

DECEMBER 1999
Volume 41 Number 2
ISSN 0381-6028

BCTLA

*J. Lawson
Famous People
Best Bks for Reluctant Readers - Age 12*

THE BOOKMARK

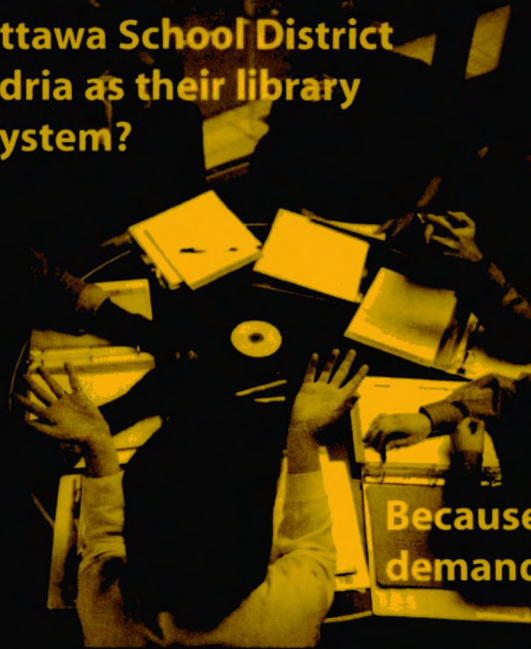


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TABLE OF CONTENTS

In Circulation:	3
Join the BCTLA Forum.	4
Editors' Comments.	5
In Memorium: ANGELA THACKER	6
1999-2000 BCTLA Executive.	7
Thanks for the Memories! Janus: Looking Forward, Looking Back	11
Musings on Jamie McKenzie's Keynote Address	12

THEME SECTION — TIMES A CHANGING 13

Coming Themes	14
Time Travel Fiction for Children and Young Adults	15
Changing Times in Library Markets: A Summary of the 1997 ACP Survey <i>Transitions</i>	26
Happy New Year!	32
The New Search Metaphor: Do Intelligent Agents Give Intelligent Results?	33
A & E's 100 Most Influential People During the Millennium	36
Revolution: A Cooperative Social Studies 9 Unit.	41
Research: Online Communities	47
Decades of the 20th Century: A Resource-Based Unit for Grade 5 Social Studies	51
Bookmarks by Berson.	58

FEATURED IN THIS ISSUE 59

Bookmarks by Berson.	60
Becoming a Canadian Citizen	61
Nunavut	65
CWILL BC: Children's Authors and Illustrators Available for Readings.	67
Telecommunication Kidlink Project	75
Ten Best Periodicals for the Elementary School Library Resource Centre	78
The Ten Best Books for a Twelve-Year-Old Reluctant Reader	79
A Web Page Evaluation Lesson for Grade Five	80
The Ten Best Read-Alouds for the Intermediate Program	82
Novel Projects for Social Studies 8.	83
Sources of Inspiration: Newspaper Weather Pages	89
Bookmarks by Berson.	94
Canadian Province/Territory Research	95

REGULAR FEATURES 97

New on the Net.	99
Chapter Relations Reports	107
Burnaby	107
Central Okanagan.	108
Chilliwack	108
Delta	108
Mission	109
Nanaimo-Ladysmith	109
North Vancouver	110
Prince George	110

REGULAR FEATURES (continued...)

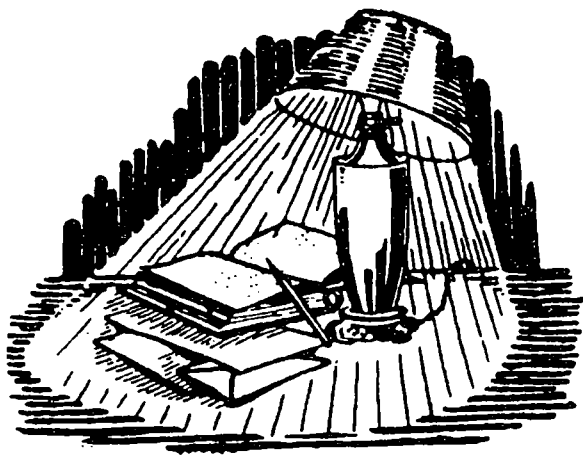
Chapter Relations Reports (continued ...)	
Quesnel	111
Vancouver Island North	111
Saanich	111
Langley	112
West Vancouver	112
Vancouver	113
Maple Ridge / Pitt Meadows	113
Notes and News	115
<u>The Portrait: JULIE LAWSON</u>	118
Continuing Education Update	121
University of British Columbia	121
University of Victoria	122
University of Alberta	123
Ask the Experts: Time Management and Publishers' Catalogs	124
BCTLA Membership Form	127
BCTLA Reviews	159
BCTLA 1999-2000 Executive Board: Directory	140
<i>The Bookmark</i> Editorial Board: Directory	inside back cover

ANNOUNCEMENTS & ADVERTISEMENTS

Alexandria: Superior Automation for Library Professionals	inside front cover
Coming Themes	14
<i>The Bookmark</i> on Microform! (Micromedia)	40
Fast Forward: Educational Media Showcase	46
Visit the BCTLA Web Site on the Internet	50
<i>Teacher-Librarian: The Journal for School Library Professionals</i>	62

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.



Bookmark, which contains many useful items that can be readily used by you and your teacher colleagues.

As teacher-librarians, we must constantly promote within all segments of our communities the importance of the roles we fulfill in our schools' instructional programs. What ways can, and do you profile your role, and the school library resource centre's role in your school and beyond? While times are changing, we continue to need to advocate all of the important links we make in instructional programs in province's schools.

"Thank you" to *The Bookmark* team for continuing to provide our members with such good ideas and inspiration. Enjoy the issue and your countdown to the millennium!

IN CIRCULATION

by MARK ROBERTS, President, BCTLA

The "Times a Changing" issue of *The Bookmark*, already! Time just flies, doesn't it? The countdown to the new millennium has begun!

The Fall Conference, Janus '99: Looking Forward, Looking Back, held at Silverstar Mountain Resort in October, was a great success. What a terrific destination Silverstar is! Despite the challenges of fog closing in the Okanagan Valley, conference delegates enjoyed superb sessions, excellent hospitality, and beautiful sunshine above the clouds. Our thanks are due to the North Okanagan / Shuswap Chapters for all their efforts in planning and delivering a fine professional development experience.

The Fall Chapter Council meeting was well-attended by chapter representatives from throughout the province. There were good discussions and lots of energy at this meeting. Initiatives resulting from the meeting include developing an Information Literacy Framework, and looking at updating the Ministry document, *Developing Independent Learners*. Times are changing, and we will keep up with the changes. As teacher-librarians we recognize that we have very important school roles.

Please remember to promote membership in BCTLA. We need to continue to work to increase our membership. Pass membership forms along to colleagues and ask them to join. The membership includes a subscription to our excellent journal, *The*



Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation.

-Robert F. Kennedy

JOIN THE BCTLAFORUM!

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

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

TO JOIN YOU WILL NEED:

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

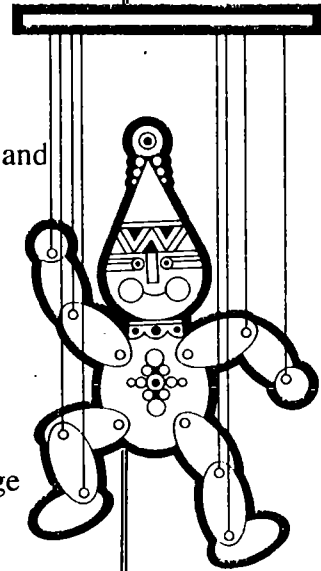
STEPS TO FOLLOW:

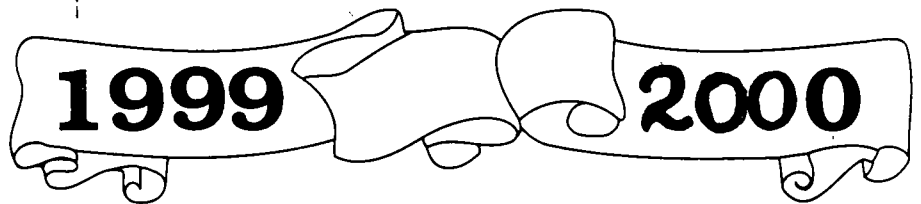
1. Address a message to *bctlaforum-request@mala.bc.ca*.
2. You can type anything in the subject line, because the automated mail server ignores it.
3. Type "subscribe bctlaforum" in the first line of the message area.
4. Type "END" in the second line of the message area. This makes the automated mail server ignore your e-mail signature or any comments below the second line.
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3. Remember that what you send will be read by all the people who have subscribed!
4. Make sure that you include your signature at the end of the message: your name, work address, and e-mail address

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



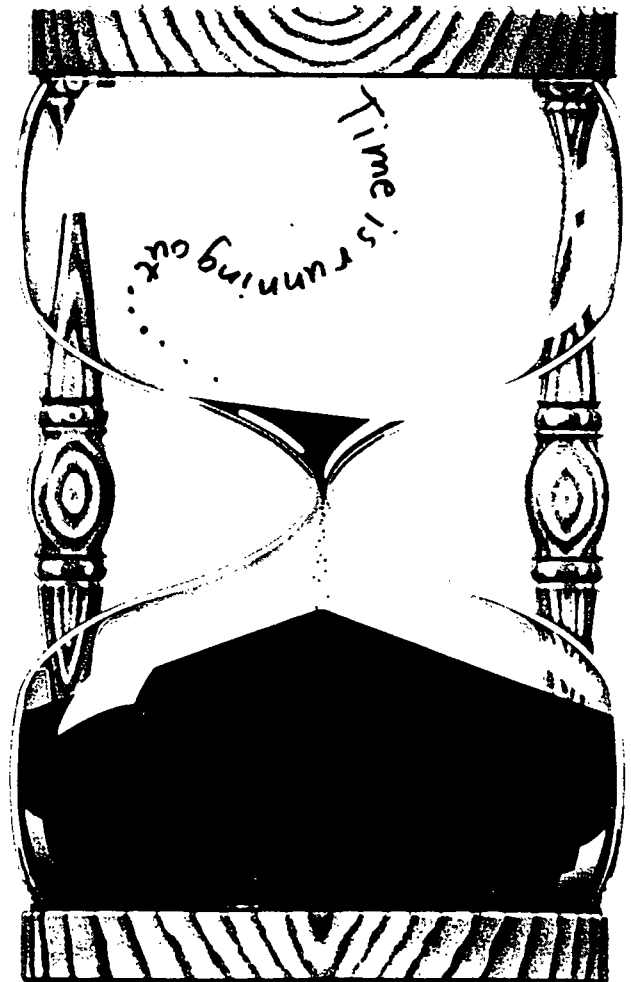


EDITORS' COMMENTS

by *The Bookmark* Editorial Board

WORDS OF WISDOM FOR THE MILLENNIUM

- Read, read, read
- Simplify
- Get organized
- Don't sweat the small stuff
- Don't be afraid to take a profit
- Tolerate imperfection
- Adapt and move on
- Get rid of clutter (use binders)
- Eat blueberries, they improve memory
- Don't take yourself too seriously
- Get a grip
- Put things in perspective
- If there's no wind, row
- Don't be afraid to split infinitives
- Stand up for your rights
- You can only do what you can do
- Enjoy life to the fullest; don't wait until tomorrow
- The most important thing that's said is what is left unspoken
- Don't give up the fight
- Be aware of what's going on, and act on what you know
- Don't be afraid of change
- Laugh a lot
- Words are powerful
- What I want...



IN MEMORIUM: ANGELA THACKER

Angela Thacker died Sunday morning, June 13, 1999 at Lions' Gate Hospital in North Vancouver, BC, after a long fight with cancer. A memorial service was held at 5PM, Tuesday June 29, 1999 at St. Martin's Church in North Vancouver. Many of Angela's teacher-librarian friends and colleagues attended, as did the many friends she made as she worked for her church and community. Meeting these friends and Angela's sister gave the teacher-librarians in attendance an even greater understanding of Angela's gift of life and self to others.

For the past several years, Angela was a key person in the Association for Teacher-Librarianship in Canada, starting as its first President, next as Past President, and most recently serving as Executive Assistant for the ATLC Board. This job involved her with practical details like shipping brochures and signs to conferences and setting up conference calls, and supportive roles as she educated each new member of the Board, and ensured that everyone understood the underlying history of questions to be decided. She undertook this work because of her continuing commitment to students and to teacher-librarianship, and because of her desire to do something of practical help to the profession.

If this were all she had done in her career, it would have been remarkable. As it is, all of the excellent work she did with ATLC is but a coda on an exceptional career. Older British Columbia teacher-librarians will remember the organizational skills and profound knowledge she brought to her job as President of BCSLA, BCTLA's predecessor. When seconded to the Ministry of Education, she also managed the development of *Sources and Resources*, the first Ministry statement on school libraries to have a program element in it.

Angela was probably the best conference chair ever. She kept an eye on every aspect, but expected that the people who had volunteered to chair sub-committees would be able to do their jobs effectively. She chaired joint BCTLA / CSLA conferences, and then the mega-conference at Whistler, where BCTLA collaborated with ATLC for its very successful inaugural conference.

Angela's calm, reasonable, but determined voice was one that was listened to and respected. Her willingness to share her expertise and to work as a supporter as well as a leader extended her vision to others in a most effective way. Ken Haycock, in a comment on the ATLC listserv, said "Angela Thacker gave unstintingly of her time and expertise to help a youngster from the East" when he was the new Vancouver School Board Coordinator of Library Services. Many of us have similar stories to tell.

We will miss Angela's grasp of what was important and essential, and her determination to do what was critical. Commenting on Angela's passing, Mark Roberts, President of BCTLA, said:

Teacher-librarians across Canada know the contributions Angela Thacker made to the field. Her work in the Association for Teacher-Librarianship in Canada reached right across the country. I was constantly amazed at the number of e-mails and forwarded mail Angela managed to send on a regular basis.

Angela was a continuous advocate for teacher-librarians and library resource centres. British Columbia teacher-librarians will miss Angela's energy, enthusiasm and devotion. Our deepest sympathies are extended to Angela's family and friends.

The best thing we can offer in Angela's memory is our continuing commitment to what was dearest to her — the provision of effective resource centre services and programs that enable students to be successful, creative thinkers in an information rich world. If her vision is to be achieved, it needs our energy, will and effort.

1999 - 2000 BCTLA EXECUTIVE

by GERALD SOON, Past President.

ELECTIONS 2000

It is not too early to start thinking about nominations for the 2000 - 2001 BCTLA Executive Board. The Board consists of elected and appointed positions, with the Past-President position being automatically filled.

The BCTLA Executive Board serves its members well.

The elected BCTLA Executive Board positions are:

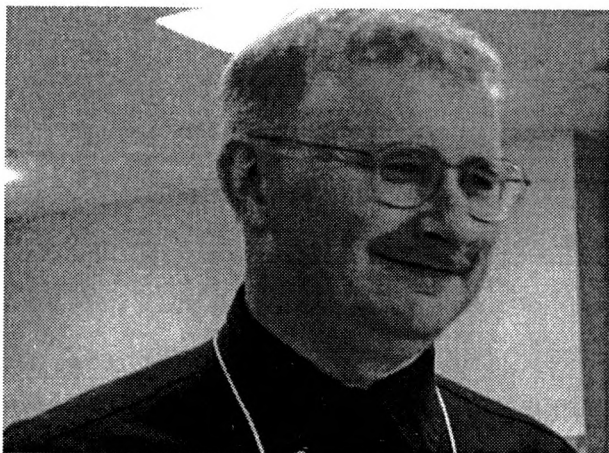
- President
- Vice-President (Advocacy)
- Vice-President (Chapter Relations)
- Communications Officer
- Recording Secretary
- Treasurer

Appointed positions are:

- Working and Learning Conditions Chair
- Conference Chair
- Liaison Officer
- Publications Coordinator
- Senior Editor, *The Bookmark*

The 1999 - 2000 BCTLA Executive Board consists of:

PRESIDENT



Mark Roberts
1582 St. Albert Avenue
Coquitlam, BC V5B 5E7
(604) 874-1161 work
(604) 713-4985 home
(604) 713-4987 fax
District #39 Vancouver

STATEMENT

Mark has served on the BCTLA executive as Communications Officer, Recording Secretary and Vice-President - Advocacy. He has served on the Vancouver Teacher-Librarians' Association as president and editor of *Media Messages*. He has taught in elementary schools in Vancouver and Prince Rupert. He has been a classroom teacher, teacher-librarian, gifted / enrichment program teacher, and English Language Support Teacher. Mark has a B. Ed. [Elementary], a fifth-year concentration in library education and a M. Ed. in Curriculum and Instruction from UBC. He compiled the Vancouver School Board publication, *A Palette of Possibilities: Integrating the Visual and Literary Arts through Picture Books*, [1992] and was a member of VSB curriculum resource projects, including: *Access to Art L'image de l'art* [1992] index project and *Exploring Museums, Objects and Cultures: A Curriculum Resource Guide for the Museum of Anthropology*, UBC [1991] He has worked with TC², the Critical Thinking Consortium. Mark received an Association for Teacher-Librarianship in Canada Local Award in 1997 for his contributions to literacy.

VICE-PRESIDENT (ADVOCACY)

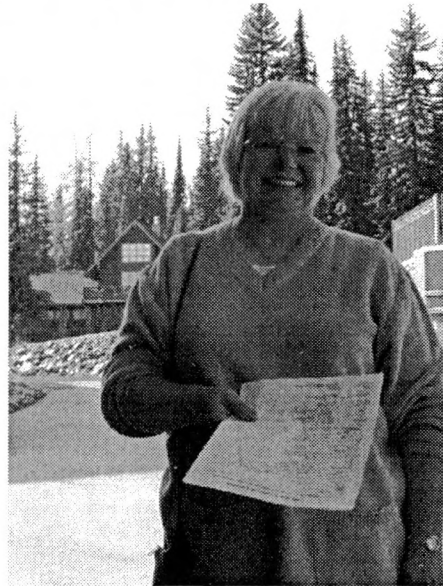


Gayle Milliken
407-1859 Spyglass Place
Vancouver, BC
V5Z 4K6
668-6236 work
872-0065 home
668-6483 fax
gmill@eznet.ca
District: Richmond #38

STATEMENT

I have been involved with the executive of the BCTLA for three years. I believe that teacher-librarians themselves are their own best advocates. Local associations play an important role in leading the way in their areas. It is important for teacher-librarians themselves to be strong advocates. Tell people what teacher-librarians can do and then do it!

VICE-PRESIDENT (CHAPTER RELATIONS)



Liz Shirreff
c/o Heritage Park Secondary
33700 Prentis Avenue
Mission, B.C.
V2V 2J8
820-4587 work
820-4589 fax
liz.shirreff@sd75.mission.bc.ca
lshirref@uniserve.com
District: Mission #75

STATEMENT:

Throughout my career I have been a strong proponent of resource-based learning through co-operative program planning and teaching. I have tried to attend most BCTLA Conferences and I've relied upon our excellent publication, *The Bookmark*, for many teaching ideas as well as information on the issues affecting our group. I've held many executive positions at the local level and have always been a strong advocate for teacher-librarians. I am extremely concerned about the amount of preparation time that our elementary teacher-librarians do in Mission in particular. I think it's time to "give back" to the association what I have benefited from for so many years.

COMMUNICATIONS OFFICER

Mary-Ann Manley
201-5375 Victory Street
Burnaby, BC
V5J 5H3
664-8300 work
436-1660 home
664-8308 fax
mmanley@southslope.sd41.bc.ca
District: Burnaby #41

STATEMENT

This is my second year in this position. I have been working as a teacher-librarian in Burnaby for the past nine years and am interested in issues regarding the profession and improvements for the future.

TREASURER / CONTINUING EDUCATION CHAIR



Colin Chafer
Box 5578
Squamish BC
V0N 3G0
604-892-5261 work
604-815-0099 home
604-815-0098 fax
cchafer@uniserve.com
District: Howe Sound #48

STATEMENT:

The BCTLA has been so helpful to me as a teacher-librarian over the years and this is an opportunity to provide some of my time and effort to contribute to the association.

CONFERENCE CHAIR



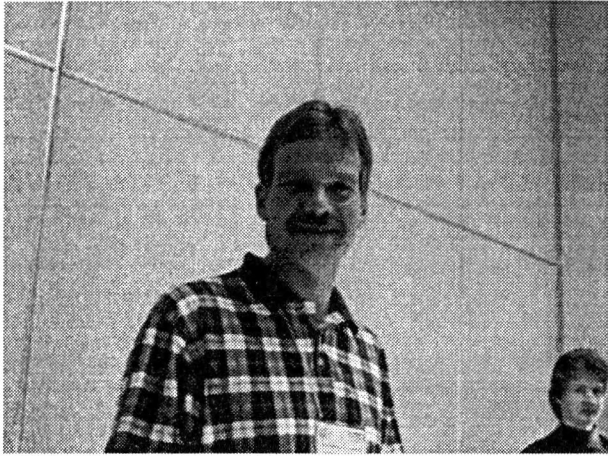
Bonnie McComb
10244 Ashby Court
Sidney, BC
V8L 4X8
250-655-2700 work
250-656-0620 home
250-655-2701 fax
bonnie_mccomb@sd63.bc.ca
District: Saanich School District #63

STATEMENT:

I have been a teacher-librarian at the secondary level for eleven years in both Mission and Saanich School Districts. I am currently the teacher-librarian at Parkland Secondary School.

I completed a Bachelor of Arts and my teacher training at SFU. I taught English for ten years in Mission School District, and then completed a Diploma of Teacher-Librarianship at UBC. I have served as both Chapter Councillor and president of both Mission and Saanich Teacher-Librarians' Association; Corresponding Secretary and Vice-President of the BCTLA; and Conference Chair. I am passionately interested in learning and teaching strategies and feel very fortunate to have what I consider one of the best jobs in our profession.

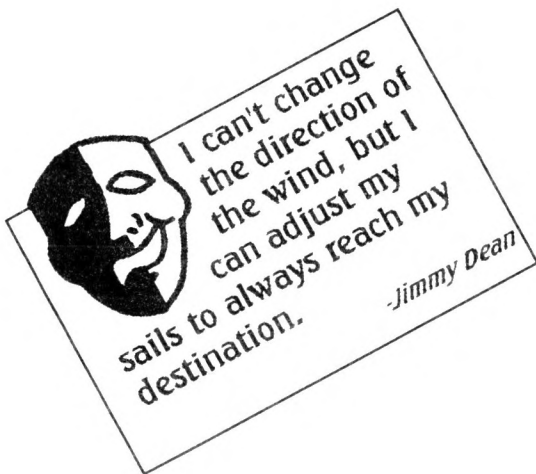
WORKING AND LEARNING CONDITIONS CHAIR



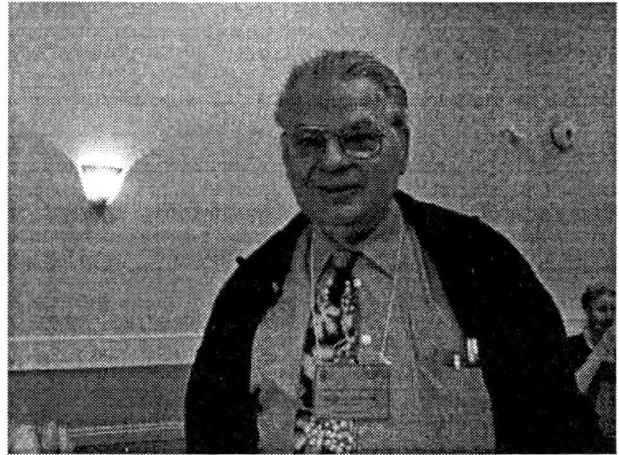
Garth Harkess
711 Summit Place
Cranbrook, BC
V1C 5L4
250-426-5241 work
250-489-3804 home
250-426-6673 fax
gharkess@yahoo.com
District: Southeast Kootenay #5

STATEMENT:

I look forward to working with the executive in providing a network for the sharing of ideas, trends and new developments in education and in improving the learning and working conditions of teacher-librarians in BC.



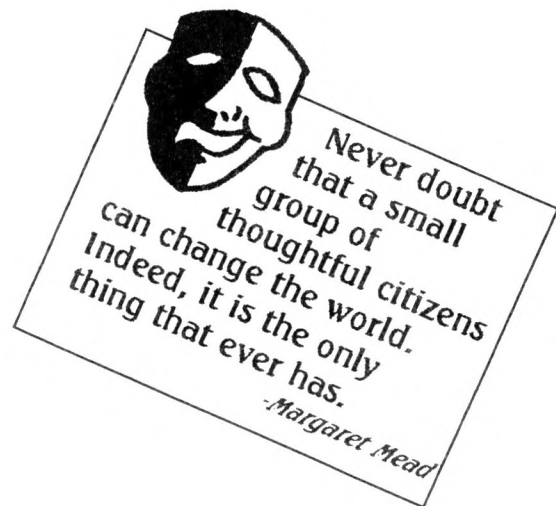
LIAISON CHAIR



Patrick Romaine
C15-Douglas-RR1
Armstrong, BC
V0E 1B0
250-838-6431 work
250-543-6068 home
250-838-2182 fax
promaine@alf.sd83.bc.ca
District: North Okanagan-Shuswap #83

STATEMENT:

I hope to see us continue and strengthen our connections with similar organizations. My work with the BCTLA has been making and maintaining contact with the various groups in Canada and elsewhere that have similar goals and objectives to the BCTLA. We need to work at strengthening our contract language.



THANKS FOR THE MEMORIES! JANUS: LOOKING FORWARD, LOOKING BACK

by **BONNIE MCCOMB**, conference chair, BCTLA

Many thanks to the great teamwork of our co-hosts, North Okanagan-Shuswap (SD #83) and Vernon (SD#22), for the wonderful the BCTLA Fall Conference at Silver Star Mountain Resort. A special thank you to Mel Maglio, Margaret Montgomery, Patrick Romaine, Nadina Dearing, Guida Atkinson, Lorne Adamson, Joann Loval, Eileen Richardson, Evelyn LeRose, Murray Sutherland, Lynne Madison, Dave Brennan, and Katie Brennan.

The conference was memorable for many reasons: huge hearty meals; clear blue skies and crisp autumn walks through the woods; fabulous accommodations, two memorable keynote speakers, Jamie McKenzie and Ken Haycock; a good choice of excellent sessions; smooth organization; and creative contingency plans when fog grounded Arthur Black's plane and prevented Ken Haycock from arriving on time. (We particularly empathized with Ken Haycock who received a speeding ticket racing up the mountain in his rented car.) Although the fog prevented us from seeing Arthur Black in person, we did hear him courtesy of a speakerphone. Arthur's joke about liking to curl up in bed with a good book or a bad librarian made us all laugh. We also had the pleasure of hearing and seeing storyteller Ray Stothers, our contingency banquet speaker. At the end of the banquet, we had the opportunity to say a fond farewell to Mel Maglio, who has recently retired, for his tremendous contributions to school libraries and the BCTLA.

The sessions covered a wide variety of topics. Victoria Library Coordinator John Caldwell's "Steps to Research Success: Moving Students in the right Direction" was an inspiring look at several research models: The Big 6; Bellingham School Districts Online Research Project: Steps to the Research Cycle (www.bham.wednet.edu/stu.htm), Cowichan School District's "5 Steps to Research Success, Saanich School District's "The Research Process: Putting Fuel in your Search Engine," the Ontario School Library Association's new Scope and Sequence and a wonderful comparison chart of the Inquiry, Scientific, Writing, and Research Models (access this information on the OLA homepage http://www.accessola.org/action/positions/info_studies/

[html/research.html](http://www.uvm.edu/~jrc/edli274/weeks/week3/kuhlthau.html)) and Carol Kuhlthau: The Information Search Process which looks at the affective stages of research (www.uvm.edu/~jrc/edli274/weeks/week3/kuhlthau.html). John made a plea for the development of a British Columbia model similar to the Ontario model that would make the government sit up and take notice.

Known for her Network Nuggets, Elizabeth Wellburn's session, "Experts and Authors on the Internet," focused on her own experience as an author of Echoes from the Square as well as useful sites for author studies. Her web site and conference handout identifying sites such as "Ask an Expert" and advice on how to write to authors on the Internet are available at <http://members.home.net/dhouston1/fall99.html>.

SFU's Roland Case's session "Promoting Critical Thinking about Information Technologies: Ideas for Teacher-Librarians" provided an information-packed introduction to the pedagogy of critical thinking, the model developed by TC2, and examples of how to develop critical thinking challenges. Diane Swanson's "From Fact to Fiction-A Critical Look at What Shapes the News" covered a variety of children's publishers and the trends (such as more nonfiction for children) in their lists for 2000 and on. She recommended three reference books on children's literature: Ron Jobe's and Mary Dayton-Sakari's Reluctant Readers; Rosemary Bamford's and Janice Dristo's Making Facts Come Alive; and Joyce Bainbridge's Learning with Literature in the Canadian Elementary Classroom. Jamie McKenzie's keynote address entitled "Repecting Heritage and the Classics while Mining the Millennium" is available in the October issue of his journal on his web page (<http://www.fromnowon.org>).

These are only a few of the highlights of the sessions. The conference was a great success and we thank you. We will look back on Janus fondly; we look forward to the next Fall conference in Coquitlam.

MUSINGS ON JAMIE MCKENZIE'S KEYNOTE ADDRESS

by **BERNICE BETTS**, teacher-librarian, Claremont Secondary, School District #63 (Saanich).

How interesting it was to sit in that darkened theatre thinking back over dizzying changes in technology during my quarter century of teaching. Thoughts rambled around my brain: "One step forward, one step back" . . . or is it, "Two steps forward, one step back" . . . or is it perhaps the reverse?

Words loomed out of an unseen space as a voice waxed eloquent in its introduction for Jamie McKenzie. Had I not known Mel Maglio's mellifluous intonations from summer mornings long ago at UBC, I might have taken it for the voice of God Himself. How many colleagues who had never experienced the joys of a Mel Maglio course were confused—or convinced they were listening in on a miracle?

Then Jamie McKenzie stepped into a tiny spotlight so small Mel hadn't found it and began to say fascinating things that I, the kinesthetic learner, longed to write down. Unfortunately, all my years of note-taking practice hadn't prepared me to take notes in the pitch black.

The keynote drew to a close. A great introduction and a great keynote address to be sure. Jamie's use of his laptop was dazzling. I enjoyed every moment of being there.

Once again, however, as too often seems the case

with our ever more high-tech learning environments, I am not convinced that the intended learning was achieved.

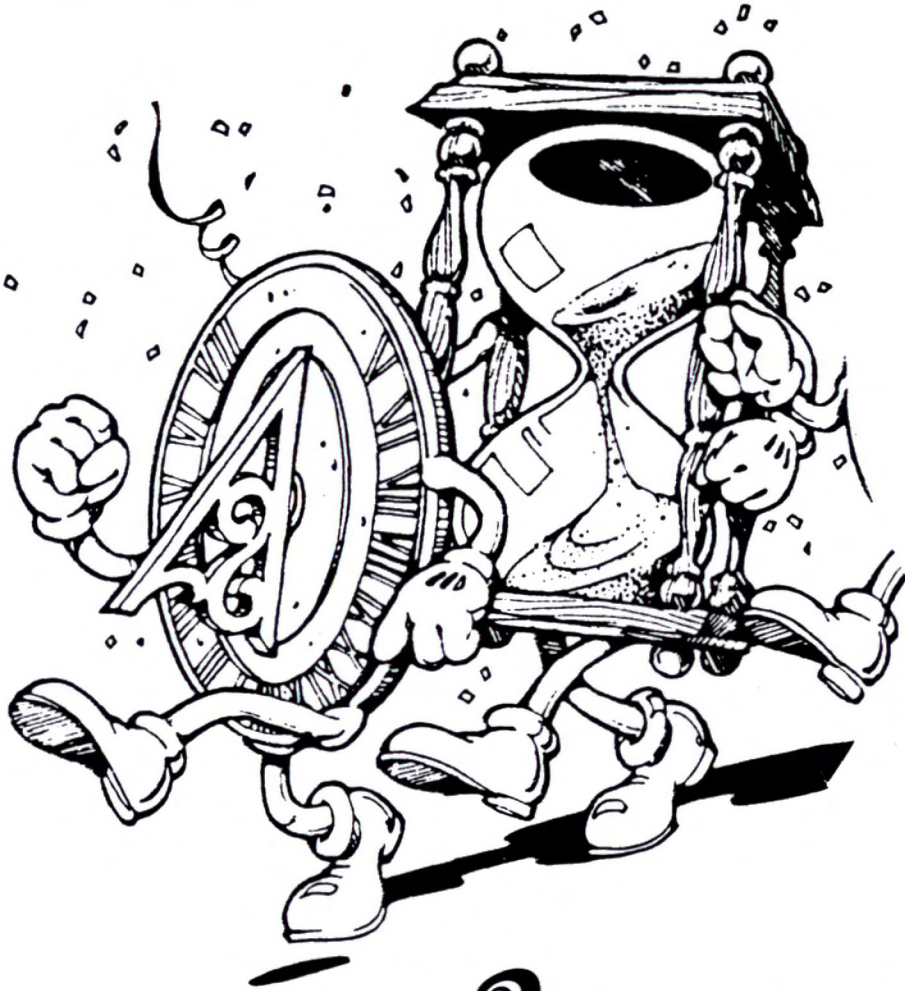
Four weeks have passed since I heard that marvelous address and I can't remember any of it. My memory holds a rich voice coming out of the darkness. I can still feel my sense of "Wow" over a series of impressive PowerPoint screens, but please don't ask me what was on any of them. How I long to look back over my notes . . . but I don't have any. I suppose I could type <http://fno.org> into my computer to review what was shown on the big screen that morning, but it wouldn't hold as much meaning for me as my own scrawled notes. The learning isn't mine.

Yes, we're doing exciting projects with technology. Yes, we're dealing with a generation that loves technology and learns more readily with it than we do. Am I wrong to think that learning has always involved and still involves connecting with a teacher and actively taking possession of new ideas? Neither the connecting nor the taking hold happened for me that morning at Silver Star. A month later it's all gone.

Or did I finally make the breakthrough I've been struggling to achieve for decades? Do I finally "get" McLuhan? Is the medium indeed the most important message?



THEME SECTION



*Times a
changing*

It's **YOUR** turn to submit an article to

THE BOOKMARK

COMING THEMES ARE:

MARCH 2000: REALITY CHECK

This is a down to earth issue that looks at the practicalities of everyday life and work in a school. How do theory and practice come together effectively? Give us your views on such topics as the evaluation of units and student learning, ways to meet student needs, tools for authentic assessment, and examples of meaningful applications of learning. Why not look at budget and workload problems and solutions, or identify non-fiction resources that explore realism in art and literature, or discuss current developments in virtual reality? Let's look at old and new realities of teacher-librarians, and think about the future realities of our students. **Deadline: January 27**

JUNE 2000: IN YOUR DREAMS

Our Editorial Board has a lot of dreams, including our fantasies of the perfect library and our goals for the futures of our students, among them. What are your dreams? There is room for dreams within the curriculum as well — in fantasy and science fiction, in sleep psychology, in creative writing and poetic expression, in setting goals in career and personal development, in developing technologies in medicine and science, and in searching for social, economic and political justice. Do you ever dream of the perfect school administrator? How about the perfect website? Or the perfect CD-ROM resource? Why not tell our readers about your dreams? **Deadline: April 27**

As the ads say — Just do it!"

TIME TRAVEL FICTION FOR CHILDREN AND YOUNG ADULTS

compiled by **LIZ AUSTROM**, retired teacher-librarian, and **SHEILA BLACK**, teacher-librarian, Sir Charles Tupper Secondary School, SD#39 (Vancouver), and **WILLA WALSH**, McNair Secondary School, SD#38 (Richmond).

YOUNG ADULT FICTION

Allen, Roger MacBride. *The game of worlds*. New York, NY: Avon Books, 1999. ISBN: 0-380-79969-3. \$6.99, paper. (David Brin's Out of Time Series, #3)

Adam was in deep trouble with the law back in his own time in 1999, but in 2345, the qualities that got him into trouble were the very ones which made him skilled and cunning enough to fight the enemy that faced him and his friends. They are the world's only hope for survival.

Anthony, Piers. *Out of phase*. New York, NY: Ace Books, 1988. ISBN: 0-441-64465-1. (Apprentice Adept Series, # 4)

Two parallel worlds, Phase and Proton, are featured in this fantasy novel. An apprentice wizard and a robot are transported from one world to the other in an unusual time/world shift.

Barron, T. A. *The ancient one*. New York, NY: Philomel Books, 1992. ISBN: 0-399-21899-8. \$17.95 US.

Thirteen year old Kate and her Great Aunt Melanie are environmentalists who try to protect an Oregon redwood forest from loggers. When Kate goes back five centuries in time she faces the same task. Gashra, an evil being, is intent on destroying the same forest. This is a companion volume to *Heartlight* and *The Merlin effect*.

Bowering, George. *Diamondback dog*. Montreal, PQ: Roussan Publishers, 1998. ISBN: 1-896184-48-0. \$12.95, paper.

This humorous tale involves four zany teenagers and Duke, a highly evolved dog from the future. He has landed his space-ship dog house in the backyard of Coriander, a teenage girl who gets to travel both backwards and forwards in time with him. This is a sequel to Bowering's first YA novel, *Parents from space*. And yes, it is the same George Bowering who has won the Governor-General's Award for both poetry and fiction.

Bradbury, Ray. *The golden apples of the sun — R is for rocket*. Bantam, 1990. ISBN: 0-553-28637-4. \$6.99, paper.

This science fiction collection contains short stories about the past, present and future. Several are concerned with time machines. For example, in "Sound of Thunder" a man travels back in time to hunt Tyrannosaurus Rex, and in "The Time Machine" several boys are entranced by the possibilities for adventure afforded by a new time machine. As in most of Bradbury's work, there is an underlying social consciousness and a sense of humour in this collection.

Bradford, Karleen. *Dragonfire*. Toronto, ON: HarperCollins, 1997. ISBN: 0-00-648065-9. \$12.95. (or ISBN: 0-00-648180-9, \$5.99, paper).

Dahl, the boy king of Taun, must rescue his homeland from the Usurper. He is plagued with doubt until he meets Catryn, his friend from another time and place, who helps him on his quest for justice.

Buffie, Margaret. *Who is Frances Rain?* Toronto, ON: Kids Can Press, 1987. ISBN: 0-919964-83-4.

Fifteen year old Lizzie finds a pair of child's glasses. What will they tell her about her family's past?

Chetwin, Grace. *Collidescope*. New York, NY: Bradbury Press, 1990. ISBN: 0-02-718316-5. \$14.95 US.

A spaceship from another world crashes near New York city, but the alien aboard survives. The presence of this superior, highly advanced being has a great impact on two teenagers living in two different centuries.

Cooney, Caroline B. *Both sides of time*. New York, NY: Bantam Doubleday Dell Books for Young Readers, 1995. ISBN: 0-440-21932-9. \$5.99, paper.

Annie spends her summer vacation in dreams of living long ago in a more romantic time period. When she suddenly finds herself living in the

1890s, she discovers that romance can be both happy and painful.

_____. *Out of time*. New York, NY: Bantam Doubleday Dell Books for Young Readers, 1996. ISBN: 0-440-21933-7. \$5.99, paper.

In this sequel to *Both sides of time*, Annie gets a chance to help Strat, the wealthy boy she fell in love with during her first time travel trip to the 1890s. Foolishly he has revealed her real origin in the 1990s and has been thrown into a mental asylum.

_____. *Prisoner of time*. New York, NY: Bantam Doubleday Dell Books for Young Readers, 1998. ISBN: 0-440-22019-X. \$5.99, paper.

The role of women in society and the struggle for women's rights in the 19th century are neatly encapsulated in an engaging story. Seeking greater freedom than women enjoy in her 19th century world, sixteen-year-old Devonny travels through time in search of the power to change her own fate.

Cooper, Susan. *Over sea, under stone*. San Diego, CA: Harcourt, 1989. ISBN: 0-02-042785-9. \$5.50, paper. (The Dark is Rising Sequence)

Three children find an ancient manuscript which sends them on a dangerous quest for a grail that would reveal the true story of King Arthur. This is the first book in the series. The others are: *The dark is rising*, *Greenwitch*, *The grey king* and *Silver on the tree*.

Dann, Joshua. *Timeshare*. New York, NY: Ace Books, 1997. ISBN: 0-441-00457-1. \$7.99, paper. (Timeshare Series)

John Surrey has a very interesting job. He works for Timeshare Unlimited, a travel agency that arranges extended trips to the past for tourists. Some of these clients like the past so well that they don't want to return to their own time. It is John's job to bring them back — and he does, until on one trip to 1940, he discovers that he doesn't want to return. Thus far, there are two other books in this series, both from the same publisher at the same price: *Second time around* (1998, ISBN: 0-441-00567-5) and *A time for war* (1999, ISBN: 0-441-00638-8).

Dickinson, Peter. *The kin: Mana's story*. New York, NY: Grosset & Dunlap, 1999. ISBN: 0-448-41712-X. \$5.50, paper.

Mana, and the other kin, a band of people living in prehistoric times, come across dangerous killers whom they name the "Demon Men."

Drake, David. *Lord of the Isles*. New York: Tor, 1997. ISBN: 0-312-85396-3. \$25.95 US. (or 1998, ISBN: 0-812-52240-0, \$9.95 US, paper). (TOR Fantasy Series)

Two teenagers rescue an old woman from the sea. They soon learn that she is a wizard from another world. Other wizards join them and take them on a time travel adventure in magic. Maps on lining papers add a touch of realism to the fantasy.

Finch, Sheila. *Tiger in the sky*. New York, NY: Avon Books, 1999. ISBN: 0-380-79971-5. \$6.99, paper. (David Brin's *Out of Time* Series, #2).

Nan and the other young heroes who have been transported forward to 2345 to help fight an alien menace have more than one dilemma to consider. How to survive is one question, but the other, more difficult question is how to fight an enemy that they can't bear to destroy.

French, Jackie. *Somewhere around the corner*. New York: Holt, 1995. ISBN: 0-8050-3889-2. \$14.95 US.

The central character in this novel is a politically active Australian girl who is transported back in time to 1929 and the economic Depression that affected the entire world. She finds herself in an Australian camp for the homeless where she learns that one person can make a difference, no matter how serious the problem.

Gabalton, Diana. *Outlander*. Toronto, ON: Dell, 1991. ISBN: 0-440-21256-1. \$8.99, paper.

In this romantic fantasy novel, a young Scottish nurse finds herself shifted in time back to 18th century Scotland, and the brutal, if exciting, events of the Jacobite Rebellion. The first book in a series which includes: *Dragonfly in amber*, *Drums of autumn* and *Voyager*. Suitable for senior secondary students.

Goldman, E. M. *The night room*. New York, NY: Puffin Books, 1995. ISBN: 0-14-037253-9. \$5.99, paper.

A group of students uses an experimental computer program that simulates their ten year high school reunion. They get a disturbing look at their possible futures.

Hamilton, Virginia. *Dustland*. New York, NY: Scholastic, 1998. ISBN: 0-590-36217-8. \$5.99, paper. (Justice Cycle Trilogy)

This is the second book in the trilogy. The first one is *Justice and her brothers*, and the third is *The gathering*. In this book, the four extraordinary children who appear in all three books, are thrust far into the future into a desolate area called

Dustland.

Hautman, Pete. *Mr. Was*. New York: Simon & Schuster Books for Young Readers, 1996. ISBN: 0-689-81068-7. \$16.00 US. (also 1998, ISBN: 0-689-81914-5, \$5.99 US, paper).

Jack Lund is traumatized when his dying grandfather tries to strangle him, but then he discovers a door that takes him fifty years into the past and gives him the chance to influence the events that will determine his own future.

Howarth, Lesley. *The pits*. Cambridge, MA: Candlewick Press, 1996. ISBN: 1-56402-903-4. \$14.99 US.

Time travel to the Stone Age in 7650 B.C. is featured in this humorous novel. When his daughter discovers an Iceman, a learned archeologist finds that his cherished theories about Stone Age culture are neither welcomed nor considered accurate by an actual denizen of the time.

_____. *Weather eye*. Cambridge, MA: Candlewick Press, 1995. ISBN: 1-56402-616-7. \$16.95 US. (also ISBN: 0-76360-243-4, \$6.99 US, paper).

It's the end of 1999, in England, and the world's weather is changing — gradually becoming more violent and destructive. Telly organizes her fellow Climate Observation Club members to try and calm the planet's turbulent weather.

Katz, Welwyn Wilton. *Third magic*. Vancouver, BC: Douglas & McIntyre, 1988. ISBN: 0-88899-068-5.

A modern girl, Morgan, is summoned through time to the alien world of Nwm. A re-working of the King Arthur legend. Winner of the 1988 Governor General's Award.

Kress, Nancy. *Yanked!* New York, NY: Avon Books, 1999. ISBN: 0-380-79968-5. \$6.99, paper. (David Brin's Out of Time Series, #3)

Imagine yourself ripped out of this time and thrust into 2339. It happened to Sharon at a most inopportune time for adventure. She was babysitting her sister's baby and both of them ended up in a time when there is no pollution, no disease, no war or crime. However, it is still no place to be looking after a baby!

Levin, Betty. *Mercy's mill*. New York, NY: Greenwillow Books, 1992. ISBN: 0-688-11122-X. \$14.00 US.

Sarah's mother has remarried and she has a new stepfather and a young foster sister. As if life were

not unsettling enough already, Sarah meets an unusual boy who says he is from the nineteenth century.

Levitin, Sonia. *The cure*. San Diego, CA : Harcourt Brace, 1999. ISBN: 0-15-201827-1. \$16.00 US. (Silver Whistle Series)

A sixteen-year-old boy from the year 2407 A.D. confronts the realities of life in the Middle Ages during the time when the Black Death swept through Europe. As if the plague were not enough, he finds himself in Strasbourg in the year 1348 A.D. in the midst of a tidal wave of anti-Semitism.

Lisson, Deborah. *The devil's own*. New York, NY: Holiday House, 1991. ISBN: 082340871X. \$13.95 US.

Julianna is bored stiff with sailing on her father's yacht off the west coast of Australia. Suddenly, the fifteen-year-old has more excitement than she can handle as she faces shipwreck, mutiny and murder in the seventeenth-century.

Major, Kevin. *Eating between the lines*. Toronto, ON: Doubleday Canada, 1991. ISBN: 0-385-25293-5. (also New York, NY: Bantam, 1995, ISBN: 0-770-42705-7, \$4.99 US, paper).

Jackson is a young man with an appetite for many things, including words. But faced with parents on the brink of breakup, he finds it hard to come up with the right words to solve his problems. Jackson discovers he has the bizarre ability to project himself physically into books that he reads.

_____. *Gaffer: A novel of Newfoundland*. Doubleday Canada, 1997. ISBN: 0-385-25667-1.

Major uses short chapters and many photographs to tell the story of Gaffer, a young time traveller who visits many events in the troubled history of Newfoundland. Gaffer serves as a witness to history rather than a participant.

Melling, O. R. *The druid's tune*. Markham, ON: Penguin, 1983. ISBN: 0-14-03-1778-3. \$5.00, paper.

Two twentieth-century teenagers find themselves in the world of the ancient Celts where war is imminent. Danger is everywhere in this exciting adventure.

_____. *The singing stone*. Markham, ON: Penguin, 1986. ISBN: 0-14-032980-8. \$6.00, paper.

When Kay Warwick receives a parcel of old Celtic legends, she has no idea that this will be the beginning of an adventure which will transport her back to ancient Ireland. It is there she meets

Aherne and together they must save Aherne's world.

Nielsen, Nick. *ELV*. London, GB: HarperCollins, 1998. 0-00-649888-4. \$9.50, paper. (Elv Series, #1).

