended audience or purpose.

Communicate Ideas and Information (Improving Communications)

The research process requires that students use editing strategies. The teacher-librarian will assist students in revising their work to meet teacher, class-generated, or personal criteria.

Communicate Ideas and Information (Presenting and Valuing)

The teacher-librarian will encourage a variety of forms of presentation, including oral, dramatic, graphic, etc. She will work with teachers and students to broaden their repertoire of presentation techniques, including multimedia.

SELF AND SOCIETY

Teacher-librarians are actively involved in developing skills in active learning, critical thinking, and cooperative learning, as seen in the section "Working Together." They also promote multiculturalism through selection of materials which represent a broad ethnic consciousness, as seen in the section "Building Community" in such learning outcomes as "...respect for diverse languages, ideas, opinions, and cultures". The section "Personal Awareness" is less central to library resource centre programs, although some learning outcomes could be part of a critical thinking project, where students relate their opinions and views to those of others.

Self and Society (Personal Awareness)

Through literature circles children share their response to literature. In expressing and sharing concerns, views, and opinions, students are thinking critically.

Self and Society (Working Together)

The teacher-librarian encourages the interaction of students while they explore ideas and accomplish goals through collaborative research and learning projects. Strategies would include: note taking with a partner, brainstorming, and paraphrasing. Students work

together in research projects to develop strategies to resolve conflict and solve problems, and to learn about and practise the various roles within a cooperative group. Listening to others and showing respect for others' opinions and ideas are critical thinking skills, and would be included in many cooperatively planned and taught units of work, where groups of students prepare, present, and evaluate informational or creative products.

Self and Society (Building Communities)

Through exploration of folklore and other multicultural resources, students will learn to value and support the culture and ideas of others.

II THE MODEL

The role of the teacher-librarian and of the library resource centre program can be shown in the following matrix. One prescribed learning outcome has been selected as an example, to show how the teacher-librarian could be involved in students' learning. The learning outcome selected is from the section "Comprehend and Respond (Strategies and Skills)," grade 5, reads "It is expected that students will ... read, listen, and view for specific purposes," and is found on page A-3 of the IRP.

ROLE OF THE TEACHER-LIBRARIAN IN LANGUAGE ARTS

Tasks -->	Cooperative Planning and teaching	Support of Teacher	Support of Student	Selection and Administration
Content				
Research Process				
Literature				
Critical Thinking				

III ISSUES FOR TEACHER-LIBRARIANS

The IRP raises certain issues regarding the role of the teacher-librarian in instruction and in selection. Some key issues are listed below.

1. To what degree does the teacher-librarian teach writing style when working with student researchers?

The teacher-librarian would work with the classroom teacher to identify specific needs and would incorporate these into cooperatively taught units of work. The teachers would collaboratively select skills, decide on a level of editing assistance, and set standards for evaluation of the skills.

2. To what extent should the teacher-librarian teach reading strategies in the content areas?

In order for students to effectively use library resources, they must have strategies to apply to content area reading, as well as in visual literacy. The teacher and the teacher-librarian would jointly work to develop skill in applying these strategies as part of cooperatively planned and taught units. The teacher-librarian has the responsibility to provide resources which will match the student's level of skill and which will challenge but not discourage the student. If budgets are inadequate, and teacher-librarian time curtailed by various considerations, the ability to make this match-up is compromised.

3. What about classroom libraries?

It is desirable that children learn to read in a print-rich environment. This includes library resources, school resources purchased through the resources trust fund, public library resources, and teacher-owned materials. A properly funded centralized library resource centre in each school ensures that students have access to a wide variety of learning materials. The teacher-librarian facilitates sharing of these materials, and in this way helps the students meet the prescribed learning outcomes from all IRPs. In this way shrinking budgets are most efficiently used.

4. Reading stories aloud — what analysis skills are covered?

In activities and discussion based on read-aloud experiences, teacher-librarians can introduce and develop most if not all of the prescribed learning outcomes which focus on literature. Teacher-librarians work with classroom teachers to provide these learning experiences.

5. Research process and low levels of reading skill
This is a perennial problem. Schools need to provide sufficient teacher-librarian time to select resources according to clearly identified needs.

6. Evaluation — would the teacher-librarian teach students how to evaluate their own process and product?

The IRP emphasizes students' evaluation of their own work. Strategies for teaching self-evaluation could be part of the curriculum which is cooperatively planned and taught.

7. What is the role of the teacher-librarian in developing cooperative learning skills?

Students will often work as part of a cooperative group in preparing projects using library resources. The teacher-librarian incorporates skills of cooperative learning where appropriate when planning units of work with classroom teachers.

8. To what extent should the teacher-librarian teach map, graph, and table interpretation?

These skills would be part of many research projects for language arts, as well as science, social studies, and other subject areas. Basic principles might be introduced in the classroom, but practical experience would be provided in the context of a research project.

9. What is the role of the teacher-librarian in selection?

The qualified teacher-librarian is trained in selection of learning resources. She is familiar with selection tools such as journals, on-line sources, reference works and reviewing services. She will work with her staff to develop selection criteria which are reviewed from year to year to reflect new curricula and new emphases in the school program. She will be able to relate school-based selection criteria to district criteria and to ministry recommended resources.

10. How does this IRP view integration of subject areas?

Cooperatively planned and taught units of work can sometimes take a lot of class time, especially if in the form of a research report. This IRP recognizes that a research project based on content from a subject area such as science or social studies incorporates prescribed learning outcomes from language arts as well, and should be considered as such in students' schedules.

IV IMPLEMENTING THE IRP

The teacher-librarian plays a crucial role in implementation of the Language Arts IRP. The amount of teacher-librarian involvement is directly related to the amount of time assigned to the library resource centre. When adequate time is allowed to the teacher-librarian, she can flexibly schedule teachers and students into the library resource centre where the required skills and concepts are taught and practiced.

- The teacher-librarian supports the IRP through ideas, cooperative planning, and resources to the staff
- The teacher-librarian is the person on the staff who knows the resources and how they can be accessed and used by students to learn the skills and concepts in the IRP. This support is important to the classroom teacher when implementing the IRP
- It is most educationally sound to teach the concepts of research when the class is in the library resource centre, close to the resources and assisted by the teacher-librarian. Many schools and districts have a recommended research strategy which addresses many of the learning outcomes.

- Development of literature appreciation is also facilitated within the library resource centre by direct access to the collection under the guidance of the teacher-librarian.

- Research and study skills are a key part of library resource centre programs.

- Teacher-librarians teach the skills needed by students to help them access resources in print and in electronic media. Computers are a fundamental part of the library resource centre. As information increases with the use of the Internet and informational CDs, skill in locating and evaluating information is becoming more important. Increasingly this task is falling to the teacher-librarian, with an expectation on the part of students and teachers that they will have expert, readily available assistance.

The teacher-librarian's role in implementing the Language Arts curriculum is important and will increase in importance in the future. As electronic forms of communication become more available within the school, there is a need for leadership in selecting and evaluating these resources, and in support for teachers and students as they gain skill in using all forms of communication in our rapidly changing world.



RELEASE FORM FOR BC TEACHER LIBRARIANS' ASSOCIATION PUBLICATIONS

Date: _____

School Name: _____

Dear Parents / Guardians:

Pictures of students at work in the library eloquently portray why school libraries are important. I appreciate your permission to use your child's picture(s) very much.

During the school year, I will be having pictures taken of students working on library projects. Some of the photographs may be included in a publication of the BC Teacher-Librarian's Association, (a professional association of the BC Teachers' Federation) as outlined below. BC Teachers' Association publications are available to teachers, administrators, university staff and students, and other people interested in resource-based learning.

Teacher-Librarian

Description of use (please check all that may apply):

- Bookmark*, (BC Teacher-Librarians' Association professional journal)
- BCTLA publication (specify) _____
- Electronic publication (i. e.: Internet, Multimedia presentation, CD ROM)
- Poster, bookmark, or other publicity
- Video (specify) _____
- Other (specify) _____

Restrictions

- I do not want my child to be identified by name.
- Other (specify) _____

I / we the parent(s) / guardian(s) of _____, give permission to publish photos or work as specified above.

Date _____

Name (Print) _____

Address _____

Signature _____

Note to teacher-librarian: Please submit the form(s) with the picture(s) and retain a copy for your records.

*Publications Coordinator
British Columbia Teacher-Librarians' Association
c/o BC Teachers' Federation
550 West Sixth Avenue, Suite 100
Vancouver, BC V5Z 4P2*

REGULAR FEATURES



**AS PROMISED —
ONE YEAR OF FABULOUS THEMES!
Choose yours & make your contribution soon!**

Submit an article, unit or bibliography to
THE BOOKMARK

COMING THEMES ARE:

SEPTEMBER 1998: "THEMOPHILIA"

Are you absolutely enraptured by the possibilities for integrated themes? Does your brain go into raptures at the thought of connecting mathematics and art? ... or science and physical education? ... or poetry and computer studies? ... or even psychotherapy and the Jamaican bobsled team! We need your creative ideas and units. Also needed are annotated bibliographies of professional resources on effective theme integration, articles on what makes thematic integration successes or failures, and personal experiences initiating integrated themes at the school level. If it is spelled "T-H-E-M-E", we want it!

Deadline: July 27

DECEMBER 1998: TEACHER-CYBRARIAN

This is a HOT TOPIC on teacher-librarian listservs around the world. Information technologies and networks are certainly having an impact on school library programs everywhere, and consequently on the role and workload of the teacher-librarian. Concepts like intellectual freedom and access to information without cost to the student are even more challenging now that there's an Internet. Preparing kids for an electronic world requires a "rethink" of skills continuums. Even science fiction is shifting focus!! If you are a teacher-cybrarian already, your colleagues need to hear from you. If you are just starting your exploration, please share your problems and concerns.

Deadline: October 27

MARCH 1999: QUESTS AND QUESTIONS

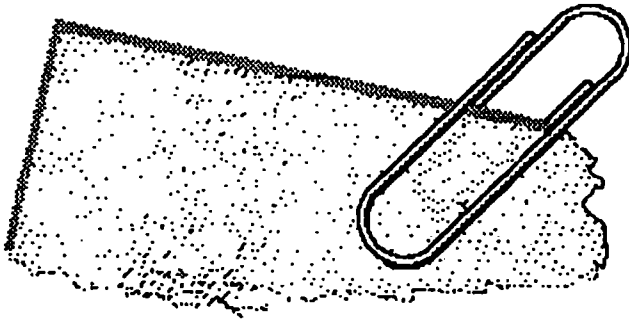
One of the most important qualities of being human is the need to ask questions and find answers — to undertake personal quests that may seem quixotic to others, but which have great meaning to the individual. History, religion, fine arts, science and literature are all filled with questions asked and 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 looney 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



NOTES AND NEWS

by **JIM HOLGATE**, senior editor.

KIT KREIGER PRESENTS TO THE BCTLA AGM

Kit Kreiger, the BCTF president, made a presentation to the BCTLA Annual General Meeting about the agreement-in-committee between the BCTF and the government. We asked him to submit a report.

Teacher-librarians can be removed from the endangered species list thanks to provisions in the Agreement in Committee reached between the BCTF and government on April 17. Nearly a decade of underfunding and demands that boards meet class size limits had seen a steady attrition in the ranks of teacher-librarians and other non-enrolling teachers.

The Agreement in Committee provides that baseline ratios are established for teacher-librarians, ESL teachers, and three other categories of non-enrolling personnel in every district in the province. Previously, only 13 of 75 local agreements provided contractual guarantees for non-enrolling staffing levels.

By the end of the term of the agreement, no district in the province will have a ratio of teacher-librarians to students greater than 1:702. Current ratios as reported by school boards on Form 1530 range from 1:378 in Revelstoke to 1:4,397 in the Gulf Islands. The agreement preserves existing ratios where they are superior to target ratios, ensuring that no district will see ratios deteriorate below those reported by boards in September of 1997. Twenty-nine districts will receive a total of 88 new teacher-librarians over the next two years.

Achieving a baseline ratio for the province is an important first step to achieving a single provincial

standard and equity with regard to students' access to educational services.

The addition of 88 teacher-librarians should result in many teacher-librarians who have assigned prep time or enrolling classes returning to their libraries. However, the agreement refers only to district ratios and does not allude to staffing at the school level. Provisions in current agreements will continue to govern the assignment of teachers at the school level.

I have called the achievement of ratios for non-enrolling teachers, including teacher-librarians, a legacy for public education. It should ensure that every student has access to a library staffed by a teacher-librarian. It will mean that teachers have the support of teacher-librarians for unit planning, securing of learning resources, instruction in research skills, effective use of technology and the scores of other vital roles played by teacher-librarians in our schools. We will not wake up in the morning to hear one more story of a school district announcing the elimination of teacher-librarians in elementary schools.

The attainment of ratios and additional resources for non-enrolling teachers was a major priority in this round of bargaining. It would not have been possible without the support of the BCTLA, which made sure that the media, trustees and the public were well informed about the impact of cuts to professional services in school libraries.

Kit Krieger,
BCTF President

RICHMOND TEACHER-LIBRARIANS PROPOSED MINIMUM QUALIFICATIONS FOR TEACHER-LIBRARIANS AT BCTF AGM

Resolution 157 - Richmond Teachers' Association

That the BCTF adopt policy supporting minimum qualifications for the following non-enrolling positions: Teacher-Librarian, ESL teacher, Learning Assistance Teacher, Resource Teacher, and that new appointees to these positions meet, or be working towards the appropriate qualifications.

Supporting Statement

The BCTF adopted policy supporting specialized training for school counsellors at the BCTF 1997 AGM. As such, it is appropriate to extend that policy to

include Teacher-Librarians, ESL teachers, Learning Assistance teachers, and Resource Teachers. These non-enrolling teachers perform specific teacher duties that require specialized knowledge. Richmond teachers have long believed in the importance of specialized training for those teachers who fill these roles and see the need to place this matter in BCTF policy.

RETIREES

Gerald Soon requested that participants in the BCTLA forum submit names of retirees for inclusion in *The Bookmark*. My apologies if you have retired and your name is not here. If you would like to submit names of retirees who are not included here, please contact Jim Holgate at *The Bookmark*. Thank you and congratulations to all retirees!

Central Okanagan (SD #23)

Elaine Scherer
Jan Richmond

Cowichan Valley (SD # 79)

Geraldine Bayley (Duncan Elementary)

Kamloops/Thompson (SD# #73)

Carolynne Miller (Sa-Hali Secondary)
Joyce Macdonald (Valleyview Secondary)
Carolynne Miller (Sa-Hali Secondary).

Kootenay Lake (SD#8)

Frank Burden (LV Rogers High School)

Nechako Lakes (SD #91)

Doug Harshbarger (Nechako Valley Secondary)
Retired last June:
Peggy Simpson, (William Konkin Elementary)

North Okanagan Shuswap, (SD #83)

Charlie Allen (J.L. Jackson Junior Secondary)
Ron Essex (Shuswap Junior Secondary)

Prince George (SD #57)

Harry Owen (Heritage Elementary)
Ken Pushkarenko (South Fort George Elementary)
Anne Rowe (Prince George Secondary)
Hazel Stevens (Malespine Elementary)

Richmond (SD #36)

Ev Daniels (James McKinney Elementary)

Surrey (SD#36)

Fran Cooper (James Ardiel Secondary)

Vancouver (SD #39)

Debra Simmons (Tupper)
Alwynn Pollard (Byng)
Ken Walters (Strathcona)

Linda Rusnell (Windermere)

Gwen Blunt (Churchill)

West Vancouver (SD #45)

Jim Crook (Rockridge)

CUPE LOOKS FOR SUPPORT OF VANCOUVER LIBRARIES

The Canadian Union of Public Employees Local 391 has provided information about cuts to Vancouver Public Library services.

Since 1994 the library's annual budget has been cut every year - cuts now total \$1,652,300:

In 1994 \$300,000 in cuts to the Book budget - (a budget which now also has to buy videos, audio-tapes, CDs, CD-ROMs and more).

