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BCTLA

THE BOOKMARK



ON A ROLL!



THE COMMUNITY REBATE CARD

This terrific fund raising program is back for the
1997/98 school season!

Community Rebate Program

(Your school name here)

10% of your purchase supports your
school library.



"promoting literacy in your community"

Book Warehouse will provide Community Rebate Cards to those librarians who have registered their schools on the the program. These cards are then made available to each parent or supporter at your school who would like one. When shopping at any of our 5 locations, they can present their card at the time of purchase. Our staff will keep a record of purchases by your school supporters, and at any time during the school year, Book Warehouse will donate 10% of their total purchases to your school library budget as a credit on account.

As an added bonus, we will deduct an additional 10% off our discounted prices (excluding bestseller/current releases - already discounted 20%) when your librarian comes to purchase books for your library. The Community Rebate Program is a winner for everyone involved. It creates awareness of books and literacy in your community. Parents, students and school supporters are encouraged to think of buying books for their families, and your school benefits from increased buying power.

REGISTER YOUR SCHOOL TODAY!

Simply fax this page to: Barb Leibel at 876-5711 or call: 873-0661

School Name: _____

Librarian: _____

Address: _____

Telephone and fax: _____

of cards required: _____

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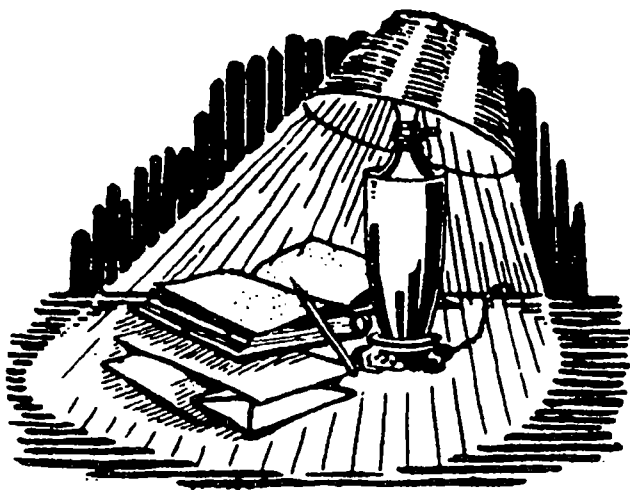
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STATEMENT OF PURPOSE

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



IN CIRCULATION

by **GERALD SOON**, President, BCTLA

WE'RE ON A ROLL

The theme of this issue of *The Bookmark* can be looked at in two ways, negatively or positively. Are more teacher-librarian positions lined up domino style ready for the heavy hand of cutbacks? In the last few weeks the situation of Sooke's elementary schools losing all teacher-librarians and clerical staff as of September, 1998 is yet one more example where services to students and teachers are being cut. The *Victoria Times Colonist* campaign to staunch the cuts resulted in the community donating thousands of books that were sorted and sold, or put aside to give to the schools. The newspaper thought that it was doing something positive, and the elementary schools will each receive a small sum of money from the proceeds of the campaign. I told the education reporter for the *Victoria Times Colonist* that what was being done was admirable, but it was not addressing the true issue — the lack of qualified teacher-librarians in positions.

PROVINCIAL BARGAINING

The BCTF and BCPSEA have been negotiating for quite some time and I was asked to present the case for

teacher-librarians at the provincial bargaining table. I was very prepared for what I said, and focused on information literacy, the role of the teacher-librarian, the need for teacher-librarian services, and the great inequity of service that is being provided to the students of BC. After being told by BCPSEA that I was advocating to the wrong group, I left with the impression that our employers look at non-enrolling positions as non-essential services and the only place where they can claw back to gain some funding for other areas. Bargaining is NOT going well, and although the BCTF has been standing up for non-enrolling teachers, there is, unfortunately, an impasse. The BCTF Bargaining team deserves high praise for their stamina.

ADVOCACY POSTCARDS

On the positive side, we're on a roll as the Advocacy Campaign continues! Postcards have now been printed and are ready for distribution. The BCTLA has had advocacy postcards printed — addressed to the Premier and also the Minister of Education. Our hope is that they will be distributed to bookstores, libraries, stores, and individuals. There is space for two people to sign their names and addresses and add comments. Hopefully, the Premier and Minister of Education will get the message that school library services and district resource centre services throughout the province should be provided. Will YOU get involved in some way to help? Call your chapter councilor today for details, or check the BCTLAFORUM.

WIN A MACINTOSH COMPUTER! At our Annual General Meeting, the winner of the Macintosh computer that Apple Canada donated to the BCTLA will be announced. Is your name in the draw? See your chapter councilor for details, or email me: gerson@istar.ca.

WE'RE ON A ROLL!

Let's make sure that we are on a roll! It's better to be moving ahead than be rolled back under a rock!

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

Submit an article, unit or bibliography to
THE BOOKMARK

COMING THEMES ARE:

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

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

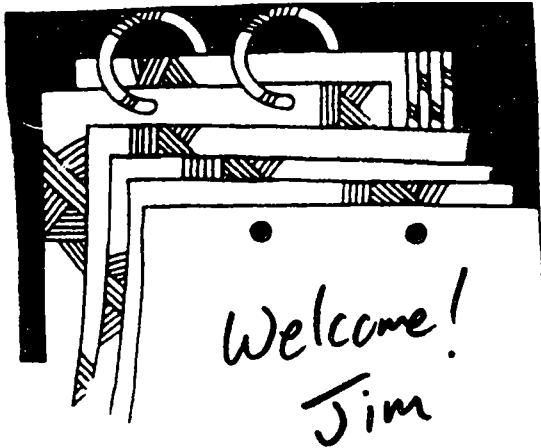
Deadline: April 27

SEPTEMBER 1998: THEMOPHILIA

Themes are the lifeblood of resource-based learning! Are you absolutely ecstatic about creating integrated themes? Does your brain go into rapture 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 a success or a failure, and personal experiences initiating integrated themes at the school level. If it is spelled "T-H-E-M-E", we want it! What theme are you themophilic about? What theme turns you themophobic? Why? Now is the time to have a theme in the Bookmark about themes!

Deadline: July 27

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



EDITOR'S COMMENTS

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

BOOKMARK AUTHORS' AND EDITORS' GUIDE

Roll the presses! This guide is to facilitate authors and editors with articles through the year. *The Bookmark* is the professional journal of the BC Teacher-Librarians' Association. The journal is published four times a year, in September, December, March and June. We publish articles, bibliographies, author and illustrator biographies, announcements, advertisements, reviews, units, humour, commentary and resource lists relevant to teacher-librarians.

STEP ONE: READ THE BOOKMARK!

You have already taken the first step! When you read *The Bookmark* you can familiarize yourself with what makes up our style and substance. Find out about coming themes by looking at our coming themes page appearing in each issue. The intent is not to restrict our authors but to pique interest and give inspiration. If you have something great but it is not on theme, send it.

Regular readers write to respond to issues and to make new issues known. We also publish articles by colleagues and associates that address diverse issues affecting teacher-librarians. Most of the articles that we print have first appeared in *The Bookmark*, but we do encourage submissions that have appeared in other journals when they are of interest to the BC Teacher-

Librarians' Association membership. We respect copyright law, and request that written permission be secured from the original publisher. If you cannot get permission, please attach a note describing what sections do not have copyright clearance. Include the name and address of the publisher, if known.

The Bookmark includes cooperative planned units developed by teacher-librarians or by teams that include teacher-librarians. Teacher-librarians adapt these units and use them in their own library-classrooms. A great unit can inspire more great units or act as a model to show classroom teachers, administrators, parents and decision makers what is possible with good team planning.

The Bookmark prints notices of upcoming conferences. While many of these conferences directly address the profession of teacher-librarianship, more general conferences about reading and literacy, study skills, information technology skills, literature and related topics are all appropriate.

Often, our journal features theme related bibliographies and annotated resource lists. Teacher-librarians find these particularly useful if the materials are readily available. Look for notices telling what the upcoming issues will be about.

We try to feature authors and illustrators who are Canadian and whose work is of interest to students between kindergarten and grade 12. In our writer/illustrator feature we usually try to include biographical information, a photograph, a list of works and comments from the author given in an interview.

STEP TWO: PREPARE FOR WRITING

Writing often involves assembling components rather than creating from scratch. As a teacher-librarian, you create plans, notes and files. These elements, which you normally create in the course of your work, are all components of a written article. With a little bit of work, the notes you have already made will put you well ahead organizing for writing. If you know that you want to publish a unit that you are doing, it is worthwhile to look over the sections that follow before you start to ensure that you have all the ingredients for a great article or unit.

STEP THREE: ORGANIZE FOR PUBLICATION

IF YOU ARE SUBMITTING A UNIT:

This checklist, adapted from *Fuel for change: cooperative planning and teaching*, is included to help you organize a resource-based cooperatively planned unit for publication.

- 1 Title, names of teacher-librarian, teachers, school
- 2 Unit background
 - a) What is being accomplished
 - b) Approximate time line
 - c) About the students (Age, special characteristics)
 - d) How the unit fits into the classroom experience before and after the unit
 - e) Brief description of what students produce
- 3 Process
 - a) Initiation (Where did the idea come from?)
 - b) Objectives (Content, thinking skills, research skills. Affective objectives.)
 - c) Description of activities (Be brief; lesson plans and student materials follow.)
 - d) Preparation and teaching responsibilities for teachers and the teacher-librarian
 - e) Plan for evaluation of students
 - f) Plan for evaluation of unit (Strategies, resources etc.)
- 4 Actual Unit
 - a) Classroom: What happens before the students come to the library resource centre?
 - b) Library Resource Centre: Teacher, teacher-librarian, and student activities
 - c) Materials prepared for students (in chronological order) may be included.
 - d) Evaluation materials
- 5 Evaluation of the unit and possible revisions. (What went particularly well? What could be improved?)
- 6 Resource list: The ISBN code makes it easier for readers to order materials.

IF YOU ARE SUBMITTING AN ARTICLE:

- 1 Title of article, author, job title, organization
- 2 Body of article. Articles should address issues that specifically apply to teacher-librarians. An article about how teacher-librarians can adapt resource-based units for visually impaired students is

probably of much greater interest to teacher-librarians than a generic article about visually impaired students. *The Bookmark* includes a statement of purpose immediately following the table of contents in every issue. Its purpose is to guide contributors and editors.

- 3 Bibliography

IF YOU ARE SUBMITTING A RESOURCE LIST:

- 1 Title, teacher-librarian, school, school district
- 2 These resource lists are used for selection. Therefore, the materials should be available and the resource list should include ISBN codes. We prefer the APA format.

IF YOU ARE SUBMITTING NOTICE OF AN UPCOMING EVENT:

- 1 Title of event
- 2 Description of event
- 3 Contact person, organization, address
- 4 Time and dates of event.
- 5 Cost and deadline for application

STEP FOUR: WRITE

Some cooks prefer to follow recipes, and others prefer to experiment. You may find it easiest to write by following the above guidelines like a recipe. You may prefer to be more inventive. We do not aim for perfect consistency in everything we publish. Our goal is to ensure that published units include enough information so that the process of planning, implementation and evaluation is clear.

Some cooperative units use an outline approach, some use tables and diagrams while others use sentences and paragraphs exclusively. It is up to our contributors to choose the presentation approach that achieves effective and concise communication. Remember that teacher-librarians frequently share articles and units with staff and school administrators who may not be fully conversant with special terms and acronyms. Define these terms the first time you mention them.

The editors can help to tighten up descriptions or to correct minor grammar, punctuation and spelling mistakes. Perfection is not required! The important thing is that your good ideas are communicated to other teacher-librarians.

STEP FIVE: SUBMIT IT!

If a particular editor has contacted you, then you should address correspondence to that editor. Submissions can be typewritten or a letter quality computer print. We particularly appreciate it when submissions are sent on 3.5 inch computer disks from either PC-DOS or Macintosh computers. Many editors have e-mail accounts. Not all e-mail systems are perfectly compatible. All e-mail accounts allow the transmission of plain text, but not all allow receipt of binary files. This means that some e-mail programs cannot transmit documents showing large, italicized or highlighted text. If you plan to use e-mail, ask what e-mail program your editor is using and, if possible, use an equivalent program.

Currently, the editors use Macintosh computers to prepare camera-ready copy. We can handle most popular word processing formats, including Microsoft Works, Word, Word Perfect, and Claris Works. File translators do not always preserve translated fonts, tables, or formatting correctly. Please send hard copy on paper to show how text, illustrations and tables should look. The editing job is simplified somewhat if you position text on the page using tables, indents or tabs instead of spaces.

Please allow the text to wrap, and only include a single line of space at the end of each paragraph. Our page layout program (PageMaker) takes care of how the text will look on the page, so it is not necessary to send articles with three inch wide columns.

Tables of information should be typed in the point size that they will appear. Use tabs instead of spaces to separate the columns, because if you use the space bar the table will go out of alignment when the text is copied to the layout program. Include hard copy on paper or a sketch to show how the information should appear.

An easy way to create submissions with the right text style, size and indenting is to use a template. You can download *The Bookmark* two column template using a web viewer on the World Wide Web at <http://www.bctf.bc.ca/psas/bctla/bmpubg.hqx>. You need a free program called Stuffit Expander <http://www.aladdinsys.com> to open the archive. Microsoft Word 4 or newer will display the document correctly. If you don't have a recent version of Word, and you use Windows, you can get a free Word viewer at <http://www.microsoft.com/officefreestuff/word>.

EDITING FORMAT

A style description helps editors and writers decide how to lay out the page. Sophisticated programs like Microsoft Word and Adobe PageMaker can use templates and electronic stylesheets to simplify the formatting of documents. With these programs, you simply choose a style like "Heading 2", and the program takes care of the font style, leading, emphasis and margins.

Titles and headings are capitalized.

MAIN HEADING IS TIMES 18 POINT BOLD

Author information is not indented and is set in Times 12 point. The author's name is set in BOLD CAPITAL LETTERS. Author information is not indented and is not justified. The format for author information is as follows:

by **JIM CROOK**, teacher-librarian, Hillside Middle School, SD #43 (West Vancouver).

SUBHEADING IS TIMES 14 POINT BOLD SIZE

LESSER HEADINGS WITHIN AN ARTICLE MAY BE 12 POINT BOLD OR 10 POINT BOLD

We use Times font for editorial copy. For Windows computers, the closest equivalent is Times Roman.

The size of the lettering is 12 points for student materials. (A point is approximately 1/72 inch.) Articles, commentaries and book reviews use 10 point size with the baselines spaced 12 points apart. The first line is indented 1/2 inch for one column articles and 1/4 inch for two column articles.

The Bookmark formats reviews of books as follows. Italics are used for titles. Lines after the first line are indented. The ISBN number and price are included if they are known. For more examples, look in the BCTLA Reviews section of *The Bookmark*.

686.2 Williams, Robin. *The Mac is not a typewriter*. — Peachpit, 1990. — 72 p. ill. — ISBN 0-938151-31-2. (pbk.). — \$9.95.

For bibliographies of features and articles, *The Bookmark* uses the APA format. Italics are used for titles of books and journals. For three inch columns, lines after the first line are indented 1/4 inch. For full columns, lines after the first column are indented 1/2 inch.

Austrom, Liz. (1989). Content Guide: The other half of style. *The Bookmark*, 30 (4), 127-128.

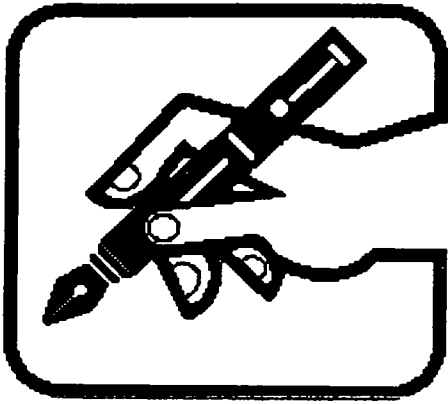
Williams, Robin. (1990). *The Mac is not a typewriter*. Berkeley, CA.: Peachpit.

LAST STEP: SEND IT IN!

Look in *The Bookmark* for the deadlines for submission. Submit your articles as early as possible to one of the editorial board members listed on the inside back cover of each issue. Information about submitting book reviews is included in the BCTLA Reviews section of the journal.

We invite chapters to adopt an issue of *The Bookmark* and submit as many articles as possible to that issue. We will make special mention of the chapter's contribution in the issue itself and in the minutes and annual reports of the BCTLA.

	Spelling
	Punctuation
	Sentence structure (Faulty parallelism, run-on sentences). Look out for commas, dashes, colons and the word "which." They are often the site of problems.
	Logical problems. (Look out for "always" and "never." Look out for a digression that doesn't come back to topic. Look out for mixed metaphors.)
	Check that the copy has curly quotes, not straight.
	Check that indenting and spacing are consistent.
	Check for widows and orphans (small blocks of type all alone at the beginning or end of a page)
	Check the font is Times (or Times Roman on Windows computers)
	Check that the font size is 12 point for single column or 10 point for two column and bibliography



LETTERS TO THE EDITOR

(Editor's Comment: this letter was sent to the President of African American Publications, in the USA. It is presented here as a caution to teacher-librarians)

Dear Mr. Ryan,

I recently received *The Reference Library of Asian Americans* and *The Reference Library of Native North Americans* on approval from your company. When speaking to your marketing representative during an unsolicited phone call, I distinctly asked her two questions—one was concerning the amount of Canadian content in these publications, and the other was who the publisher was.

I am a Japanese Canadian, so I am quite aware of Asian Canadians. The marketing representative assured me that Japanese Canadians, and other Canadian Asian communities, were included in the publication. Needless to say, I was very disappointed when I looked over the Asian American title. There was very little about any Asian Canadian community in the publication. I have previewed many American publications on the topic of Asian Americans and find the content devoted almost exclusively to Asians in the United States.

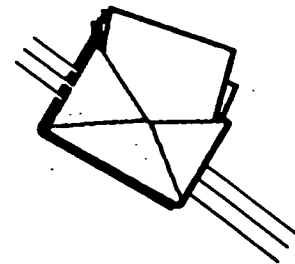
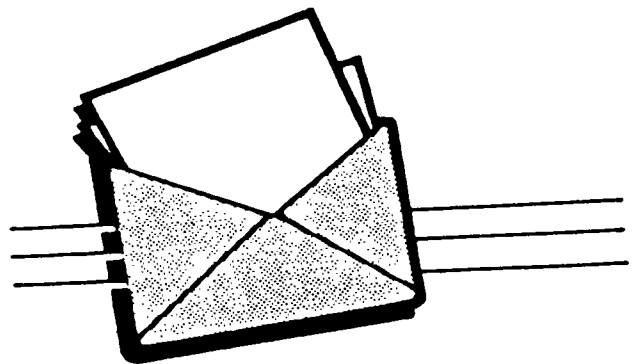
I was not only disappointed about the lack of information on Asian Canadian communities but also because the representative misinformed me. When I asked her who the publisher was, she told me that I would not be able to purchase these titles from any other company. When I received the titles, however, I realized that the publisher was Gale!

To prevent wasting your time and money in sending me something I would not want, I asked those two specific questions. I feel that I have been deceived, and that my time has been wasted. Please do not send me any further publications nor solicit business from my school. Thank you for your time.

Respectfully,

Charlene Meier, teacher-librarian
Burnett Secondary School, Richmond

Note: Willa Walsh, teacher-librarian at McNair Secondary School in Richmond, also previewed these titles—which were sent under false pretenses. The representative claimed that there was substantial Canadian content. Added to the lack of pertinent information, was the problem of returning the titles to the company. At first, the designated courier said they would not pick up in our area. When they finally agreed to do so (the company had promised that we could return the titles via the courier free of charge) the schools were still charged a brokerage fee for crossing the border!



THE BOOKMARK READER SURVEY December 1997

compiled by LIZ AUSTROM, retired teacher-librarian.

This survey was intended "to provide our readers with an opportunity to evaluate the current structure and content of *The Bookmark*, as well as a chance to make suggestions about additions or changes that should be considered in the future." We thank the 45 readers who took the time to respond. Your comments will assist us to improve the publication.

All of the responses are included in the following tabulation, except for sections on faxed returns which were too blurred to read. Some comments have been tied to similar responses rather than being listed separately. Note that the rating scale defines 1 as "least useful" and 5 as "most useful." Also note that the total number of responses given for each item will vary since some people chose not to respond to all items.

REGULAR SECTIONS

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Editor's Comments	3	7	13	16	5
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Chapter Reports		8	17	11	7
BCTLA Conference Reports		4	24	12	4
Working & Learning Cond.	1	3	6	12	22
IRP Evaluations		4	6	13	20
The Portrait	2	6	11	16	9
Ask the Experts		3	9	15	17
Notes and News	1		12	19	11
New on the Net			8	9	27
The Deep End	3	6	16	9	9
BCTLA Reviews		5	8	12	19
BCTLA Membership Form	13	11	8	7	5
BCTLA Exec. Board Direct.	4	13	6	11	8
Bookmark Ed. Board Direct.	4	12	10	11	5
Announcements of Events			7	16	18
Advertisements	8	10	15	6	4
Annual Index	1	1	4	6	33

Comments:

- Glad to see original info. Some other PSA publica-

- tions are mostly a rehash of other magazine articles.
- Ads seem to be kept at a minimum. Hurray!
- I don't know about "useful" necessarily, but I do read (either carefully or skim) everything I've circled, except for the Index which I file. What I don't read much any more are the co-op units (since I'm in Elementary and most of my time is now Prep) although occasionally I will adapt an idea for a 40 min. period.
- I often enjoy "Bookmarks by Berson" [two comments]
- I always look forward to receiving *Bookmark* and pass ideas on for staff — lesson ideas (units) are excellent and really enjoy website info. Thanks for a great resource.
- I always refer to indexes. I always use the theme section above all; I look at it first.
- Overall an excellent publication.
- IRP evaluations are a 10! [2 comments]
- Good mix of practice, philosophy & news.
- I usually pull out the units appropriate to elementary as well as any informative articles and toss the rest to recycle. The units in a binder are then right at hand to use. [Index rated "1".]
- What about including a one page bibliography of books reviewed that we can tear out & check as we read the reviews. Would save circling and recopying titles individually.
- I would like to see only starred reviews featured here. Satisfactory or less than satisfactory materials are of no use to me. Please organize reviews by grade level vs. by author.
- I would propose that there are two components to the BM — current events, notices and archival, professional material. One could come out on newsprint and be "tossable"; one could come out as magazine. This may encourage other areas to purchase journal if not as much "news" was in it.
- If all of the BM is not put on the web then certainly parts of it could be. Notes & News, Index, Ask the Experts, for example, could be accommodated that way. I'm thinking of ways to reduce the cost of publishing 160 pages, and perhaps putting certain parts of BM on the web could reduce the page count.
- Some at the lower end of the scale are because I am from out of province, otherwise I would have put them higher.
- Themes & features are of course a 6!
- Cumulative Index (Sept 84 - June 93) excellent!
- "Children's Authors & Illustrators Available for Readings" list is excellent (appears once a year).
- Most useful are Theme Sections & Reviews.

FORMAT OF THE JOURNAL

	1	2	3	4	5
Readability of Text			1	13	30
Graphic Design	1	2	10	15	16
Length of Articles			4	16	22
Length of Units	1	1	4	14	22
Length of Issues (approx. 160p.)	1	3	1	13	23
Frequency (S., D., M., June)			1	4	8
Cover	1	2	6	16	18
Binding		2	4	15	20
Table of Contents			2	15	26

Comments:

- Frequency: August, November, February, May. BM is excellent but I rarely have the time to assimilate its fine articles. Perhaps the frequency indicated above would be more appropriate.
- I really like getting *The Bookmark* — 4 / year is great.
- Frequency — of course we would like more, but realize the time and energy needed. Each issue is a treasure!
- Occasionally an article/speech is too long — particularly if I'm not interested in the topic or I can't hear the speaker. Some speeches are not articles.
- Some secondary units too lengthy for us elementary folk.
- Some units too long. [2 comments]
- Graphic design somewhat old fashioned.
- A lot of wasted space. More graphics than needed. Could be using fewer pages with more efficient use of space.
- This is an excellent journal — but sometimes wordy — units should be generic.
- A very well written, well laid out resource; I keep and use back issues all the time.
- Can you put the theme on the spine?
- Could you put consistent designation on theme units (e.g., always add S.S. 10 or Eng. 10 [enriched] after each entry in table of contents).
- Ring coil binding would be more helpful.
- I find the units interesting and often wish I could easily use parts or easily make specific units available to teachers, or easily photocopy specific units. I guess what I am saying is I feel that the actual units could be more useful if available perhaps in a pull-out format, on disk, on Internet. I find I/ teachers need to make units useful to them by making alterations, and the current format is not useful and I rarely use units. Teachers do not have

time to deal with the logistics currently needed to access units.

- I have even shared the table of contents of units I have with my staff to spur new units, etc.
- Needs a new paper format. We try to duplicate lessons as they appear. I think we all own photocopiers and we could blow up pages if ration was given. I think it is a waste of paper to have a unit that is 25 pages long if it could be 6. We adapt things anyway. We should cut down on paper costs, reduce point size, make more columns, change orientation of page if necessary. Also, it is not always necessary to publish all the unit with steps, etc. Maybe just idea and method. See art teachers' journal.
- I would like to see *BM* on the web. As nice as it is to have the actual print copy in one's hand, money could be saved if we printed only the things we needed, at our schools.
- Change colours every year! Vary cover design to make it more appealing. As it is now, it always looks the same.
- The quality of this publication is remarkable!

USEFULNESS OF THE THEMES

	1	2	3	4	5
S.95 Crazy Canucks		1	3	14	13
D.95 White knights & black...		2	6	10	14
M.96 What to be, or not to be	2	2	5	12	10
J.96 Time warp	1		5	13	12
S.96 Radical ideas!		1	7	11	13
D.96 The more things change			5	16	12
M.97 Around world in 80 pp.		1	3	14	16
J. 97 Rhyme time	1	2	4	13	14
S.97 Short circuit			8	12	16
D.97 Sink or swim		2	3	16	14

Comments:

- I have read all the past 10 issues. As I recall, each one had at least one item and/or article I reread, photocopied or used right away.
- I'm afraid I can't remember without looking through each one and that would take too long. They've all been very useful in different ways. [2 comments]
- Good overall quality.
- In reviewing these journals again I would like to thank those familiar people who contribute over and over again. You are the mainstay of the journals and much appreciated.
- I can't count the number of times that your journal has provided me with the information that I was just beginning to be aware that I needed more of — e.g., plagiarism, Dec. '97. Also, there has never been an

issue that I wasn't able to benefit in some way from.

- Excellent! This is why we purchase this journal.
- All have their own charm. Sorry, I cannot rate.
- I find themes interesting and informative but I do think there should be a miscellaneous section for people that have comments, units, etc., but it just doesn't fit in. This theme may discourage people from publishing. [Editor's note: These are currently included in "Featured in this Issue" section.]
- Enjoyed all! [Particularly liked science IRP article, music stations unit.
- Like poetry theme booklet, ideas & resource lists.
- I use everything — elementary units for ESL students or BASES/Special ed., etc. I love *The Bookmark*. The units are the Best!!
- Thanks so much for the Multicultural Biblio-graphy. I know it is going to be fantastically useful.

Themes readers would like to see explored:

- Spiritual / Religious topics.
- You have done an admirable job at picking them but the T-L's role in the area of computer technology needs more explanation.
- I find the Socials Dept. uses library more: Anything on S.S. would be most appreciated.
- An issue on "Growing Up Digital" might be appropriate soon. The book by that name is very interesting. To me, it underlines the importance of T-Ls.
- More secondary units (especially grade 9 & 10 (e.g., Science 10, Math. 10, SS 10 & 11, and Science & Technology 11).
- First Nations students.
- Integration of net into units — ways & means. [2 comments]
- Grade 11 essay & global issues.
- Research ideas for gr. 8-10 in CAPP, Socials & Science.
- Secondary high interest/low vocabulary fiction.
- Technology education.
- Ideas for teaching critical thinking using Internet.
- Resource evaluation.
- Celebrating our Canadian geography.
- BC - Quebec connections!
- Three Cheers for Our Kids! (memorable times, moments, units).
- Elementary Science units to coincide with Science IRPs.

GENERAL COMMENTS TO THE EDITORS:

- Thanks for all of the work you do. *Bookmark* is a valuable resource for our teacher-librarians.
- I really like assessment charts, IRP info, fully developed units — a great resource to use in the

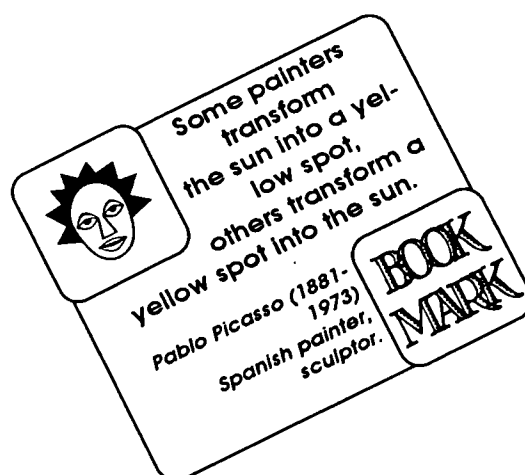
library or to pass on to staff. Curriculum ideas are 10!

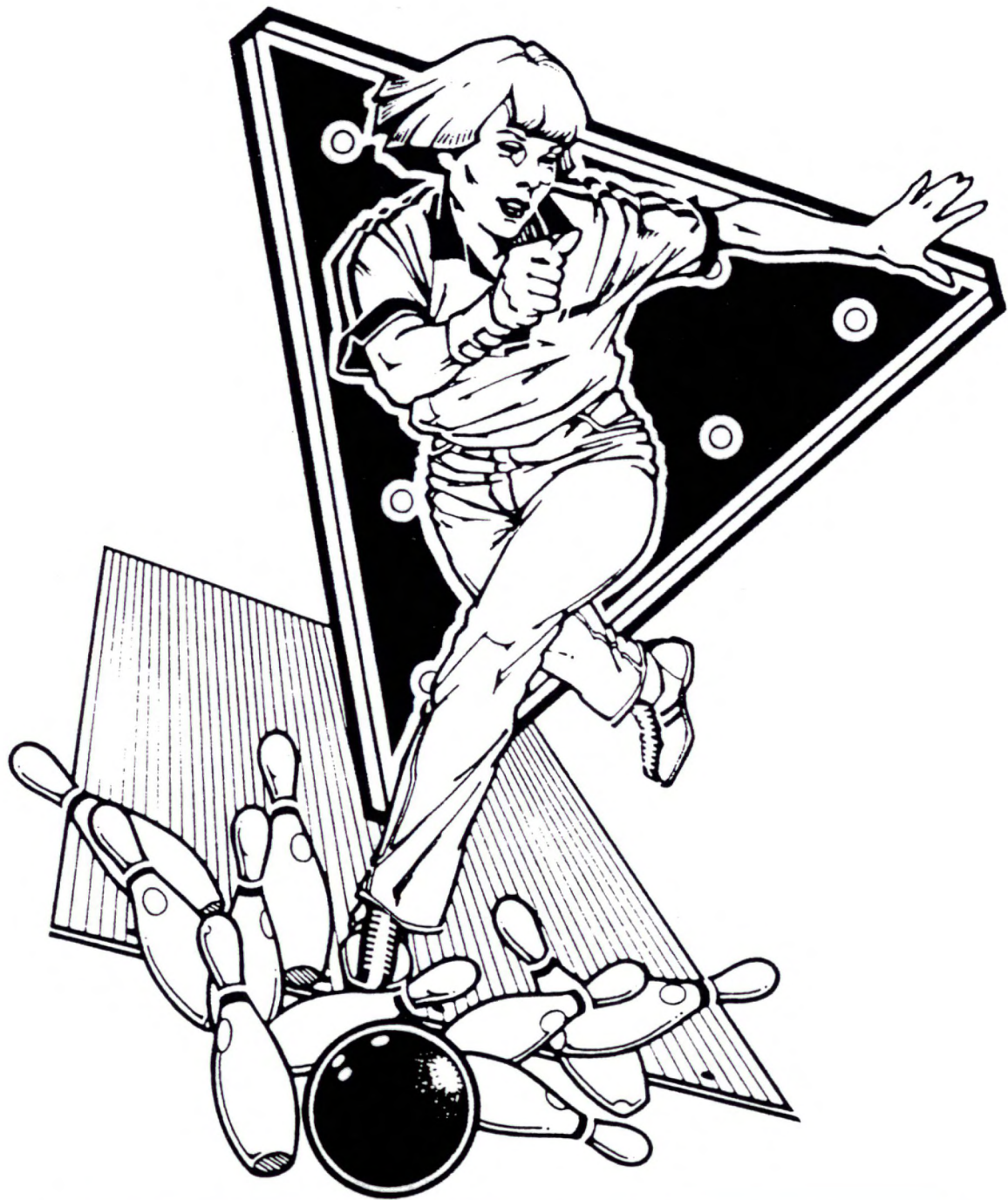
- It's a great resource. All my staff knows about it & uses it for unit ideas.
- *The Bookmark* is truly an excellent publication & I look forward to receiving it. Congrats to the Editorial Board. Well done!
- The most useful professional document I get other than *Emergency Librarian*.
- I am very impressed with each issue — full of worthwhile useful information and opinions. I believe *The Bookmark* is very much needed at this "depressing period" of teacher-librarian cuts.
- I have always considered *The Bookmark* a must for T-Ls across Canada. I use it / show it / advocate it to T-Ls in my own district — as well as in my T-L courses that I teach in the summer. Thank you for an excellent resource!
- Keep up the good work.