There are only three surviving books in England and mice have eaten a whole page from one of them; houseflies are the size of cathedrals and are still growing — evolution has run amok! Trafalgar Hurlock is drafted into the Evolution Limitation Volunteers to travel back in time to secure DNA from the past. However, the motto "Never let a learner drive a time machine" is printed on the mouse eaten cover, and readers have fair warning that this will be a funny ride.

_____. *ELV II: Time's square*. London, GB: HarperCollins, 1999. 0-00-649889-2. \$9.50, paper. (Elv Series, #2).

The first trip back in time caused some problems, and Trafalgar is sent back to sort out some of the unfortunate effects of the first trip. The message on the cover this time is "Wanted: Experienced driver for new time machine." Trafalgar and his crew probably weren't the best choice, for every correction the team tries to make creates new problems. A sequel is probably necessary!

Niven, Larry. *Rainbow Mars*. New York, NY: TOR, 1999. ISBN: 0-312-86777-8. \$34.95 US.

Most of Earth's original life forms are now extinct and Svetz was supposed to go back in time to retrieve samples. Instead, his new boss sends him back in time to Mars to find out what made the Martian canals go dry! This is another winner from five time Hugo winner Niven. Wait for the inevitable paperback to appear, then buy!

Parkinson, Dan. *The Whispers*. New York, NY: Del Rey / Ballantyne, 1998. ISBN: 0-345-41380-6. \$6.99, paper. (The Gates of Time Series, #1)

One possible glitch in the idea of time travel is the possibility of the time traveller's age being affected by the process. Edwin has actually grown much younger through time travel when he turns up at his surprised friend's home. He wants Lucas and his wife to open up a time-travel depot in their home to accommodate mysterious beings from the future, the Whispers.

Paulsen, Gary. *The Transall saga*. New York, NY: Bantam Doubleday Dell Books for Young Readers, 1998. ISBN: 0-440-21976-0. \$8.50, paper.

This novel follows the survival theme found in

many of Paulsen's novels. In this one, 13 year old Mark is on a solo backpacking trip in the desert. He falls into a tube of blue light and is transported to another time and place. It is even more rugged and dangerous than the desert of his own time and he needs to use every skill he has.

Penman, Sharon Kay. *The queen's man*. New York, NY: Ballantine, 1998. ISBN: 0-345-41718-6. \$16.95 US.

A mystery set in Medieval England. Eleanor of Aquitaine's son, Richard Lionheart, is missing and presumed dead, and there are whispers around that her youngest son, John, is plotting to seize power.

Pratchett, Terry. *Johnny and the bomb*. New York, NY: Bantam, 1997. ISBN: 0-552-52968-0, paper.

When Johnny and his friends help Mrs. Tachyon, they are drawn into a series of time shifts. They begin to wonder if changing the past can really change the future.

Reiss, Kathryn. *Pale phoenix*. San Diego, CA: Harcourt Brace, 1994. ISBN: 0152000305.

Miranda's family is looking after a mysterious girl after she has been orphaned. The strange thing is that the girl doesn't seem to have any past life, and she disappears all the time. Fifteen-year-old Miranda decides to find out more about her, particularly where she goes when she disappears.

Rubenstein, Lillian. *Galax-Arena*. New York, NY: Aladdin Paperbacks, 1992. ISBN: 0-689-81235-3. \$5.00, paper.

In the 21st Century, three siblings are kidnapped from a train station and taken on a rocket to the Galax-Arena. They and other children must perform death defying acrobatics for the amusement of the inhabitants of Vexak.

Silverberg, Robert. *Letters from Atlantis*. New York, NY: Simon & Schusters Children's, 1990. ISBN: 0-689-31570-8. \$16.00 US. (Dragonflight Books).

While his body remains in deep sleep, Roy transfers his mind into the mind of a royal prince living in the lost city of Atlantis 180 centuries ago.

Simak, Clifford. *Shakespeare's planet*. New York, NY: Ballantine Books, 1988. ISBN: 0-345-29870-5. \$4.95 US, paper.

This unusual story involves a variety of sentient life forms that make us wonder about what it really means to be human, and a Star Gate Time Tunnel that deposits a huge variety of life forms on a

distant unknown planet. Carnivore is one of those already trapped there when Carter Horton's space ship arrives and Carter is released from his thousand year "cold" sleep.

Sleator, William. *Singularity*. New York, NY: Bantam, 1993. ISBN: 0-553-54119-6. \$4.95 US, paper.

Barry and Harry are identical twins who discover that time passes more swiftly than normal inside the playhouse at their Uncle's old cottage. Harry comes to believe that the playhouse is located at the event horizon of a black hole, and that there is danger coming closer through the water filled sink. However, Harry is unhappy with being a twin, so he decides to stay in the playhouse for one whole night so that he will be a year older than his more assertive twin.

_____. *Strange attractors*. New York, NY: Puffin Books, 1991. ISBN: 0-14-034582-5. \$4.95 US, paper.

Max finds a time travel device which is eagerly sought by two desperate men — the inventor and his alter ego from a different time. And his alter ego is NOT a nice guy! Sleator's novels make his readers think about what it is to be human.

Stevermer, Caroline. *River rats*. New York, NY: Harcourt Brace, 1992. ISBN: 0-15-201411-X. \$9.00, paper.

It has been twenty years since the "Flash" destroyed modern civilization. Tomcat and a group of other orphans face great dangers as they travel the toxic waters of the Mississippi River.

Time machines: the greatest time travel stories ever written, edited by Bill Adler, Jr. New York, NY: Carroll & Graf, 1997. ISBN: 0786704934. \$24.00 US.

This collection of American and English science fiction short stories includes a variety of authors, great adventures, and an amazing array of ways to travel in time.

Timegates, edited by Jack Dann & Gardner Dozois. New York, NY: Ace Books, 1997. ISBN: 0-441-00428-8. \$7.99, paper.

The blurb on the front brags, "Twelve dimension-shattering tales of travel across time" — and it is true. Stories by such varied writers as Ursula LeGuin, James Tiptree, Nancy Kress and Damon Knight take readers to time travel destinations from many times and in many places, including different planets.

Trottier, Maxine. *A circle of silver*. Toronto, ON: Stoddart Kids, 1999. ISBN: 0-7737-6055-5. \$5.00, paper.

In 1760, 13 year old John MacNeil leaves with his father, Lord MacNeil, from England to the wild frontiers of Canada. John's drawing skills will make him an excellent cartographer and presumably keep him away from the dangers of impending war.

Watson, Ian. *Oracle*. London, GB: Vista / Cassell Group, 1997. ISBN: 0-575-60226-0. \$9.99, paper.

One night Tom stops his car on a dark road and picks up a man dressed as a Roman centurion. He thinks it's a costume, but discovers that Marcus Appius Silvanus is a real Roman soldier who has travelled through time from A.D. 60. Not only has Marcus been involved in the fight against Queen Boudicca, but he was part of the group of soldiers who arrested Jesus in Jerusalem. Needless to say, lots of people are interested in Marcus.

Wells, H.G. *The time machine*. New Centennial edition. London, GB: Dent, 1995. ISBN: 0-460-87735-6. \$5.95, paper.

In 1895, the Time Traveller invents a time machine and travels forward to various time periods. He is fascinated by England in 802701 A.D., where everything seems perfect, except that there are strange dark wells dotting the land and people are afraid of the night.

Wood, Beverley, and Chris Wood. *Dogstar*. Victoria, BC: Polestar, 1997. ISBN: 1-896095-37-2. \$8.95, paper.

Thirteen year old Jeff is sent on an Alaska cruise by his parents, who hope it will help him to deal with his grief over his dead dog. Another dog lures him into the 1930s during a stop in Juneau, Alaska. Buried treasure, counterfeit money, kidnapers and a variety of villains keep the plot moving and suspense high.

Zelazny, Robert. *A dark traveling*. New York, NY: Avon Books, 1989. ISBN: 0-380-70567-2. \$3.50 US, paper.

Becky's father, who works for a parallel-universe foundation, has gone missing. His transcomp has been smashed. Where in time and place is he now, and how can he be found? A great science fiction read.

JUVENILE FICTION

Alexander, Lloyd. *Time cat: The remarkable journeys of Jason and Gareth*. Toronto, ON: Puffin, 1963.

ISBN: 0-14-037827-8. \$6.99, paper.

Gareth is not just any cat! He can talk and is able to travel through time. He takes his young owner, Jason, on nine exciting adventures from Egypt in 2700 B.C., to America in 1775 A.D.

Anderson, Margaret Jean. *The ghost inside the monitor*. New York, NY: Random House Books for Young Readers, 1990. ISBN: 0-679-90359-3, lib. bdg.. (also: ISBN: 0-679-80359-9, \$3.50 US, paper).

Eleven-year-old Sarah enjoys helping out in her father's computer store. One day she discovers that a terminal contains the ghost of another young girl. Sarah is pulled through the computer connection into the early twentieth century, the time period when the other girl lived.

Avi. *Something upstairs : a tale of ghosts*. New York: Avon, 1990. ISBN: 0-380-70853-1. \$4.99 US, paper.

When Kenny moves to Providence, Rhode Island, he discovers that his new house is haunted. Eventually, Kenny agrees to a time travel mission with the ghost of a young black slave to the early nineteenth century. Their goal is to prevent the young boy's murder by slave traders.

Banks, Lynne Reid. *The Indian in the cupboard*. New York, NY: Avon Books, 1982. ISBN: 0-380-60012-9. \$4.99, paper.

In this unusual tale of time transportation, an inanimate figurine of an Indian suddenly comes alive and finds himself in the late 20th century — a two hundred year time shift. Omri, the boy who has "released" the Indian into the live world, gets a glimpse of a past world through the eyes of his Indian friend.

Bellairs, John. *The ghost in the mirror*. Completed by Brad Strickland. New York, NY: Dial Books for Young Readers, 1993. ISBN: 0-8037-1370-3. \$14.95 US. (also: Puffin Books, ISBN: 0-14-034934-0, \$4.50 US, paper).

Rose Rita Pottinger and Mrs. Zimmermann are transported back to 1828 to save the Weiss family from being destroyed by a wicked wizard.

_____. *The trolley to yesterday*. New York, NY: Puffin Books, 1989. ISBN: 0-14-130092-2. \$6.99, paper.

In this book, the time travel device is a trolley which carries the two central characters back in time to 1453 A.D. They arrive in Constantinople just as the Turks invade the city.

Bodger, Joan. *Clever lazy, the girl who invented herself*. Toronto, ON: McClelland & Stewart, 1997. ISBN: 0-88776-418-5. \$9.00, paper.

Long ago, in a land that "might have been China", there was born a girl who was both clever and lazy. Inventions are her passion and her inventions give her many opportunities for adventure and discovery.

Bond, Nancy. *A string in the harp*. New York, NY: Simon & Schuster Children's, 1996. ISBN: 0-689-80445-8. \$4.95 US.

The Morgan family has relocated to Wales after the death of their mother. Peter, the son, is feeling depressed with all the changes. Then he discovers an ancient tuning key and is transported back in time to 6th century Wales. He becomes involved in the fate of the great Welsh bard, Taliesin. (A Newberry Honor Book)

Butcher, Kristin. *Tomorrow tunnel*. New York, NY: Thistle-down Press, 1999. ISBN: 1-89544-90-1. \$14.95, paper.

Two sisters purchase a strange book with a mirrored cover at a garage sale. The younger sister, Ashleigh, soon discovers that each time she tries to read the book, she falls asleep and has dreams which show her what will happen the next day.

Cameron, Eleanor. *The court of the stone children*. New York, NY: Puffin Books, 1973. ISBN: 0-14-034289-3. \$6.99, paper.

Nina, who lives in San Francisco, is entranced by the local French museum. She is transported back through time to the French Revolution and must solve a mystery to help her friend.

Card, Orson Scott. *Pastwatch : the redemption of Christopher Columbus*. New York, NY: TOR, 1997. ISBN: 0-812-50864-5. \$6.99 US, paper.

This is one of those rare time travel titles that proposes an alternative version of a well known historical event. In this case it is the discovery of America.

Caswell, Brian. *Merryll of the stones*. Queensland, Australia: Univ. of Queensland Press, 1989. ISBN: 070222250X. Dist. in Canada by International Specialized Book Services. (UQP Young Adult Fiction Series)

Fifteen-year old Megan has lost her parents in an automobile accident in Australia. She returns to her family's native Wales where she discovers new things about herself and her family. In the process she comes to understand the terrifying dreams that haunt her.

Cheetham, Ann. *The pit*. New York, NY: Holt, 1990. ISBN: 0-8050-1142-0. \$14.95 US. (also, HarperCollins Children's Books, 1993, ISBN: 006440448X, \$3.95 US, paper)

Oliver travels through time from the London of today to the London ravaged by plague in the middle of the seventeenth century.

Chetwin, Grace. *Friends in time*. New York, NY: Simon & Schuster Children's, 1992. ISBN: 0-02-718318-1. \$13.95 US.

Sometimes it is better not to get what you wish. Emma is really unhappy about her family moving, and she desperately wants a friend. Her wish comes true when a spoiled and lonely girl appears. There is no getting rid of her for she has been transported from the 1850s by a mysterious doll.

Coady, Mary Frances. *Lucy Maud and me*. Vancouver, BC: Beach Holme Publishing, 1999. ISBN: 0-88878-398-1. \$8.95, paper.

In 1940, Laura comes to visit her grandfather in Toronto. While looking for something to do one day, she meets the woman living next door to her who happens to be Lucy Maud Montgomery — her favourite author.

Conrad, Pam. *Stonewords: a ghost story*. New York: HarperCollins Children's Books, 1990. ISBN: 0-06-021315-9. \$14.95 US. (also, 1991, ISBN: 0-06-4440354-8, \$4.95, paper).

Zoe discovers that her house is occupied by the ghost of an eleven-year-old girl. It carries Zoe back to the day of the girl's death in 1870 to try to alter that tragic event.

Craddock, Sonia. *Secret of the cards*. Richmond Hill, ON: Scholastic Canada, 1990. ISBN: 0-590-073662-0.

Jackie's always the new kid. She wants to make a friend, but she's so shy. Then she finds an old greeting card collection hidden in her window seat, and the spirit of a girl appears. The girl says her name is Ellen, and the cards belong to her!

Cresswell, Helen. *Time out*. Illustrated by Peter Elwell. New York, NY: Simon & Schuster Children's, 1990. ISBN: 0-02-725425-9. \$13.95 US.

Twelve-year-old Tweeny and her parents, servants in a London house in 1887, use a book of magic spells to travel forward in time 100 years. England in 1987 amazes them.

Dexter, Catherine. *Mazemaker*. New York: Morrow Junior Books, 1989. ISBN: 0688073832. \$15.00 US (lib. bdg.).

Winnie enjoys playing in a maze, until something strange happens and she finds that she has been shifted backwards in time to the nineteenth century. She is stranded there, unable to return to the present time until she solves the mystery of the maze.

Fleischman, Paul. *The borning room*. New York, NY: HarperCollins, 1991. ISBN: 0-06-447099-7. \$6.00, paper.

Family members are born and die in the borning room. Georgia recalls the feelings of joy and loss she and her family have felt during her lifetime (1851-1918) in the family's borning room.

_____. *Time train*. Illustrations by Claire Ewart. New York, NY: HarperCollins Children's Books, 1991. ISBN: 0-06-021709-X. \$15.00 US.

A class goes on a field trip to the past to observe dinosaurs living in their natural habitat. Fictional teachers often have no common sense, but this book is still fun.

Fleischman, Sid. *The 13th floor: a ghost story*. Illustrated by Peter Sis. New York, NY: Greenwillow Books, 1995. ISBN: 0-688-14216-8. \$15.00 US. (also, Bantam-Doubleday-Dell Books for Young Readers, 1997, ISBN: 0-440-41243-9, \$4.50 US, paper).

When his older sister disappears, twelve-year-old Buddy Stebbins follows her back in time and finds himself aboard a seventeenth-century pirate ship captained by a distant relative.

Greer, Gerry, & Bob Ruddick. *Max and me and the time machine*. New York, NY: HarperCollins Children's Books, 1988. ISBN: 0-06-440-222-3. \$4.95 US (paper).

Steve buys a time machine from a garage sale, and he and his friend Max decide to use it to go back in time to the Middle Ages. Everything goes according to plan for Steve, but Max arrives in the past as Steve's horse. A very funny story! The sequel is *Max and me and the old west*.

Jones, Diana Wynne. *A tale of Time City*. New York, NY: Greenwillow Books, 1987. ISBN: 0-688-07315-8. \$12.95 US.

It is 1939, and an eleven-year-old girl is kidnapped and taken to Time City. This city does not exist in the normal stream of time, but is able to manipulate historical events which affect human history and lives.

Jordan, Sherryl. *A time of darkness*. New York, NY: Scholastic, 1990. ISBN: 0-590-43363-6. \$13.95 US.

A teenage boy with extrasensory perception finds himself transported through time to a prehistoric society. The challenges he faces are unlike any others he has ever experienced.

Kehret, Peg. *The volcano disaster*. New York, NY: Pocket Books, 1998. ISBN: 0671009699.

When an "Instant Commuter" vehicle transports him to an erupting Mount Saint Helens, twelve-year-old Warren is unable to get it to return him to his place and time.

Lawson, Julie. *White jade tiger*. Victoria, BC: Beach Holme, 1993. ISBN: 0-88878-333-7.

Jasmine is not sure she likes the idea of being stuck in Victoria, BC, while her father goes to China. But on a field trip to Chinatown, she changes her mind. Passing through a doorway in Fan Tan Alley, she mysteriously finds herself in the Chinatown of the 1880s.

L'Engle, Madeleine. *A wrinkle in time*. Dell, 1976. ISBN: 0-440-99805-0. (Time Quartet Series)

Meg's brilliant scientist father has been missing for a year when Meg meets Calvin, a star athlete at her school. Meg and her younger brother Charles, along with Calvin, are whisked away to another planet through a wrinkle in time. The three have a marvelous adventure as they try to rescue Meg's father. There are three other books in this classic series: *A wind in the door* (Book 2), *A swiftly tilting planet* (Book 3) and *Many waters* (Book 4).

Lunn, Janet. *The root cellar*. New York, NY: Puffin Books, 1985. ISBN: 0-14-031835-6, paper.

Twelve year old orphan Rose, sent to live with unknown relatives on a farm in Canada, ventures into her aunt's root cellar and finds herself making friends with people who lived on the farm more than a century earlier.

McGraw, Eloise Jarvis. *A really weird summer*. New York: Atheneum, 1977. ISBN: 0689500777.

When twelve-year-old Nels is visiting relatives who live in an old inn, he meets a very unusual boy who also lives in the inn, but is totally unknown to Nels' relatives. There is a secret passageway leading to a part of the building that used to exist in times past. There the boy and his family are trapped in a leftover pocket of time.

McKean, Thomas. *The secret of the seven willows*. New York, NY: Simon & Schuster Books for Young Readers, 1991. ISBN: 0-671-72997-7. (Doors Into Time Series)

Tad and Martha use a magical ring to travel back in time. Their aim is to prevent the sale of their family's ancestral home.

Nolan, Dennis. *Dinosaur dream*. New York, NY: Macmillan; London, GB: Collier Macmillan, 1990. ISBN: 0027681459.

Falling asleep after reading about dinosaurs, Wilbur dreams that there is a baby apatosaurus outside his bedroom. In his dreams he travels through time to return it to its home.

Osborne, Mary Pope. *Dinosaurs before dark*. Illustrated by Sal Murdocca. New York, NY: Random House, 1992. ISBN: 0-679-82411-1. (Magic Tree House Series, #1)

In this first book in a lengthy series, Jack and his younger sister Annie find a magic treehouse. It takes them back through time to the ancient world of the dinosaurs.

_____. *Buffalo before breakfast*. Illustrated by Sal Murdocca. New York, NY: Random House, 1999. ISBN: 0-679-89064-5. (Magic tree house series, #18)

Jack and his sister Annie time travel to the Great Plains where they learn about the life of the Lakota Indians.

_____. *Hour of the Olympics*. Illustrated by Sal Murdocca. New York, NY: Random House, 1998. ISBN: 0-679-99062-3. (Magic tree house series, #6)

Jack and Annie travel to ancient Greece, where they see the first Olympic games and are surprised to find out what girls of the time were not allowed to do. (RL: 2.3)

_____. *The knight at dawn*. Illustrated by Sal Murdocca. New York, NY: Random House, 1993. ISBN: 0-679-82412-X. (Magic tree house series ; #2)

Jack and Annie use the magic treehouse to travel

Griffin, Peni R. *A dig in time*. New York, NY: Simon & Schuster Children's, 1991. ISBN: 0-689-50525-6. \$14.95 US.

While visiting their grandmother in San Antonio, Texas, twelve-year-old Nan and her younger brother find artifacts buried in the yard and discover how to use them to travel back through time to significant moments in their family history.

_____. *Switching well*. New York, NY: Puffin Books, 1994. ISBN: 0-14-036910-4. \$4.99 US, paper.

This story about two twelve year old girls takes place in San Antonio, Texas, in two time periods. By means of a magic well, Ada, who originally lived in 1891, switches places with Amber, who lives in 1991. Both girls struggle to return to their own time.

Griffith, Helen V. *Dinosaur habitat*. Illustrated by Sonja Lamut. New York, NY: Avon Books, 1998. ISBN: 0-380-73225-4. \$5.50, paper.

Twelve-year-old Nathan's pesky younger brother Ryan claims to have found a dinosaur fossil, but Nathan doesn't really believe him. He changes his mind when they are suddenly transported into a prehistoric world where Ryan's toy dinosaurs are alive.

Gutman, Dan. *Honus and me: a baseball card adventure*. New York, NY: Avon Books, 1997. ISBN: 0-380-97350-2. \$14.00 US. (also, 1998, ISBN: 0-380-78878-0, \$4.95 US, paper).

This is a book for baseball fans who understand the joy of collecting baseball cards. The central character, Joey, really loves baseball but is a poor player. However, he is lucky enough to find a valuable Honus Wagner baseball card and he travels back in time to 1906 and meets Honus.

Hammond, Elaine Breault. *Explosion at Dawson Creek*. Charlottetown, PEI: Ragweed, 1998. ISBN: 0-921556-75-6. \$7.95, paper.

This is the third novel in a series of time travel adventures through Canadian history, featuring Maggie and Marc. In this one, the pair travel by train into the 1940s, when the Alaska Highway was being built. In *The secret under the whirlpool* (1996, ISBN: 0-921556-61-6) they travelled to Acadia, while in *Beyond the waterfall* (1997, ISBN: 0-921556-68-3) it was pioneer life on the frontier.

Hildick, E. W. *The case of the dragon in distress*. New York, NY: Simon & Schuster Children's, 1991. ISBN: 0-02-743931-3. \$13.95 US. (McGurk Fantasy)

The McGurk Organization members are transported back to the Middle Ages where an evil princess takes a dislike to them and tries to capture them.

_____. *The case of the weeping witch*. New York, NY: Macmillan, 1992. ISBN: 002743785X. (McGurk Fantasy)

A school project takes a strange twist and the McGurk crew travels back to 1692. They quickly find themselves in danger when they become involved in charges of witchcraft.

Houghton, Eric. *The backwards watch*. Illustrated by Simone Abel. New York, NY: Orchard Books, 1992. ISBN: 0-531-05968-5. \$14.95 US.

Grandad tells Sally that he never got dirty when he was her age, but when she winds his watch backwards and turns him back into a little boy he proves to be delightfully untidy.

Hughes, Monica. *Where have you been, Billy boy?* Toronto, ON: Harper Collins, 1995. ISBN: 0-00-224389-X.

In 1908, a young orphan named Billy finds that a carousel is really a time machine. Billy is transported forward to 1993 and the carousel is no longer working. His problem is to figure out how to get home.

Hutchins, Hazel J. *Within a painted past*. Illustrated by Ruth Ohi. Toronto, ON: Annick Press, 1994. ISBN: 1-55037-369-2. (Annick Young Novels)

Suddenly, Allison's summer holiday in the Rocky Mountains is tangling her up in a mystery. One day she notices there is snow falling out of the painting in her room! When she goes to investigate, she finds herself stepping right through the picture — and into 1898.

Jarman, Julia. *The time-travelling cat*. London, GB: Collins, 1992. ISBN: 0-00-674634-9. \$7.99, paper.

Ba is an exceptional cat who sometimes disappears for many days at a time. Her owner, Topher, decides to follow her. She leads him through time to ancient Egypt, to adventure, and to an understanding of her uniqueness. This is an excellent time travel novel for late primary and early intermediate readers.

back to the Middle Ages, where they explore a castle and are helped by a mysterious knight. (RL: 2.2)

_____. *Mummies in the morning*. Illustrated by Sal Murdocca. New York, NY: Random House, 1993.

ISBN: 0-679-82424-3. (Magic tree house series, #3)

This time the trip is to ancient Egypt, where Jack and Annie help a queen's mummy continue her voyage to the Next Life. (RL: 2.0)

_____. *Night of the Ninjas*. Illustrated by Sal Murdocca. New York, NY: Random House, 1995.

ISBN: 0-679-86371-0. (Magic tree house series, #5)

The magic tree house takes Jack and Annie back in time to feudal Japan where they learn about the ways of the Ninja. (RL: 1.9)

_____. *Pirates past noon*. Illustrated by Sal Murdocca. New York, NY: Random House, 1994.

ISBN: 0-679-82425-1, paper. (Magic tree house series, #4)

Jack and Annie go back to the days of deserted islands, secret maps, hidden gold, and nasty pirates. (RL: 2.2)

_____. *Tonight on the Titanic*. Illustrated by Sal Murdocca. New York, NY: Random House, 1999.

ISBN: 0-679-89063-7. (Magic tree house series; #17)

The magic tree house transports Jack and Annie to the deck of the Titanic to find a mysterious gift that will free a small dog from a magic spell.

_____. *Viking ships at sunrise*. Illustrated by Sal Murdocca. New York, NY: Random House, 1998.

ISBN: 0-679-89061-0, paper. (Magic tree house series, #15)

Jack and Annie visit a monastery in medieval Ireland, where they try to retrieve a lost book while being menaced by Viking raiders.

Pausacker, Jenny. *Fast forward*. Illustrated by Donna Rawlins. New York, NY: Lothrop, Lee & Shepard, 1991. ISBN: 0-688-10195-X.

Kieran's grandmother has invented an Anti-Boredom Machine, which is able to speed up time (presumably to a more interesting event or activity) or enable its user to travel back to the past.

Twelve-year-old Kieran discovers that the reality of using the machine is not quite as rosy as he expected.

Pearce, Phillippa. *Tom's midnight garden*. 1958. New York, NY: Dell, 1992. ISBN: 0-440-48819-2. \$4.50,

paper.

A disenchanting teenage boy escapes family problems by being transported back in time to the Victorian era.

Pearson, Kit. *A handful of time*. Toronto, ON: Puffin Books, 1987. ISBN: 0-14-032268-X, paper.

Sent to spend the summer at the cottage with relatives, Patricia is very unhappy until she finds an old pocket watch that transports her back to when her mother was twelve years old. She becomes a quiet observer of a happy past.

Peck, Richard. *Lost in cyberspace*. New York, NY: Puffin Books, 1995. ISBN: 0-14-037856-1. \$5.99, paper.

Sixth-grader Josh is finding life at home somewhat difficult, but has a great relationship with his friend Aaron. The two buddies use a computer at their school to travel back in time. They learn a few secrets about their school's past and some things that help to improve Josh's home life.

Scieszka, Jon. *Knights of the kitchen table*. New York, NY: Puffin Books, 1993. ISBN: 0-14-134603-1. \$5.95, paper. (Also, Viking, 1991; ISBN: 0-670-83622-2). (The Time Warp Trio)

One minute, Joe, Fred and Sam are celebrating Joe's birthday, and the next they are battling knights, giants and fire-breathing dragons. All thanks to "The Book" from Joe's magician uncle.

_____. *The good, the bad, and the goofy*. New York, NY: Puffin Books, 1992. ISBN: 0-14-036170-7. \$5.95, paper. (The Time Warp Trio)

"The Book" again transports the trio, but this time to the wild west. Many crazy and funny adventures ensue.

_____. *The not-so-jolly Roger*. Illustrated by Lane Smith. New York, NY: Viking, 1991. ISBN: 0-670-83754-7. (The Time Warp Trio)

They are at it again! This time "The Book" takes them to the pirate Blackbeard's desert island.

_____. *Tut, tut*. Illustrated by Lane Smith. New York, NY: Viking, 1996. ISBN: 0-670-84832-8. (The Time Warp Trio)

Yet another time travel adventure, this time in ancient Egypt.

_____. *2095*. Illustrated by Lane Smith. New York, NY: Viking, 1995. ISBN: 0-670-85795-5. (Time Warp Trio)

A school field trip to New York's Museum of Natural History, turns into a trip forward in time for Joe, Sam, and Fred. One hundred years into the future, they find that technological marvels like robots and anti-gravity disks are in everyday use. They also encounter their own grandchildren.

_____. *Your mother was a Neanderthal*. Illustrated by Lane Smith. New York, NY: Viking, 1993. ISBN: 0-670-84481-0. (Time Warp Trio)

The three friends find themselves in prehistoric times, where cave art is graffiti and "rock" music truly rocks.

Scott, Deborah. *The kid who got zapped through time*. New York, NY: Avon Books, 1997. ISBN: 0-380-72850-8. \$5.00, paper.

Flattop Kincaid is a computer game "junkie" who finds himself part of a computer game that transports him back to medieval England. The peasant family that finds him thinks he is royalty because he's wearing red satin — his baseball jacket.

Stewart, Jennifer J. *If that breathes fire, we're toast!* New York, NY: Holiday House, 1999. ISBN: 0823414302.

Eleven-year-old Rick is very sad when he and his mother move from San Diego to Tucson. However, he perks up when they acquire a fire-breathing dragon who is a time traveller. Life has never been so exciting.

Taylor, Cora. *The doll*. Vancouver, BC: Douglas & McIntyre, 1992. ISBN: 0-88833-231-9.

"Meg lay there, her eyes closed. She was aware of the doll. Without opening her eyes or turning her head, Meg could feel the staring eyes. She suddenly felt drowsy after all." This is the first of many journeys that Meg and the doll make into a past where she becomes Morag and is welcomed into the heart of a warm and loving pioneer family.

Taylor, Margaret. *Three against time*. Victoria, BC: Orca Book Publishers, 1997. ISBN: 1-55143-067-3. \$7.95.

An abandoned gold miner's shack is the portal for time travel back to the days of the Barkerville Gold Rush. Three young brothers enter it and find adventure in 1868, panning for gold and fighting off a claim jumper.

Thomas, Jane Resh. *The princess in the pigpen*. New York, NY: Clarion Books, 1989. ISBN: 0395515874.

Elizabeth is the privileged daughter of a Duke living in Elizabethan England, when she falls ill with a fever. Somehow this causes her to travel

through time to a farm in modern Iowa, where she is totally out of place. Not only that, but no one will believe she is who she says she is.

Walsh, Ann. *The Doctor's apprentice*. Vancouver, BC: Beach Holme, 1998. ISBN: 0-88878-389-2. \$8.95, paper.

This rich, dark story is the sequel to *Moses, me and murder* (Pacific Educational Press, 1988. ISBN: 0-88865-059-0. \$9.95). Ted is now fourteen, and his apprenticeship to a middle-aged doctor looking after the variety of people working in Barkerville during the Gold Rush helps him to focus on the future rather than the past.

_____. *Your time my time*. Victoria, BC: Press Porcepic, 1984. ISBN: 0-88878-219-5. \$7.00, paper.

Elizabeth Connell is bored with life in Barkerville until she discovers a small gold ring that can take her back in time to the nineteenth century. What happens when you fall in love with someone from another time?

Whitmore, Arvella. *Trapped between the lash and the gun: a boy's journey*. New York, NY: Dial Books, 1999. ISBN: 0-8037-2384-9.

Twelve-year-old Jordan is on the fringe of becoming a member of a street gang when a sudden journey through time changes his perspective on life. His time trip lands him on the plantation where his ancestors were slaves and, suddenly, he too is a slave.

Wood, Frances M. *Becoming Rosemary*. New York, NY: Bantam Doubleday Bell, 1997. ISBN: 0-440-41238-2.

It is 1790 and in Rosemary's farming town there are rumours of witchcraft. To protect her family and her new friend, Rosemary takes action. Her life will never be quite the same.

Woodruff, Elvira. *The disappearing bike shop*. New York, NY: Holiday House, 1992. ISBN: 0823409333.

Two young boys, Freckle and Tyler, meet a very unusual man, who is both an bicycle seller and an inventor. To their surprise, the man is non other than Leonardo da Vinci, who is travelling through time.

Yolen, Jane. *The devil's arithmetic*. New York, NY: Puffin Books, 1990. ISBN: 0-14-034535-5. \$6.95, paper.

Hannah resents the traditions of her Jewish heritage until time travel places her in the middle of a small Jewish village in Nazi occupied Poland.

CHANGING TIMES IN LIBRARY MARKETS: A SUMMARY OF THE 1997 ACP SURVEY *TRANSITIONS*

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

ABSTRACT

Pat Cavill and Mark Bondar prepared a report on the state of libraries in Canada for the Association of Canadian Book publishers in 1997. They have done an excellent job in her report documenting declining support for school library programs across Canada. The report gives specific examples of declines in library service levels and outlines the relationship between declining support for school and public libraries in Canada and the effect on the Canadian publishing industry. The report uses examples from across Canada, including British Columbia. Teacher-librarians and other stakeholders in BC need to promote a wide understanding of the issue of declining support in Canada for libraries, and in particular for school libraries. The original document is available from the Association of Canadian Publishers for \$20. This attractive document could be used as an advocacy and education tool. Please contact the publisher at:

Association of Canadian Publishers
110 Eglinton Ave. W.
Suite 401
Toronto, ON M4R 1A3.

NOTE ABOUT CONTRIBUTORS

Pat Cavill has spent most of her twenty-seven year career as a librarian working with rural libraries in the development of regional library systems. She set up two regional libraries in Saskatchewan in the 70's, one in Alberta in the 80's and one in British Columbia in the 90's. She also spent three years as Assistant Director of the Calgary Public Library before establishing Pat Cavill Consulting, in 1991.

Pat specializes in marketing, communications and advocacy. Her clients include all types of libraries, library associations, publishers and publishers' associations. She is a past-president of the Canadian Library Association and is involved with Library Advocacy Now!, a training programme for library supporters, in both Canada and the United States.

Mark Bodnar graduated from the School of Library, Archival and Information Studies at the University of

British Columbia in 1997. His studies prior to attending library school included computer engineering and commerce. Mark grew up in northern British Columbia, has travelled extensively and has lived in Japan. He now makes Calgary his home as he embarks on a professional library career.

The Association of Canadian Publishers commissioned a survey of major markets in BC, Alberta and Ontario, which was published in 1997. Their members had recognized that school and public library markets were changing, and wished to identify factors in that change. The terms of reference were:

- To collect data on the numbers of teacher-librarians in schools and children's librarians in public libraries compared to past years.
- To document the changes in structure and staffing of school libraries and determine the impact of cuts on the roles and functions of teacher-librarians.
- To find out from decision-makers and library users their opinions of the future of school libraries.
- To determine the impact of multi-media formats on the materials budgets of public libraries.
- To quantify the scale of the budget cuts in each jurisdiction surveyed.
- To analyze the data and assess the consequences to the members of the Association of Canadian Publishers.

Researchers and writers Patricia M. Cavill, of Pat Cavill Consulting, and Mark Bodnar, of Mark Bodnar Information Resources, both of Calgary, Alberta, prepared a 67-page document, with an additional 13 pages of updated figures including 1997 data. The original document is available on-line at pcavill@telusplanet.net. This article includes quotes from their text, with some commentary.

The document is organized as follows:

- I Issues
- II Public libraries
 - A Materials budgets
 - B Children's librarians
 - C Conclusions
- III School libraries
 - A Teacher-librarians
 - B Stakeholder Interviews:
 - C Conclusions
- IV Implications for the ACP

ISSUES

"...the integral role of libraries within society is being undermined by low visibility, passive community support, and the myth that books, libraries and librarians will be replaced by computer terminals and virtual connections." (p.2)

The rest of the survey serves to support this statement, taken from the Canadian Library Association publication *Library Advocacy Now!* (CLA, 1997). Public libraries in Alberta and Ontario have suffered severe funding cuts not seen in BC. However, school library resource centres have suffered under the move to decentralize library services, with closures of District Resource Centres, and transfer of budget-setting to school-based administrators.

The document identifies political issues, regulatory issues (such as copyright), and technological issues. All these factors affect how libraries function, but many of those responding to surveys believed, "'The biggest single impact on library materials budgets over the next five years will be technology. CD-ROM products have stormed the market..." (p. 5) Still, they believe, "There is no evidence that the book is on its way out....Traditional print-based library services remain essential for the large percentage of Canadians who do not have access to computers and the information highway. At the same time, all libraries have to respond to the well-educated, vocal, articulate and growing minority who expect all the latest technological tools to meet their information needs....They have to resist becoming information 'ghettoes': places where only the poorest come to get information in outdated formats because the library cannot afford to keep up with the technological demands of the more affluent." (p. 7)

PUBLIC LIBRARIES

The section on public libraries draws heavily on data provided by member libraries of the Council of Administrators of Large Urban Public Libraries

(CALUPL). The data, both hard numbers and anecdotal, indicated that print acquisitions and circulation remained for the most part steady, or declined only slightly. In some areas population growth resulted in smaller declines than might otherwise have occurred.. At the same time electronic materials (mainly CD-ROMs) enjoyed tremendous growth, overall 31.85% from 1992-1996, both in acquisitions and circulation. However, younger users showed the most change; "...many libraries report that children prefer to get information electronically, and some are directed to do so by their teachers. Circulation of juvenile non-fiction is dropping as a result." (p. 14) "A public library which does not embrace the information age with enthusiasm and alacrity ultimately will be marginalized in the quest for both public funds and the support of its customers....And yet, book circulation continues to increase." (p. 15)

Bill Gates is quoted from an interview in *Library Journal* (July 1997). "Even though my house has a lot of technology...if you want to do something good for children, the most important thing you can do is to cultivate a love of reading and to get them to be competent by browsing through books and checking out books. I'm already doing that with my daughter."

"The easily discernible trends in children's services are the following:

- CD-ROMs are becoming very popular
- circulation of LP records and audio cassettes are down
- videos still circulate well
- children's circulation is generally increasing
- across-the-board budget cuts have had an impact on children's services and clerical staff are being used for services such as programming and story times
- children's librarians are taking on more administrative and management roles
- selection of children's materials is becoming more centralized" (p. 18)

Some representative quotes:

From Burnaby Public Library, "The only area to decline between 1992 and 1996 was catalogued fiction...but this decline was more than offset by a huge increase [95%] in uncatalogued paperback circulation." (p. 22) The authors note that picture book circulation in Burnaby increased by only 5%, an effect of a demographic shift — the population bulge in ages 2-7 has moved on to chapter books.

Richmond Public Library notes "The largest increases have been in videos and CD-ROMs.... Children's librarians do teach a lot of the Internet

sessions, for all ages..." (p. 23)

Mississauga Library System suggested "The usual factors that might have an impact on children's reading habits are: two working parents with not enough time to go to the library; increasing attractiveness of technological competition; videos and scheduling of other activities." (p. 29)

In Oakville, "They have noticed a small drop in circulation of children's non-fiction in a couple of branches. This is attributed to children's believing that information is more credible if it is electronic and teachers' encouraging the use of electronic sources. The new CD-ROM collection is circulating heavily." (p. 30).

Ottawa Public Library reports that "General books..., picture books, board books, periodicals, audiocassettes and videos have all increased in circulation over the years, along with the circulation of the library in general. We have just added circulating CD-ROMs this year and they 'go out like crazy.'Lack of school librarians in elementary schools causes more demand from teachers and students on the public library." (p. 31)

Conclusions

The authors quote David Foot, *Boom, bust & echo* (McFarlane Walter & Ross, 1996) "The biggest single batch of baby boomers — those born in 1961 — reached age 35 in 1996. That was a significant turning point, because it meant that the majority of the 9.8 million boomers were past their prime reproductive years. As a result, growth in the children's market is over until the echo kids start reproducing around 2005. While the children's market is in decline, the youth group (15 to 24) is growing by 4%..." They go on to observe, "The mini-boom of the late 1980's is no longer in the picture book stage and has moved into the age group where multi-media formats are immensely popular. Every child born from 1980 onwards has lived in an environment where technology is commonplace...Most are completely comfortable with technology and many prefer it." (p. 35)

The authors conclude that the chief factors pushing down sales of children's materials are "...general budget cuts to public libraries, along with some demographic shifts..." (p. 37)

SCHOOL LIBRARY RESOURCE CENTRES

"There seems to be no doubt in the minds of anyone in the library community that school libraries are in trouble. Stories abound of:

- programmes for the education of teacher-librarians disappearing;

- decision-makers believing that people do not take the time to read anymore — the book is dead;
- print budgets in school libraries being cancelled for a year because 'all information can now be found on the Internet';
- responsibilities for selection, acquisition and cataloguing of materials reverting back to individual school libraries because centralized services previously provided by school boards have been cut;
- time teacher-librarians spend in school libraries being substantially reduced;
- teacher-librarians being replaced by MLS librarians because 'they are cheaper';
- teacher-librarians being moved back into the classroom, leaving the library in the hands of untrained clericals;
- school board library consultants being reduced in numbers;
- Departments of Education no longer having a person in charge of school libraries;
- elementary schools having their teacher-librarians removed;
- library technicians lacking the expertise to build school library collections;
- teacher-librarians hopping on the technology bandwagon as their only means of survival;
- teachers insisting that students can use only electronic sources for information and
- the role of teacher-librarians being misunderstood and their contributions to teaching and learning undervalued." (pp. 39-40)

The authors note that except in BC hard data is scarce. Either data is non-existent, or no one knows where it is, and if they did they don't have time to locate it. "Of the three provinces, only the British Columbia Teacher-Librarians Association (BCTLA) regularly collects provincial statistics on teacher-librarians." (p. 41) "It is possible to conclude that the lack of accessible information is in itself a symptom of the disarray in which teacher-librarians find themselves. A jurisdiction or organization has to take the responsibility for defining the needs and coordinating the collection of relevant statistics. It is not possible to have effective advocates for school libraries if there are not accurate measurements of where teacher-librarians have been, where they are at present and where they are going." (p. 42)

In BC "The overall staffing level for teacher-librarians has decreased over the years. School districts have seen non-enrolling, non-protected teachers as the solution to their budgeting and funding problems. Few collective agreements have teacher-librarian clauses."

(p. 43) The situation has altered somewhat since the Provincial Collective Agreement was signed, setting minimum standards for teacher-librarian time, based on a student-teacher ratio. While numbers of teacher-librarians have increased, preparation time coverage continues to be a significant issue. "Preparation time provision at the elementary level has a profound effect on the type and quality of library education service that is being provided to our students." (p. 43)

In Alberta, provincial data was not forthcoming, however responses were received from individual school boards. "The once highly-touted Media Services of the Calgary Board of Education has gradually been decimated. In early 1997, it was down to 9 people from a high of over 100 in the early 1980's. Many activities were devolved to the schools, who protested, particularly at having to do their own processing. Processing staff and services have been restored as a result of pressure from the schools. The head count is back up to 9 full-time, 8 part-time and one manager plus 2 teacher-librarians who do evaluation of materials." (p. 45) Edmonton reports, "There are fewer than five qualified librarians or teacher-librarians in the system." (p. 45) Another teacher-librarian observed, "What can we expect when we have decision-makers such as the Head of Technology for the Board saying, 'nobody wants to read, people don't take the time to read anymore - the book is dead. Let's make sure we get computers in all the schools.' It's scary." (p. 46)

The Ontario School Library Association gathered information from around the province, but as it had not been verified, the writers of the *Transitions* report offer the data with a caveat.

Elementary schools (39 Boards reporting)

- 1 has a full-time teacher-librarian, scheduled to be reduced to 1/2 time Sept. 1997. It's not clear whether this means a full-time person in each school, or one full-time person in the district.
- 18 have part-time, qualified teacher-librarians
- 5 staff school library information centres (SLIC) with library technicians
- 4 have no teacher-librarians, "although there may be a qualified teacher-librarian on staff with 'responsibility' for the SLIC." This seems to mean there is a trained person teaching full-time in a classroom, with no release time to run the SLIC, but who somehow looks after it in spare time.
- 5 use "other": clericals or library assistants, parent volunteers, CUPE personnel, or professional librarians (as distinct from teacher-librarians).
- "several boards utilize the teacher-librarian to facilitate teacher preparation time, thus removing them from cooperative planning time" (pp. 46-47)

Secondary schools (34 Boards reporting)

- 28 have at least one, full-time qualified teacher-librarian
- 2 have no teacher-librarians
- 1 has a teacher-librarian shared between two schools
- 1 is using community college students
- 2 are using professional librarians under a fee for service contract with the public library
- "...SLIC are closed for a various number of periods during the day..."
- "where SLIC are unsupervised, thousands of dollars worth of resources are being removed from the location, rendering catalogues useless." (p. 47)

"This is one area...where there is a body of research to indicate that good teacher-librarians can make a great difference in the life of a school and help to improve student achievement." (Quote cited from *Education Improvement Commission Report* (Toronto, ON: Government of Ontario, 1997. p. 21). Despite this admission, boards continue to replace teacher-librarians with lower-paid clerical staff. While budget cuts are a large part of the problem, the pressure of technology on information literacy is also an important factor. "The problem is we have administrators and boards developing technology strategies rather than information strategies. Then we have the computer technology people shaping the information strategies. Teacher-librarians feel alone in the wilderness." (p. 51) The same problem has arisen in Great Britain: "The new technology is a powerful competitor [to books], to an extent in schools but more particularly in the minds of those who govern us. They all adore to be modern, and Mr. Blair's government, with its schemes for wiring up all schools to the Internet, is no exception." John Davies, "New Labour...New Books?," *The Bookseller*, 30 May 1997, 26. Quoted in *Transitions*, p. 52.

Conclusions

"At a school board somewhere in Canada teacher-librarians are

- being pulled back into the classroom to provide the necessary classroom [pupil/teacher ratio]
- being replaced by professional librarians at lower cost
- being replaced by library technicians
- being replaced by clerical staff.

All of these actions indicate decision-makers' lack of understanding of the role of the teacher-librarian as instructional collaborator. It also illustrates a prevailing perception held by decision-makers that dealing with print is considered to be a less-than-professional role. However, dealing with technology requires special

qualifications and skills, which they do not seem to associate with teacher-librarians.” (p. 52)

The ACP is, not surprisingly, interested in how print materials are selected for school libraries. They believe that selection is a task for a professional teacher-librarian, since only they have a broad knowledge the “complexities of a school and its library.” (p. 52)

“Library collections, both print and non-print, are bound to deteriorate over time if they are not properly and professionally weeded and maintained. Students and teachers in an environment where they expect ‘instant information gratification’ will not be interested in using outdated or inadequate materials. The school library will become irrelevant. The people in charge of technology will take over the information agenda, which has to be the ultimate irony for an information professional such as a teacher-librarian.

“The ideal school library collection of tomorrow is an intelligent combination of the best of both print, non-print and electronic media that meets the needs of the curriculum and the learning priorities of the school. Any serious reduction in the role and responsibilities of the teacher-librarian is bound to have an impact on what is purchased for that collection and consequently the sales figures of Canada’s educational publishers.” (p. 53-54)

Stakeholder Interviews

The authors give a number of abstracts from personal interviews and reports based on three questions:

What do you believe the roles of the library and the librarian are in schools?

Do you believe that these roles are changing?

What form do you think the school library will have in the future? Do you think the book is dead?

