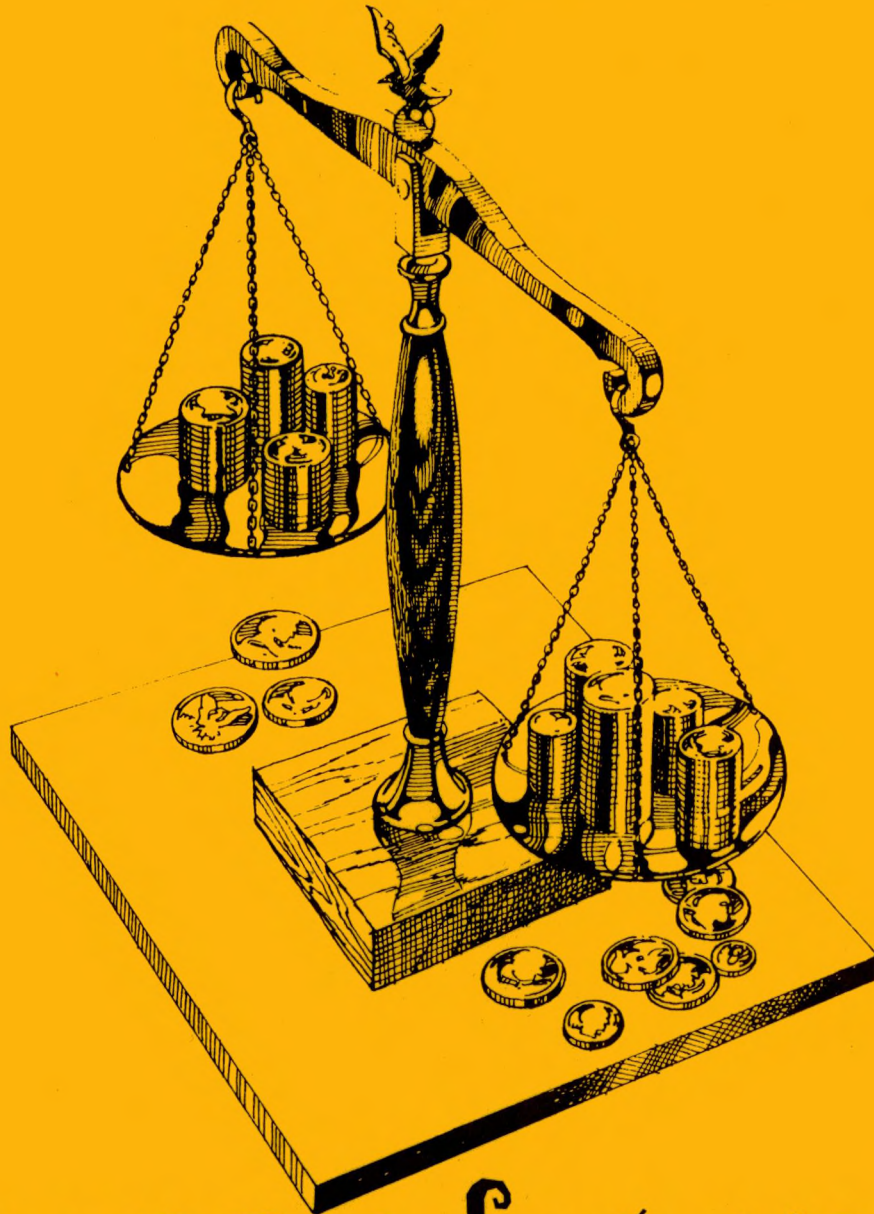


JUNE 1999  
Volume 40 Number 4  
ISSN 0381-6028

**BCTLA**

# THE BOOKMARK



*A penny for your  
thoughts*



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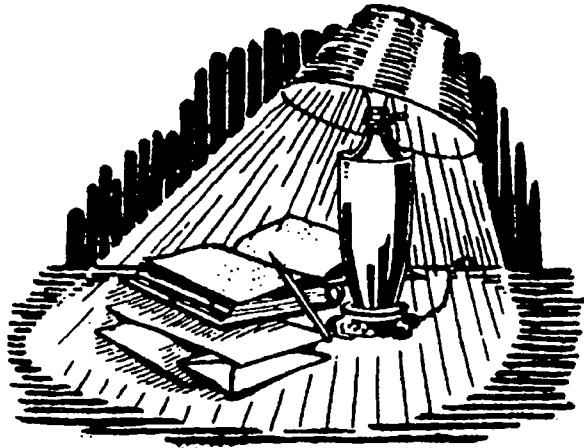
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### STATEMENT OF PURPOSE

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



## IN CIRCULATION

by **MARK ROBERTS**, BCTLA president.

At the time of writing this, it is May, and yet another school year fast approaches an end. A Penny for Your Thoughts is the theme of this issue of *The Bookmark*. In the flurry of daily activities, I find myself thinking, "Where has the year gone?" I am certain that you find yourself busy too!

The Spring Council and Annual General Meetings, held in Vancouver in April, were well attended. Opportunities to meet together, to discuss issues and concerns, are important. Working together collectively, to inform others, and to express our understanding, knowledge and expertise regarding the dynamic roles of teacher-librarians and library resource centres in the school instructional program are constant and ongoing. Our advocacy efforts are never finished or completed. Imagine if we were given a penny for every thought we are asked to answer in a day. Now there's a thought!

The professional development component of the Spring Council meeting focused on critical thinking. The session generated much group discussion and many

interesting critical challenges for different instructional levels. Thank you to our facilitators, Liz Austrom, LeRoi Daniels, and Elizabeth Smith for providing an informative and interesting session.

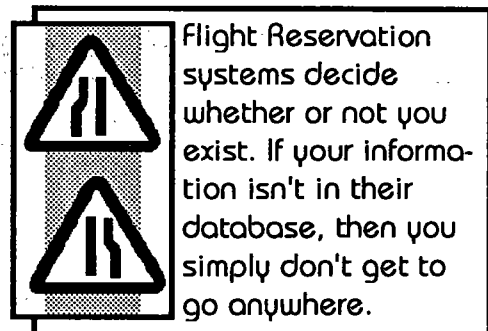
At the Spring Council meeting, I was pleased to present the Distinguished Service Award to Margaret Reynolds, President of the Association of Book Publishers of British Columbia for her continued contributions to the BC School Library Book Purchase Plan, and, the Diana Poole Memorial Award of Merit to Jim Holgate, Senior Editor of *The Bookmark*, for his many contributions to our association. We are also pleased to present the Alan Knight Memorial Award to Liz Austrom, and the Ken Haycock Professional Development Award to Faye Meek. Thank you to all of you for your nominations and contributions to teacher-librarianship in British Columbia.

We certainly encourage other members to participate in putting forward the names of members and others somehow involved in libraries for our awards. The criteria for each award is available in the Chapter Councilors Handbook.

Thank you to the outgoing members of the Executive Board: Gail Crawford, Treasurer; Diane Kozoris, Working and Learning Conditions Chair; and Jean Anne Lewis, Vice-President, Chapter Relations. Your work and efforts on behalf of all BCTLA, teacher-librarianship and library resource centres is greatly appreciated!

The BCTLA Fall Conference, Janus 99: Looking Forward, Looking Back, hosted by North Okanagan / Shuswap Chapters, will be held at Silver Star this year. The organizing committee has been hard at work arranging an interesting program.

Enjoy the issue!



**TODAY IS THE DAY!!!**

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

## ***THE BOOKMARK***

**COMING THEMES ARE:**

**SEPTEMBER 1999: WORDS OF OUR TIME**

Words! WORDS!! WORDS!!! In our modern times it is almost impossible to avoid them (maybe that's the attraction of mountaineering!) In school libraries we are saturated in words. Here is your chance to get rid of some of them by sending us your thoughts and ideas on words, current literature and authors, trends in language training — and much more. Some of our ideas are: comparative literature over time, the place of female writers today, coined words, terrific quotations, the best of children's literature (or YA lit.). You'll think of something we haven't, and obviously we want bibliographies, articles, ideas, and units.

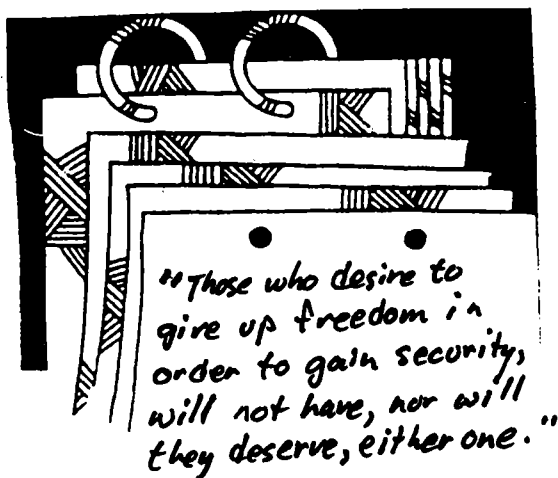
**Deadline: July 27**

**DECEMBER 1999: "THE TIMES A' CHANGING."**

There are big sweeping changes in almost every aspect of life today. Schools have undergone enormous changes in recent years, and will continue to do so as we try to keep up with the changes in every field of knowledge, including the humanities, fine arts, sciences and applied sciences. Economic and political changes affect every area of life and work, and shifts in world conditions make themselves felt in every corner of Canada. The Millennium will herald a new era of change. How are and will we prepare our young people for the future? What are the most significant changes they will face? Which current curriculum has dealt with change most effectively? And what should teacher-librarians do to ensure that the library resource centre program keeps pace with the times? Send your ideas and examples of how you have applied these ideas, including units you have tried.

**Deadline: October 27**

***As the ads say —  
"Just do it!"***



## EDITOR'S COMMENTS

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

I feel greatly honoured to receive the Dianna Poole Award. Unquestionably, there are few things better that can happen to a person than to receive acknowledgment from peers. I hope that people who were at the presentation were able to share my joy and bring home the message that acknowledging the contributions of teacher-librarians is a good thing, and not something that needs to take a lot of money. It does take, however, the idea that public acknowledgment honors the profession as well as the person. In your own district, be sure that your superintendent, local teachers' association and the recipient's principal know when you honour a member with an award. This increases the profile of our profession and advertises that we are doing good things.

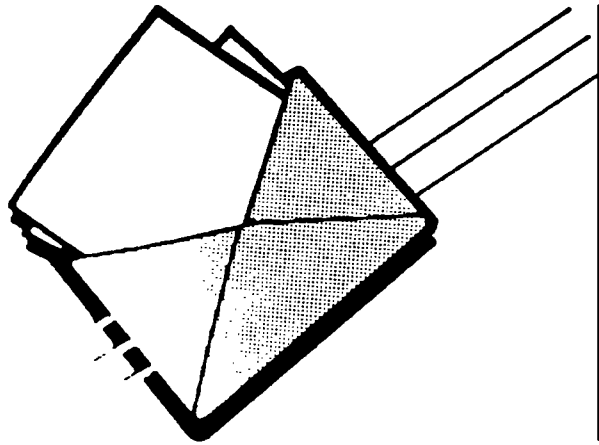
I told Pat MacMillan, my teaching colleague, it felt a little bit strange to be receiving an award that specified an "exemplary library program" as part of the criteria. I don't know that an "exemplary library program" is possible given the precipitous changes and incredible challenges that nearly all teacher-librarians in British Columbia have faced in the last five years. Funding freezes and cuts have decimated school libraries to an unprecedented degree. I am just doing the best I can. If the program were being judged with standards that applied when teacher-librarians in my district were not required to cover teacher's preparation

time and the program received comparable standards of funding and clerical support as programs received a few years ago, my program today would be considered far from exemplary.

Maybe the tides are turning. Barbara Cooper forwarded me news that school library funding in California has received a major increase. California schools and libraries were decimated when ultraconservative economic policies dictated that public sector funding would be cut at all costs. Constance Rulka, a school trustee in Howe Sound, wrote an article in the BC Teacher decrying the lack of funding for school libraries and the defication of computer technology. People outside our profession are expressing the sentiment that enough is enough and the voices are becoming more insistent.

The roller coaster ride we are experiencing is not just because of budgetary concerns. We have had sweeping philosophical changes in the educational field. The BC Ministry of Education "Year 2000" initiative emphasized learners as unique individuals and gave teachers the idea that they should be the "guides on the side" rather than the "sages on the stage." Instructional Resource Packages are designed to help teachers, but they put teachers back in the role of "sage on the stage." They have left some of our colleagues with the feeling that they are pressured to "cover" more material than ever, and so some are not as willing to use class time to visit the library as they once were. My vision of education suggests that authentic and meaningful teaching and learning occur when time and effort are taken to develop supportive collegial relationships; and when students are given the time to learn something right, without the pressure of full "coverage" of every IRP pushing teachers to an unhealthy pace. I believe that when the government does set goals and objectives in curriculum, that they must be able to commit the money, time and resources to implement them.

I believe the future of school libraries depends on us holding our elected representatives accountable for supporting the objectives they espouse. I believe that we need to understand the potential that teaching contracts, job descriptions and documents like *Developing Independent Learners* have for helping improve school library programs. Look over these documents and think about how we can use them to hold our representatives accountable. Have a great year-end and a relaxing summer. Take care!



## LETTERS TO THE EDITOR

To editor of BCTLA

Enclosed is a poem composed by one of our students in response to an English assignment to create an ode. I thought it might be appropriate to publish in a *Bookmark*.

Thanks,

Lou Guest  
Teacher-Librarian  
Chatelech Secondary School  
Box 1430  
Sechelt, B.C.  
VON 1V0

## ODE TO THE LIBRARY

The library is a place of solitude  
A loud interruption is very rude

You can sit and work and concentrate  
And you don't have to pay an hourly rate

You can sign a book out or read it here  
And the book you want is always near

And then when you're done and you've had enough  
fun  
And your homework is reduced from a ton to none

You walk out the door with a sign of accomplishment  
But the alarm goes off and you freeze from  
embarrassment

Someone has played a trick on you  
The only question is, if not you, then who?

As I bow my head low to the ground  
I know I am being stared at from all around

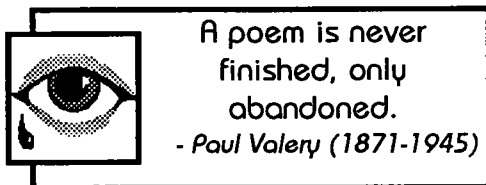
But then I realize that it was me all along  
And there is no one to blame — it was me that was  
wrong

I had forgotten that I put a book in my pocket  
Right next to my house key and my old silver locket

And all of these memories are important to me  
because they all happened, you see...

## AT THE LIBRARY

Ben Nugent  
English 9 (Fleck)  
Block H  
2/26/99



# **BCTLA AWARDS**

Presented by **MARK ROBERTS**, BCTLA president at BCTLA spring council.

## **DISTINGUISHED SERVICE AWARD**

Our recipient of the Distinguished Service Award is Margaret Reynolds, President of the Association of Book Publishers of British Columbia. Margaret's ongoing contribution has been in support of and continuing to maintain the British Columbia School Library Book Purchase Plan. We have certainly seen many amazing improvements in the plan's efficiencies since Margaret has worked collaboratively with the Ministry of Education, BCTLA and book publishers during the past six years. We certainly appreciate the advocacy initiatives Margaret has done, and continues to do on our behalf.

The per school funds have actually increased, thanks to the efforts of Margaret. Last year, 1,382 school participated in the Plan - 82% of British Columbia schools. A total of 15,789 titles were shipped out in 1998 - up from 2,000 from 1997. In terms of dollars, a total of \$55,532 worth of titles were ordered by the school libraries BEYOND the allotted amount of \$120 worth of free books per library - demonstrating how useful this Plan is as a selection aid for teacher-librarians. Delivery of these titles has been speeded up and an improved labeling method makes sure the teacher-librarian receives the books, not the office. The British Columbia School Library Book Purchase Plan has been showcased at the ATLC / IASL International Conference in Vancouver in 1997. Margaret Reynolds has worked long and hard to keep the British Columbia Library Book Purchase Plan in operation, and has, this way, contributed significantly to the development of school libraries in British Columbia. She has raised the profile of teacher-librarians as professional selection experts and dedicated proponents of literacy. She has praised the efforts of our Association to both the Ministry and her colleagues. She has informed publishers about British Columbia's needs for materials for school libraries. Margaret Reynolds is indeed a special person who has furthered the cause of school libraries and librarians in British Columbia. It is with great pleasure that we present you Margaret, the BCTLA Distinguished Service Award.

## **DIANA POOLE AWARD OF MERIT**

Today I am very pleased to present the Diana Poole Award of Merit to an individual who has, and continues to contribute to teacher-librarianship in both British Columbia and Canada in a large way. Let me tell you a few things about this recipient, before I tell you the person's name - a mystery! However, all of you know the person. The library resource centre in this individual's school is a dynamic place, incorporating both print and non-print resources. This individual has boundless energy, is knowledgeable about many topics and issues, and is certainly a doer. This person can find the resources. Immersed in the web of teacher-librarianship, this person devotes, and has devoted much time to produce, promote, publish. The person's qualities and abilities are amazing. I have appreciated the person's commitment and interesting approaches to nagging using creative approaches - e-mail reminders and postcards with deadlines. The knowledge and abilities the person provides to teacher-librarianship are many. At this time, I want to present the BCTLA Diana Poole Award of Merit to Jim Holgate, Senior Editor of *The Bookmark*.

# BCTLA EXECUTIVE REPORTS 1998-1999

## PRESIDENT'S REPORT, MARK ROBERTS

The year has prompted many questions and challenges. While a staffing level of one teacher-librarian per 702 students has been established in the provincial contract for 1999/2000, there is little clarity about a teacher-librarian's specific roles and responsibilities. What is the best use of time for a qualified teacher-librarian in a school? It is to work collaboratively and cooperatively with teacher colleagues in implementing and initiating resource-based learning experiences, rather than providing preparation time. Library resource centres are recognized as the hub of the school; are active places, accessible and available to all students throughout the entire school day.

As we approach the new millennium, I think our roles and responsibilities as teacher-librarians have not diminished. At the very least, changing and limited resources have expanded our roles, requiring all of us to be more adaptive and increasingly more flexible. With rapidly accessible information, our teacher colleagues and students rely on us as teacher-librarians and the library resource centre to assist and lead them to the diversity of available resources that they require.

The continued involvement of all members is important to the strength of our association. Thank you to all of you who have initiated ongoing advocacy strategies in your schools and school districts, describing our work and contributions to the school instructional program. Thank you to those individuals who have posted messages, asked questions, and shared information and ideas on the *bctlaforum*. Thank you to the departing executive members - Jean Anne Lewis, Gail Crawford, and Diane Kozoris. Each one of you has provided a commitment of personal time, energy and enthusiasm on behalf of all teacher-librarians. All of us appreciate your contributions. Thank you to *The Bookmark* team -- your on-going efforts continue to produce an amazing publication. New members in our Association are always welcome. We urge all current members to encourage other teacher-librarians to become members!

We must continue our work to advocate and promote the important roles teacher-librarians and library resource centres play in schools. Teacher-librarians and library resource centres make a difference. Research supports this statement. Together, we must remain both focused and committed in creating and achieving the future success of teacher-librarianship in British Columbia.

## ADVOCACY REPORT, GAYLE MILLIKEN

This has been a year to rejoice because teacher-librarians throughout the province are now recognized in contract. Many thanks go out to Gerald Soon and Mark Roberts for their unrelenting efforts in the years prior to the April 1998 signing.

This has also been a year to look at what we can do at our local levels to promote teacher-librarianship and the services we can offer to students and teachers. We all know that the research says an open, flexibly scheduled library with a trained teacher-librarian and up-to-date resources increase academic achievement. However, not everyone understands this. Inherent with the job of teacher-librarian is the need to promote and sell the services of a good library program. Let's again look at the ideas discussed in the book *Program Advocacy* by Ken Haycock (1990). The job is more complex with increasing technology, but the fundamentals remain the same.

Each of us is our own best advocate with our principal and with our staffs. Articulate the importance of the library in resource-based learning and the role of the teacher-librarian. Be vocal. Get groups of teacher-librarians together and take the message to district staff. Make presentations to school boards and parent groups. Speak up about libraries and teacher-librarians. What they do to teach information skills and foster life-long learning is pivotal to students' future success.

Many thanks to the dedicated crew who work so hard to put *Bookmark* together. What a wonderful tool

for advocacy it is!

We have begun to talk about the next round of negotiations and language we will take to the BCTF team. The discussion was part of our Spring Chapter Councilors' Meeting.

## **BCTLA CONFERENCE REPORT, BONNIE MCCOMB**

Hosting a provincial conference is challenging at the best of times, but it is even more challenging planning a joint conference with another PSA. Many thanks to the Richmond Teacher-Librarians' Association for their very successful fall conference *The Text and Beyond*. Their task was made even more difficult because the box of BCTLA conference planning binders had gone missing and they had to plan everything from scratch. We appreciate their hard work and the many hours they spent on our behalf!

In October 1999 set your sights on Silver Star! The fall BCTLA conference, "Janus: Looking Forward, looking Back" will be held in Vernon at the Silver Star Ski Resort. Speakers will include Arthur Black, Ken Haycock, Jamie McKenzie, Shari Graydon, John Caldwell, Chris McMahon, and Margaret Ruurs. Look for registration and further information in *The Bookmark*. Thank you to the Vernon and North Okanagan Shuswap Chapters who have taken this on this conference. The box of Conference binders is now safely in their hands.

We also thank the Coquitlam Chapter of the BCTLA for offering to host the conference in 2000. Over the years we have alternated between the Lower Mainland and a regional area of the province. We will be looking for an area outside the Lower Mainland to host either the 2001 or 2002 conference.

When a chapter agrees to host a conference, the BCTLA provides a \$2,500 grant of seed money. This money is returned so that it can be used for another chapter and the profits of the conference are shared between the BCTLA and the chapter (60% to the chapter; 40% to the BCTLA). If there is a shortfall, the BCTLA will absorb the loss, but we usually have profits. It is one way to increase our membership. Please consider volunteering to host one!

## **BOOKMARK REPORT, JIM HOLGATE**

This report follows the form of the *BCTLA constitution* and outlines the activities of the editorial board.

*Recommend, to the Executive Board, members to be appointed to the Editorial Board Committee.*

We have two new editors: Sheila Black and Trish Maskell, who worked on *The Bookmark* previously. We are looking for new editors, and are in particular need of editors with elementary experience. The meetings and paste-ups have been held at Liz Austrom's place, but we have discussed moving the meetings to a location that would make it more accessible to potential editors who live further east in the Fraser Valley.

*Chair the Editorial Board Committee.*

I have prepared agendas and chaired four editorial board meetings this year-- one for each issue of *The Bookmark*. At the meetings, we decide themes for future issues, brainstorm ideas for current issues, prepare to-do and to-contact lists and assign responsibilities to editors.

*Prepare The Bookmark for publication, including the "Elections" issue containing information on candidates for Executive Board solicit articles and information, and expect the co-operation of Executive Board members in soliciting and obtaining articles for publication.*

Preparation of *The Bookmark* occurs throughout the year, but most significantly at four "Paste-up" days, which currently occur at Liz Austrom's house. Here, we type, edit and format text on computers, and manually add clipart and paginate the issue. The fact that we can scan photographs ourselves has reduced cost and provided for the possibility of a more visually oriented magazine. However, members have not submitted photographs with their units and reports, possibly because we have not advertised our new capabilities. We have not produced any "Elections" issue, since all executive positions were filled by acclamation. We did, however, produce an issue in December that included a biography of current executive members.

*Submit publications in camera-ready form to the BCTF.*

Liz Austrom delivers the camera-ready copy to Debbie Stagg at the BCTF.

Submit an annual report to the AGM (Fall Council, 1988)

A copy of the annual report is submitted to the president via e-mail and is reprinted in *The Bookmark*.

## CHAPTER RELATIONS REPORT, JEAN ANNE LOWIS

Our membership currently stands at 648 members, of whom 565 belong to local specialist associations (LSAs). This is down from last year's figure of 679 of which 591 were active BCTF members. As you will see on the Chapter Councilors list, there are thirteen districts previously active in the PSA, which are now deemed "inactive." We do have contacts in many of these districts, some of whom are actively trying to revitalize their LSA's. We are hoping that the recent agreement in which teacher-librarians have been given some assurances of positions being in place for the duration of the contract will encourage more teacher-librarians to join the BCTLA and benefit from what membership has to offer. *The Bookmark* is worth the price of admission alone! Please encourage new memberships and renewals by May 15th, as this is the cutoff date for receiving the BCTF grant for the coming year.