WHAT'S NEXT!

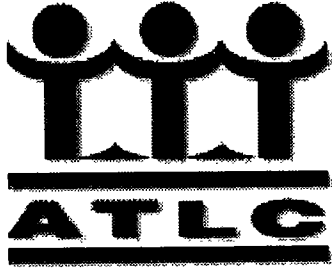
At its next planning meeting, the Editorial Board will examine the results from this survey, consider all the suggestions made, and look at how the journal can be improved.

We appreciate all the positive feedback as well as all the concrete suggestions made. Creating a journal issue four times a year is a challenge that is made worthwhile when the volunteers doing it feel that their work is valued. Thanks to everyone for the feedback.





THEME SECTION



Association for Teacher-Librarianship in Canada

STUDENTS' INFORMATION LITERACY NEEDS IN THE 21ST CENTURY: COMPETENCIES FOR TEACHER-LIBRARIANS

The Association for Teacher-Librarianship in Canada (ATLC) and The Canadian School Library Association (CSLA) are pleased to announce their joint publication: **STUDENTS' INFORMATION LITERACY NEEDS IN THE 21ST CENTURY: COMPETENCIES FOR TEACHER-LIBRARIANS**. This attractively designed document, which identifies the professional and personal competencies required to meet students' information literacy needs, includes a glossary of terms, the Students' Bill of Information Rights and a bibliography of provincial guidelines for school libraries. A text version is available at ATLC's web site (<http://www.sbe.saskatoon.sk.ca/~atlc/index.html>) and at CSLA's web site (<http://www.geocities.com/Athens/Olympus/1333/competen.htm>) To order copies of this document, please complete the following form: N.B. If a Purchase Order is used, it MUST be accompanied by this form and pre-payment. All prices are quoted in Canadian dollars.

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ROLLING STOCK!

by **LIZ AUSTOM**, retired teacher-librarian.

One of the most vexing questions that teacher-librarians face is how much help to give students with location of resources. Naturally, we all want students to be able to find resources independently so that they are not dependent on other people (who are often not available!). However, if students spend a lot of time finding resources, they have less time to spend learning how to use them.

This seems to be more of an issue at the secondary level than at the elementary. Secondary level resource-based learning units are generally more pressed for time than are elementary units, since secondary teachers' curriculum pressures make them reluctant to spend much time in the library resource centre. Elementary teachers usually recognize that process learning takes time.

One of the ways that secondary teacher-librarians deal with lack of time within a unit is to pull resources and put them on a trolley or shelf, or set them up in stations. Often the teacher-librarian will feel uncomfortable about the solution, but will be unable to think of any other practical way to handle the problem.

TO PULL OR NOT TO PULL? — THAT IS THE QUESTION!

It seems to me that the teacher-librarian's decision (and conscience) can be eased by establishing some guidelines that will govern whether the materials are pulled and set aside in some way, or the students will be required to search and find their own resources. The following commentary may help readers to formulate their own guidelines.

- 1. Information Skills Objectives:** The school's scope and sequence of information skills should be the prime consideration.
 - If a new type of resource is being used, then students may need to go through the location process so that they are able to find what they need in the future.
 - If students have mastered the location of a particular type of resource, then pulling the

resources will allow them to spend more time on utilizing the resources.

- 2. Grade Level:** One might think that senior students no longer need to practise location skills, but this will vary with the students and the subjects.
 - As a general rule, students in grade 8 will need more opportunity to find their own resources than more senior students.
 - Students in ESL classes, students new to the school, and students who seem bemused by the library may need more practice and/or assistance, either within the framework of a formal unit, or as you work with them in the library. One option in this type of situation is to pull some resources and require searching for others.
 - Students entering a new subject area (e.g., Business Education, senior science specialty areas, Comparative Civilization) will likely need one brief unit at the beginning of term which focuses on special resources and requires a search, but subsequent units could use resources which have been pulled and set aside.
- 3. Multiple Classes:** Any search for resources which involves several classes in succeeding blocks will be a pain for the library staff. If one truly wants each succeeding group to have the same location experience, then the resources must be accurately reshelfed between groups. The practicality of this action depends on staffing levels, and we all know what the status of staffing is right now.

IF you really believe that a search is essential, then schedule the first class of the unit on succeeding cycles of the block schedule. It would be possible to have blocks A and C on the first cycle, and blocks B and D on the second.
- 4. Limited Resources:** If there are insufficient resources, the best option is to borrow more resources from another school. However, failing

that, this is one time when resources should be put on a trolley or set up in stations. Otherwise, it is impossible to keep track of them and to ensure that there will be enough materials to use during scheduled sessions. When materials are short, disappearances tend to happen — even with a security system! Students will hide key resources for themselves.

Allowing students to borrow the resources on an overnight loan basis is effective as long as the classroom teacher is a true partner in getting the resources returned each morning before class. The most effective way to do this is to have a mark deduction for unreturned materials. The fact that borrowing is permitted tends to reduce the number of items hidden. The drawback to overnight loans is that they must be processed and returned to the trolley before the first class period begins.

5. **Dependence to Independence:** The goal should be to make students independent users of materials. Unfortunately, students do not progress along this route at the same speed or with the same success. If resources are always pulled, then students may remain dependent. If they are never pulled, then time constraints may limit the other information skills mastered. Obviously, there should be some type of balance.

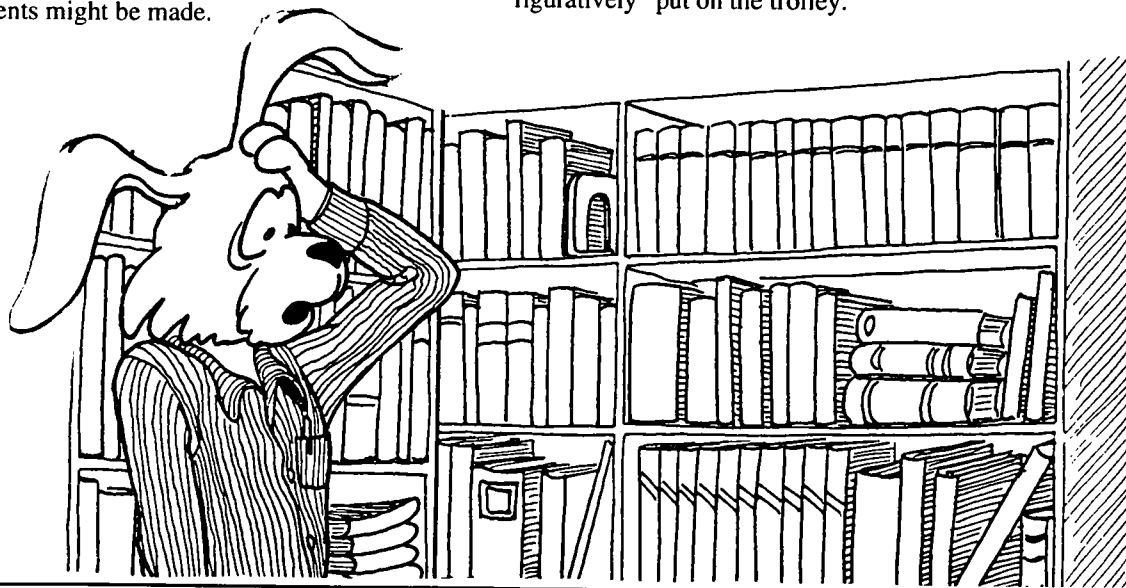
One solution is to put some thought into record-keeping. A simple tallysheet in your planning folder could be used to record grade levels (& possible subject areas) down one side and information skills clusters down the other side. A glance at this when planning would show a profile of the types of experiences students have had, and adjustments might be made.

Another option is to have students spend all or part of one period locating resources, then, at the end of the period, have them place all resources on the trolley. Then you can look at what they have found, do your own search and add any resources they have missed. At the beginning of the second period, review the search process with the students and give them search strategies for improving their results and finding materials they have missed.

Another option is to prepare Resource Guides for units. These give students the key subject headings, areas of the library, different types of resources, and/or titles of specialized reference materials that will be useful for the assignments. These require some work to prepare, but can make the search efficient for students and consequently save time for instruction in and practice of analysis and utilization skills.

When we speak of putting resources “on the trolley”, electronic resources are obviously overlooked. However, I would like to suggest that we treat the “on the trolley” concept figuratively as well as literally. After all, we can download and print electronic information, or provide a “resource guide” for searching the Internet. The concepts are the same.

The central question to be asked when we decide how much search independence students should demonstrate during a unit is, “If we make students find their own resources, will we have enough time to develop the critical thinking that students need to complete the assignment effectively?” If the answer is no, then maybe the materials should be literally or figuratively “put on the trolley.”



ROLLING FORWARD WITH A STUDENT WRITTEN INTERNET SCHOOL POLICY

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

WHAT IS AN INTERNET SCHOOL USER POLICY?

Internet includes resources that worry many parents and teachers. "Net Minder" programs may be a partial solution, but they can sometimes be overridden by technically savvy users. In any case, the use of these programs does not address the underlying issue of deciding what is appropriate and inappropriate for use in schools. Teacher-librarians walk a fine line between providing open access to information in a free and democratic society and ensuring that the school remains a safe and respectful environment. When children are involved in the generation of the policy, the policy is in language that they understand.

A school user policy outlines the acceptable use of the Internet in your school. The policy ties the rules and consequences of student behaviour on the Internet to your school's code of conduct. If the code of conduct considers threats of violence, harassment and swearing unacceptable in the school environment, then it logically follows that the same rules apply when students and school employees use the Internet at school.

Parents and members of the school community need to know that the Internet is an environment that entails an element of risk, as does any open communications medium. One way to explain it to students is to relate it to the telephone. Kids should not give personal information such as their age or their parents' credit card numbers to strangers over the phone; and in like fashion, they should not give personal information over the Internet. Unlike the phone, Internet communication can be stored in transit, so the risk of misuse of information is higher.

Internet service providers usually have acceptable use policies. Are these policies sufficient to cover school users? Probably not. The policies are intended for individuals or commercial businesses, and probably do not address school issues well. The language makes lawyers feel comfortable but does not necessarily help make it a good tool to teach kids about responsible behaviour on the Internet.

HOW DO YOU CREATE A SCHOOL USER POLICY FOR THE INTERNET?

It is not necessary to invent a policy from scratch. Many schools and educational agencies have created policies, and have published them locally or on the Internet. North Vancouver School District, for example, has created a template for schools with the suggestion that individual schools alter, delete, or add to content as required by the individual school. Jamie MacKenzie's "From Now On" site (<http://www.fromnowon.org>) includes links to some web sites.

In Surrey, several teacher-librarians formed a committee and prepared an Internet user policy for the Surrey chapter of the BCTLA based on the Internet agreement of British Columbia's Educational Technology Consortium Community Learning Network and other documents the committee members brought to the meetings. The committee generated a

philosophy statement. Individual teacher-librarians were encouraged to take the policy to their schools to use or adapt as they saw fit.

At my school, students were involved in the localization of the policy. First, the policy was brought to the administrator and to the staff committee. They recommended that I take care of it. I met with representatives of the student leadership, and we vetted the document line by line. The revised document was brought back, and adopted as school policy. Students who want to use the Internet complete an Internet permission form and have it signed by their teachers and parents or guardians.

A. H. P. MATTHEW ELEMENTARY SCHOOL INTERNET POLICY

Prepared by Amar Dhaliwal, Saveth Soun and Mr. Holgate. Adapted from "School acceptable use Internet Policy" (draft) Surrey Chapter of the BC Teacher-Librarians' Association (1997).

The first part of the document describes the name, the scope and source of the document. The rationale is the same as that of a bibliography. The original authors are acknowledged and credited. As well, any user could potentially check the document against the original document because the sources are credited.

MISSION:

A. H. P. Matthew School provides Internet service to help students and teachers do research and to make contact and learn about people in other parts of the world and learn about their points of view.

The mission statement relates the use of the Internet to educational and school goals. A good mission statement helps to "sell the vision" and helps to make decisions when a specific situation is not addressed by the more specific policies. We adapted the original policy by simplifying the vocabulary to be appropriate for elementary school.

RIGHTS AND RESPONSIBILITIES

Every user has the responsibility to respect the rights of every other user in the community and on the Internet. All users are expected to act in a responsible, respectful and legal manner. Access to the Internet is a privilege to be used wisely. If you do not follow the policy, you will be cut off, and there will possibly be other consequences. By signing the attached registration form, you agree to follow the terms and conditions of use of the Internet. All users must sign the agreement to use the Internet. The forms must be signed by a parent or legal guardian.

This portion outlines the expectations for users of the Internet at the school in general terms and gives possible consequences for breaking the rules. Students who have not submitted signed notes are restricted to teacher-approved locations while under direct supervision.

GUIDELINES FOR ACCEPTABLE USE

- School use of the Internet is intended for educational and/or research purposes.
- When you use the Internet, you represent our school so you should be respectful and polite and obey the school code of conduct.
- Do not use the Internet for illegal, inappropriate, obscene purposes. Do not use profanity.
- You are responsible for your actions on the Internet.
- The Internet is a shared resource. We have to make sure that all users get a chance to use it.
- If you have an e-mail account, check it regularly, otherwise some of your messages may be deleted.

The key idea is that students are expected to obey school rules, even on the Internet. While we do not always ask students to log off if they visit a recreational music or sports site, they understand that educational use takes priority.

INAPPROPRIATE USES

You can be cut off and/or suspended for improper use. Improper use includes, but is not limited to, the following behaviours:

- You may not use school computing or networking equipment to: transmit any materials in violation of Canadian laws; duplicate, store, or transmit pornographic materials; transmit or post threatening, abusive, or obscene material violate copyright law
- You may not violate, or attempt to violate, the security of the school computers, data or network; attempt to vandalize accounts or systems (Vandalism is defined as any malicious attempt to harm or destroy data of another member or any of the agencies or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.); use of another individual's password or account without his or her knowledge. Any user identified as a security risk or having a history of problems with other computer systems may be denied access.
- When interacting on the Internet, do not: use abusive, vulgar, profane, obscene, or other inappropriate language If you hold a personal password, do not share you password with others (Account holders are responsible for all activity on their account; distribute or use anyone else's ID and password; reveal anyone else's personal address or phone number.
- The Internet is a shared resource and you should use it in such a way that it doesn't disrupt the services to others. Do not use your school account for business purposes; for advertisements; to send chain letters; to play network games; to harass other users with unwanted e-mail messages.

This portion of the user agreement spells out examples of inappropriate behaviours.

This acceptable use policy is applicable to all users for the 1998-1998 school year, July 1, 1997 to June 30, 1998.

Individual account holders, please retain a copy of this document for your personal reference.

This portion spells out the duration of the agreement. On the back is the parent permission form and consent.

INTERNET STUDENT REGISTRATION

Students who would like an Internet account should complete this form and return it to their sponsoring teacher. Note: Incomplete forms cannot be processed. Please print.

Full name of student: _____

Division: _____

Student signature: _____

I have read the "Acceptable Use Policy" and agree to follow the rules.

Parent Consent and Signature _____

I have read the "Acceptable Use Policy." I give permission for my child to receive access to the Internet and certify that the information contained in this application form is correct.

Please print name and relationship to student _____

Parent signature _____

Consent and signature of sponsor teacher _____

I give permission for (name of student) to receive Internet access.

Please print name _____

Teacher signature _____

The forms are distributed through the classroom teachers, and stored in a file in the library. A list of the students who can use the Internet is posted beside a copy of the user policy by the Internet station in the library.

LANGUAGE EDUCATION 320 RESEARCH PROJECT

by **DR. MARLENE ASSELIN**, professor, Dept. of Language Education,
Faculty of Education, University of British Columbia.

INTRODUCTION

In October 1997, I submitted an application for Innovative Projects Funding from the University of British Columbia for a research project titled "Facilitating Student Learning through Classroom Teacher and Teacher-Librarian Partnerships." The proposal was approved, a planning committee was constituted, and the project has been implemented this term. Findings from the two main stages of the study will be reported over several issues of *The Bookmark* as well as in other professional journals. This article informs the British Columbia teacher-librarian community about the project, since it may well have a significant impact on the expectations of many pre-service teachers who will be going into schools for practica this spring.

THE RESEARCH PROJECT

Background

The American Association of School Libraries (1988) identifies three major roles of the teacher-librarian: information specialist, teacher, and instructional consultant. Positive effects on student achievement occur when these roles are expertly carried out within a supportive school culture (Lance, Welborn, & Hamilton-Pennell, 1993). The purpose of this study is to develop preservice teachers' understandings of and strategies for working with the teacher-librarian as instructional consultant.

A longstanding premise of effective school library programs has been cooperative and collaborative planning and teaching with classroom teachers. However, this premise tends to remain an abstract rather than a reality. Reasons come from both sides - e.g., classroom teachers' uncertainty about the role of the teacher-librarian (Haycock, 1996) and teacher-librarians' uncertainty about what classroom teachers want (Turner, 1996). Additionally, classroom teachers have undeveloped understandings of information literacy and unrealistic assumptions about students' information literacy skills all overlaid

with a general anxiety about technology (Rogers, 1994). Given such current educational trends as resource-based learning, information literacy, and technology in learning, it seems imperative that classroom teachers develop strong partnerships with teacher-librarians. This study implements this process in British Columbia by working with preservice teachers to (a) increase their knowledge of the roles of the teacher-librarian and (b) provide them with specific strategies for working with teacher-librarians.

Methods

The study is designed to take place over two phases. For Phase 1, currently in progress, a pretest-posttest control group design is being used, followed by a longitudinal extension one year later for Phase 2. The research sample consists of all sections of UBC's LANE 320 during the January to April 1998 term. This course focuses on the teaching of elementary language arts and is a part of the teacher education program conducive to students' learning about the role of the teacher-librarian in supporting resource-based learning, the development of information literacy, and the use of technology in learning. Language arts curricular areas such as literature study and research are prime sources of partnerships between classroom teachers and the teacher-librarian.

Six sections of the course have been designated as "more involved" (experimental) and the other six as "less involved" (control) due to the common curriculum designed for LANE 320. Students in the more involved sections are engaging in a number of experiences meant to increase their conceptual and practical knowledge about partnerships between the teacher-librarian and classroom teachers. These experiences are: (a) a systematic introduction to information literacy, (b) a half-day visit to an exemplary school library, and (c) collaborative development with a teacher-librarian of a language-based mini-unit integrating information literacy skills with an emphasis on technological skills and resources. Students in the less involved sections are engaging in regular course content and activities.

All students in LANE 320 write their responses to a 60 item questionnaire at the beginning and end of the course. Questionnaire items focus on students' perception of the overall role of the teacher-librarian, the school library program, the relationship of the teacher-librarian to classroom teachers, and personal and professional competencies of the teacher-librarian. Additionally, several items are directed to students' perception of information literacy and their own competencies in information literacy. One year later, interviews will be conducted with students who have obtained positions in schools. The purpose of the interviews is to investigate transfer effects and examine variables which impede and promote instructional partnerships. Data analysis will involve both descriptive and inferential statistics as well as qualitative analysis of the longitudinal interviews.

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- Turner, P. (1996). What help do teachers want and what will they do to get it? *School Library Media Quarterly*, 24(2), 208-212.

PROJECT ACTIVITY LEADERS

Planning Team: Marlene Asselin, Liz Austrom, Roland Case, Elizabeth Crittenden, Roi Daniels, Patricia Finlay, Keith McPherson, Elizabeth Smith.

Lane 320 Instructors: Marlene Asselin, Margot Filipenko, April Gill, Susan Seaman, Peter Trifonous and Jane Wakefield.

Information Literacy Lecture: Elizabeth Smith.

Internet Lab Instructor: Elizabeth Crittenden.

Cooperative Planning Session Teacher-Librarians: Marlene Asselin, Liz Austrom, Margot Filipenko, Patricia Finlay, April Gill, Keith McPherson, Jo-Anne Naslund, Susan Seaman.

School Visits Host Teacher-Librarians: Michele Farquharson (Moberly Elementary, Vancouver); Mark Roberts (Livingstone Elementary, Vancouver); and Elizabeth Smith (Shaughnessy Elementary).

Research Assistant: Sook Jung

OUTLINE OF THE 6 SESSIONS FOR PRE-SERVICE TEACHERS

Information Literacy Lecture: Critical thinking model, CT² (emphasis on creating critical challenges, establishing criteria for judgment, characteristics of critical thinkers); the role of the teacher-librarian; modeling collaborative planning.

Computer Laboratory Session: Introduction to basic Internet search processes; evaluation of Internet resources; selection of Internet sites relevant to student unit themes.

Brainstorming / Webbing Topics: Five general themes were chosen which could be supported with resources in the UBC Education library or LERC (Language Education Research Centre). Pre-service teachers work in groups of three to do initial webbing around the theme, then begin planning a unit appropriate to a specific grade level.

School Visit: Observation of a cooperatively planned and taught resource-based unit featuring critical thinking; discussion with teacher-librarian.

Collaborative Planning Sessions (2): Group planning facilitated by teacher-librarian resource people.

RESOURCE-BASED INTEGRATED UNIT ASSIGNMENT

<http://wwwmled.lane.educ.ubc.ca/LIBE/home.htm>

The following page replicates the assignment sheet that pre-service teachers were given. Note that the graphic organizer mentioned in "Description: 1" and the lesson plan form used in "4" of the same section are available at:

As well as clean templates of these forms, this home page provides additional information on the project that may well be of interest to teacher-librarians.

To assist those of you who do not have access to the Internet, both forms are included in reduced size at the end of this article.

RESOURCE-BASED INTEGRATED UNIT ASSIGNMENT

PURPOSE

The purpose of the assignment is to give you an opportunity to plan a rich, resource-based integrated unit which you will be able to use in your future teaching. The assignment has four objectives:

- To equip you to challenge children to think critically by presenting them with critical challenges.
- To direct you to the Language Arts IRP (1996) from which you will select learning outcomes for your unit.
- To prepare you to teach children to use electronic resources effectively.
- To give you experience in selecting particular information skills to teach to your students within the context of a particular unit.

Within the context of this assignment, an opportunity for you to collaborate and cooperatively plan with a teacher-librarian will be provided.

DESCRIPTION

This assignment is to be done in groups, preferably of three. Groups will be formed by theme focus of your unit and level of specialization (primary or intermediate).

You will select your content theme for your unit from five broad areas for which the Education Library and the Language Education Research Centre have reserved resources: *Water, Sports, Flight, Homes, and Ancient Civilizations*. These themes can be adapted for use across all elementary grades, lend themselves to multiple interpretations by teachers and by individual learners, form the basis of potential links to IRPs in every subject area, and have a large number of supporting resources available in most schools.

The unit has five parts.

1. Unit plan. This will be done in two stages. The first will be a brainstorm session where your group uses a web to think of possible language arts activities, resources, and/or learning outcomes related to your theme. The second stage fleshes out selected components of the larger unit constituting a focus unit. A graphic organizer for this part of your unit will be provided.
2. Development of a critical challenge.

3. One introductory and one conclusion activity to the unit.
4. Three lessons planned with a teacher-librarian. The lessons must be based on a critical challenge, incorporate both information skills and language arts learning outcomes; and include activities for the students, method of evaluation, and resources. A lesson plan form will be provided. **Each student in the group is responsible for developing one lesson and this part of the assignment will be marked individually.**
5. Checklist of learning resources (e.g., books, magazines, videos, CDROMs, speakers, web sites) relevant to the theme of your unit. A checklist for evaluating learning resources will be provided.

SPECIAL LEARNING ACTIVITIES

To prepare you to do this assignment, a series of special activities have been planned to take place over a two-week period. During this time, you will:

- a. Learn what critical challenges are and how to formulate one.
- b. Learn how to develop a lesson based on a critical challenge.
- c. Learn how to cooperatively plan a lesson with a teacher-librarian.
- d. Be introduced to Internet sites related to the five pre-selected content themes.
- e. Learn how to evaluate print-based and electronic resources.
- f. Participate in two planning sessions with a teacher-librarian.
- g. Visit a school library in the Vancouver area to observe a cooperatively planned unit in action.

EVALUATION (35/100)

20 *Basic Participation*

Participation in all six scheduled class activities plus the Literacy Fair

Completion of unit overview

Completion of resource checklist

Completion of self-evaluation of collaboration skills and attitudes before and after the project

(Individual mark)

3 *Critical challenge*. Criteria provided. (Individual mark)

3 *Introductory activity* (Group mark). Potential to motivate and engage learners with diverse backgrounds and abilities.

3 *Conclusion activity* (Group mark) Potential to synthesize learning and demonstrate ownership by students of diverse backgrounds and abilities.

6 *Lesson plan* (Individual mark). Clarity of the relationship of the lesson to the critical challenge; Likelihood of the lesson to be realistically carried out in a school setting within an instructional period.

Each group will share their completed assignment with the class in a "Literacy Fair."

Displays will include your unit plan, your resource list, introductory and concluding activities, three cooperative lessons with the teacher-librarian, and a sample of your resources.

IMPLICATIONS FOR TEACHER-LIBRARIANS

Pre-service teachers from the University of British Columbia will be on school practicums this spring. Approximately 250 of them have participated in the experimental program described in this article. The program was designed to emphasize resource-based learning, the critical thinking model CT², the role of the teacher-librarian, the collaborative planning process, and use of electronic information sources. The impact that this new program will have on the use of library resources and the teacher-librarian may include the following:

1. Increased contact initiated by pre-service teachers who wish to work collaboratively. Teacher-librarians should take advantage of this opportunity to build on the program. At the same time, it remains important for the teacher-librarian to seek out these pre-service teachers (and those who have not participated in the LANE program) and offer library orientation sessions.
2. Pre-service teachers who arrive at a planning session with Intended Learning Outcomes from an IRP already identified, or with a brainstormed web exploring the topic parameters. Teacher-librarians will want to reinforce the value of this advance preparation with positive comments, and help to build an effective unit on what has been done.
3. Pre-service teachers who expect the teacher-librarian to have information literacy skills that he/she wants to have included in a unit. They will have seen a sample list taken from *Developing Independent Learners* and may even have a photocopy in their files. Should a school not have an established scope and sequence of information skills, it might be wise to focus on the one provided in *Developing Independent Learners*. The pattern established in the LANE collaborative planning experience is the inclusion of up to two ILOs and two information skills in each unit section.
4. Pre-service teachers who want to include one or more CT² Critical Challenges in the unit and who have planning forms they want to use that facilitates this desire. [The planning forms are included in reduced format at the conclusion of this article or are available on the Internet at:

<http://wwwmled.lane.educ.ubc.ca/LIBE/home.htm>)

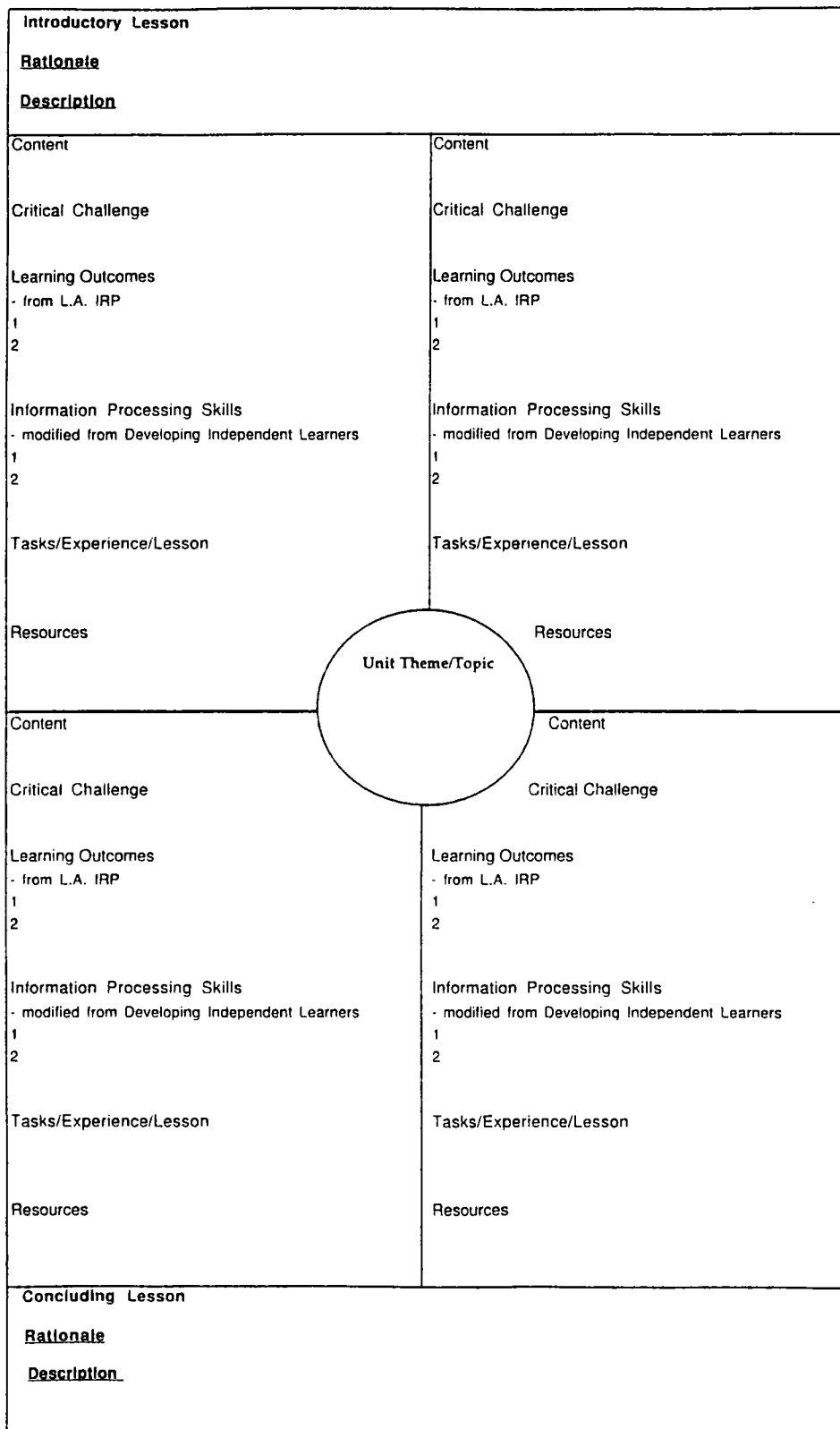
Teacher-librarians who wish to prepare for these students will be interested in the "Suggested Readings" list which follows. These resources can provide additional information on the CT² model. An additional strategy is to engage the pre-service teacher in helping you to fully understand the model, which works very effectively with both resource-based learning and collaborative planning and teaching.