Twelve people responded; their comments were summarized.

“Descriptions of more Internet connections and more CD-ROMs were common. Just as common were descriptions of school libraries being avoided because they didn’t have such resources: the computers were in the computer lab, or in some of the students’ homes.” (p. 56-57)

“Some saw [technology] as simply a new tool — another method of information retrieval for them to teach students how to use. Others saw the technology driving a process of change in which teacher-librarians were ... ‘guides on the side.’ This conception of electronic resources as being easier to use and thus requiring only guidance and not instruction was shared by an Education Ministry official and most of the high-school students.”

“Decreasing budgets and a tendency to shift scarce funds from the library to classrooms were often listed among pressures acting on school libraries...resulting in poorly-staffed libraries in which the teacher-librarian, if there is one at all, spends most or all of his or her decreasing hours in the library doing administrative tasks.” (p. 57)

The future? “It will be a disorganized place with lots of Internet hook-ups, and some out-dated books on the shelf. Most teachers will only use it on a part-time basis, sending down only a few people to do research. Most of the novel study will be done in the classroom.” Or perhaps “It would seem the case that libraries will become more ‘activity-based’ research and development centres than passive reading or information delivery sites.” (p. 58)

“Every person interviewed felt that books would still be on the shelves in the future school library, although there would probably be fewer of them. Their reasons were generally based on the value and utility of books, and on the problems with electronic access.” (p. 58)

More Conclusions

“Most of the people interviewed felt that electronic resources belonged in the library, and that the teacher-librarian should be the person in charge of them. In fact, there was sometimes a sense that technology would save the libraries, and perhaps save the teacher-librarians from themselves.

- ‘There is a tendency on the part of some librarians to be resistant to change and not want to learn about how to deal with the necessary technology.’ (A teacher)
- ‘In general, school libraries and teacher-librarians need to get out of the post-industrial age and into the information-communication age’ (a ministry official). (pp. 59-60)

“The teachers who were part of this small sample seemed somewhat beleaguered. They want a better library with a teacher-librarian who could help them...” (p. 60)

“The teachers, students, principals, and parents associated with elementary schools seemed to mention the value of books, and of a teacher-librarian’s role in fostering reading, more than did those associated with secondary schools.”

“The role of the teacher-librarian as a teacher of critical evaluation skills (as opposed to simply search techniques) was rarely mentioned. Similarly, the teacher-librarian’s ability to evaluate and acquire resources (both print and electronic) was mentioned

only twice. It is possible that these skills are not valued, not understood, or at least taken for granted.” (p. 61)

IMPLICATIONS FOR PUBLISHERS

“The transition period that libraries now find themselves in could last for ten or twenty years. During that time public libraries must make the case for the need for print and electronic formats to co-exist because they still have to cater to the widely divergent needs of all sectors of society.” (p. 63)

Factors the writers identified, in the erosion of the market for children’s books:

- Many boards moving to site-based management...a marketing nightmare is created.
- Budgets for print materials are being eroded by the need for other formats
- Acquisition is becoming a function of purchasing departments...jobbers are used more frequently
- Because teacher-librarians use jobbers, they don’t get publishers’ catalogues...Information about Canadian materials is getting harder to find.
- “Few of their [teacher-librarians’] requirements will be coordinated, nor is there going to be much leadership in establishing common goals and standards. Yet their needs will be great. In some cases, complete selection, acquisition, cataloguing and processing services will be necessary.” (p. 66)

Conclusions

Not Enough Time

“The school and public library portion of the market for Canadian publishers is eroding and continues to be in danger: the warning signals are all in place.” (p. 66)

“The average [public librarian] ... was 46 years old....The majority of teacher-librarians similarly fit into this cohort....A common characteristic is fatigue.” (p. 66)

“One of the teachers interviewed said, ‘What we need is people...advocating for libraries and librarians.’ But advocacy is time-consuming and requires a huge commitment, and most people, these over-worked boomers, do not have the time for it... ‘Too bad, about the library, really,’ one teacher-librarian said as she became a full-time [classroom] teacher for the first time in 25 years.” (pp. 66-67)

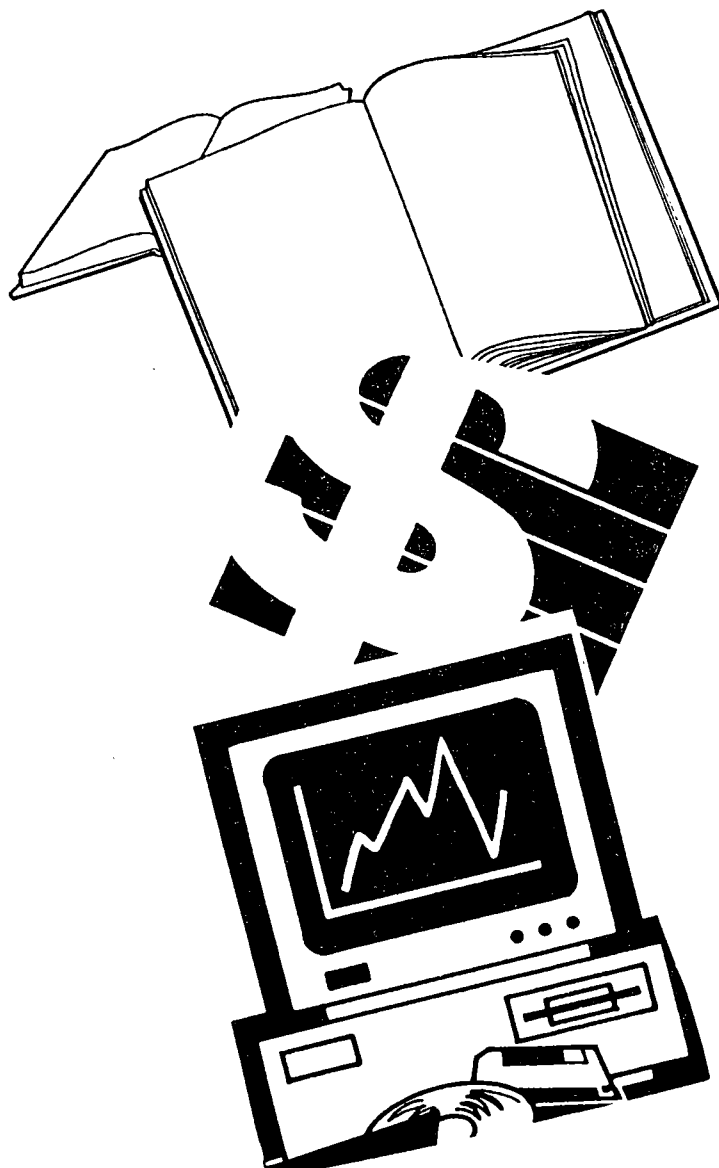
Fundamental Change

“The institutional market as represented by school and public libraries is undergoing fundamental and

radical change. At the same time as librarians and teacher-librarians try to adapt to the different roles and expectations of them, the services that they have traditionally delivered are being transformed by technology, politics and the economy.

“Access to electronic resources is expensive: hardware, software, training, updating upgrading, and constantly monitoring and evaluating. The Internet is not a library and it cannot replace a library, but it does provide a library with another incredibly useful tool. Print resources still perform valuable roles as primary and secondary sources of information, learning and enjoyment.

“The message that decision-makers at all levels need to hear is that electronic and print resources must co-exist if Canadians of all ages are to receive the library services that they have come to expect and continue to deserve.” (p. 67)



HAPPY NEW YEAR!

A prayer for 5760 by Rabbi Jacob Pressman

May you get a clean bill of health from your dentist, your cardiologist, your gastroenterologist, your urologist, your proctologist, your podiatrist, your psychiatrist, your plumber and the IRS.

May your hair, your teeth, your face-lift, your abs and your stocks not fall; and may your blood pressure, your triglycerides, your cholesterol, your white blood count and your mortgage interest not rise.

May you find a way to travel from anywhere to anywhere in the rush hour in less than an hour, and when you get there may you find a parking space.

May Friday evening, December 31, find you seated at the Shabbat table, together with your beloved family and cherished friends, ushering in the Sabbath day. You will find the food better, the environment quieter, the cost much cheaper, and the pleasure much more fulfilling than anything else you might ordinarily do on that night.

May you wake up on January 1st, finding that the world has not come to an end, the lights work, the water faucets flow, and the sky has not fallen.

May you go to the bank on Monday morning, January 3rd and find your account is in order, your money is still there and any mistakes are in your favour.

May you ponder on January 4th: How did this modern civilization of ours manage to become traumatized by a possible slip of a blip on a chip made out of sand?

May we relax about the Third Millennium of the Common era, and realize that we still have 240 years until the dawn of the sixth Millennium of the Jewish Calendar by which time the computer is long since obsolete and so are we.

May God give you the strength to go through a year of presidential campaigning, and may some of the promises be kept. May you believe at least half of what the candidates propose, and may those elected fulfill at least half of what they promise.

May you be awe struck by God's sense of humour as you wrestle with the possibility that a professional wrestler could become president of the U.S.A.

May what you see in the mirror delight you, and what others see in you delight them.

May someone love you enough to forgive your faults, be blind to your blemishes, and tell the world about your virtues.

May the telemarketers wait to make their sales calls until you finish dinner, and may your checkbook and your budget balance, and may they include generous amounts for charity.

May you remember to say "I love you" at least once a day to your spouse, your child, your parent, but not to your secretary, your nurse, your masseuse, your hairdresser or your tennis instructor.

And may the Messiah come this year, and if he does not, may we live as if he has, in a world at peace and the awareness of God's love in every sunset, every flower's unfolding petals, every baby's smile, every lover's kiss and every wonderful, astonishing, miraculous beat of our heart.

THE NEW SEARCH METAPHOR: DO INTELLIGENT AGENTS GIVE INTELLIGENT RESULTS?

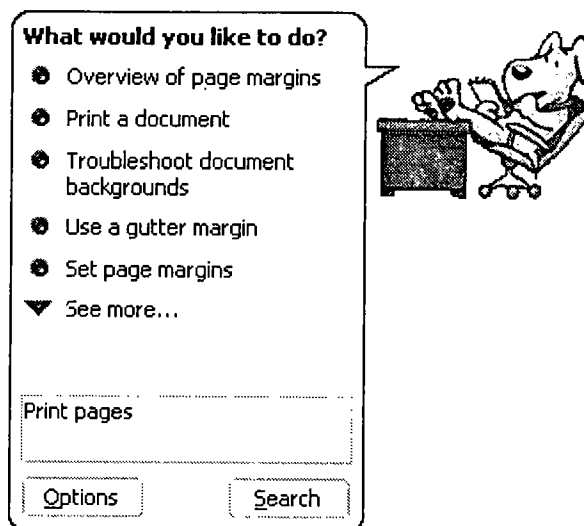
by **JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD#36 (Surrey).

The most common computer operating system metaphor is that the screen is a desktop with folders and windows on it. You use a mouse to manipulate an on-screen pointer that acts on things when you click the mouse. The metaphor is simple, and even comfortable because it corresponds to familiar objects in the real world. The metaphor of the desktop as implemented on computer systems is not perfect, however. In front of a child, I ejected a disk from a Macintosh by dragging its icon to the trash. He took offence at seeing me trashing his files until I demonstrated that his files were intact, and that this was the way one ejected disks on a Mac. Perhaps he was offended by putting his disk in a place he knew was used for holding half-eaten sandwiches, banana peels and empty milk cartons. So in front of children, I now use the finder menu commands, "File" + "Put away" to eject disks on the Macintosh.

Computer software companies have been working on a new metaphor for search tools – the "intelligent agent," also known as an "avatar" among computer enthusiasts. An intelligent agent is a computer program or utility that takes on the character of a salient being, and responds to plain English requests or questions. Some examples of this technology can be found on the web at Ask Jeeves (<http://www.ajkids.com>). You ask Jeeves a question and he answers with several likely sites. The site is fun and easy to use.

Software companies use intelligent agents as part of their software help system to reduce software service calls and increase customer satisfaction. Microsoft has been a leader in this area. If you have a recent version of Microsoft Office software, you may be familiar with "Clip-it," "Rocky," "Links" or other animated characters that propose to help you when you click the help icon. "Rocky" is an animated puppy, that wags his tail, barks, looks around and responds to a mouse click by asking, "What would you like to do?"

If you ask Rocky a question in plain English, he proposes several questions in return, one of which may correspond to the intent of the query.



Intelligent agents make it easy for casual users to frame questions, but they may impede your ability to use simple Boolean search methods to eliminate superfluous results. I tried to find information about hypertext links, but wanted to eliminate references to the web. I was not successful. Rocky returned pages referring to web pages no matter what I tried. The following queries returned almost identical results, all of which *included* the web:

- "Tell me about hypertext but not about the web."
- "+hypertext -web" (Altavista syntax)
- "hypertext and (not (web))" (Conventional Boolean syntax)

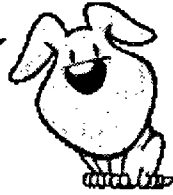
What would you like to do?

- Create hyperlinks
- Create a Web page
- Create shortcuts to files, folders, and Web pages
- Insert a hyperlink that goes to a specific location in another document or Web page
- Insert a hyperlink that goes to a location in the current document or Web page

▼ See more...

hypertext and (not (web))

Options Search



The lack of a Boolean search methodology may not seem too important in a help system for a word processor. Consider, what might happen if computer based intelligence were being relied on for critical, time-sensitive information. For example, suppose a rural doctor wanted to find out about a new medical procedure or an environmental response team needed to get information fast about a toxic substance. A search system where the rules of the search engine were not publicly disclosed could be tragically inefficient.

If an intelligent agent's "script" is not written well, it can be difficult to determine the purpose and scope of the agent or how to use the resources the agent makes available. Books naturally expose their contents very quickly because their construction allows you to flip through it quickly. In a book, its size, the illustrations, the table of contents and index all expose clues as to how extensive and inclusive the information in the book is. Intelligent agents do not necessarily expose this information to the user.

Rocky is very cute, and the metaphor of a friendly puppy reduces the sense of intimidation people may feel when asking a computer for help. But he is easy to fool. For example, if you propose, "Go skiing," he will propose a series of seemingly random questions:

What would you like to do?

- Check the spelling and grammar of text in another language
- Customize spelling and grammar checking
- Create and use custom dictionaries
- Troubleshoot spelling and grammar checking
- Readability scores

Go skiing

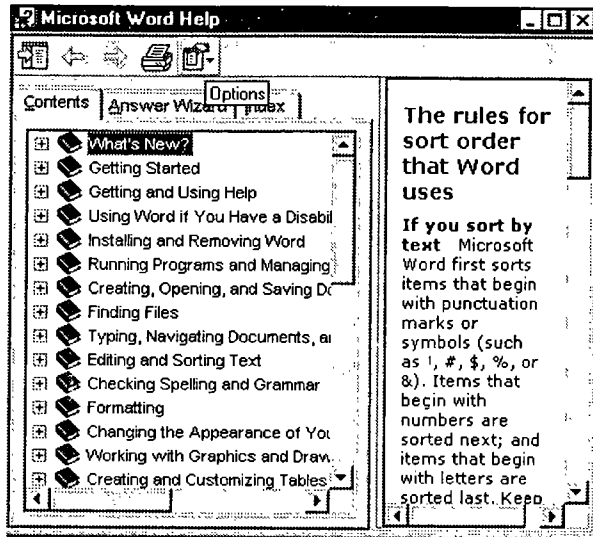
Options Search



Skiing is outside of the area of concern of this particular intelligent agent, so he cannot respond with an intelligent answer. I think a better behaviour for Rocky under this circumstance would be to propose tips on phrasing relevant questions well. This is a very minor quibble. The context and behaviour of Rocky make it pretty clear what he is for.

Microsoft has published standards for developing animated agents for Windows systems on the Microsoft Developers' Network web site (<http://msdn.microsoft.com>). This tool is available to developers to include in their applications without paying a royalty. An author can even incorporate an agent in a web site. It is interesting to see how computer enthusiasts have used this technology. The agent "fan club" page at <http://msagentring.org> has a collection of at least forty animated characters. If you have Microsoft agents installed, three agents will appear on the screen and welcome you to the agents web ring. Their conversation is pretty banal. Many of the pages that members of the ring have produced seem to lack purpose beyond impressing visitors with a new software gadget.

Microsoft Office's help system does not entirely rely on the Intelligent Agent's help interface. Once you have selected a question from the agent's menu, the answer comes up in a more conventional help window. From this window, you can view the table of contents, key-word index or a conventional search-by-word interface.



This interface works for the most part like a book. With the table of contents and the index, you can easily determine the range and scope of the help available.

Agents provide the potential for making computers easier and more fun to use. However, we need to be aware of how the agent helper metaphor can break down, so we can give intelligent responses to students who have difficulty using them. We need to appreciate the limitations of models of computer “intelligence” when the rules of the intelligence are not publicly exposed. We need to appreciate that intelligent agents, like books, movies, and software, can be well written or written with breathtaking lack of skill and consideration for the user. Finally, we need to be able to find and use alternative information sources and methods when the first system a computer program offers us does not help.



~~A & E's 100 MOST INFLUENTIAL PEOPLE~~ ~~DURING THIS MILLENNIUM~~

by LIZ AUSTROM, retired teacher-librarian, Vancouver.

One of the more interesting exercises to come at the end of this millennium has been the efforts of various groups to establish the "best" of a variety of categories. The Arts and Entertainment television network came up with one which I think would be a wonderful project for students. This project uses the term "most influential" as its criterion for selection, but a student generated list need not use that criterion, nor does it need to have one hundred entries. However, the process of deciding who should be included and what rank they should have could be an enriching critical thinking activity, as well as a way to broaden students' understanding of their world.

A & E's actual list of influential people could be used in a number of ways: 1) critiquing the selections and / or the rankings; 2) defining "influential" more precisely, then re-ranking the list; 3) identifying people who are not on the list but who should be; 4) analyzing the list for bias in the selection (e.g., race, nationality, gender, time period); and 5) selecting one person to research and report on in more detail.

A & E gathered feedback from a wide range of people to make up the list that follows. I wrote down the rank and names as they appeared on television, plus a few notes when I could. The items were generally so brief that there was little time to do more than write the names. Then I went to my reference sources to get the dates, check the spellings, and make sure the information was adequate. After all this, I hope someone uses the list and makes it worth my time. It would be almost — but not quite — worthwhile going back to work to try it out!!

100. Suleyman the Magnificent (1642-1691)
expanded Islamic power, reorganized government to meet the new age and supported the arts, viewed as just and wise
99. Vasco da Gama (1460-1524)
Portuguese navigator who was the first to sail from West to East, reaching India
98. Louis Armstrong (1900-1971)
popularized jazz, invented scat singing
97. Jonas Salk (1914- 1995)
developed vaccine for poliomyelitis
96. Enrico Caruso (1873-1921)
great Italian singer, the first person to record his voice
95. Charlie Chaplin (1889-1977)
his tramp character in early films touched a universal core of pathos and humour
94. Patient O (?-1979)
first known person to die of AIDS
93. Eleanor Roosevelt (1884-1962)
advocate of humanitarian programs in USA, as Chair of the United Nations Commission on Human Rights, she played major role in adoption of Universal Declaration of Human Rights
92. Florence Nightingale (1820-1910)
heroine of Boer War established standards for clean, safe hospitals around the world
91. Steven Spielberg (1947-)
master storyteller on film, exploring humanity's potential and its pain
90. Louis Daguerre (1789-1851)
invented the first practical photography process and brought the world closer in a way that words could not
89. Susan B. Anthony (1820-1906)
premiere suffragette in USA, paved way for women to win the vote in 1920
88. J. Robert Oppenheimer (1904-1967)
headed the Manhattan project which developed the Atomic Bomb
87. Rachel Carson (1907-1964)
biologist author of *Silent spring*, whose concern about pollution started the environmental movement
86. James Joyce (1882-1941)
revolutionized modern writing with his

- experimental use of language & exploration of new literary methods in *Ulysses* and *Finnegan's Wake*
85. Ronald Reagan (1911-)
his anti-communist stance credited with hastening downfall of Communist Block
 84. Guglielmo Marconi (1874-1937)
inventor of radio telegraphy, short-wave wireless communication, the basis of modern long-distance radio
 83. Peter the Great of Russia (1672-1725)
one of most outstanding rulers and reformers in Russian history, pulling Russia out of the Middle Ages
 82. Niels Bohr (1885-1962)
founder of quantum theory; campaigned for peace
 81. Nelson Mandela (1918-)
opposed apartheid policies in South Africa, his civil rights activities led to end of apartheid
 80. Elizabeth I of England (1533-1603)
brilliant propagandist, during her reign England conquered half the known world
 79. Joseph Stalin (1879-1953)
merciless dictator of Soviet Union from 1924 to 1953, instituted collectivization of agriculture and industry, millions perished in purges and in forced labour camps
 78. Isabella I of Spain (1451-1504)
with husband Ferdinand, shaped modern Spain, set in motion the Inquisition, and supported explorers of the New World
 77. Thomas Hobbes (1588-1679)
English philosopher and political theorist who opposed the divine right of kings, supported the rule of law in government, and the "social contract"
 76. The Beatles (1960's)
impact of rock and roll on social change, created large body of work now part of popular culture
 75. Gregory Pinkus (1903-1967)
father of the birth control pill which changed our view of sex
 74. Enrico Fermi (1901-1954)
one of the chief architects of the nuclear age, he directed the first controlled nuclear chain reaction
 73. Diana, Princess of Wales (1961-1997)
rebellion against traditions of British monarchy, quintessential media celebrity
 72. Simon Bolivar (1783-1830)
"liberated" Columbia, Venezuela, Ecuador, Peru, and Bolivia from Spanish rule
 71. Harriet Tubman (1820-1913)
escaped slave who became leading abolitionist before Civil War, personally guiding 300 slaves along the Underground Railroad to freedom
 70. Pope Gregory VII (c1020-1085)
reformed church, instituted separation of the church and state
 69. Dr. William Harvey (1578-1657)
English physician and discoverer of the true nature of the circulation of the blood and the function of the heart as a pump
 68. Benjamin Franklin (1706-1790)
statesman, politician, printer, discoverer of electricity, inventor, creator of first almanac
 67. Vladimir Zworin (1889-1982)
electronic engineer, inventor, and the father of modern television, creating the first all electronic television system
 66. D.W. Griffith (1875-1948)
first filmmaker to bring full length stories to the screen, developer of many of the basic techniques of filmmaking
 65. Werner Heisenberg (1901-1976)
developer of the uncertainty principle, he sabotaged Hitler's atomic bomb project
 64. Pablo Picasso (1881-1973)
prolific artist, created 20,000 works in 91 years, changed art, created Cubism with Georges Braque
 63. Jane Austen (1775-1817)
created the modern novel of manners which moves the private world into public life
 62. Walt Disney (1901-1966)
pioneer of animated cartoons, and creator of Disney theme parks
 61. Michael Faraday (1791-1867)
his experiments contributed greatly to the

- understanding of electromagnetism, and led others to develop the electric motor, generators and transformers
60. Franklin Delano Roosevelt (1882-1945)
only person elected to four terms as President of USA, led nation through the Depression and WWII, legacy of liberal ideas remains
 59. Immanuel Kant (1724-1804)
philosopher and teacher who articulated the categorical imperative that we all possess a sense of right and wrong.
 58. Joan of Arc (1479-1555)
simple peasant girl who became a symbol of faith and freedom
 57. Elvis Presley (1935-1977)
blended black rhythm and blues, country music and pop into rock and roll
 56. Elizabeth Cady Stanton (1815-1902)
fighter in American women's rights movement who in 1848 formulated the first demand for women's suffrage in US
 55. Ferdinand Magellan (1480-1521)
navigator and explorer who found passage to Pacific Ocean, led to first circumnavigation of the world
 54. Marco Polo (1254-1324)
most famous travel writer in history, writings spurred European interest in Orient and increased trade and exchange of ideas
 53. Marie Curie (1867-1934)
winner of two Nobel Prizes, one for Physics for the discovery of radium with her husband Pierre, and one for Chemistry for her treatise on radioactivity
 52. Winston Churchill (1874-1965)
courage, energy, military knowledge, and outstanding oratory made him the ideal wartime leader
 51. Edward Jenner (1749-1823)
his observations of milkmaids with cowpox gave him the idea of vaccinations to protect against smallpox
 50. Margaret Sanger (1883-1966)
founder of the birth control movement in the US and an international leader in the field, changed women's role and position in society
 49. Mikhail Gorbachev (1931-)
unable to totally reform Russia's communist economy, but had great influence on it and on international detente
 48. Mary Wollstonecraft (1759-1797)
passionate advocate of educational and social equality for women, the original feminist
 47. Charles Babbage (1792-1871)
developed the forerunner of the modern digital computer
 46. Niccolo Machiavelli (1469-1527)
political theorist who stated that power was an end in itself, first to propound thesis of historical cycles
 45. William the Conqueror (c1028-1087)
only man ever to conquer England, resulted in absorption of French language and customs into English language and society
 44. Alexander Graham Bell (1847-1922)
teacher-scientist-inventor of the telephone, photophone and gramophone
 43. Mao Tse-tung (1893-1976)
Chinese Marxist theorist led the Communist Revolution and ruled China for 27 years
 42. Gregor Johann Mendel (1843-1884)
laid the mathematical foundations for the science of genetics, theorizing the occurrence of paired units of heredity (genes)
 41. Bill Gates (1955-)
transformed computer software industry and created information technology corporate empire
 40. Wilbur (1867-1912) & Orville (1871-1948) Wright
self-taught mechanics, they mastered three-axis flight control, and were the first to make and fly a powered airplane
 39. Dante Alighieri (1265-1321)
greatest poet of Renaissance Italy, master work is *The divine comedy*
 38. Sir Francis Bacon (1561-1626)
developed the scientific method which is still the basis of scientific thought today
 37. Voltaire (1694-1778)
writer and philosopher who fought against

- tyranny and oppression, best known work is *Candide*
36. Alexander Fleming (1881-1955)
discovery of penicillin made antibiotic treatment of infectious diseases possible
 35. Vladimir Lenin (1870-1924)
Marxist leader of Bolshevik coup in Russia, first ruler of Soviet Union
 34. Jean-Jacques Rousseau (1712-1778)
philosopher and political theorist whose ideas inspired the French Revolution and the Romantic generation, idea of the social contract
 33. Martin Luther King Jr. (1929-1968)
using non-violent methods, led the civil rights movement that secured the end of segregation of black Americans
 32. Rene Descartes (1596-1650)
key philosophical thinker ("I think, therefore I am"), invented analytical geometry, theorized that universe is governed by physical laws
 31. James Watson (1928-) & Francis Crick (1916-)
discovery of the molecular structure of deoxyribonucleic acid (DNA), they formulated the double helix structure
 30. Ludwig van Beethoven (1770-1827)
virtuoso pianist, master of counterpoint and vocal composition, composed several of his greatest works when virtually deaf
 29. Henry Ford (1863-1946)
revolutionized factory production with assembly line methods
 28. Johann Sebastian Bach (1685-1750)
virtuoso organist & composer of over 800 works
 27. Napoleon Bonaparte (1769-1821)
finest military Commander of all time, reformed French laws with Napoleonic Code
 26. Wolfgang Amadeus Mozart (1756-1791)
displayed the greatest scope of any musician, able to compose music entirely in his head
 25. James Watt (1736-1819)
inventor of the steam engine, which touched off the Industrial Revolution and transformed both industry and everyday life
 24. Saint Thomas Aquinas (1224-1274)
theologian who showed that reason and faith can co-exist
 23. Abraham Lincoln (1809-1865)
landmark speeches about the integrity of nationhood and freedom, preserved the union of USA and freed the slaves
 22. Genghis Khan (1155-1227)
master of Cavalry warfare, led his Mongol Hordes to conquer China and secure the largest land empire in history, spread Eastern culture
 21. George Washington (1732-1799)
termed Father of His Country, first President, established democratic government and peaceful transfer of power
 20. Adam Smith (1723-1790)
redefined the way people think about money in *The wealth of nations*, the first major work on laissez-faire economics.
 19. Michelangelo Buonarroti (1475-1564)
prolific sculptor, painter and architect, raised aesthetic standards in each art
 18. John Locke (1632-1704)
foundations for constitutional democracy, including right to life, liberty and pursuit of happiness, optimism and faith in common man, religious freedom and the separation of church and state.
 17. Mahatma Gandhi (1869-1948)
non-violent civil disobedience brought India's freedom from British rule, left a legacy of living by principles
 16. Adolf Hitler (1889-1945)
madman of the millennium, responsible for decline of Europe as the centre of world events, perpetrator of crimes that can never be erased
 15. Thomas Jefferson (1743-1826)
principal author of the Declaration of Independence, during his presidency he doubled the size of the USA with Louisiana Purchase
 14. Thomas Edison (1847-1931)
genius of technology, said to have the most valuable brain ever, patented 1093 inventions including light bulb, electrical system and kinescope

13. Louis Pasteur (1822-1895)
proved that microorganisms cause fermentation and disease, originated process of pasteurization, created rabies vaccine, championed hand washing to remove germs
12. Sigmund Freud (1856-1939)
founder of psychoanalysis, also had wide impact on art, literature, anthropology, education, etc.
11. Leonardo da Vinci (1452-1519)
painter, draftsman, sculptor, architect and engineer who epitomized the ideal Renaissance man
10. Galileo Galilei
developed the astronomical telescope, supported Copernican theory, responsible for the science of modern astronomy
9. Nicolaus Copernicus (1473-1543)
developed theory that the Earth and other planets revolved around the sun, without the aid of a telescope, and deduced the influence of the moon on ocean tides
8. Albert Einstein (1879-1955)
father of the nuclear age developed the Theory of Relativity, also worked for international peace and creation of Israel
7. Karl Marx (1818-1883)
champion of the underclass and creator of communism, which he believed would be a utopian society — "Workers of the world unite!"
6. Christopher Columbus (1451-1506)
discovered Americas by accident, brought European culture to America, and wealth taken back to Spain built the Spanish Empire
5. William Shakespeare (1564-1616)
poet, greatest dramatist of all time, understood humanity in all its forms, referenced by other writers more than any other writer, master of language
4. Charles Darwin (1809-1882)
naturalist whose observations led him to develop a theory of evolution in which characteristics that are advantageous for survival are established through a process of natural selection
3. Martin Luther (1483-1546)

expressed his conviction that salvation comes through faith in God, not through the offices of the Church, and precipitated the Reformation, which resulted in range of beliefs within Christianity.

2. Isaac Newton (1643-1642)
foundation of calculus, extended understanding of colour, light, and planetary motion, theory of universal gravitation
1. Johann Gutenberg (1390s-1468).
Gutenberg invented printing from moveable type, an advance which fostered the rapid spread of information and knowledge, and the development of new ideas, inventions and scientific discoveries. Without Gutenberg, the work of others on this list could not have happened, and the world would be a different place.

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REVOLUTION! A COOPERATIVE SOCIAL STUDIES 9 UNIT

by **CARL WALKER**, social studies teacher, and **COLIN CHAFER**, teacher-librarian, Howe Sound Secondary School, SD#48 (Howe Sound).

RATIONALE

Students are living in an era of ever increasing change where social, economic, and political structures are being transformed. Moreover, on the threshold of a new millennium, students are living through societal transformations that are different but no less profound and complex than those that revolutionized societies and governments of the past. We believe that knowledge and insight into past revolutions will better prepare students for the revolutionary changes that await them in the new millennium. This unit attempts to teach students the concept of change by studying several different revolutions, both historic and modern.

LEARNING OUTCOMES

1. Students will gain an understanding of the concept of revolution by studying examples of different revolutions, including political, economic, technological, and environmental.
2. Students will analyze factors that contribute to revolution and conflict.
3. Students will evaluate the contributions of revolutions in the development of social and political change.
4. Students will understand similarities and differences among the various kinds of revolutions.
5. Students will evaluate the effects of industrialization and technological innovation on society and work.
6. Students will develop and enhance their critical thinking abilities.

REVOLUTIONS

Students are to choose from one of the following revolutions:

- American Revolution
- French Revolution

- Green Revolution
- Industrial Revolution
- Scientific Revolution
- Technological/Communications Revolution (The Second Industrial Revolution)

INSTRUCTIONAL STRATEGIES

- A. Students will work in cooperative groups. Students will be assigned to heterogeneous groups of four or five members. Groups will be responsible for creating a visual representation of their research. This will form part of a Gallery Walk.

The following is information that should be presented on their display boards:

1. a common definition for the concept revolution
2. a timeline/chronology indicating major events prior to the revolution and during the revolution
3. pictures of key players in the revolution accompanied with a brief discussion of their roles
4. pictures depicting events, maps, diagrams, and any other relevant visual information
5. a one to two page written response analyzing the results of the revolution. Students should discuss how their revolution meets the common definition that was developed for their display board. The following questions should also be considered: Was the revolution successful? Did it achieve its goal and aims? How were peoples' lives changed as a result of the revolution? Did the revolution have broader implications outside the country where it took place?

- B. Students will participate in a Gallery Walk where

they will examine completed display boards. Students will study the content of each display board and think of questions for group presentations that will follow the Gallery Walk.

- C. Each group will make an oral presentation. Students will present the highlights and interesting details of their revolution. They will refer to their visual display during their presentation. As presenters speak, students will complete an information-gathering chart (see attachment). The chart will deal with concepts and ideas that are common to all of the revolutions (e.g. democratic principles, counter-revolutionary forces) as well as key players and leaders. Students will also be asked to compare their revolution with one other revolution and as part of the presentation, outline these similarities and differences.

D. Millennium Essay or Short Story

Students will write an essay or short story on the theme of revolutionary changes that await us in the new millennium. They will make informed and thoughtful predictions that extend the concept of revolutionary change into the future. Students should articulate a connection to the past, referring to knowledge gained from the presentations and Gallery Walk. They should incorporate these ideas into their essay or short story. This written analysis will address the theme of revolutionary changes in the future and will examine past and present revolutions that can help inform us for the future. Encourage creativity and reference to actual revolutions as presented in class.

SOME RECOMMENDED RESOURCES

AMERICAN REVOLUTION

BOOKS:

American Revolution (Lucent Books) (ISBN 1560062878)

American Revolution: Opposing Viewpoints (Greenhaven Press) (ISBN 165107551)

American Revolution: A Picture Sourcebook (Dover Publications) (ISBN 0486232263)

American Revolution 1763-1783 (Benchmark) (ISBN 0761404406)

Drama of the American History Series (Marshall

Cavendish Benchhouse Books) (ISBN 0761404406)

VIDEO:

The American Revolution Series (two videos) (B.C. Learning Connection Inc.) (ISBN SS0179 and SS0174)

WEB SITES:

History Place: American Revolution
<http://www.historyplace.com/unitedstates/revolution>

American Local History Network: American Revolution
<http://www.rootsquest.com/~amhisnet/mil/ar.html>

Liberty: The American Revolution
<http://www.pbs.org/ktca/liberty/>

FRENCH REVOLUTION

BOOKS:

French Revolution (Greenhaven Press) (ISBN 1565109341)

French Revolution (Lucent Books) (ISBN 1560062487)

French Revolution (Grove Weidenfeld) (ISBN 0802132723)

Revolutionary France: Liberty, Tyranny, and Terror (Pippin Publishing Corporation) (ISBN 0521409144)

WEB SITES:

Historical Texts: French Revolution
<http://history.hanover.edu/modern/frenchrvt.htm>

Internet Modern History Sourcebook
<http://www.fordham.edu/halsall/mod/modsbook13.html>

France During the French Revolution and Under Napoleon Bonaparte
<http://www.txdirect.net/users/rrichard/napoleo1.htm>

Encyclopedia.com's French Revolution
<http://www.encyclopedia.com/>

Declaration of the Rights of Man
<http://members.aol.com/agentmess/frenchrev/mancitizen.html>

GREEN REVOLUTION

BOOKS:

Sustaining the Earth: The Past, Present, and Future of the Green Revolution (New South Wales

University Press (ISBN 0868402605)

WEB SITES:

World Food Issues—Past and Present: The Green Revolution
<http://www1..iastate.edu/~rjsalvad/revolution.html>

Lessons From the Green Revolution: Towards a New Revolution
<http://www.fao.org/wfs/final/c/volume2/t06-e.htm>

INDUSTRIAL REVOLUTION; SCIENTIFIC REVOLUTION; TECHNOLOGICAL / COMMUNICATIONS REVOLUTION (THE SECOND INDUSTRIAL REVOLUTION)

BOOKS:

Expansion, Trade and Industry (Copp Clark Ltd.)
(ISBN 058220738X)

How It Works: The Illustrated Encyclopedia of Science and Invention (Marshall Cavendish) (ISBN 086307491X)

Ideas That Changed the World Series: (Chelsea House)

Art and Technology Through the Ages (ISBN 0791027694)

The Early Inventions (ISBN 079102766X)

The Industrial Revolution (ISBN 0791027678)

Transportation (ISBN 0791027686)

Industrial Revolution (Lucent Books) (ISBN 1560063181)

Industrial Britain: The Workshop of the World (Pippin Publishing Corporation) (ISBN 052142495X)

Industrial Revolution: Opposing Viewpoints (Greenhaven Press) (ISBN 086307491X)

International Encyclopedia of Science and Technology (World Almanac Education) (ISBN 0195215311)

Inventors and Invention Series (Marshall Cavendish Benchhouse Books)

Rockets (ISBN 076140063X)

Computers (ISBN 0761400648)

Lasers (ISBN 0761400672)

Television (ISBN 0761400451)

Biotechnology (ISBN 076140046X)

Nuclear Power (ISBN 0761400478)

Video (ISBN 0761400486)

Satellites (ISBN 0761400494)

Radiology (ISBN 0761400753)

VIDEO:

The Industrial Revolution (McIntyre Media Ltd.)
(ISBN not available)

WEB SITES:

IRWEB: The Industrial Revolution
<http://tqjunior.advanced.org/4132/index.htm>

Industrial Revolution
<http://www.fordham.edu/halsall/md/modsbook14.html>

Life of the Industrial Worker in 19th Century England
<http://applebutter.freesevers.com/worker/>

Scientific Revolution: Internet Modern History Sourcebook
<http://www.fordham.edu/halsall/mod/modsbook09.html>

Scientific Revolution: Texts and Archives
<http://history.hanover.edu/early/science.htm>

HWC Scientific Revolution
<http://history.idbsu.edu/westciv/science/>

Scientific Revolution
<http://www.clas.ufl.edu/users/rhatch/07-tsci-rev.htm>

Internet Modern History Sourcebook
<http://www.fordham.edu/halsall/mod/modsbook35.html>

EXTENSION ACTIVITY

Groups will be organized in a jig-saw format to analyze, interpret, and discuss the significance of the following quotations. (The teacher may prefer to have a general discussion of the quotes after a “think-pair-share”.)

QUOTES

Revolutions are the locomotives of history.

- Nikita Khrushchev, 1957

A little rebellion, now and then, is a good thing, and as necessary in the political world as storms in the physical.

- Thomas Jefferson, 1787

Those who make peaceful revolution impossible will make violent revolution inevitable.

- John F. Kennedy, 1962

What is a rebel? A man who says no.

- Albert Camus, *The Rebel*

Revolution is not a dinner party, nor a painting, nor a piece of embroidery; it cannot be advanced softly, gradually, carefully, considerately, respectfully, politely, plainly and modestly.

- Mao Tse-tung

All modern revolutions have ended in a reinforcement of the State.

- L'Homme revolte, 1951

Make the revolution a parent of settlement, and not a nursery of future revolutions.

- *Reflections on the Revolution in France*, 1790

I know, and all the world knows, that revolutions never go backward.

- William Seward, *The Irrepressible Conflict*, 1858

Revolution has never lightened the burden of tyranny: they have only shifted it to another shoulder

- *Man and Superman*, 1903

If there is any period one would desire to be born in, is it not the age of Revolution, when the old and the new stand side by side, and admit of being compared, when the energies of all men are searched by fear and by hope, when the historic glories of the old can be compensated by the rich possibilities of the new era?

- Ralph Waldo Emerson, *Nature, Addresses and Lectures*, 1849

The main object of a revolution is the liberation of man. . .not the interpretation and application of some transcendental ideology.

- Jean Genet, *Prisoner of Love*, 1986

Normal life cannot sustain revolutionary attitudes for long.

- Milovan Djilas, *Guardian*, 1990

There was reason to fear that the Revolution, like Saturn, might devour in turn each one of her children

- Pierre Vergniaud, *Histoire des Girondins*, 1847

It is not always by going from bad to worse that a society falls into revolution.... The social order destroyed by a revolution is almost always better than that which immediately preceded it, and experience shows that the most dangerous moment for a bad government is generally that in which it sets about reform.

- Alexis de Tocqueville, *L'Ancien regime*, 1856

If by the mere force of numbers a majority should deprive a minority of any clearly written constitutional right, it might, in a moral point of view, justify revolution—certainly would if such a right were a vital one.

- Lincoln, March 4, 1861

Revolutions are not made; they come. A revolution is as natural a growth as an oak. It comes out of the past. Its foundations are laid far back.

- Wendell Phillips, 1852

You can never have a revolution in order to establish a democracy. You must have a democracy in order to have a revolution.

- G. K. Chesterton, *Tremendous Trifles*, 1909

With your whole body, with your whole heart, with your whole conscience, listen to the Revolution. . . This is the must everyone who has ears should hear.

- *The Intelligentsia and the Revolution*, 1918

The Brutalities of progress are called revolutions. When they are over we realize this: that the human race has been roughly handled, but that it has advanced.

- Victor Hugo, *Les Miserables*, 1862

Inferiors revolt in order that they may be equal, and equals that they may be superior. Such is the state of mind which creates revolutions.

- Aristotle, *Politics*, 343 B.C.

History teaches us that the great revolutions aren't started by people who are utterly down and out, without hope and vision. They take place when people begin to live a little better—and when they see how much yet remains to be achieved.

- Hubert H. Humphrey, *Speech*, 1966

We used to think that revolutions are the cause of change. Actually it is the other way around: change prepares the ground for revolution.

- Eric Hoffer, *The Temper of Our Time*, 1967

REVOLUTIONS LISTENING CHART

Topic	American Revolution	French Revolution	Industrial Revolution	Scientific Revolution	Technological Revolution	Green Revolution
Highlights						
Key Players / Leaders						
Counter - revolutionary forces						
Democratic concepts						
Similarities with other revolutions						



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RESEARCH: ONLINE COMMUNITIES

by FAYE MEEK, teacher-librarian, Glenwood Elementary School, SD#42, (Maple Ridge).

INFORMATION AGE

The Information Age is now upon us and digital learning is a reality (Gilster, 1997; McKenzie, 1999). What will happen in the educational communities of the future? Can technology help to provide an effective means of reaching 21st century educational objectives? Some see this as the most important challenge facing schools today (Gilster, 1997; Kozma & Schank, 1998).

Others also share this perspective, but realize that for education to be transformed by technology, this transformation must also be coordinated with significant social and pedagogical change (Johnson, 1996; Riel, 1995; Rogers, 1998).

How can the school systems of today keep up with the rapid changes in technology? Education is like the tortoise trying to keep up with the fast-moving hare - technology. Although the race is not deliberate, educational systems must at least endeavour to stay close on the heels of their leading challenger. In order to achieve improvements in learning through the use of technology, there must be a paradigm shift (Dede, 1998; Kurvink, 1998). This involves a major rethinking of the organization of teaching and learning to include the use of the Internet and electronic mail as an essential part of the curriculum.

In the B.C. Provincial Technology Survey of 1995, it was anticipated that telecommunication would be a medium-use application in the near future. That future is now upon us. Trends in educational technology indicate that the growth of the World Wide Web and the Internet has made networking one of the fastest growing applications in schools today (Plotnick, 1997). It is time to use the dynamics of telecommunication to enhance school curriculum and make it more interactive and more exciting for students and educators (Lankes, 1997).

ONLINE COMMUNITIES

Along with audio and video conferencing, e-mail is emerging as one of the most powerful communication tools. It is the vital link between communities of users on the Internet and it is that real life connection that can make online learning powerful and authentic.

The growth of many online communities of practice such as the Learning Circle at the International Education and Resource Network (<http://icarn.org>) and the International KIDLINK Organization (<http://www.KIDLINK.org>) are just two examples of the many sites that are available online that demonstrate how students can become active participants in their own education. At these web sites, the students are involved in functional learning environments doing authentic tasks and learning how to participate in working relationships with others.

CLASSROOM ONLINE PROJECT

In April and May of 99, I participated with a Grade 5/6 class and their teacher in a telecommunication project through KIDLINK organization. The project was titled "Hunt for Famous Explorers." After the initial sign-on activities such as answering the "Four Kidlink Questions" and declaring their name and e-mail address at school, the teacher and the class selected an explorer, created nine clues to be submitted to the web site moderator, and set up groups. Each week, the moderator released three clues on the web page and the hunt was on!

For three weeks, the students worked in groups to do research using encyclopaedias, reference books, CD-ROM discs and online research using search engines to web sites offering information on explorers. The students used e-mail to contact each school and ask one "Yes/No" question per week in order to determine the identity of each explorer. Toward the end of the project, the teacher submitted the names of the explorers using an online template. The total number of correct guesses per school was published on the KIDLINK web page.

But the final results were not the main incentive for this project. The students really enjoyed the activities and the opportunity to connect with students in other schools to be a part of a global community. They learned to interact and collaborate through e-mail in a social context that often provided immediate feedback. They used KidForum or KidCafe to discuss issues and communicate with others.

KidProj-Coord also provides a forum for teachers to connect with others in the project, to receive

classroom tips for ideas that worked and to generally share in the excitement of the project at an educators' level.

The classroom teacher and I communicated through e-mail to each student and required that an assignment be submitted through e-mail. The student, a peer, and the teacher or the teacher-librarian evaluated each assignment.

At the end of the project, the class celebrated by having a Samuel de Champlain party. They represented their learning by writing scripts and performing plays dressed in costume related to the age. What a grand finale to eight weeks of interactive learning!

EDUCATIONAL REFORM

Social interactivity in the learning process is one of the most important points in educational reform. Margaret Riel, noted author, speaker, and coordinator of the I*EARN site, is an advocate for developing online communities. She affirms "It is the use of technology to create learning communities, a human intervention and not the technology itself, that may reform education. Learning takes place in the space between and among people, and that we need to dissolve and reconstruct the classroom in a connected world" (Riel, 1996, p.6).

Carvin (1998) explained that the Internet has evolved into a more user-friendly environment which is becoming much more interactive as it seeks to utilize many different services such as e-mail and Listserv groups. Educators can use this combination of the Web and Listserv and e-mail to create a variety of activities to enhance student learning. "The old ways of teaching and learning need some serious restructuring. In order for today's young people to become competitive in tomorrow's market place, yesterday's pedagogical methodology is no longer enough. Students must become involved in the entire teaching process" (Carvin, 1998, p.1)

How can we, as teachers and teacher-librarians, help to prepare our young people for the future? There is a critical need to include the Internet and to integrate technology into the curriculum. Teacher-librarians must first become familiar with using the Internet and electronic mail in order to help others participate in communities of learning. The Internet is not a panacea for all our problems in education, nor is it a substitute for solid teaching and learning. But it provides an opportunity to enhance upon it.

VISION OF THE FUTURE

We need educators with a vision of the future a future where educators provide an effective curriculum that gives students the opportunity to use interactive telecommunications either globally or locally, to solve real-world problems.

Teacher-librarians today are visionaries - we can collaborate with classroom teachers as they seek to provide a future where the quality learning environment is beyond the boundaries of the classrooms.

If educational reform is to be successfully aided by technology, then that reform must occur through a systematic and social process fuelled by a shared vision to help citizens of the future gain a stronger foothold in the 21st century.

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Plotnick, Eric. (1997). Trends in educational technology. *Emergency Librarian*, 24(3), Federal Way, WA.