At this time we say thank you to the chapters which have done a little extra this year. A big thank you to the Richmond Chapter for hosting *The Text and Beyond*, our annual October conference, in partnership with the Social Studies PSA. They put on a stellar show! Thank you to the Howe Sound Chapter for deciding this year's Alan Knight Award winner, and to the districts who put names forward for our other awards. And a big thank you to all Councilors for ensuring another successful Working and Learning Conditions Survey.

In this time of declining membership we need to encourage all the teacher-librarians in our districts to join the PSA. Chapter Councilors are encouraged to share with the librarians in their districts the benefits of membership. Councilors and others can find out what districts are doing by reading the Chapter Reports that are printed in *The Bookmark*. Many advocacy ideas can be found here as well as ideas for workshops and library program development. It is truly amazing what some creative librarians are doing with the very little time allotted for library programming! The executive

also uses these reports to direct its planning for the upcoming year. The value of these reports cannot be underestimated. I urge you all to get in you annual reports in a timely fashion. It is one of the very important duties that Chapter Councilors have. The format to follow is found in the *Councilors' Handbook*.

Another important duty is to ensure that as new executive officers are appointed the vice-president for Chapter Relations is notified so that communication lines are accurate and thus you are ensured of receiving all minutes, etc. The form for this task is also in the Handbook. We are still short annual reports from last year and officers for this year. Please help us keep communication lines open by ensuring that you fulfill these duties. Some districts will need new constitutions as soon as their amalgamations are finalized. It is hard to keep track of where everyone is in this. You will have to excuse us if we get mixed up on who needs new constitutions! Thank you to members of the executives who have phoned chapter councilors on several occasions. By doing this we are trying to make more personal connections. We are not always successful in getting through to everyone and we apologize for this. It is difficult if officers have changed and we don't have current phone numbers.

This brings my two-year appointment to a close. I have enjoyed working with a super executive and making new friends amongst the membership and having lots of e-mail conversations. I encourage you to stand for nomination for the various executive positions available. It is a great way to get a bird's eye view of what is going on, to learn all the nuances of constitutions and what makes a PSA tick, and to give a little back to your profession.

## LIAISON REPORT, PATRICK ROMAINE

During the past year the British Columbia Teacher-Librarians' Association maintained contact and regularly exchanged information with a number of organizations that have similar goals and objectives. In this report a brief summary of items that might be of interest to members are included.

The Learning Resources Council of the Alberta Teachers' Association will be holding its annual conference, "The Jigsaw Puzzle: Literacy and Learning Resources in Technotime", April 29 - May 1, 1999. The

last edition of LCR's journal, *Teacher-Librarian Today* has a good advocacy article, "Fifteen arguments for retaining Teacher-Librarians."

The new President of the International Association of School Librarianship is Dr. Blanche Woolls from the School of Library and Information Science at San Jose State University. Outgoing president Sigrun Hannesdottir will be leaving Iceland and academia/teaching/research and taking a managerial position related to research and information technology in Finland. IASL's next conference will be held in Birmingham, Alabama, November 10-14, 1999. This will be a joint one with the American Association of School Librarians. IASL is also putting together an issue in a forthcoming publication on the work and activities of teacher-librarians around the world. Contributors are asked to write about a day in his or her work in school librarianship. This item should be 2000-4000 words in length. Deadline for submission is September 30, 1999 and potential contributors are advised to contact the editor, Judy O'Connell, 7 Gleneig Place, Beecroft, NSW 2119 Australia. Fax 6-12-9876-4229 or [judy@geko.net.au](mailto:judy@geko.net.au).

Our exchanges with the Washington Library Media Association have continued. Paul Christensen gave a session at our Richmond conference. Pat Parungao of BCTLA did a presentation on Canadian Literature at WLMA's 1998 conference in Yakima. The annual conference for WLMA, "Turning the Pages to the 21<sup>st</sup> Century," will be held at the Cavanaugh Ridpath Hotel, in Spokane on October 7 - 9, 1999. More information about this conference can be found on the WLMA web site: <http://www.wlma.org/conf/con99.htm>. If there is someone from BCTLA interested in the possibility of attending this conference, contact the Liaison Chair.

In June, the Association for Teacher-Librarianship in Canada and the Canadian School Library Association will be holding a joint conference in Toronto, June 18 - 19, 1999. The Ontario School Librarians Association will also be involved. On May 1, 1998, ATLC took over publication and distribution of *Resource Links* from Ken Haycock & Associates. The journal will be somewhat smaller. Its main focus is to review Canadian resources for children and young adults. Subscriptions are \$29.95 for ATLC members and \$39.95 for non-members.

As indicated, the Canadian School Library Association is jointly involved with a conference in Toronto in June. The "Read" poster campaign that was

spearheaded by CSLA has been successful. A few of the figure skaters are still available. Plans are underway for a new poster to be coming out shortly. News should be available on these shortly. In partnership with ALA, CLA has co-published *The Principles and Future of AACR* (ISBN 0-88802-287-5). These are the proceedings of the International Conference on the Principles and Future Development of AACR held in Toronto, October 23-25, 1997.

The British Columbia Librarians' Association gave a complimentary registration to our organization for their annual conference in Richmond on April 15, 16 and 17, 1999. In the coming year, the relationship and exchanges with these organizations can be maintained and strengthened.

## **NOMINATIONS REPORT, GERALD SOON, PAST PRESIDENT**

This year, a group of dedicated teacher-librarians were acclaimed at the 1999 BCTLA Annual General Meeting. Teacher-librarians in BC are well represented from around the province. Here is the 1999 - 2000 Executive of the BCTLA. Profiles and statements of your new executive will be in a future edition of *The Bookmark*. Appointed positions will be ratified at the June BCTLA Executive meeting.

**President**  
Mark Roberts  
Vancouver

**Vice-President Advocacy**  
Gayle Milliken  
Richmond

**Vice-President Chapter Relations**  
Liz Shirreff  
Mission

**Treasurer**  
Colin Chafer  
Howe Sound

**Recording Secretary**  
Wendy West  
Kootenay Lake

**Communications Officer**  
Maryanne Manley  
Burnaby

**Working and Learning  
Conditions**  
Garth Harkess  
Southeast Kootenay

**Past President**  
Gerald Soon  
Delta

#### **APPOINTED EXECUTIVE POSITIONS**

**Conference Chair**  
Bonnie McComb  
Saanich

**Bookmark Senior Editor**  
to be announced

**Publications Coordinator**  
to be announced

**Liaison Chair**  
Colin Chafer  
Howe Sound

**Continuing Education**  
Patrick Romaine  
Vernon Armstrong

## **WORKING AND LEARNING CONDITIONS, DIANE KOZORIS**

Thank you to all who participated in this year's WLC survey [*The Bookmark*, March 1999]; the individual teacher-librarians who filled out the form for their school library, and those who collated their district-wide results.

This survey was designed to be an annual snapshot of the school library programs in this province. It has fulfilled this mandate for many years. Let us make sure that the data included in these surveys does not sit on a shelf gathering dust but continues to be a useful tool that reflects and supports school library services.

Prep time coverage by teacher-librarians continues to be a major issue that has frustrated and confused many respondents. Many feel that the question concerning "Teacher-Librarian Allocation" does not adequately reflect the situation that exists in many schools. How can we indicate our diverse and fragmented responsibilities more clearly? The new provincial collective agreement provides for teacher-librarians. However, this is not reflected in the averages shown.

Elementary budgets again declined while secondary budgets increased slightly. In seven out of 48 districts, budget information was unavailable. Both elementary and secondary clerical staffing showed a decline this year over last year.

With the recent approval of several automation systems by the Ministry of Education, the Electronic Services section of the survey will be another area to track and compare to previous surveys.

Of the 28 responses from operating District Resource Centres, many services are offered and twelve are under the direction of teacher-librarians. Nevertheless, District Resource Centres continue to be closed down because of a perception that this will cut costs. Their services and resources are dispersed and their accessibility is severely constrained.

I have enjoyed my involvement in the BCTLA as the WLC survey chair for the past two years and wish the new chairperson good luck in this vital area of advocacy.





THEME SECTION

## JOIN THE BCTLAFORUM!

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

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

### TO JOIN YOU WILL NEED:

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

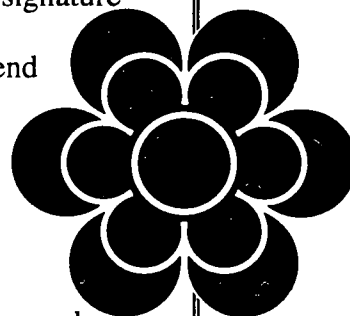
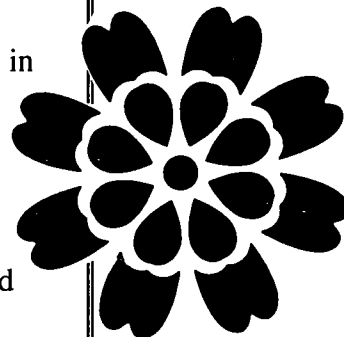
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1. Address a message to *bctlaforum-request@mala.bc.ca*.
2. You can type anything in the subject line, because the automated mail server ignores it.
3. Type "subscribe bctlaforum" in the first line of the message area.
4. Type "END" in the second line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

### TO SEND A MESSAGE:

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

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



# SUPPORT LACKING FOR CAPP MONEY MANAGEMENT COMPONENT

by DAVID EYLES, educational consultant and itinerant teacher, (Saltspring Island).

## WHAT NEED IS THERE TO TEACH FINANCIAL MANAGEMENT SKILLS AND WHAT IS THE NEED FOR RELATED RESOURCES?

One of the major objectives of our educational system is to ensure that students learn knowledge and skills that will enable them to function effectively as adults. To live effectively, as well as having an income, a person must have knowledge and skills that will enable them to use money wisely.

In our educational system much attention is given to ensuring that students learn what they might need to enable them to gain employment and a resultant income. However, while it is acknowledged that employment and income are important, there seems to be little provision to teach students adequate money management skills.

The only curriculum actually prescribed to give instruction in financial management skills is found in Career and Personal Planning. This curriculum is split into planning, personal development, and career development. Under the latter area there are three learning outcomes under grade 9,10, and 11 & 12 respectively. They are:

- students will demonstrate an ability to manage basic personal finances (p. 52)
- students will identify the financial implications of their personal, educational and career plans. (p. 72)
- students will create personal financial plans to support achievement of their educational and career goals. (p. 92)

Though these learning outcomes are prescribed, in fact, for a number of reasons they are often not addressed. Factors that may contribute to this omission are:

Career and Personal Planning (CAPP). is a relatively new curriculum and not a traditional 'core'

teaching area, as such few teachers have specific training or a high comfort level to teach it.

When CAPP. is taught the focus is usually on what is perceived to be the key components in the planning and personal development areas. Financial skills are not included in these.

As personal finance is an area in which many people feel uninformed and insecure they are often uncomfortable discussing it.

There are relatively few learning resources, and even fewer very good ones which are available to back up the teaching of financial management skills. Some of the resources listed in the previous (1995) CAPP Instructional Resource Package (IRP) are no longer available. There are no resources specific to financial management in the most recent IRP.

In the past students took a course called Consumer Education which has been removed from the curriculum. At present some students might learn some money management skills from courses such as Business Education or non-academic Math but the majority of students usually do not take these courses.

Theoretically, students might also be taught financial skills as part of a variety of other subject curricula ranging from English through Social Studies to Math. However, the teaching of such skills in any of these courses is not prescribed and would only occur if the teacher felt it was relevant and could tie it into the program.

In practice, given current curriculum demands, it is not surprising that this happens only rarely. As a result the majority of students may easily go through their K-12 experience with no significant instruction in money management skills. Today not only are the factors affecting the overall economy more complex but the demands on an individual's personal finances are greater. We are asked to spend in an increasing variety of ways on a more varied selection of goods and services. And as for the future; more and more

we are told we should also make provisions to support ourselves after retirement and the sooner we start doing it, the better! Now even teenagers are encouraged to start an Registered Retirement Savings Program (RRSP).

As our world changes many adults, rather than being able and willing to teach their children money management, are themselves scrambling to 'keep their heads above water' and cope with the financial demands of an increasingly complex society.

Young people are persuaded all the time, (as all people are), through a vast variety of mediums, what to do with their money. They are told to spend it. As a result it is increasingly easy for young people to buy on credit. Canadians' level of debt is at record levels and credit abuse is high.

The ability to handle money is one of the most important life skills. It makes no difference how good a job or high a salary one has, if one does not have the knowledge to put all the temptations to spend in an appropriate economic context. Without the skills necessary to manage money, the quality of life will be negatively impacted.

In summary, the conclusion that most children are not taught enough about how to handle money seems inescapable. What can we, as educators, do? Well, perhaps for now at least, we can try to ensure that whenever possible financial management skills are tied into existing curriculum where appropriate. We can also encourage the development and sharing of information about quality learning resources that support such instruction.

## **A PERSPECTIVE ON FINANCIAL MANAGEMENT RESOURCES**

As an itinerant teacher specializing in teaching financial management skills, I have done some initial research into what learning resources are available. Not counting a variety of books on financial management that will be available at your local book store there seem to be two types of sources for these resources:

- the educational community
- the financial service industry.

When considering learning resources, it is of course appropriate to look at relevant curriculum and

see what may have been generated for it. In the past there was some curriculum which had a significant emphasis on financial management skills and credit concerns. This was the old 'Consumer Education' which has long since been removed from the curriculum by the Ministry. There is some material, mostly oriented to consumer awareness which, though now dated, might be found in a dusty corner of the shelf of some colleague who taught the program in the past if it hasn't already been thrown out. There are also some chapters on financial management in the old non-academic Math texts. Of particular interest is *Math Matters, Book Three*, by Ebos and Zolis which covers topics including home ownership, transportation, taxes, insurance and consumer skills, though the material is quite dated.

Of course the only place in the current curriculum that has any financial management skills included in mandated learning outcomes is CAPP. It would seem obvious that the place to go for related learning resources is the relevant IRP. Unfortunately the results are disappointing. There are a number of resources listed but they relate to career choice. There appear to be NO resources listed which are specific to the teaching of financial management skills. There were a few such resources listed in the older 1995 IRP.. but they are no longer available. A look at the Ministry coordinated Suggested Classroom Activities for CAPP (1995) likewise yields disappointing results.

What about the Financial Services sector? They make billions of dollars, perhaps they have invested in the production of some learning resources to help young people learn to manage their money better. Individually the banks are mixed. Some do little or nothing, others like the Canadian Imperial Bank of Commerce (CIBC). put out a 'package' which, while aspiring to help teach children, is mostly a triumph of glossy bank 'public relations' over substance. The Royal Bank, on the other hand publishes two fairly substantial booklets on budgeting and investment basics. These could be used as educational resources.

Perhaps credit unions differ but the one I asked was only able to come up with a fairly brief and simplistic pamphlet on budgeting. Of course, whatever the institution, if you just want information on buying mutual funds you can come out with your arms laden, not however, with objective resource material.

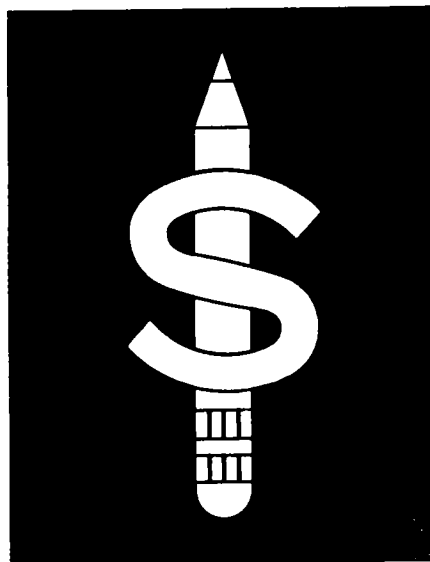
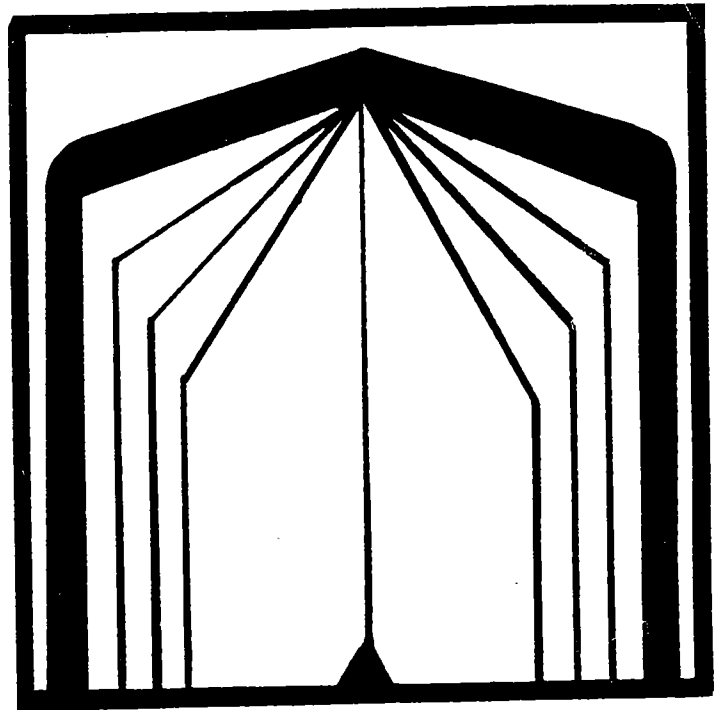
There are two Canada-wide organizations to

note, the Canadian Banker's Association and the Canadian Foundation for Economic Education, (CFEE). The Bankers Association has offered some material in the past that is no longer available. At present, they offer a variety of pamphlets, the most relevant might be *Managing Money* which covers consumer awareness, some credit tips and budget planning information. Up to 100 booklets can be ordered free of charge. The contact number is 1-800-263-0231.

The CFEE has a variety of materials, all at a cost. It would seem to be primarily oriented to economics generally rather than to personal financial management. One exception is their book *Money and Youth*. This publication is over one hundred and twenty five pages and includes sections on goal setting, credit awareness, consumer tips, budgeting, insurance and investment. It could be useful for grades 9 - 12. The CFEE can be contacted at 1-888-570-7610.

A note of caution regarding material generated by financial institutions. It is obviously in their interest for people NOT to pay off their credit card balances every month and so there appears to be minimal consideration of the importance of doing that. The financial institutions' primary concern remains to encourage people to use as many of their services as possible and to pay for the privilege. That is reflected in their publications.

It has been my experience that the teaching of financial management skills is sadly neglected and that resources are scarce.



# COUNTING AND NUMBER BOOKS FOR PRIMARY CHILDREN

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

An extensive bibliography of counting and number books for primary children was previously published in *The Bookmark* (September, 1993). Many popular titles were included in that list. This bibliography contains a small sample of more current titles on this subject.

Anno, Mitsumasa (1995). *Anno's magic seeds*. New York: Philomel. 0-399-22538-2

Visual clues help the reader figure out mathematical operations woven into the story of Jack and the planting of magic seeds.

Brooks, Alan (1996). *Frogs jump: a counting book*. New York: Scholastic. 0-590-45528-1

Illustrations by distinguished illustrator, Steven Kellogg, provide a humorous spin to this simple counting animal book.

Burns, Marilyn (1994). *Greedy triangle*. New York: Scholastic. 0-509-48991-7

The reader is introduced to many different shapes through the story of a dissatisfied triangle.

Burns, Marilyn (1997). *Spaghetti and meatballs for all!* New York: Scholastic 0-590-94459-2

The problem of seating all family members at a reunion uses the concepts of area and perimeter to solve the dilemma.

Burton, Katherine (1995). *One gray mouse*. Toronto: Kids Can Press. 1-55074-225-6

Simple rhyming text introduces ten colours and the numbers from one to ten. Wonderful fimo creations by Kim Fernandes are used to illustrate the concepts.

Demi (1997). *One grain of rice*. New York: Scholastic. 0-590-93998-X

Demi has combined exquisite illustrations, inspired by traditional Indian miniature paintings, to retell this Indian folktale. A village girl outwits the raja by asking for a simple reward of one grain of rice that doubles into millions of grains of rice.

Dodds, Dayle Ann (1994). *The shape of things*. Cambridge: Candlewick Press. 1-56042-224-2

Short simple rhymes describe where to discover the shapes of square, triangle, rectangle, oval and circle in everyday life.

Greene, Rhonda (1997). *When a line bends...a shape begins*. Boston: Houghton Mifflin. 0-395-78606-1

Rhyming text shows how lines create shapes. Verses are written inside the shape being described.

Grossman, Bill (1996). *My little sister ate one hare*. New York: Crown. 0-517-59601-6

A rhyming story that describes a cumulation of the most distasteful items devoured by a little sister.

Gunson, Christopher (1995). *Over on the farm*. New York: Scholastic. 0-590-13445-0

Brightly coloured childlike paintings enhance this new version of a traditional counting rhyme. Baby animals are instructed by their mothers to perform actions such as snuggle, stretch or leap.

Hoberman, Mary Ann (1997). *One of each*. Boston: Little, Brown & Company. 0-316-36731-1

A rhyming story about Olliver Tolliver who discovers the joy of sharing two of everything with a friend rather than living alone with one of each.

Hopkins, Lee Bennett (1997). *Marvelous math*. New York: Simon & Schuster. 0-689-80658-2

Hopkins has selected an anthology of math-related poems by popular poets such as Karla Kuskin, Mary O'Neill and David McCord. Karen Barbour provides brilliant colourful illustrations for each poem.

Kusugak, Michael (1996). *My Arctic 1,2,3*. Toronto: Annick. 1-55037-505-9

Counting book illustrating many of the animals found in the Arctic. Kusugak provides additional information about the animals and the Inuit way of life.

Moss, Lloyd (1995). *Zin! Zin! Zin! a violin*. New York: Simon & Schuster. 0-671-88239-2

Short rhyming verses introduce each of ten instruments that all join together to become an orchestra in a musical performance.

Murphy, Stuart (1997). *Just enough carrots*. New York: HarperCollins. 0-06-446711-2

A simple story about a grocery shopping trip introduces the basics of comparisons. This book is part of the *MathStart* series that uses everyday life to help young children understand beginning math concepts.

Trottier, Maxine (1999). *One is Canada*. Toronto: HarperCollins. 0-00-224556-6

A celebration of Canada using numbers from one to ten. A good read-aloud with additional information about Canada at the end of the book.

Voce, Louise (1994). *Over in the meadow*. Cambridge: Candlewick Press. 1-56402-428-8

A traditional counting rhyme with engaging cartoon illustrations of mother and baby animals.

Wolfe, Art (1996). *1 2 3 moose*. Seattle: Sasquatch Books. 1-57061-078-9

Beautiful colour photographs of the animals and plants of the Pacific Northwest enhance this counting book. Andrea Helman provides brief informative text for each picture.

Wolff, Ferida. (1993). *Seven loaves of bread*. New York: Tambourine. 0-688-11101-7.

A story with a lesson—there are very good reasons for making extra loaves of bread to share with animals and neighbours.

Wolff, Ferida. (1994). *On Halloween night*. New York: Tambourine. 0-688-12972-2

Short rhyming verses describe thirteen creatures found on Halloween night.



# TEACHER LIBRARIAN

The Journal for School Library Professionals

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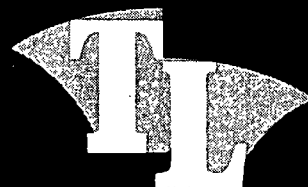
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# INVESTING IN THE FUTURE: “SEVEN HABITS OF HIGHLY EFFECTIVE SCHOOL LIBRARIES”

By **SHEILA BLACK** and **GLENYS GALLOWAY**, teacher-librarians, Sir Charles Tupper Secondary School, SD#39 (Vancouver).

Years of time, effort, and resources have been invested in our libraries and their programs. Since this publication is looking at money issues, we thought it appropriate to consider our libraries as an investment and how this investment can be continually maximized.