5. Pre-service teachers who want to provide Internet experiences and instruction for students. If your school does not have an internet connection as yet, suggest use of CD-ROM resources. The use of a range of resources has been stressed as the ideal.

Hopefully, this research project will have a positive impact on school library programs in the future, and on the education of British Columbia's youth. I look forward to sharing the findings with you in future issues.

SUGGESTED READINGS

- Case, R., Daniels, L. & Schwartz, P. (Eds.) (1996). *Critical challenges in social studies for junior high students*. Vancouver, BC: Simon Fraser University.
- Case, R., et al. (1997). Thinking critically about electronic information and research. Workshop handout, IASL/ATLC Conference: Bridging the Gap, July 1997.
- Developing independent learners: the role of the school library resource centre*. Victoria, BC: British Columbia, Ministry of Education, 1991.
- Finlay, P. (1997). From "finding out" to "thinking about" - changing research assignments into critical challenges. *The Bookmark*, 39(2), pp. 90-93.
- McDiarmid, T., Manzo, R. & Musselle, T. (1996). *Critical challenges in social studies for primary students*. Vancouver, BC: Simon Fraser University.



Unit Overview Developed by: Elizabeth Smith

GRADE

Lesson in Detail

Content

Critical Challenge

Learning Outcomes from the IRP (see attached)

Information Processing Skills (see attached)

Critical Challenge Template

Critical Challenge:

Overview:

Requisite Tools:

- **Background Knowledge:**
- **Criteria for Judgment:**
- **Critical Thinking Vocabulary:**
- **Thinking Strategies:**
- **Habits of Mind:**

LANE 320 Lesson Planning Grid

Lesson overview:

Aims:

- Knowledge and understanding
- Attitudes
- Strategies for students to learn
- Vocabulary needed by students

Activities by teacher and students:

- Introduction
- Activities
- Review

Evaluation:

References:

ROLL INTO THE FUTURE: IMPLEMENTING THE INFORMATION TECHNOLOGY IRPs

by **KAREN CORDINER**, teacher-librarian, Prince of Wales Secondary School, SD#39 (Vancouver) Karen_Cordiner@bc.sympatico.ca

The Treaty of Versailles, the Quebec Conference articles, avian flu information—what do they have in common? They are all available on the Internet. Today's student has unprecedented access to information. With this access comes a need for an expanded set of information skills and an expanded role for the teacher-librarian. The British Columbia Information Technology IRPs set out the expectations for students and go a considerable way in outlining a role for the teacher-librarian.

Teacher-librarians are preparing students to take their place in an information rich society. What follows is the process used at Prince of Wales Secondary School Library to integrate Information Technology into the curriculum. The emphasis is on the Internet throughout this article.

QUOTATIONS FROM THE DOCUMENTS

(quotations are from the Grade 8 to 10 Information Technology IRP document unless otherwise stated.)

These statements set the stage for the **WHY** of information literacy—they explain **the rationale, the strategies, the tools and processes** needed by students, and the **curriculum organizers**. They are the basis for and philosophy behind implementing a program.

- To participate and make information decisions in today's world a global citizen requires technological and information literacy skills that include the ability to gather, process, and manipulate data. These skills are now as essential as traditional numeracy and literacy. (page 1)
- The challenge for students and teachers is to develop an understanding of the fundamentals of information literacy and the tools required to prepare for, and participate in, an evolving information-based society. (p. 1)
- Information Technology K-10 is not designed to be a stand-alone curriculum area. At this level, knowledge, skills, and attitudes

associated with information technology **MUST** be approached within the context of other subject areas. (p. 6)

- Information Technology 11 and 12, as a stand-alone course, continues to recognize the use of information technology across the curriculum. (p. 8, 11/12 IRP)

Tools and Processes of the Grade 8 to 10 IRP (p. 4)

Students need to:

- include a variety of information tools to access information
- demonstrate an understanding of ethics and acceptable use of information when accessing and processing information
- apply information technology tools to research

Tools and Processes of the Grade 11/12 IRP include:

Students need to:

- analyze information received from the Internet
- use the Internet as a tool for their own communication requirements

The Curriculum Organizers of Foundations, Processes, and Presentation provide an organizational framework for the knowledge, skills, and attitudes contained in the learning outcomes. Because of the dynamic nature of classroom learning, no single organizer should be used in isolation, or as a basis for a lesson or a unit of instruction. (p. 5)

Foundations provides students with the fundamental knowledge, skills, and attitudes to use information technology tools in all areas of learning:

- acquiring skills for using information

technology tools

- developing the knowledge and skills to formulate questions and to access information from a variety of sources
- developing an understanding of the ethical use of information technology tools
- developing a positive attitude toward using information technology as a tool for lifelong learning

These are accomplished by **INTEGRATING AND APPLYING THESE SKILLS ACROSS ALL AREAS OF LEARNING.**

Process allows students to select, organize, and modify information to solve problems. Students develop skills in selecting appropriate information technology tools, and they learn to use these tools to access and structure information to analyze problems, synthesize ideas, and justify opinions or values. Students also gain an understanding of time, resource, and project management. (p. 5)

Students will:

- be aware of multiple solutions for a problem
- evaluate and select information based on specific requirements
- notice personal relevance of problems involving technology
- develop information literacy by accessing, evaluating, synthesizing, making inferences, validating, and creating information using appropriate information technology
- understand the ethical use of information (p. 5)

Presentation provides students with an understanding of how to communicate ideas effectively using a variety of information media. (p. 5)

They will think critically to determine and develop the most effective media for presenting ideas and information to an audience. (p. 6)

Progression develops strategies that recognize and support progressive development of knowledge, skills, and attitudes. Learning outcomes and instructional strategies have been designed to recognize the cumulative nature of skill development. (p. 6)

This includes strategies that develop research,

critical thinking, and problem solving skills.

To make informed and responsible choices about the appropriate use of technology, students need to listen, view, and read critically. Using information technology tools, students learn to gather, evaluate, synthesize and present information from a variety of sources and apply their knowledge using problem-solving strategies. (p. 6)

LEARNING OUTCOMES FOR THE GRADES

Grade 8

- identify information technology tools used to access information
- demonstrate the ability to formulate questions and to use a variety of sources and tools to access, capture and store information
- use appropriate information technology terminology (p. 14)
- use a variety of information technology tools to help them solve problems
- apply predetermined search criteria to locate, retrieve, and evaluate information
- evaluate information retrieved electronically for authenticity, bias, and timeliness
- synthesize information from a variety of electronic sources for their presentations (p.16)
- identify and consider ethical and legal issues when presenting information
- demonstrate the ability to arrange information in different forms to create new meaning (p. 18)

Grade 9

- evaluate different software and defend their use in problem-solving
- demonstrate the ability to use the internet to access, capture, and store information
- demonstrate an understanding of the ethical use of information (p. 20)
- demonstrate the use of a variety of software and appropriate information technology tools to solve problems
- demonstrate the ability to use a variety of software to access, capture, and store information from the internet
- evaluate the suitability of information for

- use in specific contexts
- analyze electronically organized information for authenticity, bias, timeliness, and usefulness (p. 22)

Grade 10

- demonstrate the ability to formulate questions and to use a variety of sources and tools to access, capture, and store information
- practice handling internet information in an ethical way (p. 26)
- solve problems using information technology tools and resources
- use information technology tools to gather and organize information and produce documents
- develop guidelines for evaluating and using information in an ethical way
- develop criteria to evaluate information for bias (p. 28)
- apply ethical and legal principles when presenting information (p. 30)

Grade 11

- use a structured problem-solving process for solving simple problems (p. 20, 11/12 IRP)
- identify and describe a variety of electronic communications environments and software tools available for accessing electronic information
- evaluate a variety of electronic communications environments
- use a variety of electronic communications tools to solve problems
- design a format for presenting information received from electronic sources
- develop a bank of information received from electronic sources to solve a problem
- analyze information from electronic sources for bias
- demonstrate a commitment to the ethical and legal use of electronic communications tools
- analyze the social impact of electronic communications (p. 22)

Grade 12

- apply a structured process for solving complex problems
- analyze information from electronic resources for biases (APP. A)

Now that we understand the **WHY** of teaching information literacy, we need to address the **HOW** of accomplishing this task. The following explanations and instructions guide students through the Internet. They demonstrate how to surf and search, save, etc. All of these instructions appear on the Prince of Wales Library web page for easy student reference. They are subsumed under the heading **Internet Searching**.

It is recommended to teach one search engine at a time—using overheads. Location skills need to be introduced and reinforced, and a proper citation format should be taught as well. Prince of Wales Library has a fully developed Scope and Sequence of skills for an eight to twelve school incorporating information technology skills.

All learning of tools, skills and processes is accomplished in the context of a curriculum assignment or research unit. Examples of these will appear later in this article.

ABOUT THE INTERNET AND INTERNET TOOLS

What is the Internet?

- The Internet connects computers together by means of phone lines or cables so that we can communicate with each other electronically.
- The Internet includes the World Wide Web, Email, List Servers, Usenets, Gophers, FTPs, News Groups.

What is the World Wide Web?

- The WWW is one part of the internet.
- Like a spider web, the WWW is a system that links Web Pages together so that it is easy to navigate from one site to another.

What is Netscape?

- Netscape is a software program which gives you access to Internet Searching and Email.

What is a Search Engine?

- A search engine is an index that allows you to do Subject Searches on the Internet.

NAVIGATING NETSCAPE

While there are some variations between versions of Netscape, here are some basics.

ICONS AND COMMANDS

- **Back:** Allows you to go back one page at a time.
- **Forward:** Allows you to go forward one page at a time.
- **Home:** Takes you back to the page designated as your search home page.
- **Reload:** If a page does not seem to be loading correctly, try reload.
- **Images:** Allows you to load pages with or without images. If pictures are not important to what you are doing, the page will load more quickly with images turned off.
- **Open:** Click here and type in an address.
- **Print:** Select the correct printer and page range before printing.
- **Find:** This function finds words within a document.
- **Stop:** Click here to stop loading a page, if the light is red; Netscape is searching or loading.
- **File:** Open, save and print files. See "Collecting and Saving Information" on next page.
- **Edit:** Copy, paste and select information. See "Collecting and Saving Information."
- **View:** you can look at the document source and document information.
- **Go:** use Go to go quickly back to a previous site.
- **Bookmarks:** Open Bookmarks and click on Add Bookmark to save an address for future use.
- **Options:** This is the area used to manage Netscape.
- **Help:** On-line help.
- **Location:** This shows the address of the current site. You may click in this area and type in a new address.
- **Status Bar:** The gray bar at the bottom of the screen tells you your search status.

SEARCH MESSAGES

How do I know that a search is in progress?

- The gray status bar at the bottom of the screen will tell you what is happening with messages such as: locating address, contact-

ing host, connecting, transferring data, speed and length of transmission, document done.

- Comets and other planetary objects will fly through the N, the Netscape logo.
- The stop sign will be lit.

How do I stop a search?

- Click on the stop sign.
- Some sites have loops where you can become stuck. "CONTROL ALT DELETE" should produce a message box. Choose "End Task," then restart Netscape.

What does *No DNS entry* mean?

- The server where the web site is located cannot be found.
- Check that you have entered the address correctly.
- The server may exist. The problem may be with the server you are using. If at school, ask a teacher.

What does *404 File not found* mean?

- The web site is not on the server you have contacted at the address you have typed in.
- Check that you have entered the address correctly.
- Try eliminating the file extensions. e.g., try www.tsn.ca instead of www.tsn.ca/tennis/wimbledon.
- The site may have moved or simply ceased to exist.
- This ERROR message may differ from site to site. Some sites will give you a more elaborate explanation.

What do I do when: *Host Not Answering? Host may be busy or not accepting calls, try again later.*

- The server does exist, but there may have been a connection fault.
- Try connecting again.
- The server may be down for maintenance or some other reason.
- The server may simply be busy. Try again later.

Why does a site take so long to load?

- The phone lines may be experiencing heavy traffic which slows down transmission.
- There may be large graphical files (pictures) on the site you are trying to load.

- The server where the site is loaded may have limited capacity.
- There may have been an error in transmission. Try RELOAD.

SEARCH STRATEGIES

Do I have to type in the whole address?

- You may eliminate http://most of the time.
- You must type www. if it appears in an address.
- Search engines can now find some addresses with less information.
- e.g., "yahoo" will find "www.yahoo.com."

When I do a search, why do so many of the sites seem to have disappeared?

- The Internet is a continually evolving place. Sites move to different servers or are removed from servers.
- The search engines continually add new sites, but are slow to remove dead links.

How are Search Results arranged?

- Most search engines place the best matches of the INDEXED WORDS first.
- A few indexes place the best content match first. Check the search engine you are using.

Why do I get so many hits when I do a search?

- The search engines have millions of entries. You need to refine your search.
- Use the techniques suggested by the search engine or go to Search Engine Help to learn how specific search engines search.
- If you have lots of hits, read the entries carefully for clues about the sites.
- Check the date.
- Check the address. .edu is an education site. Many school resources have k12 as part of the address.

Why do I get sites in my results list that have nothing to do with my topic?

- Your search may need refining.
- The search engines are maintained by robots that search the Internet for certain words and index sites accordingly. There is no

"Cybrarian" checking for correct cataloguing.

- Some sites have embedded text that tricks the robot in order to get more exposure for the site; e.g., a site wanting to attract Canadians may have "Canada" embedded.

COLLECTING AND SAVING INFORMATION

1. **FILE:** Saving a file: This may be a Netscape file or a word processor file.

- Select FILE
- Select SAVE AS
- Name file
- Designate A: Drive
- Select a file type. Here you have a choice. Generally save an Internet file as TEXT file.
- Save.

2. EDIT, COPY/EDIT, PASTE: USING WORDPAD TO SAVE ADDRESSES OR TEXT

- Open Wordpad, notepad, or any word processing program.
- If you are not using Windows 95, ALT TAB will take you from Netscape to your Word Processing Program.

COPY: in Netscape:

1. With the cursor in the address box, highlight the address by holding down the mouse button and dragging across the address.
Or: Hold Down the mouse button at one corner of text you would like to copy and drag to the opposite corner.
2. Select EDIT
3. Select COPY

PASTE: Maximize Wordpad

1. Select EDIT
2. Select PASTE

EDIT, Select All allows you to select all text at once. If you are copying an address, make sure you type in the name of the site.

Remember to get all the information that you need for a Bibliography.

Control C, Control V are the keyboard commands for Edit Copy, Edit Paste.

3. SAVING IMAGES

1. Place the cursor (hand) on the picture.
2. Click on the RIGHT mouse button.
3. Select Save Image As
4. Choose A: Drive
5. You may wish to Rename the Image
6. Save

Note: All images have the extensions *.gif* or *.jpg*.

PRINCE OF WALES LIBRARY SEARCH ENGINE HELP

Proper Noun: "Michael Jordan"

- **AltaVista:** "Michael Jordan"
- **Excite:** Michael Jordan (must use Capital M, J)
- **Infoseek:** Michael Jordan (must use Capital M, J)
- **Webcrawler:** "Michael Jordan"

Phrase: "Vancouver Art Gallery"

- **AltaVista:** "Vancouver Art Gallery" or Vancouver;Art;Gallery
- **Excite:** n/a (if words are capitalized —will treat as phrase)
- **Infoseek:** "Vancouver Art Gallery" or Vancouver-Art-Gallery
- **Webcrawler:** "Vancouver Art Gallery" or global ADJ warming (2 words)
- **Yahoo:** n/a (selects all terms as options)
- **Yahoo: (New Search Engine):** "Vancouver Art Gallery"

Boolean Searching: Atoms+Quarks (And, Or, Not, Near)

- **AltaVista: pollution and air and not water**
 - pollution+air-water
 - "air pollution" or "water pollution"
 - "air pollution" and not "water pollution"
 - boating near safety (words appear within 100 words)
- **Excite: pollution AND air AND NOT water**

- pollution+air-water
- pollution AND (air OR water)

- **Infoseek: pollution-air-water**
 - "air pollution"- "water pollution"
 - [boating safety] (words appear within 100 words)
- **Webcrawler: pollution AND air NOT water**
 - "air pollution" or "water pollution"
 - air ADJ Jordan (terms will appear next to each other)
 - boating NEAR/25 safety (within 25 words)
 - Homer NOT (Simpson OR Alaska)
- **Yahoo: (New Search Engine) +pollution+air-water**

SPECIAL CASES

- **Truncation:** (quilt* finds quilt, quilts, quilting, etc.)
- **Variant Spelling** (colour* finds colour or color)
 - **AltaVista:** Truncation and variant spelling - will ignore searches with too many hits
 - **Yahoo: (New Search Engine) -** Truncation only
- **Capitalization:**
 - Some Engines are Case Sensitive. However, lower case will find upper case.
 - canada or Canada will find Canada and CANADA
 - CANADA will only find CANADA

AUTHORITY ON THE INTERNET

WHO? QUALIFICATIONS? AFFILIATIONS?

- Who is the author?
- Does the author have an association with a university, company, or organization?
- Is the author considered an expert on the subject?

INTEGRATION INTO THE CURRICULUM

BALANCED PRESENTATION? BIAS? AGENDA?

- Is there an obvious point of view or favour given to one side of an issue?
- Is the language used emotional or sensational?
- Is the author trying to convince or persuade?
- Does the author have a specific agenda or purpose?

While it is important to recognize these factors, it does not necessarily exclude the use of this information. Consider the facts presented and verify them with other sources.

CURRENCY OF INFORMATION? LAST UPDATE?

- When was the site last updated? If you are dealing with a current issue, has anything happened since the last update that would make the information invalid or out of date?

ADDRESS? .EDU? .ORG? .COM? .GOV? .CA?

- *.edu* is an education site. This may or may not guarantee authority. Be careful! Not all education sites have a *.edu* address; e.g., our library is *vsb.bc.ca* (Vancouver School Board, British Columbia, Canada)
- *.org* is an organization. This address may also be used for a school.
- *.com* is a commercial enterprise, company; e.g., *cnn.com*.
- *.gov* is a government or government department.
- *.ca* is Canada. There are two letter addresses for countries. In the USA and Canada these may follow a two letter address for province or state; e.g., *bc.ca* for BC, *ca.us* for California.

VERIFICATION?

- Find other sources that support the facts.
- Find out about the author.
 - Check for magazine articles, books, biographies, articles by and about the author.

Now that we know the **WHY** of Information Literacy and the **HOW** of using the internet, we come to the topic of what **CONTENT** to integrate the skills with. At the Prince of Wales Secondary School Library the integration with the curriculum took place in three phases. The units and assignments evolved as the phases progressed. The school now has many fully developed units and assignments which use the internet extensively, but the process did take time and it progressed in a rational manner.

STEP ONE

This step involves adding internet sites to assignments which use other library materials as well. The students are given a hard copy of suggested sites, or sites are bookmarked on the computers. Here is a brief example of what this might look like—showing just the instructions for locating information.

AGE OF ENLIGHTENMENT (HUMANITIES 9)

General Resources:

Biographical Encyclopedias
General Encyclopedias
Social Sciences Encyclopedia
Books: Philosophers
921s

Internet Searches:

<http://www.utm.ed/research/iep/> - The Internet Encyclopedia of Philosophy.

Galileo: Internet Search: "Galileo Galilei"
<http://es.rice.edu/ES/humsoc/Galileo/> - Galileo Project (an extensive site on Galileo with many links)

Newton: Internet Search: "Sir Isaac Newton"
<http://newton.gws.uky.edu/> - sir Isaac Newton Home Page

Hobbes: Interest Search: "Thomas Hobbes"
<http://www.utm.edu/research/iep/h/hobbes.htm> - Thomas Hobbes

Etc.

These are just some examples of adding internet sites as part of an assignment—specifically, in this

case, in the content area of Social Studies 9. Students were also encouraged to use the on-line catalogue of the Prince of Wales Library and the Vancouver Public Library catalogue. Many Internet sites were suggested along with these print resources: Biographical Encyclopedias and General Encyclopedias, as well as books on people of The Enlightenment. (Teacher-librarians can use BOOKMARKS with students, or provide a handout as well.)

STEP TWO

This step further integrates information literacy skills by designing a library home page and having a site for the library on the World Wide Web, which everyone can access. The site includes a Library Home Page, Sites by Subject, as well as other information. More information is added as the site becomes more sophisticated. Students with internet access at home can now work on their assignments from home as well as in the school library and computer lab. It is essential to have a library home page in order to provide this kind of access. Here is a short assignment which shows how this now looks—just showing the methods of location of resources.

THE PROGRESS OF THE PRINCE OF WALES LIBRARY HOMEPAGE

DRUG STUDY (SCIENCE 8)

Resources have been pulled for you. There are books on the window ledge. Use the health and science encyclopedias as well as general encyclopedias.

Magazine Index — You may wish to use InfoTrac on the network to access articles about the effect of drugs on the community.

Internet Access—from the **Library Home Page** go to **Sites by Subject, Science, Student Assignments**. More sites are listed below. For access from home - the home page address is on the title page of your planner.

On the Mayo Clinic Medicines Page

http://www.mayo.ivl.com/usp/html/ed_toc.htm

Antibiotics - <http://www.mayo.ivl.com/mayo/97/html/antibiot.htm>

Aspirin - <http://www.mayo.ivl.com/mayo/9310/html/aspirin.htm>

Steroids - <http://www.mayo.ivl.com/mayo/9409/html/steroids.htm>

Vaccines - http://www.mayo.ivl.com/usp/html/med_toc.htm

Others:

AZT - <http://www.aidsnyc.org/org/network/simple/zido.html>

Narcotics (heroin, opium) - <http://www.dps.state.mo.us/sheriff/platte/drugs/narcotic.htm>

Opiates (heroin) - <http://www.media-ware.com/cornerstone/opiates.htm>

Heroin fact Sheet - <http://www.well.com/user/woa/fsheroin.htm>

Drug Fact Sheets - <http://www.well.com/user/woa/facts.htm> (quite difficult)

Prozac - <http://www.mentalhealth.com/drug/p30-p05.html>

Ritalin - <http://www.mentalhealth.com/fr30.html>

Etc.

STEP THREE

This step fully integrates Information Technology and Information Literacy with a research project. The students do not have a hard copy assignment sheet to work from—the entire assignment is now located on the library's site. There is an example of an online assignment on PARIS on the Modern Languages page of the library web site:

<http://stargate.vsb.bc.ca/princeofwales/library/modlang.htm#curr>

MORE ABOUT THE LIBRARY WEB SITE

Many helpful documents are also posted on the library web site—such as the Vancouver School Board Bibliography and Citation Guidelines (Modern Language Association Format) and the Parent Permission Form and Student User Agreement for Internet Use.

Each student must have a signed Permission Form and a sticker is affixed to their Student Identity card showing that they have completed the form and that it is on file in the library. Their cards are shown when taking out library materials and when using the Internet. The following forms are provided here as examples of Acceptable Use Policies. These are necessary to ensure ethical and responsible use of the Internet. Those students not abiding by the Usage policies can have their Internet access revoked. These policies ensure that the goals of the Information Technology documents are taught and monitored.

PARENT PERMISSION FORM AND STUDENT USER AGREEMENT FOR INTERNET USE

Dear Parents/Guardians:

_____ school offers access to the Internet for **research studies relating to school assignments**. Access is available in the Library, the Mini School and the C106 Lab. This permission form is based on the Vancouver School Board's Policy for On-line Learning Resources and informs parents and students of their rights and responsibilities. The school is responsible for guiding and monitoring student access to suitable educational resources. However, since inappropriate material exists on the Internet, it is important for students and parents to know that it is impossible for the school to control for all possibilities. The following rights and responsibilities outline our expectations for student on-line behavior. Please read the following information. Complete and return the form if you agree with your child's participation in learning activities on the Internet.

Rights

- Student users have the right to access selected educational network resources.
- Student users have the right to access information that is free from hate propaganda, sexist, homophobic, racist, porno-

graphic or obscene content.

Responsibilities

When accessing on-line resources, all users will maintain the same standards of good taste as exist in their classroom and will behave in a respectful manner.

- Act respectfully to others:
Students will be polite and use appropriate language. Students will refrain from swearing or making comments that would offend others.
- Participate responsibly:
Students will refrain from accessing resources not selected or approved by their teachers. Students will exit any inappropriate resources accidentally accessed.
- Behave safely:
Students will not reveal personal information (address, phone number, bank or credit card information, etc.).

Please sign and return the **Consent Form**.

More information on the use of the Internet is available on the **Orientation Page**.

FORM

As a student at _____ school, I have read and hereby agree to comply with the responsibilities for access to on-line learning resources outlined above. I understand that violations to the above expectations may result in my losing access.

Student Name (Please print):

Student Signature:

Date: _____

As the parent or guardian of the student signing above, I give permission for my child to access Internet learning resources available at Prince of Wales Secondary School. I have read the rights and responsibilities outlined in this document and under-

stand that some materials on the Internet may be objectionable; therefore, I agree to review the above Rights and Responsibilities with my child and support him/her in following the School's and Board's standards for Internet access.

Parent/Guardian Name (Please print):

Parent/Guardian Signature:

Date _____

Telephone Number

When all these steps have been implemented in your school library, you will indeed be rolling into the future, using information technology and ensuring information literacy for your students.

BIBLIOGRAPHY AND CITATION GUIDELINES FOR INTERNET RESOURCES (MLA)

E-MAIL:

Author. "Subject Line of Message."
<author@address> (Access Date)

Example:

Campbell, Kim. "Why the Conservatives lost."
<kcampbell@harvard.edu> (May 16, 1996)

FTP/GOPHER

Author. "Title of Paper." <address> (Access Date)

Example:

Hess, Anna. "Networking in the Information Age."
<194.335.23.20.pub/research/internet/
network.txt> (February 5, 1996)

ONLINE CHATS: (MOOs, MUDs, IRC, etc.)

Speaker's Name. Type of Communication. <address>
(Access Date)

Example:

Frappe, Francois.
IRC:telnet<france.irc.ed.wert,#france> (January 23,

1996)

ONLINE INTERVIEWS:

Person being Interviewed. Kind of Interview. Person
or Organization conducting the Interview.
Location. Date conducted or displayed.

Examples:

Clinton, Bill. Interview. Ted. Koppel. *Nightline*.
ABC. WTNH, New Haven. 14 Nov. 1996.

Clark, Glen. Personal Interview. 30 April 1997.

USENET NEWSGROUPS, FORUMS, LISTSERVE:

Author. "Subject Line." <Listserve@Address>
(Access Date)

Example:

Brown, Gerald. "Calendars on the Web."
<atlcforum@camosun.bc.caS> (January 15, 1997)

WORLD WIDE WEB:

Author. "Article Title." *Name of WWW site*. Online.
<Web Address> Access Date.

Example:

Middleton, Don. "Amazing Bear Facts." *The Cub
Den*. Online.
<[http://www2.portage.net/~dmiddle/bears/
cubden.html](http://www2.portage.net/~dmiddle/bears/cubden.html)> 10 Dec. 1996.

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FORGING FORWARD: NATIONAL SYMPOSIUM ON INFORMATION, LITERACY, AND THE SCHOOL LIBRARY IN CANADA

NOVEMBER 19 - 22, 1997
NATIONAL LIBRARY OF CANADA, OTTAWA, ONTARIO

by **GERALD SOON**, President, BCTLA.

This symposium was convened jointly by the Canadian School Library Association (CSLA), the Association for Teacher-Librarianship in Canada (ATLC) the Association pour l'avancement des sciences et des techniques de la documentation (ASTED) and the Association du personnel des services documentaires scolaires (APSDS). We were hosted by the National Library of Canada and the Canadian Education Association (CEA). The National Literacy Secretariat and Industry Canada sponsored the event.

Seventy-five participants were invited to attend the Symposium, which was organized by a planning group of notable people from across Canada: Judy Davies (PEI), Ray Doiron (PEI), Jocelyne Dion (QC), Don Hamilton (BC), Judith Kootte(BC) and Pat Taylor (SK).

It is not possible to succinctly take the essence of all that was presented and discussed into a short summary document. I will focus on some key issues and elements.

It was an event that brought together people from various types of libraries in Canada, authors, politicians, academics, literacy specialists, publishers, journalists, parents, administrators, industry representatives, and presidents of provincial teacher-librarian organizations.

A highlight was a speech given by Dr. Suzanne de Castell (Simon Fraser University) on *New Literacy: From Data and Information to Understanding and Learning*. Part of her speech focused on "literacy, standards, and the ghost of libraries present," and the "library of the future." This was an excellent stimulus for the task ahead of us — what would the new partnerships be? How would we move from cooperation and integration to collaboration and interdependence?

Dr. Ken Haycock (UBC) spoke about reinventing school libraries — alternatives, models and options for the future. Over thirty years of research has shown that effective school library programs have a positive effect on student achievement. He cited the Colorado Study of 1993 that showed that the two most important things in

determining a student's academic achievement were the absence of conditions that would put the child at risk, and the presence for a professionally staffed and well stocked school library. He also cited research that show the positive impact of teacher-librarians in reading achievement.

Small breakout groups focused on our vision for school libraries in the future and what must be done to achieve our vision. Although intended to be a focus activity, this question forced us to examine the reality of what is happening in Canada to school libraries today.

Katherine Blake, a parent from Toronto, shared a parent advocacy plan for creating a conference that celebrated the importance of literacy and the role of the school library. She urged all of us to aim for a "Case Statement," whose objective is to create advocacy that is relevant to our audience, giving a history of what has happened, outlining challenges, a vision for the future, a calling to action.

Part of the pleasure of being in Ottawa with representatives from each provincial association (plus the Yukon Territories), was the time that allowed us to meet face to face. I was able to get a picture of what was happening in each region of Canada. It is not a pretty picture! Nova Scotia has decimated the number of teacher-librarians in school libraries due to contract negotiations. New Brunswick had few teacher-librarians. In Quebec, the situation is completely different with staffing (if any) done with professional librarians and not teachers. Ontario continues to suffer with major cuts. In comparison, British Columbia was strong! It is my firm belief that it is only when gains are made contractually and teacher-librarian staffing is enshrined that services to children and our vision of what could be will take place.

My hope was that some sort of jointly developed communique would have been issued by the end of the symposium. This was not achieved, but instead, important connections were made and a commitment to move on, to forge forward, was made.

ROLLING WEST: A UNIT ABOUT PIONEERS FOR GRADES 2 AND 3

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

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

CONTENT AND UNDERSTANDINGS

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

Grade two:

Community characteristics: customs, traditions.

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

Grade three:

The changes in a community over time:

reasons for original settlement

interaction with the physical environment

UNIT OUTLINE

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

I PIONEER SCHOOLS

INTENDED LEARNING OUTCOMES

- Understand that schools long ago were different in many ways.
- State three features of early schools.
- Sequence the development of writing tools: quill, straight pen, ball-point pen.
- Experience writing with a quill and a straight pen.

- Recite a nursery rhyme: “Jack be nimble”
- Make connections between pioneer schools and their own school experience.

CONCEPTS

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

ACTIVITIES

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

II PIONEER RECREATION

INTENDED LEARNING OUTCOMES

- Participate in singing a repetitive folk song.
- Understand that there were many chores, with little time for recreation.
- Understand that evening recreation was limited by poor lighting: candles and lamps.
- Sequence the development of lighting technology: candle, lamp, electric light.
- Understand that toys were few and often homemade.
- Participate in a traditional singing game.
- Participate in a parlour word game such as “Earth-air-water-fire”.
- Participate in a playground game such as marbles, or hopscotch.