In 1995 \$613,000 in cuts to hours of operation and staff.

In 1996 \$264,300 in cuts to:service at Collingwood Branch Bindery staff and staff at other locations.

In 1997 \$475,000 in cuts to hours of operation at Central and Renfrew branches and to staff. The whole library system is closed for one week EVERY year.

In 1997 the library's budget was CUT MORE (proportionately) than that of any other city department.

Citizens voted for new library buildings, — now Council is refusing to fund them adequately:

In 1990 the citizens of Vancouver voted for capital expenditures to build a new central library and a Renfrew branch. The previous City Council led by Gordon Campbell followed through on this by committing to the necessary funding.

We have new buildings, but the present council has not continued the financial commitment to library service in Vancouver demanded by residents:

Our library has more than 380,000 card holders
Our library has the second highest circulation of any library in Canada (People borrowed more than 8.1 million items in 1996)

The people who work at Vancouver Public Library urge you to write to Mayor Owen and City Council to encourage their commitment to quality library service in the City of Vancouver.

IASL JOINT CONFERENCE WITH AASL IN BIRMINGHAM, ALABAMA IN 1999.

November 10-14, 1999

The 9th National Conference & Exhibition of the American Association of School Librarians will be held November 10-14, 1999 in Birmingham, Alabama at the Birmingham-Jefferson Civic Center. The theme for the 9th national convention -- *Unleash the Power: Knowledge, Technology, Diversity* -- sets the stage for more technology-based information presented by renowned leaders in the educational field. Travel Technology Group, is the official AASL travel agent.

Contact: 800-545-2433, ext. 4383, cvargas@ala.org.

This conference is co-sponsored with the International Association of School Librarianship (IASL)
Suite 300, Box 34069, Seattle, WA 98124-1069, USA
Fax: 1-604-925 0566
Email: iasl@rockland.com

ANNOUNCING VICTORIA 1998

Elementary teachers from schools throughout BC are invited to attend Victoria 98: Resource-Based Learning and Teaching, a new program of summer institutes sponsored by the Ministry of Education and presented by the Faculty of Education and Continuing Studies in Education, University of Victoria. The focus is on supporting the elementary curriculum through effective resource-based learning and teaching.

The Ministry of Education will provide the major funding for this program. Participants are responsible only for their transportation costs to the University of Victoria and a registration fee of \$50. Other expenses, including tuition, meals and accommodation on the University of Victoria campus, will be covered by the Ministry grant.

Victoria 98 is a week-long immersion program on the University of Victoria campus. Teachers will have opportunities to explore the new curricula and the wide variety of technologies and resources available to enhance instruction. The same program will be repeated in four consecutive weeks in July.

Funding is available for 240 classroom teachers to take part in the program. Application forms are being sent to the office of the superintendent in each school district and should be available by the last week of April. The number of spaces for each district was determined in relation to the number of teachers in the district.

For information about the Victoria 98 program, please contact Donald Hamilton at (250) 721-7899. For information about registration, please contact Berenice Wood at (250) 721-7871. Visit the Victoria 98 website at <http://uviclib.uvic.ca/clic/victoria.html>

For information about Continuing Studies in Education, University of Victoria, visit the website at <http://www.uvcs.uvic.ca/csie>

MARY LOU GUEST WINS MEYER AND GITA KRON AWARD

Mary Lou Guest, teacher-librarian at Chatelech Secondary School in Sechelt received the Meyer and Gita Kron award for excellence in teaching, at the twenty-third Annual Holocaust Symposium held at the Instructional Resource Centre at University of British Columbia on May 6 and 7. 1200 Grade 12 students from around the lower mainland attended the conference. Mary Lou Guest frequently reviews materials for *Bookmark*.

COLORADO STUDY ON-LINE

Advocates of school library programs have benefited from a research study on school library media centres undertaken in Colorado in 1993. The study looked at variables that impact on student achievement and concluded that student achievement was positively correlated with 1) The expenditure on library media centres, 2) The size and variety of the LMC collection and 3) The library media specialists' instructional role.

The full title of the print publication is:

Lance, K.C., Welborn, L., & Hamilton-Pennell, C. (1993). *The impact of school library media centers on academic achievement*. Castle Rock, CO: Hi Willow Research and Publishing.

An ERIC digest is now available on-line at http://inet.ed.gov/databases/ERIC_Digests/ed372759.html. ERIC Digests are in the public domain and may be freely reproduced and disseminated.

FRENCH IMMERSION LISTSERV

The Association for Teacher-Librarianship in Canada (ATLC) is pleased to announce that it has set up a listserv for teacher-librarians in French Immersion schools. The purpose of this listserv is to provide the opportunity for sharing ideas and information.

To join this listserv, send the four word message

subscribe atlcfrimm-l <first name> <last name>

to listproc@camosun.bc.ca

BC TEACHER-LIBRARIAN WINS A & E TEACHER GRANT COMPETITION

Karin Paul (Teacher-Librarian, St. Andrews Regional High School, Victoria and Editor, Emergency Librarian) has, with a teaching colleague, Charlotte Desloppe, won 3rd Prize in the Arts & Entertainment Teacher Grant Competition for Canada. Karin and Charlotte worked with 18 students on a Charles Dicken's Project related to materials presented through A & E. The prize includes TV and VCR for the school together with A & E video programs, a trip to Ottawa for the presentation, and \$500 cash. Karin may be reached at kepaul@islandnet.com

UVIC DISTANCE EDUCATION

Starting in May Distance Education courses come to you from Continuing Studies in Education and the Faculty of Education, University of Victoria. To register now, contact Ione Wagner by phone at (250) 721-8944, fax; phone (250) 721-6603, or e-mail iwagner@uvcs.uvic.ca. For registration by TREG, please call (250) 721-2255. All courses are offered subject to enrollment.

ED D 480 K50, Student Assessment, Evaluation and Reporting: A Criteria Referenced Approach (1.5 units). Dr. Ian Cameron.

A multi-media coursepack allows you to pace your own studies using a combination of video, audiotapes, text, and course manual. Course content addresses major topics related to the criteria-referenced approach advocated by the Ministry of Education: goals and objectives; types of assessment and criteria; strategies for assessment, evaluation and reporting; what grades mean. Practical assignments enable you to explore the implications for your classes and schools in general.

Dates: May 7 to August 7, 1998.

Fee: \$226.50.

TREG #: 38478.

ED E 480 K50, Cooperative Learning: Philosophy and Practice (1.5 units). Malcolm Sneddon.

Examine the philosophy and practice of cooperative learning, and build a repertoire of strategies you can use to implement cooperative learning in your classroom. In addition to video resources and selected readings,

several teleconferences will guide you through the course and the assignments.

Dates: May 7 to August 7, 1998.

Fee: \$226.50.

TREG #: 73715.

COMING IN THE FALL TERM

ED E 444, Mathematics Instruction in the Elementary School (1.5 units). Dr. Werner Liedtke. TREG # 14248.

ED E 480, Cooperative Learning: Philosophy and Practice (1.5 units). Malcolm Sneddon. TREG # 52360.

COMING IN THE SPRING TERM, 1999

PE 243, Foundations of Recreation and Leisure Services (1.5 units). NEW. TREG # 44908.

ED E 484, Diagnosis and Intervention in Mathematics (1.5 units). TREG # 87390.

ED D 480, Student Assessment, Evaluation and Reporting: A Criteria-Referenced Approach (1.5 units). TREG # 55603.

For information about all our summer courses and programs, visit our website at <http://www.uvcs.uvic.ca/csie>

ATLC RESOURCE LINKS

The Association for Teacher-Librarianship is pleased to announce that it has taken over the publication of *Resource links*, Canada's newest journal devoted to the review and evaluation of Canadian resources for children and young adults (formerly published by Ken Haycock & Associates). We are quite excited about this new venture which will extend the publishing arm of our Association.

The new editor for the publication is Vicki Pennell, who has been the Publications Coordinator for ATLC for the past two years. Vicki can be reached at P. O. Box 9, Pouch Cove, NF A0A 3L0; Telephone 709-335-2394; Fax 709-335-2394; e-mail: vpennell@morgan.uvc.mun.ca

We are proposing a new, somewhat smaller format for this publication with the main emphasis being on the review of resources by teacher-librarians, teachers and children's librarians. There will be five issues per year -

October, December, February, April and June. We are hoping to have the first issue ready for release before the end of the present school year.

We are also offering a new pricing structure for the publication with a considerable saving for ATLC members. Members of ATLC will now be able to order a subscription for \$29.95 per year and non-members for \$39.95.

For more information, please contact:

Victoria Pennell, Editor, *Resource Links*, P. O. Box 9,
Pouch Cove, NF A0A 3L0
Fax: 709-335-2394

If you are interested in becoming a reviewer for *Resource Links*, please contact the editor at the address above.

SCIENCE NET ON-LINE

This is a project to provide easy access for K-12 teachers and students in Canada to science curriculum materials on the Internet. A generous contribution from Atomic Energy Canada Limited to the Toronto Reference Library will enable the creation, over the next three years, of a series of nine subject gateways for

pure and applied sciences. Building on the experience gained in the creation of our award winning "Expanding Universe : a classified search tool for amateur astronomy" <<http://www.mtrl.toronto.on.ca/centres/bsd/astronomy/index.html>>, we will combine the organizational and selection expertise of librarians with the input of school boards and science instructors to produce a service that will empower students to search, rather than surf, for quality learning materials, much as they might do in a conventional library. The basis for selecting resources and organizing each gateway will be the document *Common Framework of Science Learning Outcomes : Pan-Canadian Protocol for Collaboration on School Curriculum, K to 12*, issued by the Council of Ministers of Education. Each gateway will be available in both official languages, and efforts will be made to select sites both in English and French. We strongly encourage informal participation and feedback, essential ingredients to the success of the project. With your help, we hope to create a service tailored to Canadian needs, one that will make the use of Internet sources in the classroom far easier than it is now.

Wayne Daniels

Project Coordinator



THE PORTRAIT: MARION CROOK

by ELLEN ROTHSTEIN, teacher-librarian, G.T. Cunningham Elementary SD#39 (Vancouver).

Marion Crook has written many books, both fiction and non-fiction, for readers of all ages. Marion was born in 1941 and grew up in the rural area of Cloverdale, BC. In our interview she told me there were no creative writing courses available when she attended high school. But she would read everything, and recalled L.M. Montgomery's book, *Emily of New Moon*, introducing her to the possibility of a career as a writer.

However, writing was not Crook's first career choice. Her "ambition to save people's lives" led her to a nursing degree from Seattle University. For twenty-one years, starting in 1963, Crook worked as a public health nurse primarily in BC's Cariboo region. Marion told me that "every patient has a story" and her visits to people as a nurse provided a rich and broad view of life histories. She also said she enjoyed going into schools and teaching health and safety prevention programs to students.

Crook began writing in her spare time and in 1969 sold three short stories to CBC Radio. Marion then turned her talents to writing young adult and juvenile mysteries. She originally published her own mystery series but stated, in retrospect, that she would not recommend anyone self-publish works of fiction. The Susan George mysteries have since been reprinted. Some of the titles in this series are: *Payment in death* (Grolier, 1987), *Stone dead* (Grolier, 1987), *No safe place* (Grolier, 1988) and *Island feud* (Stoddart, 1992). All the books are set in areas around BC and involve the sleuthing abilities of teenager Susan George. Crook has also written mysteries for younger audiences. Megan and Ricky suspect the man in the ranch next door of killing his gold mining partner in *Hidden gold mystery* (Grolier, 1987) and then have the threat of danger on a Fraser River tugboat in *Crosscurrents* (Grolier, 1988).

Marion Crook's transition into nonfiction works came while marketing her own fiction books. Marion told me that a conversation with a publishing representative at a book fair led to an offer for her to write a book on teenagers and adoption. With two adopted children of her own, she had some personal knowledge of the topic, but she soon realized that the book required extensive research and interviews with teenagers

about their feelings toward adoption. After *Teenagers talk about adoption* (NC Press, 1986) was published Crook got a request from a mother to write a book based on her daughter's diary. The woman was hopeful that Marion could gain some insight into why her daughter had committed suicide and in turn help others. Although reluctant at first Crook then decided if she was to write about suicide she wanted to make sure it was useful. Again she listened to and interviewed teenagers across the country, resulting in *Teenagers talk about suicide* (NC Press, 1988). Marion divulged that it was the most emotionally overwhelming book she has written thus far. A new edition titled *Suicide: teens talk to teens* (Self-Counsel Press, 1997) gives updated resources and addresses concerns of gay, lesbian, and aboriginal teens whom Crook realized she had neglected in the original publication.

Marion has also written nonfiction books on other important issues. Looking good: teenagers and eating disorders (NC Press, 1992) and *The body image trap* (Self Counsel Press, 1992) are two of these titles. Many of her books have been translated into different languages and are available in other countries.

Marion Crook continues to write both fiction and nonfiction titles. Her most recent fiction book, *Cutting it close* (James Lorimer & Co., 1998) is about sixteen year old Jayleen Morgan, who is determined to be the Canadian barrel racing champion.

Marion Crook's works are described on her own website, *Crook's Books* (<http://www.swifty.com/crook>). This website also provides information on seminars and workshops Crook offers for schools and other community groups, and lists other sites of interest about writing and children's literature.

In our interview, Marion said she writes every day from about 8:00 in the morning until 1:00 or 2:00 in the afternoon. The rest of the afternoon is then set aside for the business aspects of her writing career. This daily regime has recently been altered because presently Crook is working on her PhD in Education at UBC. In 1995 she received an MA in liberal studies from Simon Fraser University. Marion's goal is to instruct teachers how to teach writing.

Crook is not ready to give up her own writing career for teaching. Marion told me there are still many topics about which she would like to write. As she states in an excerpt describing her newest nonfiction book, *Writing for children and teens* (Self Counsel Press) due out this autumn, "Writing for children and teens is invigorating, exciting and tremendously fulfilling. As writers we see the world the way children do, with new beginnings and new adventures."

New beginnings and new adventures also seem to sum up the life of Marion Crook.



CHAPTER REPORTS

POLITICAL ACTION AND ADVOCACY

Campbell River

- Teacher-librarians requested that the president of the local look into and clarify the teacher-on-call situation for teacher-librarians. There was to be no TOC on the first day of absence of teacher-librarians. After inquiries, the wording was interpreted to mean that if there were any instructional duties, then a TOC was to be called. At present there is no resolution to this situation, as it depends on each principal to interpret the word "instructional" — whether that means in a classroom or in a library resource centre.
- Our advocacy committee made a presentation to the Board on the role of the teacher-librarian. The book *Librarian from the Black Lagoon* was read aloud with accompanying color overheads. We contrasted some of the ideas in the book with slides from our various library resource centres. Commentaries included clarification of teacher-librarians' role, budget, clerical aide time (which is practically non-existent) and use of technology in library resource centres. Social Studies assessment results indicated that students in SD#72 valued the library resource centre and that students felt it played an important part in their social studies programs.
- The same presentation was made to the District Parent Advisory Committee where it was well received.

West Vancouver

- Grade 7 students will attend elementary schools effective Sept. 1998. We are working on a plan to re-direct resources from secondary to elementary schools and coordinate the purchase of materials.
- Teacher-librarians are assisting in the creation of a district Internet policy.

Shuswap Revelstoke

- One teacher-librarian on the executive of the Shuswap Teachers Association to promote libraries
- Participated in the postcard mail-in campaign
- Wrote letters to the Okanagan Regional Library Association protesting the removal of the children's librarian
- District has been allowing administrators to tack on

the library assignment to their admin. time to allow for more "flexibility".