We are two teacher librarians who between us have 41 years of teaching experience. During those years, our students and we have reaped the rewards of the investment made in effective library programs. Now, we are teacher librarians (with a total of 1 1/2 years of experience between the two of us at the time we write this article). By training and now working as teacher-librarians, we have made a wholehearted investment in the future of school libraries. We are highly motivated to continue in the tradition of teacher-librarians and are determined to advocate for an investment in effective library programs.

There are some who consider a library a liability and a teacher-librarian a doomed stock, but their forecasts of doom have not been completely realized. Indeed, we have found seven ways for teacher librarians to rally and become blue chips in a bear market.

## 1. Write an annual report

We have found that there is a need to clarify, speak out, and write down our guiding principles on what the library needs to be and needs to have to meet the needs of the particular population we serve. These thoughts will undoubtedly change and evolve over time and might keep complacency at bay.

## 2. Have a diversified portfolio

It's important for others to fully appreciate that teacher librarians are experienced teachers with a portfolio of great teaching ideas for all subject areas. With resource based teaching and our awareness of a variety of teaching strategies, we can provide a new “spark” to a tried and true assignment. We have also discovered that either mentoring a new teacher or working with one teacher on a variety of assignments is a morale

booster for all concerned. Others soon want to buy into the ideas and support.

## 3. Capitalize

Be the “cyberarian” (as much as you can) in relation to the Information Technology IRP. While the programming and mechanical aspects of technology are taken care of within various curricula, the critical thinking component of judging the suitability of certain technology and evaluating the new information found is often left out of assignments. We are the experts on resource based teaching, so we must capitalize on our skills of helping students select and evaluate many sources of information. These sources not only include traditional resources such as books, encyclopedias, almanacs, and atlases, but also include the vast world of electronic media.

## 4. Amortize your time

In order to capitalize as suggested in #3, the teacher-librarian must gain experience with the new technology and remain on the cutting edge. This, of course, requires Pro-D time and considerable personal commitment. The initial investment of time will certainly be large (we can attest to that!), but if we amortize this time over our careers, we have found the time commitment doesn't seem so daunting. The payoff in technical literacy is worthwhile for both the teacher-librarian and her students.

## 5. Acquisition

Acquire for your library – spoken or not – the title of the curricular hub of the school. The teacher-librarian sees the scope and sequence of the entire school program. Consequently, she is able to cooperate with elementary school teacher-librarians to ensure the scope and sequence continues K-12, and also encourage cross-curricular teaching. In addition, she can help teachers eliminate repetition of assignments and material covered.

**6. Cash in on those Accounts Receivable**

Be conspicuously involved in the governance and committees of the school. This involvement may reflect our own personal interests as well as give an opportunity for advocacy. Further, it demonstrates that the library- resource centre belongs everywhere and is vital. As a result of this involvement, others may well see the library as a cornerstone of the school. They'll agree that the library should be appropriately supplied. We may then be able to bank on the library being at the forefront of others' minds especially during the allocation of pivotal funds and resources.

**7. Don't forget about your assets**

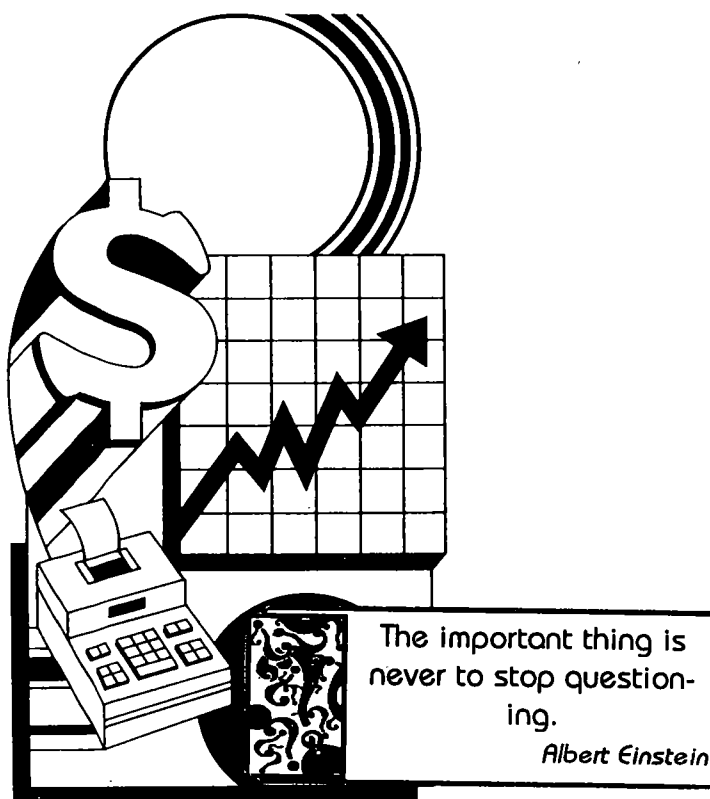
As classroom teachers, many of us consider our classrooms to be our own, but the library- resource centre needs to be **theirs**, not ours. The library needs to be a reflection of the student population. There should be something in the library to which each student can relate whether that be a contest, a sports magazine, a display of artwork, a Japanese-English dictionary, a great resource on "cells" -

whatever. Involve the students and the teachers. Make the library **the** place to be – for research, for work, for extra help, for chat, for almost everything. We will gain many more assets than we ever imagined.

We don't see these steps as idealistic; rather, they represent "habits" that we have found to be effective. We are pleased to report that these habits are helping to create a library that is stimulating, caring, active, and challenging – an important hub of the school. And definitely one in which others seem eager to invest.

So, if some of you are feeling tired, we offer you renewed energy with our enthusiasm; if you are feeling pessimistic, we offer you optimism; and if you are just as motivated and enthusiastic as we think we are, then we offer you hope that there are others just like you.

By investing time in what we think is the "best job" around, we hope to collect many dividends, even though they will generally be more gratifying than monetary over the span of our new careers.



# **MONEY MAKES THE WORLD GO AROUND ... or, FINDING ALTERNATIVE SOURCES OF FUNDING**

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

In the black world of pre-war Berlin, the Master of Ceremonies in *Cabaret* sang this “money, money, money” song. In the black world of sinking library budgets today, teacher-librarians might well be forgiven for singing a variant of the same lyrics. I had thought of writing a version myself for this article, but to do so would be to violate my own prime rule when thinking about library budgets and alternate sources of funding — Don’t waste time on negative thoughts, just get on with the job.

The first task in this article is to develop a point form listing of ideas on where to get more money for resources, equipment and supplies to support the library program, or better yet, how to get items given to you. You have probably thought of most of these before, but maybe there are one or two ideas which will be new to you. The second part of the article will look at how to write effective proposals that will increase your chances of actually getting money.

## **SOURCES OF MONEY OR OTHER SUPPORT**

Some of the ideas in this section may be centred around getting materials that are not your highest priority. The thing to remember is that the more items you can secure outside the library resource centre budget, the more you can focus the regular budget money on the highest priorities purchases. In addition, some of these materials that have not been among your high priorities may turn out to be the very thing that brings someone else into the library and makes them a committed user.

### **WITHIN ANY SCHOOL**

- The Learning Resources account should pay for professional materials listed in IRPs, particularly if there is no central teachers’ professional library in the district. Regular library budgets should be directed to student materials.
- When IRPs are ordered for the school, make certain that copies are ordered for the library

- If there is no teachers’ professional library in the district, the IRPs should be collectively examined by teachers and teacher-librarian to determine non-print media such as kits, videos and computer software that would enhance the school program. Kits and videos should be added to the LRC collection, where they are available to everyone, while computer software is more likely to be dispersed around the school, or mounted on a LAN.
- Parent groups often are among the best supporters, and they respond well to requests for resources that will help to give their children an edge. Right now computer hardware and software is “hot” and some parents are eager to help in this area. However, beware of the parent who’s in computer sales.
- If music is a strong component of the school program, there are sure to be parents who are strong supporters of the school. Work with the music teacher to try to get these parents to organize a “Donate a CD to the Library” Drive. Play classical music (or jazz, or children’s music) in the library before school in the morning and at noon to help create a music environment in the school. Use the recent research that says hearing classical music develops children’s brain connections.
- Get friendly with your school secretary and see if you can “poach” a few supplies now and again.
- If accreditation focuses on any area that involves resources, get yourself in gear and make a proposal for money from the implementation funds. This is best done in concert with other staff members. For example, if multicultural understanding is a goal, work with the ESL teachers to put in a request for non-fiction resources about the nations represented in the student population, and fiction about new Canadians, immigration, prejudice and the need to be accepted. Include our First Nations peoples in the request. The beauty of this one is that the materials will also serve the Social Studies and Language Arts curricula. Three for One!!

### **WITHIN ELEMENTARY SCHOOLS**

- The Learning Resources account may also be a source of funds for resources recommended for student use in literature-based reading programs. In some schools all of these resources are housed in classroom collection, but in many schools the materials are in the LRC collection and the teacher-librarian is responsible for circulating them to classrooms and to students. In this latter instance, a good argument can be made for using Learning Resources account funds to purchase

these materials, since they are, in essence, replacing textbooks.

- Elementary schools are more likely to tolerate, even welcome, bizarre ideas than are secondary schools. Some of these that I have seen are:
  - Ask children to donate a paperback book to the library on their birthday. Place a book plate inside the book to acknowledge the gift. Keep a list of wanted titles so you can make suggestions to parents, or make a special arrangement with a local bookstore and provide them with a list or ask them to keep a stockpile of popular authors and new titles.
  - Have the LRC's parent volunteers run a second-hand book sale at school fairs. Advertise that the money will be used to buy something that is really needed (e.g., a new CD-ROM encyclopedia, that wonderful collection of National Geographic on CD-ROM, ... the possibilities are endless). Have an opening celebration when it arrives.
  - Keep a penny jar in plain view but a relatively secure place, with a sign on it saying "Saving for a XXX" (it has to be something really exciting but relatively inexpensive), and invite young and old to contribute to the fund.

## WITHIN SECONDARY SCHOOLS

- Many teacher-librarians have accessed the Learning Resources account for funds to buy periodical indexing and text services such as InfoTrac and Canebsco. Justification can be found in the fact that these services provide access to current information and offer a technological experience for students at the same time.
- When a new IRP arrives, work with the appropriate department (science was a big winner for me) to ensure that the LRC collection is comprehensive enough and up-to-date enough to support research projects suggested in the new curriculum. Make a joint proposal for Learning Resources funding or Finance Committee funding.
- Individual parents who take expensive professional journals may be willing to pass them on to the library after a month or so. Put a request into a school newsletter suggesting this, and be sure to give a few examples of magazines that would be welcome. This doesn't work well with magazines you really need to arrive on time, but it worked extremely well with *The Economist* in one school I was in, and for several years! The parent in question really wanted to read and ponder the journal, but he never reread them and

he thought that throwing them out was an expensive waste. Buying the magazine was an extravagance we could not consider, even though we wanted the journal, and it turned out to be endlessly useful.

- In many schools, the Student Council provides grants to clubs and other groups or individuals who apply for funding. Some Councils are quite rich for they operate the pop machines or some other money maker. Requests for money to buy new paperback fiction, popular CDs and magazines have met with success.

## OUTSIDE THE SCHOOL

- Pilot project funding or innovative funding from the Ministry of Education or the local school district can provide funding that enables a school to do something unique and exciting. Regular resources are usually not eligible for pilot project funding, but often there is some resource benefit.
- Professional awards like the Hilroy carry some funding with them which can be put back into the school. If your school has an innovative program that deserves recognition, help write up the program and fill in the application. Even if you don't get any money out of this effort, the fact that you made it will put a golden glow on those requests for funding that you make to school committees.
- Company sponsored projects like those done by Microsoft should not be ignored because they are high reward (and high effort) projects. Frequently, they are also high tech!!!

## EFFECTIVE PROPOSALS

Understanding the criteria for funding approvals is the most important element of success. If funding for resource materials is clearly forbidden, don't ask for money for resources. If release time is clearly the focus of the opportunity, apply for release time in a way that relates to your own aims. For example, Karen Cordiner (Prince of Wales) and I applied for release time to develop an annotated bibliography of high quality resources to support the Applied Skills IRP when it was released. The bibliography was shared within the district, and the payoff for us was in having an excellent list of resources that we could use with the Applied Skills teachers in preparing requests for funding from school sources.

Almost as important is meeting all the terms specified in the advertisement or form. Fill in everything, meet the deadlines even if you have to send a package by courier or drive it somewhere yourself. Thank heaven for fax machines as they

have made it easier to respond when you don't see the offer until two days before the deadline.

I must admit I have had more success in getting actual money from school-based sources than from outside the school, where I've been more successful getting things. Actual money is nice to have because you can purchase exactly the right thing, instead of receiving "almost" the right thing. About a decade ago, when I was at the district office in Vancouver, I secured six or so somewhat greasy microfiche readers from an automotive supply company. They were probably computerizing records but we had many secondary schools which needed (greaseless) microfiche readers to use with magazine and newspaper fiche. After degreasing they were a welcome if not perfect addition. Money would have been better.

At the school level I have found that the secret of success is to develop not one but three proposals or "Options", all related to the same need.

**Option 1:** I call the first one my "Pie-in-the-Sky" proposal. In it I put my dream, complete with rationale, current and future directions, and the whole firmly grounded on the impact it will have on student learning and practical experiences. I include accurate prices and, if possible, a two year plan for getting where I want to go. It should be noted that this type of proposal works with securing funding for new technology and funding for resource materials. In the latter case, the rationale and directions need to be based on curricular changes and evidence taken from inventory reports as to the age and condition of segments of the collection. You don't have to inventory the whole collection to do this, just the sections that everyday use tells you needs improvement.

**Option 2:** The second proposal is really my "Hope-to-Get-This" proposal. This one outlines a significant step towards achieving part of my dream — aiming at accomplishing in one year about a third of what would be accomplished in the two year plan. It too has rationale, current and hoped-for future directions, impact on student learning, and pricing. It recognizes practicalities and competing funding needs, and states that while Option 2 is not ideal, it is a step in the right direction that will mean we are moving toward meeting our students' needs. Its strength is that, if proposals are accepted in the subsequent two years, Option 1 will be completed in three years instead of two.

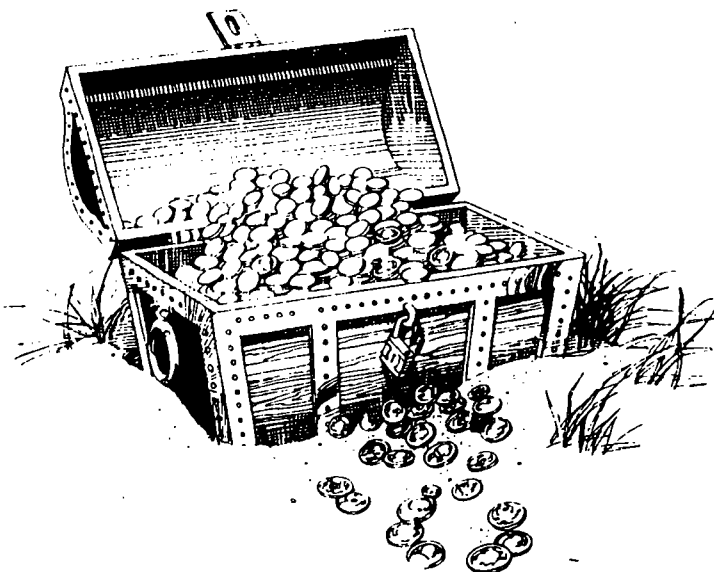
**Option 3:** The third proposal is the one I secretly call "No-One-With-Any-Brains-Will-Pick-This." It has all the elements the Options 1 and 2 do, but it

makes it clear that the benefits to students will be much less than with the other two. It clearly outlines the disadvantages as well. I have never had any principal, vice-principal or Finance Committee choose this option, and I have only had one outright refusal for funding. When that happened, I laughed, smiled, and said, "I understand there are too many requests, I'll bring this back next year." And I did.

**Results:** Most of the time, Option 2 was the successful one, but a few times Option 1 was supported with a large amount of funding. In both instances, I think the key features which secured the approval were that the rationale was student centred and there was evidence of a long term plan. It was not just a request for things, but rather for funding that would result in program development and enrichment. In one instance when Option 2 was selected, equipment purchased and implementation barely begun, funding to complete Option 1 was provided. Once the direction was clearly visible and student reaction observed, support grew.

\* \* \* \* \*

Many teacher-librarians have been very successful at accessing funds within their schools and I hope they will write an article or send a letter to the editor to outline how they have done it. I only wish there were some way I could use my skills to raise money for my current retirement projects.



# WHICH IS MORE VALUABLE? ... A BOOK OR AN INTERNET SITE?

by LIZ AUSTROM, retired teacher-librarian, Vancouver.

What a loaded question! Anyone who responds "A book" risks being thought a Luddite, but those who say "An Internet site" may be considered cyberspace junkies who are not in tune with the realities of the majority of the population. This question requires critical thinking to answer. Indeed, this question might be a good one to pose for students to answer — a question that could get them to explore information issues that they have not considered before.

The central issue is the context. In other words, what purpose will the resource be used for, or what type of information is being sought? Even Bill Gates doesn't see electronic formats as replacing the book for recreational reading, so let's clearly state at the outset:

## **Books are best for recreational reading.**

You may wish to argue this conclusion, but if you do so, I want to see a picture of a child in a canoe, reading a story off a computer during every paddling break on a ten day canoe trip. Books can be read anywhere, anytime, under conditions where the only electricity around is lightning in the sky. Another conclusion is evident:

## **Books are more flexible than computers.**

Books can be borrowed and taken home by children who have no access to technology in their homes. So far no one has proposed sending computers home with kids who don't have them.

Historically, one of the great providers of access to information has been the book through the aegis of workers' libraries and then through public libraries. Systems exist which ensure that everyone has access to books, but as yet the same access is not available for the Internet, even though public libraries are trying to fill the accessibility gap. For now, we can still conclude:

**Books provide cheaper and more equitable access to information for the individual person than the Internet does.**

As the Internet is growing today, it provides an enormous amount of information for anyone who has the technology to access it. Control of the Net and censorship of its contents are not really possible given its structure.

This is both a positive and a negative reality. It is positive in that the powerful have a reduced chance of controlling the information flow to citizens, a fact that revolutionary groups and protest groups around the world are demonstrating that they understand clearly. Ordinary citizens in Canada, with its lack of competition between newspapers, may well appreciate the freedom of the Net. The negative reality is that children may be exposed to materials that society believes they are not ready to deal with or that may cause them harm (e.g., pornography and recipes for pipe bombs).

Books, by comparison, are more heavily vetted by the editorial process that applies when a corporate entity is going to publish the work and will have to stand behind it. The Net, after all, is not edited. Two conclusions are evident:

**Because of its nature, the Internet is not as subject to censorship as are books.**

**The information on the Net is not edited for accuracy, authority, or even effective use of the English language.**

Minority groups, special interest groups, professional associations, hobbyists, criminal elements and hosts of other categories crowd the Internet. Government organizations have seen the light and now post tremendous amounts of information on web sites. At the same time, government organizations have raised the cost of publications and/or have reduced or eliminated publication of some materials in book format.

**The Internet provides a more cost effective distribution system for some information, particularly data, than books do.**

The Internet is unfortunately a disorganized

collection of significant and insignificant material, and searching it generally yields more insignificant (read irrelevant) information than significant. Try as you might to state the search terms so that they will give you exactly what you want, 99% of searches result in a bit of relevant information, a majority of irrelevant information, and quite a bit of stuff that can only be termed "trash." On the other hand, often you are sucked into a related area that you had not considered before as a search option. CD-ROM encyclopedias can do the same with a lower ratio of irrelevancy.

As you can see from my comments, I find the Internet to be a frustrating experience, partially because I am always pressed for time and am unwilling to pay extra connection time for Internet service beyond my monthly limit. What I want is to go to a specific Internet address, find what I want, then download it so I can read it off-line at my leisure (and at no cost). From my own experience as an organized linear person (my freezer is filled with food organized by colour) and my discussions with students and my older grand-daughters, I have concluded:

**Internet searches appeal more to people who enjoy random exploration, rather than those who like a sequential, more efficient experience.**

Some secondary students tell me that they enjoy bopping around the Internet, and that they find information that intrigues them more than what they are learning in school. Others tell me that they do all their assignments from Internet sources. In examining their assignments, I advised most of them that their work was a pastiche of plagiarized, undigested material that didn't provide a sense of what the material meant to them or what conclusions they had drawn from it. In my discussions with them, I concluded:

**Students who use information from the Internet tend to accept it without question.**

**Knowing how to judge the accuracy, validity, authority, currency, etc. of information is as important for Internet information as it is for books, and perhaps even more so.**

**Effective use of information drawn from the Internet requires the development of critical thinking in the same way that books and other resources do.**

At the same time, educators are creating ways to

use this growing communication force to enrich the life experience of students by linking them to other parts of the world. The recent creation of Nunavut has been viewed by many southern Canadian students through the excited and expectant eyes of Nunavut children who have seen their elders working for this twin load of freedom and responsibility for their own destiny. The chance to build empathy for and understanding of one of our minority groups has been a demonstration of what is possible using this new technology.

**The Internet as a tool for communicating with people in distant places is a unique and powerful opportunity for educators and students.**

#### **"WHEN IS A BOOK MORE USEFUL THAN AN INTERNET SITE?"**

There are several criteria to consider. If the following are true, you probably want to try a book first.

- when you want fiction or non-fiction for recreational reading;
- when you need a portable source of information;
- when you need an overview of a topic prior to focusing on a search strategy;
- when you are looking for analysis of different perspectives on a topic;
- when you need facts supported by authoritative evidence;
- when you require high quality pictorial sources (those computer printouts of the Mona Lisa just don't compare to a colour photocopy of a quality colour plate in a book);
- when you are a person who prefers organized information.
- when you don't have much time.

#### **"WHEN IS AN INTERNET SITE MORE USEFUL THAN A BOOK?"**

There are several criteria to consider. If the following are true, you probably want to try the Internet first.

- when you want to get people' personal opinions rather than facts supported by evidence;
- when you have an address that you know covers your topic;
- when you have an address that you know will provide up-to-date information not available in other sources (e.g., NASA web-site, on-line journals);
- when you want current government data not

available elsewhere;

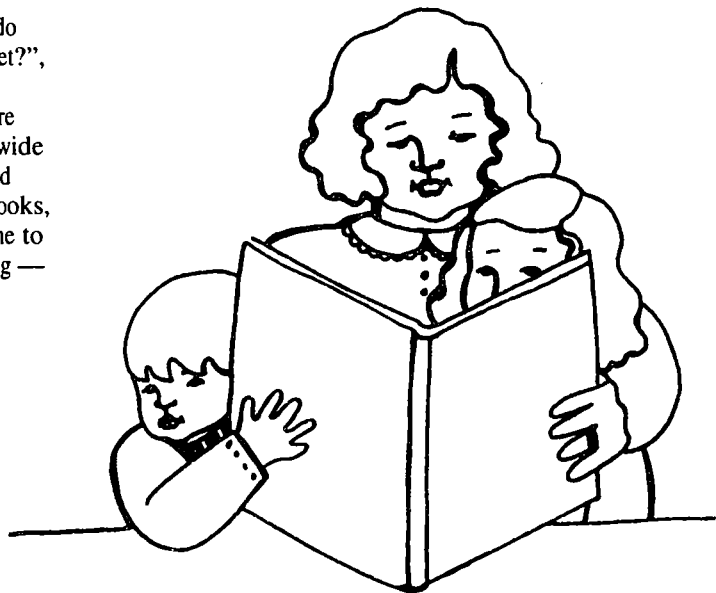
- when you want to examine an event currently taking place in a far-off locale (e.g., the war in Kosovo) from the perspective of participants;
- when you want to communicate with people in other places.

**The purpose you have and the type of information you need should guide the decision about which information source is likely to be the most useful.**

Note that I have avoided stating an absolute preference for one type of information source or the other. I really do use different information sources all the time, and this discussion has been simplified by not even considering sources like video (great for developing empathy, social consciousness and ethical awareness), or CD-ROMs — a combination of great indexing sources (e.g., *Granger's index to poetry*), and trivialized, simplistic information on many topics (e.g., *Leonardo the inventor*, which is surpassed for content by most elementary books on this great man). I've got to stop!! I'm about to launch into another article and I haven't finished this one yet.