CONCEPTS

- Quilting bees were a social time
- People helped each other
- There was a lot of work and little time for recreation
- There was special food for parties
- Repetitive, nonsense, and story songs were enjoyed
- Dances from the past are still enjoyed
- Storytelling and reading aloud were popular
- Weddings were a time for celebration
- Word games: e.g. “Ten fine birds”
- Parlour games: e.g. Earth-air-fire-water, Hide the thimble, Blindman’s buff.
- Singing games: e.g. “The big ship sails through the alley, alley, O”
- Toys: button spinners, tops
- Playground games: e.g. hopscotch

ACTIVITIES

LESSON 1: Parlour Games

1. Show second half of the above filmstrip.

Concepts to cover: Pioneer worked long hours. Combined fun with work, as in a quilting bee. Things were recycled, such as dress material into a quilt. Food was often shared, friends brought food. A dance might be added to the ‘bee’. Music was usually small, portable instruments

2. Games

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

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

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

Other Children’s games that could be used:

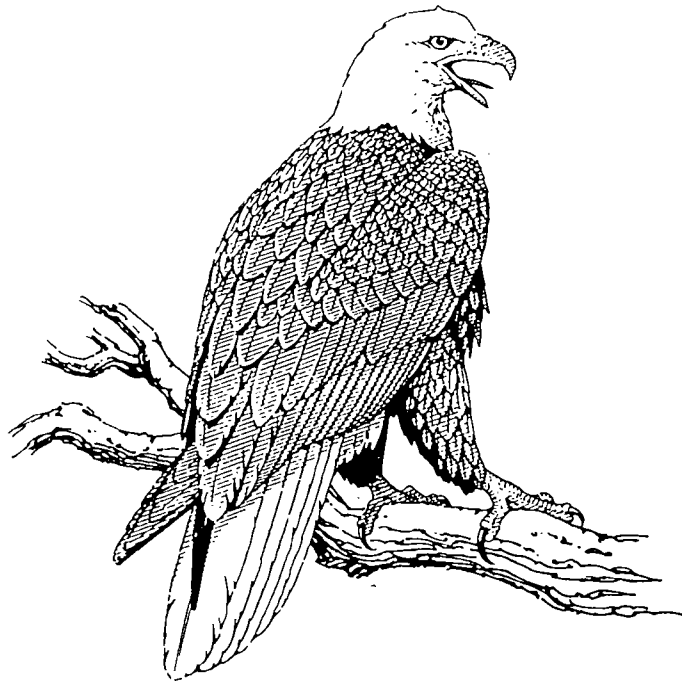
- Marbles
- Hopscotch
- Hide the thimble.
- Songs: “The kangaroo” (from *Canadian Folk Songs for the young*). Nonsense words were a kind of memory game, and were fun for everyone to join in. “A paper of pins,” a humorous story song about a courting couple, with two parts to be sung alternately. “The fox went out on a chilly night.” Story song.

3. Booklet. The two worksheets (one on a nursery rhyme and one on a memory game “A good fat hen”) can be glued onto a 12X14 sheet of construction paper folded in half, to make a booklet. Students print a title on the outside cover “Pioneer Schools and Pioneer Fun”. Or the teacher can collect all the worksheets and students make a booklet to take home, at the end of the unit.

4. Show the bulletin board time line. Add light sources: candle, oil lamp, then electric light.

TEN FINE BIRDS

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



LESSON 2: Traditional Dances

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

LESSON 3: Playground Games and Toys

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

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

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

III PIONEER TRANSPORTATION

CONCEPTS

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

ACTIVITIES

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

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

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

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

IV PIONEER HOUSING

LESSON 1

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

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

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

Show oiled paper that was used for windows.

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

LESSON 2

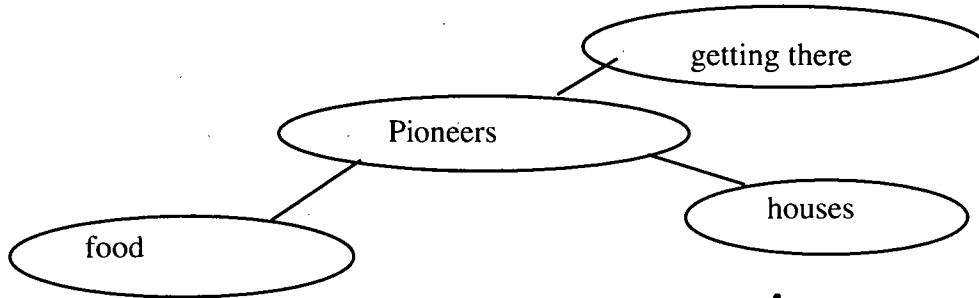
1. Show the video *Pioneer community: the home* . What kind of house did they build? What jobs did the children have to do?
2. Build a log cabin from milk cartons and corrugated cardboard. For those finished, make some plasticine figures to go with it.
3. Add to the original web with all information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

V PIONEER FOOD

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

EVALUATION

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



VI PIONEER WORK AND VILLAGE LIFE

LESSON 1

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

LESSON 2

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

LESSON 3

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

STUDENT WORKSHEET

Match the pioneer worker with his or her job.

Workers:

Cooper

Miller

Wheelwright

Wainwright

Merchant

Sawyer

Blacksmith

Potter

Peddler

Carpenter

Cobbler



Jobs:

I build or repair wooden structures or furniture.

I make and mend shoes.

I own and run the grist mill.

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

I build and repair wagons.

I make and repair wooden barrels and tubs.

I shape heated iron at my forge by hammering the iron to make things like tools and horse-shoes.

I make and repair wheels.

I make pottery.

I am a travelling salesperson.

I saw wood at the sawmill.

3. Share pioneer village posters from previous day.

LESSON 4

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

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- McCarty, Janet R. (1975). *Craft fun*. Racine, WI : Golden Press. ISBN 0-307-66305-1. Instructions for making a log cabin from a two-litre milk carton with a macaroni box for the chimney.
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SOME OTHER USEFUL FICTION TITLES

Bayliss, Maureen. *Abra Kadabra*

Bjornson, Magnus. *Dan Patch and other stories of pioneering in the west*

Coatsworth, E. *The sod house*

Conrad, Pam. *My Daniel*

Duncan, Sandy F. *Cariboo runaway*

Horne, Constance. *The jo boy deserts & other stories*

Houston, Gloria. *My great-aunt Arizona*.

Lent, Blair. *Bayberry Bluff*

Lottridge, Celia B. *Ticket to Curlew*

Lunn, Janet. *One hundred shining candles*

MacLachlan, Patricia. *Sarah, plain and tall*

Spray, Carol. *The mare's egg*.

Wilder, Laura I. *Little house in the big woods*

FRENCH LANGUAGE WORKSHEETS

JEUX, JEUX, JEUX

Les parents des pionniers fabriquaient les jeux pour leurs enfants. Ils fabriquaient les jeux de bois, des lambeaux, de ficelle, des enveloppes de maïs, des lands, et des pierres.

- Imagine que tu es un parent pionnier. Dessine une image du cadeau d'anniversaire pour ton enfant.
- Ecris une liste des matériaux que tu utiliseras pour construire le jouet.

DES METIERS

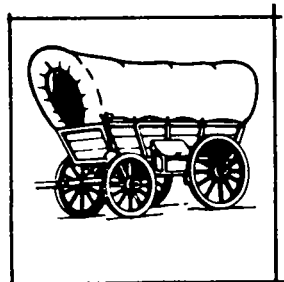
- | | |
|-------------------------|---|
| 1. Magasin générale | ___ fait des roues |
| 2. Le forgeron | ___ fait du fromage |
| 3. Le fromagier | ___ fait des planches de bois |
| 4. L'ébéniste | ___ travaille dans l'église |
| 5. Le scieur | ___ fait des tonneaux |
| 6. Le meunier | ___ travaille dans l'école |
| 7. L'enseignant(e) | ___ fait et répare des ouliers |
| 8. Le tonnier | ___ fait de la farine |
| 9. Le médecin | ___ fait des meubles |
| 10. Le prêtre | ___ soigne les gens qui sont malades |
| 11. Le charron | ___ travaille le fer |
| 12. Le cordonnier(ière) | ___ vend beaucoup de choses, ou fait l'échange pour des autres produits |

BESOINS

Tu viens d'Europe. Tu es maintenant à Montréal et tu prépares ton voyage pour traverser le Canada. Tu seras pionnier au Manitoba, au Saskatchewan, en Alberta ou en Colombie-Britannique. Qu'est-ce que tu auras besoin d'avoir quand tu arriveras à ton terrain? Nomme au moins 12 choses dont tu auras besoin pour travailler la terre ou pour établir ta maison.



Century Magazine, 1894



POEMES

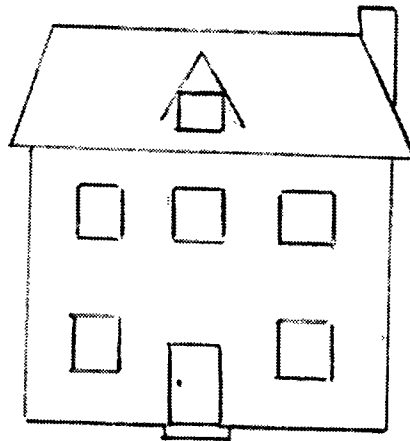
PROBLEME

Combien faut-il
De tonnes d'avoine,
De tas de foin,
De mesures de grain,
De son, de sainfoin,
Pour nourrir a leur faim:

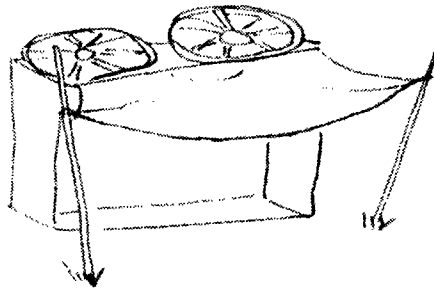
Un petit lapin,
Deux gros boeufs,
Trois belles oies,
Quatre petits ânes,
Cinq poussins,
Six vieilles biques,
Sept jolies biquettes,
Huit énormes truies,
Neuf cochons tout neufs,
Dix canards de Barbarie,
La fermière et son mari,
Et tous leurs amis.

POEME

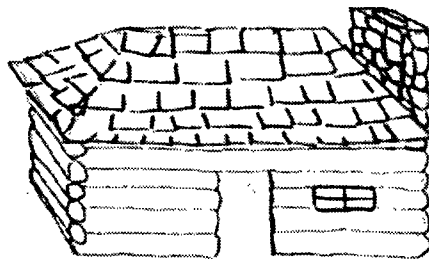
Un, deux, trois,
Nous irons aux bois
Quatre, cinq, six,
Cueillir des cerises
Sept, huit, neuf,
Dans mon panier neuf
Dix, onze, douze,
Elles seront toutes rouges



maison de bois

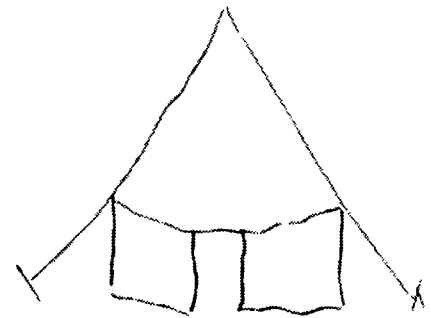


l'appentis

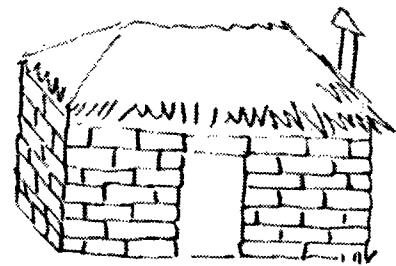


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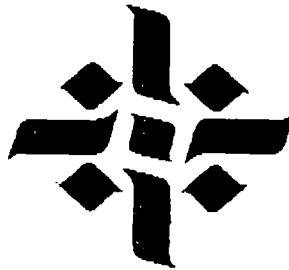


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and the Prince Edward Teacher-Librarians' Association



May 14-17, 1998
University of Prince Edward Island
Charlottetown, PEI, Canada

As we approach the new millennium, school libraries continue to support all educators and students in their information literacy development and lifelong learning goals. School libraries are connected — connected in a variety of ways that ensure their vital role as an integrated and integral component of our education system. School libraries are connected in these four ways that form the framework around which the theme Connected is developed at the conference:

- Connected through technology. The school library remains on the forefront of innovative uses of information technology with a dedication to access for all.
- Connected throughout the world. The school library community worldwide is connected to its local community and around the world through professional associations, quality publications, distance learning and global networks.
- Connected across the curriculum. As the school curriculum changes and grows, the school library program adapts and functions to support all educators as they design programs to meet new learning outcomes.
- Connected through literature. The teacher-librarian builds a quality collection of children's literature and information resources that support the curriculum and reflect the total human experience.

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ON A ROLLI

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.

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

THE JOINT ADVOCACY CAMPAIGN

by LILLIAN CAREFOOT, President, PIMA.

The PIMA/BCTLA advocacy campaign has proven to be an excellent example of the way that organizations which seem to be quite different by nature can find common purpose and cooperate on projects of mutual interest and benefit. The objective of saving, promoting and enhancing the role of school libraries and district resource centres is of crucial importance to both our organizations.

PIMA (Pacific Instructional Media Association) has the broad mandate of advocacy and education in the field of instructional media technology. The membership roster is quite wide ranging, including resource centre coordinators, educators, researchers, software and multimedia developers, commercial media representatives as well as teacher librarians.

Both organizations share an understanding of the need for the organized points of information convergence (that we currently call libraries), in which trained, knowledgeable staff can assist patrons in the increasingly overwhelming, frustrating and difficult task of locating, analyzing, understanding and utilizing the fluid unregulated stream of information that has become the norm in our society. Of equal importance is the ability to be cognizant of the implications and impact of this information flow on learning, on education, on us as professionals, and on our society.

The value of a library, whether at the school or district level, to me, appears obvious. The decline of support for libraries has shown, however, that it is not obvious to the larger educational community. Teacher-librarians have devoted countless hours, pages and pages of text, and years and years of advocacy expounding on the importance of the school library and yet here we are in 1998 still concerned about the viability of the school library and the role of the teacher librarian. District resource centres are in even greater jeopardy. The role of centralized support and service has been severely undermined by the move to more and more school-based decision making and constant budgetary cuts to administration.

Are we fooling ourselves? Do we offer anything of value to students and teachers? What is suffi-

ciently unique about school libraries and resource centres that makes them worth saving?

In their book, *Education on the Edge of Possibility*, Caine and Caine (1997) define the edge of possibility as, is state of constant exploration and opportunity. They discuss the new world view that is affecting us all —the shift from the orderly, mechanistic, Newtonian view of reality to that of a more fluid, turbulent, and random universe. They suggest that education must move, and is moving, to that edge. One of the key features needed for this to happen is the ability to view oneself as a continuous learner rather than a possessor of answers. This paradigm shift in educational thinking (something teacher librarians have been advocating and practicing for years) will result in a number of changed states which include: a variety of learning options, increased flexibility, a new sense of community, greater resilience and ability to change and a constant state of uncertainty. In conjunction with this shift to genuine life long learning is the necessity to understand how we learn, in essence to master and apply current brain-based research.

Caine and Caine have identified twelve fundamental brain/mind learning principles:

1. The brain is a complex adaptive system
2. The brain is a social brain
3. The search for meaning is innate
4. The search for meaning occurs through patterning
5. Emotions are critical to patterning
6. Every brain simultaneously perceives and creates parts and wholes
7. Learning involves both focused attention and peripheral perception
8. Learning always involves conscious and unconscious processes
9. We have at least two ways of organizing memory
10. Learning is developmental
11. Complex learning is enhanced by challenge and inhibited by threat
12. Every brain is uniquely organized

Anyone who is concerned about education must be concerned about internalizing and practicing these new understandings. If school libraries, district resource centre libraries and teacher-librarians wish to survive and indeed flourish, we will have to seriously consider these twelve mind/brain principles and determine how the concept of library can be reinterpreted in relation to these principles; how the mental models that we bring about teaching and learning can support the new educational paradigm; what our role is in brain based learning; and how we can work with other educators to make learning an authentic, active, and meaningful process. This profound professional dialogue will give our profession a new focus and will help us become key players in promoting a process that thrives on possibility and that induces the pursuit of excellence, not as a dictated and mechanical outcome, but as a natural and joyful consequence of meaningful learning (Caine and Caine, p 125).

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WORKING AND LEARNING CONDITIONS SURVEY: JANUARY 1998 RESULTS

Collated and prepared by **DIANE KOZORIS**, Working and Learning Conditions Chair. Diane may be contacted at school (250-632-2912) or by fax (250-632-2780) regarding this survey and other related concerns.

These are the results of the seventeenth annual survey of working and learning conditions in the school library resource centres of British Columbia.

Sincere thanks go out to:

- all the teacher-librarians who took the time to complete this survey;
- the local association presidents who assisted in those districts with no chapter representation;
- and to the chapter councillors who compiled their district survey forms.

Please encourage each other as teacher-librarians to complete a survey form next Fall, so that we can get the most complete picture possible for the entire province.

Elementary Response - 919 SLRCs out of 1019 schools in 53 districts.

Secondary Response - 272 SLRCs out of 287 schools in 50 districts.

Staffing, teacher-librarians and clerical, in 1191 School Library Resource Centres are represented in this report. In amalgamated districts where BCTLA chapters are not merged, both former and current school district numbers and names are shown when available. Unfortunately some of the districts who have experienced severe cutbacks are not represented in the data.

Cutbacks, more prep time or computer lab coverage at the expense of teaching and planning, uncertain budget allotments, amalgamation and the erosion of District Resource Centre services, plus professional and clerical understaffing are conditions that have lowered morale and placed unrealistic workloads on many teacher-librarians and library assistants. In many cases, the title of 'teacher-librarian' no longer reflects what the person in that position actually does.

The data in this report is sorted in four different ways each for Elementary and Secondary; the latter including Middle Schools and those with K-12. They are sorted by:

1. FTE teacher-librarian allocation per 1000 students;
2. clerical staffing per 1000 students;
3. budget allotments, \$ per pupil;
4. electronic services available, sorted by percentage of computerized cataloguing and circulation.

A brief follow-up report on District Resource Centres in the province concludes the report. All suggestions concerning future survey questions and format will be given serious consideration.

Suggestions for use of the data presented in this report include being able to:

- A. Compare your school situation with those in the rest of the district;
- B. Compare your school district with others of similar size and location;
- C. Involve your local association and its negotiating representatives in improving conditions of SLRCs in your district;
- D. Assist in any chapter presentations to your school board, comparing the district with provincial averages and current minimum BCTF standards;
- E. Assist in presentations to Administrative Officers and Staff Committees, for increased staffing and budget allotments;
- F. Assist in preparing "press releases" to school newsletters, newspapers and other media regarding conditions in SLRCs in your district;
- G. Assist in advocacy presentations to Parent Advisory Committees.

STAFFING

BCTF minimum standards, for both Professional and Clerical, in school library resource centres are:

Students	Teacher-Librarians	Lib. Asst./Tech.
200 or fewer	0.6 FTE	0.5 FTE
201-400	1.0	1.0
401-750	1.5	1.5
751-1000	2.0	2.0
Over 1000	2.5	2.5
Plus 0.5 T-L for each 400 FTE students above 1000		
Plus 0.5 Library Assistant for each 400 FTE students above 1000.		

N.B FTE = Full-Time Equivalent

Professional and clerical staffing are expressed in FTEs, then divided by the number of students and multiplied by 1000 to achieve a consistent and comparable figure; e.g., 2.12 FTE/1000

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

Dist #	Name	Response	T-L/1000	T-L cuts	Provides Prep Prep	% trained	T-L
49	Central Coast	1/1	3.9	0/1	0/1	0	0
29	Princeton*	3/3	3.4	0/3	3/3	28	33
72	Campbell River*	16/16	3.14	na	1/16	0.39	63
31	Merritt*	5/5	3.1	0/5	0/5	0	40

Dist #	Name	Response	T-L/ 1000	T-L cuts	Provides Prep Prep	%	T-L trained
28	Quesnel	14/14	2.9	4/14	14/14	49	57
83	Armstrong*	2/3	2.89	0/2	0/2	0	0
54	Bulkley Valley*	7/7	2.85	1/7	6/7	41	43
18	Golden	5/5	2.81	1/5	4/5	9	20
75	Mission*	16/16	2.74	0/16	16/16	79	75
80/82	Kitimat	5/5	2.67	0/5	5/5	22	80
19	Shuswap/Colum	5/5	2.54	0/5	0/5	0	60
45	West Vancouver	12/12	2.44	4/12	1/12	0	50
39	Vancouver*	89/90	2.43	33/89	85/89	42	89
27	Cariboo-Chilcotin	20/21	2.42	4/20	16/20	39	35
36	Surrey	68/89	2.4	0/68	68/68	53	93
33	Chilliwack*	19/19	2.37	0/19	4/19	0.13	83
65	Cowichan Valley*	22/22	2.37	1/22	1/22	0	41
91	Nechako Lakes West	4/7	2.31	2/4	3/4	0.77	0
83	N. Okan Shuswap	18/18	2.26	0/18	16/18	27	39
88/82	Terrace	13/14	2.22	0/13	0/13	0	62
38	Richmond	39/39	2.18	0/39	0/39	0	95
44	North Vancouver	33/33	2.15	8/15	24/33	23	47
70	Alberni*	12/12	2.11	na	7/12	25	86
6	Rocky Mtn Kimb	5/6	2.09	0/5	4/5	32	20
40	New Westminster	9/9	2.01	4/9	na	na	na
57	Prince George	45/45	1.99	26/45	10/45	7	69
67	Okan Skaha	13/14	1.98	5/13	12/13	37	85
85	Vcr Isl North	12/12	1.95	0/12	0/12	0	33
59	Peace R South	12/12	1.93	0/12	0/12	0	50
37	Delta	21/24	1.91	0/21	1/21	0	90
5	Cranbrook SE Koot.*	7/8	1.89	3/7	6/7	31	100
41	Burnaby	40/40	1.83	7/40	1/40	0.10	95
74	Gold Trail	10/12	1.71	2/10	3/10	17	20
73	Kamloops/Thompson	37/41	1.67	5/37	1/37	61	
46	Sunshine Coast	2/8	1.65	1/2	2/2	31	50
43	Coquitlam	43/50	1.56	12/43	35/43	52	58
22	Vernon	15/15	1.55	7/15	2/15	2	60
60	Northern Lights	10/10	1.55	2/10	4/10	9	36
78	Fraser-Cascade	4/6	1.51	1/4	2/4	4	50
5	Fernie SE Koot.*	5/7	1.5	2/5	4/5	86	60
23	Ctl Okanagan	34/34	1.4	na	1/34	0	85
68	Nanaimo-Ladys	34/36	1.38	34/34	33/34	56	87
16/53	Keremeos	2/2	1.28	0/2	0/2	0	0
7/8	Nelson Koot. Lk	11/11	1.14	3/11	3/11	27	36
69	Mt. Arrowsmith	4/8	1.02	2/4	0/4	0	60
42	Maple Ridge Pitt M	15/24	0.92	13/15	13/15	43	47
47	Powell River	4/5	0.91	0/4	1/4	3	25
34	Abbotsford	21/37	0.7	3/21	11/21	35	67
35	Langley	33/33	0.68	8/33	17/33	79	33
48	Howe Sound	8/8	0.6	8/8	2/8	0.01	75
63	Saanich	12/12	0.37	7/12	1/12	0	50
71	Courtenay	17/17	0.35	na	0/17	0	100
62	Sooke	6/17	0.33	2/6	0/6	0	67

Averages 1.92 19% 55%

185 cuts in 31 districts

* indicates those districts that have at least one school which meets BCTF minimum professional standards.

443 teacher-librarians in 40 school districts provide prep time coverage, from less than 1% to 86% of their T-L allocation. Considering those districts only, the average prep - time coverage rises to 28%.

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

Dist	Name	Response	T-L / 1000	T-L cuts	Provides Prep	Prep %	% T-L trained
39	Vancouver	18/18	2.88	2/18	0/18	0.00 %	97
58	Princeton	1/1	2.26	0/1	0/1	0.00 %	100
27	Cariboo Chilcotin	10/10	2.15	2/10	0/10	0.00 %	40
78	Fraser Cascade	3/3	1.96	0/3	0/3	0.00 %	67
54	Bulkley Valley	3/3	1.86	1/3	0/3	0.00 %	50
16/53	Keremeos OKSi*	1/1	1.79	0/1	0/1	0.00 %	0
70	Alberni	6/6	1.73	0/6	0/6	0.00 %	63
85	Vanc Isl North**	3/3	1.71	3/3	1/3	9.33 %	67
5	Fernie SEKoot	4/4	1.67	1/4	1/4	18.75 %	75
88/82	Terrace	4/5	1.61	0/4	0/4	0.00 %	75
19	Shuswap Columbia	1/1	1.57	0/1	0/1	0.00 %	100
59	Peace R. South	4/4	1.54	0/4	0/4	0.00 %	25
6	Rocky Mtn Kimberl	2/2	1.46	0/2	0/2	0.00 %	0
83	N Okan Shuswap	5/5	1.43	0/5	0/5	0.00 %	80
72	Campbell River	7/7	1.42	2/7	2/7	6.43 %	57
18	Golden	1/1	1.36	0/1	0/1	0.00 %	0
57	Prince George	11/11	1.31	3/11	0/11	0.00 %	85
60	Northern Lights**	6/6	1.3	2/6	2/6	10.33 %	33
31	Merritt	2/2	1.25	2/2	0/2	0.00 %	100
5	Cranbrook SEKoot	3/3	1.24	3/3	0/3	0.00 %	100
46	Sunshine Coast	3/3	1.24	0/3	0/3	0.00 %	67
75	Mission	3/3	1.24	0/3	0/3	0.00 %	100
7/8	Nelson WKootenay	5/5	1.23	1/5	0/5	0.00 %	60
33	Chilliwack	7/7	1.21	0/7	0/7	0.00 %	86
28	Quesnel	3/3	1.18	0/3	0/3	0.00 %	0
67	Okan Skaha	3/5	1.14	0/3	0/3	0.00 %	50
22	Vernon	5/5	1.11	4/5	0/5	0.00 %	100
73	KamloopsThomps	11/11	1.1	2/11	0/11	0.00 %	60
48	Howe Sound	4/4	1.08	2/4	0/4	0.00 %	75
79	Cowichan Valley	7/7	1.06	3/7	0/7	0.00 %	75
43	Coquitlam	16/17	1.03	0/16	1/16	0.01 %	71
23	Ctl Okanagan	12/12	1.01	0/12	0/12	0.00 %	80
69	Mt. Arrowsmith	5/5	1.01	2/5	0/5	0.00 %	100
44	North Van.	7/7	0.99	0/7	1/7	1.43 %	67
37	Delta	6/7	0.98	1/6	0/6	0.00 %	100
48	West Vancouver	3/3	0.95	0/3	0/3	0.00 %	100
63	Saanich	6/6	0.94	0/6	0/6	0.00 %	100

Dist	Name	Response	T-L / 1000	T-L cuts	Provides Prep	Prep %	% T-L trained
34	Abbotsford	5/7	0.9	1/5	0/5	0.00%	100
80/82	Kitimat	1/1	0.9	0/1	0/1	0.00 %	100
62	Sooke	5/5	0.87	3/5	0/5	0.00 %	100
38	Richmond	9/9	0.85	1/9	0/9	0.00 %	100
68	Nanaimo Ladys	7/7	0.83	7/7	0/7	0.00 %	100
35	Langley	8/8	0.83	2/8	0/8	0.00 %	88
36	Surrey	14/17	0.81	0/14	0/14	0.00 %	100
71	Courtenay	5/6	0.79	1/5	0/5	0.00 %	67
47	Powell River	5/5	0.64	0/5	0/5	0.00 %	40
42	Maple Ridge Pitt M	2/5	0.64	1/2	0/2	0.00 %	100
41	Burnaby	6/6	0.63	2/6	0/6	0.00 %	100
74	Gold Trail Ashcroft	3/4	0.54	1/3	0/3	0.00 %	0
40	New Westminster	1/1	0.52	na	0/1	0.00%	na

Averages 1.24 0.93% 73%

54 cuts in 25 districts

* indicates Grades 5-12

** includes K-10 or K-12

NO districts reporting have at least one secondary school which meets BCTF minimum professional standards.

Very few BC schools meet the BCTF minimum staffing standards for School Library Resource Centres. The teacher-librarian per 1000 shows an increase of 0.15 in elementary and 0.03 in secondary over last year; however the 185 cuts in addition to 177 last year in elementary and the 53 cuts plus 39 cuts last year in secondary provide clear indications of the eroding situation in this province. These cuts are in tandem with the aforementioned demands on teacher-librarian time.

CLERICAL STAFFING

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

Dist #	District name	Response	L-A/ 1000	#of cuts	T-L/ 1000
49	Central Coast	1/1	3.4	0/1	3.9
19	Shuswap/Colum*	5/5	3.06	0/5	2.54
47	Powell River*	4/5	3.02	0/4	0.91
18	Golden*	5/5	2.9	0/5	2.81
60	Northern Lights*	10/10	2.32	0/10	1.55
71	Courtenay*	17/17	2.32	na	0.35
16/53	Keremeos	2/2	2.27	na	1.28
80/82	Kitimat	5/5	1.99	0/5	2.67
88/82	Terrace	13/14	1.66	0/13	2.22
73	Kamloops/Thompson	37/41	1.63	0/37	1.67
6	Rocky Mtn Kimberley	5/6	1.63	0/5	2.09

Dist #	District name	Response	L-A/ 1000	#of cuts	T-L/ 1000
83	Armstrong	2/3	1.5	2/2	2.89
85	Vcr Isl North	12/12	1.49	0/12	1.95
69	Mt. Arrowsmith	4/8	1.42	0/4	1.02
46	Sunshine Coast	2/8	1.4	1/2	1.65
59	Peace R South	12/12	1.29	0/12	1.93
22	Vernon	15/15	1.26	2/15	1.55
35	Langley*	33/33	1.2	na	0.68
23	Ctl Okanagan	34/34	1.2	0/34	1.4
83	N. Okan Shuswap	18/18	1.19	0/18	2.26
63	Saanich	12/12	0.98	3/12	0.37
48	Howe Sound	8/8	0.97	0/8	0.6
54	Bulkley Valley	7/7	0.96	0/7	2.85
74	Gold Trail	10/12	0.94	3/10	1.71
27	Cariboo-Chilcotin	20/21	0.84	6/20	2.42
67	Okan Skaha	13/14	0.79	7/13	1.98
57	Prince George	45/45	0.77	18/45	1.99
91	Nechako Lakes West	4/7	0.65	3/4	2.31
7/8	Nelson Koot. Lk	11/11	0.57	2/11	1.14
5	Fernie SEKoot.	5/7	0.56	3/5	1.5
62	Sooke	6/17	0.55	0/6	0.33
78	Fraser-Cascade	4/6	0.47	2/4	1.51
34	Abbotsford	21/37	0.44	na	0.7
36	Surrey	68/89	0.3	0/68	2.4
42	Maple Ridge Pitt Mea	15/24	0.29	7/15	0.92
68	Nanaimo-Ladysmith	34/36	0.29	na	1.38
5	Cranbrook SE Koot.	7/8	0.24	1/7	1.89
44	North Vancouver*	33/33	0.21	7/33	2.15
43	Coquitlam	43/50	0.17	8/43	1.56
45	West Vancouver	12/12	0.14	0/12	2.44
39	Vancouver	89/90	0.14	4/89	2.43
41	Burnaby	40/40	0.13	0/40	1.83
65	Cowichan Valley	22/22	0.1	1/22	2.37
40	New Westminster	9/9	0.07	na	2.01
75	Mission	16/16	0.07	0/16	2.74
70	Alberni	12/12	0.05	12/12	2.11
37	Delta	21/24	0.01	0/21	1.91
28	Quesnel	14/14	0	na	2.9
38	Richmond	39/39	0	na	2.18
31	Merritt	5/5	0	na	3.1
29	Princeton	3/3	0	0/3	3.4
33	Chilliwack	19/19	0	na	2.37
72	Campbell River	16/16		na	3.14

Averages

0.96

1.92

92 cuts in 19 districts

* indicates those districts that have at least one school which meets BCTF minimum clerical staffing standards.