Burnaby

- District Library Committee working on a district library policy, using *ATLC and CSLA Professional and Personal Competencies* as a guide. The committee is also drafting a collection development policy.
- Sent complimentary copies of *Impact* and *The Bookmark* to District trustees and superintendents. Recipients were offered one year's subscription courtesy of our chapter.
- Trevor Schofield developed a BTLA web page: <http://www.geocities.com/athens/oracle/5606>
- Plan to develop a workshop with handouts for beginning teachers and student teachers
- Paul Whitney, chief librarian of the Burnaby Public Library, invited five BTLA members to discuss issues and concerns. Paul presented joint school and public library concerns at the National Symposium on Information Literacy in Ottawa, in November.
- A committee recommends policy and resources for the district's annual reference purchase for school library resource centres.
- Two secondary teacher-librarians attended a district planning meeting to discuss philosophy, building specifications, etc. for a new school scheduled to open Sept. 1999.
- Two teacher-librarians were released in order to attend the district's critical thinking workshop series.

Central Okanagan

- Major effort this year to make our presence felt by sitting on various district committees.
- Teacher-librarians are computer contacts for their schools and attend meetings where technology issues are discussed and decided.
- Made a presentation to the district Education Committee, which consists of all Board members. Major focuses: the kit, *Why teach information literacy skills?*; research supporting importance of information literacy skills in the workplace and in academic achievement; the collaborative role that the teacher-librarian plays in integrating information literacy and technology skills in the curriculum. The presentation was well-received. The president of the Central Okanagan Parents Advisory Council has asked that the presentation also be made to their representatives.

- Chapter president, Joan Eaton, made a presentation to the district Finance Committee requesting that minimum teacher-librarian time be increased to 0.4 FTE per school. A similar presentation in February of 1997 resulted in an increase in the minimum from 0.2 to 0.4 FTE.
- Two teacher-librarians serve on the district technology review committee, establishing a three-year technology plan for the district. Also, the chapter struck a committee to respond to the second draft of the plan and has encouraged teacher-librarians to submit individual responses.
- Several teacher-librarians worked with classroom teachers to put on workshops at the district spring conference.
- Two members are taking their Masters of Arts in Educational Leadership through San Diego State University. They advocated for library resource centres with BC and Alberta teachers and administrators who attended the summer session in 1997, and will continue in 1998.
- Two members attended the forum hosted by Don Hamilton in Victoria during November.

CURRICULUM AND PROGRAM DEVELOPMENT

West Vancouver

- Literature in the Curriculum, a committee composed of teacher-librarians, classroom teachers and administrators provides district-wide inservice. This year's topics: Critical thinking activities using Caldecott books, Mythology for grades 5-7, Strategies for independent novel study incorporating cooperative learning approaches, and Art and literature. Teacher-librarians act as school liaison.
- Planning stage for a Web page for teacher-librarians with links to sites we recommend for curriculum integration.
- Video consortium: district and individual schools are paying half the cost.
- Healthy School Initiative: Pauline Johnson Elementary School received a Library Courtyard Grant, \$500 in 1997, \$400 in 1998.
- Publisher book displays and sales.

Central Okanagan

- Two teacher-librarians serve on the district technology review committee, preparing a three-year technology plan.

PUBLIC RELATIONS

Campbell River

- A group of teacher-librarians worked with the local television station to film a program on what's happening in local school libraries. Location shoots were made at elementary schools. Features were student book talks, storytelling, and author visits with Heather Kellerhals-Stewart, Mary Ellen Collura, and Margaret Taylor.
- Big Book Sale. The local newspaper helped sponsor a "books for kids" promotion where the community donated all kinds of books for a book sale. The proceeds went to school library resource centres to buy new books. Teacher-librarians were invited to select books from the donations before the sale began. About \$1800 was raised and 1400 books were selected for library resource centres. The greatest outcome was the increase of public awareness of school library resource centres and the need for funding for books, as our library budget this year is \$0. Teacher-librarians have mixed feelings about this type of activity in terms of the amount of time and effort compared to the outcome.

Shuswap Revelstoke

- 9 author visits to 20 schools
- participation in Red Cedar Awards
- Battle of the Books competition

Burnaby

- Leslie Gaudet and Rhona Giles developed bibliography and citation guidelines using the MLA format. Copies were distributed to teacher-librarians.
- BTLA continues to maintain a good working relationship with the Burnaby public library system.
- Individual schools hosted author readings.

MEETING OR SPECIAL PROGRAM IDEAS

West Vancouver

- Housekeeping is on the agenda, for shared tips to make our work easier and more productive

Editor's note: How about sharing these tips with readers of *The Bookmark*? Our "Ask the Experts" column is for just that purpose.

Burnaby

- Monthly meetings – one meeting per year is held at the Burnaby Public Library. Joyce Pinsker, the children's librarian, discusses programs and new resources.
- A meeting was held at the district learning resource centre. Teacher-librarians were introduced to the new centre and had the opportunity to peruse the collection.
- BTLA hosted a publishers' book display
- Schools participated in the 1998 Young Readers Choice Award and a district choice was tallied.

Central Okanagan

- Publisher hosted meetings
- Ren Speer of National Book Service hosted fall and spring meetings with displays of books for an extended period allowing teacher-librarians to browse and order before and after the meeting. NBS provided the room and wine and cheese.
- Phyllis Simon from Kids Books in Vancouver put on a book display and talked about fiction titles for both elementary and secondary.
- One member coordinates author visits to the district.
- Members worked with public librarians to host a writers workshop, including several well-known Canadian writers

SPEAKERS AND WORKSHOP LEADERS

Campbell River

- Ian Wallace visited elementary schools this spring. Because parent funds provided many school libraries with their only budget to purchase books this year, there were few schools that could afford an author visit as well.

West Vancouver

- Author visits in schools or public libraries: Cynthia Nugent, Gerald Holt, Barbara Nickel, Laura Langston, Kathy Stinson, James Heneghan, Dancing Bear Story Theatre, Linda Bailey, Adrienne Mason.

Burnaby

- Invitations to see Michael Kusugak and Barbara Nichol were sent to all school staffs. Teachers and teacher-librarians were encouraged to bring

students with them. Presentations coincided with Children's Book Week.

- On district ProD day, teacher-librarians met and shared ideas about the Internet, automated cataloging systems, and resources.

Central Okanagan

- John Caldwell, District Librarian for Cowichan district, led a workshop for the Okanagan Valley District Professional Development Day.
- Rosemary Nelson, author and teacher-librarian, put on numerous workshops at schools, conferences and Okanagan University College.

AUTOMATION

Campbell River

- Second year with Gateway Systems.
- Four elementary schools, two secondary schools, one middle school with union catalogs
- Plans for next two or three schools to go on-line for the fall of '98.
- June — our second month-long work bee where all available elementary teacher-librarians leave their own library resource centres for 70% of their allocated time to work on the to-be-automated school library resource centres. This coordination needs the cooperation of the teacher-librarians, school administration, and school staffs as library centres will not be functioning as usual. This arrangement has allowed automation in this district to become a reality within a short and workable time. It has enabled automated schools to fully benefit from an electronic system and has kept morale high for the project.

West Vancouver

- Jamie Mackenzie led our district in a two-day workshop to create a technology plan. Three of the 30 participants are teacher-librarians.
- MultiLIS update: Each elementary school has received two new computers. Secondary school automation systems are functioning and three elementary schools catalogues are on-line. Two clerk-typists have been hired to do data entry for the remaining elementary school catalogues.
- Internet access is available in all schools.
- The teacher-librarian at West Vancouver Secondary School was consulted regarding plans for the new library-resource centre and its computer research lab.

NEW ON THE NET

by **JOHN GOLDSMITH**, counsellor, technical support person (and former teacher librarian), Fraser Valley Regional Correspondence School, SD#33, Chilliwack (E-mail) jgoldsmi@rainbow.fvrcc.gov.bc.ca (Web) <http://www.fvrcc.gov.bc.ca/goldsmith/welcome.html>

"IT'S A MAD, MAD, MAD, MAD WORLD"

It's a mad, mad, mad, mad world and nowhere is that more apparent than on the Internet. Anyone who disbelieves this need only take a brief spin down the "Information Super Highway" with stops at <http://www.nine.org/notw/notw.html>, <http://www.necrobones.com/neosci/> or <http://rampages.onramp.net/~stevebo/airsick.html> to have all doubt dispelled. There are some really "interesting" people on the planet and most of them seem to have found a home on the Internet. Why the Internet? Perhaps it is the almost total freedom to say, write or publish anything. Perhaps it is the anonymity—on the Internet, no one knows you're Or, perhaps the Internet, like most other human tools, has the uncanny ability to magnify and enhance human attributes and conditions, both good and bad.

Most of this madness is relatively harmless, amusing stuff requiring little expertise to recognize or identify. Even the most novice Internet user would immediately notice that a Web Page containing the comprehensive history of airline "barf bags" or beer coasters as being somewhat "mad".

Unfortunately, not all information on the Internet is so obvious. There are many Web Pages which appear to be accurate but are, in fact, inaccurate; appear to be unbiased but are slanted; appear to be timely but are dated; appear to be sensible but are in fact quite mad. For example, try visiting this Web Site: <http://134.29.12.207/NewHartford/newhtfd.html>. On the surface it appears to be an average Web Site created by a local Chamber of Commerce to extol the virtues, lifestyle and economic benefits of New Hartford, Minnesota, on the 'Net. There seems to be nothing to distinguish this site from hundreds of other town or city sites on the 'Net. What makes the New Hartford site unique? New Hartford, Minnesota doesn't exist! It's a fake, a ruse, a sham! There is no town called New

Hartford, Minnesota. It was created by Dr. Don Descy and his Internet class from Mankato State University, Mankato, Minnesota. Their intent was to demonstrate how easy it is to create false or inaccurate information and they succeeded admirably. How admirably? Try doing a search for New Hartford on any of the major Internet search engines or subject indexes. Up will pop the Web Pages created by Dr. Descy and class. Virtually every major Internet search facility lists the New Hartford Web Pages, yet not one has bothered to investigate or validate the information. That's not their job. Organizations such as Altavista, Lycos and Yahoo just index or list the data: they don't check it.

If these organizations don't check and validate the information, who does? NO ONE! There is no group or organization responsible for checking, validating or authenticating information on the Internet. Not only does no one know who you are on the 'Net, no one knows if you are telling the truth.

The impact of this situation for teacher-librarians should be obvious. As the Internet grows in importance as an information source, so will student use of this facility - provided that students have information skills and ability to separate the accurate from the inaccurate, the biased from the unbiased, the good from the bad. And who will teach and assist students to become more information literate? In many cases this person will be (is?) the teacher-librarian.

As the Internet usage is relatively new for many teacher-librarians, devising some sort of program or curriculum to assist students in evaluating 'Net based information may seem like a daunting task. It need not be. After all, the Internet is simply one more information source and information, be it from a book, a newspaper, a magazine, a CD-Rom, a radio broadcast or the Internet is still just a series of facts and data. The method of delivery should not matter. That being the case, assessment criteria used to evaluate more traditional forms of Information should also apply to Internet based data.

What do I mean by assessment criteria from more traditional forms of information? The assessment criteria I'm referring to can be divided into five broad categories:

Accuracy

How reliable and free from errors is the information? Are there references and citations to back up the facts and data presented? Has the information been checked by editors, proof readers or fact checkers?

Authority

What are the author's or creator's qualification to write on the topic? What professional organizations or associations does the author belong to? How reliable is the publisher or editor?

Objectivity

Has information been presented with a minimum of bias? Has information been presented selectively or in a complete manner? To what extent is the author trying to sway the reader rather than inform?

Currency

Is the content up-to-date? How recent are the facts and figures? Is the publication date clearly indicated?

Coverage

Is there enough information on the topic? Are statements or claims backed up with sufficient data and evidence? Is the information presented in sufficient depth and scope?

To these five general evaluation categories can be added those areas or aspects which are unique to the Internet:

Web Page/Site design

Does the Web Page follow good graphic design principles? Does the graphics and art serve a function or is it simply for decoration? Do the icons clearly represent what is intended? Does the text follow basic rules of grammar, spelling and literary composition? Is there an element of creativity, and does it add to or detract from the document itself?

Use of Hypertext Links

Hypertext links are unique to the World Wide Web environment. They allow information on a page of one Web Site to be connected or linked to a page on another Web Site however, the quality of Web Pages found on each Web Site may vary greatly. A high quality Web Page on one Web Site may have links to poor quality Web Pages on another Web Site. Therefore, each Web Page must be evaluated separately.

Stability of Web Pages

Web Pages may disappear or become unavail-

able without notice. As a result, students may not be able to refer back to specific Web Pages later on. Therefore, students should try to select Web Sites that appear solid and reliable. As well, students should fully document the URL (Uniform Resource Locator) or Web Site address. In addition, students should try accessing the Web Site more than once before using it.

Technology (Hardware & Software) requirements

Depending on how the Web Page was created, the information and format may appear different depending on which Web Browser (Netscape Navigator, MS Internet Explorer, NCSA Mosaic, Mac Web, Opera, etc.) is used to access the Web Page.

Susceptibility of Web Sites to unauthorized alteration

There have been situations in the past in which unauthorized users have changed or altered the information on a Web Page.

The above ten criteria should be a sufficient foundation on which to base an evaluation of any information sources or Web Page found on the Internet.

In an ideal world, students would use these ten criteria (and others) to evaluate and analyse every new Web Page they view. However, to-day's world is not quite ideal and the expectation that students would remember all ten criteria as they click from Web Page to Web Page is hardly realistic. Obviously, if students are to perform any sort of meaningful evaluation they need some sort of simple schema, matrix or check list to refer to. Thankfully, a number of educators have already tackled this problem and have devised student evaluation checklists. These checklists tend to be simple and easy to use. Following are some examples.

Dr. Jamison McKenzie's Comparing & Evaluating Web Information Sources

<http://www.fromnowon.org/jun97/eval.html>

Jan Alexander & Marsha Tate's Guide to Evaluating Web Sites

<http://www.science.widener.edu/~withers/webeval.htm>

Kathy Schrock's Guide for Educator's: Critical Evaluation Surveys

<http://www.capecod.net/schrockguide/eval.htm>

Karen McLachlan's (Library Media Specialist) WWW CyberGuide Ratings for Content Evaluation
<http://www.cyberbee.com/guide1.html>

Lisa Janicke Hinchliffe's Evaluation of Information
<http://alexia.lis.uiuc.edu/~janicke/Eval.html>

William Trochim's Evaluation Web Sites
<http://trochim.human.cornell.edu/webeval/webeval.htm>

Conclusion

As most of us have learned by now, the Internet is filled with all sorts of information; humorous, amusing, amazing, appropriate, atrocious, true, biased, timely, fictitious, bad, and mad. And as long as there are no publishers checking facts, no central authority validating information, this situation will not change. As a result, if the Internet is ever to be more than a curious adjunct to any educational program, students must know how to sort the wheat from the chaff, the good from the bad, the truth from the fiction.

While it may be a mad, mad, mad, mad, Internet world, it need not drive staff and students mad when trying to use it.

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NEW WEB SITES

EDUCATION WEB PAGES

EDUCATION WEEK NEWSLETTER

<http://www.education-world.com>

Education World, the Educator's Complete Resource Guide to the Internet, offers education professionals, parents, students, and administrators a place where they can start each day to find the lesson plans and research materials they are looking for. This site is updated weekly with fresh new lesson plans and curriculum ideas, articles on issues that are of interest to educators, parents, and students, and much more.

THE ENCARTA LESSON COLLECTION WEB SITE

<http://encarta.msn.com/schoolhouse/lessons/default.asp>

The Microsoft Corporation has created a vast Web Site with nearly 400 lesson plans and student activity sheets, all available for free. (D. Trowbridge: davidtro@microsoft.com)

THE GATEWAY TO EDUCATIONAL MATERIALS

<http://thegateway.org/index.html>

The Gateway to Educational Materials (GEM), sponsored by the U.S. Department of Education provides a wide variety of information on educational materials and resources. Curriculum materials can be searched for by subject, keyword or grade level. (D. Trowbridge: davidtro@microsoft.com)

NATURAL LEARNING WEB SITE

<http://www.natlearn.com.au>

Natural Learning Scientific CD-ROMs including: Australian Birds, Reptiles, Coastal Fish, Starfish, Minerals, Periodic Table, Bush Tucker, Free Downloads, Bird watchers log, Trains, Periodic Table...