The truth is, every information and communication medium requires critical analysis before deciding when and how it should be used, and what pitfalls are part of using it. We should be teaching our students to evaluate the media as well as the messages they present for our consideration and use.

Now if the question was a different, more personal one like "Which technology could you do without the most easily — the book or the Internet?", my response would be immediate. There is no question that to me the book is a warmer and more refined and sophisticated technology. I prefer a wide range of books around me, but if I suddenly found myself in an environment where there were no books, I would have to write one just so I would have one to read. It's a good thing I will read almost anything — including computer screens!!



# ECONOMICS PROJECT: BUSINESS EDUCATION 8

by **PAT PARUNGAO**, teacher-librarian, and **CHRIS NORDLI**, business education teacher, Magee Secondary School, SD#39 (Vancouver).

This unit is designed to introduce grade 8 students to the current newspapers and magazines that apply to the Business Education program. Students are required to learn the search strategies needed to use these resources in order to successfully locate information in the area of economics. Instruction focused on specific search strategies for using INFOTRAC - SUPERTOM, the magazine indexing and text service subscribed to at Magee, and search strategies needed for successful use of the *Canadian Index* and its accompanying *Clips* service which provides Canadian newspaper articles on microfiche. The following is the assignment sheet used by the students.

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**RATIONALE:** To provide students with an opportunity to do independent research of a current nature in an area of personal interest within the economics unit.

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## TASKS

1. To keep current, read local newspapers such as *The Vancouver Sun*, *Province*, *Courier* or *Georgia Straight*.

Out-of-province newspapers such as the *Calgary Herald*, *Edmonton Journal*, *Saskatoon Star Phoenix*, *Winnipeg Free Press*, *Toronto Star*, or the *Financial Post* are also good sources.

Check the Magee Library for the following magazines and newspapers:

<i>Adbusters</i>	<i>BC Business</i>	<i>BC Report</i>
<i>Business in Vancouver</i>	<i>The Economist</i>	<i>Globe and Mail</i>
<i>Maclean's</i>	<i>Newsweek</i>	<i>P.C. Computing</i>

Note that the *Globe and Mail* is the only business reference on CD-ROM in Magee Library. The main branch of Vancouver Public Library has a much more extensive collection of business magazines and is worth a visit. Also check out the titles at the Kerrisdale Branch.

In Magee Library, it is 20 cents per page to photocopy. Current magazines go out on overnight loan, while back issues can go out for 2 weeks. You will need a GO card to sign out magazines.

2. Select one article of interest to you.

Possible Topics + related Sub-Topics to consider

- Interest rates: on mortgage or term deposits; projections.
- Credit cards: Visa / Mastercard /Amex card charges, fees, fraud, interest rates.

- Consumer spending: consumer demand, consumer confidence, consumer spending patterns, clothing, income.
- Employment: small business, private sector, job creation, young people, CPP, projections, pay hikes, part-time work, women, best areas, BC, Vancouver.
- Immigration: Vancouver, selection rules, projections, statistics, Asia.
- Mutual funds: top funds, fees, front-end loading, projections.
- Public finance: debt, government debt.
- Inflation: prices, indicators, rates.
- Money: devaluation, money market, money supply.
- Stocks: top stocks, earnings per share, prices, selection.
- Imports: free-trade zones, laws and regulations.
- Trademarks & patents: designs, laws & regulations.
- Export trade: awards, finance, projections, Canada.
- Surpluses / shortages: products, services, resources.

Economic indicators  
 Economic conditions  
 Economic policy

3. Create a cover page. List the assignment name first. Then include your name, block letter, course name, teacher's name and date. (1 mark)
4. Mount your photocopied article on an 8 1/2" x 11" page with tape or glue. If it is a 2-sided photocopied article, staple the article at the top of the page instead of using glue.
5. Below your mounted article, include a correct bibliographic citation for the article. To do this, decide whether your article has an author or not, and choose the appropriate pattern from the boxes below. Each pattern also has a sample citation below it. Follow the pattern that you have decided on, substituting information taken from your resource. (2 marks)

**A magazine or newspaper article with an Author:** (Note the 2nd line is indented)

Author's Last Name, First Name or Initials. "Title of Article." Title of Magazine / Newspaper, date, pages.

Henderson, Robert. "Novels I Love." Western Living, March, 1988, pp. 45-49.

**A magazine or newspaper article with no listed Author:** (Note the 2nd line is indented)

"Title of Article." Title of Magazine / Newspaper, date, pages.

"Meech Lake." Maclean's, July 2, 1987, p. 43.

6. In your own words, summarize the photocopied article in one paragraph, with a minimum of five sentences. The maximum length is two paragraphs. Do not copy word for word what is in the article, but paraphrase the important ideas and put it into simple terms. Place your written summary on a separate page. (5 marks)
7. Complete a second paragraph about your personal reaction to the article. How will the article impact on its readers? Why did you like/dislike the article? What implications does this article have for the future? What is your opinion? (2 marks)

**EVALUATION:** Each weekly article summary is worth a total of 10 marks. Bibliographic reference counts 2 marks, summary paragraph is worth 5 marks, implications and opinions about this article count for 1 mark, and the title page is also worth 1 mark.

**ALTERNATE UNIT:** Because the Business Education course is semestered, a second unit was developed to be used in the second semester. It uses the same materials and the product requirements are the same, but the topics posed relate to "Industry". The two sections of the assignment sheet that are different are printed below:

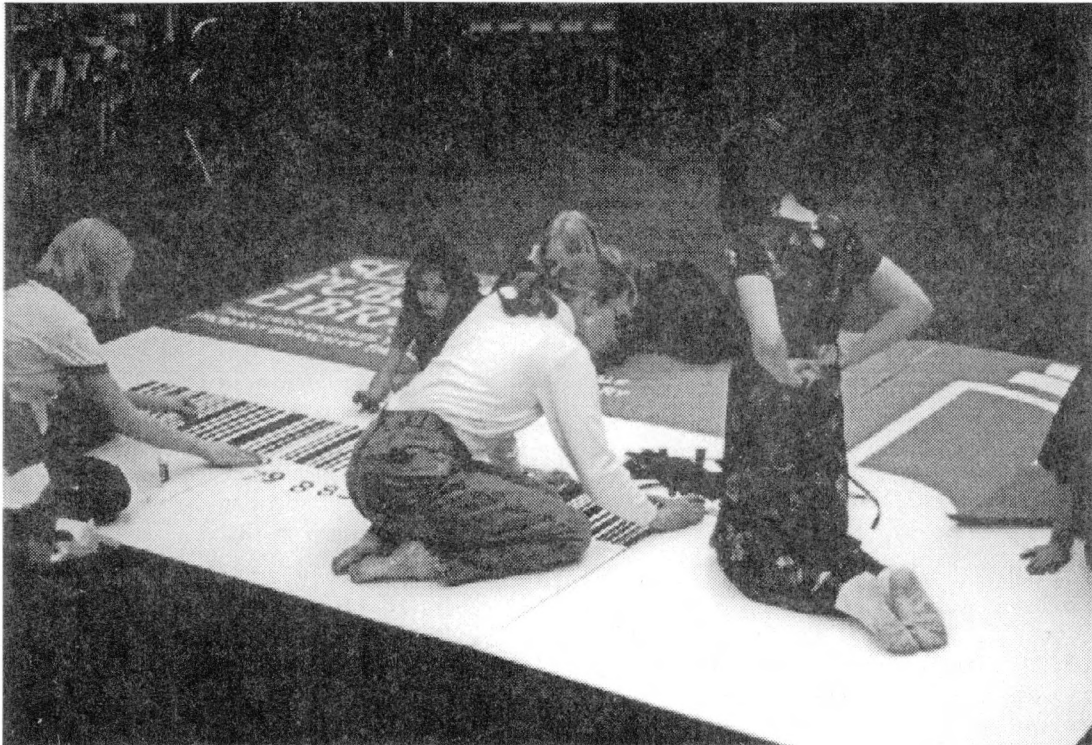
- 2(b). Collect your article by the type of industry you selected. **The article must have a business focus and not a political focus.** Industries include:

<b>Possible Topics + related</b>	<b>Sub-Topics to consider</b>
— Health:	medical, dental, physiotherapy, alternative medicine.
— Pharmaceutical drugs.	new drugs, herbals, etc
— Public transportation:	buses, ferries, seabus, skytrain, Westcoast Express, railroads (CNR, CPR, BC Rail).
— Entertainment:	TV, movies, animation, ballet, opera, live theatre, etc.
— Recreation:	boating, golf, tennis, swimming, fencing, etc.
— Tourism:	travel, attractions.
— Food & beverage:	only fast food, only health food, new food or beverage.
— Construction:	single family housing, multi-family housing.
— Electronics:	robotics, etc.
— Manufacturing:	home furnishings, toys, machines, appliances, etc.
— Professional sports:	hockey, basketball, baseball, boxing, football, etc.
— Music:	specific form.
— Hi-tech:	computers, applications.
— Communications:	satellite, fiber optics, Internet.
— Publishing:	cultural trade protection, small / large publishers.
— Resource extraction:	forestry, oil and gas, mining.
— Agriculture:	dairy, grain, specialty, greenhouse.
— Environment:	protection, park operation, land management, etc.
— Fishing:	species fishing, fish farming.
— Finance:	banking, investment, personal finance consulting.
— Garment / fashion	design, manufacture, marketing.
— Personal services	cosmetics & beauty, fitness trainers, child care, dog walkers, etc.

- 2(b). The article can describe any entrepreneurial endeavour to the introduction of new or improved products and services, or current business practices, or new growth industries.

# THE WORLD'S LARGEST LIBRARY CARD. (AKA LIBRARY PROMOTION ON A BUDGET!)

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



## ABOUT THE CARD

The material is plastic.

The dimensions are 8 feet x 12 feet.

The card is a reasonable facsimile of a genuine library card.

The card was validated and was used to sign out two books—*The loose tooth* and *The enormous potato*.

The assembly of the card has been recorded photographically.

The first use of the card was on the morning of Canada Book Day, April 23, 1999, and has been recorded and televised on national television on the Canadian Broadcasting Network (Société Radio Canada). This event was witnessed by 24 students, four parents, as well as library staff and patrons. Photographs of the event were also taken.

Library staff discussed using the card in the future for

visits from our school's children and as a promotional display in Surrey public libraries during the summer.

## HOW IT WAS DONE

The idea for the world's largest library card came to me after Susan Laine, a teacher-aide at our school made a casual remark after seeing the paper for a large mock up of a catalog card in our school library. She asked me if it would be in the Guinness book of world records. I wondered what would happen if we actually tried to break a record. I investigated by looking at the 1999 *Guinness Book of World Records*, and writing to the address mentioned in the book.

Pat McMillan and I are the teacher-librarians at A. H. P. Matthew Elementary school. We started planning in earnest after we had received the okay from Surrey public library for making a giant card. His Worship Doug McCallum, mayor of Surrey, was visiting Mark

Keelan's grade five class in our school to talk about local government. Students from the library club composed an invitation to our library event, printed it up for him and presented it to him after his visit to the grade five class.

Members of the school library club started the card about eight days before the event. I scanned a Surrey library card, and printed a scaled enlargement on a regular letter size sheet of paper. I photocopied this onto clear acetate. We placed the acetate on an overhead projector and projected the image on the wall to make a large image to trace. The letters for "Surrey Public Library" were traced directly. The other letters were cut out with outline letters created on our library computer equipment.

Students did almost all of the actual work, including working the computer, cutting out letters and creating the bar code stripes. At various points, parents and school staff helped. We had our principal and vice principal cut out a couple of bar codes so that they could say that they participated in the event.

We constructed the actual card out of three sheets of 4 X 8 foot corrugated plastic. The dimensions of the finished card are 12 feet by 8 feet.

I contacted local media by telephone, and confirmed with written letters and faxes. The *Surrey Now* newspaper and Radio Canada / Canadian Broadcasting Corporation television stations responded affirmatively. Since our school includes a French Immersion Component, events at our school are of particular interest to a French audience. In the call to Radio Canada news, I let the news director know that some students at our school would be able to respond to questions in French. Because of economic constraints, the English language service did not send out a news team, but said that they would share the footage shot by the French staff. This did present a small disappointment for unilingual English speaking students, because they did not get interviewed by the French television team.

*Surrey Now's* reporter took pictures and interviewed

students in English at the school. The library staff took pictures of the events at Whalley Library, and sent out copies to local media along with a press release.


Surrey Public Library asked to use the card for its summer program. In addition, the card could be used for future class visits to the public library, since it is a valid institutional library card.

If you decide to try to break a world record, I can offer the following advice:

1. Contact Guinness Media early. The letter with the challenge rules may contain information or additional criteria not mentioned in a particular edition of the *Guinness Book of World Records*.
2. Even if something is a world record, they may choose to publish it or not publish it from year to year. There is no guarantee that the record will appear in any particular year.
3. Some children may have a "media ban" that restricts them from appearing on television or in the news. The children may not know that they have a media ban. You need to secure permission from parents or guardians before allowing them to be photographed or filmed.
4. It is useful to write a brief one page description of your record-breaking attempt including your goals and a rough timeline before you start to talk to anyone, such as potential witnesses.
5. *Guinness Book of World Records* is a trademark, and Guinness Media specifically instructs you not to make T-shirts or other promotional items that include that phrase.

The total cost of materials for the school cost approximately \$50 including face paint, banners, balloons, and the actual card itself. Whether a world record is accepted or not, trying to break one generates a lot of enthusiasm and interest from people of all ages. Go for it!

There are only two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle.



Albert Einstein (1879-1955)

# INVESTING IN THE FUTURE: HOW TO ENGAGE NEW TEACHER-LIBRARIANS

by LIZ AUSTROM, retired teacher-librarian, Vancouver.

One of the most critical current issues in teacher-librarianship in British Columbia is maintenance of the professional community that has provided such strong advocacy and leadership over the past decades. In plain words, unless BCTLA can secure the attention and support of a majority of the people coming into our profession, it will become an irrelevant organization within a relatively short period of time. This is also an issue that applies to the other PSAs in the BCTF, for they are facing the same reality of declining memberships. In times of high teacher turnover, it is vital to involve people entering the profession.

We can conjecture about the reasons for this declining membership and postulate all kinds of theories, but some of those I've heard applied to other PSAs don't really fit the teacher-librarian scene, for most new teacher-librarians are already experienced teachers. It is true that entry into the teaching profession as a whole is more complex and thus more stressful than it used to be, particularly due to the "instability" of curricula and the changing expectations of society. It seems logical to suppose that transfer into a new role within the school system is also more stressful today.

Within some secondary schools, which traditionally have supported a vast array of extra-curricular activities for students, it has become difficult to get sponsors. The older teachers are wearing out or retiring, and the younger teachers coming into the system are reluctant to take over these tasks. This reluctance may be a temporary reaction to new teacher overload, but some people believe that this development signals a radical change in the mindset of teachers, so they fear that in the future there will be less engagement in the life of the school.

Another contributing factor may be the cyclical "boom or bust" nature of school populations. This leaves us with a situation where the teaching force is composed of split ages — lots of people at the end or the beginning of their careers, but few in the middle. The age difference may result in a lack of professional connection between these two generations of teachers. Young teachers may view the PSAs as being under the

control of the older group, and consequently unconcerned about the problems and issues faced by those just beginning their careers.

In addition, young teachers are not only learning on the job, but also setting up relationships, buying homes and beginning families. It is probably not possible to expect the same level of involvement in professional activities of them that we might expect from someone in mid career. However, that doesn't mean we shouldn't try to offer them support and get them engaged.

Although newly appointed teacher-librarians do tend to be experienced teachers, reasons for not becoming involved in BCTLA and its local chapters are likely to be variants of those of other teachers: they have too much to do, their out-of-school obligations don't permit them to do anything after school, their needs are not being met at meetings or by publications, they haven't met someone willing to be a mentor or a friend, they feel their contributions are not welcomed, they have never been invited to participate in group projects, they don't understand the benefits of being a member, etcetera.

## THE DILEMMA FOR BCTLA

Whatever the reasons we can think of, our problems remain the same. The following summary of BCTLA's dilemma is intended to start people thinking. You and your BCTLA Chapter may be able to refine the problem "set" for your area and then begin to think of possible solutions or, at least, directions to pursue.

1. Membership Numbers → Power
  2. Membership Numbers → Funding
  3. Funding → Membership Services
  4. Services → Membership Numbers
1. High membership numbers do give our teacher-librarian organization more power within the BCTF and with the Ministry of Education. Over time, the BCTLA has managed to persuade the powers that

be to undertake a number of positive actions, including the appointment of more teacher-librarians to curriculum committees, the establishment of the BC Library Book Purchase Plan, and definition of the role of the teacher-librarian in *Developing independent learners*. Teacher-librarians' advocacy power is dependent to a great extent on the power of numbers, for a large organization has more legitimacy than does a small one.

2. High membership numbers give the BCTLA more funding, since the BCTF provides a per capita grant for each BCTF member who belongs to our organization. The membership fee in BCTLA has remained static for some years, both to keep the cost down for its current members and to encourage new members to join. While the BCTLA has developed and sold publications in order to secure additional funds to meet rising costs and keep the membership fee low, it is a fact that the major portion of BCTLA revenues is secured from membership fees and the BCTF grant. Each lost membership fee is also a reduction in the grant, while each member added means more money for services.
3. As funding drops with declining membership, it becomes more and more difficult to keep the chapter organization viable and to maintain publication of *The Bookmark* and creation of new stand-alone publications that meet emerging needs of teacher-librarians.

BCTLA has maintained the chapter network by bringing chapter councilors to council meetings. This has been an invaluable method of ensuring that chapters' concerns are understood by the executive, and that ideas for solutions to problems are shared. However, this is a fairly expensive process as travel costs are high. Fewer members means the cost of this organizational infrastructure is higher for each remaining member. Spending more per capita for this vital component of the organization means there is less to spend for other services to members.

BCTLA's website was developed to improve communications without major expense. However, *The Bookmark* editorial board has been asked to keep the journal smaller than in the past to save money. Direct services to individual members, such as *The Bookmark*, are cited by members as being one of the main reasons they belong to the organization, yet factors like increased production costs and postal fees threaten to make this resource impossible to maintain.

It requires seed money to prepare, print and distribute stand-alone publications such as *Implementing change*, yet these publications are usually developed to serve a major need in the profession. They also tend to attract new members who see the organization as addressing their needs, and therefore worthwhile joining.

4. Reductions in services to members lead directly to a decline in memberships. If the number of issues of journals each year declines, or needed professional development is not provided, people wonder what they are getting for their money and decide not to renew their memberships.

If services to members meet the needs of members, particularly those emergent needs that educational changes create, the likelihood is that membership will remain strong and will expand. This is what BCTLA must try to achieve, and it is a task members can help with by speaking up for the services that they currently need and for the ones they see developing. At the same time, since services are dependent on a healthy membership, BCTLA members who value the organization and its services, need to assist with membership promotion.

Once a downward spiral begins, it is extremely difficult to reverse. Right now, the BCTLA is struggling, but not drowning. If we agree that BCTLA is an effective advocacy voice and/or provides useful services to the profession, then it is time for all members and all chapters of the BCTLA to invest in the future of the organization.

## INVESTING IN THE FUTURE

When we think of investing, we think of money, but we all know there are other ways to invest. As teachers, we know that every time we help a child to grow emotionally, socially or intellectually we have made a personal investment in the future. We know that the personal connection we have to individual students makes a difference in the way they relate to their schooling and to their belief in their own worth.

My years at the district office in Vancouver made me aware that the most valued parts of the program provided for new teacher-librarians were the group inservice programs where they could share their problems and successes and the "buddy" system which paired them with an experienced teacher-librarian colleague. Within this program, BCTLA and its services

were presented to them as part of the wider professional community, and buddies made them feel welcome within the Vancouver Teacher-Librarians' Association, which is the local chapter of BCTLA. Comments made on annual evaluation forms made it clear that personal connections and community building made a difference to new teacher-librarians because they provided both emotional and practical support during a stressful time of transition to a new role, new job and new school.

Unfortunately, this type of support is no longer provided by most districts and many BCTLA chapters don't consider this to be a role that they can take on. I agree that in the best of all possible worlds, employers should provide the support that workers need both to perform their work effectively and creatively, and to grow with the times. Unhappily, we don't live in the best of all possible worlds, so the changes that continue to impact on library resource centre programs, resources and services make the need for support from a professional community essential. The recent survey of professional development programs related to technology show that such programs have been taken on directly by many chapters, or they have worked with their district to develop, promote and deliver sessions appropriate to the needs of local teacher-librarians. Also needed, however, is support directed specifically to new teacher-librarians' needs, which tend to be different from those of experienced teacher-librarians.

Professional development is but one aspect of the investment in our community that is needed. Indeed, it would be a wonderful thing if every BCTLA chapter took a hard look at itself as a professional community and identified ways to foster and improve that community.

Brainstorming ideas is generally a good way to approach a problem-solving task (don't we always say this to kids?), so I share my ideas with you below. You are certain to find many of them ludicrous, but the rules of brainstorming are "You can't laugh at someone else's ideas and they are not to laugh at yours." However, you are perfectly free to choose not to use my ideas and you will no doubt have many better ones of your own to discuss.

#### **LIZ'S IDEAS ...**

##### **Information and Communication:**

- Your chapter could prepare a package of materials / information to distribute to new teacher-librarians and new teachers-on-call working in LRCs (if you have such a being in your district). It could include helpful hints on coping with day-to-day practicali-

ties, copies of pertinent district policies, samples of forms or procedure steps, publications put together by the chapter, a welcome note from the chapter president, a list of local contacts, meeting dates, and membership forms for the chapter and BCTLA.

- A chapter-based newsletter or web-site for members could include current information about the BCTLA and its initiatives, publications, conferences and professional development offerings, as well as providing information about the chapter's activities.
- Prepare a list of "special" skills that individuals in the chapter are willing to share with colleagues and advertise them at appropriate times of the year. Invite both new and experienced teacher-librarians to participate as "experts."
- Set up chat groups on the Internet for discussion of issues affecting teacher-librarians and offer help in getting people on-line if they are not there yet.
- Record and share vital information obtained from experience. When Vancouver began library automation, anyone who had gone through the experience became an instant expert who could give other people advice. A group of four or five who were the first to complete this process met to discuss their problems and successes, and a procedures document was developed to help other teacher-librarians with the same task.
- Share membership information about the local chapter and the BCTLA with all teacher-librarians in the district, and encourage them all to join the groups.

##### **Buddy Program:**

- Identify all the new teacher-librarians in your district early in September. Divide them up and pair them with experienced teacher-librarians who will be their buddies. Try to pair people in a nearby schools. In smaller centres, formal organization may not be needed if individual teacher-librarians just take responsibility for the new person in the school closest to their own school.
- Buddies should contact new people by phone within the first week of school and deliver the chapter's information to them, visit them at their schools by the middle of the month, and make certain they are made welcome at the first chapter meeting of the year. Better yet, have a social event to welcome the new people.
- If the district has set times during the year when a certain procedure must be completed (e.g., ordering of periodicals), buddy pairs should meet and go over the procedure, focusing on how to make it

easier.

- Share administration techniques, resources and unit ideas freely. Make certain that the new teacher-librarian knows about professional resources, including Ministry documents and BCTLA publications.
- The experienced buddy should help the new person to build on strengths, and encourage him/her to share ideas with others. For example, a new teacher-librarian with a strong primary background, or a science specialty, might well be able to help other teacher-librarians with less background in the area.

#### **Social Events:**

- Welcome to new teacher-librarians
- As a chapter, host a fall after-school or evening social event, with a baby-sitting service, if needed). Include local authors and/or a local bookseller, and/or the children's and young adults' librarian from the local public library, and keep the event festive and welcoming.
- A June tea or dinner to acknowledge the work of retirees, both professional and para-professional, and adult volunteers. Speeches and many door prizes, plus time to mingle and visit, make this a happy close to the school year.