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

Dist #	District name	Response	L-A/1000	# of cuts	T-L/1000
74	Gold Trail Ashcroft*	3/4	2.69	2/3	0.54
27	Cariboo Chilcotin*	10/10	2.22	5/10	2.15
6	Rocky Mtn Kimber*	2/2	2.09	0/2	1.46
60	Northern Lights*	6/6	2.03	0/6	1.3
47	Powell River	5/5	1.85	0/5	0.64
7/8	Nelson WKootena*	5/5	1.59	0/5	1.23
19	Shuswap Columbia	1/1	1.58	0/1	1.57
59	Peace R. South*	4/4	1.52	0/4	1.54
88/82	Terrace	4/5	1.33	0/4	1.61
85	Vanc Isl North	3/3	1.25	na	1.71
57	Prince George	11/11	1.15	3/11	1.31
67	Okan Skaha	3/5	1.15	0/3	1.14
22	Vernon	5/5	1.11	0/5	1.11
58	Princeton	1/1	1.08	0/1	2.26
75	Mission	3/3	1.08	1/3	1.24
63	Saanich	6/6	1.04	0/6	0.94
83	N Okan Shuswap	5/5	1.03	0/5	1.43
46	Sunshine Coast	3/3	1.01	0/3	1.24
73	Kamloops Thompson	11/11	0.99	0/11	1.1
54	Bulkley Valley	3/3	0.99	1/3	1.86
71	Courtenay	5/6	0.94	1/5	0.79
69	Mt. Arrowsmith	5/5	0.93	1/5	1.01
34	Abbotsford	5/7	0.9	0/5	0.9
80/82	Kitimat	1/1	0.9	0/1	0.90
23	Ctl Okanagan	12/12	0.9	0/12	1.01
62	Sooke	5/5	0.87	0/5	0.87
42	Maple Ridge Pitt Mead	2/5	0.82	0/2	0.64
48	West Vancouver	3/3	0.81	0/3	0.95
48	Howe Sound	4/4	0.79	0/4	1.08
70	Alberni	6/6	0.77	0/6	1.73
43	Coquitlam	16/17	0.76	11/16	1.03
44	North Vancouver	7/7	0.7	1/7	0.99
35	Langley	8/8	0.69	0/8	0.83
41	Burnaby	6/6	0.66	0/6	0.63
37	Delta	6/7	0.63	0/6	0.98
79	Cowichan Valley	7/7	0.62	0/7	1.06
16/53	Keremeos OK Similk	1/1	0.5	1/1	1.79
33	Chilliwack	7/7	0.48	0/7	1.21
31	Merritt	2/2	0.47	na	1.25
78	Fraser Cascade	3/3	0.45	1/3	1.96
38	Richmond	9/9	0.42	9/9	0.85
36	Surrey	14/17	0.37	0/14	0.81
18	Golden	1/1	0.36	0/1	1.36
68	Nanaimo Ladys	7/7	0.35	7/7	0.83
5	Cranbrook SEKoot	3/3	0.34	2/3	1.24
5	Fernie SEKoot	4/4	0.24	1/4	1.67
72	Campbell River	7/7	0.09	0/7	1.42
28	Quesnel	3/3	0	na	1.18
39	Vancouver	18/18	0	18/18	2.88

Averages

0.93

1.24

65 cuts in 16 districts

* indicates those districts that have at least one school which meets BCTF minimum clerical staffing standards.

It is interesting to compare those districts experiencing cuts in T-L time with their last year's figures, as well as comparing them with the current clerical allotment. Some districts with higher T-L allocations have little or no clerical help which adds to the workload for teacher-librarians. Similarly, some districts with higher clerical allotments may have little teacher-librarian time available for planning and teaching.

SCHOOL LIBRARY RESOURCE BUDGETS

Please note that three districts reporting for Elementary and five districts reporting for Secondary could not include budget allocations by the Sept. 30, 1997 deadline or at the time the survey forms were submitted. These districts are not factored into the calculations for averages.

The following symbols are used to indicate the average \$/student compared to the previous year:

I = Increases / D = Decreases / S = Same, no change / * = Unavailable at report time

ELEMENTARY BUDGETS (ranked by \$/pupil)

Dist #	District name	Response	\$/pupil	Incl Supplies	I-D-S
49	Central Coast	1/1	\$45.00	na	0/0/1
23	Ctl Okanagan	34/34	\$36.23	34/34	34/0/0
18	Golden	5/5	\$28.98	5/5	0/1/4
6	Rocky Mtn Kimb	5/6	\$26.22	4/5	0/0/5
60	Northern Lights	10/10	\$21.42	na	0/4/4/*
47	Powell River 4/5	\$20.80	4/4	0/0/4	
27	Cariboo-Chilcotin	20/21	\$20.18	20/20	20/0/0
19	Shuswap/Colum	5/5	\$20.00	5/5	0/0/5
67	Okan Skaha 13/14	\$18.10	13/13	0/4/9	
85	Vcr Isl North 12/12	\$18.00	6/12	0/0/12	
40	New Westminster	9/9	\$17.33	9/9	2/2/5
78	Fraser-Cascade	4/6	\$17.30	4/4	1/1/2
54	Bulkley Valley	7/7	\$17.00	7/7	0/0/7
33	Chilliwack	19/19	\$16.55	19/19	1/1/15/*
71	Courtenay	17/17	\$16.25	17/17	0/0/17
16/53	Keremeos	2/2	\$16.00	1/2	na
91	Nechako Lakes West	4/7	\$16.00	3/4	0/4/0
74	Gold Trail	10/12	\$16.00	na	2/1/2/*

70	Alberni	\$15.82	12/12	12/12	1/9/2
73	Kamloops/Thompson	37/41	\$15.82	37/37	1/4/32
28	Quesnel	14/14	\$15.67	14/14	0/14/0
31	Merritt	5/5	\$15.04	5/5	0/0/5
29	Princeton	3/3	\$15.04	3/3	0/3/0
83	N. Okan Shuswap	18/18	\$15.00	18/18	0/0/18
83	Armstrong	2/3	\$15.00	2/2	0/2/0
22	Vernon	15/15	\$14.73	11/15	0/9/4/*
75	Mission	16/16	\$13.84	14/16	7/5/1*
37	Delta	21/24	\$13.52	10/21	6/14/1
48	Howe Sound	8/8	\$13.37	8/8	0/3/4/*
7/8	Nelson Koot. Lk	11/11	\$13.16	8/11	1/2/6/*
57	Prince George	45/45	\$12.51	33/45	7/11/23/*
45	West Vancouver	12/12	\$12.00	12/12	0/12/0
41	Burnaby	40/40	\$11.75	na	0/0/40
38	Richmond	39/39	\$11.49	na	na
5	Cranbrook SE Koot.	7/8	\$11.41	7/7	na
80/82	Kitimat	5/5	\$10.41	5/5	0/5/0
5	Fernie SE Koot	5/7.	\$10.39	na	0/4/1
34	Abbotsford	21/37	\$10.13	5/6	1/2/3/*
69	Mt. Arrowsmith	4/8	\$10.05	4/4	0/2/1/*
65	Cowichan Valley	22/22	\$10.00	14/22	1/4/17
43	Coquitlam	3/50	\$9.00	na	0/0/43
39	Vancouver	89/90	\$8.48	89/89	0/89/0
88/82	Terrace	13/14	\$7.87	7/7	0/4/3/*
46	Sunshine Coast	2/8	\$7.34	2/2	0/2/0
36	Surrey	68/89	\$7.00	na	0/68/0
44	North Vancouver	33/33	\$6.43	0/33	0/33/0
63	Saanich	12/12	\$5.96	3/12	1/4/7
42	Maple Ridge Pitt Meal	5/24	\$5.76	15/15	1/6/8
35	Langley	33/33	\$3.97	14/33	4/10/19
62	Sooke	6/17	\$1.09	na	6/0/0
59	Peace R South	12/12	na	na	na
72	Campbell River	16/16	na	na	na
68	Nanaimo-Ladys	34/36	na	na	na

Average \$14.73

SECONDARY BUDGETS (ranked by \$/pupil)

Dist #	District name	Response	\$/pupil	I-D-S	Incl supplies
23	Ctl Okanagan	12/12	\$33.33	12/0/0	12/12
16/53	Keremeos OK Similk	1/1	\$26.32	na	1/1
67	Okan Skaha	3/5	\$22.83	0/0/3	3/3
60	Northern Lights	6/6	\$22.79	1/2/3	6/6
48	Howe Sound	4/4	\$22.13	0/2/1/*	4/4
74	Gold Trail Ashcroft	3/4	\$22.09	0/2/0/*	na
78	Fraser Cascade	3/3	\$21.50	0/0/3	3/3
19	Shuswap Columbia	1/1	\$20.00	0/0/1	1/1

Dist #	District name	Response	\$/pupil	Incl Supplies	I-D-S
57	Prince George	11/11	\$19.24	1/1/5/*	11/11
6	Rocky Mtn Kimberley	2/2	\$18.00	0/0/2	2/2
18	Golden	1/1	\$18.00	0/0/1	na
85	Vanc Isl North	3/3	\$18.00	0/3/0	2/3
88/82	Terrace	4/5	\$17.83	0/4/0	4/4
27	Cariboo Chilcoti	10/10	\$17.50	10/0/0	10/10
71	Courtenay	5/6	\$17.26	0/1/4	3/5
7/8	Nelson WKootenay	5/5	\$17.03	1/2/2	na
54	Bulkley Valley	3/3	\$17.00	0/0/3	3/3
22	Vernon	5/5	\$16.86	0/4/1	5/5
47	Powell River	5/5	\$16.48	0/0/5	5/5
5	Fernie SEKoot	4/4	\$16.18	0/0/4	4/4
28	Quesnel	3/3	\$16.09	0/3/0	3/3
33	Chilliwack	7/7	\$15.91	2/2/3	7/7
31	Merritt	2/2	\$15.25	0/2/0	2/2
58	Princeton	1/1	\$15.00	0/1/0	1/1
83	N Okan Shusw	5/5	\$15.00	0/0/5	5/5
37	Delta	6/7	\$14.82	1/5/0	6/6
73	Kamloops Thompson	11/11	\$14.62	3/2/6	11/11
75	Mission	3/3	\$14.36	1/0/2	3/3
79	Cowichan Valley	7/7	\$14.10	1/0/6	5/7
34	Abbotsford	5/7	\$13.77	0/0/3/*	3/3
35	Langley	8/8	\$13.74	2/3/3	8/8
39	Vancouver	18/18	\$13.72	0/18/0	18/18
48	West Vancouver	3/3	\$12.00	0/3/0	3/3
70	Alberni	6/6	\$11.95	0/4/0/*	5/6
43	Coquitlam	16/17	\$11.75	0/0/16	na
41	Burnaby	6/6	\$11.63	0/0/6	6/6
36	Surrey	14/17	\$11.25	0/5/9	0/14
63	Saanich	6/6	\$9.17	1/3/2	2/6
80/82	Kitimat	1/1	\$9.00	0/1/0	1/1
38	Richmond	9/9	\$8.00	na	na
44	North Vancouver	7/7	\$7.71	0/7/0	0/7
69	Mt. Arrowsmith	5/5	\$7.26	1/2/0/*	5/5
42	Maple Ridge Pitt Mead	2/5	\$5.96	0/1/1	2/2
62	Sooke	5/5	\$1.24	5/0/0	5/5
72	Campbell River	7/7	na	na	na
68	Nanaimo Ladys	7/7	na	na	na
5	Cranbrook SEKoot	3/3	na	na	na
59	Peace R. South	4/4	na	na	na
46	Sunshine Coast	3/3	na	na	na

Average \$15.54

The average \$ per student has decreased by \$1.03 in elementary in the past year and \$1.52 in secondary, with the gap between them narrowing significantly.

ELECTRONIC SERVICES

ELECTRONIC SERVICES, ELEMENTARY (ranked by % Cat/Circ)

Dist #	District name	CD-ROM	Modem	Fax	Laser Disk	Comp cat/circ	% cat/circ
22	Vernon	14/15	11/15	0/15	0/15	15/15	100
28	Quesnel	12/14	1/14	0/14	1/14	14/14	100
73	KamloopsThompson	37/37	17/37	2/37	1/37	37/37	100
59	Peace R South	12/12	4/12	0/12	0/12	12/12	100
80/82	Kitimat	5/5	3/5	0/5	0/5	5/5	100
38	Richmond	39/39	32/39	3/39	0/39	39/39	100
83	Armstrong	2/2	2/2	0/2	0/2	2/2	100
78	Fraser-Cascade	4/4	3/4	0/4	0/4	4/4	100
31	Merritt	5/5	5/5	0/5	2/5	5/5	100
29	Princeton	3/3	3/3	0/3	0/3	3/3	100
42	Maple Ridge Pitt M	13/15	12/15	1/15	2/15	15/15	100
40	New Westminster	na	na	na	na	9/9	100
83	N. Okan Shuswap	15/18	9/18	0/18	0/18	18/18	100
47	Powell River	4/4	4/4	0/4	1/4	4/4	100
7/8	Nelson Koot. Lk	9/11	8/11	1/11	3/11	11/11	100
75	Mission	16/16	16/16	0/16	0/16	14/16	98
34	Abbotsford	14/21	2/21	0/21	1/21	19/21	90
37	Delta	18/21	14/21	0/21	0/21	19/21	90
48	Howe Sound	7/8	7/8	0/8	1/8	7/8	88
5	Cranbrook SEKoot.	5/7	4/7	0/7	0/7	6/7	86
23	Ctl Okanagan	34/34	29/34	0/34	2/34	28/34	82
19	Shuswap/Colum	5/5	5/5	0/5	0/5	4/5	80
18	Golden	4/5	4/5	0/5	0/5	4/5	80
60	Northern Lights	8/10	4/10	1/10	0/10	8/10	80
63	Saanich	8/12	4/12	0/12	1/12	9/12	75
69	Mt. Arrowsmith	3/4	1/4	0/4	0/4	3/4	75
35	Langley	22/33	6/33	2/33	1/33	23/33	70
85	Vcr Isl North*	6/12	4/12	0/12	6/12	8/12	67
43	Coquitlam	34/43	7/43	2/43	3/43	28/43	65
74	Gold Trail	9/10	5/10	1/10	0/10	6/10	60
27	Cariboo-Chilcotin	17/20	10/20	0/20	1/20	12/20	60
54	Bulkley Valley	7/7	7/7	0/7	1/7	4/4	57
67	Okan Skaha	13/13	8/13	1/13	1/13	7/13	54
16/53	Keremeos	1/2	0/2	0/2	0/2	1/2	50
46	Sunshine Coast	2/2	2/2	0/2	0/2	1/2	50
33	Chilliwack	19/19	11/19	0/19	0/19	9/19	47
36	Surrey	53/68	7/68	1/68	1/68	20/68	29
45	West Vancouver	12/12	8/12	2/12	2/12	3/12	25
91	Nechako Lakes W	3/4	2/4	0/4	2/4	1/4	25
72	Campbell River	14/16	9/16	0/16	0/16	4/16	25
39	Vancouver	78/89	35/89	2/89	1/89	21/89	24
57	Prince George	39/45	36/45	1/45	1/45	11/45	24
62	Sooke*	5/6	2/6	1/6	1/6	1/6	17
71	Courtenay**	14/17	0/17	0/17	0/17	3/17	12
68	Nanaimo-Ladysmith	23/34	10/34	0/34	0/34	3/34	9
88/82	Terrace	12/13	4/13	0/13	0/13	1/13	8

Dist #	District name	CD-ROM	Modem	Fax	Laser Disk	Comp cat/circ	% cat/circ
41	Burnaby*	34/40	24/40	1/40	1/40	3/40	8
70	Alberni	9/12	7/12	0/12	0/12	1/12	8
65	Cowichan Valley	18/22	14/22	1/22	1/22	1/22	4
6	Rocky Mtn Kimb	1/5	3/5	0/5	0/5	0/5	0
44	North Vancouver	32/33	16/33	1/33	1/33	0/33	0
49	Central Coast	1/1	1/1	0/1	0/1	0/1	0
5	Fernie SEKoot.	3/5	2/5	0/5	1/5	0/5	0

Average 61%

* indicates Computer Cataloguing only ** indicates Automation in progress

ELECTRONIC SERVICES, SECONDARY (ranked by % Cat/Circ)

Dist #	District name	CD-ROM	Modem	Fax	Laser Disk	Comp. Cat/Circ	% Cat/Circ
38	Richmond	6/9	1/9	1/9	9/9	9/9	100
85	Vanc Isl North	3/3	0/3	1/3	3/3	3/3	100
35	Langley	2/8	1/8	1/8	8/8	8/8	100
16/53	Keremeos OKSim	1/1	0/1	1/1	1/1	1/1	100
28	Quesnel	3/3	0/3	1/3	3/3	3/3	100
60	Northern Lights	6/6	0/6	0/6	6/6	6/6	100
71	Courtenay	3/5	0/5	0/5	5/5	5/5	100
78	Fraser Cascade	1/3	0/3	1/3	3/3	3/3	100
59	Peace R. South	4/4	0/4	4/4	4/4	4/4	100
34	Abbotsford	1/5	1/5	2/5	5/5	5/5	100
74	Gold Trail Ashcroft	0/3	0/3	0/3	1/3	3/3	100
80/82	Kitimat	0/1	0/1	1/1	1/1	1/1	100
6	Rocky Mtn Kimberley	2/2	0/2	1/2	2/2	2/2	100
19	Shuswap Columbia	1/1	0/1	0/1	1/1	1/1	100
22	Vernon	4/5	2/5	4/5	5/5	5/5	100
42	Maple RidgePitt M	2/2	0/2	1/2	2/2	2/2	100
54	Bulkley Valley	3/3	0/3	2/3	3/3	3/3	100
18	Golden	1/1	0/1	0/1	1/1	1/1	100
31	Merritt	1/2	0/2	0/2	2/2	2/2	100
58	Princeton	1/1	0/1	1/1	1/1	1/1	100
46	Sunshine Coast	2/3	0/3	1/3	3/3	3/3	100
73	Kamloops Thompson	9/11	0/11	1/11	11/11	11/11	100
88/82	Terrace	4/4	1/4	2/4	4/4	4/4	100
83	N Okan Shuswap	3/5	0/5	2/5	5/5	5/5	100
47	Powell River	3/5	0/5	0/5	5/5	5/5	100
63	Saanich	4/6	0/6	2/6	6/6	6/6	100
5	Cranbrook SEKoot	3/3	0/3	0/3	3/3	3/3	100
48	Howe Sound	4/4	0/4	1/4	4/4	4/4	100
37	Delta	3/6	0/6	3/6	6/6	6/6	100
43	Coquitlam	11/16	0/16	0/16	16/16	14/16	88
41	Burnaby	5/6	0/6	3/6	6/6	5/6	83
23	Ctl Okanagan	10/12	2/12	3/12	12/12	10/12	83
7/8	Nelson WKootenay	3/5	1/5	1/5	5/5	4/5	80

Dist	District name	CD-ROM	Modem	Fax	Laser	Comp cat/ circ	%cat/circ
36	Surrey	7/14	1/14	5/14	14/14	11/14	79
57	Prince George	9/11	1/11	0/11	11/11	8/11	73
27	Cariboo Chilcotin	8/10	1/10	2/10	10/10	7/10	70
75	Mission	3/3	0/3	0/3	3/3	2/3	67
45	West Vancouver**	2/3	0/3	3/3	3/3	2/3	67
69	Mt. Arrowsmith	2/5	0/5	0/5	5/5	3/5	60
62	Sooke	3/5	0/5	1/5	5/5	3/5	60
79	Cowichan Valley	6/7	1/7	1/7	7/7	4/7	57
33	Chilliwack	4/7	2/7	4/7	7/7	4/7	57
72	Campbell River	5/7	0/7	0/7	7/7	3/7	43
67	Okan Skaha	2/3	0/3	1/3	3/3	1/3	33
68	Nanaimo Ladys	4/7	0/7	3/7	7/7	2/7	29
39	Vancouver	15/18	1/18	1/18	16/18	3/18	17
70	Alberni	3/6	0/6	0/6	5/6	1/6	17
5	Fernie SEKoot	2/4	0/4	1/4	4/4	0/4	0
44	North Vancouver	5/7	1/7	2/7	7/7		

Average 83%

** indicates Automation in progress

Library automation has increased by 8% over last year in elementary and by 9% in secondary schools. This also has an added impact on professional and clerical staffing.

DISTRICT RESOURCE CENTRES IN BC.

Comments on District Resource Centres were received from 22 districts.

- 1 reported no change from previous year;
- 5 reported having no District Resource Centre (2 of which occurred since June 1997, at least 1 because of amalgamation);
- 16 reported the continued erosion of professional and clerical staffing;
 - drastic cuts in acquisition budgets;
 - loss of many services to teachers;
 - reduced and dispersed collections;
 - with the increase of uncertainty and frustration.

With the emphasis on resource-based teaching and the demand for multimedia resources, how are dispersed materials reaching all teachers and students? How cost-effective are these cutbacks in staffing, resources, and services?

MOSES, ME, AND MURDER: A CRITICAL THINKING UNIT FOR GRADE 5

by MICHELLE FARQUHARSON, teacher-librarian, Walter Moberly Elementary, SD#39, (Vancouver).

CRITICAL TASK

Students must judge whether James Barry is guilty in the murder of Charles Blessing.

OVERVIEW

Students differentiate between inference and fact. They judge the characters in the story by Ann Walsh and determine whether they believe James Barry is guilty of committing murder. As this is historical fiction, students review documents, videos, etc., to ascertain the validity of the information being presented.

REQUISITE TOOLS

Background Knowledge

- Information about Barkerville, including an understanding of law and order in Barkerville, BC, in 1863
- Human character traits

Criteria for Judgment

- Evidence to support a viewpoint
- Fairly considers all reasonable alternatives
- Judges whether the evidence is sufficient to establish the claim

Vocabulary

- Infer
- Compare and contrast
- Point of view

Thinking Strategies

- Thinks of counter-arguments
- Uses diagrams to trace structure of arguments

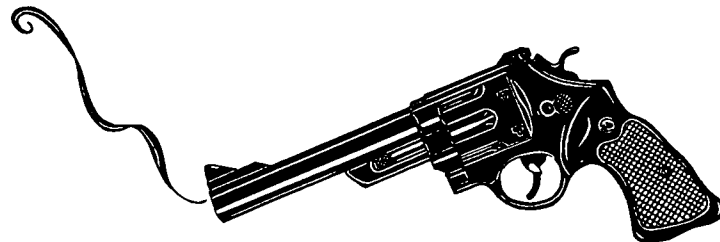
Habits of Mind

- Attention to detail
- Devil's advocate
- Independent mindedness
- Inquiring or critical attitude

SUGGESTED ACTIVITIES

1. Students read the novel *Moses, me, and murder*, by Ann Walsh (Pacific Educational Press, 1988).
2. Sort and Predict. In a group of six, students group words and identify categories for those words. The following are provided on a handout suitably arranged for cutting and sorting: drawl, strode, invigorator, stomped, grub, companion, barber, ancestor, express, hurdies, exhausted, dashed, favourably, lode, typhoid, destitute, content, dispute, commode, aroma, manure, strict, dignify.

3. Mapping. Students locate place names in an atlas and identify them on a printed map outline.
4. Building from clues. Students write a story based on a collection of artifacts provided by the teacher: noose, old jar with a label "invigorator", scissors, comb, gold nugget, money.
5. Discuss point of view. Students determine point of view from which the story is told. Read *The true story of the three little pigs*, by Jon Scieszka (Penguin, 1989), to show alternate viewpoint.
6. Study optical illusions, to explore point of view. The teacher provides examples for study and discussion.
7. Positive and negative character traits. Students use vocabulary related to personal traits of characters in stories, including *Moses, me, and murder*. The teacher will help the students explore possible alternative viewpoints. For example, James Barry might not be evil, he may just like to tease young people.
8. Letter writing. Students assume the identity of a character from the story, and write a letter. They speculate about a reply they might receive. This activity is most effective if it is done after page 68 of the novel is read, when students don't know the end of the story.
9. Barkerville video. Students view a video, discuss the genre of historical fiction, and gain insight into the time period. Ministry of Education recommended video: *Barkerville*. Communities West Series. Image Media, 1985.
10. After reading chapter 15, students list the evidence against James Barry. The class is divided into two groups. One group works with the teacher to explore the idea that someone other than Barry may have been the murderer; the other half examines the evidence against Barry and has individuals make up a possible scenario that refutes the evidence against him. Share five scenarios from each group, and have the class vote on whether Barry is guilty.
11. Science integration. Following or concurrent with the above unit, the class works through a critical challenge in science, involving a simulation of a town deciding whether to allow a mine near their community. The simulation includes prescribed learning outcomes from the *Science Integrated Resource Package*, IRP 002 (BC Ministry of Education, 1995), page 74. Students research different mining methods and create large visual reports. Students assume a role in a community and make judgments on the economic and environmental impact of mining.

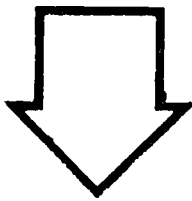


DEWEY CAVEMAN AND LESSON PLAN

shared by **JOHN GOLDSMITH** (jgoldsmi@rainbow.fvracs.gov.bc.ca), Fraser Valley Distance Education School, on <BCTLAFORUM@mala.bc.ca>

This idea was posted on LM_Net by Patty Melville (3tunas@vgernet.net), MLS, Pittsfield, MA, elementary. Patty says it is a "cute way to teach the DEWEY Decimal System to your students." She continues:

I was so excited by what came in I decided to wait to do this lesson because suddenly — thanks to Donna Cook's great retelling of the caveman story — I thought what a great play! I asked my principal if he would don a leopard skin and carry a bat for it but he declined! I guess I'll have to do it! Unless I can get a group of kids to do it after it's worded into a script! Here's Donna's story!



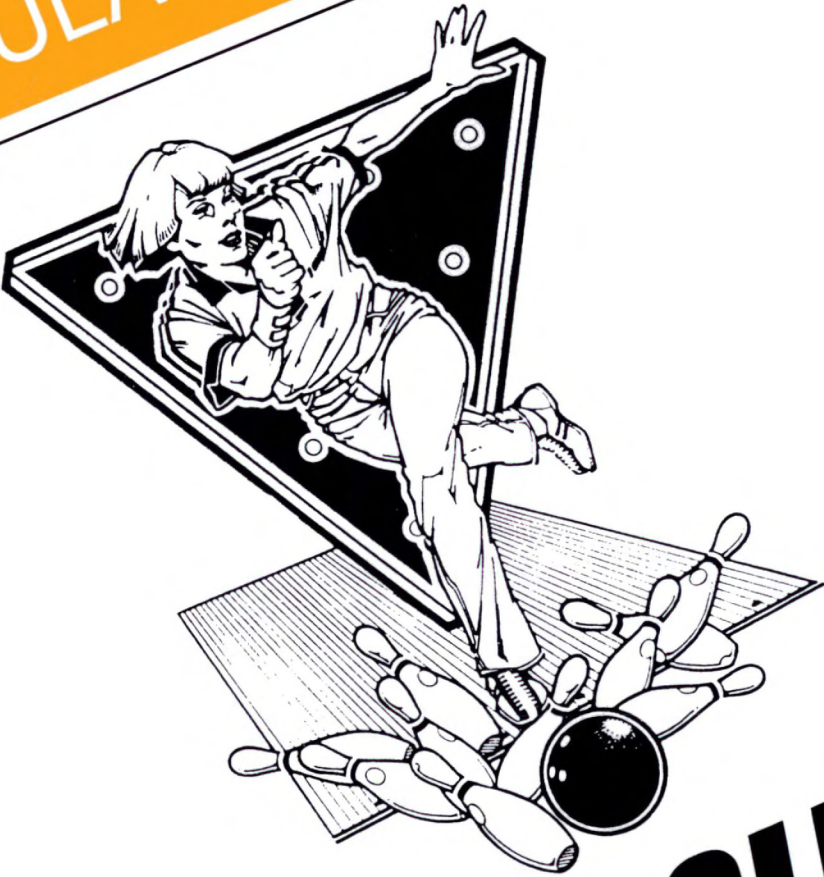
The version that I am going to rattle off for you very quickly here, is one I've improvised over the years — rather like a folktale.

- 100's: Cave man wakes up, newly created, in his cave and his first thought is "Who am I?" That is philosophy and psychology.
- 200's: Cave man's next thought is "How did I get here?" That is religion.
- 300's: Cave man hears movement across the cave, and, lo and behold, there is a cave woman! He goes over and, with grunts and pointing, introduces himself. That is social science.
- 400's: Cave man and Cave woman want to say more than grunt and point. They need words. That is language.
- 500's: They decide to step out of the cave. Wow! There is the world, the sky, and all that God has created. That is natural science.
- 600's: After a period of time, Cave woman gets tired of washing clothes in the stream, Cave man wants a tractor to farm with, Cave kids want a car to get around in, everybody wants to cook that hog before they eat it. That is technology.
- 700's: With all these new wonderful, time-saving devices the Cave family has time to play now. Cave junior takes up piano, Cave girl starts painting pictures of her family, Mrs. Cave learns some magic tricks, and Mr. Cave invents football, baseball, and basketball to keep everyone in shape and having fun. That is arts.
- 800's: Mr. and Mrs. Cave look at their children playing all those games, having great fun expressing themselves artistically, but something is lacking — writing! The Cave family learn to write poems, and they put on plays of all their adventures. This is literature.
- 900's: Finally old Mr. and Mrs. Cave are thinking about their lives. Their kids are grown, time is fading for them. Who will remember? How will they remember? Of course! Someone must write of the past and the places they have been. This is history.

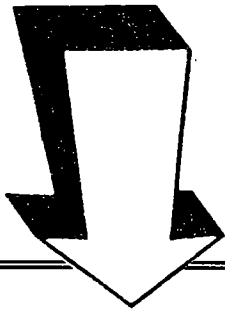


— Donna Cook

REGULAR FEATURES



ON A ROLL!



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 site;
- 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/bcmain.htm>

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!



On data overload

T.S. Elliot said,

"Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in too much information?"

BOOK
MARK



The only thing that makes life possible is permanent, intolerable uncertainty; not knowing what comes next.

Ursula Le Guin (1929)
U.S. science fiction writer.

BOOK
MARK

For a successful technology,

reality must take precedence over public relations, for Nature cannot be fooled.

-Richard P. Feynman

BOOK
MARK

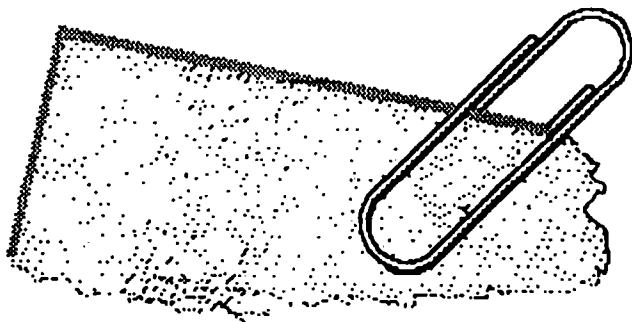
Chaos often breeds life, when order breeds



habit.

Henry B. Adams (1838-1918),
U.S. historian.

BOOK
MARK



NOTES AND NEWS

by **JIM HOLGATE**, senior editor.

BCLA'S FOCUS DIRECTORY TO GO ONLINE

Many people working in or with libraries in this province are already familiar with the FOCUS Directory of Library Services in British Columbia. This publication, currently in its sixth edition, is an indispensable tool for locating information about libraries throughout BC.

The FOCUS directory provides a comprehensive listing of different types of libraries, school district resource centres, and library associations. Each record typically contains information about such things as staff, hours of operation, collection size, annual budgets, special services, and physical accessibility.

Although the print edition has proven extremely useful, it unfortunately has its limitations, the most obvious of which is keeping information current. For this reason, steps are underway to move FOCUS to the World Wide Web. The goal is to combine the power and flexibility of a computer database with the accessibility of the Internet to make FOCUS Online current, user friendly, and available to anyone with Net access. Users will have greater power to query and manipulate information in the database.

For example, it will be possible to ask questions such as, which library branches in the Lower Mainland are wheelchair accessible? Which offer services to shut-ins? Does the Kemano Public Library provide Internet access? Are there libraries in Victoria with native law collections? With FOCUS Online, not only will a law firm in the Okanagan be able to find other legal collections for potential interlibrary loan, but an individual considering a relocation to Cranbrook will be able to learn about public library service in that

community. The electronic version of the directory will allow all residents of BC to take full advantage of services offered by libraries.