TEACHERS FIRST

<http://www.teachersfirst.com>

Network For Instructional TV, Inc. a non-profit public and private sector partnership to increase the distribution and effectiveness of K-12 educational materials, services, and technologies has created a Web Site for teachers called "Teachers First". This site contains a wealth of materials and resources on the Internet, technology and teaching. (C. Shively: dshively@epix.net)

ENGLISH WEB PAGES

EUPHEMISMS WEB SITES

The following Web Sites all contain information on Euphemisms

<http://www.robibrad.demon.co.uk/Idioms.htm>
<http://www.trakkerinc.com/growing/gc05/gc0501.htm>
http://www.dai.ed.ac.uk/students/chrisg/assorted_humour_snippets/117.html
<http://www.english.cup.edu/~fred/downsize.html>
<http://home.teclink.net/~napper/dope.html>
<http://personal.riverusers.com/~thegrendel/euph.html>
<http://manta.library.colostate.edu/howto/langdoub.html>
<http://carmen.artsci.washington.edu/propaganda/bland.htm>
[http://local.huntingdon.edu/local/academics/math/antho/EventHorizon/Euphemis ms.html](http://local.huntingdon.edu/local/academics/math/antho/EventHorizon/Euphemis%20ms.html)
http://www-reporter.stanford.edu/v31/n03/Top_Ten2.qxp.html
(Curtis L. Clark: sva006@mail.connect.more.net)

THE CONCORD REVIEW

<http://www.tcr.org>

We have published 374 exemplary essays (average 5,000 words) on a wide variety of topics by diligent high school students of history from 36 states and 24 countries since 1987. You might want to read some of the 28 essays on our website where there is also a topic list for the first 32 issues, our Form to Accompany Essays, a subscription form, news about the \$3,000 Emerson Prizes, and other information. (Will Fitzhugh, The Concord Review, <http://www.tcr.org>)

POETFEST: FREE POETRY ANTHOLOGIES OPEN TO EVERYONE

<http://www.geocities.com/Athens/Acropolis/7101>

Poetfest is now working with Amazon.com in an effort to bring affordable literary works directly to its readership. Visitors may also suggest titles for the on-line list of works and explore the new Poetry Links page. Poets may also submit material for the upcoming Summer 98 poetry collection, INSIGHTS. The current free poetry collection, SEASONS, is on-line with over one hundred pages of poetry from all around the world.

LIBRARY WEB PAGES

THE A-LIST

<http://www.mmgco.com/alist>

The A-List, from AudetteMedia, is a categorized listing of the TOP 100 free e-mail publications. A free, stand-alone, software application, the A-List program also enables automatic subscribing and unsubscribing. This once complicated and sometimes frustrating process is entirely bypassed by the simple click of a "subscribe" or "unsubscribe" button. (Robin Nobles: smslady@netdoor.com)

CHRISTIAN SCIENCE MONITOR

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

The folks at this well-respected newspaper recently redesigned their electronic edition, adding a spiffy page-by-page index. They've done a remarkable job of simulating the browseable aspect of real-life newsprint papers. Only thing missing is the ink rubbing off on your hands. (Yahoo)

FOLK & FAIRY TALES FROM AROUND THE WORLD

<http://darsie.ucdavis.edu/tales/>

This site provides the text for numerous folk and fairy tales from all over the world.

(Sally Lantz: sarahl@CCPL.CARR.LIB.MD.US)

INFONATION

http://www.un.org/Pubs/CyberSchoolBus/infonation/e_infonation.htm

InfoNation is an easy-to-use, two-step database that allows you to view and compare the most up-to-date statistical data for the Member States of the United Nations.

In this first menu, up to seven countries can be selected. This is followed by a data menu where statistical information and other data fields can be selected.” (Anton Ninno: AskLN@ericir.syr.edu)

INFORMATION PLEASE

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

How many ringgits to the baht? Where's Tierra Del Fuego? What's a spoliator? Information Please makes the leap from wildly popular radio quiz show to best-selling almanac to outstanding Web site. This quick 'n easy reference site has all the facts. (Yahoo)

JANET JOHNS/BERLIN BROTHERS VALLEY HIGH SCHOOL

<http://www.shol.com/johns/newsite/frames.htm>

At our school students have to fill out the district web page evaluation form for each web page they wish to cite for research. This has worked fairly well. The teachers have backed the idea. The students hand the sheet into me to get approval for site use before they take notes or print the page. It also helps to get the students to use other sources since they don't have to evaluate the World Book Encyclopedia or a nonfiction book. (Janet Johns/Berlin Brothers Valley High School)

KARLA'S GUIDE TO CITATION GUIDES

<http://bailiwick.lib.uiowa.edu/journalism/cite.html>

This site contains an annotated collection of links to the best and most up-to-date citation guides that show how to properly cite resources from the Internet. Style guides for APA, MLA, Chicago, Turabian, BSE, styles and a description of how to cite references from Lexis/Nexis are included. (Karla Tonella: karla-tonella@uiowa.edu)

MOOSE-JAW.COM

<http://moose-jaw.com/news>

Moose-Jaw.com brings you the best headlines from local and regional Saskatchewan events plus links to all

the major news services: international, US, Canada, religion, business and more.
(news@moose-jaw.com)

ONLINE ACCESS TO RARE INSTRUCTION GUIDES AND REPAIR MANUALS

<http://www.ownersmanuals.com>

Online access to missing and rare instruction & repair manuals and customer service information from manufacturers and resellers for such industries as automotive, home electronics, appliances, kitchen, bath, shop & garden, computer, and heavy equipment.
(rgleeson@nrgsource.com)

ON-LINE MEDICAL DICTIONARY

<http://www.graylab.ac.uk/omd/index.html>

The On-line Medical Dictionary contains over 46,000 terms relating to biology, chemistry, medicine, science or technology. (Yahoo)

SEARCH TOOLS

<http://www.ed.gov/free>

Search Tools is a service of United States Government for finding federal resources on thousands of academic topics — the Constitution, photosynthesis, immigration, Thomas Jefferson, Mary Cassatt, Jackie Robinson, the Amistad Case, the America Reads Challenge, famous FBI cases, cartography, the Renaissance, calculus simulations, the African American odyssey, today in history, the human genome project, the solar system, the microbe zoo, & others.
(Curtis L. Clark: sva006@mail.connect.more.net)

SMALL HOURS/NEWS ARCHIVES

<http://www.aa.net/~rclark/archives.html>

This site has links to the archives for U.S. and international newspapers, magazines, and broadcast news. It's a simple list of sites however each listing is linked to the searchable archive for that news source. (John McDonnell: jaymack@ix.netcom.com)

SPECIAL LIBRARIES ASSOCIATION/NEWS DIVISION NEWSPAPER ARCHIVES ON THE WEB

<http://sunsite.unc.edu/slanews/internet/archives.html>

This site has a very handy chart that lists the prices for searching the archives at various U.S.- based news sites. Searching is free at many online archives, but at others it costs \$1.00 (US) to retrieve articles, and still others have additional charges. This site has a chart that shows at a glance what the fee is at various sites, and also the date range of the stories you can find there. (John McDonnell: jaymack@ix.netcom.com)

MISCELLANEOUS WEB SITES

CAREER INFORMATION RESOURCES

The following Web Sites contain career information of interest to anyone involved in the Career and Personal Planning Program generally and the Senior Secondary Program in particular. Many of these sites are links set up on HS Library Web Pages to provide safe links to career information for the students in their facilities. While most of these sites are American, they still contain a wealth of valuable career information.

<http://www.n-polk.k12.ia.us/Pages/Departments/media/career.html>
<http://www.concord.k12.nh.us/schools/rundlett/library/career.html>
<http://rhs.jack.k12.wv.us/RvHS/libpage.htm> (Then click on Colleges/Careers)
<http://www.rcs.rang.k12.va.us/SCHOOLS/RCHS/Library/RCHSLIB.htm> Click on "Careers" in the left frame of the opening page
<http://204.219.82.3> (then top right to INFO CENTER and then on the opening page, click on the book with a door. Go to guidance and then to careers.
<http://scnc.gfps.k12.mi.us/~hslib/counseling.htm>
<http://www.occ.com>
<http://www.fedstats.gov> (click on search you will find a screen that allows you to search on the Bureau of Labor site.
<http://www.review.com/career/carindex.html> (Princeton Review Guide)
<http://www.occ.com> (Online Career Center at)
<http://www.careermart.com> (Career Mart)
<http://www.careerlab.com/clab.htm> (Career Lab)
<http://www.gwi.net/brhs> and
<http://www.careermosaic.com>
http://www.careermag.com/db/cmaga_index (Career Magazine Website)
<http://parkhill.k12.mo.us/hs/media/careerinfo.htm>
http://stats.bls.gov/k12/html/edu_over.htm

<http://www.review.com/career/>
<http://stats.bls.gov/ocohome.htm>
<http://jobsmart.org/tools/career/spec-car.htm>
<http://www.uhs.berkeley.edu/CareerLibrary/links/careerme.htm>
<http://www.umanitoba.ca/counselling/careers.html>
<http://www.sirs.com/tree/index.html>
<http://spacelink.msfc.nasa.gov>
<http://www.sanjuan.edu/schools/mesaverde/index.html>
<http://www.bgsu.edu/offices/careers/process/process.html>
<http://www.review.com/career>
<http://www.ajb.dni.us>
<http://www.jobweb.org/catapult/catapult.htm>
<http://www.careermosaic.com>
<http://www.jobweb.org/catapult/choice.htm>
<http://mois.org>
<http://www.hrhc-drhc/corp/stratpol/jobs/english/index.html>
<http://www.uwex.edu/disted/home.html>
<http://skyways.lib.ks.us/kansas/nwkl/ref.html#Careers>
Marbeth Cornelius:
Marbeth_Cornelius@SLCR.WNYRIC.ORG

THE C.I.A. HOMEPAGE FOR KIDS

<http://www.odci.gov/cia/ciakids>

The Central Intelligence Agency has unveiled a World Wide Web site aimed at introducing the spy game to the kindergarten set. The CIA's "Home Page for Kids" features geography quizzes, interactive disguise games and thumbnail sketches of cloak-and-dagger figures dating back to the Revolutionary War against Britain.

CYBER SISTERS

<http://www.worldkids.net/clubs/CSIS/csis.htm>

Cyber Sisters: Founded in 1996 by two teenage girls, this online club for ages 6 to 18 has a long list of members, an active pen-pal program, and a monthly newsletter.

DYSLEXIA WEB SITE

<http://www.dyslexia-ca.org/>

Dyslexia is a difficulty in learning to read, speak, or write. It is a difference in brain formation which is present at birth & results in a struggle when trying to learn, remember, & express information. Learn to deal effectively with dyslexia through strategies and suggestions presented on this site.

FUN SCHOOL

<http://funschool.com>.

A free interactive site featuring games for children from pre school through 6th grade.

G.I.R.L.

<http://www.worldkids.net/girl/>

“G.I.R.L.” is an acronym for Girls Internationally wRiting Letters, G.I.R.L. links members (ages 8 to 14) with e-pals all over the world. The site also includes a newsletter and a variety of activities.

GIRL POWER

<http://www.health.org/gpower/>

Girl Power is a site run by the U.S. Department of Health and Human Services, this jam-packed site seeks to promote confidence in girls 9 to 14. Visitors will find useful tips, biographies of successful women, and an illustrated set of blank diary pages to print.

GIRLS' PLACE

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

This site encourages social awareness, with stories and content that endorse positive behavior and community participation.

GIRL TECH

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

From advice on mending a rift with your best friend to features on women's pro basketball, Girl Tech has it all — including a much-needed girl-friendly search engine.

gURL

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

At this lively site for teens 14 and up, topics range from “Dead women you should know about” to frank discussions on sexuality. A gallery exhibits girls' art work.

PUBLIC ACCESS USENET NEWS GROUPS

<http://www.dejanews.com>

One of the ways in which people with similar interests can get together on the Internet is through the use of E-Mail Lists such as the teacher librarian list called LM_Net. A second method involves the use of an Internet facility called Usenet News Groups.

Both E-Mail Lists and Usenet News Groups rely on E-Mail as the method of communication however News Groups do not require participants to subscribe and unsubscribe. On the other hand, most Usenet News Groups are not moderated which can lead to off topic and inappropriate discussions. To learn more about this method of communication visit: <http://www.dejanews.com>

SMART GIRL:

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

Opinion polls and an area in which to post reviews of computer games, books, movies, and more, give girls a forum to be heard on a variety of subjects — and to find out what others have to say. Teens can get relationship advice as well.

SCIENCE & MATHEMATICS WEB SITES

THE BLACK HOLE GANG

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

This is a science site developed for intermediate grade kids. It's about The Black Hole Gang, a group of kids (and their dog, Newton—with an adorable wagging tail) who are crazy about science. They've built a clubhouse where they hang out, do experiments, and communicate with other kids over the web. (Robin Nobles: smslady@netdoor.com)

DRAGONFLY MUSEUM TOUR OF ENVIRONMENTAL EDUCATION

<http://tess.uis.edu/www/environmentaled/>

The objective of this site is to provide a resource with a listing of the best sites dealing with environmental education so that the job of teaching environmental aspects of an integrated curriculum is made easier for all educators. (Mike Schelling: mschelling@radix.net)

EXPLORE SCIENCE HOME PAGE

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

This site lets both students and teachers interact with material on the web, rather than just reading text. You must have the Macromedia Shockwave Plug-in and use Netscape 2.0+ or greater). On this site are found information and exhibits involving inclined plane (lets you alter the initial velocity, mass, and angle of a frictionless inclined plane), golf range (lets you study the range equation in a golf-like setting), air track (the basic air track with two blocks). The coefficient of restitution, initial masses, and velocities are changeable. There is intro to Plasma (learn a bit about plasma physics), sight vs. sound reflex (test your response time to different inputs) and ray tracing (explore simple ray tracing with a thin converging lens).
(Mike Schelling: mschelling@radix.net)

GREATEST PAPER AIRPLANES

<http://www.khs.com/khs/DOWNLD.HTM>

This is an interesting site for people (A) who want to see how animation should look on the Web and (B) those who like to fool around with stuff like paper airplanes (the kind you made in the sixth grade, and were kept after school for flying in class), or (C), both A and B.

This free demo download gives you a great tutorial on paper-airplane basics, and instructions on how to fold 20, or so, planes yourself. (Jack McGrath: owner-gsunet-1@ecnet.net)

ONLINE MATHEMATICS RESOURCES

Eisenhower National Clearinghouse for Math & Science Education:
<http://www.enc.org/>

Educational Standards and Curriculum Frameworks for Math:
<http://www.putwest.boces.org/StSu/Math.html>

Mathematics Explorer:
<http://unite.ukans.edu/>

KQED's Math Online:
<http://www.kqed.org/fromKQED/Cell/math/mathmenu.html>

Secondary Mathematics Web Resources:
http://cq-pan.cqu.edu.au/schools/smad/hot_link.html

Welcome to the MacTutor History of Mathematics archive
<http://www-groups.dcs.st-and.ac.uk/~history/>

Measure 4 Measure:
<http://homepage.interaccess.com/~wolinsky/measure.htm>

The Annenberg/CPB Math and Science Project presents - Science And Math Initiative and The Teacher Help Service:
<http://www.learner.org/content/k12/sami/>

Math - Library-in-the-Sky - Northwest Regional Educational Laboratory:
<http://www.nwrel.org/sky/Classroom/Mathematics/Mathematics.html>

The Geometry Center:
<http://www.geom.umn.edu/>

Eric's Treasure Trove of Mathematics:
<http://www.astro.virginia.edu/~eww6n/math/>
(Anton Ninno: anton@eric.syr.edu)

ONLINE SCIENCE EXPERIMENT

<http://www.edsoasis.org/Treasure/Experiment.html>

A new Interactive site has just been added to ED's Oasis Treasure Zone. It presents an opportunity for students to become involved in an analysis of data collected over time.