#### **Professional Development:**

- Within chapters, survey the needs of teacher-librarians each year. Identify those that are:
  - already provided in the district (make certain these people know about the existing programs);
  - of interest to the majority of the group (arrange PD program(s), ensuring that the programs meet the range of skill participants have);
  - of interest to small groups (establish small focus groups, preferably with a facilitator who is willing to make after school meeting arrangements and photocopy articles, etc.)
  - of interest to only one or two people (put these people together, or ask around the district to find out if someone outside of teacher-librarianship is interested in this topic. You never know — this might be a leading edge topic that will be perplexing everyone in another two years. This is a chance to support a potential future expert.
- Think about planning mini-conferences around aspects of a topic (e.g., implementation of a new IRP, integration of the Internet into resource-based learning units, critical thinking, services to English as a Second Language students). Friday evening dinner followed by sessions, or Saturday morning

followed by lunch and a short afternoon program have been successful. In the rain-soaked Lower Mainland, holding such sessions in late January or February has given a needed boost to grey psyches.

- Don't hesitate to look for mentors outside of the teacher-librarian community and try to connect them to a study group for teacher-librarians. In the Lower Mainland, Roland Case (SFU and LeRoi Daniels (UBC) met with a group of teacher-librarians for a year to work with integrating CT<sup>2</sup>, their critical thinking model, into resource-based units of study. The result is a publication that will be ready sometime in the fall of 1999. Involvement outside the field strengthens and extends the teacher-librarian community. The mentoring process creates learning in both directions, and raises the profile of teacher-librarianship.

#### **Joint Projects:**

Working on projects that will ease the load for teacher-librarians, or enhance the program, brings people together if participants are welcomed for their interest and expertise, rather than their status as part of an in-group. Some projects I've seen are:

- National Book Festival celebrations and contest.
- Planning conferences and workshops to meet teacher-librarians' needs.
- Selecting an automation or security system for the district.
- Resource selection committees which share evaluations (particularly effective for expensive resources such as computer software and videos). "BCTLA Reviews" can be a key resource for such local committees to use.
- A "local resources" committee to identify materials pertinent to the curriculum can bring not only T-Ls together but also other teachers, public librarians and local historians. This could result in publication of a bibliography that could be used by many agencies.
- A "people resources" committee to identify community resource people who are available to speak to students.
- Taking responsibility for a "Theme" issue of *The Bookmark* can encourage teacher-librarians in their first experience with having their work published. It can also raise the profile of both the individuals and the chapter in the school district if the issue's content is brought to the attention of others.

# INTERNATIONAL MARKETING

by **RICHARD THOMPSON**, teacher, and **HEIDI GRECO** and **BARBARA COOPER**, teacher-librarians, Fleetwood Park Secondary School, SD#36 (Surrey).

The exercise below was created as a simple and quick way to familiarize students with the wide variety of specialized reference materials they'd find useful for their Marketing 12 term project. For this project, partnered students select a country other than Canada or the United States to study. They are required to report on:

1. History
2. Culture and religion: cultural norms and etiquette
3. Geography
4. Natural and human resources
5. Education
6. Industry
  - major exports/imports
  - trading partners
  - trade associations
  - Canadian trade

They must also contact their country's embassy (or equivalent) in Canada, and the trade or external affairs ministry of the Canadian government.

Because materials are clustered in three main sections of the reference shelves, a few are placed on each table to allow for easy access by students. They visit each "station," locating information within the sources and recording one fact about their country, unless other information is indicated. After this session, no further library time is booked; students are expected to complete the project research on their own time. The call numbers on the worksheet (which students save) will guide them to the resources later as they work independently. The worksheet follows.

**COUNTRY:** \_\_\_\_\_ **NAME:** \_\_\_\_\_

Using the online catalogue, locate a book about your country (non-fiction).

Cite its title \_\_\_\_\_, and call number \_\_\_\_\_.

Add one fact with page reference. \_\_\_\_\_

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Most, but not all, books listed below will have information about your country. Investigate a minimum of \_\_\_\_\_ sources, recording a useful fact with the page number for each. Where possible, choose the most recent edition.

REF            *The Kingfisher Reference Atlas* \_\_\_\_\_  
912  
WIL            \_\_\_\_\_

REF            *Birnbaum's Europe* \_\_\_\_\_  
914.04  
BIR            \_\_\_\_\_

REF            *Webster's Guide to Abbreviations* \_\_\_\_\_  
413  
WEB            \_\_\_\_\_

REF            *Focus — Asia/Pacific : Facts for students and educators* \_\_\_\_\_  
910.9  
FOC            \_\_\_\_\_

REF            *Canadian Almanac & Directory* \_\_\_\_\_  
971  
CAN            \_\_\_\_\_

REF            *Encyclopedia of the Second World* \_\_\_\_\_  
909  
KUR            \_\_\_\_\_

025.06        *Internet Business 500 - website address:* \_\_\_\_\_  
BER            \_\_\_\_\_

REF            *Government Online in Canada -website address for newspaper/media*  
025.04        link: \_\_\_\_\_  
BOU            website address for Foreign affairs and international trade (section V):  
\_\_\_\_\_

REF            *Encyclopedia of the Third World* \_\_\_\_\_  
909  
KUR            \_\_\_\_\_

REF            *Information Please Almanac* \_\_\_\_\_  
031.02  
INF            \_\_\_\_\_

REF 910.21 GUI	<i>The Guinness World Data Book</i> _____ _____
REF 910 GEO	<i>Geography on File</i> _____ _____
REF 910 LAN	<i>Lands and Peoples Encyclopedia</i> _____ _____
REF 031.02 NIN	<i>The Canadian Global Almanac - embassy/consulate address in Canada:</i> _____
REF 909 WOR	<i>The World Guide</i> _____ _____
REF 310 ILL	<i>The Illustrated Book of World Rankings</i> _____ _____
REF 320 WOR	<i>The World Factbook (CIA)</i> _____ _____
REF 916 CUL	<i>Cultural Atlas of Africa</i> _____ _____
REF 909 THI	<i>Third World Guide</i> _____ _____
REF 910 WOR	<i>The World Encyclopedia of People and Places</i> _____ _____
REF 912 OUT	<i>Outline Maps on File</i> _____ _____

REF  
909.82  
NAT

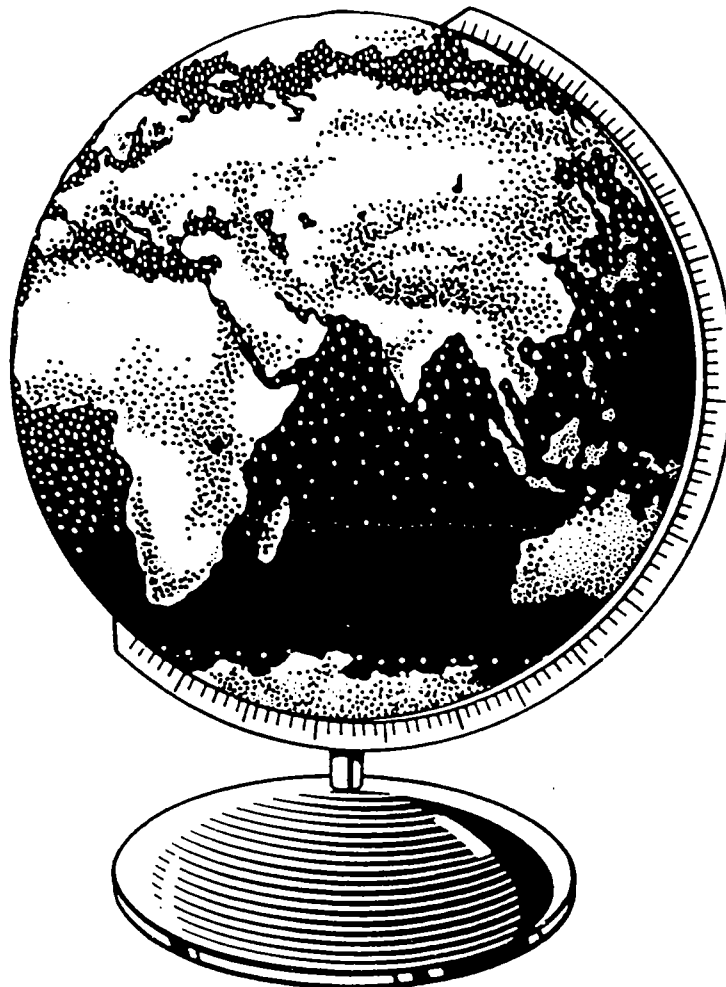
*Nations: A Survey of the Twentieth Century* \_\_\_\_\_

REF  
910  
DKG

*DK Geography of the World* \_\_\_\_\_

REF  
384.3  
CAN

*Canadian Internet Directory & Research Guide - embassy/consulate website address:* \_\_\_\_\_



# A PENNY FOR YOUR THOUGHTS ... PRO-D REALLY DOES ENRICH THE MIND

by LIZ AUSTROM, retired teacher-librarian, Vancouver.

This is a summary article of the technology professional development survey done in November 1998 and summarized in two parts in the December 1998 and March 1999 issues of *The Bookmark*. All together 23 districts responded to the survey. The findings were very interesting for some very clear opinions were offered in the comments section. It is apparent that professional development in this area is not only valued highly but often desperately wanted. It is also apparent that the availability of professional development varies greatly from district to district.

This brief report is an attempt to analyze the two parts of the survey report to identify common threads. Consequently it does not repeat all the information of the previous two survey reports. Chapters or individuals wishing to identify workshop leaders for specific topics, or wanting to look at what is offered in a similar school district, or simply curious about how their district stacks up against other areas, are advised to consult the two reports mentioned above. The first report is found on pages 24-34 of the December 1998 issue, and the second on pages 91-94 of the March 1999 issue.

## PART ONE: CURRENT DISTRICT INSERVICE IN TECHNOLOGY

### A. TOPICS OF TECHNOLOGY INSERVICE RELEVANT TO TEACHER-LIBRARIANS IN THE DISTRICT.

I decided that analyzing all of the inservice offered was not a useful project, since the most interesting thing about the responses in this section is to see the differences from district to district. For example, a district might be more concerned about automation than curricular use of technology, or learning about specific types of software. The range of program varies from limited to comprehensive, with no apparent relationship to size of district.

### B. HOW IS THIS INSERVICE PROVIDED?.

Teacher-librarians are Pro-D groupies — they participate in professional development programs on Professional Development Days, after school and

through release time (some with T.O.C. and some without) at roughly the same level. In addition, there are significant opportunities for summer institutes, and a few programs are offered at regular monthly meetings of teacher-librarians.

The vast majority of the programs are paid for out of Professional Development Funds, Technology Funds, Curriculum Implementation Funds and Teachers Teaching Teachers Funds. The ratio is *four* programs paid out of these funds to every *one* paid for by the teacher-librarian. In addition, the ones paid for by the teacher-librarian are either for credit courses, in which case the fees are substantial but benefit the individual, or to gather an honorarium for a local resource person who is not in the school system, in which case the charge is modest.

### C. PLEASE IDENTIFY THE MOST USEFUL INSERVICE PROGRAMS OFFERED IN YOUR DISTRICT AND IDENTIFY THE CONTACT PERSONS AND HOW TO CONTACT THEM.

This section of the survey was very interesting. Eight districts did not identify “most useful” programs, while other districts identified several as most useful. In one instance none of the programs outlined had been held as yet, so the district was placed in the “Did not identify” group. Here are the “most useful inservice programs”, preceded by the number of times they were identified:

- 8 Internet
- 8 Specific software programs other than automation programs
- 7 Automation
- 5 Technology in the curriculum (or classroom)
- 1 CD evaluation
- 1 Computers and information skills
- 1 Multimedia
- 1 Technology maintenance
- 1 Wide Area Network (WAN)

If we assume that these sessions were the most useful because they meet people’s current or emerging needs, the burning issues at this time appear to be the introduction of the Internet into all schools and the expanding automation of library resource centres. Specific software programs ranged from KidPix to word-processing programs, so there was no overwhelming pattern there.

The integration of computers into the curriculum, coupled with “computers and information skills” adds up to 6 instances, so this type of educational concern is not far behind learning to use the Internet effectively, and dealing with the everyday practicalities of automation.

Overall, this section of the survey confirmed what one would expect. Good professional development is being offered for emergent (one might say "emergency" needs), and for practical, management needs like automation and software use, but P-D for the educational use of technology is also being given. This is a promising development.

## PART TWO: INSERVICE NEEDED

### A. WHAT INFORMATION TECHNOLOGY INSERVICE PROGRAMS DO YOUR TEACHER-LIBRARIANS NEED?

The following are the programs identified, preceded by the number of districts which gave this reply:

- 12 Automation (a variety of systems)
- 12 Integration of information technology into the curriculum
- 12 Internet
- 9 Technology Hardware
- 5 Software
- 4 Technology Plans
- 2 Media literacy
- 1 Thinking skills (related to technology)

When we look at the top four concerns and compare them to the most valued programs identified in part A, we can see that *there is a need for more programs dealing with the integration of information technology into the curriculum, and more related to technology hardware*. This is not surprising, given the fact that integration of information technology relates directly with the teacher-librarian' role, and the fact that too many teacher-librarians also find themselves troubleshooting the hardware on the side.

It is clear that programs dealing with specific software are offered as much or more than they are needed; while *good quality sessions on technology plans, media literacy and thinking skills related to technology have never been offered*. *If these last two topics were rolled over into the integration of information technology into the curriculum, then it would become the most needed inservice topic.*

### B. WHEN IS THE BEST TIME TO HAVE SUCH SESSIONS?.

BCTLA chapters are advised to consult the two reports previously printed in *The Bookmark*, in order to determine local preferences. No provincial analysis would have local meaning, and that is where it is most needed. It should be noted that there is strong support for inservice on Pro-D days, which is when the BCTLA holds its annual conference.

### C. WHAT TYPE OF TRAINING IS PREFERRED?.

No analysis is necessary here. There is almost total consensus on hands-on training, demonstrations and workshops.

### D. HOW MUCH ARE YOU WILLING TO PAY?.

Clearly, the range of responses within some districts defies easy categorization. Some councilors simply included all responses, while others gave summary opinions. The responses here are difficult to evaluate and, consequently, districts should look at the original reports.

There were three responses indicating an individual's willingness to pay up to \$300 for courses carrying university credits, and nine responses naming amounts from \$10 to \$200 per session. Some qualified their positive responses by saying the sessions paid for should be truly useful. Negative responses fell into these categories:

- 9 should be paid out of Professional Development funds
- 7 flat "no money" statements
- 2 should be paid out of Implementation funds
- 1 should be paid out of Technology funds

Several responses indicated that there are cost advantages in using expertise within the district to deliver professional development programs — a good idea, to say the least!! Although teacher-librarians don't want to pay for programs, they still clearly value their worth, & this is one way to extend funds.

\* \* \* \* \*

I believe that an annual survey of this kind would be a valuable project for any BCTLA chapter to undertake for its own information. Hopefully, these survey results will be useful to both the chapters which responded and to BCTLA. Actions that match programs to needs will ensure that each dollar spend on Pro-D has the greatest possible impact on people's thinking and their practice. Pennies spent really should result in enriching people's minds.

As I compiled the data and thought in particular about the topics identified as needing inservice, it occurred to me that some of them would also be good topics for articles in this journal. I intend proposing this at our next Editorial Board meeting.



*A penny for your thoughts*

FEATURED IN THIS ISSUE

# SUBMIT A BCTLA REVIEW

## 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 in the form below.

Name \_\_\_\_\_ Date \_\_\_\_\_  
Street Address \_\_\_\_\_  
City \_\_\_\_\_ Province \_\_\_\_\_ Postal Code \_\_\_\_\_  
Telephone \_\_\_\_\_ Fax \_\_\_\_\_  
School \_\_\_\_\_ District \_\_\_\_\_ Position \_\_\_\_\_  
LEVEL (All that apply) [ ] Primary [ ] Intermediate [ ] Jr. Sec. [ ] Sr. Sec.

SUBJECTS (Please circle as many as are applicable)

Antiques	First Nations	Mysteries
Archeology	Folklore	Nature
Architecture	French immersion	Outdoor education
Art History	Gardening	Photography
Astronomy	Gay and lesbian	Physical Education
Aviation	Gender equity	Physics
Biology	Geography	Picture books
Boating	Handicapped	Poetry
Business education	Handicrafts	Political science
Chemistry	Health	Psychology
Computers	Hobbies	Religion
Consumerism	Home economics	Science fiction
Cookbooks	Humour	Skiing
Drama	Industrial arts	Sociology
Ecology	Law	Sports
Economics	Local history	Travel guides
Education	Multiculturalism	
Farming	Music	

SPECIAL INTERESTS-- hobbies, previous experience, qualifications, etc.

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Please send this form to the BCTLA reviews coordinator

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School: (250) 962-9211  
Fax: (250) 962-8636  
[debbie\\_hartley@fc.schdist57.bc.ca](mailto:debbie_hartley@fc.schdist57.bc.ca)

## PUBLISHING INFORMATION

BCTLA reviews appear in *The Bookmark*, published in September, December, March and June.

# STRATEGY BAGS FOR LITERATURE-BASED READING & WRITING

by **CEC WELK**, teacher-librarian, and **SHARON ANGLIN**, learning assistance teacher & vice principal, Willoughby Elementary School, SD# 35 (Langley).

## GRADE LEVEL

K-7.

## IRP CONNECTIONS

All curriculum areas.

## TOPIC

Literature-based reading and writing strategies.

## GOAL / OBJECTIVE

- to increase student understanding and comprehension of a variety of reading resources.
- to increase student understanding and independent use of a wide range of reading and writing strategies.
- to facilitate teacher use of a wide range of reading and writing strategies.

## ADVANCE PREPARATIONS

- Photocopy for each student individual strategy response sheets specific to the strategy bag.
- Organize any artifacts needed.
- Place the book and all other materials (artifacts and response sheets) in the bag.
- Use the strategy sequence and develop follow-up activities.

## LESSON OUTLINE

### INTRODUCTION

Explain the purpose of the strategy sequence to the students.

### ACTIVITY

1. Begin the strategy sequence with a **connecting strategy** that will help students connect what they already know to the material to be read. Explain the strategy to the students and walk them through the strategy and response sheet.
2. Continue with a **processing strategy** that engages the students in the reading of the text.
3. Round out the strategy sequence with a **transforming strategy** that enables students to respond to the text.

## CLOSURE

1. Discuss student responses to the story. Have students reflect on their thinking while they are engaged in each of the strategies.
2. Brainstorm the advantages of using interactive reading-writing strategies.

## EVALUATION

1. Develop criteria for each of the strategy responses.
2. Develop criteria for student participation in strategies.
3. Develop criteria for student attitude while completing the strategies.

## INTERMEDIATE STRATEGY BAG

for the novel

*Silver threads*

by **Marsha Forchuk Skrypuch**  
illustrated by **Michael Martchenko**

ISBN: 0-670-86677-6

Anticipation Guide\*  
Building from Clues  
We Know / We Wonder\*  
Multisensory Cluster  
Thinking Bubbles +  
Retelling  
Clustering from Text ~

### IRP Links

Language Arts  
Social Studies  
Fine Arts

### Editor's Notes:

- ~ This strategy is not fully described in this article.
- \* Response sheets for these strategies are shown in reduced format at the end of the article.
- + The Thinking Bubbles strategy is both described in text and has a response sheet included with the other two.

- Remaining strategies use text only.

## BUILDING FROM CLUES

**Setting the Stage:** This strategy enables children to relate literature to real-life experiences, build on their prior knowledge and make predictions, using artifacts, key words and phrases, and pictures to predict what the author was writing about. (Invite the children to become authors by looking at some pictures, objects, phrases, and words that the author of a story has used to create that story.)

1. Assemble a variety of clues, such as a spider, a small pane of glass, some wheat stalks, a babushka, barbed wire, a spider web.
2. Show the children the first clue, a **spider**, and have them think for a few moments about their ideas, then share their ideas of what the story is about with a partner (**Think, Pair, Share**). Show them the second clue, a **small pane of glass**, and have them cluster their ideas after sharing in their groups.
3. Show them the third clue, some **wheat stalks**, and ask them to relate this artifact to their story. Have them discuss their story ideas in pairs and share a few with the whole group.
4. Bring out the fourth clue, a **babushka**, and ask the children to fit this into their concept of the story, with their partner. Share the final clues, **barbed wire** and a **spider web**.
5. Give the children a few minutes to talk about their story and then have them draw or write to represent their story. After they have shared with a partner, have some of the children share their ideas with the whole group and reflect on their thinking.
6. Continue with the strategy sequence at another time, moving into a strategy to help process the text.

## MULTISENSORY CLUSTER

**Setting the Stage:** This strategy helps students see pictures in their minds. It can also help organize their brainstorming / clustering around their senses and thinking, or to brainstorm for the sights, sounds, smells, tastes and textures of a topic.

1. Tell the students that they will be listening to a story and thinking like a movie-maker. They will make mental images of the scenes and action of the story. Read the story aloud.

2. Reread the story pausing at three natural breaks to have the students record their thinking on the multisensory cluster. They are trying to record the sights, sounds, smells, tastes and textures of the story. They try to capture the essence of the story in the words that they record on the multisensory cluster.
3. Have the students share their images and words both in small groups and as a whole class to encourage vocabulary development.
4. Have the students retell the story using the multisensory cluster. After a ten-minute writing time, have the students read their draft in a quiet voice, (an author's mumble).
5. Encourage the students to reflect on the process.

## THINKING BUBBLES

**Setting the Stage:** This strategy helps the children to get inside the mind of the character by having them think about how the characters are thinking and what they are saying. They use speaking bubbles to show when a character is using an outside voice and thinking bubbles to show when a character is using an inner voice. (Tell the children that they will be developing their understanding of what characters say and think, showing their understanding of what is happening in the story through sketching, writing and predicting how the story will unfold. They will be thinking like cartoonists.)

1. Talk about thinking bubbles and speech bubbles. Illustrate both on the chalkboard.
2. Show the children the book and ask them to predict orally what the story might be about. Tell them that as you read the story you will be asking them to draw and write about the story on their response sheet. Read the first part of the story to a predetermined point. Ask the children to show you what has happened to this point in the story. Have them share their drawings with a partner. Ask them to write about how the character feels or what will happen next in the story. Invite a few children to share their ideas with the whole group.
3. Read the second part of the story to the next break point. Ask the children to show what has happened. Encourage the children to show one character *saying* one thing and *thinking* another. After a few minutes have them share their drawings with a partner. Ask them to predict what will happen next. Again have them share their ideas with a partner and then in the whole

- group.
- Continue reading the story to the next crucial break. Ask the children to show what has happened to this point in the story. Again share in pairs. Then ask the children to predict what will happen next. Share in pairs and then as a whole group.
  - Read the rest of the story. Have the children discuss how the story ends and suggest alternative endings.

## RETELLING

**Setting the Stage:** This strategy enables children to learn about the big ideas in stories, and to encourage reading and writing. Supported retelling encourages children to enrich their language by allowing them to become familiar with a text and internalizing the language and syntax of the author. (Tell the children that you will be rereading the story, so that they will have a chance to refresh their memories of the story. After they have heard the story again, they will be asked to tell the story in their own words using their *Thinking Bubbles* sheet for reference if they wish. A few children may need more than one rereading of the story to feel comfortable with the written retelling.

- Review the story giving adequate time to viewing the illustrations.
- Have the children do an oral retelling of the story with a partner, using their *Thinking Bubbles*

- sheet. Have the children discuss how their retellings were different and how they are similar. Did they change, muddle or omit anything that altered the meaning of the story? Did they paraphrase parts of the story while keeping the meaning intact? Have them ask each other if they would borrow bits of each other's retelling and state why.
- Tell the children that their retelling is a draft. The idea is to write down the story in their own words. When the children are confident that they understand the text, they begin retelling the story. Adequate provision of time must be made for each child. Many will need much time to get their retelling to a point of completion. Those who finish before others should be encouraged to proofread and polish their retellings.
  - As children complete their retellings, encourage them to share with others and revise and refine their work. After most children have finished their retellings, have them share their retelling with the whole group. Have them reflect on what they notice about a particular retelling. What did they find powerful? Encourage them to notice details that were included or excluded and then discuss reasons for those decisions. The criteria established for powerful, clear and concise retelling may be used as a basis for evaluation of the writing by the child and the teacher. The retellings could be taken to the revision and editing stages, then published as a class book or bulletin board display.