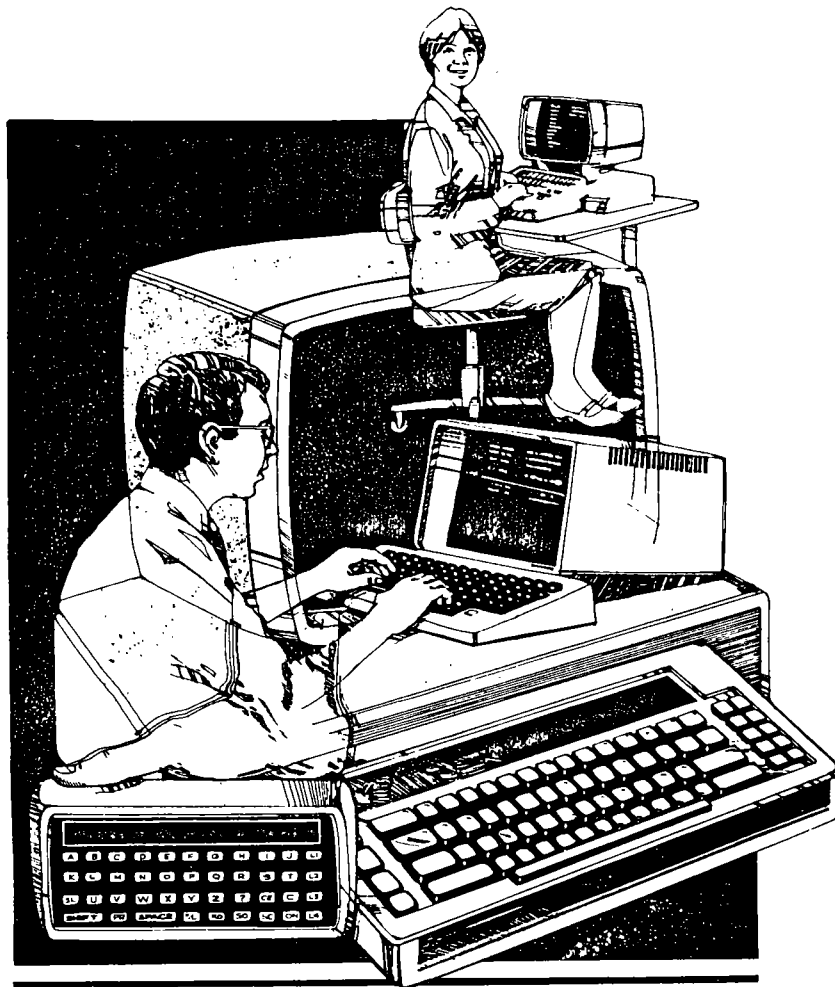
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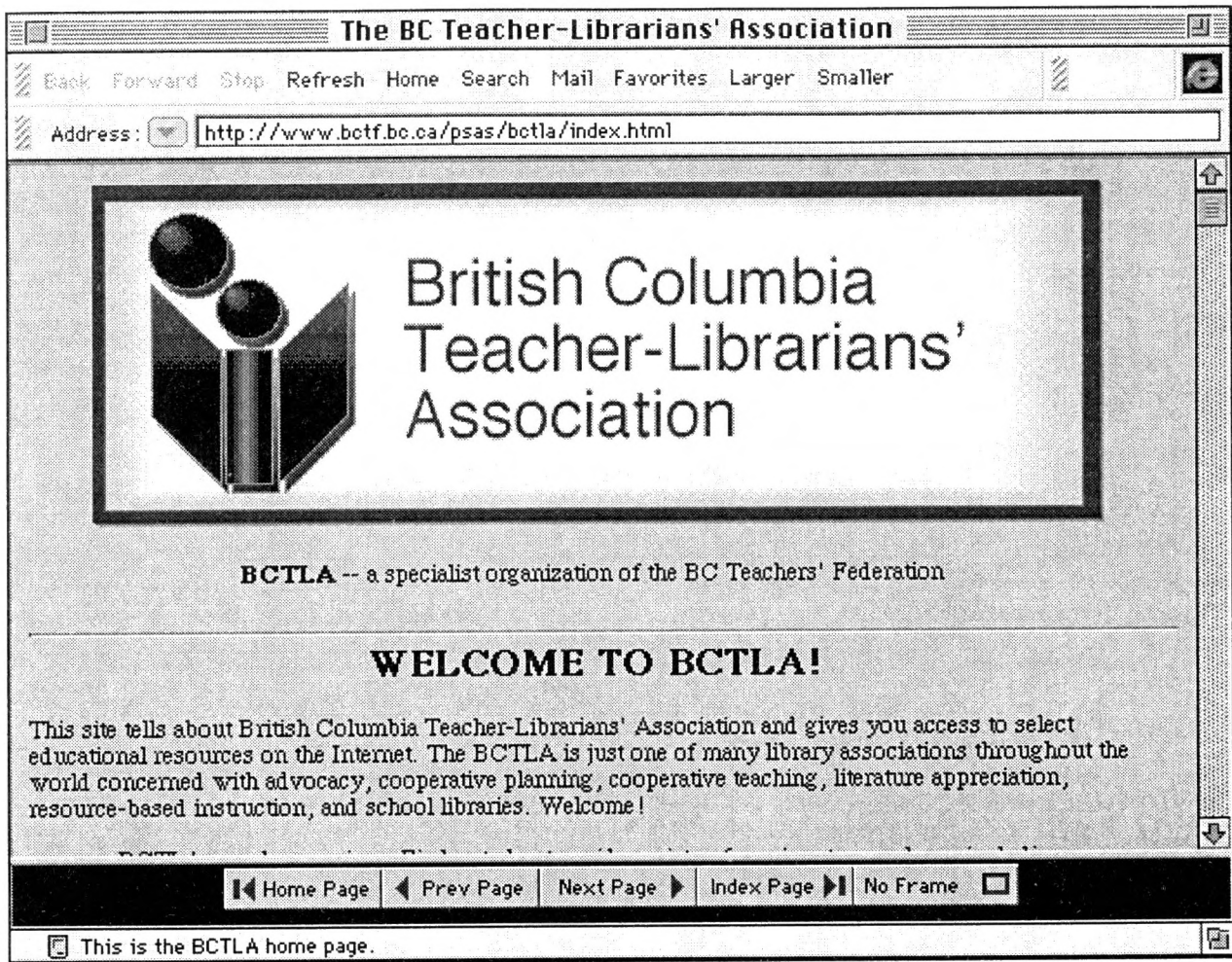
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THREE RULES OF WORK

1. Out of clutter, find simplicity.
2. From discord, find harmony.
3. In the middle of difficulty lies opportunity

-Little Zen Companion

~~DECADES OF THE 20TH CENTURY: A RESOURCE-BASED UNIT FOR GRADE 5 SOCIAL STUDIES~~

by **MARY LOCKE**, teacher-librarian at Gen. Gordon Elementary School (idea from **SHARON SAWATZKY**, teacher-librarian at Kerrisdale Elementary) in conjunction with Grade 4/5 teachers from Gordon, **ROBIN PARR** and **DANIELLE ALBRECHT**, SD#39 (Vancouver).

INTRODUCTION

The overall objective in planning and teaching this unit was to give the students an idea of history - the passing of time - and to mark the changing of the century and the millennium. The activities described here were all done in the library. Just previous to this and concurrently with it, the classroom teachers involved, Robin Parr and Danielle Albrecht, worked on a unit about life in early 20th century Vancouver based on the Roedde House Curriculum. This curriculum, developed by Katherine Reeder and Vickie Jensen, uses the Roedde House Museum as a jumping off point for looking at changes in the last century in Vancouver and the world. The curriculum is available through the museum (phone number: 684-7040). The museum kit, sent to schools, includes a video, boxes of artifact from the last century and resource books. The museum also hosts class visits.

THE LEARNING OUTCOMES

- The students will acquire an understanding of the passage of time in the 20th century
- The students will acquire knowledge of some of the famous people, events, inventions, art, fashion, and societal trends of the 20th century through reading informational texts and using a site on the Internet
- The students will learn to search for books in their library by title, author, and subject using library catalogues.
- The students will learn to open Netscape, type in a URL, and navigate the site of the Museum of Modern Art

STATIONS

The library was set up in seven decade stations and one computer and catalogue station. We left out the 20s and the 90s because we had fewer resources for those decades. Teachers could increase or decrease the number of decade stations. The 8th station was a combined book-searching (through the library catalogue) and Internet centre. The book-searching portion is particular to the Gordon collection but the MOMA site is, of course, available to everybody.

The decade stations are identical in format. The only thing that changes is the selection of materials at the particular decade table. Students came to the library with a booklet consisting of 7 identical pages plus the page for the 8th centre. Students will take approximately one hour to complete the tasks at each station.

We used the materials in the first bibliography. The materials in the second bibliography have been published since and will likely be incorporated next time we do the unit.

BIBLIOGRAPHY

BOOK SERIES (USED THIS TIME)

Picture History of the 20th Century, Franklin Watts
1940s, 1950s, 1960s, 1970s, 1980s

Take Ten Years, Aintree/Steck-Vaughn
1910s, 1930s, 1940s, 1950s, 1970s, 1980s

Fashions of a Decade, Facts on File
1930s, 1940s, 1950s, 1960s, 1970s, 1980s

Timelines, Crestwood House
1910s, 1930s, 1940s, 1950s, 1960s, 1970s

Decades, Wayland
The Fifties, The Sixties, The Seventies, The Eighties

BOOK SERIES (TO BE USED NEXT TIME)

Canada Through the Decades
1910s through 1990s
1896990401, 1896990010, 1896990274, 1896990355, 1896990428, 1896990444, 1896990339,
1896990290, 1896990312, 189699038x

Saunders Book and Co. 1999
tel#1-800-461-9120

Life Magazine -The Way We Were. Time Inc. Home Entertainment. Des Moines, 1999
ISBN 0 8212 2634 7

DECADE STATIONS

Decade: _____

Find 5 important people of this decade.
Give 2 facts in note form (4 - 6 words) about each one.

1.
2.
3.
4.
5.

Find 3 important inventions or scientific (including medical) advances of this decade. Give 2 facts in note form (4 - 6 words) about each one.

1.
2.
3.

Name and briefly describe three popular sports or sports events of the decade.

1.
2.
3.

Name and briefly describe three things people did for entertainment during this decade.

1.
2.
3.

Were there any wars or conflicts?
If so, please list them and briefly explain them.

1.
2.
3.

Find 3 other important events of this decade.
Give 2 facts in note form (4 - 6 words) about each one.

1.
2.
3.

Draw two items of fashion that were popular.
Name and briefly describe them in the caption below.

INTERNET STATION

1. Open Netscape. Click on the 'Location' box. Delete whatever is in it.
2. Type in the URL (the address) for the Museum of Modern Art in New York:
<http://www.moma.org/index.html>
3. Press "Enter".
4. Click on MOMA.
5. Find "The Collection" then click on "Painting and Sculpture".
6. Scroll down a bit. Click on "More".

This is a page that shows some important paintings and sculptures of the 20th century. Many, but not all the decades are represented here.

Click on the works of art one by one.

Listen to the audio clip for each painting (by clicking on "Play Clip"). You may need to scroll down to find it.

Write down the titles of some works of art, their artists, and the year they were made.

The title is written in italic print.

Title	Artist	Year
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Which is the oldest work you looked at? _____

Which is the most recent (newest) work you looked at? _____

How did the art change?

Choose one work you like the best. Say why you like it.

Ask my help to print it.

CATALOGUES

1. In the Author catalogue, look up the author Peter Turvey. Which catalogue (write the letters) will you need? _____
Give the title, call number, and date of publication.

Title: _____ Call#: _____ Date of
publication _____

Go to the shelves and get the book. USE A BOOK MARKER!

Turn to the Table of Contents. Scan it. You will notice that pages are given for various decades. Find one invention per decade and write one fact about it. Do this for three decades.

1. Decade _____
Invention _____ Year _____

Fact (in note form) _____

2. Decade _____
Invention _____ Year _____

Fact (in note form) _____

3. Decade _____
Invention _____ Year _____

Fact (in note form) _____

2. Flying has been one of the most amazing things of the 20th century. Another word for “flying” is “flight”. In the Title catalogue, look up Flight. Which catalogue (write the letters) will you need? _____ There are 4 books with the same title. Find the one published in 1995. When you find it give:

Author _____ Call number _____

(Some books have no author).

Go to the shelves and get the book. USE A BOOK MARKER! Open the book and find the Index.

On what pages is information on the Wright brothers found? _____

Turn to the second page mentioned. Give two facts about these brothers or their work.

Fact (in note form) _____

Fact (in note form) _____

3. In the Subject catalogue, look up the subject “Elvis Presley”. Which catalogue (write the letters) will you need? _____
Write the title, call number, and date of publication of the newer book.

Title: _____ Call number _____ Date of publication _____

Go to the shelves and get the book. USE A BOOK MARKER!

Look in the Index. What pages have information on Elvis’ most famous song, *You Ain’t Nothin’ but a Hound Dog*? _____

Turn to the first page mentioned. What year was that song recorded? _____

4. Another word for car is “automobile”. In the Subject catalogue, look up “Automobiles”. Which catalogue (write the letters) will you need? _____ After the basic first subject-heading “Automobiles”, there are 4 others. Write them down.

Find the subject-heading “Automobiles - History”

Write the title, call number, and date of publication of the book.

Title: _____ Call number _____ Date of publication _____

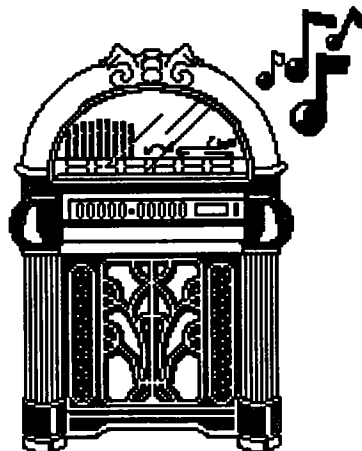
Go to the shelves and get the book. USE A BOOK MARKER!

Open the book and find the Index.

On what page is information Henry Ford found? _____

Turn to the 3rd page mentioned. Find the italic print and copy it.

Henry Ford was _____





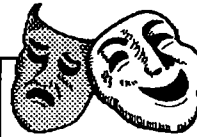
What would
life be if we
had no courage to
attempt anything?

-Van Gogh



A great many
people think
they are chang-
ing when they are
only rearranging their
prejudices.

-William James



In a time of
drastic
change it is the learners
who inherit the future.
The learned usually find
themselves equipped to
live in a world that no
longer exists.

-Eric Hoffer (1902-83)

TIMES A CHANGING



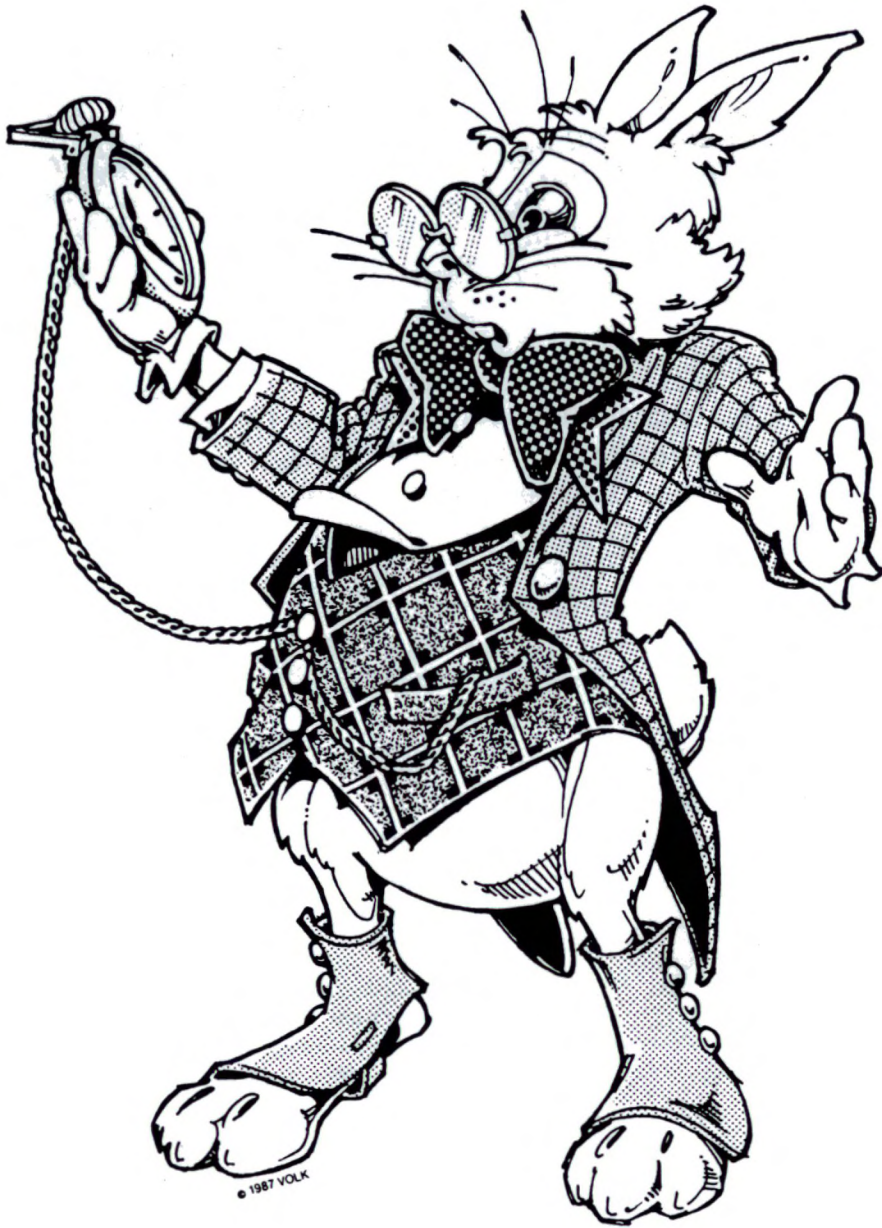
There is a cer-
tain relief in
change even
though it be from
bad to worse! As I have
often found in travelling
in a stagecoach, that it is
often a comfort to shift
one's position, and be
bruised in a new place.

-Washington Irving



Whenever
man comes
up with a better mouse-
trap, nature immediately
comes up with a better
mouse.


-James Carswell




FEATURED IN THIS ISSUE



Innovators
are inevitably
controversial.
-Eva Le Gallienne

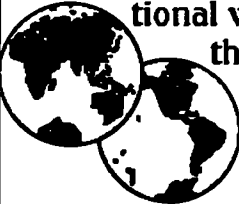


One cannot step
twice into the
same river.
-Heraclitus




The man who
views the world
at 50 the same
as he did at 20
has wasted 30 years of
his life.
-Muhammad Ali


It is change, continuing
change, inevitable change,
that is the dominant factor
in society today. No sensi-
ble decision can be made
any longer without taking
into account not only the
world as it is, but the
world as it will be. . . .
This, in turn, means that
our statesmen, our busi-
nessmen, our everyman
must take on a science fic-
tional way of
thinking.



Isaac Asimov
(1920-92),
Russian-born
U.S. author.




Everyone thinks
of changing the
world, but no
one thinks of
changing himself.
-Leo Tolstoi




There is nothing
permanent except
change.
-Heraclitus



Things do not
change;
we change.
-Henry David Thoreau



"change is
the law of
life. And those who look
only to the past or pre-
sent are certain to miss
the future."
-John F. Kennedy, 1917-63



There is
nothing like
returning to a
place that remains
unchanged to find the
ways in which you your-
self have altered.
- Nelson Mandela,
A Long Walk to Freedom

BECOMING A CANADIAN CITIZEN

by **CINDY CULBERT**, teacher-librarian, Margaret Stenersen Elementary School and **VIOLET HOBKIRK**, teacher-librarian, William A Fraser Elementary School, SD#34 (Abbotsford).

- **GRADE LEVEL**-Grade-5
- **SUBJECT**-Social Studies, Language Arts and Fine Arts
- **TOPIC**-Immigration and Canadian Citizenship

daily life is like for you in the country of _____?

GOAL/OBJECTIVES/LEARNING OUTCOMES

1. Students shall be able to demonstrate an understanding of why immigrants come to Canada, challenges they face, and their contributions to Canada.
2. Students shall be able to gather and record from a variety of primary and secondary sources.
3. Students shall gain an appreciation of the process involved in becoming a Canadian citizen.
4. Students will have an opportunity to participate in a citizenship ceremony.

PREPARE IN ADVANCE

1. Book time in library; approx. one month, 3 times a week, 1 hour each class
2. Classroom teacher assists students in picking a country of their family heritage or a country they are interested in.
3. Teacher-librarian becomes familiar with resources related to other countries of students' heritage, and life in Canada
4. Book speakers for student interviews with members of the community who have experienced the immigration process.
5. Book speakers for the Citizenship Oath.
6. Prepare questions that students will research in order to pass their Canadiana test

LESSON

INTRODUCTION

1. Pre-Unit Learning Log... What it means to be a Canadian citizen.
2. Brainstorm with class the questions one might need in order to become familiar with their country of origin. The focus question is, "What would you need to know in order to feel like an expert on what

LESSONS 1-4

1. Teacher-librarian does an orientation class for research purposes. (How to find what you're looking for in the library.) Teacher and teacher-librarian work together helping students with the research.
2. In the library, students will research answers to those questions established from Lesson Introduction 2.
3. Students do quick writes (writing from a point of view) about what life is like for them.
 - Teacher brainstorms with class different scenarios as to why people might want to immigrate to Canada.
4. Students write up personality profiles as to who exactly they are and why they want to move to Canada. Students can add on to their writing assignments; edit, what life is like for them.
 - Students do a quick 30 sec. presentation of who they are in sharing circles. Webs are displayed in library, entitled, "Destination Canada."

LESSONS 5-10

6. Students work through process of becoming a Canadian citizen. They will interview people from the community who have experienced the process. Students will work from a template that the teacher and teacher-librarian have put together.
6. Students will be researching questions that appear on a real Canadian Citizenship test.
- 7-10 Students will work to put together a project (from their research) that shows their understanding of what it means to be a Canadian citizen. Teacher and teacher-librarian will conference with the students to ensure that they can be successful in presenting a project suitable to their individual learning style. Teacher and teacher-librarian will brainstorm with class a list

of possibilities. (i.e. a mural, a skit, a web site page etc...)

CLOSURE

CANADIAN FAIR AND CITIZENSHIP OATH

SHAPE OF THE DAY

- In the morning, students will come dressed "in role" from the country of their heritage.
- Students will take the Citizenship Test. In the afternoon, for one hour, students will be available to share project in a "fair" type setting.
- Students will sing the National Anthem and take the Citizenship oath.
- The following day students can do another "quick write" in role, explaining what life is like for them now as a Canadian citizen
- Completion of post unit learning log.

EVALUATION

1. Learning logs to be compared pre- and post-unit.
2. Completion of Personality Profile/Webs.
3. Writing from point of view of a Canadian immigrant before and after they have come to Canada.
4. Completion of two writing lessons in role; what life was like before coming to Canada, and what life is like now as a Canadian citizen?
5. Completion of research grid and interview sheet.

SOURCES THAT WERE OUR INSPIRATION

Web site page- <http://www.citzine.ca>

A look at Canada, Published by the Minister of Public Works and Government Services Canada, 1997

A flyer advertising Heritage Week in March

WHAT DO YOU KNOW ABOUT BEING A CANADIAN?

Name _____

Date _____

What do you believe are your rights as a Canadian citizen?

What do you believe to be your responsibilities as a Canadian citizen?

If you have Just moved to Canada, how do you think you would go about becoming a Canadian citizen?

(What would be the steps involved?)

What does it mean to you to be Canadian?

What could you contribute to Canada?

Questions?

**You'll
find the
answers
in**

Teacher Librarian

*The Journal for School Library
Professionals*

Need to stay up-to-date as a
teacher-librarian?

Looking for thought-provoking
articles on collaboration and student
learning?

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101 - 1001 West Broadway
Suite 343, Vancouver, BC V6H 4E4
Voice: 604-925-0266
Fax: 604-925-0566
E-mail: TL@rockland.com

COUNTRY OF ORIGIN WEB

Name _____

Date _____

- Country of Origin
- Clothing
- Food
- Name of Character
- Special Holidays
- Shelter
- Education
- Geography/Climate
- Interesting Facts

CITIZENSHIP RESEARCH / TEST

1. What would make you proud to be a Canadian citizen?
2. What responsibilities will you have when you are a Canadian citizen?
3. What can you do to show that citizenship is important?
4. From whom are the Métis descended?
5. In which type of industry did most early European settlers work?
6. What important trade did the Hudson Bay Company control?
7. When was the Canadian Pacific Railway finished?
8. In what year did Canada become a country?
9. Which was the last province to join Canada?
10. When is Canada Day and what does it celebrate?
11. Give an example how you can care for Canada's natural heritage.
12. What will you promise when you take the Oath of Citizenship?
13. What are the two official languages of Canada?
14. Where do most French speaking Canadians live?
15. What song is Canada's national anthem?
16. What does the Canadian flag look like?
17. From where does the name "Canada" come?
18. Which animal is an official symbol of Canada?
19. What is the population of Canada?
20. What oceans border Canada?
21. How many provinces and territories are there in Canada?
22. What is the capital city of Canada?
23. Name all the provinces and territories and their capital cities.
24. What are the provinces of Central Canada?
25. Which are the provinces of the Atlantic region?
26. Which are the Prairie provinces?
27. What are the territories of northern Canada?
28. Name one province that is on the Atlantic coast of Canada.
29. What are the names of the Great Lakes?
30. Which province in Canada is the smallest in land size?
31. What is the name of the Premier of your province?
32. What is the name of the Prime Minister of Canada?
33. The First Nations are an "indigenous" people. What does the word indigenous mean?
34. How did Canada's first citizens get their food?
35. What cure did the Iroquois give to Jacques Cartier as a cure for Scurvy?
36. Why did the Chinese come to Canada in the 1870s?
37. Who was the first to claim British Columbia?
38. Who composed our national anthem, proclaimed on July 1, 1980?
39. Who is known as "The Father of Medicare"?
40. Who was Canada's first female member of Parliament?
41. List three official Canadian symbols.
42. What year did Marc Garneau fly in space?
43. What was the name of Canada's first female Prime Minister?
44. Which Canadian athlete won two Olympic medals at the 1998 Nagano Games?
45. Who was the first European to reach the Pacific Ocean by an overland route?

BECOMING A CANADIAN CITIZEN

Citizenship Questions for Interview purposes:

1. Why did you come to Canada?
2. What were some difficult aspects about coming to a new country?
3. What did you enjoy about coming to Canada?
4. What have you contributed to this country since you arrived?
(e.g. environment, eliminating discrimination and injustice, volunteering)
5. What will you do to help cherish and protect Canada's heritage?

THE OATH OF CANADIAN CITIZENSHIP

"I affirm that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian citizen."

BIBLIOGRAPHY

Canada, Citizenship and Immigration Canada, *A Look at Canada*. Ottawa: Integration Branch, 1997.

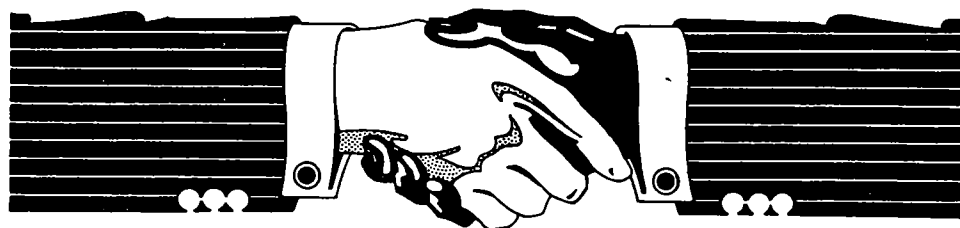
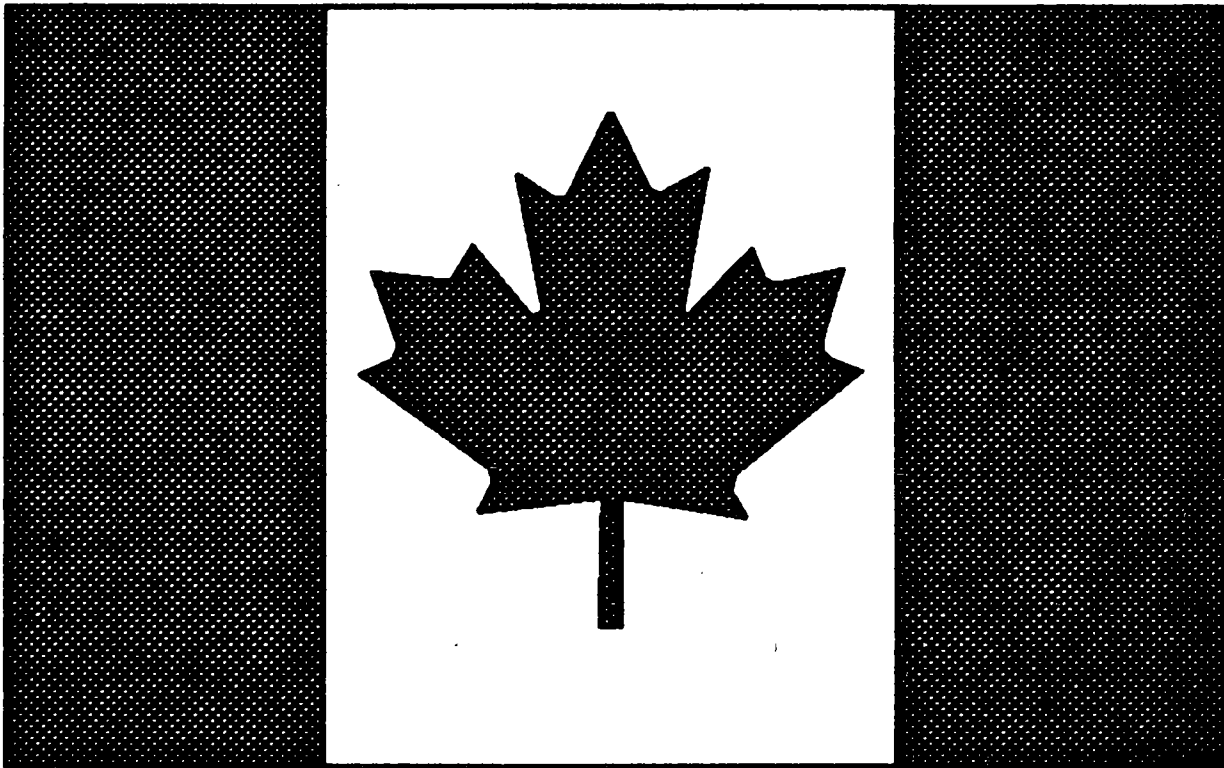
Canada, Citizenship and Immigration Canada, *Citizenship and Heritage Week Ottawa*: Minister of Public Works and Government Services Canada, 1998.

HELPFUL INTERNET ADDRESSES:

<http://cicnet.ci.gc.ca>

<http://www.pch.gc.ca>

<http://www.citzine.ca>



NUNAVUT

by **LESLIE BAKER**, teacher-librarian, Dorothy Peacock Elementary School, SD # 35 (Langley), **CAROLINE AIKEMA**, Langley Meadows Elementary School, SD # 35 (Langley) and **ROSE COOPER**, South Carvolth Elementary School, SD # 35 (Langley).

Grade Level: 5

Subject: Social Studies/Language Arts/Fine Arts

Topic: Nunavut

- Why did it happen?
- What happened?
- Where is it?
- When did it happen?
- Who are the people who live there?

GOAL/OBJECTIVES/LEARNING OUTCOMES:

1. Develop an understanding of an area of Canada called Nunavut.
2. Gain an appreciation for the contributions of the Inuit as Aboriginal peoples.
3. Become more aware of their history and rights as Canadians.
4. Explain ways people preserve and transmit culture.

PREPARE IN ADVANCE:

- access to Internet
- bookmark site: www.chij.com
- a copy of *The Inuk Mountie Adventure* by Eric Wilson
- a journal to record impressions of culture in Nunavut that are revealed through reading the book
- a shield for students to create a Coat of Arms
- a flag for students to create a flag for Nunavut
- material about Nunavut

LESSON:

INTRODUCTION:

Classroom Teacher:

1. Ask the students if they are aware that Canada gained a new territory on April 1, 1999. Challenge the students to name the provinces and territories of Canada. See if they know where this new territory is. Introduce them to the *Canadian Heritage Interactive Journey*.
2. Using a map show the students where this new territory is. In preparation for the activity, show the

flags, flowers and Coat of Arms of the other provinces and territories of Canada.

Teacher Librarian:

3. Explain that the students will be hearing the story *The Inuk Mountie Adventure* by Eric Wilson to help them understand some of the culture of the area.
4. Have the students prepare a journal to record any impressions they have of the people of Nunavut. They should write something in the journal after every read aloud time.
5. Challenge students to find out as much information as they can about the new territory. Create an information board where they can post their notes about their discoveries. (Make sure to include why it was named this and what it means.) They can access the web site CHIJ as well as use any other sources of information.

ACTIVITY:

(after reading *The Inuk Mountie Adventure*)

Teacher Librarian:

1. Have students read their journal entries about the culture of Nunavut to each other in small groups.
2. Each group is to record their impressions on a piece of chart paper to share with the class.

Classroom Teacher:

3. As a class decide what the strongest impressions were and discuss whether or not any of these impressions are characteristic of only this area.
4. Brainstorm to create a list of symbols for this area. Working in pairs, have the students design a flag and Coat of Arms for Nunavut. Using these symbols, have them also decide what flower might be representative of this area. Discuss how a symbol on a flag differs from a picture.
5. Discuss with the students the information that they posted on the information board. Have them brainstorm a list of questions relating to what they would still like to know about the area.

CLOSURE:

Classroom Teacher:

1. Inform the students that the flag and Coat of Arms for this new territory was unveiled on a web site on April 1, 1999. Inform the students that as a class they will be visiting the website.

Teacher Librarian:

2. Have the students share with the class their "Coat of Arms". Discuss with the students their rationale behind their "Coat of Arms" design. Have the students visit the web site. Have a discussion relating to their opinion regarding the flag, Coat of Arms and the flower for Nunavut that was chosen.

EVALUATION:

1. Through discussion establish the students' understanding of the significance of the creation of this new territory.
2. Determine their knowledge of life in the North and the challenges facing this new government and it's peoples.
3. Evaluate the topic by determining the students' enthusiasm for the novel study and the interactive Internet site.
4. Evaluate how well their symbols of Nunavut represent life there.
5. Evaluate the web site www.chij.com.





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

The following pages list the children's authors and illustrators who are members of CWILL BC and who are available for readings during 1999 - 2000.

GENERAL INFORMATION

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

You may also wish to discuss:

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

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

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

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

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

ACHESON, Alison (Author)
C4845 Linden Drive
Ladner, B.C. V4K 3A2
Phone: (604) 946-3707
Email: acheson@infoserve.net

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

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

BAIRD, Anne (Author)
301 - 2109 Bellevue Avenue
West Vancouver, B.C. V7V 1C2
Phone: (604) 925-4139 Fax: 925-4169
Email: orcatime@axionet.com

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

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

BUCHANAN, Joan (Author)
169 South Ridge Drive
Salt Spring Island, B.C. V8K 1Y9
Phone: (250) 653-9892
Fax (phone first): (250) 653-9892
Email: woods@saltspring.com

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

BUTCHER, Kristin (Author)
4451 Wilkinson Road
Victoria, B.C. V8Z 5C2
Phone: (250) 744-3615
Email: kbutcher@vanisle.net

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

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

Stevie Diamond Mystery Series including *How Come the Best Clues Are Always in the Garbage?* and *How Can a Brilliant Detective Shine in the Dark?*; *Gordon Loggins and the Three Bears*; *When Addie Was Scared.* Author talks and readings—grades 3 to 6. Presentations to teachers and librarians

The U.S. Space Camp Book of Astronauts; The U.S. Space Camp Book of Rockets; Space Camp: The Great Adventure for NASA Hopefuls; The Guppies of Hilly Dale House; The Christmas Lamb. Illustrated talks on "How A Picture Book is Made." Writing workshops on how to write picture books - grades K to 6.

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

Garden of Steel—Poems; The Old Brown Suitcase; Slava (French version of *The Old Brown Suitcase*); *The Sunflower Diary* (sequel to *Old Brown Suitcase*). Readings on *The Old Brown Suitcase*—grade 5 and up; readings on *The Sunflower Diary*, writing process workshops—grade 6 and up.

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

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

The Runaways; The Tomorrow Tunnel. Reading & writing workshops; author talks/readings—grade 4 and up. Writing "how to" in-services/workshops for teachers.

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

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

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

DE VRIES, Maggie (Author)
307 - 1503 West 66th Avenue
Vancouver, B.C. V6P 2R8
Phone: (604) 266-9022
Email: mdev@infinet.net

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

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

ELLIS, Sarah (Author)
4432 Walden Street
Vancouver, B.C. V5V 3S3
Phone: (604) 874-6272
Fax: (604) 874-6202

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

FRIESEN, Gayle (Author)
10538 Dunlop Road
Delta, B.C. V4C 8B5
Phone: 583-0195
Email: pfriesen@axionet.com

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

Dolphin Alert; See You Later, Alligator; Runaway; Sophie Sea to Sea. Readings and writing workshops—K to grade 12

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

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

Great Lengths; Alecia's Challenge. Author talks/readings—grades 3 to 8.

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

The Young Writers' Companion; Back of Beyond; Pick-Up Sticks; The Baby Project. Author talks and readings—grades 4 to 8. Workshops and presentations for teachers.

When Night Eats the Moon; Auld Lang Syne; The Dream of Aengus; "The Scarletina" in Winds Through Time; "On the Road" in Takes. Author talks and readings—grades 3 to 7.

Janey's Girl; Men of Stone (forthcoming). Author talks and readings—elementary to grade 9.

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

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

GREGORY, Nan (Author/Storyteller)
4143 West 15th Avenue
Vancouver, B.C. V6R 3A4
Phone: (604) 228-1450 Fax: 228-1453
Email: donansol@unixg.ubc.ca

HENEGHAN, James (Author)
1202 - 168 Chadwick Court
North Vancouver, B.C. V7M 3L4
Phone: (604) 983-2202
Email: jamesheneghan@hotmail.com

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

HOLT, Gerald (Author)
1202 - 1238 Melville Street
Vancouver, B.C. V6E 4N2
Phone/Fax: (604) 683-1817
Email: geraholt@direct.ca

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

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

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

The Golden Rose; Living Freight; The Mystery at Eagle Lake; Night of the Aliens; Alien Rescue. Author talks, readings, writing workshops—grades 4 to adult.

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

How Smudge Came. Author talks and readings—grades K to 12.

Wish Me Luck; Torn Away; Promises to Come; Blue; The Case of the Blue Raccoon; The Trail of the Chocolate Thief; The Mystery of the Gold Ring. Readings and writing workshops—grade 5 and up. Adult readings and workshops on writing and publishing.

Wildlife series for beginning readers: *Bears; Whales; Wild Cats; Wild Dogs; Beavers; Deer.* Also, *Starting with Science: Simple Machines.* Talks for grades 3-4 about non-fiction, and how an information book is made. Talks for adults on writing for the early reading level.

Tales of Flame; The Ghostly Tales of Mr. Tooth; Ben and Jacky and the Missing Diamond; Mystery on the Fen (out-of-print). Author talks and readings—grades 4 to 7.

Nykola and Granny; Trapped By Coal; Emily Carr's Woo; The Accidental Orphan; Lost in the Blizzard. Author talks and readings—grades 4 to 7.

Beans on Toast; Disconnected. Author talks and readings—grades 4 to 9.

I Heard My Mother Call My Name; November Boots; Snow Story; Melted Star Journey; Prairie Summer. Author talks and readings—grades K to 5.

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

Aunt Mary Buttons; Larry, Red and Blue; The Lucy Doll. Author talks and readings—grades 1 to 8. Button art exhibits and workshops. Writer's workshops—grades 5 to adult. Presentations to parent groups on: Bullying, Dignity of Children, Children and Grief, and Children Don't Forget.

KELLERHALS-STEWART, Heather (Author)
Box 250, Heriot Bay, B.C. VOP 1HO
Phone: (250) 285-3570
Fax: (250) 285-2981
Email: hkstew@oberon.ark.com

The Whale's Way; Skookum Sam, Spar Tree Man; Witch's Fang; My Brother's Train; Brave Highland Heart. Author talks and readings—grade 2 and up.

LANGSTON, Laura (Author)
3680 Elliston Avenue
Victoria, B.C. V8X 1R8
Phone: (250) 386-1593 Fax: 383-2132
Email: langston@bc.sympatico.ca

Pay Dirt! The Search for Gold in British Columbia; The Fox's Kettle; The Magic Ear; No Such Thing As Far Away. Reading/writing workshops—grade 4 and up; research talks—grade 7 and up; author talks/readings—grade 2 and up.

LAWSON, Julie (Author)
6645 East Sooke Road
Sooke, B.C. VOS 1NO
Phone/Fax: (250) 642-3938
Email: jlawson@pinc.com

Turns on a Dime; Goldstone; Emma and the Silk Train; Cougar Cove; White Jade Tiger; Whatever You Do, Don't Go Near That Canoe! Author talks and readings—K to adult. Writing workshops—grade 4 and up.

LEBEL, Pauline (Author/Playwright)
1663 Whitesails Drive
RR 1, Box Z-67
Bowen Island, B.C. VON 1GO
Phone: 947-0907

The Song Spinner (novel, screenplay, radio drama); *The Mystery of the Lost Chord* (stage); *Dr. Euphonious and the Dulcet Tones Present: You Can Tune A Piano But You Can't Tuna Fish* (stage). Readings, talks, writing/scriptwriting workshops—grade 3 and up. Screening of *Song Spinner* film & discussion—all ages.

LEVINE, Shar (Author)
5150 Camosun Street
Vancouver, B.C. V6N 4J1
Phone: (604) 264-0303 Fax: 264-7233
Email: sharlevine@compuserve.com
Web Site: <http://www.sciencelady.com>

The Microscope Book; Fun With Your Microscope; The Optics Book; The Magnet Book; Worm World; The Marbles Book. Readings and workshops; hands-on science experiments; talks about kids and science; talks about how to get published.

LIGHTFOOT, Marge (Author/Illustrator)
28 - 45640 Storey Avenue
Chilliwack, B.C. V2R 3C5
Phone/Fax: (604) 824-7131
Email: moakland@uniserve.com

Cartooning for Kids. "Draw Along With Me" workshops demonstrating cartooning skills—grades K to 5.

MANSON, Ainslie (Author)
4768 The Highway
West Vancouver, B.C. V7W 1J5
Phone: (604) 926-3825 Fax: 925-0358
Email: amanson@istar.ca

Alexander Mackenzie (bio); *Simon Fraser* (bio); *A Dog Came, Too; Just Like New; Baboo.* Author talks, readings, workshops—grades K to 7.

McBAY, Bruce (Author)
1897 West 2nd Avenue
Vancouver, B.C. V6J 1J1
Phone: (604) 733-8056

Puffin Rock; Goodbye Carleton High (with J. Heneghan). Author talks and readings—upper elementary.

McFARLANE, Sheryl (Author)
168 Beechwood Avenue
Victoria, B.C. V8S 3W5
Phone: (250) 598-5645 Fax: 598-7322
Email: sheryl@islandnet.com

MILES, Victoria (Author)
2715 West 41st Avenue
Vancouver, B.C. V6N 3C5
Phone: (604) 261-8904
Fax: (phone first) (604) 261-8904
Email: victoria_miles@bc.sympatico.ca

MITTON, Jennifer (Author/Illustrator)
605-2288 Pine Street
Vancouver, B.C. V6T 5G4
Phone/fax: (604) 739-2808
Email: nelcyjen@bc.sympatico.ca

MUIR, Mary Jane (Author/Illustrator)
406 - 2938 Laurel Street
Vancouver, B.C. V5Z 3T3
Phone: (604) 266-9073
Email: silkdove@bc.sympatico.ca

OVENELL-CARTER, Julie (Author)
C-56, Bowen Island, B.C. VON 1G0
Phone: (604) 947-2721
Fax: (604) 947-2722
Email: occ@direct.ca

RAZZELL, Mary (Author)
3993 West 36th Avenue
Vancouver, B.C. V6N 2S7
Phone: (604) 263-7260
Fax: (phone first) 263-7260

RICHARDSON, Gillian (Author)
2283 Ta'Lana Trail
RR 2, Sorrento, B.C. VOE 2W2
Phone: (250) 675-3528
Email: gillian@jetstream.net

RUSSELL, Ginny (Author)
226 - 4955 River Road
Delta, B.C. V4K 4V9
Phone: (604) 940-1164 Fax: 940-9902
Email: ginny_russell@bc.sympatico.ca

RUURS, Margriet (Author)
R3, Poplar Drive, C.16
Armstrong, B.C. VOE 1B0
Phone/Fax: (250) 546-2900
Fax: (250) 546-2916
E-mail: ruurs@junction.net

Waiting for the Whales; Jessie's Island; Moonsnail Song; Eagle Dreams; Tides of Change; Going to the Fair. Readings, author talks—all ages. Writing workshops—intermediate and up.

Sea Otter Pup; Spotted Owlets; Cougar Kittens; Bald Eagles; Pup's Supper. Presentations, slide shows—primary only. Very experienced; has given hundreds of school talks and wildlife presentations.

Fadimatu; Bonjour Minuit. Readings/creative writing & illustrating workshops suitable for English or French immersion—grades 5 and up. Multiculturalism workshops related to Africa, France and Quebec—grades 5 and up.

Gynn (author/illustrator); *Albert's Old Shoes* (illustrator). Author talks with illustrations—K to grade 3.

Adam's Daycare; The Butterfly's Promise. Readings & creative media writing workshops—all levels. Journalist with 16 years writing/editing experience, national publications. No additional charge to travel to Lower Mainland schools.

Snow Apples; Salmonberry Wine (Salmonberry); Night Fires; White Wave; Smuggler's Moon. Author talks and readings; writing workshops—grades 7 to 12.

A Friend for Mr. Granville; The Migration of Robyn Birchwood; Saskatchewan; One Chance to Win. Author talks, readings—grades 2 to 8. Writing workshops—grades 4 to 8

The Money Boot; Voices on the Bay; Step By Step. Author talks and readings—grades 2 to 7.

Emma and the Coyote; Emma's Eggs; A Mountain Alphabet; Big Little Dog; On the Write Track. Author visits at schools including slide show on how books are made—grades K to 12. Writing workshops—grades 3 to 7. Conference presentations. Pro-d workshops for teachers and parents.