The study involves monitoring the activity level of hamsters during periods of darkness and light in an effort to gain greater understanding of biological rhythms. (Terrie Gray: tgray@pepperdine.edu)

3 PRIMARY MATHEMATICS BOOKLET: K-3 (AGES 5-8) AND SPECIAL EDUCATION.
http://users.uniserve.com/~g_games

The three primary mathematics booklets found on this site have been provided - free, in full for viewing and downloading to anyone who is interested. Helpful hints for copying the booklets are provided, as well as directions and terms for getting paper or disk copies mailed to you.

The first booklet is mainly about many simple, inexpensive, and effective math games (24 pages). The second booklet is mainly about a simple, efficient way of teaching basic early addition, subtraction, multiplication, and division (42 pages with one flexible worksheet, 5 fact sheets and 3 number charts). The third booklet goes beyond the basic facts to subjects such as two figure addition and subtraction, and fractions (43 pages). (Gordon Scott: g_games@uniserve.com)

QUIZSTAR

<http://www.aquiz.com>

QuizStar has quizzes for sixth grade science through college algebra. These quizzes can be taken online and many can be downloaded for use in school computer labs (offline). There are some general interest quizzes such as Birds (with sound), Greek Myths, and Art Masters. Would you please consider providing a link to this site? (Mickey G. Settle/k12opps@gsn.org)

THE SCIENCE CENTER

<http://www.science-education.org>

The Science Center is dedicated to providing teachers and students with the materials they need to effectively discuss scientific and environmental topics in the classroom. The Science Center features great lesson plans and classroom activities and provides users with a Teacher Lounge where they can share information and discuss the latest issues. (nfo@science-education.org)

SIERRA CLUB K-12 ENVIRONMENTAL, OUT-DOOR PROGRAM

<http://www.sierraclub.org/education/>

A K-12 program offering teachers and students environmental, science and ecology education, through web site materials and hands-on trail and nature activities and hikes, fostering an understanding and appreciation of the environment and the earth. (jim@9uptime.net)

TALKING SKELETON!

<http://www.cs.brown.edu/people/oa/Bin/skeleton.html>

Click The Bones and They Will Speak: "There are 206 bones in the human skeleton. The femur is the largest bone in the body. Click on a bone and you'll hear the

name, assuming you have a helper application for playing .au files. I only deal with the larger bones so try not to be disappointed." (Anton Ninno)

SOCIAL STUDIES WEB PAGES

ANCIENT EGYPT

<http://www.anthro.mankato.msus.edu/egypt/>

This site contains an on-line exhibit mounted by the Mankato State University Electronic Museum. This exhibit has information on the hieroglyphics, architecture, daily life, military, history, art, and maps, as well as links and a book reference page about Ancient Egypt and it's peoples. (emuseum@mankato.msus.edu)

ARCHAEOLOGY TUTORIAL

<http://web.lemoyne.edu/~begieral/start.html>

"This site provides a virtual archeology tutorial. It includes a simulated archaeological excavation. Provided for the participant are a number of educational pages that explain the purpose and method of archaeology. Further, when the participant chooses to undertake the excavation, s/he will be given information concerning the area surrounding the site. This information will be ecological, cultural and historical. (John Reese: jtreese@riverbnd.com)

THE CANADIAN MUSEUM OF CIVILIZATION

<http://www.civilization.ca/membrs/lobby.html>

The Canadian Museum of Civilization Corporation (CMCC), a Crown Corporation, comprising two national museums: the Canadian Museum of Civilization (CMC) and its affiliate, the Canadian War Museum (CWM) has recently open a "Virtual Museum" filled with on-line exhibits.

The home page represents a museum lobby with an elevators which will take the visitor to each of the seven levels. On each level, various exhibits and displays can be found from various periods in Canadian History:

Basement - Library, Archives, Audiovisual Theatre, Collections Storage and Cyberboutique
Level 1 - First Peoples Hall and Archeology Hall

Level 2 - Folk Arts and Fine Crafts Gallery
Level 3 - Canadian History Hall and Civilization Hall
Level 4 - Canada at War (not open yet)
Level 5 - Postal Heritage Hall
Level 6 - Kid's Space (not open yet)
(John Reese: jtreese@riverbnd.com)

HISTORY OF COMPUTERS

<http://www.ifi.unizh.ch/groups/se/people/hoyle/Lecture/toc.html>

The history of computers from the past to present day is presented in this well done, attractive, definitely browsable Web Site. (Mike: mike@kmike.com)

KIDS WEB JAPAN

<http://www.jinjanpan.org>

Kids Web Japan is a site that introduces Japan to schoolchildren aged between 10 and 14 who live in other countries. To deepen understanding about Japan, we have tried to furnish information with many photographs and graphics.

We would be most delighted if this site is used as a supplementary source of information in classes devoted to studying Japan or to learn about Japan with the entire family. We will be updating the information contained here once a month and will make an ongoing effort to offer a more informative site.

Kids Web Japan is a site on the Japan Information Network and is managed by the Japan Center for Intercultural Communications.

WACKY, WILD AND JUST PLAIN WEIRD WEB SITES

1966

<http://www.geocities.com/FashionAvenue/5362/page2.html>

The site presents a full run-down of the mid-1960s "Mod" look, from hair and makeup to the models and designers that defined the era. Check out the scrapbook photos of wacked-out sixties get-ups, or read up on recommended movies and books, and more. As Austin Powers would say, "It's really groovy, baby!" (Yahoo)

BEER COASTERS

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

Everything a beer coaster collector could want, and more. The site includes a trading forum, a marketplace, an image archive, and a brief beer history lesson. (Yahoo)

BIZARRE STUFF YOU CAN MAKE IN THE KITCHEN

<http://freeweb.pdq.net/headstrong/>

Created in the name of fun, this site is a veritable smorgasboard of all those demented semi-scientific projects we tried as children. Ever make a hurricane machine? What about fake blood? Stink bombs? They're all here, along with plenty of others we've never heard of before. Be careful! (Yahoo)

BUYNUCLEAR.COM

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

What do you get the person who has everything? How about an aging nuclear power plant in the process of being decommissioned? With an atomic half-life of several centuries, this Maine landmark is the gift that keeps on giving and giving and giving... (Yahoo)

FLUMMERY DIGEST

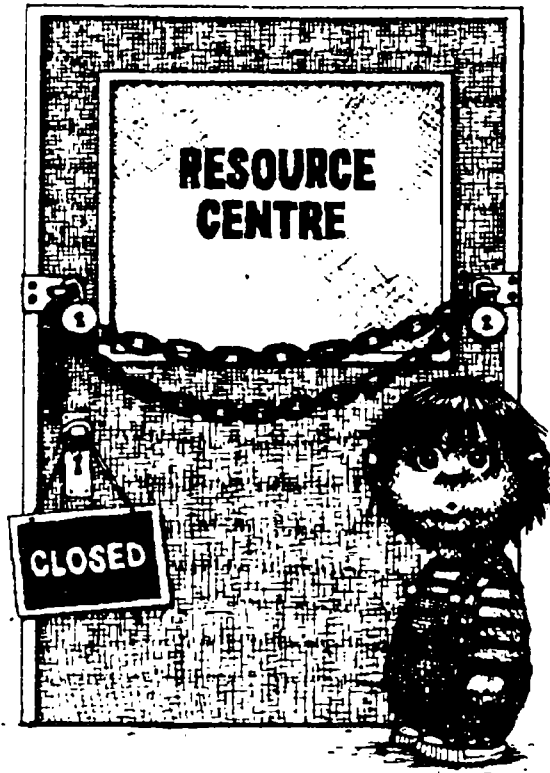
<http://www.ora.com/people/staff/sierra/flum/index.htm>

Since the early 90s, Mike Sierra has collected "offbeat news items" from a wide range of American magazines and newspapers: The Boston Globe, Harper's, Esquire, Time, Wall Street Journal, to name a few. Most of the gems in this vast online collection are of the proverbial "foot in mouth" variety. (Yahoo)

FLY POWER

<http://www.flypower.com/fp1.html>

Fully functional model airplanes that harness the locomotive forces of common household flies. One satisfied customer testifies: "You will marvel at how agile these airplanes are and at their ability to zoom around obstacles." (Yahoo)



THE DEEP END

FOR WHOM THE ALARM BELLS TOLL

By DONALD HAMILTON, Education
Librarian, University of Victoria.
dhamilto@uvic.ca

The little kid in this cartoon doesn't know what he is missing. Only the adults who created the resource centre - and closed it - have formulated any idea of its value(s). And those who closed it clearly have a different view of its value(s) from those who built it.

Look closely. The little kid is clothed in very trendy expensive togs. Those runners probably have a famous brand name on them. He certainly looks well fed. Obviously his parents care about him. Probably most of his teachers care, too. So surely those who made a decision to close his school library must also be keeping his best interests in mind at all times.

Priority decisions pertaining to funding had to be made. The Resource Centre failed to make the cut. So what is the big deal about closing one school library?

In an age of mass communication, in a society where many well-to-do households have home computers, why should we care about students' lack of access to a Resource Centre?

I believe closing a school library represents the failure of elected representatives to recognize that the school is more than chalk, more than teachers. It is more than administrative dollars. Schools are not simply Places in which children learn. Schools are also vital community concepts that represent our society and its values.

Closing any library, or substantially decreasing any library's hours of operation, is dangerously disrespectful of values that we have collectively evolved for community progress, so much so that any such measures should sound alarm bells in our society. It is very difficult for me - and the teacher-librarians that I have come to know over the years - to understand how the decision to close any Library Resource Centre in a school can be made.

Increasingly we see, across Canada, the degradation of our school libraries. It is hard not to assume those who have closed the boy's resource centre have failed to appreciate the value of self-directed investigation, sometimes called curiosity.

They have also failed to appreciate the value of imagination when a book comes alive in a child's hands; the value of delight when discoveries are made through pictures, through words, or on a web page; the value of critical thinking that emerges when facts are confronted with other facts; and the value of searching for information and finding, in the end, knowledge.

The school library is more than a collection of printed matter. It is more than another node on the "information highway". It is an integral part of the school and its processes for stimulating learning. Yet increasingly we see, across Canada, the degradation of school libraries in terms of their effectiveness to operate. Budgetary cutbacks are administered in a number of ways.

1. Reduce the budget so that there is little new fuel for the keeper or the kids.
2. Replace the teacher-librarian with clerical people to keep the place tidy.

3. Close the whole thing when tidy is shown to be a surface value.
4. Fend off the inevitable attacks of parents and academics who apparently know better.
5. Convince teachers that everything will work out fine. Offer them money for "classroom collections".

School boards who cut school library resource centres will defend their actions in the light of inadequate funding by the mean, unthinking provincial Ministry. "We are simply powerless to find the money to keep the teacher-librarians in the schools," they complain.

But I have yet to hear mournful cries of administrators echoing in the Provincial Legislature. I have not seen any resigning. I emphasize the erosion of children's ability to learn. I have yet to hear any

administrators describe the closure of school libraries as a censorship issue. And I have not seen appeals to teachers to recognize teacher-librarians as full-fledged colleagues instead of merely "non-enrolling teachers".

Schools are not easy to run. But the well-fed (or is he just plump?) little fellow in those designer duds has to remain the object of the whole exercise. If minds remain open to that basic principle, the doors of very few school libraries should ever be closed.

Donald Hamilton is the Education Librarian at the University of Victoria. He used to teach teacher-librarians.

This article first appeared in the Spring 1998 issue of *BC Bookworld*. It is reprinted here with the kind permission of the editor, Alan Twigg.



PROVINCIAL SPECIALIST ASSOCIATIONS 1997-98

Only BCTF members (active, associate, affiliate, or honorary) can be members of a PSA; all others must become subscribers.

FORM VOID AFTER JUNE 30, 1998.

Enclose your cheque or money order, made payable to the B.C. Teachers' Federation. DO NOT MAIL CASH.

Print your name, address, etc., below. Check the appropriate association(s).

Social Insurance Number _____ Mr. Mrs. Miss Dr. Ms.

Surname _____

Given Name(s) _____

Former Name _____

Address _____

City _____ Postal code _____

Home telephone () _____ School district number _____

School telephone () _____ Work telephone () _____
(if different from school)

Name and address of school/institution/business _____

e-mail address _____

PSA MEMBERSHIP

BCTF MEMBERS

- | | |
|---|----------------------------------|
| 41 <input type="checkbox"/> \$35.00 Art | <input type="checkbox"/> \$20.00 |
| 42 <input type="checkbox"/> \$35.00 Business Education | <input type="checkbox"/> \$23.00 |
| 44 <input type="checkbox"/> \$35.00 Counsellors | <input type="checkbox"/> \$25.00 |
| 45 <input type="checkbox"/> \$35.00 Immersion/Cadre | <input type="checkbox"/> \$15.00 |
| 46 <input type="checkbox"/> \$35.00 English Language Arts | <input type="checkbox"/> \$15.00 |
| 47 <input type="checkbox"/> \$30.00 Home Economics | <input type="checkbox"/> \$16.00 |
| 48 <input type="checkbox"/> \$30.00 Intermediate | <input type="checkbox"/> \$15.00 |
| 49 <input type="checkbox"/> \$40.00 Teacher-Librarians | <input type="checkbox"/> \$15.00 |
| 50 <input type="checkbox"/> \$30.00 Mathematics | <input type="checkbox"/> \$15.00 |
| 51 <input type="checkbox"/> \$30.00 Modern Languages | <input type="checkbox"/> \$15.00 |
| 52 <input type="checkbox"/> \$35.00 Music | <input type="checkbox"/> \$17.50 |

B.C. EDUCATION STUDENTS

BCTF MEMBERS

- | | |
|---|----------------------------------|
| 53 <input type="checkbox"/> \$35.00 Learning Assistance | <input type="checkbox"/> \$10.00 |
| 54 <input type="checkbox"/> \$30.00 Physical Education | <input type="checkbox"/> \$15.00 |
| 55 <input type="checkbox"/> \$42.00 Primary | <input type="checkbox"/> \$21.00 |
| 57 <input type="checkbox"/> \$35.00 Science | <input type="checkbox"/> \$10.00 |
| 58 <input type="checkbox"/> \$30.00 Technology | <input type="checkbox"/> \$ 5.00 |
| 59 <input type="checkbox"/> \$25.00 Social Studies | <input type="checkbox"/> \$10.00 |
| 60 <input type="checkbox"/> \$30.00 Special Ed | <input type="checkbox"/> \$15.00 |
| 62 <input type="checkbox"/> \$35.00 Drama | <input type="checkbox"/> \$20.00 |
| 63 <input type="checkbox"/> \$35.00 Gifted | <input type="checkbox"/> \$18.00 |
| 64 <input type="checkbox"/> \$30.00 Hospital/Homebound | <input type="checkbox"/> \$10.00 |
| 65 <input type="checkbox"/> \$35.00 Computer | <input type="checkbox"/> \$25.00 |

B.C. EDUCATION STUDENTS

BCTF MEMBERS

- | | |
|---|----------------------------------|
| 66 <input type="checkbox"/> \$25.00 Environmental Ed | <input type="checkbox"/> \$15.00 |
| 67 <input type="checkbox"/> \$20.00 Rural | <input type="checkbox"/> \$10.00 |
| 68 <input type="checkbox"/> \$25.00 Peace & Global Ed | <input type="checkbox"/> \$ 5.00 |
| 69 <input type="checkbox"/> \$25.00 ESL PSA | <input type="checkbox"/> \$15.00 |
| 70 <input type="checkbox"/> \$30.00 Alternate Ed | <input type="checkbox"/> \$15.00 |
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BCTLA REVIEWS

“BCTLA Reviews” is coordinated by:

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5 - 1893 Tzouhalem Rd.
RR5, Duncan, BC
V9L 4T6

The coordinator sends materials and reviewing guidelines to reviewers. Reviewers send their completed reviews to the “BCTLA Reviews” editor:

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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, Duncan, BC, V9L 4T6

FIC BAI

Bailey, Linda. *Gordon Loggins and the three bears*. — Kids Can Press, 1997. — 32 p.: ill. — ISBN 1-55074-382-7 — \$14.95.