ANTICIPATION GUIDE		
	Me	Author
People leave the country where they were born to search for a country that will allow them to live a better life.		
The government can lock up anyone that they think will be a threat to the country.		
If immigrants say that they will clear the land and farm it, they must live up to that agreement.		
If immigrants say that they will clear the land and farm it, they must live up to that agreement.		
It is hard for one person alone to plow and plant a crop.		
Canada has always been fair to the immigrants who have come here to work.		
Write or draw your prediction about this story. [The original provides about 1/3 of a page.]		


**WE KNOW / WE WONDER** [The following form takes up a whole page printed horizontally.]

We know	We wonder	We learned
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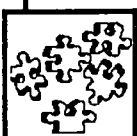
**THINKING BUBBLES RESPONSE SHEET**

[Originally, this form took up a whole page printed vertically and, in each of the four sections, the six lines for students to write on were spaced farther apart.]

<b>Retelling</b>	<b>Predicting</b>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Learning is what most adults will do for a living in the 21st century.  
- Perelman



I have never let my schooling interfere with my education.  
- Mark Twain (1835-1910)

# CHILLIWACK THEN AND NOW — A SOCIAL STUDIES UNIT FOR GRADES 2 AND 3

by **SHAWNA PETERSEN**, Watson Elementary, and **LORRAINE WARNER**, Central Elementary, SD#33 (Chilliwack)

## GOALS AND LEARNING OUTCOMES

1. Compare the Chilliwack community at the turn of the century to Chilliwack in the year 2000.
2. Draw simple interpretations from visual representations
3. Describe the historical development of Chilliwack.

## RESOURCES AND MATERIALS

Historical pictures of Chilliwack, from the Millennium Calendar  
Calendar paper, 11”X17”  
Pencils and pencil crayons  
Related resources

## LESSON

### Introduction

1. Distribute one calendar to each child. Allow five minutes browsing time.
2. Discuss the contents of each month’s picture, reading the text together.
3. Explain to the children that they will be making their own class calendar of the way Chilliwack is today.

### Activity

1. Explain the calendar sheet to the class:
  - Each partnership will be assigned one month from the Chilliwack calendar.
  - They must fill in the month and calendar squares with appropriate dates
  - Study the assigned month’s picture and draw, in the large box, a picture of the way it looks in Chilliwack today
  - Write an explanation of your picture in the small box
2. Divide the class into pairs.
3. Assign each pair one month from the calendar and let them begin.
4. Teacher-librarian and teacher circulate and trouble-shoot.
5. Each pair must have their picture checked by “Anal Retentive Control Freak” teacher or teacher-librarian before colouring.

### Closure

1. Students bring completed calendar sheets to a gathering area.
2. One partner presents the group’s assigned picture from the past, another partner explains their picture and text of Chilliwack today, and the class compares the pictures.
3. The teacher assembles the calendar and displays it in the classroom.

## Evaluation

1. Accuracy of text and picture.
2. Ability to work effectively with a partner.
3. Presentation of calendar sheet, oral speaking.
4. Participation in class discussion.
5. Attention to detail.



District of Chilliwack

## Celebrating Chilliwack



Chilliwack Museum & Archives Photos

Historically, Chilliwack has always had a strong community spirit, with its citizens organizing concerts, races, festivals, fairs and exhibitions. The Chilliwack Brass Band (above) was a source of entertainment, as was the Chilliwack Exhibition. For more than 100 years, the exhibition has been drawing crowds (far right.) Held where the grandstand is today, the Rose Carnival was another popular event (right).



# EARLY DAYS IN NORTH VANCOUVER

## A Critical Thinking Unit for grade 3

by BARBARA SMITH, teacher-librarian and KATHY GOLE, teacher, Larson Elementary, SD#44 (North Vancouver).

### PRESCRIBED LEARNING OUTCOMES ADDRESSED

#### SOCIAL STUDIES

##### Applications of Social Studies

- collect and record information from a variety of sources and experiences
- draw simple interpretations from personal experiences, oral sources, and visual and written representations
- identify an issue and provide several reasons to support a position

##### Society and Culture

- describe the historical development of various BC communities

##### Economy and Technology

- describe the development of various BC communities in relation to their location and availability of resources

#### LANGUAGE ARTS

- describe the main topics or ideas in communications they read and view (IRP p. 36)
- identify specific details in communications in response to tasks or questions (IRP p. 36)
- organize details and information to make simple charts... (IRP p. 36)
- offer direct responses to their reading, listening, or viewing experiences supported by reasons, examples, and details (IRP p. 40)

### PART ONE

#### Critical Challenge

Would you have liked to be a Squamish boy or girl in 1792, when Captain George Vancouver met them?

#### Overview

Students study life in precontact North Vancouver and relate their own likes and dislikes to what they learn of life in a Squamish village.

#### Background Knowledge

- What life was like in pre-contact North Vancouver
- What pro/con mean.
- What weather conditions are in North Vancouver

#### Critical Thinking Vocabulary

- Pro and con
- Judgment
- Opinion

#### Thinking Strategies

- Use of a pro/con chart

#### Habits of Mind

- Reserving judgement
- Empathy

### SUGGESTED ACTIVITIES

The teacher presents information on the early history of exploration in North America, with class discussion. Students draw a picture of North Vancouver as Captain George Vancouver saw it.

Teacher models reading a print selection and finds things to relate to personally, writing them on a pro/con list on the chalkboard. Students are put in groups of three or four students, each group with a folder of readings on a topic such as housing, clothes, etc. in pre-contact Squamish villages. Students read the selections and create a pro/con list, with things they would like and things they wouldn't like.

The whole class shares what they have discovered and add key ideas to their own pro/con list, from what others have reported.

The class discusses criteria for judging among all the pro/con arguments.

Each student makes a decision, giving two reasons that they think are the most important. For example, in one class the students identified three criteria: the idea must be factual regarding Squamish life; the idea must provide for health, happiness, and safety; the idea must represent how Squamish children might have felt about their life (empathy). After identifying criteria, the children review each reason they have written and put a star by the ones they believe are factual, the ones that met a need for health, happiness, or safety, and the ones that

Squamish children might have really felt (empathy). Then they count up the stars to see which side had more.

## PART TWO

### Critical Challenge

After the first pioneers settled in North Vancouver around 1863, many things changed for the Squamish people. Did their life get better or worse?

### Overview

Students study pictures and print material to identify how the life of the Squamish people changed over the first few years of settlement.

### Background Knowledge

- Life of the Squamish nation before contact.
- Changes immediately after settlement.

### Critical Thinking Vocabulary

- Pro and con
- Judgement
- Opinion

### Thinking Strategies

- Using a pro/con list
- Weighing arguments against criteria

### Habits of Mind

- Reserving judgement
- Empathy

## SUGGESTED ACTIVITIES

Lesson 1. Teacher introduces the events of first settlement in North Vancouver: the Pioneer sawmill, the village, the boat access to New Westminster, the store, etc. Availability of mechanically sawn lumber, shingles, imported food, etc. Students create a map showing key concepts.

Lesson 2. Students look at pictures of early North Vancouver and read print selections, noting how the aboriginals' life had changed: housing, clothing, work, environment, etc. and create a pro/con list.

Lesson 3. Students share their pro/con lists, and add to their own list. Class develops the criteria for judgement. Students make their judgement.

Lesson 4. Orally, in discussion, review the students' decisions. Evaluation: Students write two reasons they feel are most important, most convincing.

Following the critical thinking activities, the class studied a map of Moodyville in 1899. The children, in cooperative groups, created a large map with their plan for how they believe North Vancouver should have developed in the next few years, starting with the small section of Moodyville, the reserves, rivers, and ferry connection with Vancouver. The students presented their plan. The teacher then explained what really happened: where town centres developed, roads, bridges, etc. The class visits the local museum to look at displays showing life in early North Vancouver.

## STUDENT WORKSHEETS

The pro/con worksheets should be set up as a two column chart.

### SQUAMISH PEOPLE

Would you have liked to be a Squamish boy or girl in 1792, when Captain George Vancouver met them?

Pro: I would have liked to...

Con: I would not have liked to...

### MOODYVILLE

Was life better or worse for the Squamish people, after Moodyville began in 1862?

Pro: I think it was better that...

Con: I think it was worse that...

### MOODYVILLE

Question: Was life better or worse for the Squamish people, after Moodyville began in 1862?

Answer: I think life was \_\_\_\_\_ for the Squamish people, after Moodyville began because \_\_\_\_\_ and because \_\_\_\_\_

# READINGS ON NORTH VANCOUVER HISTORY

The following quotes are edited from the originals, to make them more understandable by young readers. Teachers may wish to condense the readings further or simply prepare statements derived from the readings, for children to sort into pros and cons.

## PART ONE: CONDITIONS IN 1792

### THE LAND

"...we passed the situation from whence the Indians had first visited us the preceding day, which was a small border of low marshy land on the northern shore, intersected by several creeks of fresh water.... Most of their canoes were hauled up into the creeks.... None of their habitations could be discovered, whence we concluded that their village was within the forest."

by Captain George Vancouver - 1792

Passing through the First Narrows, the ships were met by a party of some fifty Indians who paddled out in canoes to meet them. The Indians proved very friendly, presenting the strangers with gifts of fish, and accepting in return gifts of iron which they chose in preference to copper. When the party, which had paused to greet the natives, moved further up the Inlet, they were accompanied by the major part of the canoes, whose occupants twice gathered in conference to discuss the strangers. Gradually the Indians dispersed after promising to return on the morrow with more fish.

by Marjorie Woodward-Reynolds, in her book *A history of the city and district of North Vancouver*, 1943.

The shores of this channel...may be considered, on the southern side, of a moderate height, and though rocky, well covered with trees of a large growth, principally of the pine tribe. On the northern side, the rugged snowy mountains...rose very steeply, and were only protected from the wash of the sea by a very narrow border of low land.

by G.G. Robinson, in his book *Vancouver's Voyage, 1798*. Quoted by K. Marjorie Woodward-Reynolds, *A history of the city and district of North Vancouver*.

### FOOD

"Lots of meat — bear, deer, cut meat up in strips and dry. No parts wasted, not even guts, fill them with something good, just as you do with sausage. Only head wasted, throw that away. And salmon, plenty salmon, smelt, sole, trout, all sorts fish, some smoke dry, some sun dry. Indians know what best wood for make smoke dry. Lots crabs and clams on beach.

"Indian women know how dry berries, dry lots berries, just like raisins. Dry them first then press into pancakes, big flat pancakes about three pounds each, stack berry cake in high pile in house, when want cook berry, break piece off. Elderberry put in sack — you know, Indian sack — put sack in clean creek, take some berry out, sack back, all same fancy refrigerator. Do this till berries come again. Then vegetables. Indian women gather vegetables and roots. Dig roots with sharp stick, go down deep, sometimes four feet. Follow root with sharp stick, break off, some very nice for eating, some dry for winter. Oh lots food those days."

Major J. S. Mathews, in his book *Conversations with Khahtsalano*, 1967.

Qwah-niss, the camas bulbs that had been dried and buried in sand since early spring had been carefully warmed in hot water. This food was now being served from huge wooden feast dishes that were carried by two young men while a third served it out into large gleaming white clam-shells. When the steaming bulbs of the camas reached the clans from the coastal area there were loud exclamations of approval because this was indeed a treat to them. Especially so at this time of year.

"Chooooo chu chu chu choh," was heard from many of the guests as the Qwah-niss was dipped liberally into seal oil that was placed beside each serving. This was indeed a treat. Tleets-upe and Ah-ee-tso were also served and their crunchy meat made a welcome contrast to the mushiness of the Qwah-niss.

The leaves of Ah-ee-tso are like clover. The roots are white, sweet, and though not as solid as the carrot its taste is similar. The root of Tleets-upe is brown, thick and shaped like pretzels. Crunchy when eaten raw, it cooks into a pulp that tastes like bananas. Qwah-niss, the bulb of camas lilies, was regarded as a special delicacy.

by George Clutesi in his book *Potlatch*, 1969.

## FOOD AND BUILDING MATERIAL

These early North Vancouverites lived in long cedar houses near creeks and rivers, existing in a respectful relationship with the land and the water. Fish were plentiful; ducks, grouse, and other birds provided food, as did rabbit, elk, bear and, especially, deer. The Squamish were experts at pole-vaulting! They would chase a deer through the snow, pole-vault to its side, and club it.

Women gathered berries and other plants where today's residents stroll, shop and work. Children watched the adults and learned the skills they would need.

One plant was especially useful: the cedar tree. The wood of these majestic red giants was used to make canoes, houses, dishes; the inner bark was beaten and made into clothes, ropes, mats and blankets. Even the roots were used to make baskets.

by Chuck Davis, in his book *Reflections: one hundred years*, 1991.

## ENEMIES

The Squamish would sometimes wage war with their northern neighbours the Stlatlunh, or Lillooets. But...their most dreaded enemies were the Ukeltaws, or Yacultas, a band of the Kwakiutl tribe. These latter were long the scourge of the coast from the northern end of Vancouver Island to the Columbia River, and from the mouth of the Fraser River up to Yale. There is not a tribe on the Fraser that has not memories of evil times and bitter losses caused by the visits of this band.

Only on one occasion is it recorded that the Squamish got the better of their enemies, and that was since the white man's time and after the aboriginals got guns. It is told that the Squamish scouts brought early warning of the approach of two war canoes of Ukeltaws. The Squamish at that time had a brave and clever leader in their head chief Kiapilanoq (Capilano). He gathered the bravest men and best shots of the tribe and hid them in a log hut built at the mouth of the narrows leading into Burrard Inlet. On the flats immediately in front of the hut he placed some of the women and children, who pretended to be gathering drift wood.

When the Ukeltaws came into the narrows they at once noticed the women and children, and, thinking to get them for slaves, they landed. The women and children now ran towards the woods, drawing their pursuers after them, close to the hut. The hidden Squamish now opened fire upon the Ukeltaws and killed every one without harm to themselves.

The very name of this band was a terror to the other tribes, and the mothers would frighten their children into silence and quiet by saying the Ukeltaws were

coming for them. In most of the villages they had forts to hide in when attacked by this enemy.

by Charles Hill-Tout, in his book *The Salish People*, 1978.

## CLOTHES

Slowi is the inner bark of a cedar tree, pounded until it is very soft threads. This is spun into a long string and then woven to make cloth.

The men commonly wore high leggings and a waist-cloth. These would be made of slowi or deer skin. Over their shoulders, when they were not actively working, they wore a native blanket. The blanket might be made of slowi or of mountain goat hair, or a combination of both materials.

Rich women wore a dress of deer-skin which reached from the shoulders to below their knees; poor women wore only short petticoats of woven slowi. Moccasins were worn at times by both sexes. The women sometimes covered their heads with a woven cone-shaped hat with a broad sloping brim.... these hats had designs made with red and black paint.

Adapted from Charles Hill-Tout, *The Salish People*, 1978.

Cedar bark does not sound like good material to make clothes from, but if it is properly treated it can be twisted into good thread and woven into a sort of cloth. It is soft and warm and was used a good deal by the women on the west coast who wore aprons made of it when the weather was warm and capes when it was cold. They also had long dresses reaching from the neck almost down to the ankles and held in by a belt, all made of shredded cedar bark, with the neck trimmed with a band of sea-otter fur.

In summer, the men wore no clothing at all, but they would put on a robe of fur, deer skin, or cedar bark if they felt cold, or for ceremonial occasions.

Children, of course, wore nothing at all as long as they could get away with it, and it had to be a cold day indeed before one of them would admit that he wanted a fur robe. Wet weather was more likely to make people wrap up, for it sometimes rains for days on end in that part of the world. If they had to go out in wet weather, the west coast Indians sometimes wore a sort of poncho woven from narrow strips of cedar bark.

West coast Aboriginals usually went barefoot, though they knew about moccasins and sometimes used them. Most of their time was spent either in the house or in canoes, where moccasins were not needed, or on the wet beach where moccasins would soon have become so soaked and slippery as to be more trouble than they were worth.

by Douglas Leechman in his book *Native tribes of Canada*, n.d.

## STORIES AROUND THE FIRE

The kindly man walked slowly into the arc of light from the bright fire nearest to the end where the children were sitting. He was not tall but looked very big. He was a happy looking man, perhaps because of his rosy skin and big smile, and a mischievous twinkle in his eyes. He began in a quiet soothing voice.

“Long ago, I do not remember when, the human people had no fire. But the Wolf People had fire! The Wolf People were dreaded by all and no others could have the fire.....”

The man told of the secret plan of the tiny Ah-tush-mit, The Son of Deer, and how he danced for the dreaded wolves in their own great lodge where they kept and guarded their precious fire so well, and he did the actual dance the little deer had done, hopping straight up and down as he moved sideways towards an imaginary fire and singing all the while Ah-tush-mit’s little song in a small, small voice. “Khi-yahhh tlin tlin tlin....”

The old man hopped up and down keeping time with his hands as he clapped out the beat of the funny little tune. He told how the tiny Son of Deer hopped and sailed over the roaring fire of the Wolf People and how his little knees caught a spark of the fire and how he sped home to the human people with the spark.

All the children sat completely captivated. The old man was the village story-teller.

Many, many more plays and dances were shown and performed. It seemed endless. Four days sped by and the time arrived much too soon when they must stop the nonsense and return to normal behaviour.

by George Clutesi, in his book *Potlatch*, n.d.

## HOUSES

The Aboriginals built houses made of wood, consisting of one very large room. The corner posts would be large tree trunks set in deep holes in the ground. It would take many men with strong ropes to pull the corner posts into place. The walls were made of cedar planks. To make the planks, they pounded wedges, which are sharp pieces of wood, into the cedar log with a stone hammer, called a “maul,” until the cedar log split into long planks.

There were no windows and only one small opening for an entrance.

Inside the house, along the walls, each family had its own living quarters. Cedar or bulrush mats were woven for partitions and walls. Each partition opened

to the center of the house, where the fires were kept burning for heat, light and cooking. An opening in the center of the roof allowed the smoke to escape. Many families lived in one house, perhaps forty or sixty people, depending upon the size of the house. Although many related families lived in one house, each lived as a separate family and cooked its own meals....

From Lois McConkey’s book *Sea and cedar*.

One of these houses could be 180 metres long and 12 meters wide, although they were usually about 90 metres long and 7 meters wide. The Squamish built their roofs flat, a little higher on the front and sloping slightly to the back. They did not build a roof with a peak in the middle, like the houses further north or on Vancouver Island.

## GOVERNMENT IN THE TRIBE

The people were divided into the usual classes of chiefs, nobles, and common people....As a rule the chiefs and their families and immediate relatives formed a class or caste apart, the title of chief or headman descending from father to son... Consequently a chief usually married a chief’s daughter...

*The Salish people*, by Charles Hill-Tout.

## PART TWO: AFTER SETTLEMENT, 1863-1869

The following readings are supplemental to pictures of early days in North Vancouver, from the books cited. Copies of the pictures and captions, as well as the 1899 map and the student outline maps can be obtained from the writers. e-mail: [bssmith@nvsd44.bc.ca](mailto:bssmith@nvsd44.bc.ca)

## CHANGES IN ABORIGINALS’ LIFE

The explorers appreciated the aboriginals’ skills, cleanliness, high moral standards, kindness, and peaceful qualities. The Indians worked hard but found time to sing, to dance, and to think.

It was with the white settlement of the province that Indian life began to get worse. The Europeans were no longer just passing through; they were there to stay — and they brought with them their diseases, their alcohol, and, perhaps the most unpleasant of all, their change in values. The Indians were placed on reserves and were expected to become whites in terms of their education, religion, and customs, in spite of the fact that, left alone, they were a wealthy and happy people.

by James W. Morton, in his book *Capilano*, 1970.

## LAND OWNERSHIP

A policy was started in BC whereby a man could get farm land by pre-emption. He would set a stake at a corner of the desired land and apply to the government for a record, saying that he wanted a certain piece of land starting at his stake, and then the person would tell to the best of his knowledge where his stake seemed to be. He would then receive from the government a certificate stating that he could have this parcel of land provided he carried out certain requirements as set out by the government. These were very simple, such as living on the land so many months of the year and clearing so many acres. After he did those things, he would own the land.

by John Rodger Burnes, in his book *North Vancouver 1891-1907*, n.d.

A change began in 1849 when the Hudson's Bay Company, in the name of the Crown, took possession of Vancouver Island. There was little protest; Indians had never placed any value on land.... In 1859 Governor Douglas attempted to obtain a loan from the Imperial Government to pay back the Indians for the loss of ownership of their land. The Colonial Office in England refused. Douglas then planned to provide the Indians with reservations. At first they were to be allowed as much land as they wished, but later it was cut down to ten acres for each grown man. Finally, the Colonial Secretary announced, "The Indians have no right to any land beyond what may be necessary for their actual requirements."

In the meantime, white settlers were pre-empting land from the Crown right and left, including, in some instances, ancient Indian burial grounds. Chief Snat of the Squamish...attempted to pre-empt crown land, presumably as a test. This was allowed, but when other Indians began the same thing, different rules were made, so it was almost impossible for them to get back their land.

by James W. Morton in his book *Capilano*, 1970.

## NEW FOOD FROM THE EXPLORERS

Old people say Indians see first white man up near Squamish. When they see first ship they think it an island with three dead trees....Indian braves in about twenty canoes come down Squamish river, go see. Get nearer, see men on island, men have black clothes with high hat coming to point at top.... White mans give Indians ship's biscuit; Indian not know what biscuit for. Before white mans come Indians have little balls, not very big, roll them along ground, shoot at them with bow and arrow for practice, teach young Indian so as

not to miss deer....Indian not know ship's biscuit good to eat, so roll them along ground like little practice balls, shoot at them, break them up....

The white mans on schooner give molasses same time biscuit.... You know Indian sit on legs for long time in canoe; legs get stiff; rub molasses on legs make stiffness not so bad, molasses stick legs bottom of canoe. Molasses not much good for stiff legs, but my ancestors think so; not their fault; just mistake; they not know molasses good to eat.

story told by August Jack Khatsahlano, quoted in J. S. Matthews, *Early Vancouver*, volume 2, number 37.

## THE NEW MILL - 1868

Altogether, some three hundred men found work on the Inlet at this time. Despite competition, Moody's mills were for twenty years the chief place in British Columbia where anything was shipped away to other places. In 1868 ... Moody built a second mill some three hundred yards west of the original mill. Here he installed a large steam mill and the latest machinery available at the time. The new building, two hundred feet long, housed saws, a planing-machine.... Moody now claimed that he could produce one hundred thousand feet of lumber per day. Finally he connected the wharves of the two mills, making enough dock for a dozen vessels.

Moodyville...now developed into a village of small houses and a few shops. As at the other settlements, the village was a mere clearing in the forest. It housed some two hundred persons all connected with the mill. Beside the men who were employed in the mill itself, there were longshoremen and stevedores to load the vessels which called at the mill. Still other men were hired to go into the forest and cut the logs, which were then dragged by oxen to the water's edge. Here they were collected by steam tugs and towed to the mill. Ships coming in to load employed stevedores, under whose direction the crews stowed their cargoes. Lumber was loaded from the wharf, while spars were taken from the water by a crab winch or steam engine.

Stevedores could be employed at the mill for five dollars a day....Fish was abundant, while provisions could be obtained in Victoria.

from the book *A history of the city and district of North Vancouver*, by K. Marjorie Woodward Reynolds, 1943.

## THE MILL - 1863

Graham and Company immediately began construction of the "Pioneer Mills" — the first industrial plant on Burrard Inlet. Everything except the saws and

a few blacksmithing jobs were made on the ground. Water-power to operate the mill was obtained from Lynn Creek, two and a quarter miles to the east. The water was carried from the creek to the mill by an open ditch and a square flume and stored in a reservoir on the hillside. This water system was in use as long as the mill was operated, the water being used for all purposes.

from the book *A history of the city and district of North Vancouver*, by K. Marjorie Woodward Reynolds, 1943.