SCHWARTZ, Ellen (Author)
3637 Emerson Street
Burnaby, B.C. V5E 1W5
Phone: (604) 435-3108 Fax: 435-8499
Email: polestar@axionet.com

SHOEMAKER, Kathryn E. (Illustrator)
3622 Point Grey Road
Vancouver, B.C. V6R 1A9
Phone: (604) 736-2107 Fax: 736-2104

SKOGAN, Joan (Author)
P. O. Box 166
Gabriola Island, B.C. VOR 1X0
Phone: (250) 247-8739

SMITH SISKA, Heather (Author)
1076 Davie Street
Victoria, B.C. V8S 4E3
Phone: (250) 598-1224
Fax: (250) 598-1224 (business hours)

SPALDING, Andrea (Author)
1105 Ogden Road, R.R. 1
Pender Island, B.C. VON 2M1
Phone/Fax: (250) 629-2047
Email: brandywine@gulfislands.com

STUCHNER, Joan B. (Author)
5057 Angus Drive
Vancouver, B.C. V6M 3M6
Phone (home): (604) 261-3359
Phone (work): (604) 822-4192
Email: joanb@vcn.bc.ca

SWANSON, Diane (Author)
4387 Torrington Place
Victoria, B.C. V8N 4T3
Phone/Fax: (250) 477-9398
Email: dswanson@pinc.com

TOWN, Florida Ann (Author)
1242 Ricard Place
Port Coquitlam, B.C. V3C 5H3
Phone: (604) 942-9822 Fax: 942-6048
Email: hftown@bc.sympatico.ca

VALGARDSON, W. D. (Author)
1908 Waterloo Road
Victoria, B.C.
Phone: (250) 595-5648 Fax: 595-6533
Email: wvalgard@uvic.ca

WALDRON, Kathleen Cook (Author)
C-51 Aalton Road R.R. 1
100 Mile House, B.C. VOK 2E0
Phone: (250) 395-5140 Fax: 395-4750
Email: kwaldron@cln.etc.bc.ca

Mr. Belinsky's Bagels; Starshine series (Starshine; Starshine at Camp Crescent Moon; Starshine on TV); Jesse's Star (forthcoming). Author talks and readings—grades 2 to 12. Writing workshops—grade 4 and up.

Los Niños Alfabéticos; Jenny's Neighbours; Creative Christmas—Folk Arts from Around the World for the Classroom; The Mouse and Mill; The Bottle Babies. Talks on book illustration including dummies, separations, and tear sheets—grades K to 12/university.

The Good Companion; Grey Cat at Sea; The Princess and the Sea Bear and Other Tsimshian Stories. Readings; writing workshops at all levels.

The Haida and the Inuit: People of the Seasons; People of the Ice: How the Inuit Lived; We Are the Shuswap; Exploring the Yukon's Past; Substance Abuse Prevention; Primary: Teacher Resource Book. Classroom or community presentations—K to adult.

Sarah May and the New Red Dress; Phoebe and the Gypsy; Island of My Own; The Lost Sketch; Me and Mr. Mah. Author & storytelling presentations—K to grade 7. Writing process workshops for students & teachers.

A Peanut Butter Waltz; The Kugel Valley Klezmer Band. Readings followed by discussions leading to students writing own stories (with help as needed)—grades K to ¾. Storytelling with advance notice.

Animals Eat the Weirdest Things; Bug Bites; Welcome to the World (primary nature series); Tails That Talk and Fly; Noses That Plow and Poke; Why Seals Blow Their Noses. School and library presentations—grades K to 7. Presentations to teachers and librarians.

The North West Company; Simon Fraser: A Voyage of Discovery; Alexander Graham Bell; With A Silent Companion: The Story of Dr. James Barry; The Lively Ghost of Howe Sound (forthcoming). Readings and writing workshops—grades 4/5 to 12.

Thor; Sarah and the People of Sand River; Garbage Creek. Author talks and readings—grades K to 12. Readings and writing workshops—grade 5 and up. Storytelling—all levels.

Loon Lake Fishing Derby; Ivan and the All-Stars; A Wilderness Passover; A Winter's Yarn. Author talks and readings with slides—all levels.

WALSH, Ann (Author)
411 Winger Road
Williams Lake, B.C. V2G 3S6
Phone: (250) 392-5762
Email: jwalsh@rodeo.sd27.bc.ca

WATERTON, Betty (Author)
10135 Tsaykum Road
Sidney, B.C. V8L 5T6
Phone: (250) 656-5045

WATTS, Irene N. (Author, Playwright)
506 - 1225 Merklin Street
White Rock, B.C. V4B 4B8
Phone: (604) 536-8668
Fax: (phone first) (604) 536-8773

WEIR, Joan (Author)
463 Greenstone Drive
Kamloops, B.C. V2C 1N8
Phone: (250) 372-5473
Email: jweir@wkpowlink.com

WILSON, Eric (Author)
c/o JCP Consulting
823 Wendecourt Road
North Vancouver, B.C. V7K 2X5
Phone: c/o Chris Patrick, (604) 985-2527
Fax: (604) 985-2565
Email: cpatrick@direct.ca

WILSON, John (Author)
Box 316
Lantzville, B.C. VOR 2H0
Phone/fax: (250) 390-1513
Email: wilsonj@nanaimo.ark.com

WYATT, Valerie (Author)
520 Transit Road
Victoria, B.C. V8S 4Z5
Phone: (250) 595-3160 Fax: 595-7851
Email: wymac@islandnet.com

ZAGWYN, Deborah Turney
(Author/Illustrator)
Box 472
Harrison Hot Springs, B.C. VOM 1K0
Phone: (604) 796-9702 Fax: 796-9689
Email: zagwyn@uniserve.com

Moses, Me and Murder!; The Ghost of Soda Creek; Shabash!; Winds Through Time (editor); *The Doctor's Apprentice*. Readings, talks, and workshops—B.C. gold rush and multiculturalism—grades 4 to adult.

A Salmon for Simon; Petranella; Plain Noodles; The Lighthouse Dog; 8 books in *Quincy Rumpel* series. Author talks and readings—grades K to 6.

Goodbye Marianne; The Fish Princess; Just a Minute (10 Short Plays & Rehearsal Strategies for the Classroom); Beware of the Dog (A One-Act Musical); Tales from Tolstoy. Author readings and discussion—grades 2 to 7. Writing and narrative workshops—grades ¾ to 7.

The Brideship; The Principal's Kid; The Witcher; Sixteen is Spelled O-U-C-H; Ski Lodge Mystery. Author talks and readings—grade 4 and up. Author writing workshops (plotting, bringing characters to life, motivation, through-line)—grades 5 to 7 and 8 to 10.

Escape from Big Muddy; The Inuk Mountie Adventure; The Kootenay Kidnapper; The Unmasking of 'Ksan; Murder on the Canadian. Reading and writing talks and workshops—grades 4 to 6.

Across Frozen Seas; Lost in Spain; Norman Bethune: A Life of Passionate Conviction; Weet; Weet's Quest; Weet Alone. Readings, history presentations and writing workshops - grades 3 and up.

Inventions: An Amazing Investigation; Pets: An Amazing Investigation; Weatherwatch; Planet Earth: A Big Ecology Book; The Science Book for Girls and Other Intelligent Beings. Science presentations that encourage audience participation—grades 4 to 6.

The Pumpkin Blanket; Mood Pocket, Mud Bucket; Long Nellie; Hound Without Howl; Turtle Spring; Apple Batter. Author talks & readings; workshops on how books are written, illustrated and produced, including slides, techniques and materials—all levels.

TELECOMMUNICATION KIDLINK PROJECT

by FAYE MEEK, teacher-librarian, Glenwood Elementary School, SD#42, (Maple Ridge).

Grade Level: 4 - 7 (This particular project was done with a Gr. 5/6 class)

Subject: Information Technology, Social Studies

OBJECTIVES:

- to improve student use and knowledge of information technology
- to provide students with opportunities for collaborative team work
- to participate in the Kidlink project "Hunt for Famous Explorers" located at <http://www.kidlink.org> (Kidlink was rated the #1 educational site for 1998)

BC Ministry Goals: (Information Technology Integrated Resource Package, '98)

- Students gain an understanding of the personal, community and global consequences of information technology tools and develop a concern for their responsible use. They begin to appreciate the impact information technology has on individuals and society. Students become more proficient at accessing, gathering, organizing and presenting information by using information technology tools to create solutions to relevant problems.

In grades 4 to 7 students:

- use a variety of information technology tools, applications, and production processes
- apply problem-solving skills to meet an information need
- practise using a variety of information technology tools
- demonstrate a willingness to manage resources and information
- demonstrate an awareness of the protocols and ethics involved in the use of information technology

Maple Ridge School District Goals and Expectations:

Student use of the Internet is under the direction and supervision of the teacher. Parents may also play a part in supervising appropriate use outside of the school. Under school supervision, the rationale for student use is based on the importance of achieving the following goals:

- learn the basic procedures and skills to log into a host computer.
- demonstrate a knowledge of telecommunications technology and how it may be used to enhance classroom activities and personal growth.
- practice good net-skills by being polite and considerate, and closing unneeded Internet connections.
- learn to participate in discussion forums, listservs, conferences and so on, where appropriate.
- learn to use search tools to locate and research curriculum related activities, assignments and projects.
- learn to utilize e-mail for individual, or group use.

AVAILABLE TECHNOLOGY EQUIPMENT AND INTERNET ACCESS:

- Glenwood Elementary has two online computers in the library for student use
- Computer lab has 26 computers of which 13 are connected to the Internet
- Lab was booked once per week for a one hour session
- The students were able to access the Internet in the classroom using two "floating" computers every day for 4 weeks

TIMELINE AND IMPLEMENTATION: WHO DOES WHAT, HOW, AND WHEN?

Teacher-Librarian:

- worked with the teacher and class in the lab for one hour every Monday
- worked with the class in the library for 45 minutes prep time every Wednesday
- March 10 - introduced project to students and parents; students took home a letter of permission to access Internet according to district use guidelines
- March 17 - requested e-mail addresses for participants through school district technology principal
- provided a card for each student containing Popmail address and student's own password for accessing district server
- April 7 - taught students use of e-mail and proper rules of Netiquette
- April 12 - students applied to the Kidlink Listserv in order to participate online
- each entered responses to the four questions using online template and confirmed their e-mail address (only half the class completed in first session)
- April 12 - those students not using an online computer used word-processing to create the text of an e-mail message and save it in a file on a floppy disc
- April 14 - taught use of the Internet and search engines using library computers; students practiced in their classroom using floater computers
- April 19 - students complete entering responses to the four questions by importing the file from their own disc into an e-mail composition window and then send the response to the Kidlink listserv
- April 21 - reviewed searching on the Internet, how to navigate, use bookmarks
- April 26 - taught students how to enter district server using their own password (on laminated card); also how to send, receive and delete messages; students took turns reading and replying to an e-mail message
- April 28 - assisted students in locating written resources in library through datastataion search of

catalogue

- May 3 - students applied to Kidlink to participate in KidCafe; e-mail address must be confirmed in a reply message
- May 5 - continued to locate resources in library and using search engines
- May 10 - sent students e-mail assignment of reflective thinking on use of Internet and e-mail; hard copy also given
- May 17 - reviewed discussion on KidForum; give handout of information and guided practice page; go to the Kidlink site to review all the students responses to the four questions; search archives; participate in KidForum
- May 17 - sent a Happy Greeting to all students in a group mailing list; students were to reply to greeting; TL kept record of responses on checklist
- May 19 - discussed criteria for e-mail assignment with students
- May 26 - reviewed criteria for assignment; students started peer evaluations
- May 28 - evaluated the project with teacher and individual students; this took several sessions to complete

Classroom Teacher:

- March 10 - determined curriculum connections to Kidlink project
- March 11 - taught outlining and using main ideas
- March 28 - selected a french explorer to link to gr. 6 curriculum
- March 29 - set guidelines re: what information to give (excluding dates or names) and to form nine clues about the explorer
- April 6 - student worksheet for Kidlink required four questions:
 1. Who am I? (First and last name and e-mail address at school)
 2. What do I want to be when I grow up?
 3. How do I want the world to be better when I grow up?
 4. What can I do now to make this happen?
- April 12 - set guidelines for student participation and teamwork; ongoing need

- April 12 - guided students to write letter of introduction of our school to Kidlink
- April 23 - sent name of our explorer and clues to the Kidlink moderator
- May 3 - established teams of students to investigate clues from other schools; organized chart paper for incoming clues; space for the students' yes/no questions to be sent to each school through e-mail address
- May 5 - student teams used e-mail to reply to incoming yes/no questions
- May 28 - class entered final guesses into Kidlink template; sent to moderator
- May 28 - began follow-up discussion with other participants around the world
- June 2 - evaluated the project with teacher-librarian and students

MONITORING ACTIVITIES:

- a checklist was used to monitor student use of the Internet and e-mail in order to provide equal opportunities for using online computers
- daily monitoring of clues received and messages returned
- checklist of students' completion of Internet research and e-mail assignment
- teachers observed the social aspects of learning: teamwork, encouraging others, on-task behaviours, sharing printed resources and computers

KEY INDICATORS OF PERFORMANCE:

- written assignment describing students' own assessment of using Internet and e-mail as a school activity
- evaluation of written assignment by student, peer, and teacher
- student representation of learning through choice of charts, maps, pictures, timelines and report on chosen explorer in the Kidlink project
- student is able to work with others to uncover clues and solve problems

Technological Indicators of Performance: the learner is able to...

- access the Internet through web browser
- create and use a bookmark on Netscape program
- use a search engine to locate information
- determine the usefulness of a website
- accept responsibility to use the Internet wisely
- access electronic mail using name and password
- create a new message and send it to another user
- remove electronic mail, not accumulate too many messages
- practice proper "Netiquette" through respect for others and to conduct themselves in a socially acceptable manner at all times

EVALUATION

- that the students have gained knowledge of different explorers
- that the students have become more proficient at using the Internet as a source of information for problem-solving
- that the students have gained an understanding of the use of electronic mail (e-mail) as a communication application
- that e-mail has enabled them to connect with others beyond the classroom walls and that it can be used as a source of distance learning
- that the global village is an integral part of school and community learning

CLOSURE

- June 11 - Samuel de Champlain party to celebrate completion of project
- students dressed in costume and enjoyed a parade through the hallways
- wrote plays based on the life of Samuel de Champlain and his men
- presented the plays to their parents and to students in other classrooms

TEN BEST PERIODICALS FOR THE ELEMENTARY SCHOOL LIBRARY RESOURCE CENTRE

by WILF PAUL, teacher-librarian, Ashton Creek and Salmon Arm elementary schools, SD#83 (Shuswap).

1. *OWL: The Discovery Magazine for Kids*

Young Naturalist Foundation
179 John Street, Suite 500, Toronto, ON, M5T 3G5
Cost: \$24.00 # of issues: 9/year Age: 8 and up

Reviews: *Resource Links* (April, 1997) Canadian Children's Book Centre (Online 1998-99 Backlist)

Owl Kids Online — <http://www.owl.on.ca> Phone #: 416-971-5294
CHICKADEE — magazine for ages 8 and under — same address

2. *KIDSWORLD*

345 Danforth Avenue, Toronto, ON, M4K 1N7
Cost: \$16.99 # of issues: 5/year Age: middle age child

Review: *Resource Links* (April, 1997)
Website: www.kidsworld-online.com
Phone: 416-466-4956

3. *YES Magazine: Canada's Science Magazine for Kids*

Peter Piper Publishing Inc.
4175 Francisco Place, Victoria, BC, V8N 6H1
Cost: \$12.00 # of issues: 4/year Age: 8—14

Review: *The Bookmark* (December, 1996); Our Choice—Children's Book Centre 1998/99
Website: <<http://www.yesmag.bc.ca>>
Phone: 250-477-5543

4. *Crafty Solutions for Kids*

R.R. #4, Woodville, ON, K0M 2T0
Cost: \$31.00 # of issues: 6/year Age: children/young adults

Review: *Resource Links* (April, 1997)
E-mail: craffy@accel.net

5. *SkyNews*

PO Box 2050, Stn LCD MALTON, Mississauga, ON, L4T 9Z9
Cost: \$24.00 # of issues: 6/year Age: intermediate and up

Review: self-reviewed
E-mail: skynewseditor@compuserve.com
Phone: 1-800-267-3999

6. *Horsepower*

Publications Group, 225 Industrial Park S., PO Box 670, Aurora, ON, L4G 9Z9
Cost: \$18.95 # of issues: 6/year Age: child to young adult

Review: *Resource Links* (April, 1997)

7. *Sports Illustrated for Kids*

PO Box 61990, Tampa, FL, USA 33661-1990
Cost: \$29.95 US # of issues: 12/year Age: 8 and up

Review: *Magazines for Kids and Teens* (International Reading Association) and self-reviewed
Website: www.sikids.com Phone: 1-800-332-4824

8. *Zoobooks*

Wildlife Education Limited, 9820 Willow Creek Rd., Suite 300, San Diego, CA, USA 92131
Cost: \$20.95 US # of issues: 10/year Age: 5—14

Review: *Magazines for Kids and Teens* (International Reading Association) and self-reviewed
Phone: 619-578-2440

9. *Scienceland*

501 Fifth Ave., Suite 2108, New York, NY, USA 10017-6107
Cost: \$21.00 US # of issues: 4/year Age: K—4

Review: *Magazines for Kids and Teens* (International Reading Association) and self-reviewed
Phone: 914-472-5468

10. *Highlights*

803 Church Street, Honesdale, PA, USA 18431

Cost: \$21.95 US

of issues: 11/year Age: 2—12

Review: *Magazines for Kids and Teens* (International Reading Association) and sample copy in Education Library, UBC
Phone: 717-253-1080

Editor's Comment: Many publishers will send you a complimentary copy of one issue for your perusal just for the asking.



THE TEN BEST BOOKS FOR A TWELVE-YEAR-OLD, RELUCTANT READER

by SUSAN MCFADYEN, teacher, Eagle Harbour Primary School, SD#45 (West Vancouver).

1. Brailer, Jess (editor) and Dexter, Planet (editor). *Whaddaya Doin' in There? A Bathroom Companion (for Kids!)*. Planet Dexter, 1998. ISBN 0-4448-4082-2. \$7.16

Reviewed: *Emergency Librarian*, March/April, 1998

2. Christopher, Matt. *Wingman on Ice*. Little, Brown, 1996. ISBN 0-3161-4269-7 \$3.16

Reviewed: *Junior Bookshelf*, April, 1996

3. Crisp, Marty. *Buzzard Breath*. Atheneum Books, 1995 ISBN 0-6893-1964-9 \$15.00

Reviewed: *Hornbook*, 1995

4. Duplacey, James. *Great Goalies*. Kids Can Press, 1996. ISBN 0-8317-1019-5 \$9.98

Reviewed: *Children's Book Review Annual*, 1994

5. Hills, Gavin. *Skateboarding*. Lerner, 1993. ISBN 0-8225-2483 \$9.50

Reviewed: *School Library Journal*, April, 1993

6. Paulsen, Gary. *Hatchet*. Bradbury, 1987. ISBN 0-0277-0130-1 \$10.30

Reviewed: *Kirkus Reviews*, August, 1987

7. Sachar, Louis. *Holes*. Douglas and McIntyre, 1998. ISBN 0-3743-3265-7 \$16.00

Reviewed: *School Library Journal*, December, 1998, and *Horn Book*, 1998

8. Spinelli, Jerry. *Wringer*. HarperCollins/Joanna Cotler, 1997. ISBN 0-0602-4913-7 \$14.89

Reviewed: *Booklist*, September 9th, and *Kirkus*, June 15th, 1997

9. Tanaka, Shelley. *On Board the Titanic: What it was like when the Great Liner Sank*. Scholastic, 1996. ISBN 0-7868-0283-9 \$11.87

Reviewed: *Booklist*, September, 1996 and *Kirkus Reviews*, August, 1996

10. Willson, Quentin and Ward, Mathew. *Classic American Cars*. DK Publishing, 1997. ISBN 0-7894-2083-X \$20.97

Reviewed: *Emergency Librarian*, April, 1998

A WEB PAGE EVALUATION LESSON FOR GRADE FIVE

by **TRISH MASKELL**, teacher-librarian, **MARK FISCHER**, Grade Five teacher and **VICKY HARRIS**, Grade Five teacher, Crofton House School, Vancouver.

BACKGROUND INFORMATION

This project grew out of a planning session with Grade 5 teachers for an upcoming research project on extreme weather. In discussing how to organize the project, both the teachers and I wanted to address our concern about the increasing dependence by students on using the Internet to conduct research outside of school. The students, for the most part, had no idea of who had created the web sites they were using or where the information originated. They just found something on their topic, happily printed it and brought in their pages of information to use in their projects. We then decided to include a lesson on evaluating web pages at the beginning of our project for the following reasons:

1. The use of the Internet as a primary source of information for students is on the increase and the ability to critically evaluate web sites is becoming a vital one for students. We felt that the sooner they started to learn these skills the better.
2. It would allow us to implement one of the learning outcomes in the Technology IRP for Grade 5 which states that "It is expected that students will evaluate information retrieved from electronic sources."
3. It would allow us to incorporate some critical thinking skills into a project.

THE TASK

The students were to come up with a list of criteria for a good web site and then use it to evaluate three or four web sites.

PREVIOUS KNOWLEDGE REQUIRED

The students at this point had already been given a lesson on searching on the Internet and had learned three ways to find information; using a search engine, typing in a URL and clicking on links within a web site. The also had experience in finding web sites and navigating through them.

OUTLINE

1. In the first lesson the students would participate in a discussion about the Internet covering such topics as: What is the Internet and where is it located? How do

you connect to the Internet? Who can put information out onto the Internet? Who controls the Internet? Are there any Internet police?

2. The teacher-librarian would then have the students brainstorm for ideas on what should be the criteria for a good web site and record them on chart paper.

3. Following this lesson, the teacher-librarian would use the students' criteria to create a web page evaluation form and locate three or four web sites for them to evaluate on a similar topic. There are a few options in presenting these web sites to students. If the school has networked computers with access to the Internet then the web sites can be gathered onto a local web page for students to use. If not, the URLs can be given to the students to enter. If the school does not have enough computers with Internet access for students to use individually or in groups then the web site information can be printed out and copied.

4. In the next class the teacher-librarian would work through a good web site together with the class using the evaluation form. Then each student would be assigned a web page to evaluate using the evaluation sheet and would work independently to fill out the sheet.

5. The groups of students who evaluated the same web site then would gather together in discussion groups to compare their evaluation of the web site. They would complete a group evaluation sheet on which they all must agree.

6. Finally, each group would present an evaluation of their web site to the whole class. (The presentation can be done either using an overhead projector for the printed material or by viewing the actual web site if the school has a projector that will show a computer screen up on the wall.)

7. At the end of the session the students would be given the opportunity to change or add to the evaluation sheet that they developed.

The following is an example of the evaluation sheet that we used. All of our evaluation web sites were on frogs.

Grade 5 Web Page Evaluation Worksheet

Imagine that you have to write a science report on frogs. You are looking for good information. Evaluate this web site to determine if it is one that you would want to use in your research.

1. What is the name of the web site you are evaluating?
2. What is the URL of the web site?

Part One: Moving Around! - (Navigation and Usability)

Answer each question yes or no.

- Is this web site easy to use? (is it easy to move around? If you go to another page on the site, can you get back to main page?)
- Does it give you some links to other good information on the topic?
- Are there any spelling mistakes or grammatical errors?

Part Two: Who Wrote It? - (Authority)

- Does it tell you who wrote or who is sponsoring this web site?
- If it is a person:
- does it tell you who they are and why they are qualified to write about this topic?
 - is there an e-mail address or another way to contact this person?
- If it is an organization:
- does it give you some information about the organization?
 - does it give you an address and/or telephone number for the organization?

Part Three: Does It Have Good Information? - (Content: Currency/Accuracy/Objectivity)

- Does it have the kind of information that you need for your science report?
- Does it tell where the information on this web site came from?

Does it tell you when the site was last updated?

Is this site trying to sell you something?

Part Four: How Does It Look?

- Is it easy to read with good contrast in background colours and letters?
- Is it colourful and not boring?

Summary

Would you use this web site to obtain information for your frog project? Tell why or why not.

WEB SITES FOR TEACHERS

There are many web sites to help teachers learn about the criteria for web page evaluation. Some of the ones that I found helpful are listed below. I located them on CLN's Creating Web Pages Theme Page (Introductory Level)

http://www.cln.org/themes/webpages_intro.ht.ml

Kathy Schrock's Guide for Educators (Evaluation of a Web Page)

<http://school.discovery.com/schrockguide/eval.html>

Evaluating Web Pages by Jan Alexander and Marsha Ann Tate (reference librarians at Widener University's Wolfgram Memorial Library)

<http://www2.widener.edu/Wolfgram-Memorial-Library/webeval.htm>

WWW CyberGuide Ratings for Web Site Design

<http://www.cyberbee.com/guide2.html>

WWW CyberGuide Ratings for Content Evaluation

<http://www.cyberbee.com/guide1.html>



THE TEN BEST READ-ALOUDS FOR THE INTERMEDIATE PROGRAM

by YVONNE TOOMER, teacher, Sir Guy Carleton Elementary, SD#39 (Vancouver).

1. Avi. *The True Confessions of Charlotte Doyle*. New York: Avon Flare, 1990. ISBN: 0-380-71475-2 \$5.95

Reviewed in *School Library Journal*, *Kirkus*, and *Booklist* (starred reviews in all three). From *School Library Journal*: "a breathtaking seafaring adventure...evokes the sights, sounds, and smells of the ship and the sea..."

2. Bailey, Linda. *How Come the Best Clues are Always in the Garbage?* Toronto, Ontario: Kids Can Press, 1992. ISBN: 1-55074-094-6 \$4.95

Reviewed in *Canadian Materials*, November, 1992 by B. Henley (Brantford Collegiate, Ontario): "from the captivating title to the very last page, it is fast paced and exciting...highly recommended."

3. Baylor, Byrd. *Everybody Needs a Rock*. New York: Aladdin, 1985. ISBN: 0-689-71051-8 \$6.50

Reviewed in *Children's Book Review Services*, August, 1974, by Evaline Schunk (Tucson Public Library): "delightful, imaginative text...subtle but personal message...adults would find this book therapeutic and refreshing."

4. Clements, Andrew. *Frindle*. New York: Aladdin, 1996. ISBN: 0-689-81876-9 \$4.99

Reviewed in *Horn Book*, December, 1996 (starred review): "outrageous and hilarious...every bit works from the premise to the conclusion."

5. Creech, Sharon. *Walk Two Moons*. New York: HarperCollins, 1994. ISBN: 0-06-023334-6 \$21.50 (hardcover)

Reviewed in *School Library Journal*, October, 1994: "an engaging story of love and loss, told with humor and suspense."

6. Godkin, Celia. *Wolf Island*. Markham, Ontario: Fitzhenry and Whiteside, 1989. ISBN: 0-88902-753-6 price not listed

Reviewed in *Canadian Materials*, January, 1990, by Adele Fasich (University of Toronto): "Celia Godkin does not waste a word and her lovely full colour illustrations make this a memorable book, which should be in every school and public library."

7. Little, Jean. *Bats About Baseball*. Toronto, Ontario: Viking (Penguin Group), 1995. ISBN: 0-670-85270-8 \$17.99

Reviewed in *Resource Links*, October, 1995 by Marion Scott (Children's librarian, Toronto Public Library): "Language is the story here, and the authors' love of words and their glee in word play is apparent." Rated excellent.

8. McCugan, Jim. *Josepha—a prairie boy's story*. Red Deer, Alberta: Red Deer College Press, 1994. ISBN: 0-88995-101-2 \$14.95

Reviewed in *Resource Links*, August, 1997, by Murray Kimber: "beautifully poetic style...slice of Canadian history."

9. Rowling, J. K.. *Harry Potter and the Philosopher's Stone*. Great Britain: Bloomsbury Publishing, 1997. ISBN: 0-7475-3274-5 \$12.95

Reviewed in *School Library Journal*, October, 1998 (starred review): "entrancing fantasy."

10. Yolen, Jane. *The Ballad of the Pirate Queens*. San Diego: Harcourt, Brace and Co., 1995. ISBN: 0-15-200710-5 \$21.00

Reviewed in *School Library Journal*, June, 1995, by Helen Gregory (Grosse Pointe Public Library): "this is not for the faint of heart—no good pirate story is—as pirates are not a God-fearing lot. An unflinching glimpse into history. A rousing read-aloud."

NOVEL PROJECTS FOR SOCIAL STUDIES 8

by **JUDITH COFFIN**, teacher-librarian, Elgin Park Secondary School, **PHYLLIS SIMON**, former Vancouver public librarian and owner of Kidsbooks, **RAMONA SOUSA**, Social Studies teacher, North Surrey Secondary School and **SUSAN VEGSUND**, technical editor, Elgin Park Secondary School.

GOALS:

- Students will choose and read 2 novels.
- Students will expand their knowledge of Medieval and Renaissance history and current event topics.
- Students will develop a critical view of the information in the novels.
- Students will create a post card, the front page of a newspaper and a critical book review from the history in the novel.

LENGTH OF TIME NEEDED:

- 2 book selection periods in the library

MATERIALS NEEDED:

- Multiple copies of the novels (Available at KIDSBOOKS with a 10% teacher discount on individual purchases & a 15% discount on school district purchases with processing available.)
- Annotated bibliography of novels - Handout 1A
- Novel Projects-Handout 1B

TEACHER PREPARATION:

1. Teacher-librarian orders copies of novels.
2. Teacher reserves the library for 2 periods.
3. Teacher photocopies 11 copies of Handout 1A.
4. Teacher photocopies a class set of Handout 1B

CLASSROOM PROCEDURE:

1. In the library, the teacher divides the class into groups of 4.
2. Each group is given a copy of Handout 1A to read.
3. Each student selects three novels from Handout 1A that they would like to read.
4. Each student selects and signs out a novel and the teacher records their selections.

SUGGESTION FOR EVALUATION:

1. Students write a critical book review.
2. Students create a post card.
3. Students create the front page of a newspaper.



HANDOUT 1A

HISTORICAL FICTION

1. Alder, Elizabeth *The King's Shadow*

Evyn, a young Welsh serf, has dreamed of becoming a storyteller, but in a cruel twist of fate, he is brutally attacked and his tongue is cut out. He assumes that he is destined to a life of slavery, but when he learns to read and write and is appointed as a personal companion to Earl Harold of Wessex, Evyn chronicles their travels culminating with the Battle of Hastings.

2. Barrett, Tracy *Anna of Byzantium*

Loosely based on the early life of Anna Commena, a Byzantine princess and scholar, born in the 11th century, this book is a mix of mystery, history and intrigue.

3. Blackwood, Gary L. *Shakespeare Stealer*

Set in Elizabethian England, Widge, a 14 year old orphan and expert forger is sent to steal a copy of Hamlet for his unscrupulous master.

4. Bond, Nancy *A String in the Harp*

Set in both present-day and ancient Wales, in a blend of absorbing fantasy and realistic fiction, this novel tells the story of 12 year old Pete Morgan who finds a harp key that shows him scenes from the life of the ancient Taliesin.

5. Bradford, Henrietta *Fire, Bed and Bone*

Told from a dog's point of view, this unusual story set in 14th century medieval England, describes the historic revolt lead by Wat Tyler and preacher John Ball.

6. Bradford, Karleen *The Nine Days of Queen*

Upon the death of her cousin Edward, Lady Jane Grey, at 15 years of age, becomes the queen of England for nine days.

7. Bradford, Karleen *Shadows on a Sword, The Second Book of the Crusades*

The brutality of war is told in this exciting sequel to *There Will Be Wolves* when the knight Theobald and his best friend Amalric embark on the Holy Crusade to reclaim the city of Jerusalem.

8. Bradford, Karleen *There Will Be Wolves*

To earn her pardon after she is condemned as a witch, Ursula must join a crusade to Jerusalem.

9. Bradley, Marion Zimmer *Lady of Avalon*

This sequel to *Forest House*, set in Arthurian times, revolves around a mother, her son and a high-priestess who are all capable of reincarnation.

10. Bradley, Marion Zimmer *The Mists of Avalon*

The legends of King Arthur come to life through the extraordinary stories of the women of his life- including his half sister Morgaine, a high-priestess of the religion of the Mother Goddess and his wife Gwynhefar, torn between her duty and her love for Lancelot.

11. Breslin, Theresa *Death or Glory Boys*

A typical group of teenagers find themselves agonizing about issues of pacifism versus civil defence when a terrorist bomb shatters their normal, safe world of school, friends and Saturday shopping trips.

12. Cadnum, Michael *In a Dark Wood*

In a clever reminder that there are two sides to every situation, this story is told from the Sheriff of Nottingham's point of view. His wife doesn't like him, the court fool always mocks him and the King is angry that Robin Hood can out smart him.

13. Cushman, Karen *Catherine Called Birdy*

Set in 13th century England, 14 year-old Catherine keeps a diary of her life, thoughts and feelings during the Middle Ages. Her father is determined to marry her off to a rich, old suitor and she must escape her fate.

14. Cushman, Karen *The Midwife's Apprentice*

A homeless girl is taken as an apprentice by a hot tempered midwife, and eventually, in spite of the obstacles and hardships, gains a place in the world. The novel is filled with fascinating details of village life in Medieval England.

15. Dana, Barbara *Young Joan*

Joan, a girl growing up in the French country side during the 100 Years War, begins to hear voices telling her she is destined to reunite her torn country in opposition to the English invaders.

16. De Trevino, Elizabeth I, *Juan de Pareja*

This novel is based on the true story of the relationship of the slave, Juan de Pareja, and the great Spanish painter, Velazquez.

17. Deary, Terry *The King in Blood Red and Gold*

This novel depicts life in England between 1483

and 1603: the Tudor years.

18. Deary, Terry *The Prince of Rags and Patches*

This novel depicts life in England between 1483 and 1603: the Tudor years.

19. Deary, Terry *Queen of the Dying Light*

This novel depicts life in England between 1483 and 1603: the Tudor years.

20. Furlong, Monica *Robins' Country*

Dummy, a mute servant boy, flees his cruel master, stumbles upon Robin Hood's secret hideaway, proceeds to unravel the mysteries of his origins and finds the opportunity to prove his bravery.

21. Garden, Nancy *Dove and Sword: a Novel of Joan of Arc*

Gabrielle, an 11 year old girl in 15th century France, disguises herself as a boy and follows Jeannette (Joan of Arc) as she leads an army to save France from the British.

22. Godwin, Parke *Robin and the King*

This novel chronicles the later life of Robin Hood as the defender of the English people.

23. Godwin, Parke *Sherwood*

Set shortly after the conquest of England by William the Conqueror in 1066, Edward (Robin Hood) must bow to the brutal king or lose everything.

24. Goodman, Joan E. *The Winter Hare*

In 12th Century England, as the supporters of King Stephen battle those of Empress Matilda, young Will Belet is sent by his noble family to serve as a page in the household of the Earl of Oxford. There he must confront treachery within the castle as well as the danger outside its walls.

25. Gray, Elizabeth *Adam of the Road*

Set in 1294, this Newberry award winner tells the story of 11 year old Adam as he travels the open roads of England searching for his missing father, a minstrel, and his stolen dog.

26. Hendry, Frances *Quest for a Maid*

Aware that her older sister has used her powers of sorcery and witchcraft to secure the Scottish throne for Robert de Brus, Meg realizes she must try to protect the Norwegian young princess who is the rightful heir.

27. Hilgartner, Beth *A Murder for her Majesty*

Horrified at having witnessed her father's murder and fearing that the killers are agents of Queen Elizabeth, 11 year old Alice Tuckfield hides in the Yorkshire Cathedral by disguising herself as a choirboy.

28. Hunter, Mollie *The King's Swift Rider*

After the defeat of the Scottish hero William Wallace in 13th century Scotland, Robert the Bruce continues to fight against English rule.

29. Jones, Terry *The Knight and the Squire*

When Tom runs away, he is unaware that he is about to become involved in a raging war throughout 14th century England.

30. Konnigsburg, E. L. *A Proud Taste for Scarlet and Minerva*

Eleanor of Aquitaine has every reason to be upset. For centuries she's been waiting for husband King Henry II to meet her in heaven. Luckily, she's been sharing a cloud with some old friends who knew her when she and Henry ruled as King and Queen. As long as they're together, they might as well gossip about old times, and soon all of Eleanor's adventures in the Middle Ages spring to life again.

31. Konigsburg, E. L. *The Second Mrs. Giaconda*

Why did Leonardo Da Vinci lavish 3 years on a painting of the second wife of an unimportant merchant when all the nobles of Europe were begging for a portrait by his hand? This novel is told by a 14 year old boy who befriends Leonardo.

32. Levitin, Sonia *The Cure (Silver Whistle)*

When 16 year old Gemm is sent back from the future to the past to cure his passion for music, he finds his past life as a Jewish boy in 1348 Strasbourg, Germany as the Black Death begins to sweep Europe.

33. Llorente, Pilar Molina *The Apprentice*

Set in Florence during the Renaissance, 13 year old Arduino, who dreams of becoming a painter, jeopardizes his future when he becomes an apprentice to the cruel painter Cosimo de Forl.

34. Llywelyn, Morgan *Lion of Ireland*

Set against the barbaric splendours of 11th-century Ireland, this sweeping historical epic recounts the spectacular life and loves of Brian Boru, the legendary Irish king who united his realm.

35. McKinley, Robin *Outlaws of Sherwood*

A fresh new telling of the adventures of Robin Hood and his band of outlaws in Sherwood Forest in 12th century England.

36. Matas, Carol *Burning Time*

Uncertainty and suspicion face Rose Rivas in 16th century France, when her mother, a healer and midwife is accused of witchcraft.

37. Morressy, John *The Juggler*

Left destitute when his village is destroyed by raiders, Beran, a medieval boy, makes a pact with the devil to become the greatest juggler in the medieval world.

38. Morris, Gerald *The Squire, his Knight and his Lady*

The medieval adventures in Camelot of Squire Terrence and knight Sir Gawain.

39. Morris, Gerald *The Squire's Tale*

Terence, a young orphan, leaves his secluded life in the woods to be Sir Gawain's squire in King Arthur's court.

40. O'Dell, Scott *The Road to Damietta*

Set in 13th-century Italy, this novel tells the story of the transformation of a high-spirited young man into the man who would become St. Francis of Assisi as told by the young woman who loved him with all her heart.

41. Penman, Sharon K. *Fall the Shadow*

This is the story of two opposing of wills in 13th century England- the brash and unbending Simon de Montfort and weak, changeable King Henry III.

42. Penman, Sharon K. *The Queen's Man*

Eleanor of Aquitaine sits upon England's throne when her beloved son Richard the Lionheart is reported missing and presumed dead. Her younger son John is plotting to seize the throne when a destitute young man named Justin de Quincy falls heir to a blood-stained letter which becomes his passport into the queen's confidence.

43. Pope, Elizabeth *The Perilous Gard*

While imprisoned in an English Tudor castle in 1558, a young girl encounters druidic magic and a strange, silent young man.

44. Shurzynski, Gloria *Spider's Voice*

A 12th century love story between Aberlard, a

theologian and scholar and Eloise his brilliant student as told by his mute servant Aram.

45. Stewart, Mary *The Crystal Cave*

Mary Stewart tells the Arthurian legend in her own unique way, bringing life to one of the world's greatest legends and mysteries. She sheds a new light on the turbulence and mystery of 5th century Britain.

46. Stewart, Mary *The Hollow Hills*

The spellbinding, suspenseful story of how Merlin, the Enchanter, helped Arthur become king of all Britain.

47. Stewart, Mary *The Last Enchantment*

Arthur is now king but sinister powers plot to destroy him in his own Camelot.

48. Stone, Irving *The Agony and the Ecstasy*

A fictional account of the life of the artist Michelangelo.

49. Temple, Frances *The Ramsay Scallop*

It is 1299 and 14 year old Eleanor reluctantly awaits the return of her betrothed from the Crusades. The village priest sends them on a pilgrimage to Spain and in the course of the journey something special happens to the couple.

50. Tey, Josephine *The Daughter of Time*

A Scotland Yard inspector is intrigued by a portrait of Richard III. Could such a sensitive face actually belong to one of history's most heinous villains - a king who killed his brothers's children to secure his crown?

51. Tomlinson, Theresa *Child of the May*

In this sequel to the Forestwife, motherless Magda, who was brought to the forestwife's clearing as a baby, finds her life full of drudgery until her wish for adventure is fulfilled.

52. Tomlinson, Theresa *The Forestwife*

Fleeing an arranged marriage, an orphaned young woman joins the forest community of a healer woman, takes the name of Marian, and helps the poor people in the forest.

53. Trease, Geoffrey *Cloak for a Spy*

A story of intrigue set in Elizabethan England during the time of the Spanish Armada.

54. Trease, Geoffrey *Cue for Treason*

A classic tale of mystery and treachery told through the eyes of a young performer in William Shakespeare's acting troupe.

55. Van Velde, Vivian *A Well-Timed Enchantment*

Deanna and her cat Oliver fall through a magic well into Medieval France. Two elves turn Oliver into a young man and insist that Deanna undo the damage she has done in the past.

56. Walsh, Jill Paton *Parcel of Patterns*

The bravery and sacrifices of the villagers of the small English village of Eyam, are tested when an innocent parcel of patterns is sent to the village tailor and releases a plague.

57. White, T. H. *The Once and Future King*

The world's greatest fantasy classic is the magical epic of King Arthur and his shining Camelot, of Merlyn, beasts who talk, men who fly, wizardry and war

CURRENT EVENTS

58. Banks, Lynne Reid *Broken Bridge*

When their nephew is killed on the streets of Jerusalem by an Arab terrorist, a family is forced to confront the consequences of present day violence in Israel.

59. Banks, Lynne Reid *Maura's Angel*

The violence in Belfast is explored through the eyes of a child and her angel.

60. Boudalika, Litsa *If You Could Be My Friend*

The book is a collection of letters exchanged by an Israeli girl named Galit, and a Palestinian girl named Mervet between 1988 and 1991. Through their correspondence, the girls explore whether they can overcome their differences and understand each other's worlds.

61. Fenner, Carol *King of Dragons*

Homeless for years, Ian is forced to fend for himself when his father, a Vietnam Vet disappears.

62. Filipovic, Zlata *Zlata's Dairy: A Child's Life in Sarajevo*

The diary of Zlata Filipovic as she describes the horrors of war, the death of friends and shortages of

food between 1991-1994 in Sarajevo.

63. Fleischman, Paul *Seedfolks*

What is the response of the neighbours when a young girl plants a few lima beans in an abandoned lot in their blighted American neighbourhood?

64. Gordon, Sheila *Waiting for the Rain*

Can the friendship of Frikkie, the nephew of a white land owner and Tengo, a black worker on the farm survive through the changes in South Africa's apartheid?

65. Heneghan, James *Promises to Come*

When 16 year old Kim flees Vietnam in a tiny floating boat, she is captured by pirates before she escapes to a refugee camp in Thailand and ends up in Vancouver.

66. Heneghan, James *Torn Away*

Can 13 year old Declan leave behind his past as a terrorist in Northern Ireland when he is forcibly deported to Canada?

67. Holliday, Laurel *Children of Israel, Children of Palestine*

A collection of stories that describe the childhood memories of Israeli Jews and Palestinians growing up in the war zone of the Middle East.

68. Jiang, Ji-Li *Red Scarf Girl: A Memoir of the Cultural Revolution*

Twelve year old Ji Li's nightmare unfolds during the cultural revolution in China during the 1960s.

69. Kidd, Diana *Onion Tears*

A Vietnamese girl comes to terms with her grief over the loss of her family and adjusts to her new life with an Australian family.

70. Klass, David *Danger Zone*

When Jimmy Doyle and his teammates go to compete in Europe as the American Dream Team, their dream of becoming the world basketball champions is shattered by Neo Nazi threats.

71. Laird, Elizabeth *Kiss the Dust*

Because of her father's involvement in the Kurdish resistance movement in Iraq, 13 year old Tara Hawrami and her family must flee her comfortable city home and live in a crowded refugee camp in Iran.

72. Mead, Alice *Adem's Cross*

Fourteen year old Adem, an Albanian boy, lives in a constant state of fear in Serb occupied Kosovo where he sees his family and friends beaten, gassed and killed.

73. Mooney, Bill *Voices of Silence*

In 1989 Romania, Flora Popescu is living in Bucharest under the cruel regime of Nicholas Ceausescu when a new student named Daniel arrives...

74. Naidoo, Beverly *Journey to Jo'burg: A South African Story*

When 13 year old Naledi and her younger brother journey 300 kilometers to save their sister, they discover the reality of life for blacks under South Africa's apartheid.

75. Nye, Naomi *Shihab Habibi*

Fourteen year old Liyana Abboud and her family face tremendous adjustment when they move from St. Louis to Jerusalem.

76. Staples, Suzanne Fisher *Dangerous Skies*

The friendship of two youths, raised together yet separated by the colour of their skin, is changed with the discovery of a dead man's body floating in the creek.

77. Taylor, Theodore *The Bomb*

When the United States decides to test atomic weapons in the Bikini Islands, 14 year old Sorry Rinamui vows to stop the first bomb from being dropped.

78. Temple, Frances *The Beduin's Gazelle*

A love story set in the 14 century where two Bedouin cousins, Halima and Atiyah, who have been promised to each other in marriage since birth, are separated.

79. Temple, Francis *Taste of Salt*

A life of hardship of a seventeen year old victim in the real life 1991 fire bombing of a boy's shelter in Haiti established by exiled president, Jean-Bertrand Aristide.

80. Whelan, Gloria *Goodbye Vietnam*

Thirteen year old Mai travels from her war torn country of Vietnam through the swamps of the Mekong Delta to find a new life in the United States.

HANDOUT 1B

NOVEL PROJECTS

Please choose and read 2 novels and complete 2 of the 3 following projects.

1. POST CARD PROJECT

You are to create a 5 x 8 postcard. On one side of the postcard please create a visual representation depicting the historical setting of your novel. On the other side please create a well written paragraph summary of the novel including a personal critique of why you would or wouldn't recommend this novel to another student.

- Evaluation: Visual presentation 10 marks
- Summary 10 marks
- Personal critique 5 marks
- Total 25 marks

My novel choice is: _____

Date Due: _____

2. FRONT PAGE OF A NEWSPAPER PROJECT

You are to create the front page of a newspaper that reflects a key historical event depicted in your novel. Please include the name of your newspaper, an index, headlines and visual representations.

- Evaluation: Visual presentation 10 marks
- Front page stories 10 marks
- Organization 5 marks
- Total 25 marks

My novel choice is: _____

Date Due: _____

3. CRITICAL HISTORICAL BOOK REVIEW

Using 2 different sources in your library, you are to write a 4 to-5 sentence book review that evaluates the accuracy of the information in your novel. Please check dates, events and historical figures.

- Evaluation: Book Review 15 marks
- Use of Sources 10 marks
- Total 25 marks

My novel choice is: _____

Date Due: _____

SOURCES OF INSPIRATION: NEWSPAPER WEATHER PAGES

by **WAYNE GINGRICH**, teacher-librarian, North Ridge Elementary School, SD#36 (Surrey)
and **JADE GRABER**, teacher-librarian, Peterson Road Elementary School, SD#35 (Langley).

Grade Level: 5

Subject: Science (with connections to Math).

Purpose: To examine actual weather data in order to gain understanding about weather systems and the climate of various regions.

LEARNING OUTCOMES:

Science

- differentiate between relevant and irrelevant information.
- identify ways science is used responsibly in their communities.
- use appropriate technologies to record, measure, save, and retrieve data.
- identify factors responsible for weather systems locally and globally.
- identify and measure the factors that influence local weather.

Math

- use a variety of methods to collect and record data.
- display data by hand or computer in a variety of ways.
- discuss the reasonableness of the data and the results.
- make inferences from the data to generate a conclusion.

RATIONALE:

This lesson can be a one-time lesson to familiarize students with the weather page. It may be used as an opening or closing lesson to a weather unit. Once students are familiar with the layout of the weather page, they can begin to track data on a regular basis in order to learn about the weather patterns that affect their area, as well as other regions of the world. The students could then use the data to make graphs and tables. This lesson also could be used for students to compare the data they may collect independently to check to see how accurate their information is. They could also compare daily predictions made by the newspaper to the actual information presented the

following day to gain an understanding that prediction of the weather is not an exact science.

PREPARE IN ADVANCE:

- ensure that there is at least one copy of the required newspaper from which to make photocopies. (Or, have a class set of the paper, which is preferable for some extension activities).
- make copies of the worksheets.
- make copies of weekly or monthly data collection sheets (extension).