New features unique to FOCUS Online include a publishers' and writers' directory containing information about both of these communities, expanded information on School District Resource Centres, a more comprehensive list of special libraries, and full integration of the Library Association section which currently exists as an appendix. FOCUS Online will additionally incorporate a "Library News" section to disseminate information about current events and happenings in the library community.

FOCUS Online will have links to the Web sites of individual libraries and organizations along with Telnet access to all available library catalogues in the province. It will also be possible to generate mailing labels according to a user's query and specifications. For example, a legal publisher will be able to search for all libraries with a law collection, download the results, and then format and print labels using a word processing or spreadsheet application.

Most important, the new directory has the potential to be fully current at all times since organizations will be able to update their information electronically as changes occur. Web page forms will provide the means for submitting updates to BCLA staff, who will then input the data.

Finally, as part of this project BCLA will oversee the creation of a homepage template designed to allow interested libraries throughout BC who do not have the time or resources to develop their own site.

In terms of a time frame for completion, the first few months of 1998 will be spent drawing up a detailed set of design specifications for the proposed site. This work will be undertaken by the editors of FOCUS, a representative of the Library Services Branch, and the British Columbia Library Association. At the same time, steps will be taken to bring the current database up to date and to consider areas for expanded information collection.

Hands-on programming and design of the site will follow, most likely by late spring, with time then set aside for training BCLA staff in site maintenance and updating. General users of FOCUS Online can expect to have access to the new site by late summer or early fall.

Funding for FOCUS Online is being provided through the provincial government's Communities Connect Program. This program is designed to make

information created by British Columbians about British Columbians more readily accessible on the Information Highway.

For more information about FOCUS Online, please contact Joel Minion, Project Manager, British Columbia Library Association, at the Library Services Branch – 660-7343 in Greater Vancouver, and 1-800-663-2165 in the rest of the province.

CALL FOR LIBRARY BOOK PURCHASE PLAN (LBPP) EVALUATORS

The Association of Book Publishers of BC which administers the LBPP under contract with the Ministry of Education is seeking evaluators to review and recommend books for inclusion in the Plan. Evaluators are required to review titles and write annotations during the summer of 1998. Evaluators are paid \$20 an hour plus expenses to attend three meetings. (Evaluators work on contract so are therefore required to report income on their income tax returns.)

Please send a letter outlining experience evaluating resources, areas of interest and level (secondary or elementary). Also include a sample annotation of no more than 150 words.

This call is dependent on funding and contract renewal for the Library Book Purchase Plan.

Deadline: April 30, 1998

Margaret Reynolds,
Executive Director
Association of Book Publishers of British Columbia
Affiliated with the Association of Canadian Publishers
100 West Pender Street, Suite 107
Vancouver, BC, Canada V6B 1R8

ERRATA — CANADA'S YEAR OF ASIA PACIFIC MULTICULTURAL BIBLIOGRAPHY

Some names were missed in the acknowledgments of the *Year of Asia Pacific multicultural bibliography*. The names are Wendy West (Nelson) and Diane Kozoris (Vancouver). Thank you to all who participated in the production of this stunning volume. A very limited quantity of extra copies is available through BCTF lesson aids.

IT'S ATLC ELECTION TIME!

The Association for Teacher-Librarianship in Canada (ATLC) is looking for committed, energetic, teacher-librarians to serve on its Board of Directors for the coming term of office, July 1, 1998 - June 30, 1999.

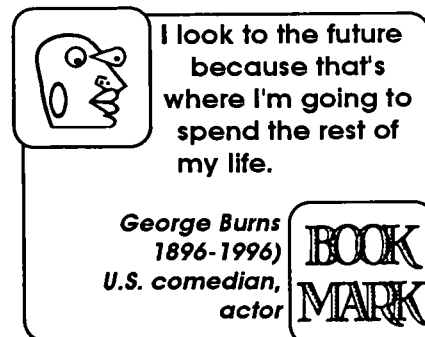
If you are ready to provide colleagues across the country with leadership and to grow professionally while doing so, then you should seriously consider this opportunity.

What will it cost? The main cost is time: time to prepare for, and actively participate in, Board Conference Calls that are held for between two and three hours every two months; time to undertake special responsibilities for the Association, and time to attend one face-to-face Board Meeting, if one is called.

What positions are available? There are six elected positions on the Board, each for a term of one year and hence there are six positions available. The Association uses the Board model for the composition of its Board of Directors; this means that the membership elects the Board of Directors, then those who are elected select from among their numbers who will fill the positions of President, Secretary, Information Officer/Advertising Manager, Treasurer, Membership Director and Director. This is done by having each of the Board members select at least two positions that he or she would be willing to assume and then conducting a mini-election among the Board members.

Interested? If you would like to run for Office, please fill in the Application Form below and return to Victoria Pennell by mail, fax or e-mail. The deadline for receipt of completed Application Forms is April 30.

For further information, contact:
Victoria Pennell
Past President ATLC
Tel: 709- 335-2394
Fax: 709 - 335-2394
e-mail: vpennell@morgan.ucs.mun.ca



APPLICATION FORM

for the use of those wishing to run for Membership of the Board of Directors of The Association for Teacher-Librarianship in Canada (ATLC) for the year July 1, 1998 to June 30, 1999.

Name:
Address:
Work telephone: Home telephone:
Fax: e-mail:
Post-secondary Education:

Past Experience:

Present Position:

Professional Memberships:

Past Professional Activities:

Current Professional Activities:

Signed Statement:

(Please attach a separate sheet)

Return this form and the additional sheet, to:
Vicki Pennell,
Box 9
Pouch Cove NF A0A 3L0
Fax: 709-335-2394;
e-mail vpennell@morgan.ucs.mun.ca

illustrators of children's literature, will be held in Kamloops on May 9th, 1998. Featured speakers are Toronto storyteller/author, Aubrey Davis (*The Enormous Potato, Bone Button Borscht*); Ontario author/illustrator, Celia Godkin (*Sea Otter Inlet, Ladybug Garden*); recent Governor General Award winner, Kit Pearson (*Awake and Dreaming, Guests of War Trilogy*); and Toronto author/illustrator, Ian Wallace (*Sarah and the People of Sand River, The Name of the Tree*). Many local authors and illustrators will also be in attendance. The festival will be held 8:30 a.m. to 4:30 p.m. in the Clocktower Theatre at the University College of the Cariboo.

Sage Celebrations '98 is an opportunity for children's literature enthusiasts to get together and hear all four featured presenters tell their "stories behind the stories". Festival participants will also enjoy a leisurely and delicious gala lunch with the four presenters, local authors and illustrators, and door prizes. Books will be available for purchase and autographing. According to festival evaluations, the past two "Celebrations" conferences have been an energizing experience for those attending. The festival fee of \$25 (\$15 for students) covers the cost of lunch, all refreshments and a canvas book bag. The registration deadline is Tuesday, May 5th, 1998. The festival is hosted by the Kamloops Children's Literature Roundtable with support from The Canada Council for the Arts. For more information contact Margaret Brimacombe, Tel: (250) 573-2646; E-mail: mckbri@bc.sympatico.ca or Wendy Bainbridge, Tel (250) 372-5145; E-mail: wbainbridge@mrdlib.bc.ca.

NEWSLETTER ANNOUNCEMENT

June 3-6 - Media Prosperity '98, a joint conference to be held in Edmonton with: AMTEC (Association for Media and Technology, CNNML (Canadian Network for New Media Learning) and Edmonton New Media Initiative. The theme: "Resistance is Futile: Potentials in the Technological Future".

Website: <http://www.atl.ualberta.ca/rif/home.html>.
Contact Joan Brady: e-mail joan.brady@ualberta.ca
Tel: 403 - 492-1182, Fax: 403 - 492-0627.

SAGE CELEBRATIONS '98

Sage Celebrations '98, the third annual BC Interior festival featuring outstanding Canadian authors and

THE LEAGUE OF CANADIAN POETS' FIRST ANNUAL CANADIAN YOUTH POETRY COMPETITION

The League of Canadian Poets invites youth to participate in its first annual youth poetry competition. Prizes in each age category:

- 1st Prize: \$500
- 2nd Prize: \$350
- 3rd Prize: \$250
- + honourable mentions

The winning poems will be published in the League's poetry journal *Museletters*. Two Age Categories: Junior and Senior. Deadline: Entries Postmarked by March 1.

For further information, contact the League

The Canadian Youth Poetry Competition,
League of Canadian Poets, 54 Wolsley Street,
Toronto, Ontario, M5T 1A5.
E-mail: league@ican.net
<http://www.swifty.com/lc/linktext/youth.htm>

UBC DEPT. OF LANGUAGE EDUCATION COURSES IN TEACHER-LIBRARIANSHIP - SUMMER 1998

Registration for Summer Session starts around the middle of March through TELEREG. Calendars are available in February from the Registrar's Office or Extra-Sessional Studies.

IMPORTANT

In order to register you must have an "active" UBC student registration number. Your number *may not be active* if you have not used it within the past year. For more information, please contact the Admissions Office at (604) 822-5242.

TERM 1

Term 1 starts the week of May 4 and ends the week of June 12.

LIBE 477A/921 (3.0 credits); Cat. #29554; Instructor: D. Hinton;
Tues/Thurs 1630-1900; Scarfe 208
Special Topic: Internet-based research: Guiding students to learn.

TERM 2

Term 2: 3-credit courses start either week of July 6 - July 24 or July 27 - Aug. 14

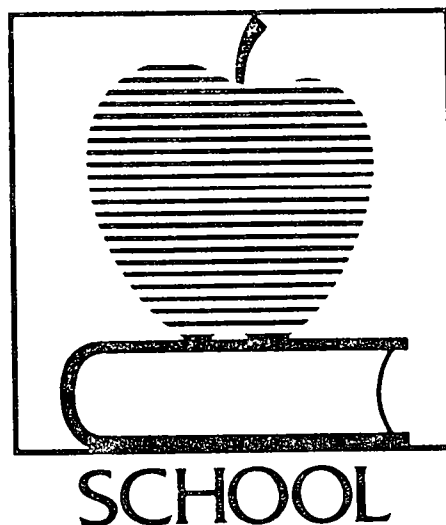
LIBE 381/951 (3.0 credits) - starts July 6th wk
Cat. # 15039; Instructor - P. Parungao;
M-F; 800-1030; PONE 121

LIBE 383/951 (3.0 credits) - starts July 27th wk
Cat. #83740; Instructor: W. Walsh;
M-F; 800-1030; PONE 127

LIBE 387/951 (3.0 credits) - starts July 6th wk
Cat. #87085; Instructor: G. Soon;
M-F; 1030-1300; Angus 215

LANE 389/951 (3.0 credits) - starts July 27th wk
Cat. # 59907; Instructor: P. Parungao;
M-F; 1030-1300; Scarfe 202

LIBE 477B/951 (3.0 credits) - starts July 6th week
Cat. # 58049; Instructor: J. Kootte
M-F; 1330-1600; Scarfe 1020
Special Topic: The Internet: A Powerful Research Tool.
"This course will look at the integration of information technology in the K-12 curriculum while developing the skill set needed to work effectively when doing research using the World Wide Web. Issues to be emphasized include: security/filters, acceptable use policies, intellectual freedom/censorship, copyright, critical thinking, equity and literacy."



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.fvracs.gov.bc.ca

“ON THE INTERNET, NO ONE KNOWS YOU’RE...”

“On the Internet, no one knows you’re a dog.” That’s the tag line to a well known cartoon depicting two dogs, one of whom is sitting at a computer (presumably, “Surfing the ‘Net’”) while at the same time talking to his canine companion. The cartoon was meant to be a humorous reference to anonymity of the Internet. It is often difficult to tell, when receiving an e-mail message or viewing a Web page whether the originator is male or female, young or old, short or tall, etc. It’s really not an issue - most of the time.

But then there are times when it is an issue. For example, the previously mentioned cartoon tag line might just as easily have read, “On the Internet, no one knows you’re fooling, or lying, or deceiving or misleading or...” These are the occasions when knowing nothing about the person who originated or created the information can be a serious handicap for anyone wanting to use the Internet as a primary information source.

Primary information source? As library budgets come under the financial axe, part of the justification often involves the ascendancy of the Internet as an information source. If students have access to the Internet, why spend money on books, a place to keep them or staff to look after them? It’s a powerful and seductive argument at a time when any form of cost reduction is welcomed. Yet in the haste to embrace the Internet as THE information source, the nature of Internet information is often dismissed or overlooked.

And that’s an understandable mistake for the uninitiated. After all, information is information and the source or format, be it print or digital, should not matter. Unfortunately, it does. While the raw data found on the Internet may be the same as that found in books, magazines or CD-ROM’s, the manner and format in which it’s presented is vastly different. For example, ‘Net based information has usually undergone none of editorial rigour or publishing scrutiny common to most print materials. Anyone can post anything on the ‘Net,

be it correct or incorrect, valid or invalid, fair or biased in coverage. Unlike the well defined libel and slander laws which tend to govern print matter, there are few rules covering Internet content and no regulations regarding proof reading. It’s “Laissez-Faire” at it’s best.

Proponents of this open philosophy would argue that the ‘Net is the last bastion of free speech, where everyone can have their say - a cyberspace version of a soapbox in Hyde Park. Critics on the other hand would question the value of this openness when it includes lies, falsehoods, deception, biased information, hate literature, etc.

This is not to say that printed text is always pure and faultless. Nevertheless, there are aspects of this medium which make it easier to deal with as an information source. For example, paper based data almost always contains the name of the author, editor, publisher, group or organisation that created it. Try finding the name of the creator for the next Web site or Web page you visit.

The difference in editorial process may be seen in other ways too. Common faults such as spelling mistakes, grammatical mistakes, punctuation mistakes are seldom found in print material but are all too common on the ‘Net.

And then there’s the information itself. While the Internet may be an incredible information resource, the user must have the knowledge, experience and ability to separate the good from the bad, the truth from the fiction, the fact from the fantasy, in order to utilise it effectively. Unfortunately, most students don’t have that ability. Why should they? How often are students called upon to consider the validity, accuracy or authenticity of any other information they encounter at school? Are their text books not thoroughly vetted to ensure accuracy and correctness, Are the videos, film strips or slides they watch not similarly checked? Have not the resources in the library been scrupulously scrutinised and selected. Little wonder why most students believe everything they read in school. Then, along comes the Internet.

Obviously, effective Internet use will require students to be Information Literate. They will need to know how to separate the truth from fiction, the accurate from inaccurate, the biased from unbiased. And make no mistake, Information Literacy doesn't just happen. Like any other skill which students learn, they must first be introduced to the skill, then have opportunities to practice and improve, followed by being exposed to situations in which they can apply their learning in conjunction with other academic and class activities rather than in isolation. Sound familiar?

To put it another way, giving a student Internet access is a little like giving them an airplane. Both represent powerful technologies with incredible capabilities, but without the proper training and necessary skills neither is very useful. So, while the Internet represents a valuable and important information resource within any school library program, full utilisation of this resource will require students who are knowledgeable, skilled and experienced information users.

As if to emphasise this point, Mr. Tim Berners-Lee (who is generally considered to be the creator of the World Wide Web) said, in a recent article in the *Scientific American* journal (Dec 97, <http://www.sciam.com/1297issue/1297profile.html>):

"If you are worried that your children are going to read low-quality information, teach them. Teach them what to read. Teach them how to judge information."

In the next issue, we'll look at strategies, schemas and suggestions to help students winnow the wheat from the chaff, make judgments about the information they find on the Internet and so become skilled information users.

NEW WEB SITES EDUCATION WEB SITES

ACCESS EXCELLENCE: BIOLOGY RESOURCES ONLINE

<http://www.gene.com/ae>

Access Excellence, launched in 1993, is a national educational program that provides high school biology teachers access to their colleagues, scientists, and critical sources of new scientific information via the World Wide Web. Genentech, Inc., sole sponsor of Access Excellence, is a leading biotechnology company

that discovers, develops, manufactures and markets human pharmaceuticals for significant unmet medical needs. Access Excellence reflects the company's commitment to improving science education in America. The Access Excellence site includes News and Discussion relating to Biotechnology and Biology teaching, Activities, Collaborations and Science Education.

AT&T LEARNING NETWORK

<http://www.att.net>

AT&T has constructed this Web Site to help educators find resources on the web and use them effectively to accomplish their goals.

This site definitely does contain a wealth of educational resources including information and advice on creating a school or district Acceptable Use Policy (AUP), suggestions for good classroom management practices, and links to Department of Education Web Sites across the United States. (Anton Ninno)

LEARNERS ONLINE

<http://www.learner.org>

Learners Online is part of The Annenberg/CPB Project, initiated by the Corporation for Public Broadcasting with funding from the Annenberg School of Communications. The Annenberg/CPB Project is a leader in helping colleges, universities, high schools and community organisations use telecommunications technologies to improve learning for all students, including the growing number of older and part-time students, and informal learners in their homes.

Available online are the following resources:

1. The Math and Science Collection
2. Journey North
3. Science and Math Initiatives (SAMI) database
4. The Guide to Math & Science Reform

As well, Learners Online has a number of exhibitions on topics of interest to educators. The current exhibit is on the Middle Ages. It includes an exploration of feudal life, religion, health, arts and entertainment, and much more.

MIDDLE SCHOOL ENVIRONMENTAL HEALTH WEB SITE

<http://www.mpt.org>

Developed in collaboration with researchers and scientists at the Johns Hopkins University School of Public Health, the new EnviroHealth Link website has been unveiled and is running at the Maryland Public Television website. To access this interactive educational site aimed at middle school science and health teachers, click on "EnviroHealth Link" on the Maryland Public Television home page.

This resource-rich website enables middle school science and health teachers to participate in an educational interaction about environmental health; provides comprehensive and timely responses to teachers' and students' questions from world-renowned researchers; as well as the latest environmental health news; feedback from fellow participants; interaction with Hopkins scientists; and quick access to important environmental health education resources, including creative and scientific method-based lesson plans and annotated Internet site listings.

MATHEMATICS SNIPPETS

<http://scidiv.bcc.ctc.edu/Math/MathSnips.html>

This site, created by the Mathematics Department at Bellevue Community College in Bellevue, Washington, contains descriptions of six mathematical concepts: the Pythagorean Theorem, Archimedes' Tombstone, the Mobius Strip, the Koch Snowflake Curve, Plateau's Problem, and Counting to Infinity. Each snippet contains a very brief history and an explanation of the concept. Illustrations are used to convey the physical meaning and consequences of each concept. Plateau's Problem and Counting to Infinity contain links to web sites that provide additional information about persons or concepts mentioned in the snippet. (Michael Schelling)

ONLINE COURSES

<http://www.botree.com/learn.htm>

This site contains a number of free online courses to make you smarter, healthier, and more successful. For example, the "Brain Boot Camp" course claims it will take your brain through the wringer and pull it out cleaner, fresher, and hey, smarter! The "Brain Builder of the Week" program involves a weekly exercise or technique to help get the most out of your brain and the "Hot Rod Your Vocabulary" course bills itself as the cutting edge of vocabulary improvement! (Michael Schelling)

POSITIVELY POETRY:

<http://advicom.net/~e-media/kv/poetry1.html>

Positively Poetry is a homepage created by a fourteen year old who is interested in writing and reading poetry. Positively Poetry is designed for children from the ages of five to fifteen to share their artistic abilities in writing poetry with people around the world.

Writing ideas are provided as well as other "kid safe" links on poetry. Poetic contributions by children from all over the United States and over twenty countries are also found on this site.

SCHOOL PSYCHOLOGY RESOURCES ONLINE

http://www.bcpl.lib.md.us/~sandyste/school_psych.html

School Psychology Resources Online appeals to school psychologists, other mental health professionals, parents, and educators. Topics include learning disabilities, ADHD, gifted, autism, adolescence, parenting, assessment, classroom management, special education, k-12, mental health, reading, research, and more. Pages are updated every few weeks so links are current. (Dr. Sandra Koser Steingart)

SPECIAL EDUCATION AND ASSISTIVE TECHNOLOGY WEB SITES

Sites with information on technology available for the physically challenged.

Adaptive Computing Technology Centre - University of Missouri at Columbia

<http://www.missouri.edu/~ccact/>

Adaptive Technology Resource Centre - Univ. of Toronto

<http://www.utoronto.ca/atrc/>

Alternative Keyboards & Accessories

<http://www.cs.princeton.edu/~dwallach/tifaq/keyboards.html>

Apple - The Disability Connection

<http://www2.apple.com/disability/welcome.html>

Assistive Technology Devices and Services for Students with Special Needs - Mass. Dept. of Education

<http://info.doe.mass.edu/doedocs/astech.html>

Assistive Technology Educational Network

<http://www.aten.ocps.k12.fl.us/>

Barkeley Augmentative & Alternative
Communication Centre

<http://aac.unl.edu/>

CAST - Centre for Applied Special Technology

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

EASI - Equal Access to Software & Information

<http://www.rit.edu/~easi/>

IBM - Special Needs Systems

<http://www.austin.ibm.com/sns/index.html>

Learning Disabilities Resources

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

NCIP - National Centre to Improve Practice in
Special Education Through Technology, Media, and
Materials

<http://www.edc.org/FSC/NCIP/>

Rehabilitation Engineering and Assistive
Technology Society of North America

<http://www.resna.org/resna/reshome.htm>

Trace Research & Development Centre

<http://www.trace.wisc.edu/>

Universal Internet Access Project

<http://www.psc-cfp.gc.ca/dmd/enable/main.htm>

University of Kansas Department of Special
Education

<http://www.sped.ukans.edu/~dlance/atech.htm>

(Judy Rein)

TEACHER-2-TEACHER

<http://www.teachnet.com>

Teacher-2-Teacher is an excellent Web Site with resources, lesson plans, and information of interest to classroom teachers who have an interest in the Internet and integrating technology into their classroom program. (Anton Ninno)

TECHNOLOGY & LEARNING MAGAZINE ONLINE

<http://www.Techlearning.com>

Technology & Learning, with a circulation of more than 78,000, is a leading publication in the world of educational technology. Written for K-12 school administrators, teachers, and technology coordinators, it is the magazine educators turn to for product information and guidance in improving and expanding upon the use of technology in their schools and districts. T&L's Web Site includes a look at the latest Table of Contents, a way to subscribe to the magazine and professional development courses, the current Editorial calendar, feature articles and a searchable database of more than 300 software reviews of educational programs that have been reviewed over the past several years by the T&L editorial staff. Includes Quick Picks, Comparisons, Award-Winners and Product Announcements. (Arun-Kumar Tripathi)

THE INTERACTIVE ATLAS OF WESTERN MARYLAND

<http://www.fred.net/nhhs/atlas/front.htm>

One example of the use to which schools are employing Web Sites can be found at North Hagerstown High School in Western Maryland. This school has created an atlas of their region which is rich with beautiful photography, clickable maps and related content. Included are such famous historic sites as Antietam Battlefield, and Gettysburg Battlefield in nearby Pennsylvania. The atlas is the result of an interdisciplinary project involving students from an number of different classes and subject areas. This is an innovative and well constructed site.

HISTORY & GEOGRAPHY WEB SITES

ESSENCE OF INDIA

<http://www.cyberindian.com/india/index.htm>

India is vast, diverse and colorful - and so is this site. It has the very latest news, culture information and travel suggestions. Essence of India will take you where you want to go with respect to government policies, local companies, history, and much more. (NetSurfer Digest)

HONG KONG TRAVELLERS HANDBOOK

<http://www.inet.fi/m2/hongkong.html>

This colorful and reasonably well designed site offers all the usual tourist information on Hong Kong,

like where to stay and eat, night life, climate, and top ten things to do. If you search, you can also find some interesting photographs. (NetSurfer Digest)

THE MOSCOW SHOW TRIALS OF 1936

<http://www.nisus.se/artbin/>

Because of its immediate nature, the Web can be a wonderful place to obtain current or topical information but less wonderful when trying to find historical data. There are some exceptions such as the The Art Bin, a history/literature Web site. In this issue, the focus is on the 1936 Moscow Show Trials.

During this tragic event, the heroes of Bolshevism were put on trial and executed for their ideological stances - not to mention their threat to Stalin's power. During these proceedings, the accused confessed to crimes fabricated by the state and were executed for their trouble. Why these men would confess to trumped-up conspiracies and what pressures were applied to make them change testimonies from one day to the next may never be known, but excerpts from court documents do shed some light on those horrible purges. (NetSurfer Digest)

THE NUNAVUT HANDBOOK

<http://www.arctic-travel.com>

An arctic adventure guidebook for touring Canada's North. This interactive, fun travel guide covers information on whale-watching, dog sledding, photography, wilderness tours, outfitters, kayaking, Inuit culture and more. (Gleason Sackman)

RUSSIAN FEDERATION OFFICIAL WEB SITE

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

This is the official web site of the Embassy of the Russian Federation in the United States. This site has been established as a service to those who wish to obtain information about the Russian Federation, its history and all it offers for international travellers. As well, it is intended as a resource for both Americans and Russian citizens seeking information while in the United States.

TEACHING GEOGRAPHY THROUGH THE INTERNET

http://www.oranim.macam98.ac.il/geo/ndx_geo.html

This site, created by Arnon Medzini, head of Israeli Geography studies department of the "ORANIM" School of Education, contains an impressive number of links and information on Geography and topics relating to geography such as: climate, geology, population, maps, water, images and magazines.

WORLD NEWS

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

This professional site compiles daily news stories from the *International Herald Tribune*, *London Times*, *Associated Press*, and other prominent sources. As well, it includes its own original reporting and commentary. An excellent "Current Events" resource with a different slant and perspective on many of the major news stories. (WebSurfer Digest)

INTERNET RELATED WEB SITES

THE BEST AND WORST OF THE WEB FOR 1997

<http://www.netguide.com/special/yearend/home.html>

This page, created by the editors of *NetGuide* magazine lists their picks for the Best and Worst Web Sites of 1997. It's an irreverent and humorous guide to those websites that most caught their eye this year, for good or for ill. As part of their list there are categories such as, "The Most Overrated Site of 1997", "The Best Site for 1997", "Simplest Idea for a Website" and even, "The Website Where We Wasted the Most Time". If you don't agree with the entries, add your own candidates. (NetGuide)

DR. WEBSTER'S AMAZING FREE STUFF WEB SITE & NEWSLETTER

<http://www.123go.com/drw/webs/freenewsletter.htm>

Dr. Webster's Amazing Free Stuff Newsletter is a comprehensive round-up of the latest hottest freebie offers on the Web. They review the latest essential freeware, free services, free product samples and much more. (Gleason Sackman)

SOFTWARE PUBLISHER'S ASSOCIATION - EDUCATION SECTION

http://www.spa.org/project/spa_edu.htm

The Education Section of the Software Publisher's Association is a group of more than 650 member companies whose common business objective is to

publish educational software for the K-12, home, adult, special education, preschool, and post secondary education markets. Of particular interest is a lobbying group that communicates the benefits of educational technology to policy makers.

Their Web page contains copyright protection laws and information on the legal use of intellectual property, current standards for hardware configurations and standards for K-12 curriculum as it pertains to software.

VIRTUAL SAN FRANCISCO

http://fp1.ca.4thplanet.com/cgi-bin/SF-NIDB/hp/ref_colls?NONE+12+0

The Fourth Planet company has mounted their navigable image database of San Francisco. It is an image rich virtual reality tour of one of the most beautiful and interesting cities on Earth. This tour permits you to freely navigate through a database of hundreds of geo-referenced images of San Francisco. By merging satellite imagery, GPS localized surface level photography & dynamic Web graphics, this virtual tour gives you a highly realistic sense of place.

Included in this virtual tour are such scenic locations as: the Golden Gate Bridge, Point Lobos, Twin Peaks, Coit Tower, Ocean Beach, Fort Funston.

THE WEBMASTER'S RESOURCE CENTRE

<http://www.jacksonville.net/~jdante/>

If you've considered setting up your own Web Site (who hasn't) then this is a "must visit" site. This site has just about anything needed for your Web pages: counters, e-mail, responders, CGI script, HTML help, chat rooms, graphics, pictures and much more.

LIBRARY RELATED WEB SITES

BOOK LOVERS RESOURCE PAGE

<http://www.libsci.sc.edu/drdata/michelle/index.htm>

The author of this page has put together one of the best book-related sites list on the World Wide Web and organized them according to genre (i.e., Miscellaneous, Bookstores, Publishers, Romance, Mystery, Science Fiction and Fantasy). (Michael Schelling)

CATALOGING INTERNET RESOURCES: A MANUAL AND PRACTICAL GUIDE

<http://www.purl.org/oclc/cataloging-internet>.

Cataloging Internet Resources: A Manual and Practical Guide, 2d ed., edited by Nancy B. Olson, is now available on-line. Print copies remain available. To obtain your copy, send a request to orders@oclc.org. Be sure to include your complete postal mailing address. (Melissa Davis)

CONSUMERS REPORT ONLINE

<http://www.Consumer-Reports.org/>

Like most magazine Web sites, Consumers Report Online is a Web based companion to the printed journal. Designed for, "Consumers only." this site has lots of consumer information.

It also has a number of comparison and product reports indexed from previous issues. To access their online product information and recommendations however requires a Web Site subscription of \$2.95 a month (Consumers Union of U.S., Inc.).

NET SEARCH BOOKSTORE

<http://www.windweaver.com/booksrch.htm>

This site contains descriptions of 45+ recommended current (and forthcoming) books on Internet search skills and search resources, with reviews and recommendations. In addition, there are also links to the Internet book store, Amazon books. There is even a way to order books online using a credit cards through Amazon's secure and prompt ordering system. A 20% discount on most books is also offered.

Some of the recommended titles include: "Secrets of the Super Net Searchers", "Net Research: Finding Information Online", "Search Engines for the World Wide Web: Visual Quick start Guide", "Web Search Strategies", "The Alta Vista Search Revolution" and "World Wide Web Searching for Dummies". (Tracy Marks)

THE READER'S CATALOGUE

<http://readcat.nybooks.com/index-to.html>

The print version of the *Reader's Catalog* is a telephone-book-sized compendium of annotations to the 40,000 best books in print. It is enormous in both size and scope, containing the work of over 140 contributors

spread over 2000 pages. To compliment the print edition, the makers of *The Reader's Catalog* have launched a companion web site called "n.b.". This site provides annotations for 200 new books each month, along with crisp reviews of noteworthy titles, selected excerpts, and other features. (Steve O'Keefe)

SCHOOL LIBRARY JOURNAL ONLINE

<http://www.slj.com>

Described as the "Web Companion" to the well known print journal, the SLJ Online site is filled with information, resources and links of interest to teacher-librarians. In addition it also contains a subject index for past issues, a list of "Best Books" from 1996 and 1995, a review of the best CD-ROM's for school libraries and much more. (Donna Walters)

MISCELLANEOUS WEB PAGES

ART GUIDE: A GUIDE TO THE ART COLLECTIONS OF GREAT BRITAIN AND IRELAND

<http://www.artguide.org/uk/>

Developed by Cognitive Applications Limited, Art Guide is a comprehensive guide to the art collections of Great Britain and Ireland. The site is divided into three main sections, allowing users to browse for exhibits by artist, museum, or geographic location. The Art Guide database currently contains over 1,900 artists, more than 650 museums, and over 4,500 individual listings. Each artist listing features a list of works on display and their location; each museum listing describes the highlights of its collection, and provides an address and phone number, a link to its website (where available) and links to other museums in that region. Additional site features include a separate listing of museums with web sites and kid-friendly destinations, a comprehensive exhibition listing, and a visitors discussion forum. (John Reese)

BRITISH BROADCASTING CORPORATION ONLINE

<http://www.bbc.co.uk>

This Christmas and throughout 1998, visit the BBC Online Home Page. Updated daily with exclusive features and interactive games, it is the essential starting point to explore the enormous and ever-growing variety of BBC TV and radio web sites and services.