## A NEW VILLAGE - 1863-1869

While the Seymour settlement was a true Indian village, their really large village was at Belcarra. They didn't like the Squamish Indians at Humulcheson and Ustlawn, although they sometimes intermarried with them. The Indians of the Mission Reserve, called Ustlawn, (just west of Moodyville) they regarded as interlopers who only moved in after the coming of the mills. This was evidently a sore point with the Squamish people who, on one occasion, presented a memorial to the government in order to prove that they had always resided there.

from the book *A history of the city and district of North Vancouver*, by K. Marjorie Woodward Reynolds, 1943.

## PEACE

Up to this time there had been sporadic fights between the northern Yacultas and the southern Squamish. With the arrival of the whites, peace was declared. To celebrate it, a great potlatch was held for the two tribes at Potlatch Creek on Howe Sound, across from Anvil Island. The peace was further confirmed by the marriage of a Yaculta princess to a young Squamish Indian, Paytsauma, half-brother to old Chief Ki-ap-a-lano.

## WORKING AT THE MILL

Sahp-luk, also known as Capilano Joe, was born in Squamish in 1850 and probably spent the first fifteen or twenty years of his life there without much contact with the white man. As a boy he learned the skills of the woodsman. These skills stood him in good stead when, in 1890, he led three whites to the source of the Capilano River. ....

Some time after 1865, he moved to the little community around Moody's Mill — to the wonders of steam-driven saws, great ocean ships, and busy, ambitious white men and their cheating behaviour.

Little is known of Sahp-luk's life at this time, other than the few tales he passed on whenever given the opportunity. He became a great talker and storyteller....his skill in oratory combined with his insight and philosophy were the reason for his appointment as leader of the Capilano Reserve....

According to Chief Louis Miranda, Joe was appointed by Father Durieu of the Mission Reserve....It appears, then, that Capilano Joe was not formally appointed chief, rather he was chosen by the church to lead the Indians of the Capilano Reserve....

When Joe became leader of the Squamish, his position was not an exalted one. He was a labourer, working about the mills, collecting shinglebolts as they tumbled out of the river, and helping to construct flumes. But he was also trying to stimulate interest in the difficult life of the Indians. No treaty had ever been concluded between the Government of Canada and the natives of British Columbia. They were peaceful...submitting meekly to the white man's order. Capilano Joe intended to change this, and, of course, the white man did not like it.

*Capilano: the story of a river*, by James W. Morton.

## LOADING THE SHIPS

Longshoring means loading cargo on a ship.

In the old days it was the custom to have two gangs longshoring, and one was an Indian gang, and one a white gang, and each loaded their own side of the ship. You see, if you stow more on one side than the other you get a list on the ship — the ship would not sit straight in the water, but tip slightly to one side. The Indians would break their necks to beat the whites, and get a list on the ship towards their side; sometimes they beat the whites; that's why we did it that way.

Mr. R. H. Alexander, quoted in J.S. Matthews, *Early Vancouver*, volume 3, number 85 (seen in Vancouver's First Century)

## ABORIGINAL GOVERNMENT CHANGES

It was in the big house that village government was formed. The people in a big house were related to each other and of course lived together. A group of villages who spoke the same language, had the same customs, and were related to each other formed a group which whites later labelled with specific names. The Indians themselves did not name them....

The Coast Salish were thus divided into five tribes....Each tribe used a different language; they could not understand one another.

Whites, then, gave the Indians their names. And they gave them chiefs. In the pre-contact days, the head of each communal house was a leader who gave advice. Chief Louis Miranda, probably the last surviving member of one of these houses, says, "They did not have chiefs in the old days. They had siems, the fellows who were respected for their soundness and good deeds. They were respected, but this did not mean they had more control. When the white people came, they appointed chiefs, whether people respected them or not." It was the white man who organized Indians into neat little tribes and bands and....presented them with a name and a leader — and a reserve to live upon.

*Capilano: the story of a river*, by James W. Morton.

### SEASONS FOR WORKING

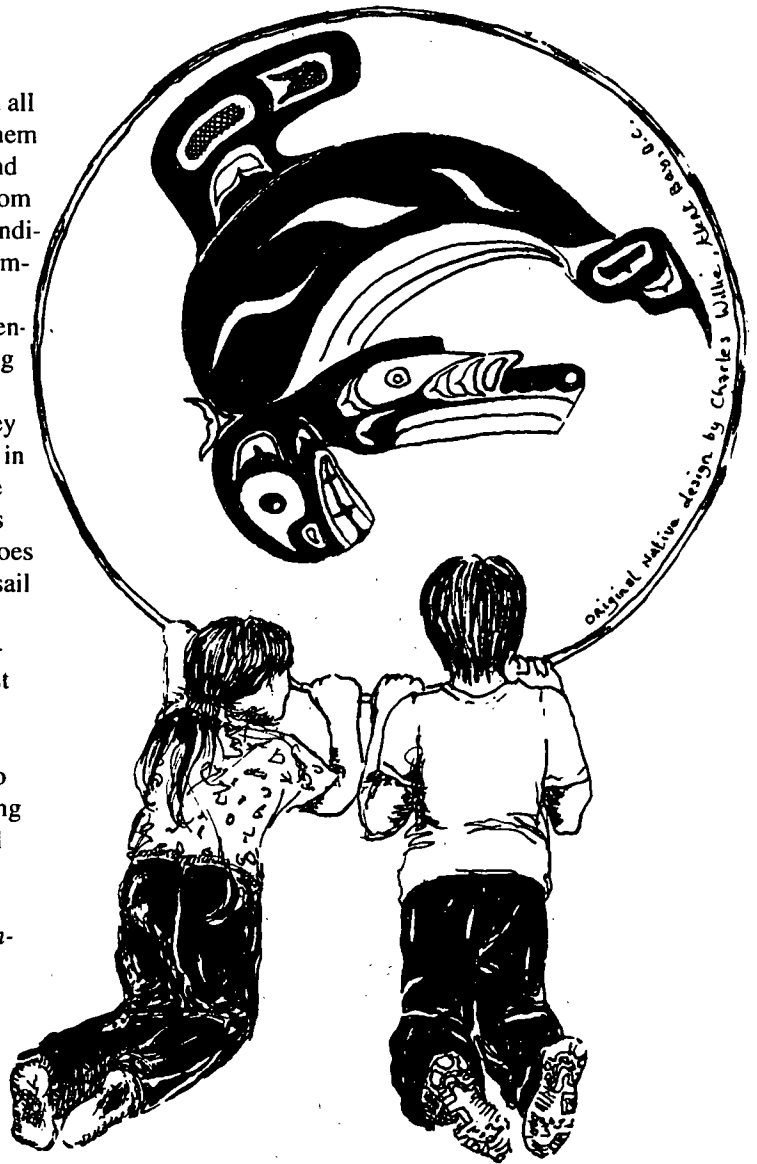
"When they first started the mill, they could get all the logs they wanted. It was hand logging. Shoot them right into the water. Guys making rafts, big rafts, and even putting sails on them and sailing them down from the North Arm right into Moodyville....The Native Indians preferred to go fishing and hop picking in the summer time. They would leave the mill with the result that more Chinese and Japanese got the jobs. So eventually they lost these jobs. The better workers among them would work on the longshore end of it.

"Moody's original mill stood on a dock, and they filled in underneath. All kinds of ships would come in with ballast and they used to heave the ballast on the dock. Ballast was usually rocks that the empty ships carried from another place, because an empty ship does not sail well. It needs to have more weight for it to sail safely.

They had hundreds of Chinese at the mill, more Chinese than anyone else. They would dump this ballast under the dock for a fill and later they used slabs of waste wood, and sawdust.

"It wasn't the nicest place to play but we used to play on it. Kids galore. And dogs and fleas. Running barefoot in the summer, you know. If you stood still for a while you could feel the fleas coming up your legs...."

from *Man Along the Shore: The story of the Vancouver waterfront*.



## **“HARPER’S INDEX”™ RESEARCH**

by **DAVID AMES** and **SUSAN PERKINS**, teachers, Langley Fine Arts School, SD#35 (Langley).

**Subject and Grade Level:** Social Studies 11

**Topic:** Introduction to the major themes in Social Studies 11;  
Introduction to exploration of school library information resources

### **Overview:**

Working in pairs, students will find information relating to one of the strands of the study of Canada, and will use this information to create a sequence of facts in the style of “Harper’s Index”™ (in *Harper’s* magazine), including bibliography.

### **Goals/Objectives/Learning Outcomes:**

Students will:

1. gather relevant information from appropriate sources.
2. demonstrate skills associated with active citizenship, including collaboration.
3. demonstrate appropriate research skills, including using a range of print and electronic media, and preparing a bibliography.

### **Preparation:**

Gather copies of *Harper’s, Report on Business* and other magazines that feature this style of index.

Classroom teacher prepares assignment sheet, listing requirements, examples, criteria and due date.

Teacher assists students to select partners and choose an area of focus.

Teacher-librarian compiles list of suggested resources.

Reserve three hour-long library blocks.

## **LESSON SEQUENCE**

### **Introduction**

Teacher asks, if you need to find facts about Canada, where would you go? Discuss 13 strands of Canadian studies. Introduce “Harper’s Index”™ and ask students what they notice about it. Develop criteria for what makes a “Harper’s Index”™ entry.

### **Lessons 1 - 3**

In library, teacher-librarian gives overview of reference area and electronic resources. Students work with their partner to gather information, with assistance from teacher and teacher-librarian.

## **Closure**

Display and discuss students' completed indexes. Use them to introduce various units of the course. Ask students to list sources of information about Canada they can now name. Use their suggestions to compile a master list of useful resources; compile and distribute it to the class.

## **Evaluation**

Self, peer, and teacher evaluation of index, based on:

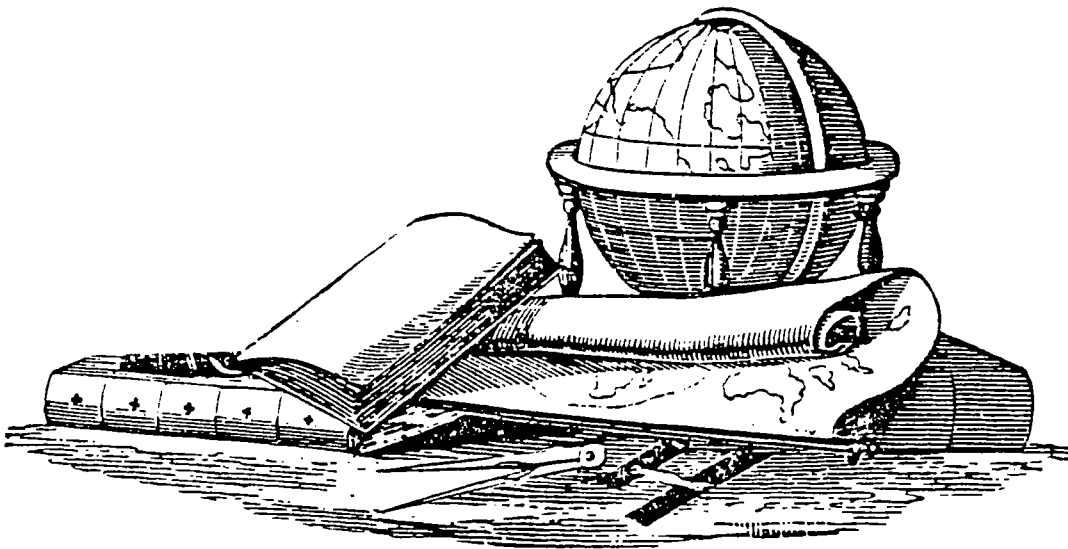
number of entries

range of sources

interest

Self, peer, and teacher evaluation of group participation.

Teacher-librarian will mark bibliographies for accuracy and proper form.



# **GOLD RUSH TRUNK**

by **JENNY DEGROOT** (Langley Christian) and **ANGELA STRUYK** (Otter Elementary),  
SD#36 (Langley)

**Grade Level:** 3 / 4

**Subject:** Social Studies

## **Objective:**

Using the information and knowledge that students have already acquired as well as using research materials available to them, students will determine possible authenticity, ownership, and origin of items in relation to the Cariboo Gold Rush.

## **Learning Outcomes/IRP Connections**

1. Arranges facts, events, and ideas in sequence.
2. Acquires information specific to social studies through reading, listening, and observing.
3. Describes the historical development of various BC communities.
4. Compares the development of various BC communities in relation to location and resources.
5. Describes components of BC and Canada's diverse heritage.
6. Presents a report based on research.

## **Preparation:**

- items in trunk
- press release about trunk discovery
- clues for finding trunk
- Mystery Trunk brainstorm handout
- artifacts report

## **Introduction**

The teacher has introduced the Cariboo Gold Rush and students are well informed about the history, about tools gold miners would use, about the gold rush communities and their cultural diversity. The class receives a "press release" about the trunk discovery which launches the following lessons and activities.

## **Lessons and Activities**

### **Day 1**

Students receive "special delivery mail"—a notice about a newly discovered gold rush trunk. The note will send them on a treasure hunt. Students will brainstorm what the trunk might contain using "mystery trunk" sheet to record their ideas.

## Day 2

“Museum archivist” (aka the teacher-librarian) introduces students to the care that needs to be given to artifacts. Review the terms artifact, archive, authentic, and replica.

Open trunk and identify items with the students discussing the care required for each item. Model an artifact record. Students will choose three or four items and fill out an archival report. Library will be made available to students to research more about the artifacts and their authenticity.

## Follow-up

Students will participate in a writing activity using at least one of the items from the trunk.

## Suggestions

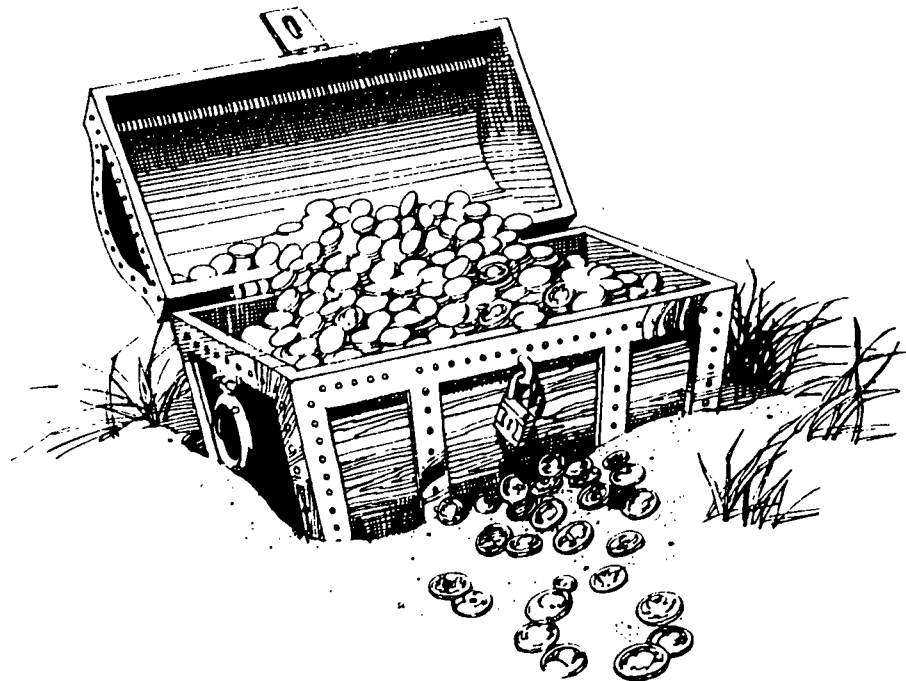
- create a poster (lost trunk, found trunk, Gold Rush event, sale of an item)
- create a map (location of buried/hidden trunk)
- “a day in the life of...” object during the Gold Rush
- write a letter about the missing or found trunk
- write a newspaper article about the discovery of the trunk
- write about whether the trunk is real or a hoax and argue the realism of it.

## Closure

“Museum curator” (teacher-librarian) revisits the classroom and discusses trunk authenticity with the students.

## Evaluation

The writing that the students complete for the “Gold Rush Trunk” discovery will be incorporated into a gold rush booklet they have been working on throughout the unit.



# CULTURE SHOCK

## 1960s RESEARCH PROJECT

by SELENA METCALFE, Earl Marriott Secondary School, SD#36 (Surrey), and JEAN LIVINGSTONE, Walnut Grove Secondary School, SD#35 (Langley).

**Grade Level:** 10

**Subject:** English

**Topic:** Creating a newspaper relevant to the novel *To Kill A Mockingbird*, using primary source documents as research materials.

**Goal:** Students will be able to integrate and synthesize information on American culture from a different era.

**I.R.P. Connections:** Directly linked to all learning outcomes in the grade 10 Language Arts I.R.P.

**Preparation:** Co-operative planning with teacher-librarian, including selecting and coordinating suitable materials, and scheduling classes in the library. Create one worksheet for students to take notes and another for recording their sources

**Resources:**

- current newspapers and magazines
- old magazines from the 1960s
- various books on the 1960s
- access to photocopier
- newsprint
- scissors, glue

**Lesson 1:** One period in the classroom.

Examine current newspapers to determine types and structure of articles.

Review mechanics of writing a newspaper article.

Compare newspaper and magazine articles.

Write a newspaper based on a current magazine source (as practice with something familiar)

Assign Home groups of four students. Use handout *Newspaper Assignment* to determine tasks, specialist topics and focus year

**Lesson 2:** First of three periods in the library.

Direct students to sit in their specialist Home groups.

Give lesson on collecting and collating information:

- hand out worksheets for note-taking and bibliography.
- review methods of gathering facts: key words, headings, question words
- demonstrate note-taking

Acquaint students with various research resources.

If available, give each group one magazine from each year in the decade, varying the seasons.

Begin researching information for focus area articles.

**Lessons 3 and 4:** In the library

Complete research for focus area articles.

Decide on editorial topic and do necessary research.

**Lessons 5 and 6:** In the classroom.

Write article and editorial.

Work on layout.

## NEWSPAPER ASSIGNMENT

**A** Each newspaper Home group must choose a:

- layout editor - responsible for final page layout
- ad editor - responsible for compiling advertisements
- copy editor - responsible for proofreading reporters' work and writing headlines
- photographer - responsible for compiling photographs and other visuals

**B** Each member of the group must also act as a reporter to research and write **two newspaper articles** on their focus area (below), and **one editorial** on the civil rights movement, racial prejudice or segregation. Remember to list your name in the by-line.

**C** Within the home group each person will choose one **focus area** to research:

- science, technology and inventions
- politics, current events, wars
- art, entertainment, movies
- music, literature, fashion and fads

Each group will be assigned one year to study from the 1960s. Our year is \_\_\_\_\_ .

- D** You will have three periods in the library, for:
- orientation to resources and data collection tools
  - researching your focus area
  - determining your editorial topic and collecting necessary information

You will have two periods in the classroom, for:

- writing your articles and editorial
- designing the layout of your newspaper

**E** The newspaper, with 2 articles and 1 editorial per student, must be presented in good copy as a combined piece of work in a newspaper format. The front page will include a paper title, a listing of which group member filled which task, and a date. Look at actual newspapers for presentation ideas.

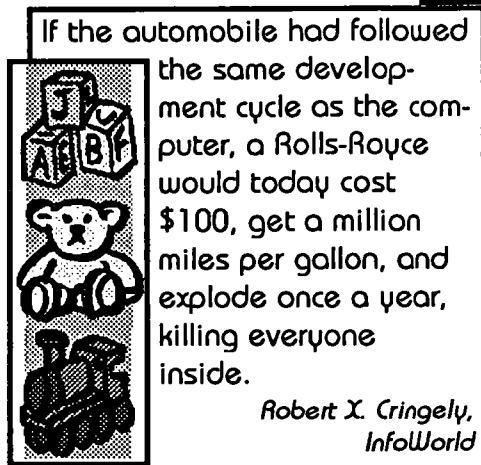
The project is due \_\_\_\_\_.

**F** Evaluation: Marks will be based on both individual and group work  
20 individual marks per article/editorial, based on:

- individual writing style
- quality of research
- simple grammar and style
- following newspaper style
- originality in editorial style

20 group marks per paper, for:

- neatness
- presentation
- ads



# **AN INSPIRATIONAL SOURCE: THE BRITISH COLUMBIA ARCHIVES ONLINE**

by **GARY CROCKER**, Langley Fine Arts School, and **SANDRA YASINOWSKI**, County Line Elementary School, SD#35, (Langley).

A wide variety of resources can be found at BC Archives. Teachers would be especially interested in the Time Machine exhibition which has learning activities and resources for K - 12. A portion of the BC Archives collection has been digitized and is accessible through the Internet: <http://www.bcarchives.gov.bc.ca> This searchable resource includes text, vital statistics, photographs and moving images.

## **Cartographic and Textual Records Catalogue**

Mainly provides an index of archival holdings in Victoria

## **Visual Records Collection**

Permits users to search the photographic holdings. A large portion of these photos - over 50,000 images - are available on line. An amazing resource!

## **Historical Vital (Statistics) Events Record**

Another excellent resource. This database provides information on births, marriages and deaths in BC.

## **Special Online Exhibitions for BC Education**

*Virtual Victoria* consists of an oblique drawing of Victoria in 1889, with links to photographs related to landmarks shown in the drawing.

*The Moving Images Collection* provides sample clips in digital MPEG format. Typical clips run approximately 10 seconds. Topics include falling trees, the 1939 Royal Visit, 1954 Commonwealth Games - the Miracle Mile, and the removal of Ripple Rock. There are also moving images showing First Nations life in B.C (found in the Time Machine).

*The Time Machine* provides accessibility to BC historical documents, images and other multimedia information in a format designed for school-aged children. Eleven subject modules relate to the BC curriculum, K-12 (as shown below). Each module includes a teachers' corner which follows our IRPs. Books and other sources are recommended as references.

## **Outline of Time Machine Topics, with Module Number**

- |  |                                       |
|--|---------------------------------------|
| 1. Families in BC History (grade K/1)    | 7. First Nations in BC (grade 9)      |
| 2. Communities in BC History (grade 2/3) | 8. Economy and Technology (grade 10)  |
| 3. First Nation Art in BC (grade 4)      | 9. BC Resource Development (grade 11) |
| 4. The Cariboo Gold Rush (grade 5)       | 10. Women in BC (grade 11)            |
| 5. Multiculturalism (grade 6/7)          | 11. Art in BC History (grade 12)      |
| 6. Social Institutions (grade 8)         |                                       |

- D** You will have three periods in the library, for:  
orientation to resources and data collection tools  
researching your focus area  
determining your editorial topic and collecting necessary information

You will have two periods in the classroom, for:  
writing your articles and editorial  
designing the layout of your newspaper

**E** The newspaper, with 2 articles and 1 editorial per student, must be presented in good copy as a combined piece of work in a newspaper format. The front page will include a paper title, a listing of which group member filled which task, and a date. Look at actual newspapers for presentation ideas.