LESSON:

Time: approximately one hour

1. The classroom teacher discusses the various types of information that we collect about the weather and how we may wish to present that information.
2. The classroom teacher provides the students with copies of the weather maps and charts that will be used for this task
3. The teacher will discuss the map and the type of information that will be found on the map. (It may be a good idea to discuss who may make use of this information at this time, though this may also be a good follow-up lesson to be explored in greater detail.)
4. The teacher distributes copies of the worksheet to be completed and does a couple of sample questions with the students to model the type of responses that will be expected.
5. Students work independently on the task while the teacher circulates to assist individuals as needed.

CLOSURE

You may wish to take time at the end of the class to discuss this exercise to find out what information the students had difficulty finding. You may also wish to dedicate a portion of the next class to marking this together, or you may wish to collect and mark this on your own, and then have students make their corrections the next day.

EVALUATION

1. The students should be able to locate the correct data for each of these questions. It is very likely that there is more than one correct answer for some of the questions, and it is worthwhile to discuss this with the students.
2. The students should be able to discuss the information they have found, and be prepared to discuss who may wish to make use of the information provided.

EXTENDED ACTIVITIES

1. You may wish to research where the information provided on the Environment Canada weather page is collected.
2. Have a meteorologist visit your classroom. Marke Drieschen of Global Television (channel 13) has done this in the past for Wayne's class. People involved in the industry can be extremely informative and help to stimulate the interest of the students. This may be an excellent way to begin a weather unit!
3. Discuss the types of weather instruments that are used to gather the data provided on these pages.
4. Use weather instruments to collect data on your surrounding area. Then compare your information to the prediction made by Environment Canada, or look in the next day's paper to compare their measurements to those your class made.
5. Make your own weather instruments and use them to collect data on your surrounding area. You could then compare this data to data collected by "professional" instruments, or the data in the newspaper as suggested above.
6. Compare the actual weather forecast on a given day to the prediction made in the previous day's paper for several regions. You can do a more extensive investigation of this information with the *Vancouver Sun* because that paper predicts today's and tomorrow's weather for all areas, while the Province only predicts tomorrow's weather for the Lower Mainland.
7. Have your students create a news broadcast about the weather. This may take the form of simply doing a basic weather report, or perhaps reporting on an unusual phenomenon. There have been a lot of recent newspaper and magazine articles on the subject of the strange weather we've been experiencing lately. A fine example may be found in the January 25, 1999 issue of *MacLean's*, which has "Wild Weather" plastered across its cover.

8. Have the students choose a city and gather data on a regular basis, which they can use to make a variety of charts on the weather for that city (i.e. temperature graph, pie chart or pictograph for frequency of type of weather). You could extend this by having students research the climate of their chosen city and see if their data is typical for that time of the year, or if the weather happens to be out of the ordinary. Students could also extend this further by locating data on their city in an Almanac.
9. Students may wish to write a magazine or newspaper article about the weather.
10. Students could join the Adopt-a-City program on the Internet. This is a self-explanatory site where you can keep track of other cities, while providing information about your own city as well. This site includes data record sheets. The Internet address is: (<http://athena.wednet.edu/curric/index.html>). From here you can choose the weather link, as well as a number of other educational topics.
11. Visit the Intellicast Internet site to get local weather information. (<http://www.intellicast.com/>)
12. Do a literature study on the weather, using a mixture of "serious" and nonsensical books about the weather. This could then lead to a creative writing project for the students (poems, short stories, etc.).

ROLE OF THE TEACHER-LIBRARIAN

This depends on the needs of the teacher. At the most basic, the teacher-librarian simply provides one copy of a weather page from one of the local newspapers and the suggested worksheet. However, if given time to do this, the TL could make arrangements for students to have copies of the actual newspaper (this would be especially beneficial for using the *Vancouver Sun* because of the colour coded map of North America that could be used to discuss why we have temperature belts that stretch across the continent). The TL may also need to make arrangements to have copies of the weather page on successive days if the teacher chose to do ongoing research.

The TL could be the person to make the arrangements to have the TV or radio meteorologist come to the school.

The TL may also be called upon to provide the names of various internet sites that the teacher may wish to make use of. It would also be the role of the to locate and collect a variety of weather related books,

including fiction and non-fiction books. Whether this becomes a co-operatively planned unit or not, the TL could also support this unit by reading stories and poems to the students that fit in with the theme of weather. The teacher-librarian may also need to locate and explain what an Almanac is and how to use it.

Depending on the needs of the classroom teacher, the number of spin-off research projects related to this lesson is numerous. The ulterior motive of this lesson suggestion from the TL's perspective is the fact that this is very likely to create the need for these extensions!

ENVIRONMENT CANADA WEATHER PAGE ACTIVITY (PROVINCE VERSION)

Today's date _____
Name: _____

Use the weather page data to help you complete the following exercise. Carefully read the questions and recheck your answers before you hand this exercise in.

BC REGIONAL FORECAST

- Match the Main city to the District it is found within.

City	District
A. Mackenzie	
B. Powell River	
C.	Chilcotin
D.	Prince George
E.	Fraser Valley
F.	North Coast
G. Dease Lake	
H. Vancouver	
I. Whistler	

- Name one of the four districts that are the furthest to the north.
- Which district is the furthest to the south? _____
- Which district is the furthest to the west? _____
- Which district is the furthest to the east? _____
- How many districts are there in all? _____
- How many districts may reach 0° Celsius or lower today? _____

LOWER MAINLAND

- Which of the four days mentioned today, tomorrow, _____ or _____ might be the warmest?
- Which of the four days mentioned today, tomorrow, _____ or _____ might be the coldest? _____
- Which of the four days mentioned today, tomorrow, _____ or _____ might be the best for golfing? _____
- Tonight's forecast is _____ degrees Celsius, and _____

CITY ALMANAC

- Will it be warmer today, or was it warmer on this date last year? _____
- What is the record high for today? _____
- How much has it rained since January 1 this year? _____
- To date has it rained more or less than in an average year? _____
- When did the sun rise today? _____
- When will the sun set today? _____
- How much daylight will we have today? _____
- There will be another full moon in _____ days.
- Does the moon set at the same time that the sun rises today? _____

TIDES

- Where will the tides in the Lower Mainland be measured from today?

- When will the tides be the highest? _____

AIR QUALITY

- Which Lower Mainland city had the highest (or worst) air quality reading yesterday?
_____ at a level of _____
- Which Lower Mainland city had the lowest (or best) air quality reading yesterday?
_____ at a level of _____

BC CITIES

- The warmest city in BC today may be _____
- The coldest city in BC today may be _____
- The most common type of weather in BC yesterday _____

was _____

CANADIAN CITIES

28. The warmest city in Canada today may be _____
29. The coldest city in Canada today may be _____
30. Name a Canadian city that experienced snow flumes yesterday _____

US CITIES

31. The warmest city in the U. S. today may be _____
32. The coldest city in the U. S. today may be _____
33. What was the weather like in Denver yesterday? _____ degrees Celsius, and _____

WORLD CITIES

34. The warmest world city today may be _____
35. The coldest world city today may be _____

OVERALL RECORDS FOR THE ENTIRE WORLD TODAY. (LOWER MAINLAND, BC, CANADA, US AND WORLD CITIES)

36. The warmest city in the entire world (everywhere) today may be _____
37. The coldest city in the entire world (everywhere) today may be _____

REGIONAL OUTLOOK

38. What is the forecast for the Okanagan region tomorrow? _____
Low _____ High _____

BONUS

The district for the city of Victoria is called Victoria, but what is the name for the district that includes Vancouver?

ENVIRONMENT CANADA WEATHER PAGE ACTIVITY (VANCOUVER SUN VERSION)

Today's date _____
Name: _____

Use the weather page data to help you complete the following exercise. Carefully read the questions and recheck your answers before you hand this exercise in.

VANCOUVER AREA FORECAST

1. Which of the five days mentioned might be the warmest? _____
2. Which of the five days mentioned might be the coldest? _____
3. Which of the five days mentioned might be the best to play outside? _____
4. Today's forecast is _____ degrees Celsius, and _____

TODAY'S ALMANAC

5. Is today's high expected to be warmer or colder than normal,? _____
6. What is the record high temperature for today? _____ When was it set? _____
7. How much has it rained so far this month? _____
8. Has it rained more or less than a normal month so far? _____
9. How many sunshine hours have we had so far this year? _____. Is this more or less than usual? _____

AIR QUALITY

10. Which part of the Greater Vancouver Regional District (G.V.R.D.) had the highest (worst) air quality reading yesterday? _____ at a level of _____. Was this better, or worse, than the day before? _____
11. Which part of the G.V.R.D. had the lowest (best) quality reading yesterday? _____ at a level of _____. Was this better, or worse, than the day before? _____

SKIES TODAY

12. When did the sun rise today? _____
13. When will the sun set today? _____
14. How much daylight will we have today? _____
15. Does the moon rise at the same time as the sunset today?

16. There will be another full moon in _____ days.

29. Name a Canadian city will experience snow today -

30. Record the forecast for Iqualuit for tomorrow.

WEATHER AND TEMPERATURE PATTERNS

Use the maps for these questions only.

17. What is the weather forecast for Sandspit?

18. Name the city expected to have the coldest low temperature. _____

19. Name the city expected to have the warmest high temperature. _____

20. Today's UV index is _____. How long would it take to get sunburn?

21. Name a city near a warm front.

22. Name a city near an area of low pressure.

Use the information from each section of the World Temperatures chart to answer the following questions.

BC CITIES

23. The warmest city in BC today may be

24. The coldest city in BC today may be

25. The most common type of weather expected in BC today is _____

26. Record the forecast for Nanaimo for tomorrow.

CANADIAN CITIES

27. The warmest city in Canada today may be _____

28. The coldest city in Canada today may be _____

UNITED STATES CITIES

31. The warmest city in the US today may be _____

32. The coldest city in the US today may be _____

33. Record the forecast for Honolulu for tomorrow.

WORLD CITIES

34. The warmest world city today may be _____

35. The coldest world city today may be _____

36. Record the forecast for Hong Kong for tomorrow.

OVERALL RECORDS FOR THE ENTIRE WORLD TODAY.

Use the data you have gathered above to answer the following questions.

37. The warmest city in the entire world today may be

38. The coldest city in the entire world today may be

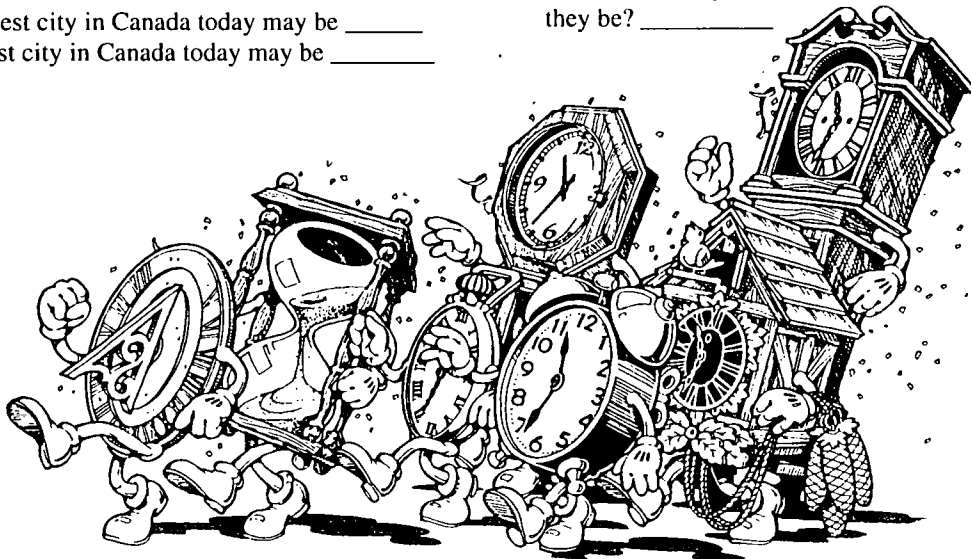
MARINE FORECAST

39. What areas have gale warnings today?

40. What is the outlook for the Howe Sound for the 24 hours beyond 6 pm? _____

41. Where would you find the lowest tide today or tomorrow? How low will they be? _____

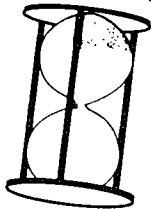
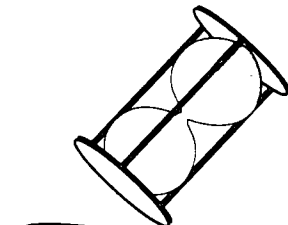
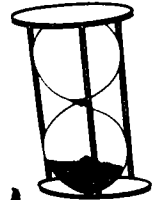
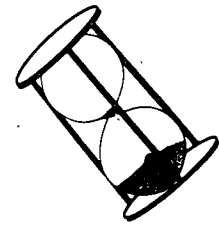
42. At what time will you find the highest tides at Tsawassen today? _____ How high will they be? _____





Any solution to a problem changes the problem.

-R. W. Johnson (b. 1916),
U.S. journalist



We must either find a way or make one.

-Hannibal



do not try to change man.

Change the environment;
-Richard Buckminster Fuller
1895 - 1983



Folks don't like to have somebody around knowin' more than they do. It aggravates 'em. You're not gonna change any of them by talkin' right, they've got to want to learn themselves, and when they don't want to learn there's nothing you can do but keep your mouth shut or talk their language.

Harper Lee (b. 1926), U.S. author.
Calpurnia, in *To Kill a Mockingbird*, pt. 2, ch. 12 (1960).



You must be the change you wish to see in the world.

-Mahatma Gandhi

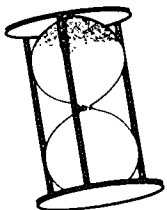
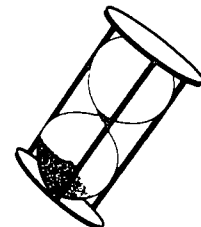
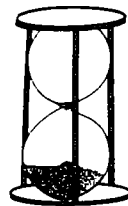
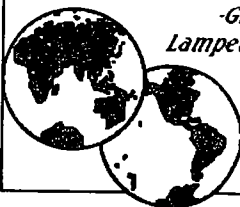


When patterns are broken, new worlds can emerge.

-Tuli Kupferberg

If we want everything to remain as it is, it will be necessary for everything to change.

-Giuseppe Tomasi Di Lampedusa (1896-1957),
Sicilian author.



~~CANADIAN PROVINCE/TERRITORY~~ RESEARCH

By **LORRIANE MACDONALD**, teacher-librarian, Port Kells Elementary School, SD # 36 (Surrey) and **SHARON HALL**, teacher-on-call, SD#35 (Langley).

Grade level: 5

Subject: Social Studies (integrated with Language Arts and Technology)

Topic: Canadian provinces and territories

LEARNING OUTCOMES:

- Locate and describe major physical features of Canada using topographic and thematic maps.
- Describe the diverse distribution of natural resources within Canada.
- Identify and use sources of information including people, print, audio-visual media and electronic media.
- Select and shape information appropriately for specific audiences and purposes.
- Apply the basic rules and conventions of writing or speaking for the oral, visual and written forms they select.
- Select a particular form to communicate information.

PREPARE IN ADVANCE:

1. Book time with teacher-librarian (8 sessions) and computer lab if necessary.
2. Teacher and Teacher-librarian gather resources. Teacher-librarian pulls materials from library.
3. Set up graphic organizers on computer.
4. Teacher and teacher-librarian design and photocopy assignment and criteria sheets.

LESSON INTRODUCTION:

(Class divided into two groups -one with teacher, other with teacher-librarian).

1. Show map of Canada (teacher and teacher-librarian each have a map). Have students identify symbols and discuss their meaning within the particular province/territory.
2. Divide students into pairs and assign one province/territory to each group.
3. Distribute and discuss assignment and criteria sheets.

LESSONS 2, 3, 4:

Students use this time in the library to gather information from various sources (books, internet, CD-ROM, encyclopedias, magazines etc.). Students will take notes and document their sources. Teacher and teacher-librarian circulate and assist students.

LESSONS 5, 6, 7:

Students use this time to prepare their project in their chosen format. Teacher and teacher-librarian circulate to assist students.

LESSON 8 (CLOSURE):

Students will hand in their visual project. Each group will refer to the map and explain what the symbols in the province/territory that they researched means.

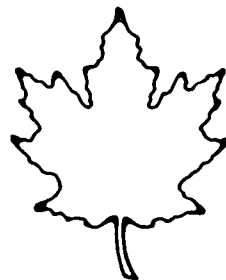
EVALUATION:

Students will be evaluated on their written work (see criteria sheet) and on their ability to identify and explain the significance of the symbols within their province/territory.

SOURCE OF INSPIRATION

Department of the Secretary of State of Canada.

Available in Canada through: Canadian Government Publications Centre, Supply and Services Canada, Ottawa, Canada K1A 0S9 [ISBN 0-660-12310-X]



GRADE 5 RESEARCH PROJECT CANADIAN PROVINCE/TERRITORY

Your assignment will be to research your assigned province or territory.

Your report must include:

- A) Information on:
1. Introduction (location, rank in size, capital city and any other interesting information).
 2. The Land (physical features, climate)
 3. People (population, ethnic groups)
 4. Industry (including natural resources)
 5. Places of interest (minimum of 5)
- B) A minimum of 3 pictures or diagrams – labeled (Ideas: provincial/territorial flag, flower, industry, landscape).
- C) A list of your sources of information.

PLAN OF ACTION:

1. Locate resources
2. Read the information. Decide whether it will be a useful resource.
3. Take notes using key words. Record the resources on your "Sources of Information" sheet.
4. Organize your information. Write in complete sentences and topical paragraphs.
5. Present your information in your chosen format. *

*CHOICES FOR PRESENTATION:

- written report
- poster
- computer -using graphic organizers

You will be marked as outlined on the criteria sheet.

CRITERIA SHEET

Names: _____
Province/Territory: _____

GRADE 5 RESEARCH PROJECT CANADIAN PROVINCE/TERRITORY

Criteria	Teacher	Comments	Student
We have given detailed, accurate information about:			
• Introduction (location, rank in size, capital city, interesting information).	5 4 3 2 1 0		5 4 3 2 1 0
• The Land (physical features, climate)	5 4 3 2 1 0		5 4 3 2 1 0
• People (population, ethnic groups)	5 4 3 2 1 0		5 4 3 2 1 0
• Industry (including natural resources)	5 4 3 2 1 0		5 4 3 2 1 0
• Places of Interest (minimum 5)	5 4 3 2 1 0		5 4 3 2 1 0
We have included relevant pictures or diagrams:			
• minimum of 3	5 4 3 2 1 0		5 4 3 2 1 0
• labeled	5 4 3 2 1 0		5 4 3 2 1 0
When we did research we:			
• used many different sources	5 4 3 2 1 0		5 4 3 2 1 0
• used key words when note taking	5 4 3 2 1 0		5 4 3 2 1 0
• organized the information into complete sentences and topical paragraphs	5 4 3 2 1 0		5 4 3 2 1 0
• recorded our sources of information	5 4 3 2 1 0		5 4 3 2 1 0
Our finished project was:			
• neat	5 4 3 2 1 0		5 4 3 2 1 0
• free of spelling, punctuation and grammatical errors	5 4 3 2 1 0		5 4 3 2 1 0

KEY:

- | | |
|-------------|------------------------|
| 5-Excellent | 2-Satisfactory |
| 4-Very Good | 1-Minimally Acceptable |
| 3-Good | 0-Not done |

TIME



REGULAR FEATURES

WANTED! BCTLA REVIEWERS

Once again, the **BCTLA REVIEWS** is asking for reviewers. If you are interested in reviewing materials for The Bookmark, or if you are presently a reviewer and you wish to update your data, please send the form below.

Name _____ Date _____

Street Address _____

City _____

Telephone _____ Fax _____ E-mail _____

School _____ District _____ Position _____

LEVEL (Check all that apply)

Primary _____ Intermediate _____ Young Adult _____

SUBJECTS (Circle all that apply)

Agriculture	Ecology	Hobbies	Physics
Archeology	Economics	Home economics	Physics
Architecture	Education	Humour	Picture books
Art History	Fiction	Industrial arts	Poetry
Astronomy	First Nations	Law	Political science
Biography	Folklore	Local history	Psychology
Biology	French immersion	Multiculturalism	Religion
Botany	Gay and Lesbian	Music	Science fiction
Business Education	Gender Equity	Mysteries	Sociology
Chemistry	Geography	Nature	Space science
Computers	Handicapped	Outdoor education	Sports
Consumerism	Handicrafts	Performing arts	Teacher resources
Cookbooks	Health	Photography	Travel guides
Drama	History	Physical education	Visual arts

SPECIAL INTERESTS — hobbies, previous experience, qualifications, etc.

Please send this form to the

BCTLA REVIEWS COORDINATOR

Debbie Hartley

2911 Ridgeview Drive

Prince George, BC V2K 3T5

School: (250) 962-9211

Fax: (250) 962-8636

E-mail: hartley@mag-net.com

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.fvrcs.gov.bc.ca
(Web) <http://www.fvrcs.gov.bc.ca/GOLD-SMITH/welcome.html>

IN PRAISE OF OLDER E-MAIL

Millennium madness seems to have spawned, among other things, a rash of retrospective reflection. Time magazine recently published its list of the one hundred most influential people of the Millennium. Like publications have featured similar articles. CBC Radio's, "The Afternoon Show" is running a contest to pick the best "song" of the Millennium. No doubt other bodies and groups are doing the same sorts of things.

Were there an Internet contest to pick the best or most influential piece of software, doubtless most people would choose some multimedia marvel like Netscape Navigator, Internet Explorer, MP3, Real Player, Shockwave or something similar. Few would select e-mail. When compared to the wonders of the Web, plain, drab, text based e-mail holds little captivation or amazement. Nevertheless, e-mail has arguably been one of the most influential aspects of the Internet and has had a tremendous impact on the way people work and communicate.

While e-mail, the sending and receiving of simple text messages over the Internet, may lack the visual impact of a Quick Time video clip or "CU-SeeMe" video conference, it remains a very popular form of communication which may help to explain why those simple text messages account for well over a third of the traffic over the Internet.

There is little wonder that e-mail is popular. After all, humans are social beings and it should come as no surprise that any technology which allows them to communicate quickly, easily and cheaply would become popular.

As well, e-mail is one of the few remaining communication forms that is primarily text based and asynchronous. This means that messages can be retrieved and

read at the convenience of the reader and responded to after due consideration, thought and reflection, something that has become all too rare in this age of instant everything.

Finally, e-mail is easy to use. Sending an e-mail message usually involves little more than typing text and hitting a "send" button. There's no HTML to learn, no hypertext to master, no graphic standards to understand. Little wonder that use is growing and expanding as more and more people get involved in this communications medium.

The growth and expansion of e-mail has, however, proven to be a mixed blessing for many users. They equate e-mail growth with a mound of messages in their In-box. For new users, especially, the rising number of received messages may seem onerous and threatening. Fear not! There are ways to deal with this situation. Goldsmith's Top Ten (plus) list of tips, tricks and suggestions will assist new and experienced users alike deal with increasing volumes of e-mail and better survive in the on-line environment.

1. There's no law requiring that every message has to be read.

E-mail is funny. Users who routinely pitch handfuls of paper junk mail into the garbage seem somehow compelled to read every message they receive. Why? There's junk paper mail and there's junk e-mail. Treat both the same way.

2. Learn to read e-mail subject headings.

Every message should have a subject heading - that's the text in the subject line of the message. The subject heading should provide a key or snapshot to the message content. Part of the skill in dealing with large volumes of e-mail is the ability to quickly scan through a long list of e-mail subject headings and identify those messages that are important and those that aren't. If a message has no interest or importance, delete it.

3. What about messages with no subject heading?

If a message has no subject heading - delete it! E-mail etiquette demands that every message have a subject heading. The lack of a subject heading indicates one of three things; the sender was new and didn't know a subject heading was needed, the sender forgot to add one or the sender didn't bother to add one. Whatever the reason, it's probably a good bet that the message content isn't worth reading.

4. Signatures

E-mail etiquette also requires each message to have a signature section as well. The signature section is usually appended to the bottom of a message and identifies the message sender in some way. Minimum information is the sender's name and e-mail address. Optional information might include position, work address, telephone number and Web Site address.

Typing signature information at the end of every message is a pain, however, all good e-mail programs should automatically append signature information to the bottom of each message.

5. Keep it short.

E-mail messages tend to be short-- seldom longer than a few paragraphs or a page at most. Anything more and the reader's eyes begin to glaze over.

If the text of a message is long, it's often a good idea to warn recipients ahead of time by writing the word "(long)" as part of the subject heading.

6. Showing emotion

As e-mail is a text based medium, showing emotion or feeling can be difficult. To get around this impediment, keyboard characters or devices called, "winkies", "smiles" or "emoticons" have been adopted as a way to indicate mood or feeling. For example, capitalizing a word or phrase denotes SHOUTING OR STRONG EMOTION. Various keyboard characters and devices such as " ;-)" are also used to show humour, surprise, anger, etc.

Whatever devices are used, please remember to use them sparingly.

7. Flaming

Flaming is the practice of sending rude or obnoxious messages, usually in reply to a post. Because participants seldom meet or see each other, it's easy to forget that a real human with real feelings and emotions sent the message. As a result, the general rule of thumb is, never say anything in a message that could not be said face-to-face. In the realm of e-mail, the saying, "If you can't say somethin' nice..." fits extremely well.

8. Replying to a message

When sending a reply to a message, most programs will include the text of the original message. Each line

of the original message will begin with a "less than" symbol (<) to indicate the text was from the original message. The general rule of thumb when sending a reply is to include only that portion of the original message that pertains to the reply or response.

Although not a common custom, I usually insert my reply above the original message text. That way, the recipient does not have to search through the whole message, looking for my response. Instead, it's the first text to be seen when the message is opened.

Finally, be aware of who you are sending your reply to. Many novices have sent a personal reply to a message sender without realizing their message was also going to other recipients such as those who had been sent a cc or were otherwise included in the original message.

9. Beware of attachments

An attachment is a file (a picture, a Word document, program, etc.) appended or attached to an e-mail message.

As a general rule, attachments should not be sent unless required or requested by the recipient. Due to technology and security restrictions, many users have limits placed on the message size which they can receive. Often attachments are bigger than this limit and that can cause no end of problems for the message recipient.

As well, there have been recent cases of computer viruses being passed from computer to computer via attachments. As a result, most knowledgeable users are now very careful when receiving an unrequested attachment and will usually delete it, rather than take a chance.

10. Use good software

E-mail programs come in all shapes and sizes. Using a good one can often mean the difference between frustration and enjoyment. Some of the better programs available are; Claris E-mailer, Eudora, and Microsoft Outlook. No matter which program is used, it should contain a basic set of features which include:

- **Folders**

The program should allow for the creation of folders where messages can be saved and stored for later viewing. As well, folders also allow messages to be saved under various subject headings so they can be easily sorted, categorized and located later. Being able to save and store e-mail in an organized manner will

become increasingly important as more and more information is delivered via this medium.

- **Filters**

Filters are a natural extension to folders. They are e-mail program options which can be programmed or configured to automatically save certain messages to folders without manual intervention.

To explain the real value of filters, let's imagine that every so often you receive a message that contains a list of web sites focussing on a particular curriculum or topic area such as weather, earthquakes, English history, or the environment. Because the information is usually not of immediate interest, you generally don't read it right way but save it in a folder that you've created. With filters, the message can be saved to the same folder automatically, without your intervention, thus saving you the minute or two of time required to do the task manually. While the saving of a minute or two may not seem like much, using filters extensively can result in significant time savings.

- **Spelling checkers**

Because e-mail has become a short, informal type of communication, spelling mistakes are usually ignored. Nevertheless, few people want to send a message filled with incorrectly spelled words. Not only is the message difficult to read but also, in some situations, it may be read by hundreds of other people. To minimize the possibility of embarrassment choose a program with a spelling checker.

If this option isn't available there are other alternatives. For example, a message might be composed within a word processor, checked for spelling then cut and pasted into a message. While not as neat and tidy as doing everything within a single program, it does work.

- **"Find" feature**

As the volume of saved messages grows so will the difficulty associated with finding a particular message within a volume. A program with some type of "search" or "find" feature can make quick work of locating a needed message.

- **Address Book**

There's little doubt that the use of e-mail will continue to grow, as will the number of people using it. Therefore, an e-mail program should have to ability to easily store and manage the addresses of friends, colleagues and associates.

- **Notification feature**

For new users, remembering to check their e-mail on a regular basis can be onerous. It's a task for which new habits have to be developed. Never-the-less, the importance of e-mail will grow as will the need to check it regularly. Until those habits are developed, many programs offer a notification feature which will check for messages on a regular basis, e.g., once an hour or twice a day, and notify the user when a new message has been received.

- **Learn about e-mail lists**

E-mail lists are the cyberspace equivalent to PSAs. They are groups of people, drawn together by a common interest who communicate by e-mail. Joining an e-mail list can be a very effective way of tapping into the collective intelligence and wisdom of colleagues as well as staying current with issues and developments in one's profession. Two extremely valuable e-mail lists which all teacher-librarians should join are, the *BC Teacher-Librarian's List* and a world wide list of teacher-librarians called *LM_Net*.

- **Use multiple e-mail accounts**

Joining an e-mail list will often result in a significant increase in e-mail. Educators love to share. *LM_Net* list by itself can produce 40-50 messages a day. This increase in e-mail received, whether from *LM_Net* or from other lists can easily swamp and submerge personal messages in your e-mail In-Box. The easiest solution is to obtain a second e-mail account and use that account to join the various e-mail lists.

Obtaining a second e-mail account is not difficult. Once you have an Internet connection through a school or a private Internet service provider at home you can find any number of companies who will provide you with a free e-mail address. Companies offering such service include Yahoo (<http://www.Yahoo.com>), Snap (<http://www.snap.com>) and Excite (<http://www.excite.com>). Each will give you an e-mail account at no charge. Use a second account to join or subscribe to e-mail lists. That way, your personal e-mail won't be swamped in a torrent of listserv messages.

Finally, whatever your feelings about e-mail, there's little doubt that despite its lack of glitz and multimedia glamour, electronic mail has had a significant impact on the way we communicate and interact and will continue to do so well into the next century. So, as the millennium draws near and the list makers gather their data, here's my vote, in praise of older e-mail.

For more information on the effective use of e-mail, please consult the following web sites:

BEGINNERS GUIDE TO EFFECTIVE E-MAIL
<http://www.webfoot.com/advice/email.top.html>

CORNELL UNIVERSITY'S GUIDE TO E-MAIL ETIQUETTE
<http://www.cit.cornell.edu/computer/email/polite.html>

DIGITAL ETIQUETTE
<http://www.media.mit.edu/people/nicholas/Wired/WIRED2-11.html>

E-MAIL ETIQUETTE GUIDE
<http://www.msue.msu.edu/anrcs/articles/netiquette.html#128>

INFORMATION DIGEST'S E-MAIL ETIQUETTE PAGE
<http://www.itd.umich.edu/~doc/Digest/0496/feat04side.html>

UNIVERSITY OF VERMONT'S GUIDE TO E-MAIL ETIQUETTE
<http://cit.uvm.edu:8080/email/faqs/etiquette.html>

NEW WEB SITES

COMPUTERS, TECHNOLOGY & THE INTERNET

MACINTOSH TIPS AND TUTORIALS
<http://users.desupernet.com/ohora/>

Created by Cindy O'Hora, a parent volunteer and expert Mac user, Macintosh Tips and Tutorials is dedicated to helping less experienced computer users make the most of their Macintosh or iMac Computer. Macintosh Tips will help you get up to speed. Learn more about the many customizable features of your Mac. The AppleWorks/ClarisWorks Tutorials offer step by step directions on how to create projects that complement and make easier your publishing, organizing, calculating, and teaching efforts. (ED-TECH)

EDUCATION

ADHD & DYSLEXIA RESOURCES
URL: <http://www.schwablearning.org>

The Schwab Foundation for Learning, a nonprofit foundation, provides information and resources for all parents and educators who are making a difference in the lives of kids who struggle with learning. The foundation offers resources on dyslexia, ADHD and other forms of learning disabilities. (Net-Happenings)

COLLABORATIVE LESSON ARCHIVE
<http://faldo.atmos.uiuc.edu/CLA/>

A directory of lesson plans arranged by grade level. Lesson plans are submitted by teachers. Browse first by grade (K-12+), then by subject. Curriculum resources are available in a forum format open to educators. (WEB-RESOURCE)

THE LEARNING KINGDOM
<http://www.LearningKingdom.com/>

The Learning Kingdom's mission is to be the best and most widely used K-12 learning center on the Internet. All Learning Kingdom content and learning systems are available and run directly over the Internet. The Academy contains Math in the Kingdom, which teaches arithmetic, and Quizzer, which coaches adults and children in geography, science, history, and other subjects, The Playground contains educational games.

ENGLISH

ABSOLUTELY WHOOTIE: STORIES TO GROW BY
<http://hazel.forest.net/whootie/default.html>

Whootie Owl and his human companion, Elaine Lindy, have compiled a delightful collection of nondenominational multicultural folktales that teach specific values. Following each story is a set of questions for readers to respond to and submit to the site. The questions prompt readers to think about the deeper messages within a story. New stories are added each month, and users are encouraged to submit appropriate illustrations. The story collection can be browsed or searched by story type or theme. The site also offers games for kids to play, links to other sites, and a lesson plan outline. (EW-Review)

THE ADVENTURES OF CHIP TRACER
<http://www.newseum.org/chiptracer/>

The Newseum, the interactive museum of news, has a new web site. "The Adventures of Chip Tracer, Cyberjournalist" is designed to excite young readers about journalism and news history while emphasizing the importance of media ethics. (Weekly Bookmarks)

ETYMOLOGIC

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

The toughest word game on the Web. Built around puzzling and usually surprising word origin questions, ETYMOLOGIC is fun and always informative and educational. It's a great and fun way to learn the true definitions of many words and phrases. (Weekly Bookmarks)

FOLK AND FAIRY TALES

<http://darsie.ucdavis.edu/tales/index.html>

This site offers an extensive archive of folk and fairy tales from all over the world. The stories in the collection represent a small sampling of the rich storytelling art that is the common heritage of all humanity. (Ed-Tech)

TEACHERS' GUIDES

A series of teachers' guides to fiction and non-fiction works

<http://www.learninglinks.com/LearningLinks/ntdef.htm>
<http://www.sundancepub.com/elementary/leap.html>
http://www.sundancepub.com/middle_school/paperbacks.html
<http://www.sundancepub.com/highschool/paperbacks.html>
<http://teacher.scholastic.com/ilp/index.asp>

LIBRARY

CLIPART REVIEW

<http://www.webplaces.com/html/clipart.htm>

Clip Art Review helps you find your way through the numerous collections of free clip art available for downloading. The site is organized by topic (for example, churches, flowers, or signs). If you need an image for a newsletter, card, or Web page, this is a great place to start your search.

CYBER PLAYGROUND

<http://www.Edu-CyberPG.com>

Educator and author Karen Ellis has spent three years planning and building the Cyber Playground which is now open for business. The crisp and clean playground walks technophobic teachers and parents through crystal-clear instructions. Sections are almost equally divided among instructions, curriculum, and the mall.

There is also an interdisciplinary interactive list. (Cybersmartnow)

MERRIAM-WEBSTER ON-LINE

<http://www.m-w.com/>

Merriam-Webster has put together a useful resource for all grade levels. The main site has tons of activities and some interesting language histories, including the sources of slang from bygone eras and a brief history of English. Teachers can subscribe to the Word of the Day for vocabulary building and let students solve the daily Word Game and its archive of past puzzles. Elementary classrooms can access Word Central from the Merriam-Webster main page. Look for a bee icon. Here, students can create word puzzles and secret messages that can be e-mailed to other kids to decode, making the site a useful resource for e-mail exchanges with other classrooms. The Daily Buzzword includes words appropriate to upper elementary grades and can also be subscribed to for vocabulary-building exercises.

RESEARCH CITATIONS

Writers, researchers and students are finding it increasingly necessary to use articles and publications being written for electronic media. Full text databases, web sites, electronic books, electronic periodicals, discussion groups, e-mail messages and the like, when used, must be properly cited. Traditional writers' manuals may not yet cover these resources. Listed below are several publications that will help writers to use electronic resources and give proper credit in footnotes and bibliographies.

<http://www.nara.gov/publications/leaflets/gil17.html>
NARA—Citing Records in the National Archives of the United States

<http://www.purl.org/oclc/cataloging-internet>
Cataloging Internet Resources: A Manual and Practical Guide

http://www.mla.org/main_stl.htm
MLA Style—Citing Sources from the World Wide Web

<http://info.med.yale.edu/caim/manual/contents.html>
The Yale Style Manual.

<http://www.cmu.edu/home/style/styleguide.html>
The Carnegie Mellon University Style Guide

<http://www.lehigh.edu/~inhelp/footnote/apaoonln.html>
The Lehigh University Publishing Guide.

http://www.unbsj.ca/~davis/citation.htm#citing_sites
The University of California (Davis Campus) Citation Guide

<http://www.lib.lsu.edu/committees/webgroup/webstyle.html>
Directory of Web Style Resources

<http://bailiwick.lib.uiowa.edu/journalism/cite.html>
A Directory of Journalism Resources

CITING ELECTRONIC SOURCES

<http://www.liunet.edu/cwis/cwp/library/workshop/citation.htmNEW!>
Citation Style for Research Papers

http://www.gunung.com/seasiaweb/Scholarly_Citations.html
Turabian

<http://www.uvm.edu/~xli/reference/apa.html>
APA

<http://www.cas.usf.edu/english/walker/mla.html>
MLA

<http://www.plcmc.lib.nc.us/online/links/citation.htm>
On-Line Citations

<http://www.wilpaterson.edu/wpcpages/library/citing.htm>
Citing Electronic Resources - from the Sarah Byrd Askew Library

<http://funnelweb.utcc.utk.edu/~hoemann/style.html>
Electronic Style... The Final Frontier

http://www.library.ualberta.ca/library_html/help/pathfinders/style/
Citation Style Guides for Internet and Electronic Resources

<http://falcon.eku.edu/honors/beyond-mla/>
Beyond the MLA Handbook - a guide to documenting electronic sources on the internet by Harnack and Kleppinger

<http://143.239.102.21/citing.html>
Citing Electronic Sources
WEB SEARCH EXPERTS
<http://WebSearchExperts.com/beta2.htm>

Web Search Experts adds a real human interface to all

Web search requests with individual search experts who work with the user to "fine tune" their search criteria. Web Search Experts executes real-time queries of dozens of existing search engines to estimate the size and scope of the research project. Artificial intelligence has been integrated into a technologically advanced Web server to determine the amount of data to collect and process as well as the projected length of the research task. Web Search Experts succeeds where all other Internet search engines fail - the proper retrieval, analysis and packaging of relevant information. (Net Happenings)

MATHEMATICS

MATHGOODIES

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

Today's children will enter the work force in the twenty-first century. Regardless of the path they choose, they will need good problem-solving skills to be successful in their careers. This web site is dedicated to teaching math concepts with a problem-solving approach, and to providing online resources to enhance math and other instruction. Aimed mainly at 5th to 8th graders, the grouped interactive lessons and challenges are a worthwhile addition to any teacher's bookmark list. (ED-TECH)

PLANEMATH

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

PlaneMath was created with assistance from NASA to help break down some of the barriers that many students with physical disabilities experience when learning mathematics. The site succeeds with flying colors, utilizing Internet technology to create a highly accessible environment full of inspiring activities that will appeal to everyone. In fact, teachers may have a hard time getting students to move on to other work. The activities are deeply engaging, encourage high-level thinking skills, and include teacher's guides. Users can virtually research and design airplanes, plot flight courses, pilot helicopters, become air traffic controllers, and plenty more. The list of activities on this site is truly impressive. Teachers beware. If you spend too much time on this site, you may find yourself wanting to switch to a career in aeronautics! (EW-Review)

SUSAN SOCHA'S MATH LESSON PLAN RESOURCES

<http://www.fcps.k12.va.us/DIS/OHSICS/math/socha/>

An excellent compilation of Web links to Math lesson plans and associated Internet resources in the area of Mathematics, created by a teacher in Virginia. (ED-TECH)

SCIENCE

GARBAGE IN - GARBAGE OUT

<http://www.learner.org/exhibits/garbage/>

How's this for a sobering statistic? "If your habits resemble those of average Americans, you contributed 1,570 pounds of solid trash and 3,613 pounds of sewage to the world's waste this past year." This startling call-to-arms is taken from the home page of the Annenberg/CPB Project (the company behind PBS's Save the Planet series). Read dire warnings and explore possible solutions largely revolving around education and action, two alternatives the site presents well. And if you think there's a lot of garbage on the web, you're right: The links section here is fuller than a McDonald's trash can after lunch hour. (ED-TECH)

GENERAL CHEMISTRY ON-LINE!

<http://antoine.frostburg.edu/chem/senese/101/>

General Chemistry Online is the creation of Frostburg State University chemistry professor Fred Senese. The site was designed for first-year college students but also has much to offer high school chemistry students. Students and teachers will appreciate the highly interactive nature of the information presented on the site. The tutorials are comprehensive and offer hints to students who might have difficulty answering the question given at the end of each section. In addition to the tutorials, the site offers handy Companion Notes for each topic covered that contain learning objectives, notes, and links to all related tutorials, quizzes, and exams on the site. This is an outstanding resource for chemistry teachers and students. (EW-Review)

LIFE ALONG THE FAULTLINE

<http://www.exploratorium.edu/faultline/>

Produced by the Exploratorium, San Francisco's "museum of science, art and human perception," this report on "Life and Science in Earthquake Country" tells the story of a region shaped by its recent seismic history. Commemorating the Loma Prieta earthquake, which shook the Bay Area on a warm world-series evening ten years ago, the site features personal recollections, images, and video; a history of the 1906 quake told with evocative black and white photographs;

and an introduction to topics in earthquake engineering, architecture, prediction, and preparedness. (Net-Happenings)

OFFICIAL U.S. TIME

<http://www.time.gov>

"This public service is cooperatively provided by the two time agencies of United States: a Department of Commerce agency, the National Institute of Standards and Technology (NIST), and its military counterpart, the U. S. Naval Observatory (USNO). Readings from the clocks of these agencies contribute to world time, called Coordinated Universal Time (UTC). The time maintained by both agencies should never differ by more than 0.000 0001 seconds from UTC."

According to the site, time provided "should generally be accurate within 1 second."

(WEB-RESOURCE)

SCIENCE FAIR CENTRAL

<http://school.discovery.com/sciencefaircentral/>

Science Fair Central is the ultimate guide to science fair preparation for students, parents and teachers. The Studio contains a comprehensive, step-by-step handbook for students, lists of great science fair project ideas and links to online resources. It also features a bulletin board hosted by science fair expert, Janice VanCleave, author of over 20 books on science projects and science fairs. (ED-TECH)

SCIENCE NETLINK WEB SITE

<http://www.sciencenetlinks.com>

The American Association for the Advancement of Science, a member of the Marco Polo partnership, is pleased to announce the launch of the newly redesigned Science NetLinks website.

The site now offers forty original Internet-based lessons for grades K-12, focusing on topics in science, mathematics, and technology. There are also brief activities related to Weekly Science Update, a new audio feature designed to bring the latest science research into the classroom. The site houses over 125 reviewed online resources, as well as nine Educational Super Sites, selected as superior in content and instructional relevance by our Blue Ribbon Panel of experts. (Net-Happenings)

SIMPLE MACHINES

The following Web Sites contain ideas, suggestions and lesson plans for units focusing on Simple Machines

<http://www.chariho.k12.ri.us/hv/machines.htm>
<http://www.davis.k12.ut.us/etc/simple.htm>
<http://www.discoverengineering.org/eweek/toc.htm>
<http://www.fi.edu/qa97/spotlight3/spotlight3.html>
<http://www.sasked.gov.sk.ca/docs/elemsci/gr3uhesc.html>

(Net-happenings)

SPACE PHYSICS RESOURCES

<http://swing.ms.u-tokai.ac.jp/aaindex/explore/larsourc.html>

Space Mission & Services On the WEB web site contains links to web sites concerning: Astrophysics Space Missions, Astrophysics Projects, Planetary Missions, Space Science Missions Data Centers, Research Groups and Programs, Professional Societies and Journals.

(WEB-RESOURCE)

SOCIAL STUDIES

CARE's NEW VIRTUAL FIELD TRIP TO MADAGASCAR

http://www.care.org/virtual_trip/madagascar/

The site contains information about CARE's development work on the island's villages and cities. Visitors to the site can learn more about Madagascar's history, flora, fauna, and way of life. "Virtual travelers" can look at maps, video clips, and download a FREE screensaver. (New Page List)

GALERIA DEL UFFIZI

<http://musa.uffizi.firenze.it/welcomeE.html>

Don't miss this wonderful opportunity to tour one of the world's most famous galleries filled with works of some of the greatest artists of the past millennium. The collection can be browsed by room, artist, or time period. Each image is presented in thumbnail with a description of the work and artist. To view the details, click on the image to download the full-page version. Don't miss the History and Buildings sections for some interesting insight into the fascinating past of the Palace del Uffizi and Florentine history. (EW-Reviews)

VISIONS OF CHINA

<http://www.cnn.com/SPECIALS/1999/china.50/>

CNN looks at several thousand years of Chinese history (and 50 years of the People's Republic) with a timeline of Chinese inventions, galleries of ancient treasures, posters from the Cultural Revolution, and an electronic version of Chairman Mao's little red book. Browse the map collection; read capsule biographies of current leaders; watch video modules that portray many Chinas — Inner Mongolian yurt life, a Buddhist monastery in Tibet, a noisy Beijing noodle shop. An archive of opinion and analysis completes this generous and informative offering. (Yahoo Picks)

WEIRD, WACKY AND JUST PLAIN WILD

HOLLYWOOD TAROT

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

This humorous "affront to all serious students of the divinatory arts" adds celebrity appeal to the tarot deck — replacing the traditional picture cards with Hollywood icons whose personae, on screen or off, match the enduring archetypes associated with the individual cards. The Fool card features Robin Williams as Mork, the High Priestess is Whoopi Goldberg, Marilyn Monroe serves as the Star. You get the idea. Click for a reading, it's pretty light-hearted — unless your cards come up Elvis, John Malkovich, and Barney the purple dinosaur. Now that's scary. (Yahoo Picks)

THE SCOOBY-DOO CARTOON NETWORK

<http://scooby.cartoonnetwork.com/>

The official fan site for Scooby Doo and his friends has a decidedly Halloween look and feel these days. Tune in for scary Scooby sounds or watch video clips from episodes like "Haunted House Hangup" or "Scooby Doo and a Mummy Too." There's even a preview of something called "The Scooby Doo Project" with black and white footage, and shaky handheld camera work ... you get the idea. Scooby games, puzzles, quizzes, and prizes round out the menu of all Scooby, all the time. (Yahoo Picks)

CHAPTER RELATIONS REPORTS

BURNABY

POLITICAL ACTION AND ADVOCACY

The library at Westridge Elementary was remodelled due to a fire. At the reopening of the library the community, school trustees, and district staff were invited to view the new library and to listen to Dave Bouchard, invited guest author. The event was written up in the local papers. BTLA members were asked to work with the BTA (Burnaby Teacher's Association) with regards to their Born to Read campaign. The mandate of the Born to Read campaign is to provide each kindergarten student with a Canadian book. Reta Heys and Maureen Martell the co-chairs of the BTLA were interviewed in the BTA newsletter, *The Whistle*.

CURRICULUM OR PROGRAM DEVELOPMENT

Our Association purchased copies of *Critical Challenges for Primary Students* and *Critical Challenges in Social Studies for Upper Elementary Student* for every elementary level BCTLA member. For secondary level BCTLA members the following two books were purchased: *Critical Challenges in English for Secondary Students* and *Critical Challenges in Social Studies for Junior High Students*.