Here is the place to find BBC News Online; the World Service; BBC Education; a special site for the Royal Institution Christmas lectures; information about how to obtain free tickets for BBC TV and radio shows; a BBC active desktop channel and news 'ticker' for your desktop; and much more. (Gleason Sackman)

CAREER BUILDER WEB SITE

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

An excellent site for career information. Available jobs are listed on the site as well as career information and advice plus an online magazine with some very informative articles. There's even a "Personal Search Agent" that will search for specific types of jobs. (Matt Hockin)

COLLEGENET

<http://www.collegenet.com>

CollegeNET is a free Internet guide to colleges and universities which provides students with a web-based tool for identifying and then applying to institutions that fit their needs. The site is also inaugurating a new free scholarship search database featuring more than \$1 billion in scholarships. The site also offers virtual campus tours and lots of valuable information about Financial Aid. (Arun Kumar Tripathi)

EMPLOYMENT & RECRUITING WEB SITES

If all the talk about downsizing and cut backs has you think about your employment future, here are a few Web Sites to help you and your students. It contains a list of employment and recruiting sites:

Recruiter's Online Network

<http://ipa.com/eoffice/> - Directory of recruiters

Online Career Centre

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

Catapult on Job Web

<http://www.jobweb.org/catapult/catapult.htm>

Career Web

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

Lee Hecht Harrison - International Career Services

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

Career City

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

Job Quest

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

Best Jobs USA

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

Boldface Jobs

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

America II Corp. - Career Opportunities

<http://www.americaii.com/career.html>

Career Mosaic

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

Career Network

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

Career Resource Centre

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

Career Resource Home Page

<http://www.rpi.edu/dept/cdc/homepage.html>

Career Shop

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

Careers & Jobs

<http://www.starthere.com/jobs/>

Beck/Eastwood Recruitment Solutions

<http://beckeastwood.com>

GUIDE TO THE MUSEUMS OF FRANCE

<http://www.museexpo.com:8000/english/>

An on-line guide of the greatest museums of France. Currently 21 museums are connected with 10 more to be added soon. Accessible sites include Musée Picasso, Chateau de Versailles, The Louvre, Musée Matisse and Musée Salvador Dali. Each site contains information on the history of the site, samples of famous or well known statues, paintings and other objects of art plus practical information about the museum itself (John Reese)

JOB SEARCHING IN CANADA

<http://jobsearchcanada.miningco.com>

Mining Company's Job Search Canada is the Web Site to visit if you're looking for a job in Canada. This

is not just a job search site--this site offers real help in job hunting. The guide for the website has even started a newsletter related to job searching.

PLAGIARISM & THE INTERNET

In the previous issue of *The Bookmark* I presented the thoughts and opinions of various educators on the topic of Plagiarism and the Internet. Following are additional resources and sources of information on this topic.

ARTICLES, INFORMATION & STORIES ON PLAGIARISM

Bibliography on grading, assessing and evaluating student work (including plagiarism issue)

<http://www.virginia.edu/~trc/grading.htm>

"Copy and Paste: Term Paper Mills on the Internet" (*Yahoo! Internet Life*)

<http://www.zdnet.com/yil/content/mag/9701/wice9701.html>

"Download Your Workload" Web Site's Motto (Associated Press)

http://www.cmtcanada.com/CyberSites/aug01_school.html

"Downloadable Term Papers: What's a Prof to Do?"

<http://www.uiowa.edu/~centeach/newsletter/online-exclusives/term-paper-download.html>

"Internet Access opens door to term paper plagiarism" (*Seattle Times*)

http://www.seattletimes.com/extra/browse/html97/inter_060897.html

"Internet Makes Term Papers Hotter Property than Ever: Information for Would-Be Cheaters"

<http://lonestar.texas.net/~mseifert/cheat.html>

"On the Internet, Plagiarism Is Easy (MSNBC)

<http://www.msnbc.com/NEWS/91747.asp>

"Online Term Papers Downloaded" (*USA Today*)

<http://wsf2.usatoday.com/life/cyber/tech/ct123.htm>

"Plagiarism: A Misplaced Emphasis" (*Journal of Information Ethics*)

<http://www.uow.edu.au/arts/sts/bmartin/pubs/94jie.html>

“Students Look to Internet for New Ways to Cheat” (*S.F. Chronicle*)

<http://www.sfgate.com/cgi-bin/chronicle/article.cgi?file=MN16916.DTLdirectory=/chronicle/archive/1997/12/16>

ONLINE TERM PAPER WEB SITES: (CAVEAT - MAY BE GONE BY THE TIME YOU READ THIS):

A1 Termpaper

<http://www.a1-termpaper.com/>

Absolutely Free Online Essays

<http://www.elee.calpoly.edu/~ercarlso/papers.htm>

Cosheís Reports

<http://www.totally.net/coshesreports/index.htm>

The Evil House of Cheat

<http://www.cheathouse.com>

High Performance Papers

<http://www.execpc.com/~hppapers/>

Other People’s Papers

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

Professor Kornís Welcome to the Term Papers,
School and Business Help Line

<http://www.serve.com/doctor/>

School Sucks

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

Term Paper Emporium

<http://www.lasalle.edu/~minml/index.html>

SCIENCE & TECHNOLOGY WEB SITES

NASA’S OBSERVATORIUM

<http://observe.ivv.nasa.gov/>

NASA’s Observatorium is a public access site for Earth and space data. There are pictures of the Earth, planets, stars, and other cool stuff, as well as the stories behind those images. In addition the site contains information and resources on such topical issues as, El Niño and the Cassini space probe.

TEACHING CHILDREN ABOUT LIFE IN THE SEA

<http://www.adsul.com/gulfspecimen/>

Gulf Specimen Marine Laboratory in Panacea, Florida is a non-profit tax exempt organization that teaches kids about life in the sea, as well as working in scientific research programs around the world. The site contains a wealth of information about the marine life found along the Florida coast. (Jack Rudloe)

WACKY, WILD AND JUST PLAIN WEIRD WEB SITES

100 STRANGE BUT TRUE COURT CASES

<http://www.webzone.net/ber/page21.html>

So you think the folks who visit TV’s Judge Judy and The People’s Court are insane? At this site, you can read very brief legal excerpts on the top 100 strange-but-true court cases as compiled by your hostess, Barbara Rush. From a plaintiff trying to sue Satan to a celebrity out to protect her name from an evil robot, you’ll find some true nut cases. Hint: the “Next” button located way at the bottom of the page will take you through the entire series. (NetSurfer Digest)

THE USELESS INFORMATION WEB SITE

<http://home.nycap.rr.com/useless/contents.html>

If you like the game, “Trivia Pursuit”, you’ll love this well presented and humorous Web site. The owner, Steve Silverman claims his site is filled with, “Stuff you never needed to know but your life would be incomplete without it.” I can’t think of a better reason to visit a site.

In reality, there’s a lot more to this site than useless information. It’s also packed with useful and interesting facts as well. For example, do you know who invented the photo copying process (called, “Xerography”) in 1938? (Michael Schelling)

OUTHOUSES OF AMERICA

<http://www.tiac.net/users/jloose/ohindex.htm>

Outhouses of America - everything you ever dared to wonder about external lavatories, including photos, humour, and the infamous “exploding outhouse.” (Yahoo Picks)

THE PORTRAIT: KIT PEARSON

by ELLEN ROTHSTEIN, teacher-librarian, G.T. Cunningham Elementary School, SD#39 (Vancouver).

Eliza's year at Ashdown Academy.
Patricia's summer at the lake.
Nora and Gavin, the British "war guests".
Theo's dream of belonging to a "real" family.

Kit Pearson, through her skill with words and her talent for weaving stories, makes all of these characters and their lives become real.

In our interview, Pearson talked and identified with her characters rather than her books. She told me that Patricia's shyness was the most like herself at age twelve whereas she said Eliza was "an idealized me". Kit also said that Gavin's vulnerability made her feel very maternal towards him while writing his story. It is this level of closeness to her characters that Pearson shares with her readers.

Kit Pearson decided she wanted to be a writer at the age of twelve after she read L.M. Montgomery's book, *Emily of new moon*. In the book, based on Lucy Montgomery's life, Emily becomes a writer. Kit told me that she began to keep a journal at that point, but she did not fully realize her desire to be a writer until her mid-30s.

Kit was born in Edmonton, Alberta in 1947 and grew up there. She finished her high school years attending boarding school in Vancouver and continued her schooling at the University of British Columbia, completing a Master of Library Science. Pearson worked for ten years as a children's librarian in St. Catharines and North York, Ontario and in Burnaby,

B. C. She then decided to take a year off to pursue an M.A. in children's literature at Simmons College Centre for the Study of Children's Literature in Boston, MA. During this year of study, Pearson took two "writing for children" courses. These courses were the motivation she needed to finally attempt her childhood desire to be a writer.



Kit moved back to Vancouver determined to write a book. She continued to work part-time as a librarian in Burnaby while she worked on the story of Eliza. Eliza's story is based on Pearson's memories and experiences of boarding school but she made the characters eleven and twelve years old rather than high-school age. Kit told me she loved her own life at the ages of nine through twelve and therefore enjoys writing for that age group. The book took Pearson a year to write and another year to find a publisher. Finally, *The daring game* was published by Penguin Books Canada in 1986. Penguin Books Canada has continued to publish all of Pearson's works.

Patricia's story is related in Kit's next novel, *A handful of time* (Penguin Books Canada, 1987). This book also has autobiographical features. The story's setting is a lake outside of Edmonton that Kit explored as a child. In this book Pearson incorporates the element of time travel to transport twelve year old Patricia back to the summer when her own mother was twelve. Pearson is able to make such a transition appear natural and almost logical in the story. *A handful of time* was awarded the Canadian Library Association's Book of the Year Award for Children.

The story of Nora and Gavin is not based on Pearson's own childhood. Kit told me she first became interested in British "war guests" from a librarian in Toronto, who told her she read stories to some of these children. The youngsters were evacuated from Britain to stay with Canadian host families during the Second World War. Pearson's research into the subject uncovered an enormous amount of information. She told me she travelled to England to collect even more, and enjoyed doing research so much she found it difficult to end it and start the actual writing of the story. Kit realized before she began *The sky is falling* (Penguin, 1989) that it would be the start of a trilogy about Nora and Gavin's lives from the summer of 1940 to 1945 at the end of the war. *The sky is falling* was awarded the Canadian Library Association's Book of the Year Award for Children, Mr. Christie's Book Award and the Geoffrey Bilson Award for Historical Fiction for Young People. The other two books in the trilogy, *Looking at the moon* (Penguin, 1991) and *The lights go on again* (Penguin, 1993) are also award winners. *Looking at the moon* was the winner of the Manitoba Young Reader's Choice Award and *The lights go on again* received the Geoffrey Bilson Award for Historical Fiction for Young People, the National I.O.D.E. Violet Downey Award and the Ontario Silver Birch Award. The three novels are now available as one volume under the title *Guests of war trilogy*.

Kit Pearson's latest novel, *Awake and dreaming* (Penguin, 1996) is her most acclaimed work. It was honoured with the Ruth Schwartz Award and the Governor-General's Award. This is the story of Theo, a nine year old girl who lives a miserable and poor existence with her single, irresponsible mother. Theo dreams of belonging to a "real" family with siblings and two parents. Pearson interweaves Theo's reality and dreams through the element of fantasy and the clever juxtaposition of past, present and future events. Kit told me that the idea for Theo developed as she

listened to a conversation between a mother and child on the ferry from Vancouver to Victoria. She felt that the ferry is an "interlude between two cities" and "a great place for fantasy to happen."

In our interview Pearson admitted she likes eavesdropping on peoples' conversations. She is naturally curious and gets good ideas from listening to and watching people. Kit told me she only works on one book idea at a time. Her first draft for a novel is usually formless and begins with a plan and an outline for later drafts. She said she usually likes to write in the mornings for about three hours.

All of Kit Pearson's novels have been translated into several languages and are sold in many countries. Pearson took a break from writing novels to work on a picture book collaboration with Ann Blades. Kit told me that she and Ann were classmates at boarding school. Ann had already completed illustrations for an old French Canadian folk tale and Kit provided the words for a retold version. *The singing basket* was published in 1990. Pearson has recently sent another picture book to Penguin publishers for approval.

Kit Pearson is currently completing the selection process for an anthology of Canadian children's literature. *This land, a cross-country anthology of Canadian fiction for young readers* will include excerpts and selections that will represent each province. The anthology should be available this fall and is aimed at children aged 9-14. Pearson is also committed to writing a regular article, "Treasures", in the magazine *Resource Links*.

Pearson was very busy last autumn doing readings and workshops all across Canada. But Kit told me she plans to spend the rest of this year concentrating on writing a new book, this one for an adult audience.



CHAPTER REPORTS

POLITICAL ACTION

The editors apologize to Quesnel Chapter. Their report was mislaid, and should have been included in an earlier issue.

Quesnel

- Near the end of the 1996-97 school year elementary teacher-librarians were informed how budget cuts would affect each school.
- Cuts were made in time allotments, bringing each school to minimum contract numbers.
- Cuts were made to preparation time providers, this to become the responsibility of teacher-librarians.
- Teacher-librarians met to discuss the changes, to list the responsibilities of teacher-librarians, and to look at minimum staffing needed to be able to run the library resource centre, provide the preparation time, and to provide the time for cooperative planning and teaching.
- Two representatives from the chapter, an administrative officer, and our liaison person with upper administration met with a representative of the school district. This meeting did not change any of the proposed assignments, but it did educate upper administration regarding the needs of an elementary school library resource centre.

Okanagan-Skaha

- This new school district is an amalgamation of Penticton and Summerland School Districts.
- As a result of amalgamation, four Summerland teacher-librarians who had almost full-time status, no preparation time coverage, full-time clerical assistants were brought down to Penticton's status: part-time, preparation time providers, and reduced clerical time.
- The chapter has presented concerns about staffing to the local for negotiation with the board.
- The chapter has set up its own committee on advocacy in developing a presentation to the Superintendent.
- Concerns include the appointment of three classroom teachers without teacher-librarian qualifications to two school library resource centre positions.
- The chapter will strongly pursue having qualified teacher-librarians in all library resource centres K to 11, and increasing teacher-librarian time.

- Untrained personnel, be it teacher or parent volunteer, cannot do the tasks that a trained and qualified teacher-librarian can do.

CURRICULUM AND PROGRAM DEVELOPMENT

Quesnel

- A group of elementary teacher-librarians investigated the "Battle of the Books" program.
- Information was gathered from the Kamloops teacher-librarians.
- It was decided to run the program on a voluntary bases during the 1997-98 school year as a public relations activity.
- 10 elementary schools will be involved.

Okanagan-Skaha

- Continue to work on a district policy.

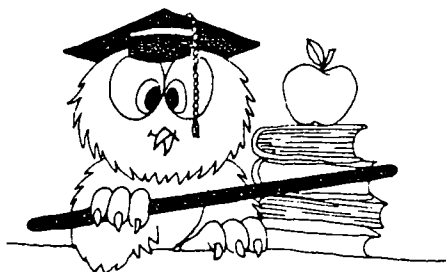
AUTOMATION

Quesnel

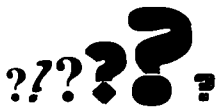
- Automation of elementary school library resource centres is continuing.
- Schools are at different stages due to time constraints.
- We are using Follet's Unison program.

Okanagan-Skaha

- Summerland schools have been automated with Library 4 Universal for a few years. Four Penticton schools are now using L4U, and six more are starting to input data using L4U.
- Penticton Secondary School library resource centre has been using Columbia for a number of years.
- Some schools are networked within the library resource centre but most run on a single station.
- Most school library resource centres have Internet access.



ASK THE EXPERTS



ROLLING IN THE AISLES

Question:

Some of my students and teachers have unreasonable demands. How can I see the funny side of the situation?

Answer:

Check out the Internet. We found these gems in "Weird Reference Questions" on LIBSUP-L. They're from public librarians, but teacher-librarians will easily recognize them from school experiences.

Actual reference queries reported by American and Canadian library reference desk workers of various levels.

"Do you have books here?"

"Do you have a list of all the books written in the English language?"

"Do you have a list of all the books I've ever read?"

"I'm looking for Robert James Waller's book, *Waltzing through Grand Rapids*." (Actual title wanted: "Slow Waltz in Cedar Bend.")

"Do you have that book by Rushdie, 'Satanic Nurses'?"
"Where is the reference desk?" This was asked of a person sitting at a desk below a sign saying 'REFERENCE DESK'

"I was here about three weeks ago looking at a cook-book that cost \$39.95. Do you know which one it is?"

"Which outlets in the library are appropriate for my hairdryer?"

"Can you tell me why so many famous Civil War battles were fought on National Park Sites?"

"Do you have any books with photographs of dinosaurs?"

"I need a color photograph of George Washington [Christopher Columbus, King Arthur, Moses, Socrates, etc.]"

"I need a photocopy of Booker T. Washington's birth certificate."

"I need to find out Ibid's first name for my bibliography."

"Why don't you have any books by Ibid? He's written a lot of important stuff."

"I'm looking for information on carpal tunnel syndrome. I think I'm having trouble with it in my neck."

"Is the basement upstairs?" (Asked at first floor Reference desk)

"I am looking for a list of laws that I can break that would send me back to jail for a couple of months."

Patron: "I'm looking for a book."

Mental answer 1: "Well, you're in the right place."

Mental answer 2: "Here's one." (Hand over nearest volume.)

Audible answer: "Can you be a little more specific?"

Patron: "I got a quote from a book I turned in last week but I forgot to write down the author and title. It's big and red and I found it on the top shelf. Can you find it for me?"

Mental answer: "Books classified by color are shelved downstairs in the [non-existent] third sub-basement."

Audible answer: "What were you looking for when you found the book the first time?"

In an art library:

Patron: "Do you have any books on Art?"

Ref: "Yes. Did you have a certain artist in mind, or a period or style in mind?"

Patron: "No."

Ref: "I guess you'll have to look through our 120,000 books and see if you find anything."

Patron: "OK."

Patron: "Do you have anything good to read?"

Reference person getting her audible and mental answers mixed up: "No, ma'am. I'm afraid we have 75,000 books, and they're all duds."

Caller: "I have a painting by Vincent Van Gogh. It's all blue with swirly stars on it. Can you tell me where I can get it appraised?"

Ref: "Sir, does it say 'Metropolitan Museum of Art' on the bottom? It does? Well, what you have there is a poster that they sell in the gift shop. I think they're about \$10.00."

Patron: "I am looking for a globe of the earth."

Ref: "We have a table-top model over here."

Patron: "No, that's not good enough. Don't you have a life size?"

Ref: (after a short pause): "Yes, but it's in use right now!"

Patron: "I have to write a two-page paper on the Civil War, can you help?"

Ref: "What aspect of the war interests you?"

Patron: "What aspect? You mean I have to choose something in particular about it? I thought I'd just write about the whole thing."

Bookmarks by Berson



No matter what a man does, he is not fully sane or human unless there is a spirit of freedom in him, a soul unconfined by purpose and larger than the practicable world.

*Charles Horton Cooley
(1864-1929),
U.S. sociologist.*

**BOOK
MARK**



Education isn't how much you have committed to memory, or even how much you know.

It's being able to differentiate between what you do know and what you don't.

-Anatole France

**BOOK
MARK**



*Stephen Hawking
(1942) British physicist.
He used black holes to help explain universal physical laws in "A Brief History of Time," 1987.*

God not only plays dice, He also sometimes throws the dice where they cannot be seen.

When one's expectations are reduced to zero, one really appreciates everything one does have.

There is no prescribed route to follow to arrive at a new idea. You have to make the intuitive leap. But the difference is that once you've made that intuitive leap you have to justify it by filling in the intermediate steps.

It often happens that I have an idea, but then I try to fill in the intermediate steps and find they don't work, so I have to give it up.

**BOOK
MARK**

THE DEEP END

by DONALD HAMILTON,

On advocacy and other actions

This editorial appeared in the *Times-Colonist* on January 12, 1998. It provides a clear and direct statement that could have come from *Forging Forward: National Symposium on Information, Literacy and the School Library in Canada*. You will recall that in the last issue of *The Bookmark*, I suggested that that program, staged in Ottawa in late November, would be working to find a new public policy perspective for school libraries in Canada.

I am sure that you will all soon see other results from the Symposium. The joint CSLA/ATLC committee that drove that program, with the help of the National Library and the Canadian Education Association, is anxious that more statements like this will flow from the endeavor. While only sixty-five individuals were in attendance at the meetings, many of us spoke for the teacher-librarians in the trenches. As it transpired, we all endorsed the concept that the school library was a vital part of the educational process and fundamental to children's growth.

I have long been concerned that our advocacy efforts frequently focused on how wonderful WE were, how important and essential the teacher-librarian is, rather than finding champions who would defend the need for the school library and its program as an essential element of a quality education. One of the highlights in the Symposium was the contribution of two "mothers" from Toronto who had recently co-chaired an impressive, parent driven "School Libraries 2000" program in their district showcasing library programs in several district schools. Alison Girling and Kathleen Blake gave new meaning to "parental pressure" as they brought administrators, teachers, trustees and teacher-librarians together in a unique celebration and reaffirmation.

You, too, can get more involved in this cause. Take a more active role in BCTLA, CSLA or ATLC! Stand for office in BCTLA, CSLA or ATLC! Write your provincial legislator! Encourage parents in your community to start a "Friends of the School Library" group in your community as they have in Nanaimo.

You can even encourage your local newspaper to take up the cause. Give them copies of this editorial. Just do it!

OUR VIEW

Literacy starts in our schools.

Cutting funds for librarians and books will cost us all. If there is one institution that must treasure literacy, it's our schools.

Books and guided research are the building blocks for an informed and socialized citizenry. Children don't always get the chance at home to develop a love for reading, and that makes it essential that public education include a vibrant and accessible school library.

Instead, BC libraries are falling victim to budget cuts. Not only is there a dwindling amount of money to buy books and resource material, but teacher-librarians are not far more likely to be considered a luxury than a necessity.

Greater Victoria school district hasn't had teacher-librarians in its elementary schools for three years. Saanich Peninsula school district has half the librarians that it once had. Sooke is preparing to follow Greater Victoria's lead and eliminate elementary school librarians.

And when there's no librarian, there is no library. Schools keep their libraries closed when staffing isn't available. Even when the library's open for business, chances are the time-strapped teacher in charge hasn't been able to pull together a variety of books on bears or nuclear power or global warming, a service many of us remember as crucial to our own childhood research projects.

By the time students reach secondary schools - which only have part-time librarians themselves in many cases - they will have neither the skills nor the inclination to make full use of libraries. Many will not know how to find information from a variety of sources, nor the delight of coming to an independent conclusion based on pulling together all that they've read.

Schools and school boards know too well what is being lost. But after years of having to cut their budgets even while the cost of living and contract costs have increased, there are no "frills" left. School

librarians are all that remain before the cuts start turning into teacher layoffs.

Meanwhile, private schools are pouring more money into their libraries than ever, undoubtedly enticing even more parents to switch over.

If we value public education and believe in an equal opportunity for every child, then we will not force schools to cut back to the point where literacy suffers. We need children who think for themselves, and the place where they take the first steps toward that is the school library.

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NOTES.....

NOTES.....

BCTLA REVIEWS



“BCTLA Reviews” is coordinated by:

Jean Anne Lewis
5 - 1893 Tzouhalem Rd.
RR5, Duncan, BC
V9L 4T6

The coordinator sends materials and reviewing guidelines to reviewers. Reviewers send their completed reviews to the “BCTLA Reviews” editor:

Ruth Allman
BCTLA Reviews Editor
502 - 2155 West 38th Avenue
Vancouver, BC,
V6M 1R8

Reviews are edited by Ruth Allman and Liz Austrom.

The Canadian Education Index regularly scans and indexes “BCTLA Reviews” which is published in *The Bookmark*..

Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter; and should have been published within the last three years.

Publishers are requested to send materials they wish to have reviewed to the
Reviewing Service c/o Vancouver School Board Curriculum Resources
Processing Centre, 2530 East 43rd Ave., Vancouver, BC, V5R 2Y2.

FIC ACH

Acheson, Alison. *Thunder ice*. —
Coteau Books, 1996. — 144 p. —
ISBN 1-55050-105-4 — \$6.95.

Coteau Books
401-2206 Dewdney Avenue
Regina, SK S4R 1H3

Reviewed by: Gloria Reinheimer,
teacher-librarian, Laronde Elementary
School, SD#36 (Surrey).

Thunder ice is a fast paced story set in January of 1880, in the towns of Fort William and Prince Arthur's Landing — later Port Arthur. Oliver Tate's family is newly arrived from England. Burt is Oliver's cousin and best friend. The people in the two towns do not get along. One town has miners and railway workers, the other has Hudson Bay traders. One town is more settled, the other is a more rough and tumble frontier town.

Oliver and Burt's fathers, who are brothers, have had a quarrel and now the boys are not speaking to each other. Oliver's mother is not happy in her new home. Everyone is keeping secrets from her — Oliver, his quarrel with Burt and his new job, his father his dangerous job carrying dynamite for the railway.

Alison Acheson has created a very readable story filled with likable characters who both capture the flavour of the frontier and relieve some of the tension caused by Oliver's problems. Mr. Campbell, the frightening, gruff blacksmith, and Miss Darbyshire, a lady of questionable occupation, are really kind-hearted and concerned about Oliver and the citizens of both towns. It takes a disastrous explosion to unite not only Oliver's family, but the two towns which almost two hundred years later amalgamated to become Thunder Bay.

I enjoyed this book, reading it in one sitting. The vocabulary makes it easy for readers at a grade 3 or 4 level. It would also make a good read aloud for classes studying pioneer life and immigration.

Great historical fiction — recommended for grades 3 and 4.

FIC DAV

Davetian, Benet. *The seventh circle*.
— Ronsdale, 1996. — 180 p. —
ISBN 0-921870-38-8 — \$14.95.

Reviewed by: Katharine Picha, retired
teacher-librarian.

In Dante's *Inferno*, the seventh circle is for those who commit violence against others, themselves, God and nature. Davetian's *Seventh circle* presents stories of the "sinned against," for whom continued existence constitutes their place in hell.

All the stories are intriguing, some horrific, some fascinating. The content is brutal, but the style is refined. Set in some of the world's recently troubled areas — Somalia, Bosnia, Russia, Turkey, Rwanda — several of these stories chronicle forms of persecution, from war through genocide, murder, rape and repression to bureaucratic insensitivity. Drought and famine contribute to the circle of pain.

Three stories are somewhat different from the others. The choppy stage direction style prose and the gentler ending of the last story "October 30th," about the 1995 Quebec referendum, contrast with the fluid prose and bleak acceptance more common in the book. "Ten and a Half Ounces per Day" (based on Alexander Solzhenitsyn's exile from the Soviet Union) and "In Transit" (based on the stateless man living in Orly Airport) contain biographical material.

This is a powerful adult book. It is recommended for senior high school students, both for its timely content and its stylistic qualities.

English and Social studies teachers may want to use passages in class.

Recommended for senior high school students and adults.

FIC DRA

Drawson, Blair. *Flying Dimitri*. — Douglas & McIntyre, 1997. — 32 p.: ill. — ISBN 0-88899-284-X — \$16.95.

Reviewed by: Marilyn Clements, teacher, Courtney Junior School, SD#71 (Courtney).

Is *Flying Dimitri* a little boy's brief and imaginative adventure or is it a dream of longing for a beautiful and loving mother — or is it both?

Dimitri, who lives alone with his dad in a big house, is brushing his teeth one night when he looks in the mirror and suddenly flies right out of his own head. He plays with some whales who suggest that he go to Mars. On Mars he rescues a queen held captive by a dragon, then flies home to his dad.

The strength of this book lies in the illustrations. They are wonderful! The outdoor Earth and ocean scenes are large and bold in blues, greens and white. The artist appears to have used a sponging technique to achieve a most effective textured look. In contrast, the Mars scenes and the indoor Earth scenes are oranges, browns and creams in tone. I'm sure that youngreaders will enjoy the polka-dotted, penguin-like bumper-car Martians who, when happy, spin around on their three wheels, bump stomachs, and coo. There are also two great dragon illustrations.

This book will stimulate lots of discussion among four to seven year olds. I like the way the author includes some stimulating vocabulary: bedazzled, jamboree, satellites. Recommended for early primary classrooms, especially because of the illustrations.

FIC LAW

Lawson, Julie. *Emma and the silk train*. — Kids Can, 1996. — 32 p.: ill. — ISBN 1-55074-388-0 — \$15.95.

Reviewed by: Corinne Paravantes, teacher-librarian, Henry Grube Educational Centre, SD#73 (Kamloops/Thompson).

Julie Lawson has used a little known episode in British Columbia's history as the inspiration for *Emma and the silk train*. From the turn of the century to the 1940s, silk trains raced across Canada carrying their precious cargo to the mills in New York. On September 21, 1927, a speeding silker was derailed east of Vancouver along the Fraser River. Emma has watched the trains roar past the station, knowing they carried the lustrous, shimmering silk her mother had used to fashion a blouse for herself. How she longed for a silk blouse of her own! When she hears of the derailment, Emma thinks she may be able to find one of the pieces of silk that has fallen into the river. Her search takes her further down the river bank than she is allowed to go, but finally she is rewarded. As she reaches for the length of gold silk, Emma loses her balance and the current carries her and the silk downstream. A dramatic rescue brings this wonderful story to a satisfying conclusion.

Although the format, reading level and vocabulary make this book an excellent read-aloud for primary classes, older children will enjoy it because of the historical content. A useful summary of the silk train era is included at the end of the story. Paul Mombourquette's illustrations are nothing short of spectacular. He has captured the

Fraser River landscape, the historical flavour of the period and the action and drama of the story. Curriculum extensions are the production of silk and the history of transportation in British Columbia.

This book is a wonderful example of historical fiction for children six to ten years old. Highly recommended for grades 1-4.

FIC McM

McMahon, Chris. *Buddy Concrackle's amazing adventure*. — Coteau Books, 1996. — 144 p. — ISBN 1-55050-101-1 — \$6.95.

Coteau Books
401 — 2206 Dewdney Avenue
Regina, SK S4R 1H3

Reviewed by: Roberta Kennard,
teacher-librarian on leave, SD#39
(Vancouver).

Buddy has just received a new camera (which he didn't want) for his tenth birthday. Shortly afterwards, his parents announce that they have decided to take a car trip from the Okanagan to the Oregon Coast, and Buddy and his older sister, Deedee, will be taken out of school for a week. Buddy is assigned a photo essay of the trip by his teacher. Unfortunately, none of Buddy's pictures turn out. The book is his photo essay minus the photos. The pages have a blank square where the photo should have been attached, followed by the description of the circumstances under which the missing photo was taken.

The story is written in the first person and describes the ridiculous odyssey undertaken by Buddy's parents to "Sid's Statue City — the lawn ornament capital of the world" for the purpose of importing lawn ornaments into Canada, particularly an Elvis Presley ornament. Along the way, they are pursued by Ear Drums McLeod and his terrible bagpipe playing, partake in silly roadside attractions, and stay in bizarre motels. Needless to say, Buddy's parents are an embarrassment to both him and his sister. The attractive cover is a testament to this as Buddy's father is shown wearing his beanie with the propeller on top while loading the car roof with junk that he hopes to sell on the trip. Buddy's mother not only dresses strangely, but also makes sculptures out of junk and jewelry out of compost.

Buddy Concrackle's amazing adventure won a 1996/97 Our Choice Award from the Children's Book Centre. This well written, well bound paperback will survive many readings and keep elementary students laughing at this madcap family.

Recommended for grades 3-5.

FIC NEL

Nelson, Rosemary. *The golden grasshopper*. — Napoleon, 1996. — 128 p. — ISBN 0-929141-50-4. — \$6.95.

Reviewed by: D. M. Young, teacher-librarian, Royal Oak Middle School, SD#63 (Saanich).

A series of humorous hijinks will keep young readers turning the pages of this novel. Okanagan author Rosemary Nelson is a former teacher and now part-time teacher-librarian who knows her audience and has written a book with genuine appeal.