Reviewed by: Rosemary Anderson, teacher-librarian, W.L. McLeod Elementary School, SD#91 (Nechako Lakes).

Gordon Loggins discovers a secret doorway leading to a forest — right in the middle of the library! He darts through and finds himself in the starring role of a familiar fairy tale. Goldilocks is missing and the three bears are frantic to find a replacement. Despite his meager size and lack of golden ringlets, the bears think Gordon will do in a pinch. In spite of his aversion to porridge, Gordon reluctantly cooperates so that the story can go on. The result is a hilarious sequence of events and a surprise ending that none of the kids at story time — nor the three bears — will soon forget.

This book is a well bound hard cover with a very economical price. Colourful pictures are part of the text, not just beside the text, and really add to the story. The well-written, humorous story features descriptive vocabulary and expressive language. It is also an attractive read-aloud book for primary students, although intermediate students and adults may enjoy it too. It would be a great asset to a fairy tale unit or as a story starter.

Highly recommended for elementary school libraries.

FIC BAI

Bailey, Linda. *What's a daring detective like me doing in a dog-house?*. — Kids Can Press, 1997. — 192 p. — ISBN 1-55074-321-X — \$4.95.

Reviewed by: Mary K. Groen, teacher-librarian, Winfield Elementary School, SD#23 (Central Okanagan).

The fifth adventure of the Diamond Kulniki Detective Agency, featuring Stephanie (a.k.a. Stevie) Diamond and her best friend, Jesse Kulniki, is a funny and fast paced mystery. Stevie's mother volunteers her to work at Barking Buddies doggie daycare during Spring Break. Stevie begins her job reluctantly, but discovers a bedraggled little stray desperately in need of a bath and a hair-cut. With the help of good intentions and a bottle of henna, Stevie and Jessie manage to turn the dog a sickly green swamp water-like colour. When they hear a news report that the President of the United States, in Vancouver for a Summit Meeting, has had his dog stolen, Stevie and Jessie determine that they have found the President's dog and set out to solve the crime. A prankster has already been at work in the area, even stealing Prime Minister Chretien's underwear, so the detectives begin to suspect that the stolen dog is part of the prankster's plot.

Linda Bailey has created a classic mystery with a nasty villain, several suspects, clues, bogus clues and plot twists leading to a surprise ending. The central characters are realistic Canadian kids who plan, argue, laugh and bicker as they work their way through the clues to the identity of the prankster. Readers who enjoyed the earlier adventures of Stevie and Jesse will read this one with delight.

Recommended for grades 4 and 5.

FIC BRO

Brooks, Martha. *Bone dance..* — Douglas & McIntyre, 1997. — 192 p. — ISBN 0-88899-296-3 — \$9.95.

Reviewed by: David M. Young, teacher-librarian, Royal Oak Middle School, SD#63 (Saanich).

This is a well-written novel about young people and their relationships with each other and adults. The characters are fully developed, thoughtful individuals with whom many teens will identify. Much of the story unfolds through visions and spirits experienced by the two main protagonists, both of whom have First Nations ancestry.

Adults and young people are sensitively portrayed in a realistic, gentle story about the search for belonging and relating to other people. Although there is occasional profanity, and some of the teen characters are sexually active, the haunting, redeeming mood of the novel makes it a good read for teenagers, Grade 8 and up.

Martha Brooks has deservedly won awards for her writing, and two of her previous books, *Two moons in August* and *Traveling on into the light*, were highly praised in *School Library Journal* and *Quill and Quire*. She is an author-playwright whose writings are highly recommendable.

Recommended for grades 8-12.

FIC CHA

Challenger, Robert. *Orca's family and more Northwest Coast stories.* — Heritage House, 1997. — 48 p.: ill. — ISBN 1-895811-39-2 — \$9.95.

Heritage House
#8-17921 55th Avenue
Surrey, BC V3S 6C4

Reviewed by: Denise Gasbarri, teacher-librarian, Douglas Road School, SD#41 (Burnaby).

Robert James Challenger's new book is a collection of nineteen fables in the tradition of Native North American storytelling. The art work, also by Challenger, is striking. Black and red stylized drawings of various animals such as the whale, raccoon and elk abound in this work.

I particularly liked the fable of the young girl who thought only beauty was important. She was changed into a swan whose personality was mean and cruel, and who constantly stole food from the other swans. She became sad and lonely because no one would stay with her despite her beauty. The swan was then transformed back into a little girl who realized that beauty isn't everything after all.

Reminiscent of Aesop, these fables may inspire young people to develop their own. Students could also try painting other animals in Challenger's style. Grade 4 students would enjoy the writing and art of this book while studying about the Native North American peoples.

Recommended for grades 3-5.

FIC GAY

Gay, Marie-Louise. *Rumpelstiltskin..* — Douglas & McIntyre, 1997. — 32 p.: ill. — ISBN 0-88899-2769-3 — \$15.95.

Reviewed by: Marilyn Aldworth, district-librarian, Leo Marshall Curriculum Centre, SD#44 (North Vancouver).

Marie-Louise Gay's version of Rumpelstiltskin should help the story remain one of the Brothers' Grimm most intriguing and famous tales. She has done a superb job in her visual and literary interpretation of the tale. With her characteristic zany illustration style, she has managed to evoke both fear and humour by contrasting bright colours with black shadows, and by making the little man almost comical with his wicked grin, his assortment of trailing creatures, and his attached spider webs and branches.

In this story, a young girl is sold to an extremely greedy king by her poor desperate father who boasts that his daughter can spin gold from straw. A bizarre little man comes to her rescue, but only after she gives him something in return. On the third time, when she has nothing left to give, he states his ultimate demand, "you must promise me the first child you have after you are queen." In a year's time when the girl is queen, and the mother of a fine child, the little man returns to insist she make good on her promise. As usual, after the queen sheds a few tears, the little man feels pity and gives her three days to discover his name, or the baby is his.

A satisfying resolution for the heroine will leave readers feeling delighted that she has managed to triumph over the evil men in her life. The page layout, with text on one page and full illustrations on the facing page, is just right for the intended audience of primary-age children. The illustrations are not too busy and the reading level is appropriate. Marie-Louise Gay's illustrations are rich in detail and texture and sure to delight all readers.

An excellent addition to the picture book /fairy tale section of libraries. Highly recommended for grades K-3.

FIC HAR

Harper, Virginia Jones. *Wing of the raven: a novel of Vancouver's heritage*. — Godwin Books, 1997. — 223 p. — ISBN 0-9696774-5-6 — \$15.95.

Godwin Books
P.O. Box 4781
Vancouver, BC, V6B 4A4

Reviewed by: J. Patrick Romaine,
teacher-librarian, A. L. Fortune
Secondary School, SD#83 (North
Okanagan/Shuswap).

Set mostly in what is now Greater Vancouver and partly in London, England, this novel is a family saga that covers 100 plus years from the 1790s to the 1890s. The story begins at the Musqueam village of Mahli before the arrival of the Europeans and ends in Vancouver after the coming of the railway and the fire. A one time affair between Kah-te, a Musqueam slave girl, and Matthew Chamberlain Stewart, a midshipman on one of Captain Vancouver's ships, results in the birth of twins. The lives of these two and their relatives and descendants are followed and influenced by various elements that are so much a part of Vancouver's history — the fur-traders, the loggers/lumber men, the clergy, the Gold Rush, the 1886 fire, and the arrival of the railway. Other factors — racist policies, the Indian Act, establishing reservations — are also issues that influence and shape the development of the various characters.

This reviewer enjoyed reading *Wing of the raven*. The characters are well developed, and the plot is well paced and covers many aspects of British Columbia history. The novel is similar to James A. Michener's *Poland* or Leon Uris's *Trinity* in the way families and history are brought together. There are, however, two items in this novel that are slightly bothersome. Paw-neset, a Musqueam elder, is described as having a lined face that "...was scarred from smallpox". This would have occurred prior to the arrival of the Europeans in 1791. There may be an explanation, but most historians indicate that smallpox hit this area in the early 1800s. It is also difficult to believe that British sailors found Indian women "dirty" and would not sleep with them until they had washed them off. This was, after all, the era when Europeans were not known for their cleanliness and were considered dirty barbarians by the Japanese.

Wing of the raven would be appropriate reading for Grade 11-12 students. However, it is suggested that teacher-librarians read it before purchase. In schools with a significant First Nations population, teacher-librarians may also wish to consider the issue of "appropriation of voice."

Recommended for grades 11-12 with the above caution.

FIC KEI

Kellerhals-Stewart, Heather. *My brother's train*. — Douglas & McIntyre, 1997. — 36 p.: ill. — ISBN 0-88899-282-3 — \$16.95.

Reviewed by: Pat Parker, teacher-librarian, Arthur Hatton/Dufferin Elementary Schools, SD#73 (Kamloops/Thompson).

This book is primarily a "picture book" although the author has written before for older students. *She shoots, she scores!* and *Stuck fast in yesterday* are two previous works for intermediate grades.

This story is of a young girl whose older brother takes her on a train trip across Canada. The descriptions of the geography are accurate, from the muskeg to the spiral tunnels in the mountains. The story itself is weak. It is supposed to be a dream which has the train traveling across the sky and a giant "trainman" who follows the train and helps the child when she is almost left behind after one stop. She says more than once, "My brother always spoils me." Another quote is, "Am I lucky my brother never gets mad at me." Certainly more imaginary than realistic, for most children!

The book is printed on good quality paper and is well-bound. The illustrations by Paul Zwolak are quite dramatic and dream-like. They are realistic when showing the train and animals, yet have a dream-like quality with the lighthouses and the sky colours. Zwolak spent many hours in the archives of the Canadian Pacific Railway to ensure that his acrylic paintings would accurately depict the classic trains of the past.

I would recommend this book for its illustrations and if a teacher was doing a "dream theme." It could also be used as supplementary material on a unit about trains. I would not recommend purchase for general use.

Recommended with reservations for grades 1-3.

FIC MAN

Manuel, Lynn. *The cherry-pit princess*. — Coteau Books, 1997. — 86 p.: ill. — ISBN 1-55050-118-6 — \$6.95.

Coteau Books
401-2206 Dewdney Avenue
Regina, SK S4R 1H3

Reviewed by: Mark Worden, Grade 5-6 teacher, Cilaire Elementary School, SD#68 (Nanaimo).

Two girls, both about eight years old, spend some time at a cherry orchard recently willed to the artistic best-friend-since-childhood of one girl's mother. There they help raise money to pay taxes allowing the owner to continue owning the orchard.

The book's fifteen chapters could have developed more subtly and thoroughly the aspect of best friends. As a colour picture book, it could have focused more on the money earning attempts, especially the carnival atmosphere of the solution — whole families picnicking and picking cherries off the tree they reserved for a day.

As it is, the plot does not move with much interest. Overuse of the terms "lickety split" or "tickled pink," and ending each chapter with the sentence "Yes," Dagny/Metan nodded, and "Almost," becomes tiresome. The cover is attractive, but the six full-page black and

white illustrations by Debbie Edlin offer little to increase the book's value.

Not recommend for purchase considering current strained budgets.

FIC MUR

Murphy, Allison. *Titanic Times*. — Belcouver Press, 1997. — 56 p.: ill. — ISBN 0-9699464-2-2 — \$10.95.

Belcouver Press
1857 West 4th Avenue
Vancouver, BC V6J 1M4

Reviewed by: Marilyn Clements,
retired teacher, Courtenay.

With interest in the Titanic presently running high, Allison Murphy's little book comes as a timely and welcome addition. It presents a glimpse of the times and of the huge ship from an unusual viewpoint — that of a twelve year old boy from Belfast, where the Titanic was built and launched. It conveys well the feelings and pride, then the shock and grief, of his community, the people and some of the relatives who worked on the ship.

The book is young James McDermott's diary for the month of April 1912. He includes many details of his family, his school, chores and games with friends. He even draws a plan of his home. There is a fascinating description of April 2, 1912, a general holiday in Belfast for the launching of the great ship. Thousands line Belfast Lough, cheering and throwing hats in the air as sirens sound. Then later, the news of the sinking and how Uncle Thomas, a worker on the ship, sat at the kitchen table and cried. The book also contains the boy's scrapbook, including contemporary news clippings and a partial passenger list, all of which help to convey the horror of the tragedy.

This book is an excellent teaching tool. Murphy, a Belfast teacher, has obviously used and researched the topic well — proof of that is the photo of her class with a survivor of the Titanic. Most interesting!

Recommended — a must for grades 5–8!

FIC PER

Perin, Randy. *Time like a river*. — Orca Books, 1997 — 160 p.— ISBN 1-57143-067-9 — \$7.95.

Reviewed by: Colin E. Chafer,
teacher-librarian, Howe Sound
Secondary School, SD#48 (Howe
Sound).

Margie's world is turned upside down when she learns that her mother has contracted a life-threatening disease. What is even more disconcerting for the thirteen year old is that the doctors are unable to diagnose the cause of her mother's illness.

Meanwhile, Margie's history teacher assigns her a project where she is "to discover the nature of the immigrant experience" during the Gold Rush period. In her research, Margie discovers a diary written by a Chinese-American herbalist named Lee Chau Wing. The diary, written in 1894, reveals that Lee Chau Wing died of an illness resembling her mother's illness.

From this point on, the story takes an unexpected turn when Margie, with her friend Isabel, finds information about time travel. Margie, much to her disbelief, is transported back in time to 1894, where she meets Lee Yang, Lee Chau Wing's son. It is here where remarkable events unfold that unravel the mystery of her mother's illness.

Time like a river, collaboratively written by Randy Perrin, and his two daughters Hannah and Toya, is a most engaging story. In its weaving of real-life experiences with fantasy, the story makes you

believe that anything is possible with will and determination. The story explores the cultural differences between two families, one Jewish-American and the other Chinese-American, but the one thing that both families share is the unconditional love they have for their family and friends.

Students at both the intermediate and secondary levels will identify with the characters and themes in this novel, and will be inspired by the protagonist, Margie, who learns to believe in herself.

Recommended for intermediate and secondary grades.

FIC SKO

Skogan, Joan. *The good companion*.
— Orca Books, 1998. — 32 p.: ill. —
ISBN 1-55143-134-3 — \$18.95.

Reviewed by: Gloria Reinheimer,
teacher-librarian, Laronde Elementary
School, SD#36 (Surrey).

The captain of the fishing vessel "Good Companion" believes in luck, good and bad. To preserve good luck there must be no change in routine, no whistling, no cats and no women on board the boat. One evening during a wind, a red-haired girl rows up to the vessel. She is taken on board by the crew, but the captain is very unhappy. Since the mysterious girl refuses to explain where she is from, the cook invents her story. At the first port, the captain, who refuses to speak to the girl, puts her ashore so he will preserve his good luck. Later, during a fierce storm, the girl appears to him through the wind and he calls upon her to save the boat from sinking. Joan Skogan has used a play on words since the girl, whom the captain once feared, has now become the "Good Companion."

Even though the watercolours in this book are very well done, it is difficult to place this book. The illustrations by Stephen McCallum are very realistic, showing storms, mist and sea. Nevertheless, there are some problems with the text.

This story was read to a Grade 7 class who were asked to appraise it for homework. They felt primary students would be confused and frightened by the story line. They found the captain sexist in his views on women. The first part of the story seemed a straight forward mystery, but three-quarters of the way through it became confusing. Who was this girl? Was she really a ghost with the power to save the boat? One student said he didn't realize the story had ended. They felt primary students would not understand the nautical terms used to describe the vessel. Some students thought the author used too much description in the last half of the story. Some parts of the story line were hard even for intermediate students to understand. Even though the captain seemed set in his ways, one student thought it was a good touch that he changes his ideas at the end. Most students liked the story despite the flaws they saw. They likened it to the Titanic.