Vesna Kanjer and Patricia Finlay promoted the Red Cedar Awards and arranged to take their students to Victoria. Several schools participated in the Young Reader's Choice Award. The BTLA conducted a reading club survey and wrote a Reading Club explanation that could be used by all the schools. The committee investigated having the handout translated into a variety of languages.

A group of elementary teacher-librarians agreed to compose the best of... lists (i.e. best picture books, best elementary fiction, etc). These lists were shared so that when teacher-librarians attended the publishers' display they could look for them.

The District library committee continues to meet and discuss issues pertaining to school library resource centres. Some of the issues under discussion relate to roles and competencies for Teacher Librarians, collection development, weeding, censorship, etc. The committee worked on presentation for the District's Technology Committee.

MEETING IDEAS OR SPECIAL PROGRAMS

In September, teacher-librarians were released to meet with the assistant superintendent, a director of instruction, and the director of purchasing and facilities service. Teacher-librarians attend monthly meetings. At a meeting held at the Burnaby Public Library Joyce Pinsker, BPL children's librarian, gave a presentation that included a display of what's new and what's hot. In addition to our monthly meetings the chapter hosts an annual publishers book display and a guest author for Children's book week. Each year the district purchases for elementary schools and for secondary schools a reference resource.

SPEAKERS AND WORKSHOP LEADERS

This year for Children's Book Week the BTLA invited Ann Blades to speak. Each school was encouraged to bring students. Richard Thompson visited several schools and the consensus was that he was terrific. Both authors were well received by staff and students. On the District Pro-D day Patricia Finlay, gave a workshop on critical thinking and Phyllis Simon from Vancouver Kidsbooks presented current titles from K —12. Trevor Schofield gave a workshop on the Internet. MaryAnn Manley, Lynne Benoit and Patricia Finlay developed a workshop for Library TOCs.

INFORMATION TECHNOLOGY

The District is investigating different automation companies for the District Resource Centre and for Burnaby Mountain the new secondary school, to be opened Sept. 2000. The District purchased "Library Pro" which was issued to interested elementary schools. Patricia Finlay was given District time to act as a resource person in the use of Library Pro. School Parent Advisory committees enabled three of the secondary schools to purchase security systems.

CENTRAL OKANAGAN

MEETING IDEAS OR SPECIAL PROGRAMS

- Workshop on Hyperstudio
- Presentation and sharing on Periodicals
- Presentation and sharing on reference materials

SPEAKERS AND WORKSHOP LEADERS

- Speaker from Kids Books

INFORMATION TECHNOLOGY

- A committee of teacher-librarians, technicians, and the district Technology Consultant evaluated the present program in the district, Mandarin, as well as Library 4 U. The committee recommended that schools could stay with Mandarin or choose Library 4 U if beginning automation in a library.

CHILLIWACK

Our Chapter has met monthly all year with every second meeting hosted by a different school. Attendance averages 12 members.

Our Advocacy leader made a presentation to our school board about the Battle of the Books program brought into our schools by the Librarians' Association. It was well received. The superintendent attended the final battle that was staged at a middle school, complete with a knight in armour and full media coverage! This program was very successful and will be continued in the district next year. This program has focused attention on the teacher-librarian's role in our district.

Our advocacy committee also worked hard on keeping us well represented on planning committees for school additions and new schools. We are trying to keep librarians a part of the planning process for any new library facilities.

Our group prepared display boards for Education Week. We had one board with research projects and novel studies and one board with the Battle of the Books. These boards were displayed at the local mall.

Automation with the Alexandria system continues to happen in Chilliwack with 3 more schools starting this year. One of our librarians gave a workshop on the Alexandria system and automation at the provincial Pro Day in February.

Ann Blades made a visit to one of our schools for author day.

DELTA

POLITICAL ACTION AND ADVOCACY

Delta will be building a new elementary school, which will be an annex to a large existing elementary school. Because of the concern over the staffing of a combined library/computer lab, the Delta teacher-librarians wrote a letter reminding the personnel director of the advisability of filling T/L positions with individuals who are taking or who have already taken the required library courses. Discussion followed as to which courses are acceptable.

In plans for the remodelling of two schools library space has shrunk considerably and there is a suggestion that computer labs be moved into this space. The purpose is to create a Media/Tech Centre. Teacher-librarians felt very strongly that libraries must remain large enough to have a teaching area where a whole class can work as well as accommodate individual students and groups. Parents and teachers have been very supportive by attending meetings and writing letters.

Delta Media Library's staff and budget are being heavily cut in the 1999/00 school year. They are losing four of the six support staff positions. The future of the collection will need to be determined. They will have no acquisition budget next year. There will be no support for library automation and teacher-librarians will have to catalogue their own new materials and, to a great extent, solve their own hotline problems.

CURRICULUM OR PROGRAM DEVELOPMENT

Delta Teacher-Librarians

- Reviewed and recommended a list of elementary novels and hope to review secondary novels beginning in the summer.
- Presented a workshop on Reflective Research on District Day, a working session with T/L's. Brought examples and experiences.
- Distributed Reflective Research charts to every Delta School.
- Participated in video evaluation, reps to be trained in evaluating videos.

MEETING IDEAS OR SPECIAL PROGRAMS

Delta teacher-librarians voted in favour of hosting the BCTLA Convention in the year 2001.

INFORMATION TECHNOLOGY

Delta teacher-librarians:

- Have a representative on the newly formed District Technology Work Group, working with IBM to formulate a district plan on how to improve student learning.
- Plan to have two reps (elementary and secondary) on a newly formed Technology Advisory Group.
- Need to look at new Windows based program for our libraries. The old DOS system is outdated and the technology is obsolete. We will look at two programs the Ministry has recommended. However cost is definitely a factor since we may have to approach parents one more time.

MISSION

POLITICAL ACTION AND ADVOCACY

Despite an increase in funding for teacher-librarians at the provincial level, there has been no change in the preparation time situation for elementary teacher-librarians in Mission. Teacher-librarians are still required to provide 80% prep time for classroom teachers through regularly scheduled library classes. Since most teacher-librarians are trying to provide some sort of library program during prep classes, the school board classifies this time as library" on the Sept 30, 1530 form. Our union filed a non-compliance report but it did not go to arbitration.

Secondary teacher-librarians are not required to provide prep-time.

INFORMATION TECHNOLOGY

One secondary school, eleven elementary schools and our District Resource Centre are automated with Chancery's MacSchool LibraryPro 2.0. One secondary/college and three elementary schools are using Companion's Alexandria program. There are plans to automate one more elementary library and another secondary library with Alexandria in the fall of 1999.

A teacher-librarian served on the District Technology committee. This committee coordinated an independent, district-wide technology review that included a section on libraries. Each teacher-librarian was asked to provide input through a survey. The final report has not yet been released.

Teacher-librarians are concerned about escalating tech support costs and school- based budgeting. Some of our schools have let their tech support lapse because they are not able to pay the annual tech support fees. Not only have these schools lost technological help but they no longer receive program updates. Now some of

their library programs will not be Y2K compliant as the program calendars don't go beyond December 1999.

In order to receive reduced tech support fees, some schools have opted to purchase a three-year tech support package. This is a very expensive option for a smaller school since they have barely enough money to buy books!

NANAIMO-LADYSMITH

POLITICAL ACTION AND ADVOCACY

Our district has increased teacher-librarian time to meet the new contract ratio. As APDT coverage remains a part of the ratio, we have stated our concerns in a letter to the BCTF and to the NDTA president. The NDTA president attended one of our regular meetings to hear our questions and concerns about using 40 to 55 % of our library time (1998/99) for APDT coverage. Because this practise existed in September 1996, our local agreement has been "grandfathered".

We were quite dismayed to learn that the Director of Learning Resources position has been cut for the 1999/2000 year. This position was central to direction and representation of library services at the district level. The Superintendent of Schools attended our June meeting to answer questions and hear concerns. We appreciated the open communication and positive support she gave, however many problems (especially around library automation) remain unresolved with the loss of this position. We will meet again with the Superintendent in September.

MEETING IDEAS OR SPECIAL PROGRAMS

Monthly meetings were held at school sites with a different group of teacher-librarians hosting and planning the agenda for each meeting. The focus of the meetings was decided at the previous meeting and was planned around one of three selected areas: advocacy, technology, and professional development.

Donna Anderson presented a session on media literacy using Nelson resources. This session was well attended and those involved came away very enthusiastic.

PUBLIC RELATIONS

Many of our teacher-librarians take an active role in promoting The Vancouver Island Children's Book Festival, with four teacher-librarians on the steering committee. This wonderful event accommodates 800 children on the day of the festival and brings authors and illustrators to an additional 5000+ children on

Vancouver Island through school and library visits. Teacher-librarians plan and coordinate readings at their schools utilising the authors who are in Nanaimo for this event. Robyn McKay does the overall coordination of this Reading Event through our local bookstore.

INFORMATION TECHNOLOGY

Our district is attempting to automate using a centralized union database. Presently progress in automation of elementary libraries is being hampered by the lack of PLN (wide-area network) service in our district. Of 35 elementary schools 3 are automated, 6 are on a priority list for PLN hook-up and the rest will be done as time and resources permit. The district remains hopeful that PLN will be available to most schools sometime during the next school year.

NORTH VANCOUVER

The NVTLA has had another busy year. Visiting authors were: Diane Swanson, Richard Thompson and Eric Wilson. Many meetings were held concerning the urgent need for library automation. Severe cutbacks by the board have resulted in extensive delays in automation. However, several schools have recently become involved in a pilot project using the program "Library Soft". Their initiative has resulted in the provision of District funds to make the system at the Resource Centre compatible with "Library Soft". Individual schools will be automating their libraries as soon as they are financially able.

The District has developed a new program, "Integrating the Web into the Classroom", that will be implemented by teacher-librarians in September. Rogers' Cable, as part of an agreement with the CRTC, will be placing one computer in each school library. In addition, seven elementary schools and two secondary schools will receive five computers. They will be connected to the Internet via cable.

PRINCE GEORGE

POLITICAL ACTION AND ADVOCACY

Decentralized decision making in our District means that individual staffs decide which of the school's number of staffing "points" is spent on teacher-librarian and library clerk time. Teacher-librarians find that they must be constantly advocating for their jobs within their own schools. Where there is concern that positions have been reduced without

corresponding reduction in enrolment, the Prince George District Teachers' Association is contacted to intervene on our behalf.

CURRICULUM OR PROGRAM DEVELOPMENT

A committee of secondary teacher-librarians completed a document integrating the outcomes from the Information Technology 8-10 IRP with various subject areas in library assignments. A committee of elementary teacher-librarians developed a Scope and Sequence of Elementary Library Skills, based on the scope and sequence in *Developing Independent Learners* that emphasizes the importance of information technology skills and reflects the limited teaching time available in our reduced teacher-librarian positions. A common bibliographic format was established and made available electronically to all teacher-librarians.

MEETING IDEAS OR SPECIAL PROGRAMS

The majority of our monthly meetings have a professional development component. We have reflected on the teacher-librarian competencies as they appear in the ATLC/CSLA document *Students' Information Literacy Needs in the 21st Century*, viewed book displays presented by NBS and Usborne, investigated the Red Cedar Awards with local bookseller George Sipos, shared our favourite websites and our teaching methods for their use, learned refined searching techniques with Carrie Yuen-Lo, our DRC administrator, shared our methods of dealing with plagiarism and enjoyed a tour of the University of Northern BC Library.

SPEAKERS AND WORKSHOP LEADERS

Val Kilbey, local teacher-librarian and member of our district's Technology Team, gave two highly successful workshops for teacher-librarians on school homepage creation using Home Page software by Claris. Many teacher-librarians are planning to create and maintain such pages to facilitate the use of electronic information in their libraries.

PUBLIC RELATIONS ACTIVITIES

Our focus this year was to inform parents and the general public of the involvement of teacher-librarians in many aspects of school life. Teacher-librarians created library newsletters, were diligent in inserting items in school newsletters and spoke directly with parents. As well, teacher-librarians took advantage of weekly school news columns in a local newspaper to create awareness of library-based activities. Several articles featuring local teacher-librarians were

published.

Our Association has formed a partnership with the Friends of the Prince George Public Library to participate in "Skate for Literacy", a program though which children and members of a local hockey team are brought together in literacy promoting activities.

Funds generated will be put towards the "Books for Babies" program at the Prince George Regional Hospital.

INFORMATION TECHNOLOGY

School District 57 teacher-librarians are very active users of our Association conference on 57 Online, our District e-mail system. To facilitate sharing of reviews for materials selection, an online book review folder was created within this conference. A book review template provides a consistent, easy-to-use format for reviews.

To date, all District schools are connected to Local Area Networks and Wide Area Networks (LANs/WANs). Forty-two of fifty-seven schools are automated. The remaining schools are to be automated by June 2000. We share a centralized database, with our District Resource Centre ordering, processing and cataloguing most materials.

QUESNEL

Again this year, we mainly worked on our Battle of the Books program at meetings. We also did some information and resource sharing.

We feel that the Battle of the Books has brought us favourable publicity, and helps to make us more visible in community. We had over 300 parents at our Battle in the spring!

Automation is continuing. All schools are in progress, and some are finished. Our District Resource Centre is automated, and its collection can be searched and requested on the Internet.

VANCOUVER ISLAND NORTH

POLITICAL ACTION

A teacher-librarian serves as our local president and there are four teacher-librarians serving on the grievance committee. Most teacher-librarians are not providing preparation time.

PUBLIC RELATIONS

During our Young Authors Week teacher-librarians hosted a very successful author visit with Eric Wilson as our special guest. This was a stimulating and enjoyable time for all!

INFORMATION TECHNOLOGY

Out of a total of 14 schools only 3 small schools are not fully automated using the Eloquent program. Most schools in the district all have Internet access and email capacity. Our school district now has a web site completed over the summer

SAANICH

POLITICAL ACTION AND ADVOCACY

- We asked our local union president to attend a library meeting and clarify what the new contract means to us and to staffing of teacher-librarians. Saanich School District has met the new contract language for teacher-librarians and we have increased our staffing by 3.01 FTE.
- Our local president met with the CUPE president to clarify job roles with respect to library technicians and teacher-librarians.
- One new teacher-librarian who is also an FSL [French Second Language] teacher made a presentation to the Board protesting the budget proposal that FSL teachers be cut at the elementary schools and teacher-librarians do prep time. Our union president also included the impracticality of having teacher-librarians take over prep time from the FSL teacher in his budget submission to the school board.

INFORMATION TECHNOLOGY

- Our focus this year was on finding a new library automation system. We reviewed several systems. Our DRC coordinator made a presentation to the Board asking for \$50,000 to cover software and hardware upgrades. This was granted. Five middle and secondary schools and the DRC will convert to L4U. The elementary schools will continue to use Eloquent.

MEETING IDEAS OR SPECIAL PROGRAMS

- Break-out discussion groups for both secondary and elementary, about literature and processing

information.

- Continued implementation of our Research Process: Putting Fuel in Your Search Engine.
- One teacher-librarian is working on a committee developing a writing process binder for the district, including a section on the research process.
- Teacher-librarian, Vivian Hicks, hosted the Red Cedar Awards at Bayside Middle School.
- Many teacher-librarians and teachers participated in promoting Red Cedar Award selections, and sponsored Red Cedar Reading Clubs.

SPEAKERS AND WORKSHOP LEADERS

- We provided a half-day inservice for our new elementary teacher-librarians.
- One of our elementary teacher-librarians who maintained a .3 position and a library program when everyone else was cut back provided a "nuts and bolts: this is what can be done with a .1 or .2 assignment." We will have a follow-up session.
- We participated in the Times-Colonist book drive and wrote letters to the editor thanking Victoria readers and the Times-Colonist for their generosity.

LANGLEY

POLITICAL ACTION

- Letter to the Superintendent, the Chair of the School Board and Chair of the District Parent Advisory Council, outlining the inequalities in school library service to children in our decentralized district.
- Checked teacher-librarian FTE and job descriptions, re the Provincial Collective Agreement
- Teacher-librarians were encouraged to join the Technology Committee in their school.
- Teacher-librarians lobbied the Budget Committees at their school for adequate funding.

MEETING IDEAS OR SPECIAL PROGRAMS

- Members attended a workshop on "Using the Internet in School Libraries" and a workshop on "Evaluation Techniques for School Libraries."
- Bimonthly sharing session between teacher-librarians to enable those new to the position to benefit from the ideas and experience of others.
- A teacher-librarian from the Fraser Valley Public Library system gave a presentation on a wide range of new books for adolescents.
- The annual "Love Affair with Books" [district

display of books and other media by numerous publishers] gave teacher-librarians an opportunity to select new books to support programs and curriculum in their schools

PUBLIC RELATIONS

- To promote reading and the awareness of new books, the annual "Langley Book of the Year Award" was held in the elementary schools during April and May.
- Several schools held book fairs to promote reading and to raise money for libraries.
- The school district and a local shopping centre promoted literacy with a week-long community "partnerships in reading" extravaganza. Teacher-librarians promoted this program with staff and students.

CENSORSHIP AND CHALLENGED MATERIALS

- Many schools have decided to form a committee to develop a new book selection policy, with a section devoted to procedures for responding to book challenges.

INFORMATION TECHNOLOGY

- Most libraries have chosen the Follett Library System, although there are a wide variety of other programs in use (Library 4U, Columbia, etc.)
- Most schools are automated to some degree; those which have had no teacher-librarian for several years are the furthest behind.
- With the exception of schools which are new or have had building extensions, most school library resource centres have a combination of old and new computer equipment.

WEST VANCOUVER

POLITICAL ACTION AND ADVOCACY

- The District increased funding for print resources, but textbooks will likely take the lion's share.
- A new Curriculum Preview Center, at West Vancouver Secondary School site, is being established for materials selected by the district's Curriculum Leadership teams. Meeting spaces and a technology training center will be incorporated.

INFORMATION TECHNOLOGY

- The goal is to have all schools automated by the fall of 1999. A team of clerks is helping some of the elementary school teacher-librarians enter data. French records sent to SDM in Montreal.
- Teams of teacher-librarians have been involved in reviewing, clarifying and defining our role in the School Board's district goals. Their guidelines will help to establish a framework for the appropriate and effective use of information technology and the role that the teacher-librarians play in their delivery. These teams have been working with the District vice-Principal to address the Board goals, in the following "Propositions on Information Technology."

Proposition 4: to create a systematic plan for the development of information literacy skills for all students.

Proposition 5: to develop a collection strategy for acquiring resources at the school and district levels.

Proposition 9: to Develop a collection strategy for acquiring resources at the school and district levels.

Proposition 10: to develop a process for the selection, review and acquisition of electronic and on-line database resources (e.g. encyclopedias, atlases)

- Cyber-collaboration among secondary schools: grade 11 Home Economics teachers and teacher-librarians teamed up for a term project on the food and culture of a chosen country, using Berkowitz and Eisenberg's BIG6 research skills model. The teacher and students of Network Management 12 organized key websites selected by teacher-librarians on a Web page on the school network; they were also used for French 11 and Foods 9/10.

VANCOUVER

POLITICAL ACTION AND ADVOCACY

- Membership in VLTA around 50 most of the year.
- The provision of prep time assigned to elementary teacher-librarians, restrictions on coverage of sick leave up to nine working days, and the removal of staff assistants were Board actions that negatively affected both level of service and morale.
- Mailouts suggesting strategies for garnering support from administrators and colleagues
- VTLA president David Sellers gave a presentation detailing the effects of cuts, at an alternate public meeting.

MEETING IDEAS OR SPECIAL PROGRAMS

- Media messages, the chapter newsletter, was published December and May, with the first issue going to all teacher-librarians in the district.
- "Winter Tonic" energized all those who ignored the weather and overcame the after-school lethargy to come to Eric Hamber Secondary February 11th. So engaged were the group surfing the Net through the gateway of a Web page designed just for us by Distance Educator Barbara Assonitis, that they couldn't be lured away by hot pizza. After dinner no one wanted keynote speaker Dr. Judith Saltman to shorten her analytic overview of the past decade in Canadian children's literature writing and publishing, even though the evening was extended well past the advertised end. Workshops on puppetry, popular adult literature (presented by Vancouver Public Librarian Corinne Durston), the UN Rights of the Child, and teen literature delighted while they informed.
- The year end dinner, held at the Arbutus Club, recognized retiring teacher-librarians, library volunteers, and the two parents who fostered the growth of our "Friends of School Libraries" support group.

MAPLE RIDGE/PITT MEADOWS

POLITICAL ACTION AND ADVOCACY

- Teacher-librarian representation on most Maple Ridge Teachers' Association committees: Agreements, ProD, Bargaining and Negotiations, Local executive, Technology, etc.
- District superintendent Mike Suddaby met with us regarding our concerns about coverage of prep time for teachers, co-operative teaching, what it is that teacher-librarians do that other teachers can't do, what makes teacher-librarians special, and that they are not library technicians.
- Many new teachers in library resource centres this year, and several administrators.

CURRICULUM AND PROGRAMME DEVELOPMENT

- Teacher-librarians involved at school level with implementation of IRPs.

SPEAKERS AND WORKSHOP LEADERS

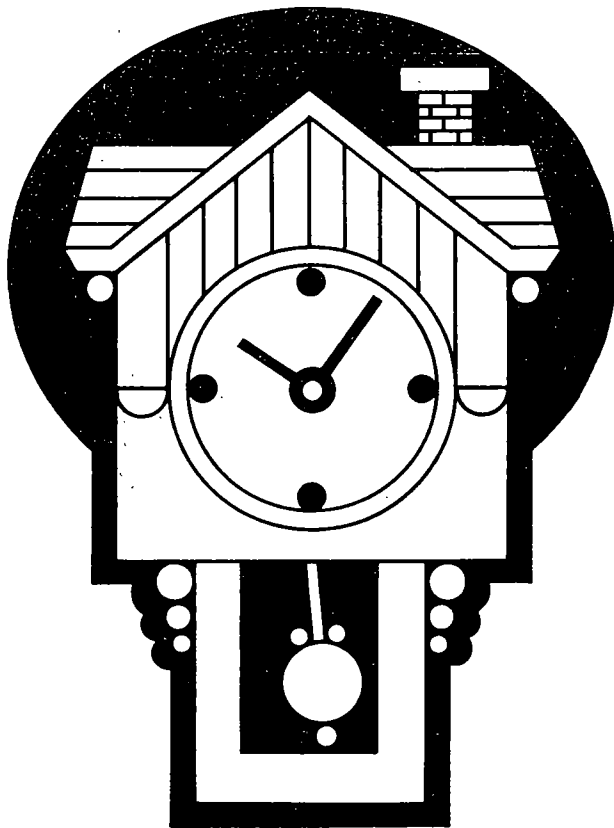
- Book fest: drama presentation by "Hooked on Books," 2 stations involving newspaper headings and

"Wheel of Fortune," approximately 30 book prizes from Scholastic, snacks and bookmarks to all participants. About 8 teachers, 10 parents, and 80 students participated. Good newspaper coverage.

- Some teacher-librarians are still able to create celebration days in their library resource centre with guest speakers and special activities.

INFORMATION TECHNOLOGY

- As Library Pro was cancelled, a committee of three teacher-librarians was asked by the district technology principal to research alternative programs, and to visit libraries with suitable programs that would meet the needs of our library resource centres. They selected Alexandria. The three teacher-librarians on the selection committee agreed to install Alexandria in their library resource centres.

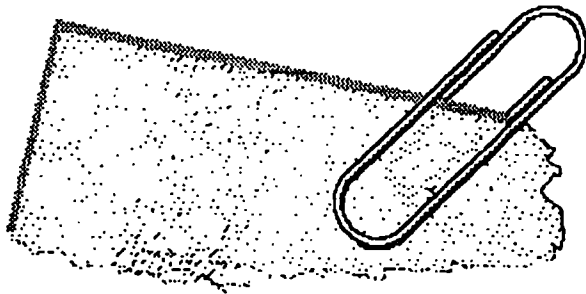


- Other programs — Library Pro, L4U, and Mac School — were okayed by the district officer if requested by teacher-librarians.
- Ongoing computer workshops at district office, workshop on making home pages, and electronic mail usage, Library Pro problems.
- District Tech Tuesdays (one meeting per month) for interested computer teachers, sales reps. for Alexandria and Kelowna's L4U.
- All library resource centres are wired through phone lines for Internet, electronic mail, and our local Quick Mail.
- Inventory in library resource centres, even though automated, is nearly impossible to do because of time constraints involving prep time.



Even while I protest the assembly-line production of our food, our songs, our language, and eventually our souls, I know that it was a rare home that baked good bread in the old days. Mother's cooking was with rare exceptions poor, that good unpasteurized milk touched only by flies and bits of manure crawled with bacteria, the healthy old-time life was riddled with aches, sudden death from unknown causes, and that sweet local speech I mourn was the child of illiteracy and ignorance. It is the nature of a man as he grows older, a small bridge in time, to protest against change, particularly change for the better.

-John Steinbeck (1902-68), U.S. author. Travels with Charley: In Search of America, pt. 2 (1962).



NOTES AND NEWS

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

NATIONAL LIBRARY OF CANADA NEWS

The National Library of Canada publishes the *National Library News* in English and French. It is published ten times a year. The articles include news about the national library programs and general interest items. The October 1999 issue includes articles on Women's history month, voice recognition software, the creation of a digital archive of the history of Canadian Confederation and an article about National Library's involvement in the *Read Up On It* publication. The printed version of *National Library News* is available for free upon request from

Marketing and Publishing
National Library of Canada
395 Wellington Street
Ottawa, ON K1A 0N4

The publication is now being distributed in hypertext and Adobe Acrobat format on the World-wide web at

<http://nlc-bnc.ca/nl-news/enlnews.htm>

TICKLE YOUR FUNNY BONE! READ UP ON IT, 1999 EDITION

Read Up On It is now in its eleventh edition. For over a decade, the National Library of Canada has used this publication to promote books and reading. The

Library also relies on this tool to promote Canadian authors and illustrators of children's books. Over the years, the publication has evolved by responding to the comments of its users and, once again this year, we have broken new ground by including lists of books in alternative formats for readers who are visually impaired. Thanks to collaboration with the Canadian National Institute for the Blind and the Institut Nazareth et Louis-Braille, *Read Up On It* will reach a greater number of young Canadians.

Choosing Dayal Kaur Khalsa's illustration, from her book *I Want a Dog*, for the 1999 cover of *Read Up On It* occurred to us for two main reasons: on the one hand, we are commemorating the tenth anniversary of Dayal Kaur Khalsa's death this year; on the other, the National Library of Canada, holder of the Khalsa fonds, would like to pay a very special tribute to her. Also, we would especially like to emphasize this year's theme, humour, in all of its splendour: in this instance, a classroom full of children sporting dog's heads, in our view, seemed to illustrate the theme perfectly.

Keeping this year's theme of humour in mind, our choice revolved around books that had a magical twist to them, such as *Au lit, princesse Émilie!*, *Gratelle au bois dormant*, *Pirate Pearl*, and *Princesse Pistache*. As you can see, princesses are still a favourite, but these princesses are determined, inventive and flout convention. In fact, the illustrations in these books present them as little people full of character, as opposed to the traditional: "One day, my Prince will come..."

Children are often very affectionate towards animals and it is not surprising to find a wealth of books with an animal as the main character with whom children can identify. Many works were chosen because they offered a note of fantasy; in fact, as in any self-respecting good story, the animals talk, act and think like human beings. Among those selected are *La Chèvre de monsieur Potvin*, *The Chicken Doesn't Skate*, *Downtown Lost and Found*, *Edmund for Short: A Tale from China Plate Farm*, *Erik the Viking Sheep*, *Pas de bébé pour Babette* and *Queen Nadine*. Family life is full of surprises and *Un Animal à la maison*, *Chouquette et son petit papa*, *Trois punaises contre deux géants* and *What's Tuesday* will plunge readers into incredible situations.

Several books include magical stories showing the lives of "ordinary" children turned upside down by the appearance of extraordinary beings or by talismans as

in *À l'éco...L...e de Monsieur Bardin*, Célestine Motamo, *Diamondback Dog*, *La Gratouillette*, *The Ice Cream King*, *The Invisible Day*, *Zoé et les petits diables*. As for the realistic stories, they are riddled with the humorous situations of daily life, such as those in *Andrew's Loose Tooth*, or *Comment j'ai arrêté la sucette*, or even a situation comedy, such as in *À pas de souris*, *Hope Springs A Leak*, *Premier boulot pour Momo de Sinro*, or *Sophie prend les grands moyens*.

Rhymes (*Biscuits in the Cupboard*), mysteries (*Le Grand Voyage du Père Noël*, *Matthew and the Midnight Flood*) and funny stories (*Laughs: Funny Stories*) complete this year's vintage of works on the theme of humour. And *Read Up On It* would not be complete without its listings of the most recent award-winning Canadian children's books.

Copies can be obtained by contacting

Read Up On It
National Library of Canada
395 Wellington Street
Ottawa ON K1A 0N4
Telephone: (613) 995-7969
Fax: (613) 991-9871
TDD: (613) 992-6969
E-mail: publications@nlc-bnc.ca

Editor's note: The above article originally appeared as Gendron, Céline. "Tickle your funny bone! Read Up On It, 1999 Edition." *National Library News*, October 1999. ©1999 Her Majesty the Queen in Right of Canada. You can peruse the 1999 version of *Read Up On It* on-line at <http://www.nlc-bnc.ca/pubs/ruoi/eruoi.htm>.

TEACHERS AND TEACHER-LIBRARIANS: EFFECTIVE EDUCATIONAL PARTNERS

During the Fall Chapter Councillor Meeting at Silverstar Resort in Vernon, the Pre-service Teachers' Liason Committee presented a pamphlet by Joan Eaton and Kate Treadgold entitled *Teachers and teacher-librarians: effective educational partners*. This document outlines services teacher-librarians can provide teachers. Copies were distributed to chapter councillors and executive members for distribution

across the province. The intent of the publication is to make new teachers aware of how they can plan with teacher-librarians and use school library resources effectively. You can get an on-line version of the publication in Adobe Acrobat format at http://www.bctf.bc.ca/psas/bctla/Teachers_and_TLs.pdf

US NATIONAL LIBRARY POWER PROGRAM FINDINGS

National Evaluation of Library Power: Executive Summary is now available for free. This twenty-seven page executive summary of the National Evaluation of Library Power is based at the University of Wisconsin. Library Power is a program of the Dewitt-Wallace Reader's Digest fund. Library Power worked through local education funds in nineteen urban and poor rural districts around the USA to revitalize school libraries as centres for learning.

KEY FINDINGS

- Through Library Power, book collections in participating schools improved considerably and the titles in the library better reflected the subjects being studied in class. The resulting, and more extensive, bank of resources available for student learning gave teachers new impetus for using the library for instructional purposes.
- Library Power enabled schools to refurbish their libraries so that they could accommodate more users and different kinds of activities all at the same time, such as individual reading, groups working together and students doing research on computers. Libraries became more cheerful and welcoming places, encouraging students and teachers to visit more often.
- Implementing a flexible schedule to allow students to visit the library whenever they needed throughout the day instead of limiting use to regularly scheduled periods resulted in more frequent visits to the library.
- Throughout participating schools, librarians and teachers collaborated on planning and designing instructional units, with librarians sometimes sharing responsibilities for teaching.
- Schools invested in professional development activities that taught principals, teachers and librarians how to integrate library and other information resources into teaching and learning.

- The experience of participating schools shows that faithful adoption of all core Library Power practices, along with widespread acceptance of these practices, boost the chances that library reforms can become permanent.
- To the extent that other states, or even individual districts, implement similar policies, the goals of Library Power will be enhanced at the school level, and institutionalization is more likely.

Findings describe changes in library facilities and collection development, student access, and professional collaboration for resource-based curriculum and instruction. The summary also identifies school reform dilemmas revealed in the evaluation.

Request free copies directly from Wallace Funds:

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VANCOUVER CHILDREN'S LITERATURE ROUNDTABLE

The Vancouver Children's Literature Roundtable is an assembly of enthusiasts who believe in quality literature for children. On Monday, January 24, there will be a gala dinner at the law courts restaurant. The Serendipity Conference on Saturday, February 26 will feature Colin McNaughton, Lawrence Yep, Anita Silvey (Editor-in-chief, Houghton-Mifflin), and J. Patrick Lewis (poet). For up-to-date information on Vancouver Children's Literature Roundtable, visit the web site at <http://www.library.ubc.ca/edlib/rdtable.htm>

WORDPERFECT FOR MACINTOSH NOW FREE

Corel Corporation, a Canadian company, announced that Corel WordPerfect Enhancement Pack 3.5 for Macintosh is available for free on the Internet. The free version does not include printed documentation, sounds, templates, some fonts or clipart, but is a fully featured version of the word processing software. It features spelling and grammar checking, and can produce documents with tables.

The software will run on older Macintoshes (68K) as well as the newer Power PC and iMac series. You need to register to download the free software. For more information, visit the web site at http://www.corel.com/products/macintosh/wpmac35/pack_freedownload.htm.



THE PORTRAIT: JULIE LAWSON

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

My communication with Julie Lawson, the subject of this issue's portrait, was done by e-mail. This quick and easy method certainly reflects the theme of this issue of *The Bookmark*, "The Times A' Changing."

Julie Lawson has written for children of all ages and has a total of eighteen books to her credit. Many of these titles have been Canadian Children's Book Centre Choices and have received other awards of merit. Her time-travel novel, *White jade tiger* (Beach Holme, 1993), was the winner of the prestigious Sheila Egoff Award and was shortlisted for both the Canadian Library Association Book of the Year Award and the Ontario Library Association Silver Birch Award. It also was listed as a Canadian Library Association Fiction Notable and a Canadian Children's Book Centre Choice. This adventure story leads thirteen year old Jasmine from the Chinatown of today's Victoria back in time to the Fraser Canyon and the building the Canadian Pacific Railway. More information about this title and other books by Julie Lawson can be found on the Island Treasures website: http://www.swifty.com/it/laws_bib.htm.

Lawson was born and raised in Victoria, BC. A former elementary teacher, she now writes full-time at her residence in the countryside near Sooke, BC (about 30 km. west of Victoria). Julie told me she lives with her husband in a home they designed and built themselves and writes from an upstairs tower that overlooks the forest and the sea. This idyllic setting is unfortunately further than a "let's meet for coffee" distance from my home in Vancouver and therefore our e-mail communication was both necessary and convenient. The following excerpts, in the form of my questions and Julie's answers, are derived from our e-mail messages.

Q: What prompted you to start writing? When was it?

A: I loved writing and making up stories as a child—reading, too, and always nurtured the idea of one day becoming an author. It wasn't until 1989 that I started writing seriously, during a six-month leave of absence [from teaching]. My first book, *The sand sifter* (Beach Holme, 1990), was accepted during that time, and when

I went back teaching, I was strongly motivated to continue writing in my spare time. That led to four picture books being accepted for publication, and the decision to take a full year's leave in the fall of 1991. I was on that leave until 1999. Last June I officially resigned as a teacher, and am now writing full time and loving it.

Q: I've noticed you've written picture books, intermediate and young adult novels. For which age group do you prefer to write?

A: I like the mix. They all present different challenges. I don't always know when I start out which age group the book will end up being for. Sometimes I'll write a picture book story, only to discover (after several rejections) that it would be better told as a novel. *Cougar Cove* (Orca, 1996) is a case in point, as is *Goldstone* (Stoddart Kids, 1997). In both cases, it was an insightful editor that steered me towards the longer form.

Q: How do you get your ideas? How do you decide what type of book that idea will become (e.g. picture book or novel)?

A: I get ideas from anywhere and everywhere. Some examples: A snatch of conversation led to *Whatever you do, don't go near that canoe!* (Scholastic, 1996), the shadow puppet of a dragon I found in China led to a fascination with Chinese dragons and ultimately to *The dragon's pearl* (Oxford University Press, 1992), a field trip with my class to Victoria's Chinatown and a "what if" question led to *White jade tiger* (Beach Home, 1993). My grandfather's personal connection with the Rogers Pass avalanche of 1910 formed the basis for *Goldstone* (Stoddart Kids, 1997). My husband's sighting of a bear that climbed onto a hopper car to eat the grain that had spilled out led to my newest book, *Bear on the train* (Kids Can Press, 1999). The time I spent last fall and winter in Dawson City naturally gave rise to the novel I'm currently working on, set during the Klondike Gold Rush.

Q: Do you have a writing regime?

A: Yes. When I'm home, I go to my computer every morning and work till noon. After a lunch break, I go



back to it. (Unless the weather is terrific—and then I go for a walk or a bike ride). I follow this regime at least fivedays a week, unless I'm away touring. When I first went on leave to write, I figured the only way to make a go of it would be to treat it as a "job" and be disciplined. Fortunately, it's a job I love, so it never seems like hard work. More like hard play. (Well, MOST of the time it's like that!)

Q: In your books, *White jade tiger* (Beach Holme, 1993) and *Emma and the silk train* (Kids Can Press, 1997) you obviously did a lot of research into those time periods. How do you do your research? Do you enjoy writing historical fiction?

A: I love writing historical fiction and doing research. The problem is knowing when to stop. I had a problem with *Emma and the silk train* initially because I wanted to incorporate all the fascinating silk train information that I discovered. My editor kept saying, "I know you love trains, but this is Emma's story!" Fortunately, I was able to add a historical note at the end. I did a lot of research for *Goldstone*, too, and that was really fun because it was my grandparents' early years in BC (late 1800s and early 1900s) that I was in effect researching. So the family history tied in with the story, and gave me immense personal satisfaction.

Q: What authors influence you? Any special favourites?

A: I try not to be influenced by other authors. I love reading Kit Pearson, Sarah Ellis, Tim Wynne-Jones.

Q: What are you working on right now?

A: I'm working on two novels: the Klondike gold rush novel mentioned above, and Part 3 of the *Goldstone* trilogy; *The ghost of Avalanche Mountain*. I'm also writing a couple of picture book stories inspired by historical events I discovered while living and researching in Dawson City.

Q: Is there anything special you would like to write about?

A: Whenever an idea comes along and fires me up with excitement, that's what I like to write about.

Q: Our theme for this issue of *The Bookmark* is "The Times A' Changing". As an author, have you noticed any changes in writing, in general, or how you do your work?

A: In spite of all the changes in this complex, computer-driven society, I still meet hundreds of children who love to curl up with a good book and read. I find this very rewarding and gratifying. Thanks to all the teacher-librarians for their part in fostering this! On a personal level, my writing has changed somewhat because I'm now able to compose directly on the computer, even though I still do my revisions on hardcopy. I'm constantly learning, too. I always thought it would get easier with more experience, but that hasn't been the case. Every new story presents its own set of problems and challenges.

Julie said she now divides her time between writing at home and visiting schools and libraries. She has spoken to Children's Literature Roundtable groups, toured for Canadian Children's Book Week, conducted writing workshops, taught university courses on writing children's literature and been a presenter at conferences and festivals. Last fall Lawson was invited to be the writer-in-residence in Dawson City, Yukon where she lived in Pierre Berton's childhood home, now known as the Berton House Writer's Retreat.

Lawson mentioned that in addition to writing and travelling, she enjoys hiking, birding, eating pizza, and curling up with a good book. She also admitted her favourite pastime is panning for gold nuggets—"ideas that will one day turn into stories". I know we'll all look forward to reading any new books written by Julie Lawson.



It is good to
have an end
to journey toward; but it
is the journey that
matters, in the end.

-Ursula K. Le Guin

CONTINUING EDUCATION UPDATE

by COLIN CHAFER, professional development chair, BCTLA.

Please help strengthen our profession by sharing this information with your colleagues. There is a wide range of programmes and courses available in teacher-librarianship.

UNIVERSITY OF BRITISH COLUMBIA

Marlene Asselin, Assistant Professor, Department of Language Education, has sent information about the new Certificate in Teacher-Librarianship program at UBC.

Qualified teacher-librarians are urgently needed by many school districts. UBC and some districts are co-operating to offer a structured program to help interested teachers get a good grounding in teacher-librarianship.

The certificate is open to all qualified teachers who hold an acceptable degree from a recognized university. Students new to UBC must complete an Application for Admission form and provide official transcripts of all previous post-secondary studies. Previous UBC students must submit an Application for Re-admission form to activate their eligibility to register in individual courses. Further information about admission can be obtained from an advisor in the Teacher Education Office. Phone: (604) 822-5242, Fax: (604) 822-8227, E-mail: teacher.ed@ubc.ca

If you wish to enrol in the Certificate of Teacher-Librarianship program, check with your district about preferred courses, selected from:

LIBE 381 (District Instruction) Administration of the School Library Resource Centre (3 credits)

LIBE 383 Selection of Learning Resources I (3)

LIBE 384 Selection of Learning Resources II (3)

LIBE 385 (Independent Study) Organization of Learning Resources (3)

LIBE 387 (Independent Study) Information Services I (3)

LIBE 388 Information Services II (3)

LIBE 477 Special Topics in Teacher-Librarianship (3 or 6)

LANE 341 (Independent Study) Introduction to Teaching Children's Literature (3)

LANE 341 (Direct Instruction) Introduction to Teaching Children's Literature (3)

LANE 349 Teaching Literature for the Adolescent (3)

LANE 382 (Independent Study) School Library Resource Centre Programs (3)

LANE 382 (Direct Instruction) School Library Resource Centre Programs (3)

LANE 389 (Independent Study) Resource-Based Learning (3)

Other UBC courses, or courses from other Canadian universities (such as the University of Alberta Teacher-Librarianship program (maximum allowable equivalent to 6 UBC credits) may also be approved; if you are seeking approval for a course not on the above list, please contact UBC. Courses in the certificate program can be applied to the Diploma in Teacher Librarianship if you wish to continue your studies. Again, contact the Teacher Education Office for information on the Diploma.

Some courses are offered on campus, some by independent study, and some in school districts. Check the web site for individual courses (district instruction, independent study) and, if you would like to discuss hosting a course in your school district, contact Marlene Asselin, Coordinator of Teacher-Librarian Program. Phone: (604) 822-5733 Fax: (604) 822-3154 E-mail: marlene.asselin@ubc.ca

UBC TEACHER-LIBRARIAN WEB PAGE:

<http://www.lane.educ.ubc.ca/LIBE/Home.htm>

UBC WINTER COURSES 1999/2000

LIBE 388 Information Technology II

Section 001

Winter 1999 - Term 2

Monday 17:00 - 19:30

PONE 121

Telereg catalogue #68561 (3 credits)

Instructor: Judith Kootte

This course is for teachers and teacher-librarians who are interested in information literacy and wish to develop skills in using the Internet. This evolving area requires a new skill set and an understanding of those issues that confront the teacher and his/her students when using information technology in educational settings.

If you would like additional information about the course, you can contact :

Judith Kootte,
Coordinator Technology and Information
Services,
School District No. 38 (Richmond),
7811 Granville Avenue,
Richmond, B.C. V6Y 3E3
Voice Mail (604) 668-6056
Information Services (604)-668-6474
Fax: (604) 668-6119 & 668-6191
E-mail: jkootte@richmond.sd38.bc.ca

For further information contact Jo-Anne Chilton at (604) 822-3999, toll free 1-888-492-1122, or see the Office of Continuing Professional Education website.

COURSES:

LIBE 387 Information Services I,

January 2000 (Cat. #54204) Section 63C,
3 credits

LANE 341 Introduction to Teaching Children's Literature,

January 2000 (Cat. #14004) Section 63C, 3 credits

LANE 379 Education of Immigrant Students,

January/2000 (Cat. #69082) Section 63C,
3 credits

LANE 389 Resource Based Teaching,

January/2000 (Cat. #84718) Section 63C, 3 credits

LANE 391 Theory and Practice in Reading Instruction

January/2000 (Cat. #30143) Section 63C, 3 credits

UBC DISTANCE EDUCATION COURSES

Independent study courses offered by the Office of Continuing Professional Education are listed below.

January: Begins week of January 9 through week of April 3. No final exams. Students are expected to have access to the Internet plus e-mail accounts in order to contact their instructors. E-mail accounts are available through UBC, the public library systems, as well as downloading from the World Wide Web.

LANE 392 Trends and Issues in the Content Areas (Pre-requisite: LANE 391 or LANE 310 and READ 320)

January 2000 (Cat. #7331 3) Section 63C, 3 credits

LANE 472 Reading in the Content Areas

(New Course)

January 2000 (Cat. #05341) Section 63C, 3 credits

LIBE 385 Resources, Section 63C,

Organization of Learning

January 2000 (Cat. #6391 9) 3 credits

UNIVERSITY OF VICTORIA

Two courses were offered at the University of Victoria from October to November 1999. They were:

TL434 (1.5) School Library Resource Centre Materials

TL 438 (1.5) Problems and Issues in Teacher-Librarianship

For information/registration, please contact Lona McRae, Program Secretary, by telephone at (250) 721-6192, fax 721-6603, e-mail: LMcrae@uvcs.uvic.ca

UVIC has no plans at this time to offer teacher-librarian courses from January - April 2000. However, they are hoping to provide courses later in the year 2000. For information, please contact:

Don Hamilton (Education Librarian)

Phone: (250) 721-7899

Fax: (250) 721-7767

E-mail: dhamilton@uvic.ca

or

Bernice Wood
Program Director
Continuing Studies in Education
University of Victoria
Telephone: (250) 721-7871
Fax: (250) 721-6603

UNIVERSITY OF ALBERTA

For information about courses and programs,
please contact:

Kaye Steward
Coordinator Teacher-Librarian Program
551 Education South
Edmonton, Alberta
Phone: (780) 492-4273
Fax: (780) 492-7622
E-mail: ksteward@ualberta.ca

or

Dianne Oberg, PhD
Associate Professor
School of Library and Information Studies
320 Rutherford South
University of Alberta
Edmonton, AB T6G 2J4
E-mail: doberg@ualberta.ca

The following courses are being offered for the
winter January to April 2000 term. You can also visit
the tl-dl website at <http://www.quasar.ualberta.ca/tl-dl/>

WINTER (JANUARY TO APRIL, 2000)

EDES 445/LIS 598 Canadian Literature for Young People in Schools and Libraries

A survey of Canadian children's literature, from
books for babies to books aimed at the young adult
market. Focus on contemporary works. Consideration
of trends in both publishing and content and of current
issues such as censorship, multimedia forms, and the
Internet. Assignments include a virtual seminar, a
webography, an analysis of picture books, and regular
participation in the computer conference of the course.
In 1998, this course won an AMTEC Award of Merit.

Instructor: Gail de Vos

ESES 501 Information Technologies of Learning

This course will focus on effective teaching
strategies for helping students develop information
literacy and critical thinking skills using technology and
for integrating technology into the K- 12 curriculum,
with particular emphasis on the Internet. Managing
information technologies in schools and implementing
staff development programs about integrating
technologies will be addressed in order to help teachers
and teacher-librarians develop and enhance technology-
rich learning environments for their students. Instructor:
Kaye Steward

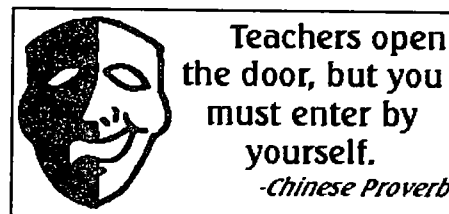
EDEL 595 Leadership in Information Literacy

This course examines issues and strategies related
to the development of information literacy programs in
schools through case-based learning. In the first third of
the course, students work together on a case developed
by the instructor--the case of a teacher-librarian who is
assigned to a school that has never had a teacher-
librarian before and who needs to decide how to
introduce that role as well as the school library program
to the staff and community. Then the students work on
cases of their own, based on their professional
concerns, with the help of their classmates and
instructor. Open to students who have already
completed some courses in teacher-librarianship.