Lisa, a mischievous ten-year old, dreams up a series of crazy schemes that get her and Paul, her more conservative classmate and cousin, into a series of madcap adventures that will make the reader chuckle. The good-natured mood the author creates makes the main incident, which features a science fair project involving aliens, fleas and magic grasshoppers, quite believable.

The plot manages to be both entertaining and thoughtful while also weaving in a coming of age theme.

Recommended for grades 4-6.

FIC SLA

Slade, Arthur. *Draugr*. — Orca, 1997. — 171 p. — ISBN 1-55143-094-0. — \$7.95.

Reviewed by: Angela Voegeli, teacher-librarian, Saltspring Island Middle School, SD#64 (Gulf Islands).

The back cover states that the author is fascinated by Norse mythology and has written short stories and articles for magazines and radio. Based on Icelandic mythology, this book is the story of three young teenagers from the United States who visit their grandfather in Gimli, Manitoba. The novel begins with Grandpa telling stories about Draugr, the Icelandic word for ghost or “undead” man. His stories become a reality when the teens find themselves caught up in a dangerous adventure involving a young boy who disappeared fifty years earlier and a large hairy beast.

The story line is quite intense, and this makes the book hard to put down. There is always action taking place, and the excitement continues to build right to the end of the book. As the adventure includes boys and girls, this novel will appeal to most middle school students.

This novel could tie in with the current popularity of the supernatural and unexplained events. It could also lead into a study of myths and legends.

Recommended for grades 6-8.

FIC WOO

Wood, Beverly. *Dogstar*. — Polestar, 1997. — 253 p. — ISBN 1-896095-37-2 — \$8.95.

Reviewed by: Maureen M. Scott, teacher-librarian, Scott Creek Middle School, SD#43 (Coquitlam).

Dogstar offers a lively escape into the recent past for upper intermediate and middle school readers. Featuring a meaty plot involving counterfeiters, buried treasure, a wrecked ship and a beguiling dog, this book is clearly a winner.

The plot centers on internet-addicted, thirteen-year old Jeff, whose parents hope an Alaskan cruise will dispel his grief for his dead Bull terrier, Buddy. A stop in Juneau finds Jeff lured to the 1930s by Patsy Ann, a Bull terrier who once lived in the city and greeted each ship arriving in the harbour. The adventures begin. Arrested for ostensibly passing counterfeit money and with a \$200 reward on his head, Jeff is befriended by an elderly captain and daredevil Rose, who work together to find the buried treasure lost in a shipwreck years earlier. Part of the treasure proves to be counterfeit. The mayor and the chief of police turn out to be the villains responsible, not only for the funny money, but also for the original destruction of the ship, and everyone lives happily ever after. Action is fast and furious, featuring kidnappings, watery escapades and lots of suspense. Throughout, Patsy Ann, unlike her more famous cousin, Lassie, orchestrates the action ever so subtly. Jeff's return to the world of 1998, while tinged with sadness for the friends he must leave behind, offers its own surprises.

This is a strong book. The prose flows nicely and characterization is excellent. Patsy Ann is particularly well described, but is not anthropomorphic. The plot is developed logically and suspense is maintained deftly. Juneau of a past time comes alive as a rich backdrop for the action.

There are several minor caveats to be noted. Jeff displays a disconcerting, and eventually quite annoying habit of starting some of his

sentences and thoughts with “jeez,” “holy cow,” or “holy doodle.” While we all know teenagers are prone to such behavior, these phrases lend little verisimilitude to the language which is otherwise reasonably realistic. As well, feminists will shudder at the image of Rose being relegated to the galley to wash dishes and make lunch while Jeff and the captain attend to more manly chores about the boat, however normal such behavior would have been in 1930. A few references to such things as temperance, Humphrey Bogart, Buck Rogers and *The African Queen* may elude young readers, but are not serious. Finally, the cover design, featuring a nerdy Jeff and a ferocious Patsy Ann, while vivid, may not entice readers to sample the fine novel within.

Beverly and Chris Wood are accomplished writers who are frequently featured in leading Canadian newspapers and magazines. They are clearly expert at their craft as the smoothly written *Dogstar* demonstrates.

Recommended for grades 5-8.

338.3'727'09711 DEC
De Cosmos, Amor, Mrs. *Notes from the netshed*. — Harbour, 1997. — 256 p.: ill. — ISBN 1-55017-172-0 — \$17.95.

Reviewed by: Margaret K. Groen, teacher-librarian, Winfield Elementary School, SD#23 (Central Okanagan).

Mrs. Amor de Cosmos has written a column entertaining fishermen on both coasts for more than fifteen years. Her “letters” have been featured in *Canadian Fishing Report* and in *West Coast Fisherman*. Her true identity remains a secret, but she writes with an intimate knowledge of commercial fishing life on the West Coast.

Notes from the netshed is a collection of her most humorous and intuitive letters, offering observations on life — past and present — in the fishing world, centering around Steveston, B.C. Readers will be treated to Mrs. de Cosmos’ impressions of the trials and joys of fishing, glimpses of real life aboard fishing boats in all seasons, controversial political issues (fish wars), salty jokes and personal anecdotes. The reader will enjoy the wit and humour so evident in each letter. The spirit of perseverance of Mrs. de Cosmos’ Uncle Ed, the fishermen, the fisherwomen, and others involved in the fishing industry shines forth, leaving the reader with a desire to face challenges in his/her own situation with optimism.

Recommended for public libraries, especially in coastal communities. College and university libraries may also be interested in this book.

Not recommended for elementary or secondary schools.

338.3'7295'09711 GOD

Goddard, Jane. *A window on whaling in British Columbia*. — Jonah, 1997. — 114 p.: ill. — ISBN 1-895332-14-1 — \$16.95.

Jonah Publishing
3974 Lexington Avenue
Victoria, BC V8N 3Z6

Reviewed by: L. R. Little, Assistant Director, Penticton Public Library, and Trustee, SD#67 (Okanagan Skaha).

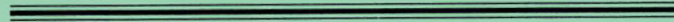
Joan Goddard examines the history of whaling in British Columbia waters from the turn of the century to the emergence of pelagic hunting.

The intent of the author is to provide a starting point for informed consideration and discussion on the future of whaling. She describes commercial whaling in the North Pacific, the devastating impact of technological innovations, and elaborates on the International Whaling Commission's efforts to regulate the industry. Goddard makes it clear her book does not comment on the efforts of the environmental organizations or the moratorium on world wide whaling, stressing this is not a publication of advocacy.

The title is well researched, with Goddard utilizing oral histories, newspapers, private and public archival collections, academic books and journals, plus a hands-on-exploration of an abandoned whaling station where her grandfather had been manager in 1918. Included are maps, black and white photos, and appendices covering species and products, a chronology, glossary, bibliography and index.

The study is an enjoyable read, full of anecdotes reflecting an era long gone. Recommended for all British Columbia public libraries and secondary school resource centres.

Recommended for grades 10 and up.



346.15'23'092 McK

McKirby, Margaret. *The colour of gold*. — Caitlin, 1997. — 192 p.: ill. — ISBN 0-920576-66-4 — \$15.95.

Caitlin Press
Box 2387
Prince George, BC V2N 2S6

Reviewed by: Garth Harkness, teacher-librarian, Laurie Junior Secondary School, SD#5 (South-east Kootenay).

This first book by Valemount writer, Margaret McKirby, is based on a murder that took place in the rugged country between Golden and Tête Jaune Cache in 1899. Using clippings from the local newspaper and the official documents of the ensuing court trial as information sources, McKirby has constructed an interesting hypothesis of what really happened in the wilderness and in the Golden courthouse almost one hundred years ago.

Alex MacCauley, a Métis guide and trapper, was shot by Jim Hughes, a white miner who had hired him as a guide. The only witness was Adelaide, MacCauley's Cree wife. After nursing her wounded husband until his death days after the shooting, Adelaide was persuaded to attend the murder trial, which she expected to end with a death sentence for Hughes. However, prejudice and an unscrupulous defence counsel ensured that Hughes was acquitted.

Much of the story is told in a series of flashbacks by Percy "Kid" Price, one of the main players during the 1899 trial, but now a hundred year old retired prospector living in a seniors' home in Victoria. Sometimes events are seen through Adelaide's eyes, and the narrative structure changes to convey the cultural confusion of this strong First Nations woman who understands little English and has a well founded distrust of the white legal process.

This book shows promise. Some sections, particularly the description of MacCauley's suffering before his eventual death, are very

well written. The device of using Kid Price's account along with Adelaide's very different view of events is sometimes effective, sometimes obvious. The story is well crafted and thought provoking.

There are some technical concerns. The paperback binding of my review copy was terrible — pages were almost falling out by the time I finished reading it. There were also a few missed quotation marks, the odd comma in the wrong place, and a couple of confusing sentences: "The doctor continued to work until, suddenly, his hand dropped and staggered away from the putrid body" (p. 93). I'm pretty sure the doctor would have left when his hand did.

A very good index and glossary of Cree terms used in the story are included, but unfortunately many of the places mentioned are not represented on the very basic map at the front of the book.

Public libraries will want this book. Senior secondary students, especially those living in the Kootenays, will find in this historical novel an interesting exploration of prejudice against Métis and First Nations people in early British Columbia. [Editor's Note: The book's CIP treats this title as non-fiction.]

Recommended for senior secondary libraries with the warning that the binding may not survive many readings.

597.092'0971 WOO

Wooding, Frederick H.. *Lake, river and sea-run fishes of Canada*. — Harbour, 1997. — 303 p.: ill. — ISBN 1-55017-175-5 — \$18.95.

Reviewed by: Diane-Lynne Kermer, science teacher, North Surrey Secondary School, SD#36 (Surrey).

Lake, river and sea-run fishes of Canada is a well written guide to game fishes in all parts of Canada. This comprehensive, sturdy paperback has laminated covers and a glued binding. The text is black print on a white background with wide margins which facilitate easy reading. There are several pages of coloured diagrams presenting thirty-six of the species discussed. A further fourteen black and white diagrams illustrate other species.

Frederick Wooding has served for ten years as director of Information and Educational Services for the Canadian Ministry of Fisheries and the Fisheries Research Board of Canada. A member of the College of Fellows of the Royal Canadian Geographical Society, he has written *Canada's Atlantic Salmon*, *Wildlife Mammals of Canada* and *The book of Canadian fishes*. This is the revised edition of the 1973 *The book of Canadian fishes*.

Wooding uses his personal expertise and other literature and references to cover the numerous game fish discussed, organizing them into their taxonomic groups, and including both their scientific and common names. In the introductory paragraph, Wooding introduces and clearly explains terminology for both scientist and layperson alike. He describes "generic" fish anatomy using a clearly labeled diagram. Descriptions of the fish organ systems and their individual functions is simplified, yet concise. The angling enthusiast and environmentalist is provided with information about specific fish habits and habitats. He also describes the specific characteristics of the order or family of fish, their life cycle adaptations and, where

known, brings in some of the ecological pressures that these organisms face during their life span.

At the end of the book there is a brief chapter written by Dr. Robert Campbell on *Canada's aquatic heritage*. It includes a table which shows the status of Canada's freshwater and anadromous fish species.

This book is a useful reference for the curricula covered in Science 9, Biology 11 and Geography 12. People with an interest in Canadian fish, anglers and naturalists would also enjoy *Lake, river and sea-run fishes of Canada*.

Recommended for secondary school libraries.

597.75 SWA

Swanson, Diana.. *Welcome to the world of wild cats*. — Whitecap, 1997. — 28 p.: ill. — ISBN 1-55110-615-9 — \$6.95.

598.9'7 SWA

Swanson, Diana.. *Welcome to the world of owls*. — Whitecap, 1997. — 28 p.: ill. — ISBN 1-55110-614-0 — \$6.95.

Reviewed by: Pat Parker, teacher-librarian, Arthur Hatton Elementary and Dufferin Elementary Schools, SD#73 (Kamloops-Thompson).

These two books are part of a series which includes *Welcome to the world of bears*, *Welcome to the world of otters* and *Welcome to the world of wolves*. The series was available as part of the Library Book Purchase Plan this year.

These books are attractive and informative and would be enjoyed by students in primary and intermediate grades. The colour photographs are excellent. Good readers in grade three would be able to read this series on their own, while younger students would enjoy looking at the books or having them read aloud. There is a flow to the language that makes the books easily read aloud — "Surprise works well for these hunters. They pounce suddenly on prey, grabbing it with razor-sharp claws." (*Welcome to the world of wild cats*, p. 9).

The books will not be especially helpful for students doing in-depth research reports on a specific breed. However, the indexes are extensive and students could locate some information specific to their topics. The tables of contents are not particularly useful for research.

This series is inexpensive (soft-bound) and recommended for elementary libraries.

Recommended for grades K-7, interest level 3-7.

629.13'0092'2 WIL

Wilkey, Michael. *They never gave up: adventures in early aviation*. — Orca, 1997. — 120 p.: ill. — ISBN 1-55143-077-0 — \$12.95.

Reviewed by: Robert Jackson, teacher, J. Lloyd Crowe Secondary School, SD#20 (Kootenay-Columbia).

At about age eleven, when I was a budding aviation nut, although yet to experience even the briefest flight, I would have thought this book the ultimate literary accomplishment. It describes the exploits of a number of aviation pioneers, including the Wright Brothers, and other less well known Canadian and American men and women. It also give an explanation of the principles of flight, describes the reasoning behind various airplane designs, outlines the operation of controls and shows how to make paper airplanes. These entertaining accounts have a nice balance of technical detail — not so much as to obscure the message or merely to show off the author's expertise, not

so little as to be patronizing. Wilkey assumes an intelligent and interested but uninitiated reader, and has produced a book that will appeal to a wide range of age groups.

Unfortunately, Wilkey's geographic knowledge is not always as good as his aviation knowledge. For instance, "[Captain Hoy's 1919] map indicated that the Columbia River crosses into Canada from Lake Kooconusa in Montana, flowing north" (p. 53). If Captain Hoy's map indicated this, he should have chucked it over the side of his airplane. On the other hand, if Wilkey sends readers off to their atlases to trace the routes of the pioneers, they will be able to sort the geography out for themselves, and no real harm will be done. Such mistakes are irritants, not indictments.

This is an enjoyable book. It does not have to be read from beginning to end; one can pick it up, read an interesting section, and put it down or skip to another part. The author's drawings are clear and pertinent to the narrative, although one might wish for more. They give a freshness to the book that is lacking in those illustrated by the same old photographs that have appeared time after time.

By the way, Lake Kooconusa did not exist in 1919, having been created by the Libby Dam, and it is on the Kootenay River, not the Columbia River. The Kootenay flows south from Canada into the United States.

Recommended for ages eleven to fifteen (grades 6-10), although competent readers of a younger age could enjoy it, and older readers may still find it interesting.

811.54 BOU

Bouchard, Dave. *Prairie born*. — Orca, 1997. — 18 p.: ill. — ISBN 1-55143-092-4 — \$16.95.

Reviewed by: Wendy Smith, teacher-librarian, W.D. Ferris Elementary School, SD#38 (Richmond).

Prairie born is written by David Bouchard, the author of *If Sarah will take me*. Bouchard, a local poet, explores in verse life on the Canadian prairies. The book focuses on the passing of the seasons with their resulting effect on the people's activities as well as the landscape. Peter Shostak's paintings vividly illustrate prairie life from hockey on a frozen pond to the farm work of summer. This book will certainly evoke many memories for any transplanted "prairie child."

I shared this book with several classes who enjoyed Bouchard's imagery and Shostak's illustrations as part of their Language Arts program activities. In addition, the book is a valuable enriching support to Social Studies units on Canada. The language used is easily understood by intermediate students and, with some help, by ESL students.

Recommended for Grades 3-7. However, I can see *Prairie born* as a welcome addition to secondary school libraries and public libraries as an additional poetry/art resource.

811.54 LAN
Lane, Patrick. *Selected poems, 1977-1997*. — Harbour, 1997. — 128 p.
— ISBN 1-55017-174-7— \$15.95.

Reviewed by: Dana McFarland,
librarian, Royal Roads University,
Victoria.

*It is dawn and your poems
have moved me to poems.
To improvise as the leaf
in its falling. That music.
The return to simple things,
to a last drink
at night and in the morning
the tentative, the body's act
in the act of its being a body.*

Whether he is writing about love, family or the land, human relationships are at the heart of Patrick Lane's poetry. His poems look readers directly in the eye, unfolding before them scenes and stories of isolation and love, grief and self-discovery. It is a challenge to meet this intense gaze which, by example, invites reflection on one's own concentric circles of self-identity, family, community and place. I believe that adolescents, inherently concerned with questions of identity and relationship, will appreciate the honesty with which Lane approaches his subjects, no matter how sensitive.

The poems are lyrical, uniting images of the landscape and classical references with images of the body to produce poems that are both highly personal and a tribute to the physical and intellectual places where we dwell. This collection would be most appropriate for young people in their later high school years since some adult themes and introspection related to these may not appeal to a younger reader. School libraries which do not already include Patrick Lane's work on their shelves may want to acquire this retrospective collection. An alternate selection for constrained budgets might be Patrick Lane and Lorna Crozier's anthology *Breathing Fire: Canada's New Poets* (Harbour, 1995).

Recommended for senior high grades.

811.54 RAE
Rae, Jennifer. *Gilbert de la
Frogponde*. — Whitecap, 1997. — 16
p.: ill. — ISBN 1-55110-657-4 —
\$17.95.

Reviewed by: Rosemary Anderson,
teacher-librarian, W.L. McLeod
Elementary School, SD#91 (Nechako
Lakes).

Gilbert de la Frogponde (Frogponde spelled with an "e"), is a fat, sassy frog who lives in the swamp. He spends his days catching flies and lazily dozing on the dock until the day two gourmet chefs come to the pond in search of dinner. Gilbert has to think of a way to outsmart them because he is too fat to outrun them. He convinces them that bugs, not frogs are all the rage in the most stylish restaurants. Children and adults alike will enjoy this story about an adorable roly-poly, green fellow who is very self-reliant and quick-witted.

This is a well-bound hard cover book with a colourful cover. The story is written in verse, with the quotations done in italic print. The print, in different sizes, is spread around the illustrations. The water-colour illustrations are humorous, bright and cartoon-like.

This delightful, read-aloud picture book will be an asset to elementary school libraries.

Recommended for primary grades.

971.1'00497 MCD

McDowell, Jim. *Hamatsa, the enigma of cannibalism on the Pacific Northwest coast*. — Ronsdale, 1997. — 300 p.: ill. — ISBN 0-921870-47-7— \$17.95.

Reviewed by: J. Patrick Romaine, teacher-librarian, A.L. Fortune Secondary School, SD#83 (North Okanagan-Shuswap).

Jim McDowell's *Hamatsa* is a comprehensive, scholarly, and theological book that discusses the question "Did cannibalism exist on the Pacific Northwest Coast?" In 264 pages, the author discusses and defines the different types of cannibalism — gustatory or dietary cannibalism and ritual cannibalism. McDowell also explores the various reports and accounts that make a case for the existence of cannibalism on the west coast. However, many of these reports were second hand and prefaces with phrases like "vague allegations," "provided strong indications," or "was reported." Early explorers tended to see what they wanted to see. Some of the photographs (e.g., p. 145) that are included, supposedly because they have more relevance, are re-enactments.

Many of the reports regarding the existence of cannibalism on the west coast were made by Europeans, Spanish and British explorers, fur traders and missionaries. These people who appeared horrified about the behaviour of our First Nations people were the same ones who were plundering, enslaving and killing people in the "newly discovered" lands. A convenient way of justifying this action was to suggest the aboriginal people were uncivilized or less than human.

After extensive examination of various documents, McDowell comes to the conclusion that some form of ritual cannibalism existed among Pacific Coast natives, especially in the Kwakiutl Hamatsa societies. It is also interesting to note that one early west coast missionary would not administer communion because it might be interpreted as ritual cannibalism.

This has been a difficult book to review. After reading it the first time, this reviewer found it necessary to do so a second time in order to be comfortable with the recommendations it was necessary to make. On one hand, here is a book that is well researched and written. Seven pages of bibliography accompany the text. On the other hand, is it necessary to make a big deal about some bones, perhaps human, being used in a religious ritual? Many religions have actual or symbolic human parts as part of their practices. In many ways this publication is a theological dissertation equivalent to "How many angels can dance on the head of a pin?"

This title could be useful for college or university students, but the material is too advanced to be of use in the province's elementary or secondary schools.

Not recommended.

971.1'04 WIL

Wilson, Gordon. *A civilized revolution: meeting tomorrow's challenge with the Progressive Democratic Alliance*. — Ronsdale, 1996. — 144 p. — ISBN 0-921870-40-X.

Gordon Wilson became leader of the Liberal Party of BC in 1987. After some media notoriety he founded the Progressive Democratic Alliance Party in 1993. As he explains, the PDA is progressive in its outlook and policy, democratic in its principles and procedures, and in alliance to serve the people, not the special insider interest groups. *A civilized revolution* is the clearly and succinctly written manifesto of the PDA — its theme is concerned with achieving a better balance

Reviewed by: John J. Jackson, professor, School of Public Administration, University of Victoria.

between the power of the state and the rights of individuals. Thus, governments should be empowered to regulate, but rarely should they administer the delivery of programs beyond essential services.

Though the book lacks an index, its structure is easy to follow because of the many detailed sub-headings found in the Contents' five chapters: Limits to growth—our fundamental resource base; Time for a new engine—changing the structure of government; Paying the price—welfare, education and health care; Surviving confederation—a backup plan for B.C.; and, Where philosophies and cultures collide—the aboriginal land question. Central visions include adding value within BC to its natural resources, modifying, but retaining essential social programs, reducing taxes by making government more efficient, and offering practical suggestions regarding Native land claims and Quebec's proposals for sovereignty.

When Gandhi was asked, "What do you think of Western civilization?" he replied, "It would be worth trying." And so would Gordon Wilson's civilized revolution. I recommend it for school libraries.

Recommended for grades 11-12.

971.1'04'092 WIL
Williston, Eileen. *Forests, power and policy: the legacy of Ray Williston*. — Caitlin, 1997. — 320 p.: ill. — ISBN 0-920576-69-9 .

Caitlin Press
Box 2387
Prince George, BC V2N 2S6

Reviewed by: L. R. Little, Assistant Director, Penticton Public Library, and Trustee, SD#67 (Okanagan Skaha).

Ray Williston was one of the architects behind BC's development as an economic entity during the period 1950 to 1970. He served in W.A.C. Bennett's cabinet as Minister of Education and Minister of Lands and Forests. During his time in the education portfolio, the former Prince George school principal made three major changes: he replaced normal school training with university education for teachers, established a provincial grant system and helped set up the University of Victoria. While he held the Lands and Forests portfolio, his ministry developed ways to use waste left from logging and milling and created ecological reserves throughout the province.

The study is based on a series of articles by Eileen Williston. Unfortunately, Mrs. Williston passed away before finishing the book. Betty Card Keller accepted the challenge of writing the biography. Keller, an accomplished author of thirteen books, finished the task using Mrs. Williston's articles, interviews and old newspaper stories.

Complete with index and black and white photos, *Forests, power and policy* provides the reader with a glimpse of life in British Columbia during the first part of the twentieth century. Although not a necessary acquisition for school resource centres, larger public libraries will want to consider purchasing it.

Recommended for grades 11 up.

971.1'31 ARM

Armitage, Doreen. *Around the Sound: a history of Howe Sound-Whistler*. — Harbour, 1997. — 250 p.: ill. — ISBN 1-55017-169-0 — \$28.95.

Reviewed by: Mary Louise Guest, teacher-librarian, Chatelech Secondary School, SD#46 (Sunshine Coast).

Doreen Armitage has previously had articles published in Canadian magazines, including *Canadian Geographic*, *Canadian Heritage* and *Canadian Living*. She usually specializes in natural history. In this venture, however, she explores the history of the Howe Sound area, based on twenty-five years of living in and exploring the Sound.

The informal map on the first page of the book delineates the Sound from Gibsons, up the Northwest side of the Sound itself to Mount Callaghan, then down the East side to West Vancouver, including, at the northernmost point, Whistler/Green Lake.

The style is chatty and non-academic and does not employ a textbook format, although the text lends itself to student research on local history. Significant local personalities and geographic areas are well covered in the ten page index, so research is fairly easy.

There are one hundred relevant black and white photos, several maps, an extensive bibliography, as well as notes on each chapter. The index is the key to this work and, because it is so well done, it promotes the book to a "must purchase" level in communities where this local history is taught. There are few books that are really readable on the history of this area. This one tops my list.

Recommended for grades 10 and up.



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KEN HAYCOCK PROFESSIONAL DEVELOPMENT AWARD

INTRODUCTION

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

ELIGIBILITY

To be eligible for the award an applicant must be:

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

TERMS OF THE AWARD

The recipient shall:

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

APPLICATIONS

A complete application shall consist of:

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

SELECTION PROCESS

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

DEADLINE: APRIL 1, 1998

KEN HAYCOCK PROFESSIONAL DEVELOPMENT AWARD

APPLICATION FORM

Name of Applicant _____

School District _____ No. _____

School _____

Home Address: _____

Telephone: Home: _____ Work: _____

Fax: _____ E-mail: _____

Description Of Activity: _____

(attach additional information, brochure, outline etc.)

Suggested Attachments:

- Curriculum Vitae
- Statement of Purpose
- References

DEADLINE: April 1, 1997

BCTLA WILLIAM H. SCOTT MEMORIAL AWARD

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

ELIGIBILITY

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

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

TERMS OF THE AWARD

The recipient chapter shall:

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

APPLICATIONS

A complete application shall consist of:

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

SELECTION PROCESS

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

DEADLINE: MARCH 31

BCTLA WILLIAM H. SCOTT MEMORIAL AWARD

APPLICATION FORM

Name of Chapter: _____

Name of Chapter President: _____

Home Address: _____

Telephone: Home: _____ School: _____

Fax: _____ E-mail: _____

Name of Chapter Councilor: _____

Home Address: _____

Telephone: Home: _____ School: _____

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BRIEF DESCRIPTION OF PROPOSED PRO-D ACTIVITIES:

CHECKLIST OF ATTACHMENTS

1. Statement of purpose _____

2. Proposed Plan _____

SIGNED AND DATED

President: _____ Date: _____

Councilor: _____ Date: _____

DEADLINE: MARCH 31

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Gerald Soon
Delta (S.D. #37)
8662 - 162A Street
Surrey, BC V4N 1B7
Home: (604) 572-4427
Work: (604) 594-0491
Fax: (604) 594-6352
gersoon@istar.ca

COMMUNICATIONS OFFICER

Lucinda Lockwood
Maple Ridge, (S.D.#42)
11825 Meadowlark Drive
Maple Ridge, BC V2X 9L4
Home: (604) 466-1551
Work: (604) 463-2001
Fax: (604) 467-9081
lucinda_lockwood@mail.schdist42.bc.ca

PUBLICATIONS COORDINATOR

Willa Walsh
3800 Raymond Avenue
Richmond, BC V7E 1B1
Home: (604) 274-9705
School: (604) 668-6575
Fax: (604) 668-6585
wwalsh@istar.ca

BOOKMARK SENIOR EDITOR

Jim Holgate
#704 — 950 Jervis Street
Vancouver, BC V6E 2B4
Home: (604) 669-8919
School: (604) 588-3415
Fax: (604) 588-7122
jholgate@cln.etc.bc.ca

VICE-PRESIDENT & CHAPTER RELATIONS

Jean Anne Lewis
5 — 1893 Tzouhalem Road
Duncan, BC V9L 5K8
School: (250) 746-7187
Fax: (250) 746-8715
jalowis@cow-net.com

RECORDING SECRETARY

Wendy West
RR #2 Site 5 C9
Nelson B.C.
V1L 5P5
Home (250) 352 6763
Work: (250) 352 6669
Fax: (250) 352 7961
wwest.@cln.etc.bc.ca

LIAISON CHAIR

Patrick Romaine
Shuswap School District
C15 Douglas RR #1
Armstrong, BC V0E 1B0
Home: (250) 546-6068
School: (250) 838-6431
Fax: (250) 838-2182
promaine.OFFICE.alf@alf.sd89.bc.ca

TREASURER

Gail Crawford
Delta (S.D.#37)
13083 - 64A Ave.
Surrey, BC V3W 8A7
Home: (604) 596-4601
Work: (604) 581-6185
gcrawfor@direct.ca

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Mark Roberts
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Port Coquitlam, BC V5B 5E7
Home: (604) 941-0488
School: (604) 874-1161
Fax: (604) 873-4630
mark_c_roberts@mindlink.bc.ca

PAST PRESIDENT

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214 - 2250 S. E. Marine Drive
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jkootte@richmond.sd38.bc.ca

WORKING & LEARNING CONDITIONS

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School: (250) 632-2912
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CONTINUING EDUCATION

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Burnaby, BC V5G 2H9
Home: (604) 431-0786
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Fax: (604) 263-5268
parungao@istar.ca

OTHER COMMITTEES & CONTACT PEOPLE

ATLC CONTACT

Liz Austrom
3675 West 39th Avenue
Vancouver, BC V6N 3A6
Home: (604) 263-3987
laustrom@istar.ca

SFU CONTACT

David Bell
Work: (604) 291-4259

CSLA CONTACT

Judith Kootte
214 - 2250 S. E. Marine Drive
Vancouver, BC V5P 2S2
Home: (604) 321-6256
Work: (604) 668-6056
Fax: (604) 668-6191
jkootte@richmond.sd38.bc.ca

UBC CONTACT

Marlene Asselin
Language Education Department
2125 Main Mall
Vancouver, BC V6T 1Z4
marlene.asselin@ubc.ca

UVIC CONTACT

Don Hamilton
Work: (250) 721-7899

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SENIOR EDITOR

Jim Holgate
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Home: (604) 669-8919
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Fax: (604) 588-7122
jholgate@cln.etc.bc.ca

Barbara Cooper
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White Rock, BC V4B 2X6
Home: (604) 531-9033
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PRODUCTION MANAGER

Jim Crook
4607 Cove Cliff Road
North Vancouver, BC V7G 1H7
Home: (604) 929-3901
School: (604) 981-1300
Fax: (604) 981-1301
jcrook@nvancvr.schdist44.bc.ca

Ruth Allman
502 - 2155 West 38th Avenue
Vancouver, BC V6M 1R8
Home: (604) 266-0005
School: (604) 255-9344
Fax: (604) 266-0005

Judy Giles
405 - 1235 Quayside Drive
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Home: (604) 520-5859
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2772 Crescentview Drive
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Home: (604) 987-3973
School: (604) 984-0447
Fax: (604) 980-0770
alsmith@helix.net

**PUBLICATIONS
COORDINATOR**
Willa Walsh
3800 Raymond Avenue
Richmond, BC V7E 1B1
Home: (604) 274-9705
School: (604) 668-6575
Fax: (604) 668-6585
wwalsh@istar.ca

BCTLA REVIEWS EDITOR

Ruth Allman
502 - 2155 West 38th Avenue
Vancouver, BC V6M 1R8
Home: (604) 266-0005
School: (604) 255-9344
Fax: (604) 266-0005

Liz Austrom
3675 West 39th Avenue
Vancouver, BC V6N 3A6
Home: (604) 263-3987
Fax: (604) 264-1595
laustrom@istar.ca

Alwynn Pollard
21 - 4100 Salish Dr.
Vancouver, BC V6N 3M2
Home: (604) 263-7600
School: (604) 224-4321
Fax: (604) 224-0543

Elisabeth Agosti
1128 West Keith Road
North Vancouver, BC V7P 1Y7
Home: (604) 990-3633
School: (604) 261-6334
Fax: (604) 261-6685

REVIEWS COORDINATOR

Jean Anne Lowis
5 — 1893 Tzouhalem Road
Duncan, BC V9L 5K8
School: (250) 746-7187
Fax: (250) 746-8715
jalowis@cow-net.com

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I hear and I forget.
I see and I remember.
I do and I understand.

-Confucius

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Alwynn Pollard
#21 — 4100 Salish Drive
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H: 263-7600
S: 224-4321
FAX: 224-0543

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