The book could be used with a grade 5 unit on salmon or fishing. It could also be used in conjunction with Jean Paget's Reluctant Deckhand unit. At the grade 3/4 level it would need explanations from the teacher. It could also be used to generate class discussion on gender issues.

Many thanks to the Grade 7 class and their teacher for their input into this review.

Recommended with reservations for intermediate grades.

FIC VAL

Valgardson, W.S. *Garbage Creek and other stories*. — Douglas & McIntyre, 1997. — 132 p.— ISBN 0-88899-308-0 — \$8.95.

Reviewed by: Marv Worden, grade 5/6 teacher, Cilaire Elementary School, SD#68 (Nanaimo-Ladysmith).

Each of the eight stories in this book deals with believable feelings of pre-adolescent characters in varied contemporary settings, ranging from cities and small fishing towns to farms. Both the dialogue, including understated humour, and the situations feel realistic as the characters become more aware of the increasing complexity of relationships and expectations that growing up entails.

Four of the stories feature male protagonists, in two a male and a female share the lead roles, while two have female main characters, but all fulfill the expectations of classic short stories in that the reader quickly comes to care about the characters and events, and thinks about them again after the reading. For preteen or early teen readers, this book provides some models of realistic people making difficult choices, completing challenging tasks and appreciating strengths of others, including parents. This book would be a valuable purchase for intermediate or middle schools.

Recommended for grades 5-8.

FIC WIE

Wieler, Diana. *Ran Van magic nation*. — Douglas & McIntyre, 1997. — 230 p. — ISBN 0-88899-316-1 — \$7.95.

Reviewed by: Maureen Scott, teacher-librarian, Scott Creek Middle School, SD#41 (Coquitlam).

This well written conclusion to the Ran Van trilogy is a curious combination of fantasy and gutsy realism. Rhan Van is a 19 year old student at Calgary's Cinema, Television, Stage and Radio Institute. He is also a video game aficionado who truly believes that, under extreme circumstances, he is able to assume the strength of his favorite superhero. As well as being a gifted cameraman, Rhan is also a hard-luck young man with no close family, a chequered background, a smart mouth and a penchant for nicotine. He frequently makes the right decisions for the wrong reasons and the wrong decisions for the right reasons. This final saga in his adventures, *Magic nation* (i.e. "imagination") represents his search for truth and, ultimately, self-knowledge.

The convoluted plot encompasses Rhan's successes and failures at school, an encounter with neo-nazis, and the realization that an old enemy (and sometime friend) is not only a homosexual, but also has been stricken with AIDS. There is, of course, a girl in the picture, one who has been married very young and has suffered spousal abuse. After battling countless twists and turns of fate, Rhan overcomes all odds and, third time lucky, gets the girl, too. This is not a traditional "happily ever after" ending, but at least there is peace for Rhan and the hint of better things to come.

Wieler has received several awards for her fiction. The Ran Van trilogy demonstrates capable writing, gripping plots and excellent characterization. Her hero is clearly someone who can make a difference. Nonetheless, this is a puzzling series of books because one is unsure of the intended audience despite information on the

books themselves which suggests a readership of age thirteen and above. (Fry Readability pegs the reading level at grade seven.) During the course of his three adventures, Rhan ages from fifteen to nineteen. Early teens will identify with the younger hero, but the final volume appears aimed more specifically at young adults. However, the last entry in the trilogy does not stand well on its own: with no knowledge of previous adventures, a great deal of the plot loses its impact. Although all the books about Rhan Van depict situations and employ language not always suitable to younger readers, this third is particularly sophisticated. Rhan Van in many ways is not an exemplary role model for impressionable adolescents.

It is unfortunate that the publishers have chosen to package this and the other Ran Van books in jackets that portray the vital Rhan in muddy hues as a sort of nerd-like hippy. It is even more peculiar that the almost-adult Rhan displayed on the cover of volume three looks much younger and more naive than the sour-faced teenage Rhan of earlier cover art. Sadly, even those who compulsively peruse everything, including cereal boxes, may not readily select these books without a big push from a friendly teacher-librarian.

Ran Van magic nation and the earlier volumes about Rhan's adventures, *Ran Van the defender* and *Ran Van a worthy opponent* are well worth reading.

Highly recommended for young adults, grade 10 and up.

300'71'071 CAN

Canadian anthology of social studies
edited by Roland Case and Penny
Clark.. — SFU, 1997. — 424 p. —
ISBN 0-86491-171-8 — \$14 .95.

Reviewed by: Garth Harkess, teacher-
librarian, Laurie Junior Secondary
School, SD#5 (South-East Kootenay).

The title says it all. This collection of 41 articles by 27 Canadian teachers and teacher educators covers a wide spectrum of viewpoints on issues related to the teaching of social studies. The essays are well written and, according to the editors, many of them have been used previously in social studies methodology classes for elementary and secondary teachers.

The book is organized into 12 chapters in three sections. The titles of some of the articles will give the flavour of this 400 page anthology.

- *Establishing objectives for a multicultural program*
- *Move over buster: Women and social studies*
- *Escaping the typical report trap: Learning to conduct re-search effectively*
- *Using interviews in social studies*
- *Integrating computer technology in social studies: Possibilities and pitfalls*
- *Cooperative learning in social studies*

Most of the articles provide their own bibliographies, and there is a list of journals and professional resources at the end of the book. The essays provide a good mix of philosophy and practical ideas and are obviously intended primarily for Faculty of Education students. Practicing teachers will also find this book to be thought provoking and relevant to their teaching.

Roland Case is an Associate Professor in the Faculty of Education at Simon Fraser University. Penny Clark has also taught social studies curriculum and instruction courses at SFU, as well as at UBC and the University of Alberta. Information about all of the authors of the articles is provided at the end of the book.

Recommended as a professional resource.

355'00971 AND

Andrews, Allen. *Brave soldiers, proud regiments: Canada's military heritage*. — Ronsdale Press, 1997. — 512 p.— ISBN 0-921870-50-7 — \$19.95.

Reviewed by: L. R. Little, Assistant Director, Penticton Public Library and Trustee, SD#67 (Okanagan-Skaha).

With a myriad of books on the market depicting Canada's military history, selecting which to read is a tedious task. Often the content is dry and monotonous, but not this time. Vancouver Community College author/historian Allen Andrews wrote his book with the intent of targeting a general audience and students of history. The result is an enjoyable study featuring the stories of 24 notable leaders including James Wolfe, Charles De Salaberry, Arthur Currie, Andy McNaughton and Lewis Mackenzie.

According to the author, we view ourselves as an "unmilitary people." Clearly, after reading Andrews' book, the opposite is true. From the Plains of Abraham, Queenston Heights, and Paardeburg to Vimy Ridge, Ortona, and Kapyong, Canada's soldiers have a distinguished record in battle and as peacekeepers. Our military heritage is a testimony to the spirit of what it is to be Canadian.

Complete with index, photos, maps, selected bibliographies and a detailed table of contents, *Brave soldiers, proud regiments* is a recommended purchase for secondary school resource centres.

Recommended for grades 11 and up.

362.5'09711'33 BAX

Baxter, Sheila. *Still raising hell: poverty, activism and other true stories*. — Press Gang, 1997. — 162 p. — ISBN 0-88974-076-3 — \$18.95.

Reviewed by: Dana McFarland, librarian, Royal Roads University Learning Resource Centre, Victoria.

In *Still raising hell*, Shelia Baxter shares stories of poverty and activism with the insight of an insider. The author discusses issues such as homelessness, discrimination and neglect of the elderly in a series of informal essays interspersed with photographs, brief and effectively presented statistical information, and the author's own poetry. Although Baxter is clearly committed to social activism, which necessarily leads the book into the realm of politics, the stories are so firmly grounded in the human stories of Baxter's friends and acquaintances that the narrative never risks alienating readers by degenerating into a rant.

I can imagine using this book with a secondary social studies class to add a human dimension to any study of contemporary urban social issues. Baxter's anecdotes lend themselves readily to excerpting as a basis for discussion of urban poverty as it affects children, the elderly, and the disabled. That many of the events Baxter describes take place in and around Vancouver will add to the immediacy already conveyed by her personal approach.

Recommended for grades 9-12.

639.96092 LED

Lederman, Jeff. *Cries of the wild: a wildlife rehabilitator's journal*. — Heritage House, 1997. — 144 p.: ill. — ISBN 1-895811-46-5 — \$19.95.

Reviewed by: Diana-Lynne Kermer, science teacher, North Surrey Secondary School, SD#36 (Surrey).

Cries of the wild is a well written series of seventeen journal articles which portray the exciting and emotional ups and downs of rehabilitating wildlife that has been damaged. It allows the reader to experience the inspiring wins and the sad loses.

This soft cover paperback has a glued binding. The text is black print on a white background with wide margins which facilitate easy reading.

There are numerous photos, nineteen black and white diagrams by the BC illustrator, Donald Gunn, and four environmental essays written by Stefani Gaspari. They cover the topics: Foraging behaviour and lead poisoning; Threats to marine mammals; Coyote extermination; and Diversity: the key to life. These essays provide useful information that could be tied into the grade eight environmental unit.

Lederman is a foremost authority on using naturopathic treatments in wildlife rehabilitation. He is a frequent contributor to the journal, *Homeopathy today*. He was the director of Animal Care at Wolf Hollow and is currently the founding Director of the Island Wildlife Natural Care Centre on Saltspring Island.

While the journal excerpts are an interesting journey into the realm of wildlife rehabilitation, they would be too short to be used in any of the secondary school English short story units. They could be used for added interest in the grade eight environmental unit to emphasize man's impact on wildlife. I feel that the best use of this book would be in the lower elementary grades as a read-aloud book or a jumping off point for an environmental unit or for general interest.

Recommended.

371.1'002371 PAT

Patten, Barlow. *The inside track: getting hired to teach in a Canadian school*. — Thompson Educational, 1998. — 236 p.— ISBN 1-55077-099-3 — \$24.95.

Reviewed by: John J. Jackson , Professor, School of Public Administration, University of Victoria.

The title of the book clearly describes its purpose as a "how to" manual. After outlining application screening processes used in schools' and boards' offices, the text then covers resumes, covering letters, interviews, contracts, occasional teaching, volunteering, teachers' unions and further reading. Then the appendices cover pages 153-232.

This book could be a useful guide for some people wishing to be teachers, though most should have learned enough in their education and training to be capable of going through the processes without this book

Irritatingly, the book is too Ontario-oriented while paying scant attention to other provinces. For example, readers are advised to be sure to get address/phone facts right, but the out-of-date area code is given for the University of Victoria. And, American faculties of education offering programs which can lead to Ontario teacher certification are listed — but none near other Canadian provinces. Finally, it is advised that covering letters should end, "yours very truly"—surely the "very" is redundant.

This book may be of interest to some grade 11 and 12 students.

741.5971 HOU
Hou, Charles and Cynthia Hou. *Great Canadian political cartoons, 1820 to 1914*. — Moody's Lookout Press, 1997. — 232 p.: ill. — ISBN 0-9680016-1-0 — \$39.95.

Moody's Lookout Press
3378 West 39th Avenue
Vancouver BC, V6N 3A2

Reviewed by: Roberta Kennard,
teacher-librarian on leave, SD#39
(Vancouver).

Charles (an educator) and Cynthia Hou also co-authored *The Riel Rebellion, a biographical approach*, Tantalus Research, 1984. *Great Canadian political cartoons* is a self-published collection of 330 cartoons (in both English and French) representing important events and various points of view relating to Canadian issues. Included are several British and American cartoons to present differing views of a particular issue. The authors have included an explanation of each cartoon to help the reader understand what event in Canadian history is represented, the date and the main players. A translation is provided for the French cartoons.

Coverage is from 1820 through 1914, but only the first cartoon is dated 1820. The second and third cartoons are dated 1846. Although there is uneven quality in the print of several cartoons (pp. 7, 9, 11, 13), on the whole, the reproduction quality is excellent.

The authors have included a bibliography, an index, and a credits and acknowledgments section. This paperback has an attractive cover and the binding should stand up to heavy use. The 21 x 28 cm. size may cause a shelving problem.

Recommended for secondary and post secondary.

796.01 URE
Urefe, A Frank. *How to achieve your sports dream*. — Eleganza Promotions, 1997. — 119p.: ill. — ISBN 0-9682064-0-9 — \$20.00.

Eleganza Promotions
P.O. Box 10771 Columbia Street
New Westminster BC, V3M 1B6

Reviewed by: Terri-Anne Dallimore,
teacher, Templeton Secondary
School, SD#39
(Vancouver).

Exercise and sports have always been a part of Frank Urefe's life. Growing up in Isoko, Nigeria, he played soccer and ran up to twenty miles a day just to stay in shape. Six feet, seven inches tall, he pursued basketball as a new sport and sought a scholarship at an American university. His ultimate dream was to play professional basketball. Through many hours of hard work and numerous setbacks, Frank continued to move towards his dream, and eventually achieved his goal, playing professional basketball in Europe.

This self-help book is set up to help others achieve their sports dreams, but it can be applied to any aspect of life. Urefe uses his own experiences to illustrate the main ideas and ways to reach goals. He writes informally, which gives the reader the feeling that he is speaking directly to them. There are numerous photographs throughout the book, many with inspirational quotes. Except for a couple of dark and therefore illegible photographs, this feature is very effective.

Although the book is well organized into chapters on various areas that need attention in the pursuit of goals, some of the information is repetitive. Many chapters should have been fused together. Nonetheless, the book is quite inspirational.

Recommended for anyone, especially high school students.

796.962'62'0971 LAP
Lapp, Richard M. *The Memorial Cup: Canada's National Junior Hockey champion.* — Harbour House, 1997. — 300 p.: ill. — ISBN 1-55017-170-4 — \$18.95.

Reviewed by: Anne Lansdell, retired teacher-librarian, Victoria.

Winnipeg resident Richard M. Lapp is a knowledgeable junior hockey fan and author of *Local heroes: A history of the WILL*. He has joined Vancouver writer and sports fan, Alec Macauley, to co-author a complete history of the most coveted trophy in amateur hockey. The Memorial Cup is given to the winner of the Canadian Junior Hockey Championships. Junior hockey players across Canada see this Cup as a stepping stone to entering the National Hockey League. Lapp and Macauley have produced an informative seventy-nine year history of the competitions that have seen the elite of the hockey world emerge to become some of the highest paid athletes of all time.

A foreword by Paul Henderson of Team Canada fame emphasizes the impact that the Memorial Cup has as part of the Canadian hockey system that continues to see "Canadians dominate the game's elite league."

The descriptions leading up to each final game, as well as those of the final games themselves, are well done, from the first Memorial Cup competition in 1919 to the present. By 1997, name after name has been listed until the reader has a "who's who" of hockey greats and lesser knowns.

The many pictures give insights into the history of Junior Hockey in Canada. Fans will appreciate the team and individual pictures showing some of the NHL stars as they were when they were just beginning their rise to fame.

A twenty-two page index lists all the "hockey names" occurring in the world, but a welcome addition would have been to have these names categorized into players, coaches, managers, announcers, etc. A section called Records and Rosters lists the name of the teams who played, the all-stars, records of various types, and team rosters, all of which supply the reader with exceptionally good references.

A more varied format would increase the reading interest. More emphasis could have been placed on anecdotal reporting and in-depth looks at the players. For the researcher, hockey historian or avid hockey fan, from grade nine to adult, this book supplies a very tightly packed catalogue of information.

Recommended for grade 9 to adult.

811'.54 ENR
Enrico, Harold. *A second earth: poems selected and new.* — Ronsdale, 1997. — 184 p. — ISBN 0-921870-53-1 — \$14.95.

Reviewed by: Liz Austrom, retired teacher-librarian, Vancouver, B.C.