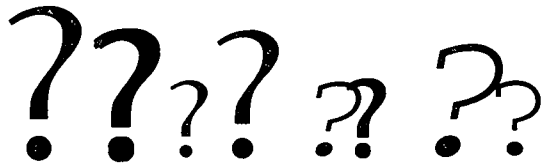
LIS 540 School Media Centres (Administration)

This course examines the concept and organization
of school library media resource centres in elementary
and secondary schools. Includes policies and policy
development; program development and scheduling;
processes for acquiring, cataloguing and circulating
materials; facilities planning; budgeting and staffing.
(This course was previously offered as EDES 540.)
Instructor: Kate Steward

All the courses listed above are delivered on the
WWW in an 'any time, any place' learning mode.



? ASK THE EXPERTS



TIME MANAGEMENT AND PUBLISHERS' CATALOGS

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

Question: I keep getting all these publishers' catalog in my mailbox. What do I do with them? I'm getting swamped.

Answer: The editors of *The Bookmark* contribute the following wisdom.

Who sorts the mail at your school? You need to decide whether you want to receive all catalogs the secretary doesn't know what to do with, as well as those clearly addressed to the teacher-librarian. There are advantages to receiving the unspecified catalogs: a good one won't slip by and be lost, without your being aware. On the other hand, the onslaught of paper can be intimidating. You need a plan and a bit of time.. Remember that dealing with publishers' catalogs is a part, if a small part, of the selection process.

Catalogs can be classified like anything else. Some teacher-librarians do a quick sort — a kind of triage — based on probable use: ones I know I'm going to use, ones I may need to use, ones I know I won't use. The ones in the third category can go directly into the recycle box. The second category can be filed immediately (more on this below), and the first category can be quickly perused for possible further action. Take care, because it's this category that can creep up on you. Before you know it you've got a pile that mocks you every time you walk into the library work room. So be discriminating. If you're a beginning teacher-librarian, you will have problems discriminating among these three categories. So consider this: one of our editors throws out everything except a few catalogs containing tried-and-true series of proven worth; all other selecting is done from reviews. One teacher-librarian has limited herself to one filing drawer. When that's full, she starts pulling out old catalogs to make room for the new.

If you are receiving all unspecified catalogs, you will get a number which don't offer anything that would normally be part of a library resource centre collection: testing tools, science manipulatives and equipment, and sports equipment, for example. You might want to send these catalogs on to appropriate staff members. In secondary schools this would include department heads. The LAC teacher and the school counsellor might appreciate receiving some items. On the other hand, one secondary teacher-librarian found that the department heads didn't have a filing system and appreciated having their catalogs stored with the library ones — a good PR move for the teacher-librarian. Sometimes the department heads already have copies of the catalogs, since publishers send duplicates. You may get catalogs for items which you use but which your Board purchases or provides specifications for, such as AV hardware and computer equipment. Such policies limit or remove your discretionary powers in selecting these items — in this case the catalog might as well be tossed.

When a catalog with interesting resources comes to hand, one teacher-librarian does a quick flip through, adds post-it notes with instructions (to ask for an examination copy, for example) and sets it aside for a volunteer to act upon the instructions. Another teacher-librarian rejects all catalogs that don't meet curriculum directions of the school. For example, since her elementary school's reading program is literature based, all catalogs for reading textbooks are discarded. To discover this, she flips quickly through each catalog as it's received. Some teacher-librarians find they simply don't have time to deal with the single-sheet or small brochure-type advertising, and discard all this kind of mail.

On the subject of filing catalogs, there are a number of options. Surrey School District has a district policy on filing of materials and information. They have a computer database common to every school, where schools can use common identification numbers for kinds of materials such as publishers' catalogs, along with the location of the materials. There are also protocols for storing and weeding. In this way teachers and other staff members can more quickly locate materials when they move from school to school, and can be assured that similar kinds of resources are available. While this policy is admirable in theory, our contacts find that the policy is only as good as the time available to implement it.

For a quick-and-dirty solution, try this. One editor/teacher-librarian has three plastic tubs, like milk tote boxes, with a set of alphabetical dividers in each. As catalogs come in, she chooses those which apply to the library resource centre and files them immediately in the top box of the stack, which is next to her desk. Any irrelevant catalogs are either discarded or delivered to other teachers who might be interested. As the top box becomes filled, it is topped by an empty one. The process begins again. When the third box is filled, the bottom one is emptied into the recycle bin and placed on top to be refilled. This combines an alpha sorting system – so you can find a catalog relatively easily – with a sure-fire weeding system – catalogs are discarded on a regular basis, usually about every 18 months.

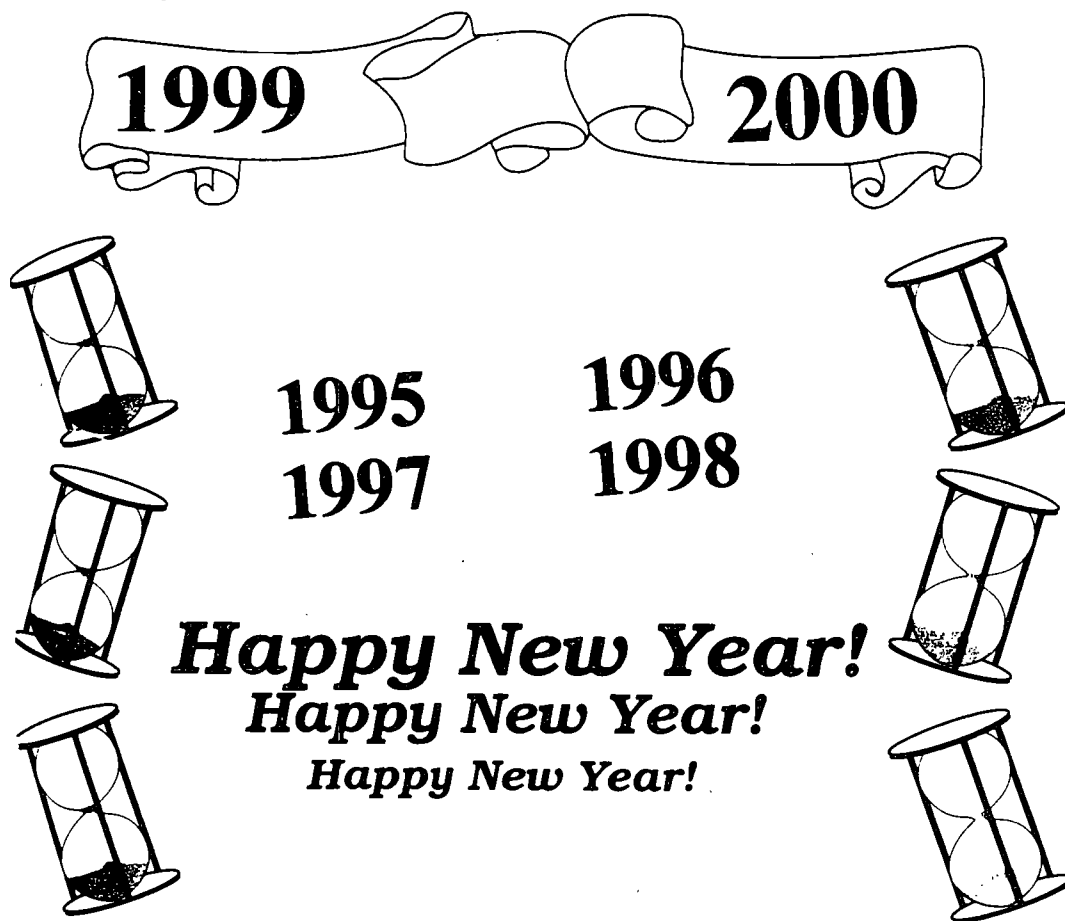
All teacher-librarians on *The Bookmark* editorial board use an alphabetical system for filing catalogs. There is something to be said for using categories such as subjects or formats. However, it is difficult to group catalogs based on the kind of materials in the catalogs, because so many publishers these days offer both print and non-print resources, children's books along with games and math manipulatives, and most have a variety

of subjects. It is much simpler to use a straight alpha system, by publisher's name. This allows a relatively untrained volunteer to do the filing, since judgements aren't necessary.

Weeding is made easier if you mark each catalog with the date of filing, since lots of catalogs have no date on them. This takes the guess-work out of weeding for your volunteer helpers. One teacher-librarian who keeps a fairly compact collection of catalogs goes through them each June and throws out all but a handful of key ones.

Storage systems vary according to what kind of space is available. Many use a filing cabinet, others use cardboard magazine files or tote boxes. One teacher-librarian just uses a shelf or two in the work room.

Catalogs take valuable time. You need to decide whether the amount of use justifies the amount of time needed to maintain your system. Note the article in this issue "Changing times in library markets" for more about how publishers are struggling to reach the school market's needs, and try to spare some sympathy for the poor person sending you their hopeful list of offerings.



PROVINCIAL SPECIALIST ASSOCIATIONS 1999-2000

Only BCTF members (active, associate, affiliate, or honorary) can be members of a PSA; all others must become subscribers.
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Enclose your cheque or money order, made payable to the B.C. Teachers' Federation. DO NOT MAIL CASH.

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42 <input type="checkbox"/> \$35.00 Business Education	<input type="checkbox"/> \$23.00	54 <input type="checkbox"/> \$30.00 Physical Education	<input type="checkbox"/> \$15.00	67 <input type="checkbox"/> \$20.00 Rural	<input type="checkbox"/> \$10.00
44 <input type="checkbox"/> \$35.00 Counsellors	<input type="checkbox"/> \$25.00	55 <input type="checkbox"/> \$42.00 Primary	<input type="checkbox"/> \$21.00	68 <input type="checkbox"/> \$25.00 Peace & Global Ed	<input type="checkbox"/> \$ 5.00
45 <input type="checkbox"/> \$35.00 Immersion/Cadre	<input type="checkbox"/> \$15.00	57 <input type="checkbox"/> \$35.00 Science	<input type="checkbox"/> \$10.00	69 <input type="checkbox"/> \$25.00 ESL PSA	<input type="checkbox"/> \$15.00
46 <input type="checkbox"/> \$35.00 English Language Arts	<input type="checkbox"/> \$15.00	58 <input type="checkbox"/> \$30.00 Technology	<input type="checkbox"/> \$20.00	70 <input type="checkbox"/> \$30.00 Alternate Ed	<input type="checkbox"/> \$15.00
47 <input type="checkbox"/> \$30.00 Home Economics	<input type="checkbox"/> \$16.00	59 <input type="checkbox"/> \$25.00 Social Studies	<input type="checkbox"/> \$10.00	71 <input type="checkbox"/> \$25.00 First Nations	<input type="checkbox"/> \$15.00
48 <input type="checkbox"/> \$35.00 Intermediate	<input type="checkbox"/> \$15.00	60 <input type="checkbox"/> \$30.00 Special Ed	<input type="checkbox"/> \$15.00	72 <input type="checkbox"/> \$20.00 Co-operative Learning	<input type="checkbox"/> \$10.00
49 <input type="checkbox"/> \$40.00 Teacher-Librarians	<input type="checkbox"/> \$15.00	62 <input type="checkbox"/> \$35.00 Drama	<input type="checkbox"/> \$20.00	73 <input type="checkbox"/> \$35.00 Dance	<input type="checkbox"/> \$12.50
50 <input type="checkbox"/> \$30.00 Mathematics	<input type="checkbox"/> \$15.00	63 <input type="checkbox"/> \$35.00 Gifted	<input type="checkbox"/> \$18.00	74 <input type="checkbox"/> \$20.00 Adult Educators	<input type="checkbox"/> \$10.00
51 <input type="checkbox"/> \$30.00 Modern Languages	<input type="checkbox"/> \$15.00	64 <input type="checkbox"/> \$25.00 Hospital/Homebound	<input type="checkbox"/> \$10.00	75 <input type="checkbox"/> \$30.00 Culinary Arts	<input type="checkbox"/> \$16.00
52 <input type="checkbox"/> \$35.00 Music	<input type="checkbox"/> \$17.50	65 <input type="checkbox"/> \$35.00 Computer	<input type="checkbox"/> \$25.00	76 <input type="checkbox"/> \$20.00 Educators Against Racism	<input type="checkbox"/> \$10.00

Subscriptions to PSA publications are available to non-BCTF members or institutions. Fees include GST.

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44 <input type="checkbox"/> \$56.18 Counsellors	55 <input type="checkbox"/> \$89.88 Primary	68 <input type="checkbox"/> \$45.48 Peace & Global Ed
45 <input type="checkbox"/> \$56.18 Immersion/Cadre	57 <input type="checkbox"/> \$56.18 Science	69 <input type="checkbox"/> \$45.48 ESL PSA
46 <input type="checkbox"/> \$56.18 English Language Arts	58 <input type="checkbox"/> \$50.83 Technology	70 <input type="checkbox"/> \$50.83 Alternate Ed
47 <input type="checkbox"/> \$50.83 Home Economics	59 <input type="checkbox"/> \$45.48 Social Studies	71 <input type="checkbox"/> \$45.48 First Nations
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52 <input type="checkbox"/> \$56.18 Music	65 <input type="checkbox"/> \$56.18 Computer	76 <input type="checkbox"/> \$40.13 Educators Against Racism

Total number of associations _____ R 106779291 Total fees enclosed _____

Your membership/subscription will run for one year from the date this form is processed. The expiry date appears on envelopes bearing publications. Six weeks before expiry of membership/subscription, you'll be sent a renewal form. PSA fees are not tax deductible. **If, in the course of the year, you change your name or address, please be sure to let the BCTF know.** Retain a photocopy of your completed application for your records.

B.C. Teachers' Federation, 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 (604) 871-2283 or 1-800-663-9163



www.bctf.bc.ca

BCTLA REVIEWS

“BCTLA Reviews” is coordinated by:

Debbie Hartley
2911 Ridgeview Drive
Prince George, BC
V2K 3T5
email: debbie_hartley@fc.schdist57.bc.ca



Nothing
changes more
constantly than
the past; for the
past that influences our
lives does not consist of
what actually happened,
but of what men believe
happened.

-Gerald W. Johnson (1890-1980),
U.S. author

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

Liz Austrom
BCTLA Reviews Editor
3675 West 39th Avenue
Vancouver, BC
V6N 3A6
fax: (604) 264-1595
email: laustrom@istar.ca

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 Debbie Hartley, 2911 Ridgeview Drive, Prince George, BC, V2K 3T5.

FIC ACH

Acheson, Alison. *The half-pipe Kidd*. — Coteau Books, 1997. — 164 p. — ISBN 1-55050-120-8.— \$7.95 paper.

Reviewed by: Roberta Kennard, teacher-librarian, King George Secondary School, SD#39 (Vancouver).

This is Alison Acheson's second young adult novel. Her protagonist, Og Kidd, is a fifteen year old whose passion is freestyle biking. In fact, he has built a half-pipe in his back yard with the help of his best friend's father. Ever practical, Og plans to build an extension as soon as he can get enough money for the lumber. However, at the same time, he can't stop the poetic descriptions which enter his mind unbidden. In fact, he writes a poem about freestyling on his half-pipe and enters it in a contest held by the local newspaper.

His winning entry attracts the attention of his two closest friends. Straight "A" student, Roland, is very positive about Og's poetry writing, but his best friend, "Couch", is very negative. Couch can't understand why a great freestyle rider like Og would want to write poetry.

When Og finds a box of old papers which includes a poem written by his grandfather when he was fifteen, he comes to the realization that he has inherited some of his grandfather's talent for writing. Og has to deal with changes in Roland and Couch at this time, as well. The maturation of Og makes this novel a very satisfying read.

Recommended for grades 4 to 12.

FIC ACH

Acheson, Alison. *Thunder ice*. — Coteau Books, 1996. — 144 p. — ISBN 1-55050-150-4.— \$6.95 paper.

Reviewed by: Susan Lambert, teacher-librarian, Lochdale Community School, SD#41 (Burnaby).

Thunder ice is a necessary purchase for Canadian elementary school libraries. In this novel, two immigrant brothers settle their families in the rival towns of Fort William and Prince Arthur's Landing on the shores of Lake Superior. Their two sons are Oliver, the central character, and his cousin Bert. The boys are the best of friends, even though they live an afternoon's walk away from each other. Their fathers quarrel when Oliver's father realizes he will not be able to support his family through his skill as a bookbinder. In desperation he takes a job carrying explosives for the railway, work that has cost many men their lives.

The strength of the novel lies in the historical details and depiction of life in the late 19th century in the Thunder Bay area of Ontario. The scene depicting an explosion of the powder magazine is gripping and realistic. Unfortunately, weak characterization distances the reader. The motivation for the friction between the two brothers and, subsequently, the cousins, never seems real. The inability of the characters to communicate their feelings without anger is frustrating, especially since little character development takes place over the course of the book. Nevertheless, *Thunder ice* is accessible to less skilled readers who gravitate to shorter fiction with central characters who are males.

Recommended for grades 4 to 7.

E GAY

Gay, Marie-Louise. *Stella, star of the sea*. — Groundwood Books, 1999. — 32 p. : ill.— ISBN 0-88899-337-4.— \$15.95.

Reviewed by: Barbara Witt, teacher-librarian, Bothwell Elementary and Boundary Bay Elementary School, SD#36 (Surrey).

Stella, star of the sea is a delightful and endearing picture book. Stella and Sam are spending a day at the seashore. Sam is Stella's little brother and it's his first time at the beach. He is a bit apprehensive about going in the water, but he's full of questions about everything he sees.

Stella's answers are imaginative and evocative. Sam asks, "Where do starfish come from?" Stella answers that starfish are shooting stars that fell in love with the sea, and learned to swim. Similarly, round sea shells come from the moon, and fan-shaped ones are angel wings according to Stella. The naive questions that Sam asks are typical of those that young children pose like "Do catfish purr?", "Do dogfish bark?" and "Does a seahorse gallop?"

Marie-Louise Gay, a Governor General's Award winner, is the author and illustrator of this book. Her watercolour illustrations are colourful, playful, child-like, and humorous. This book would appeal to very young children between the ages of two and four, and could also be used in kindergarten, and in grade one for a unit on the ocean.

Recommended for kindergarten and grade 1.

FIC GLA

Glaze, Sandra. *Willobe of Wuzz*. — Ronsdale Press, 1997. — 84 p. ill. — ISBN 0-921870-48-5.— \$8.95 paper.

Reviewed by: Anne Lansdell, retired teacher-librarian, Victoria.

Sandra Glaze, a professional writer and journalist from Toronto, and Pamela Breeze Currie, an illustrator who lives in Edinburgh, Scotland, have combined to create this children's fantasy novel. The colour illustration on the front of this soft cover book entices children to travel along a pathway and into a story about a misfit dragon who "likes to use his fire powers to bake rather than burn."

Following along the theme of stories such as *The reluctant dragon* and *Ferdinand the bull*, Sandra Glaze has included references to other fairy stories which children will recognize.

One princess was helping another take a sliver of glass out of her foot, "Not what I'd call sensible shoes ... Didn't he have anything like an all-purpose trainer?" One princess had her back massaged by another who was most sympathetic, "A pea? He put a pea under a pile of mattresses?"

Other references are more obscure and perhaps would need explanations. Forked tongues and "The Thin Pink Line" are two such obscurities, although readers can understand the given explanations without background references.

Emily, or to use her correct title, "Her Royal Highness, Emily the Resourceful", is a delightful character who comes to the aid of the outcast Willobe. She "gives a demonstration and lecture on spinning straw into gold and investing the profits into environmentally friendly businesses" and rappels "down the side of a castle tower ... to keep up [her] basic skills."

Glaze has created a story of hope, especially for those who are

different. Her use of names such as Willobé, Wannabe and Canbe is a delightful tie-in to the end of the story. The Canadian spelling of words is also a major plus.

Two things mar this presentation. The black and white illustrations are well done but not as appealing as the coloured cover illustration and some of the words would be difficult for the recommended 6 to 10 age group without some assistance.

This will be a wonderful story to read to a group as they follow along in their own copy, with pauses to seek definitions for words such as “aerodynamics,” “lucrative” and “factions.” However, the use of these words and others of equal difficulty make this story appealing for older students who are slow readers. The size of the book, the 84 page length, and the size of print will also appeal to the student who finds reading difficult.

Recommended for grades one to six.

FIC HAM

Hammond, Elaine B. *Explosion at Dawson Creek*. — Ragweed Press, 1998. — 197 p. — ISBN 0-921556-75-6.— \$7.95 paper.

Reviewed by: Rosemary Anderson, teacher-librarian, W. L. McLeod Elementary School, SD#91 (Nechako Lakes).

Travelling by train to Montreal, Maggie and Marc take another trip back in time, mysteriously arriving at Dawson Creek, British Columbia, during the Second World War. Construction of the road to Alaska has started and Dawson Creek, known in the present day as “Mile 0” of the Alaska Highway, is a boom town.

Maggie works in a tearoom where Billie, the proprietor, makes her work long hours for room and board but no pay. Marc gets a job working as a cook’s helper in one of the construction camps, and when that ends he learns how to drive on the Alaska Highway making deliveries. Both Marc and Maggie become part of the community and the story tells about the heartbreak of learning about friends and relatives lost and injured in the war overseas, and about the terrible fire that touches off a dynamite blast in Dawson Creek. Maggie, upon return to the present time, discovers that her seemingly cold, emotionless aunt lost her fiancée in the dynamite blast. Aunt Kate had tried to shield Maggie from the hurt of becoming attached to others, which made Maggie think that Aunt Kate did not care for her.

Hammond develops very realistic characters and, although this is a time travel book, puts these characters in real-life situations and provides excellent solutions to their problems. In addition to the excellent characterizations, there is a lot of action.

This fascinating book is third in a series with the same characters who experience different time travel experience. *Beyond the waterfall* takes Maggie back to the prairies in the 1890s, where she becomes part of a pioneer family and befriends Nicholas, one of the “home children” sent to Canada to escape the poverty and starvation in England. *The secret under the whirlpool* has Maggie becoming friends with Marc, who is miserable because he is recovering from a car accident. They travel back in time to 18th century Acadia.

I recommend this novel for elementary and junior high / middle school students. It is quality historical fiction that would enhance social studies courses about BC and Canada. It also deals well with teen-age interactions.

E KUS

Kusugak, Michael Arvaarluk. *Who wants rocks?* — Annick Press, 1999. — 32 p. : ill. — ISBN 1-55037-588-1.— \$7.95 paper.

Reviewed by: Mary Kushniryk,
teacher-librarian, McCammon
Elementary School, SD#33
(Chilliwack).

This is a tale from the Yukon gold rush era by the popular team of Michael Kusugak and illustrator Vladyana Langer Kryorka.

Little Mountain enjoys sharing her grasses and fruits with the animals, people and birds who have come to live with her. Old Joe the prospector comes too. When he finds a nugget, he shouts, "Gold!" and soon many prospectors line up to mine for riches. Little Mountain watches sadly as the miners reduce mountain after mountain around her to rubble.

Old Joe is frustrated watching other find riches whenever he yells "Gold!" while he still searches for wealth. He climbs Little Mountain and yells "Rocks!" to trick the other prospectors. It works and they stay away. Old Joe sits down to reflect on his misfortunes. Surrounded by birds, rabbits, trees, cool streams and fresh air, he realizes he is wealthy beyond measure.

This picture book is unique in its delivery of an environmental message. Although the format, reading level and vocabulary make this book an appropriate read aloud for upper primary classes, other competent readers may enjoy its fable-like lesson. The strength of this book lies in Kryorka's pencil and watercolour illustrations, which are colourful and suit the changing moods of the story. Some of the vocabulary at the beginning of the story (e.g., "majestic silence", "impenetrable armour" and "lean times") will require explanation or discussion, but the process of panning for gold is clearly described. The uncapitalized use of "Thank god..." three times at the end of the story is problematic, and some teachers will choose to reword as they read aloud.

Recommended with reservations as a read aloud for upper primary classes.

FIC LEV

Levert, Mireille. *Rose by night.* — Douglas & McIntyre, 1998. — 32 p. — ISBN 0-88899-313-7.— \$14.95.

Reviewed by: Loretta Angene,
teacher-librarian, Lampson Street
School, SD#61 (Victoria).

Rose by night is the story of a childhood dilemma. Once she is in bed, Rose feels the need to relieve herself. She is overcome by the imaginary fears of the night as she makes her way to the bathroom light switch. Rose is then able to return to her bed for a deep peaceful sleep.

The brightly coloured illustrations complement the descriptive, witty, rhyming text.

Young children will recognize that others fear the night, too. This story will be a read aloud favourite in an early primary classroom.

FIC MAN

Manuel, Lynn. *The cherry-pit princess*. — Coteau Books, 1997. — 86 p. : ill.— ISBN 1-55050-118-6.— \$6.95 paper.

Reviewed by: Anne Lyle, teacher-librarian, College Heights Elementary School, SD#57 (Prince George).

Lynne Manuel, who is a teacher and historian as well as an author, has written a novel which delights readers with its whimsical fun. Dagny and Megan, two young girls who are “almost” best friends and who have a flair for storytelling, struggle to help their “aunt” find workable solutions to practical problems with her cherry orchard. Using their imaginations, they persevere in trying various ideas until their persistence leads to success.

This novel reflects reality in many ways. It portrays the struggles young girls have in developing close friendships. It illuminates the financial difficulties of artists, orchard farmers and single mothers. It reflects the wholesome virtues of helping extended families, using creative thinking and being persistent.

Lynn Manuel’s writing is a delight to read. The language is fun, fresh and full of frivolity as two friends develop stories and think imaginatively. Often I laughed aloud as I read the story. Girls who love the Ramona series by Beverly Cleary will love *The cherry pit princess*.

The reading level is grade three. This novel could enhance an elementary school unit on friendships, families, farming, financial planning, storytelling, goal setting and persistence.

I highly recommend this novel for girls ages eight to eleven.

FIC McM

McMahan, Chris. *Buddy Concrackle’s amazing adventure*. — Coteau Books, 1996. — 163 p. — ISBN 1-55050-101-1.— \$6.95 paper.

Reviewed by: Gerald Panio, secondary teacher of English & French, Crawford Bay School, SD#8 (Kootenay Lake).

Chris McMahan’s first novel is the perfect book for young readers who occasionally find their parents embarrassing to be around. Going on a road trip with Buddy’s mom and dad is like letting the Marx brothers house-sit — a guarantee of comic chaos.

In the case of the Concrackles, there’s everything from rampaging Mega Yo-Yos and Neo-American Monolithic Lawn Ornaments, to Kite Skiing on the Oregon Coast and the Wishawasha World Slug Drag Racing Championships. Like Wily Coyote in the Warner Brothers cartoons, Concrackle *père* is unconquerably enthusiastic and perpetually doomed. One of the best things about Chris McMahan’s book is its characters’ boundless enthusiasm. Nothing Buddy’s father tries ever really works, but he’s not about to stop dreaming. You know that if he can’t sell those Elvis lawn ornaments, he’s going to go for the Anne of Green Gables birdbaths. Mom doesn’t for one second doubt that everyone she meets wants a sewer-pipe and compost structure brightening up the living room.

Buddy himself, who narrates the story, is not so sure. He affects the typical ten year-old’s world weary disgust with the incomprehensible manias of his elders. The book is actually supposed to be a photo essay of his family’s disastrous trip to Oregon, submitted to his teacher to make up for the week of school he has missed. True to his genes, he’s lost all the photos, his assignment is three weeks late, and his excuses include ravenous Chihuahuas, a tornado and an earthquake. But Buddy’s just happy to be alive to tell the tale. Survival is

not guaranteed when your parents try to drive through Portland with a map of Alaska.

The novel reminded me a little of early Richard Brautigan — especially the eccentrics we meet on Buddy's trip down the Oregon Coast. Where Brautigan's stories were always tinged with a gentle melancholy, however, Chris McMahan's humour is broad and unabashedly hyperbolic. In Buddy's world, birthday presents aren't just bad, they're remote controlled bananas and stuffed swordfish with built-in tape decks. A sea lion's breath smells worse "than a dog that's just eaten a skunk sprinkled with garlic."

My favourite part of the book is Buddy's fantasy about the old man who works as a guide in the Sea Lion Caves. It seems the old guy was washed off a beach as a baby, carried thousands of miles in a floatable German baby carriage built by Volkswagen, and raised by the Sea Lions themselves. Decades later, on a holiday visit to the caves, his parents recognize Arph, Arph, Arph (aka Clifford) by a birthmark on the back of his neck.

Sounds good to me. On a recent trip to Kootenay Lake, I was telling a friend of mine that, with his detailed knowledge of local history, he could make up some great stories about things that never happened. Who says a tour guide actually has to tell you the truth? Buddy Concrackle understands this. Every trip should be an adventure. Every adventure should be an amazing one.

Recommended for grades five to eight.

FIC REE

Reece, P. J.. *Smoke that thunders*. — Thistledown Press, 1999. — 164 p. — ISBN 1-895449-88-X.— \$14.94 paper.

Reviewed by: Garth Harkess, teacher-librarian, Mount Baker Secondary School, SD#5 (South-East Kootenay).

David Livingston is a Vancouver high school student who can't come to terms with his father's mysterious death five years earlier. His lawyer mother has told David that his father never fulfilled his potential as a rally car driver because he was afraid to "live his passion". David also has an English teacher, Mr. MacGregor, and a girlfriend, Jackie, both exhorting him to take risks in school and life — "Come, be bold, David Livingston," they chide him. His response is to steal his mother's credit card and fly to Africa, a natural choice given his name. There he embarks on a mission to reach Victoria Falls — the Smoke That Thunders.

This may be a skillfully written coming of age story, but the rules of law don't seem to matter much to our hero. Let's see — after David steals his mother's credit card he escapes from the embassy officials who apprehend him in Dar es Salaam, stows away on a private plane, destroys a government truck by draining the oil out of it, steals a car, breaks his new found friend Mr. Changwe out of jail, steals an airplane and, finally, pushes the body of his friend — dead from a heart attack after travelling a few hours with David — out of the airplane over Victoria Falls without the permission of the man's only surviving child. That child, by the way, is David's African love interest, a beautiful girl who correctly predicted that David would ruin the lives of her small family.

In its favour, the book is fast paced and well written. There are some colourful good guys, including a crazy Quebecois priest, an eccentric Minister of the Government with a penchant for singing Broadway songs and, of course, Mr. Changwe, David's Nixon loving, one-legged surrogate father. The bad guys are big and mean and show up in almost every chapter, then get what they deserve eventually. The story, or myth, of Duma, the man-eating cheetah, is woven skillfully throughout the book. P. J. Reece, a BC author who spent two years living in Africa, developed this novel from a screen play and it would make a great action movie — everything moves very fast.

There are a few swear words and uncouth expressions sprinkled through the book and one really tastefully done semi-sex scene that never really materializes. My major concern is providing high school students with a role model who decides to be "bold" but also decides that whatever he does is O.K.

Recommended with reservations as recreational reading for students in grades nine to twelve.

E REY

Reynolds, Marilyn. *The prairie fire*.
— Orca Books, 1999. — 32 p. : ill.
— ISBN 1-55143-137-8.— \$17.95.

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

Marilynn Reynold's new book is another story of the early years on the Canadian prairie based on the experiences of her family. Young Percy begs his father to let him help with more difficult chores, but his parents think he is still too young. In October, the prairie is tinder dry, but Percy's mother hopes the fire season is over. His father tells him that wild fires race across the land faster than wild horses. "Look for the smoke in the sky." One day Percy does see that smoke in the sky and he runs home to warn his parents. While his parents fight the fire at the edge of the firebreak Father has plowed, Percy must control Maud, their frightened horse, and put out the sparks that fall in the farmyard. Suddenly, Percy realizes he has a big responsibility. He is afraid of the fire, but there is no one else.

Like Marilyn Reynold's previous books, this story would fit into a Grade 3 pioneer theme. When families settled far out on the prairies they only had themselves to rely on. This story also has a plausible ending. There is no magic solution to this drama, only Father's hard work and Percy's bravery.

I'm sure children living on the prairie today will enjoy another story that portrays one of the perils of their lives. A good story with wonderful illustrations by Don Kilby.

Recommended for grade three.

FIC SMI

Smith, David John. *The red bandanna*. — Orca Books, 1999. — 151 p. — ISBN 1-55143-138-6.— \$7.95.

Reviewed by: Judy Cottrell, teacher-librarian, Lord Beaconsfield Elementary School, SD#39 (Vancouver).

The red bandanna, David John Smith's first novel, is an adventure / animal story replete with friendship and love between a young boy and a wild coyote.

Jake Grant was just ten years old when he, his little sister Elsa, and their parents moved from the city to the Cariboo district of British Columbia. As Jake adapts to his new lifestyle he befriends a coyote who has appropriated the woodshed on their ranch as her temporary

nest. "Shadow", as the coyote is named by Jake and his mom, returns to the ranch daily for feeding. The Grants discover that Shadow is pregnant and she soon delivers ten healthy pups. Only the tenth pup, named Number Ten, needs special attention from the Grant family.

A neighbouring rancher takes offense living next door to a number of coyotes since he believes they were responsible for killing his cattle. He visits the Grants to warn them that he will not tolerate coyotes living in the area. Shadow finally moves her family away from the ranch so they can become accustomed to living in the wild, but returns Number Ten so he can receive proper care. The bond between the young boy and his adopted coyote grows stronger day by day. Jake knows he must find a way to convince his skeptical neighbour that coyotes and people can coexist before tragedy happens.

A few black and white illustrations interspersed throughout the novel add to the drama.

Highly recommended as a story that students in grades four through seven will enjoy.

E SPA

Spalding, Andrea. *Me and Mr. Mah*.
— Orca Books, 1999. — 32 p. : ill.
— ISBN 1-55143-168-8.— \$17.95.

Reviewed by: W. Smith, teacher-librarian, W. D. Ferris Elementary School, SD#38 (Richmond).

When Ian's parents separate, he moves with his mother to the city, a thousand miles away from his home on a prairie wheat farm. When he meets Mr. Mah, the old man who owns the garden next door, Ian learns they have a lot in common. Also displaced from the original home he still misses, Mr. Mah keeps his own box of memories of his past life in China.

Andrea Spalding writes fiction for both young and older readers. *Me and Mr. Mah* is a useful addition to the school library collection and would be suitable for use in primary and lower intermediate grades. Comparison of culture, issues of change and accepting change are some of the themes for which this book could be an effective resource.

Janet Wilson's illustrations are very well done and add to the enjoyment and usefulness of this book,

Recommended for grades one through five.

Spalding, Andrea. *Phoebe and the Gypsy*. — Orca Books, 1999. — 96 p. : ill. b&w — ISBN 1-55143-135-1.— \$5.95.

Reviewed by: Loretta Angene, teacher-librarian, Lampson Street School, SD#61 (Victoria).

This is a story about a child spending a summer with her paternal grandmother in a small English village. Phoebe's summer is bland until she has a chance encounter with a Gypsy caravan and meets Mrs. Smith. Phoebe then has the opportunity to learn about her father's childhood and to meet her namesake.

Phoebe's new understanding of her extended family and the village helps her to acknowledge and accept her own unique gifts. A special bond is formed between Phoebe and her father. The story reinforces the need for relationships and understanding in an intergenerational family.

The novel is written for an imaginative and adventurous reader at the Grade four level.

E WAL

Wallace, Ian. *Boy of the deeps*. — Groundwood Books, 1999. — 32 p. : ill. — ISBN 0-88899-356-0.— \$16.95.

Reviewed by: Marv Worden, retired teacher-librarian, Nanaimo-Ladysmith.

Although based on the real adventure of the author's grandfather in Gloucestershire, England, this story is set in Cape Breton at the turn of the century. When James and his father free themselves from a coal shaft collapse on his first day underground, he proves himself equal to the challenges that daily faced men of the deeps. The earlier horseplay and the banter after this day's calamity understate the silent acceptance of the community's occupation and its accompanying dangers.

Each right hand page is filled with colour illustrations that offer more than support for the text of the story, which appears on each left hand page. The humour where James' "da" imitates a rat which shared their underground lunch at the end of the coal shaft, and the fear after the cave-in are both heightened by the illustrations. The bouquet of three daisies tied with a bit of red ribbon in her son's lunch offers a reminder of the worry that almost certainly filled the heart of each wife and mother as her men went underground.

Understated text occurs as well in the explanation of some terms and techniques. More clarification at first seems needed regarding a "rake" being a car on rails used to carry miners down a slope, and regarding whether the pit ponies needed driver, but such open-endedness may stimulate deeper speculation by readers and listeners, and keeps the book from being bogged down by awkwardly provided information. Still, readers may wish to know more of the characters' personalities, hopes and dreams.

Though quite an attractive book, it may not be one that students recommend to other students, but it should probably serve well as additional material for the intermediate study of natural resources. Schools in the many Canadian coal mining areas could compare their local histories and techniques to those used in shaft mining in this book.

025.5 HAY

Haycock, Ken (ed.). *Foundations for effective school library media programs* — Libraries Unlimited, 1999. — 331 p. — ISBN 1-56308-368-X. — \$???

Reviewed by: John J. Jackson, professor, School of Public Administration, University of Victoria.

Canadian editor Ken Haycock, president of the American Association of School Librarians, has a wealth of experience in schools and is now Professor and Director of the graduate School of Library, Archival, and Information Studies at the University of British Columbia. As editor of this volume, he draws together 39 recent previously published articles which persuasively explain how the role of the teacher-librarian has expanded from providing services for curriculum support to being involved in curriculum development and implementation.

The chapters stand by themselves and are organized in seven distinctive areas: the foundations, role clarification, information literacy, collaborative program planning and teaching, program development, and accountability. The authors are recognized leaders in the field who nicely blend a strong research base with practical suggestions

for improving student learning. Unlike many such collections, this one has a most useful index.

Effective school library media programs are vital for schools and I strongly recommend this book for school trustees, superintendents, principals, all teachers and teacher-librarians. As well, it should be in university / college collections where teachers are being educated.

553.4 HUD

Hudson, Rick. *A field guide to gold, gemstone & mineral sites of British Columbia. Volume 2: Sites within a day's drive of Vancouver.* — Orca Books, 1999 — 304 p.: ill. — ISBN 1-55143-150-5. — \$19.95.

Reviewed by: Larry R. Little, chief librarian, Penticton Public Library, and school trustee, SD#67 (Okanagan Skaha).

Volume 2 of Rick Hudson's *Gold, gemstone and mineral sites of B.C.*, covers 250 sites within a day's drive of Vancouver. This companion edition to volume 1, *Vancouver Island*, is a comprehensive, well written guide designed for the amateur or professional rockhound and armchair geologist.

The reader is provided with an introduction to BC geology, a history of prospecting techniques (what to wear, tools, etc.), discussion of access rights and the identification of rocks and minerals. The regions highlighted include Vancouver, the Georgia Strait, the Whistler and Fraser Valleys, the Thompson River, the Cariboo and Lillooet areas, plus Merritt, Princeton, Coalmont and the Tulameen.

This is a veritable treasury of information, complete with detailed maps, drawings, coloured photos, glossary, bibliography and index. Also featured are addresses of clubs, associations and map sources. A suitable purchase or secondary school resource centers and public libraries

Recommended for grades 8 and up.

796.96 WEE

Weeks, Don. *Extreme hockey trivia.* — Greystone Books, 1999. — 122 p.: ill. — ISBN 1-55054-711-9. — \$7.95 paper.

796.96 WEE

Weeks, Don. *Puck-stoppin' trivia* — Greystone Books, 1999. — 122 p.: ill. — ISBN 1-55054-710-0 — \$7.95 paper.

Reviewed by Patrick Romaine, teacher-librarian, A. L. Fortune Secondary School, SD#83 (North Okanagan-Shuswap).

Extreme hockey trivia is a collection of numerous little-known facts, offbeat stories, anecdotes, statistics, puzzles, games and quizzes about the game of hockey.

Puck-stoppin' trivia is similar in format to *Extreme hockey trivia* except that the content focuses on goal tending rather than hockey in general.

These easy to read, user friendly titles will appeal to hockey enthusiasts of all ages whether they be players or fans. If these books were in a school library they would have a high circulation and be in heavy demand by many who might not otherwise sign out library books. However, it is not recommended that teacher-librarians purchase these items for general circulation. Both volumes contain numerous multiple choice questions, matching questions, crossword puzzles, and other work trivia games. It would not be long before someone would be writing in the answers or doing the crosswords and scattergrams in the books. The format is such that it invites doing so.

Teacher-librarians who offer rewards or prizes for activities or services to the library would find that these titles would be a hit with a number of students.

950.54 DAY

Day, Frances Martin (ed). *Women overseas. Memoirs of the Canadian Red Cross Corps.* — Ronsdale Press, 1998. — 382 p.: photos. — ISBN 0-921870-61-2. — \$18.95 paper.

Reviewed by: Marilyn Aldworth,
district librarian, Leo Marshall
Curriculum Centre, SD#44 (North
Vancouver).

The role of women in war is truly brought to life in these first hand accounts by 31 Canadian women. Edited by the same team which brought us the companion volume of war brides' stories, *Blackouts to bright lights*, these memoirs serve as an important part of Canadian history. The collection of oral histories such as these really serves to personalize and liven up the facts of war history.

The individual memoirs are quite different, depending on where the women were stationed and what their volunteer positions were. The common thread running through their stories is that they were all young women, mainly in their early twenties, who volunteered to go overseas with the Canadian Red Cross. Their motivations for wanting to serve their country were to be closer to their men who were already serving overseas and a love for their country. They grew up awfully quickly as they travelled through U-boat infested oceans, survived daily bombings and food shortages, and witnessed death and destruction.

Three of the memoirs describe the experiences of women who were posted in Japan and Korea, during and after the Korean War. Unlike the Red Cross volunteers of World War II, these women were paid a small salary. Some of the women continued their work in cities across Canada after the war, and about fifteen years ago the Corps officially disbanded.

Women overseas provides new insights into the important responsibilities that Canadian women took on during World War II and the Korean War. This is an important legacy for the public to know about and to understand.

This book makes history come alive in a personal and interesting way. One does not need to read each of the 31 memoirs to realize that these women all possessed the qualities of courage and perseverance, and the spirit of volunteerism that makes one proud to be a Canadian. These women are heroes and I am glad the this book has been written so that their legacy is now preserved for future generations of Canadians.

Recommended for grades eight to twelve.



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PRESIDENT

Mark Roberts
1582 St. Albert Avenue
Port Coquitlam, BC V5B 5E7
Home: (604) 941-0488
School: (604) 713-4985
Fax: (604) 713-4987
mroberts@livingstone.vsb.bc.ca

COMMUNICATIONS OFFICER

Maryanne Manley
201 - 5375 Victory Street
Burnaby, BC V5J 1T2
Home: (604) 436-1660
Work: (604) 664-8300
Fax: (604) 664-8308
mmanley@southslope.sd41.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

CONFERENCE CHAIR

Bonnie McComb
10244 Ashby Court
Sidney, BC V8L 4X8
Home: (250) 656-0620
School: (250) 655-2700
Fax: (250) 655-5508
Bonnie_McComb@sd63.bc.ca

VICE-PRESIDENT & CHAPTER RELATIONS

Liz Shirreff
Heritage Park Secondary School
Box 1000, 33700 Prentis Avenue
Mission, BC V2V 7B1
School: (604) 820-4587
Fax: (604) 820-4589
liz.shirreff@sd75.mission.bc.ca

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@pop.sd8.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@alf.sd83.bc.ca

TREASURER

Colin Chafer
Box 5578
Squamish, BC V0N 3G0
Home: (604) 892-5261
Fax: (604) 892-5618
cchafer@sd48.mountain-inter.net

SECOND VICE-PRESIDENT (ADVOCACY)

Gayle Milliken
318 - 2412 Alder St.
Vancouver, BC V6H 3Z4
Home: (604) 734-0877
School: (604) 668-6236
Fax: (604) 668-6483
gmill@eznet.ca

PAST PRESIDENT

Gerald Soon
Delta (S.D. #37)
8662 - 162A Street
Surrey, BC V4N 1B7
Home: (604) 572-4427
Work: (604) 946-4158
Fax: (604) 594-6352
gerson@home.com

WORKING & LEARNING CONDITIONS

Garth Harkess
Mount Baker Secondary School
1410 Baker Street
Cranbrook, BC V1C 1B2
School: (250) 426-5241
Fax: (250) 426-6673
gharkess@yahoo.com

CONTINUING EDUCATION

Colin Chafer
Box 5578
Squamish, BC V0N 3G0
Home: (604) 892-5261
Fax: (604) 892-5618
cchafer@sd48.mountain-inter.net

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

THE BOOKMARK EDITORIAL BOARD

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

Barbara Cooper
14450 Magdalen Avenue
White Rock, BC V4B 2X6
Home: (604) 531-9033
School: (604) 597-2301
Fax: (604) 597-6481
bj_cooper@bc.sympatico.ca

Lina D' Onofrio
3 - 128 Rialto Court
New Westminster, BC V3M 6P2
Home: (604) 527-1082
School: (604) 713-4760
ldonofrio@champlain.vsb.bc.ca

Ellen Rothstein
303 — 825 W. 15th Avenue
Vancouver, BC V5Z 1R8
Home: (604) 877-7765
School: (604) 713-4675
erothstein@cunningham.vsb.bc.ca

ADVERTISING COORDINATOR

Alwynn Pollard
1383 Marinaside #809
V6Z 2W9
Home: (604) 263-7600

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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
jcrook7421@aol.com

Trish Maskell
219 - 1235 West 15th Avenue
Vancouver, BC V6H 1S1
Home: (604) 737-0610
School: (604) 263-3255
tmaskell@croftonhouse.bc.ca

Sheila Black
P6 - 2455 York Avenue
Vancouver, BC V6K 1C9
Home: (604) 734-2975
School (604) 874-9131
Fax: (604) 875-6900
rcrnswk@direct.ca

Barbara Smith
2772 Crescentview Drive
North Vancouver, BC V7R 2V1
Home: (604) 987-3973
School: (604) 903-3576
Fax: (604) 903-3571
bssmith@nvsd44.bc.ca

REVIEWS COORDINATOR

Debbie Hartley
2911 Ridgeview Drive
Prince George, BC V2K 3T5
School: (250) 962-9211
Fax: (250) 962-8636
debbie_hartley@fc.schdist57.bc.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
E-mail: rallman123@aol.com

Liz Austrom
3675 West 39th Avenue
Vancouver, BC V6N 3A6
Home: (604) 263-3987
Fax: (604) 264-1595
laustrom@istar.ca

Elisabeth Agosti
1128 West Keith Road
North Vancouver, BC V7P 1Y7
Home: (604) 990-3633
School: (604) 261-6334
Fax: (604) 261-6685
eagosti@churchill.vsb.bc.ca

Jim Holgate
#704 — 950 Jervis Street
Vancouver, BC V6E 2B4
Home: (604) 669-8919
School: (604) 588-3415
Fax: (604) 588-7122
holgate@ultranet.ca



All
growth is a
leap in the
dark, a spontaneous,
unpremeditated act with-
out benefit of experience.

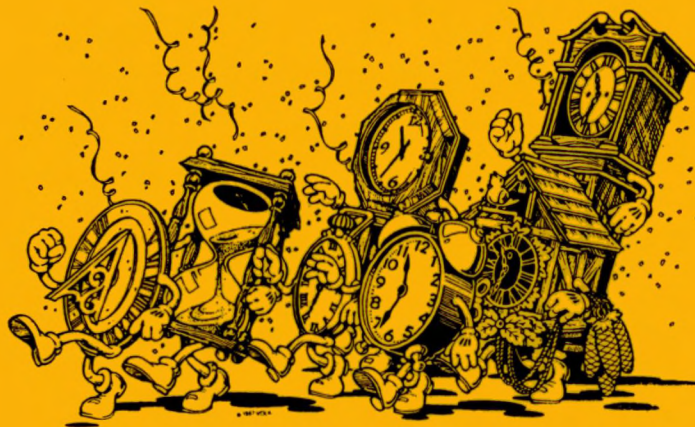
-Henry Miller, 1891-1980

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H: 263-7600

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