Harold Enrico is an American poet whose work is steeped in the traditions and life of the Pacific Northwest. This collection includes new poems as well as selections from *Now, a thousand years from now*, *Rip current*, and *Dog star*, all previously published by Canadian firms. In addition, there is a nine page "Afterword" by Ronald B. Hatch of the University of British Columbia, who provides biographical and textual insights.

Most of these poems have a clean, spare feel to them that is deceptive. Many use elements of nature or incidents in everyday life to

explore serious topics, and these poems can be read at two levels, as a description of a thing or an event and as an exploration of some aspect of the human condition. The clarity of the language and the imagery make the poems highly accessible to secondary school readers. One example is "Knives":

Poems should be
like the knives
my dad used to make
out of old crosscut saws
and car springs,
blue-bladed, honed to razor sharpness
that could shave the hair off his arm.
They would bend but not break,
their handles carved
out of walrus tusk or walnut, northern, tough,
perfectly balanced, fitting the palm,
great for skinning rabbits,
slicing meat from the bone
for the hungry belly.

This is a sizeable paperback, with good use of white space, readable type, and excellent editing. The cover is a little bit too restrained to attract immediate attention, but is nonetheless inviting, while the binding appears durable.

Recommended for grade 9 to adult.

811'.54 PUR

Purdy, Al. *To Paris never again: new poems*. — Harbour, 1997. — 132 p. — ISBN 1-55017-173-9 — \$15.95.

Reviewed by: Liz Austrom, retired teacher-librarian, Vancouver, B.C.

This collection of new poems by two time Governor General's Award winner, Al Purdy, demonstrates the same intellectual span and varied interests that have characterized his work in more than thirty other collections of poetry. While this is obviously the work of an older man — less emphasis on sexuality and more on recollections of the past and recognition of human mortality than is seen in earlier collections — many of the poems included here will speak directly to senior secondary students, and others will need only a little translation by the teacher. Helpfully, Purdy has included an eight page essay, "Home Country," which intermingles biographical information with travels and incidents in his life that gave rise to some of the poems in this collection. Also included are two pages of "Notes" explaining some of the allusions in a few of the poems.

The blurb accompanying the review copy says, "Al Purdy finds poetry in everything." Some of the "everythings" included in this volume are the body of a dead burro, a helicopter flight, specific paintings by artists like Picasso and Bruegel, memories of other Canadian poets, friends and relatives, and an array of incidents and impressions from the poet's own experience. Students tempted to become poets might wish to examine "Case History" for hints on how to survive abject poverty, and those who have the typical post secondary travel bug may find the many poems set in distant locations of interest.

The cover of this quality paperback is very attractive, with a night scene of the Seine River surrounded by lighted buildings and the Eiffel Tower. Poems all begin on a fresh page, surely the ideal layout for poetry, the white space at the end of each poem giving the mind a contemplative pause. The glued binding should stand up well, particularly as the book is a little too big to stuff into a jean's pocket.

If you can only afford one recent Al Purdy collection, purchase *Rooms for rent in the outer planets: Selected poems 1962-1996* for its sampling from many time periods of his poetic development. However, if Canadian poetry is a focus of the English program in your school, this collection is worth the modest cost.

Recommended for grade 10 to adult.

971 GRE
Greenwood, Barbara. *The kids book of Canada*. — Kids Can Press, 1997. — 56 p.: ill. — ISBN 1-55074-315-5 — \$18.95.

Reviewed by: Mary Louise Guest,
teacher-librarian, Chatelech Secondary
School, SD#46 (Sunshine Coast).

Barbara Greenwood is the author of *A pioneer story*, *Pioneer crafts*, *A spy in the shadows* and *A question of loyalty*, all excellent resources that can be used to make Canadian history come alive.

In *The kids book of Canada*, Ms Greenwood provides a visually appealing approach to Canada for an elementary age audience. It is an at-a-glance pictorial introduction to each province and territory of Canada. Coats of arms, Provincial flowers, birds, trees and motto are presented visually. The presentation of each province includes its history, historical figures, places and events, economics and interesting facts.

The print is medium large but the layout may be confusing as fact boxes are not distinct and drawings do not always match the text they are near. A map locating the provinces' positions in Canada and a map of each province with major cities, rivers and mountain ranges is included in the four pages allocated to each territory and province.

This book is useful for a brief introduction to Canada rather than an in-depth study and could be used by students up to grade nine. A 17 word glossary is included, but there is no index. The table of contents is fairly adequate.

A recommended purchase for L.A. Centres in secondary schools and for elementary school libraries.

Recommended for grades 4-9.

971.1'8203'092 SHE
Shelford, Jack. *From war to wilderness*. — Shelford, 1997. — 296 p.: ill. — ISBN 1-55056-533-8 — \$19.95.

Shelford Publishing
4210 Kincaid Street
Victoria, BC V8X 4K6

Jack Shelford, father of one-time British Columbia politician, Cyril Shelford, was an adventurous Englishman and a prolific correspondent. During the period from 1899 through 1916, he fought in the Boer War, wandered across North America, practiced wilderness survival in the far north and ultimately homesteaded in the then remote Ootsa Lake region of BC. All the while, he wrote lengthy letters home to relatives in England. This book is a compilation of those letters.

Reviewed by: M. Maureen Scott ,
teacher-librarian, Scott Creek Middle
School, SD#43 (Coquitlam).

The elder Mr. Shelford was a keen observer with considerable curiosity. He had a wry, occasionally ribald sense of humour. He also had an eye for detail, sometimes displaying remarkable insight and just as often offering lists of dreary facts. His letters describe his experiences in South Africa, the eastern USA, San Francisco, Vancouver and Alaska, as well as the trials of establishing a viable place of his own in northwestern BC. Aside from people and circumstances encountered during his journeys, the epistles include comments of a personal nature, including homilies to a lovelorn younger brother and the progress of his courtship by mail of Safie, who became his wife.

The book includes several copies of Shelford's original, and somewhat illegible, letters as well as other documents of dubious interest. The inclusion of more photographs from the era and clearer maps would have been an asset.

Generally speaking, this volume provides a readable snapshot of some fairly specific aspects of early twentieth century history. The letters written from Alaska are particularly fascinating. However, like most correspondence scribbled by those who do not expect their work to be published, some flaws are apparent. For example, the writer, like many of his era, refers to Native Americans as "Indians" and Chinese, occasionally, as "Chinks." While these terms may have been common at the time, they tend to grate on the modern reader. Overall, Shelford's letters, while adequately composed, lack dash and sparkle. His paragraph structure and punctuation are both adventuresome. Lengthy sentences, characteristic of the period, sometimes leave the reader gasping while the chatty tone can grow irritating. Fortunately, references to family activities are relatively scarce.

Cyril Shelford's prologue sets the scenes nicely and is an important part of the collection. However, use of the term "Indian" is unfortunate as are several usage or typographical errors. (e.g., "He caught a river steamer bound for Fairbanks for six years.")

The reading level of this material is hard to determine due to the longish sentences and fairly short words employed. At a guess, one would suggest the book would be accessible to those with a grade 6 or 7 reading level. However, the volume is clearly meant for adults. Note that some humorous anecdotes included, while not in dreadful taste, are not entirely appropriate for the upper intermediate/middle school crowd.

From war to wilderness has a marvelous cover — a sharply contrasted, brilliantly coloured photograph of sled dogs against a field of snow and blue sky. Students at my school were enormously attracted by the cover, but quickly lost interest in the dense prose and adult content.

I think this might have been a fascinating book had an accomplished editor wielded a red pencil with enthusiasm. As it stands, it offers a highly personalized view of an historic era and may have supplement-

tary use in secondary schools. Teacher-librarians serving schools in the Bulkley Valley and Burns Lake regions will certainly wish to include Shelford's letters in their local history collections.

Recommended for grades 9—12 as supplementary material except as noted.

972'018 LIB

Libura, Krystyna. *What the Aztecs told me*. — Douglas & McIntyre, 1997. — 32 p.: ill. — ISBN 0-88899-306-4 — \$6.95 (pb).

Reviewed by: Wendy L. Smith, teacher-librarian, D. Ferris Elementary School, SD#38 (Richmond).

What the Aztecs told me is based on the text of Friar Bernardino, a sixteenth century missionary who recorded the Aztec way of life in Mexico before the Spaniards came. It is an account of the daily rituals of the Aztecs — descriptions of their primary gods, feasts, including those involving human sacrifice, and the role of fire and ice in their religion. Government structure, the conduct of war and trade and the medicine plants and animals of the New World complete this record of Aztec life and lore.

The simple, descriptive text is easily read by upper elementary students. A useful glossary of terms is included at the back of the book. The full-colour illustrations are taken from Friar Bernardino's original 12 volume account and add to an understanding of Aztec life. This book could be useful at the secondary level for ESL students.

My only concern about *What the Aztecs told me* is that the paperback binding may not stand up to the heavy use it should get.

Recommended for upper elementary grades and secondary ESL students.

972'02 BUR

Burr, Claudia. *Broken shields*. — Douglas & McIntyre, 1997. — 32 p.: ill. — ISBN 0-88899-304-8 — \$6.95 (pb).

Reviewed by: Barbara Witt, teacher-librarian, David Brankin and McLeod Road Elementary Schools, SD#36 (Surrey).

This powerful lament, although simply written in the style of a picture book, is definitely not intended for young children, but would be a good book to accompany an intermediate or secondary unit on the Aztecs. It is a first person account of the tragic betrayal of the Aztecs by Cortes and the Spaniards. It is drawn from volume twelve of Friar Bernardino de Sahagun's *A general history of the things of New Spain*, published in the 16th century. Friar Bernardino de Sahagun was a sixteenth century Spanish missionary who traveled to Mexico shortly after the conquest. The illustrations, which are dark and foreboding to go along with the tone of the book, are taken from another book on Mexico written by Friar Diego Duran, and were probably painted by the Aztecs.

A good book to accompany this one which focuses on the conquest is *What the Aztecs told me*, also taken from the same source, but focusing more on the daily life of the Aztecs before the Spaniards came.

Recommended for grades 5–11.

398.2'0945 GAL Gal, Laszlo. *The parrot: an Italian folktale*. - Douglas & McIntyre, 1997. - 16 p. : ill. - ISBN 0-88899-287-4 - \$16.95.

Reviewed by: Betty Cottrell , teacher-librarian , Lord Beaconsfield Elementary School. SD#39 (Vancouver)

Like all of Laszlo Gal's books, *The parrot* is beautifully presented. For the first time his daughter, Raffaella, has contributed the illustrations and the product is simply enchanting. As noted, "the illustrations are a result of a combination of coloured pencils, oil and egg tempers on board." The illustrations and text on each page meld into one spectacular masterpiece to capture the audience's attention.

The parrot is a retelling of a classic Italian folktale. This is a story within a story. The actual story is about a young prince and his infatuation with beautiful maiden. A problem arises when the young maiden's merchant father must leave temporarily. The young prince steps in to protect the maiden from an evil old king who plans to steal her away. The prince turns himself into a parrot to watch over the maiden. He tells her a marvelous story (the story within a story) to keep her occupied and out of the grasp of the evil king's soldiers. The happily-ever-after ending has the rather returning safely home and the maiden and the prince becoming betrothed.

Recommended for grades 3 and up.

398.8 BOU

Bounce me, tickle me, hug me: lap rhymes and play rhymes from around the world. - Douglas & McIntyre, 1998.. - 36 p. : ill. - ISBN 0-9681462-2-8 - \$14.95.

Reviewed by: Corinne Paravantes , teacher-librarian , Henry Grube Education Centre, SD#73 (Kamloops/Thompson)

The unique and interesting manner with which Sandra Carpenter-Davis has collected the multicultural rhymes in *Bounce me, tickle me, hug me* has made this a useful, practical book for parents of very young children. The rhymes come from many cultures and languages, from memories of childhood, from parents and grandparents and so they can be learned and related to quite easily. The rhymes are written in their original language and script. The English translations contain helpful suggestions for accompanying actions or finger plays. The book gives parents and other care-givers lots of variety for exposing small children to the fun of language, its patterns, rhythms and poetry.

Although a kindergarten teacher may find a few of the rhymes useful for the classroom setting, this book is not recommended for the classroom. The use of "baby talk" such as "horsy" and "pussy cat", the amount of repetition and the subject matter make this a pre-school title. The photographs of families and the spacious layout of the rhymes are attractive and appropriate.

Recommended for pre-school only..

577.5'1 HIC

Hickman, Pamela. *At the seashore* (Pacific edition). - Formac, 1997. - 64 p.: ill. - ISBN 0-88780-404-7 - \$12.95.

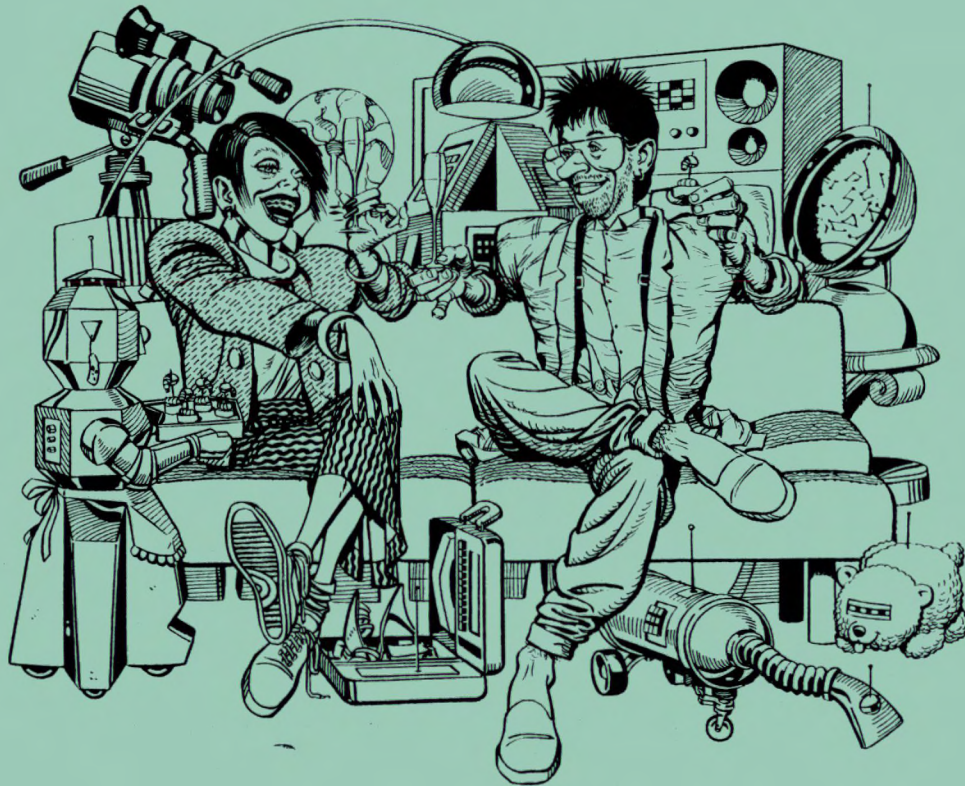
Reviewed by: Leslie Davidson, primary teacher, Christina Lake Elementary School, SD# (Grand Forks)

Capitalizing on the success of their East Coast version of the same book, the author/illustrator team of Hickman and Robar-DeCoste have put together a handy little light-weight guide for the shoreline stroller of teachers and kids involved in marine study. Different chapters deal with the sandy beaches and rocky coastline and suggest lots of wonderful hands on experiences and experiments. Readers are invited to make sea weed ice-cream or an underwater light, read a tide table, construct a temporary clam "home away from home" and sing a camp fire song. Clearly illustrated, with simple to follow directions and accessible text for about grade 3 and up, *At the*

seashore would support the first time visitor as well as the veteran “coaster” in their explorations of the diversity of life along the coast.

A complete index and table of contents as well as a list of marine parks round out the fascinating, informative text and appealing water colour illustrations. Hickman’s experience and understanding of what fascinates kids make this neatly organized little guide to West Coast shorelines a great addition to the science resource shelf and well worth purchasing for home use as well.

Recommended for elementary school libraries and for home use.



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