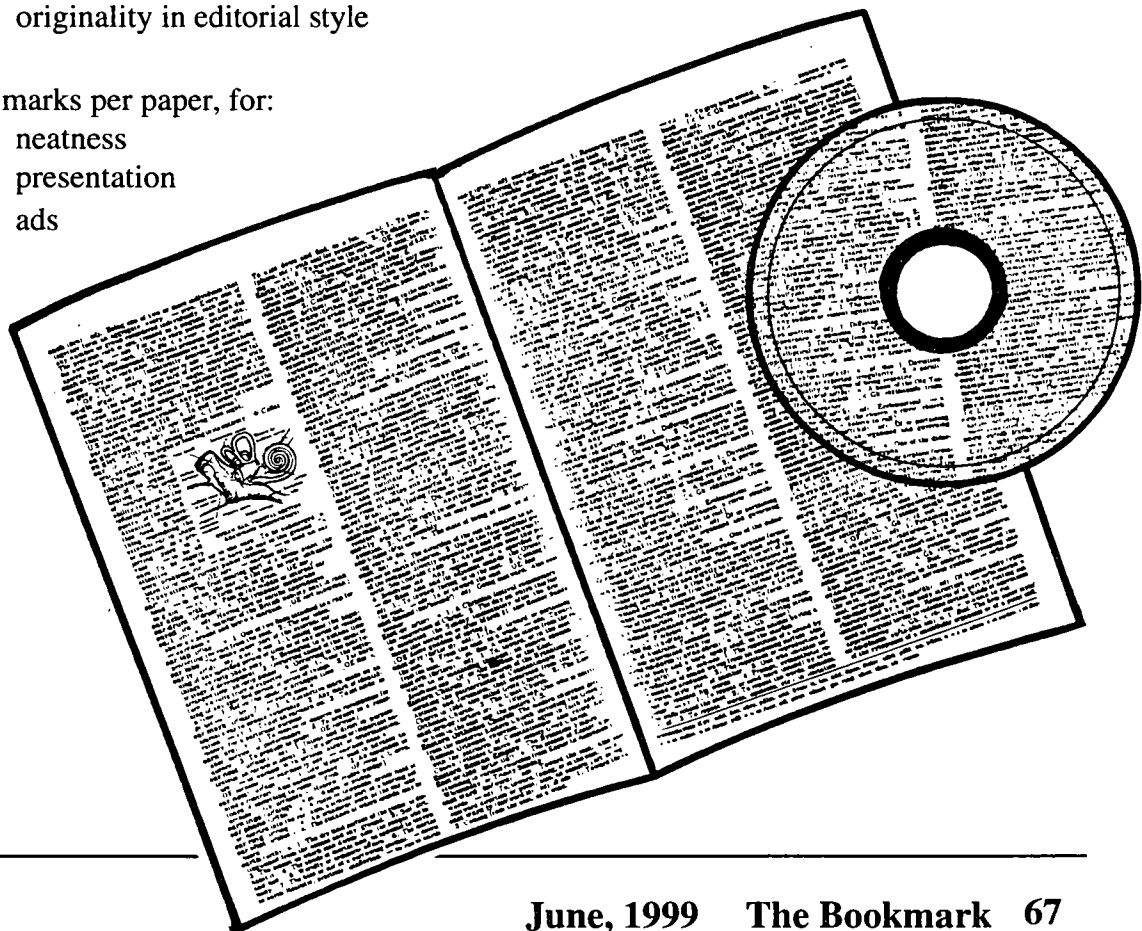
The project is due \_\_\_\_\_ .

**F** Evaluation: Marks will be based on both individual and group work  
20 individual marks per article/editorial, based on:

- individual writing style
- quality of research
- simple grammar and style
- following newspaper style
- originality in editorial style

20 group marks per paper, for:

- neatness
- presentation
- ads



# **BATTLE OF THE BOOKS**

by **GERALD BUCKWITZ** Greendale Elementary and **RICHARD QUIRING**, teacher-librarian, Chilliwack Middle School, SD#33 (Chilliwack).

**Grade Level:** 3-6

## **What is the "Battle of the Books"?**

The Battle of the Books is a reading motivation program. Kamloops got the idea from Alaska and has been running the program for ten years. Chilliwack is using the Kamloops model.

## **Goals, Objectives, and Learning Outcomes:**

1. To develop interest and enjoyment in a wide range of literature.
2. To introduce and reinforce different genres.
3. To introduce and develop interest in award winning books, classical literature, and Canadian content.
4. To share cross-curricular ties with the Language Arts and Social Studies IRPs.

## **Advance Preparation:**

1. Obtain Teacher-Librarian's Resource Guide.
2. Organize a committee with a chairperson.
3. Arrange participants.
4. Examine criteria for selecting titles/ordering books.
5. Follow the timeline.
6. Promote the event.
7. Registration and fee collection.
8. Ensure that competing schools are organized and prepared.
9. Prepare answer cards for the each team.

## **Activity Introduction:**

1. Promote the event early in September through an assembly to review the title listings and rules.
2. Put up posters and promotional materials.
3. Reading takes place from September until February with practice questions used to stimulate competition.

## **Battle of the Books Activity:**

1. Teams will consist of 3 players.
2. All teams will answer the same 30 questions. Teams will have 25 seconds in which to answer the question asked.
3. After 25 seconds, the team will be asked to hold up their answer cards.

4. One point will be awarded for each correct answer.
5. Each question will begin with "In what book...".
6. A half-time score will be announced after 15 questions have been given to the teams.
7. After 30 questions, the final score will be announced and the winner declared.
8. In the event of a tie score, 5 more questions will be given to the tied teams.
9. Teams must respond within 15 seconds to tiebreaker questions.

**Closure:**

1. Award prizes to winners.
2. Ensure runners-up are given consolation prizes.
3. Publish photos and results in school newspaper.
4. Submit photos and results to local newspaper.
5. Arrange for finalists to compete in zone and/or district level competitions.

**BATTLE OF THE BOOKS TITLES 1998-1999**

**Grades 3 & 4**

- |                         |   |
|-------------------------|---|
| 1. Baird, Allison       | <i>The Dragon's Egg</i>                       |
| 2. Cleary, Beverly      | <i>Muggie Maggie</i>                          |
| 3. Coerr, Eleanor       | <i>Sadako and the Thousand Paper Cranes</i>   |
| 4. Gardiner, John       | <i>Stone Fox</i>                              |
| 5. Little, Jean         | <i>Lost and Found</i>                         |
| 6. MacLachlin, Patricia | <i>Sarah Plain and Tall</i>                   |
| 7. Manes, Stephen       | <i>Be a Perfect Person in Just Three Days</i> |
| 8. Peck, Robert         | <i>Soup</i>                                   |
| 9. Scieszka, Jon        | <i>Knights of the Kitchen Table</i>           |
| 10. Smith, Doris        | <i>A Taste of Blackberries</i>                |
| 11. Smith, Robert       | <i>Chocolate Fever</i>                        |
| 12. Smucker, Barbara    | <i>Jacob's Little Giant</i>                   |

**Grade 5**

- |                        |                             |
|------------------------|-----------------------------|
| 1. Bauer, Margaret     | <i>On My Honor</i>          |
| 2. Byars, Betsy        | <i>Midnight Fox</i>         |
| 3. Cooper, Susan       | <i>The Boggart</i>          |
| 4. Fleischman, Sid     | <i>The Whipping Boy</i>     |
| 5. Korman, Gordon      | <i>Go Jump in the Pool</i>  |
| 6. Naylor, Phyllis     | <i>Shiloh</i>               |
| 7. Paterson, Katherine | <i>Bridge to Terabithia</i> |
| 8. Smucker, Barbara    | <i>Incredible Jumbo</i>     |
| 9. Speare, Elizabeth   | <i>Sign of the Beaver</i>   |

**Grade 5, continued**

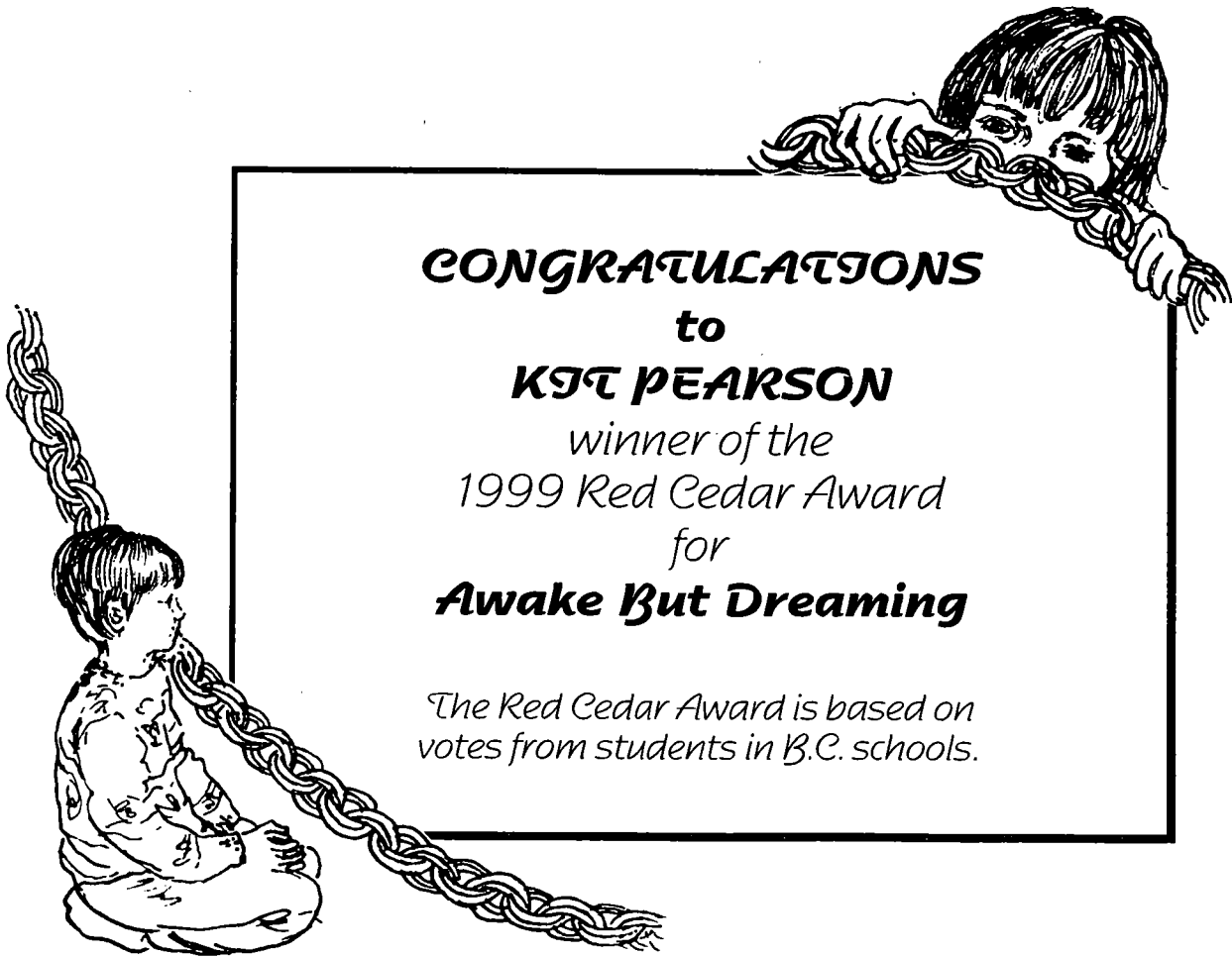
- 10. Wilson, Eric
- 11. Winthrop, Elizabeth
- 12. Wright, Betty

*Code Red at the Supermall*  
*The Castle in the Attic*  
*The Dollhouse Murders*

**Grade 6**

- 1. Babbit, Natalie
- 2. Cooney, Caroline
- 3. Halverson, Marilyn
- 4. Hunter, Bernice
- 5. Korman, Gordon
- 6. Little Jean
- 7. Lowry, Lois
- 8. Paulsen, Gary
- 9. Pearson, Kit
- 10. Rawls, Wilson
- 11. Voigt, Cynthia
- 12. Walsh, Ann

*Tuck Everlasting*  
*Face on the Milk Carton*  
*Cowboys Don't Cry*  
*Amy's Promise*  
*The Zucchini Warriors*  
*Mama's Going to Buy You a Mockingbird*  
*Number the Stars*  
*Hatchet*  
*The Sky Is Falling*  
*Summer of the Monkeys*  
*Homecoming*  
*Your Time, My Time*



# LIBE 381 UNITS

by LUCINDA LOCKWOOD, Thomas Haney Centre, SD#39 (Maple Ridge).

## LIBE 381: ADMINISTRATION AND MANAGEMENT OF THE SCHOOL LIBRARY RESOURCE CENTRES

Langley, BC  
January 31-April 1, 1999

Now that the Agreement in Committee is being implemented, more and more teacher-librarians are needed to work in school libraries. The efforts of the BCTLA to restore our positions have paid off as teacher-librarians are flooding back to school libraries across BC. Many former teacher-librarians drifted away as their positions were eroded in the early- and mid-1990's, but the AIC has attracted others to the field of teacher-librarianship. The result has been a desperate need for professional training.

UBC and Langley school district have collaborated to design a five-course program to train teacher-librarians. Surrey and Chilliwack school districts also encourage their teacher-librarians to join in this five-course program. The first course, LIBE 381, got underway at the Milner Centre on the evening of January 31, 1999. Thirty-eight students came to the first class, but we settled down to an enthusiastic and committed group of 35 in the next few weeks. I was the fortunate instructor hired to teach their very first course in "The Administration and Management of the School Library Resource Centre". It was a thrill to teach such an interested and motivated group of adult learners. They were simultaneously students and peers. I learned as much as they did, or more!

The efforts of the BCTLA executive council, the BCTF bargaining committee, the Ministry of Education, UBC, and Langley school district to have trained teacher-librarians back into school libraries must be commended. Other school districts are organizing professional training for their new teacher-librarians, too. Look for courses in Coquitlam and Maple Ridge in the coming months.

Students in LIBE 381 who hail from Langley, Chilliwack and Surrey created the following units and lessons. The assignment description was to do a "Sources of Inspiration" presentation with a partner. In order to familiarize themselves with the vast array of resources and sources of ideas available to teacher-librarians, they were to find a non-traditional source (see list of suggestions) and develop a resource-based

learning activity around it. They had to relate their "inspired" learning activity to a component of the educational program (I.R.P.) at any level, in any subject area. I suggested they refer to the "Lunch Box Specials" in the September 1998, issue of *The Bookmark* for ideas. There was a group self-evaluation (10 marks) and an instructor evaluation (10 marks).

The students' projects were amazingly diverse and creative. I hope you will find some ideas that you can use.

## LIBE 381

The Administration and Management of the School Library Resource Centre  
Langley, BC  
January 31-April 1, 1999

Assignment #2. "Sources of Inspiration" presentation

You may not use a novel, textbook, or any item from the "recommended resources" in any IRP as your inspiration for this assignment. Instead, look elsewhere. Be creative! Check out all of those flyers on the staffroom bulletin board, read the junk mail that comes across your desk ...

The activity you plan can be for anything from a school-wide theme to a one-class lesson, but your explanation/description should all fit onto one page.

Some possible sources of inspiration:

- newspapers (*Vancouver Sun*, *The Georgia Straight*)
- magazines (*Maclean's*, *People*, *Martha Stewart Living*)
- National Library of Canada
- careers flyers (see your school's counsellor)
- NFB catalogue
- Educational/professional magazines (*Phi Delta Kappan*)
- television programs
- music, music videos
- web sites you have read about, or those you find through serendipity
- cookbooks
- people in your neighborhood, etc.

# 1999 BCTLA CONFERENCE: JANUS: LOOKING FORWARD, LOOKING BACK

## OUTLINE

- Conference hotel
- Thursday, October 21, 1999.
- Registration, Publishers' Display
- Welcoming Social 7:30 PM (Chilkoot Inn)
- Friday, October 22, 1999.
- Registration 7:30 AM
- Keynote Address 1 Jamie McKenzie 8:30 - 9:30 AM (Theatre)
- Exhibits open, Nutrition break 9:30 AM
- Session A 10:00 - 11:00 AM
- Session B 11:10 - 12:10 AM
- Buffet Luncheon 12:10 - 1:30 PM (Saloon, Vance Creek)
- Keynote Address 2 Ken Haycock 1:30 - 2:30 PM (Theatre)
- Nutrition Break 2:30 PM - 2:45
- Session C 2:45 - 3:45 PM
- Exhibits close 4:00 PM
- Reception / No host bar 6:00 PM (Chilkoot Inn)
- Conference Banquet featuring Arthur Black 7:30 PM (Chilkoot Banquet Hall)
- Saturday, October 23, 1999
- BCTLA Chapter Councillor's meeting 9:30 AM
- Credits

## CONFERENCE HOTEL

The Delta Silver Star Club Resort <http://www.deltasilverstar.com/> has been selected as the official hotel for the 1999 BCTLA Conference. Please phone (800) 610-0805 for reservations as soon as possible before the conference October 21-23, 1999.

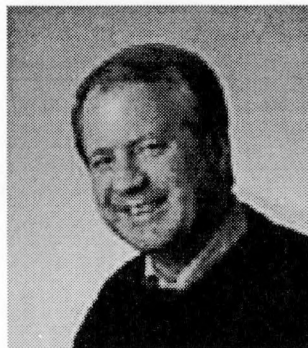
BC Teacher-Librarians' Association Conference  
Delta Silver Star Club Resort  
PO Box #3003  
Silver Star Mountain, BC V1B 3M1  
Phone (250) 549-5191  
Toll free (800) 610-0805  
Fax (250) 549-5177  
Web <http://www.deltasilverstar.com/>

Give credit card to hold—cancellation must be received 48 hours prior to expected arrival or 1 night

will be charged to card.

## KEYNOTE ADDRESS 1 8:30 - 9:30 AM (THEATRE)

"Respecting Heritage, the Classics and Hard Won Lessons While Mining the Millennium"  
Jamie McKenzie



Only foolhardy bandwagoners would leave the past in the dust, riding their electronic steeds into the future as books and wisdom tumble from their esteemed shelves. McKenzie points out the folly of uncritically embracing new technologies without maintaining a firm commitment to the foundations of civilization. He will suggest strategies to weed out the fraudulent marketing claims of techno-merchants while capitalizing on the best promises of information technologies. Since coping with paradox and managing dilemmas is basic to success in the new century, McKenzie shows how teacher-librarians may lead the way through the bogs, the bogus and the best of the new, while maintaining devotion to the smell and touch of books, information literacy and sound reasoning.

## SESSION A

### SESSION A1

"Future of Online Learning Resources"

David Vogt

The Internet will certainly be the most important tool ever created for education, but the key technologies to prove this are still being developed. This does not mean computer or connection technologies; it means learning technologies or what is sometimes called "knowledge engineering". It is how we apply the awesome potential of networks, multimedia and convergence into intelligent, motivational and participation-based learning systems with online

agents for guidance, dynamic publishing for personal attention, opportunities to collaborate with peers and experts, motivation to create rather than simply consume information, and bridges from the classroom into the home and workplace. Emerging online learning resources are starting to fulfill their promise to education. Dr. Vogt will demonstrate these technologies and potentials with examples from existing and planned online resources.

### **SESSION A2**

“From Fact to Fiction: A Critical Look at What Shapes the News”

Shari Graydon

The news is no more an accurate reflection of reality than TV is a “window on the world”, and yet both play enormous roles in shaping our perceptions. What influences the way in which journalists, institutions and technologies mediate and intercept current events? And what do we need to know in order to increase our chances of having access to reliable and relevant information about the world? Built around a framework of key media literacy concepts, this workshop combines analysis with suggested classroom activities designed to help students become more critical news consumers.

### **SESSION A3**

“Women in Literature”

Joan McIntyre

Traditionally, women were not taught to read and write until relatively recently in the historical scheme of things. It is no wonder that many of the first historical documents written by women were letters and personal journals, confiding desperate and frustrated emotions. Many changes to the social fabric of the western world have occurred since the days of enforced literacy. Women authors are respected and widely read, and yet, what emerges again and again in their works is the search for wholeness and the urgent need in the contemporary world for transcendent heroes and heroines.

### **SESSION A4**

“Steps to Research Success: Moving Students in the Right Direction”

John Caldwell

How can we make research more relevant for our students? Why is the process of research more important than the product? This workshop deals with the development of a research model for schools and districts. We will look back at existing models, including The Big Six, and discuss how these may be adapted to specific settings. As well, we will look forward to the existing prospects of online research and the skills needed by both teachers and students to

adapt to this new environment. Participants in the workshop will take away materials for ensuring that the research process is more effective.

### **SESSION A5**

Vancouver Kidsbooks

Phyllis Simon

## **SESSION B**

### **SESSION B1**

“Collaboration”

Ken Haycock

Collaborative program planning and teaching is the foundation of effective school library programs. How do we collaborate? How can we be successful? How can collaboration be both effective and efficient? Learn from a leader in this field.

### **SESSION B2**

“Looking Forward to New Books”

Margriet Ruurs

Come and learn about the process of making picture books. How does that first idea get turned into a real story? How do authors and illustrators work together? In this fun and entertaining talk, children’s author, Margriet Ruurs will share some of the inside stories about her books. A fascinating slide show will illustrate the process of producing a children’s picture book, specifically ‘A Mountain Alphabet’, the award-winning ‘Emma’s Eggs’ and her latest ‘Emma and the Coyote’ You will get handouts to take back to your classroom.

### **SESSION B3**

“Steps to Research Success...”

John Caldwell

Repeat of Session A4

### **SESSION B4**

“Future of Online Learning Resources...”

David Vogt

Repeat of Session A1

## KEYNOTE ADDRESS 2

“Moving forward From the Centre: Integrating Leadership, Technology and Research to Improve Student Learning”

Ken Haycock



There is much to learn from our experience and proven effectiveness; there is much to learn from our research about how we affect student achievement; there is also much to learn from the signposts to the future. In a thought-provoking address rooted in evidence, Ken Haycock will stimulate delegates to become visible and relevant gateways to the world.

## SESSION C

### SESSION C1

“When the Book? When the Net?”

Jamie McKenzie

Publishing is undergoing a major transformation as electronic media offer new ways to explore ideas and information. Our students need to learn when their time will be spent more productively exploring concepts through hard copy books, when a CD-ROM product may excel and when the WWW will prove most valuable. This session offers a snapshot of the information landscape in 1999, provides a glimpse of the near future and explores implications for schools.

### SESSION C2

“Making Effective use of the Internet”

Keith Southworth

This workshop is for teachers, technology coordinators and teacher-librarians. It is designed to provide practical, innovative strategies to make the best use of the Internet.

### SESSION C3

“Children’s Non-Fiction: How Far It Has Gone and Where It is Headed”

Diane Swanson

Author Diane Swanson discusses the changing nature of factual literature for children; how far it has come and where it’s heading. This session includes tips on assessing and selecting non-fiction books, and on encouraging young authors to try their hands at writing the ‘literature of fact’.

### SESSION C4

“Ray Stothers is Mything the Point”

Ray Stothers

Ray reaches back into the indigenous roots of us all and brings back stories, songs, and prayers to help us remember who we are. For it is only in remembering who we are that there is any meaning in life. A singer, storyteller and drummer, Ray uses classic tales and ballads to bring a little meaning into our lives and those of our students.

### SESSION C5

“Promoting Critical Thinking About Information Technologies: Ideas for Teacher-Librarians”

Roland Case

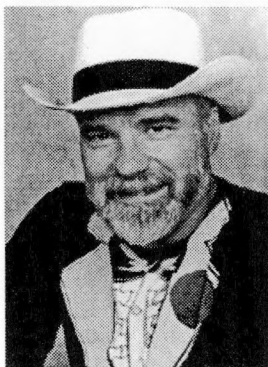
This presentation explores how teacher-librarians can assist classroom teachers and their students in learning to think critically about the use and content of electronic information technologies. Discussion of the key elements and pedagogy of critical thinking will be illustrated with numerous examples of teaching ideas and resources prepared by teacher-librarians and classroom teachers at varying grade levels and subjects.



## BCTLA BANQUET

“Hope for Endangered Species: Librarians and the CBC?”

Arthur Black



We are not sure what Arthur will be speaking about, but we know he will be interesting and entertaining. When we contacted him, he said librarians were his favorite kind of people, so what more can we say! We trust that he will have a lot more to say.



## CREDITS

### CONFERENCE COMMITTEE

The conference is being co-hosted by teacher-librarians from SD83 (North Okanagan-Shuswap) and SD22 (Vernon)

- Coordinators: Margaret Montgomery, Mel Maglio, Patrick Romaine
- Registration: Nadina Dearing
- Program/Speakers: Margaret Montgomery, Patrick Romaine, Guida Atkinson, Lorne Adamson, Joann Lovall
- Treasurer: Eileen Richardson
- Exhibits/Publishers: Evelyn LeRose
- Workshop Coordinator: Murray Sutherland
- Facilities: Lynne Madison, Margaret Montgomery
- Entertainment: Patrick Romaine
- Publicity: Dave Brennan

Be sure to check the BCTLA web site for changes and updates: <http://www.BCTF.bc.ca/psas/BCTLA>

Or you may contact:

Mel Maglio  
Phone: (250) 549-9283  
Fax: (250) 549-9200  
Email: [maglio@sd22.bc.ca](mailto:maglio@sd22.bc.ca)

Dave Brennan  
Phone: (250) 545-1348  
Fax: (250) 542-2028  
Email: [dbrennan@sd22.bc.ca](mailto:dbrennan@sd22.bc.ca)

**NOTE:** This is a mountain resort, so bring warm clothes just in case!

# 1999 BCTLA CONFERENCE REGISTRATION



"JANUS: LOOKING FORWARD  
LOOKING BACK"  
SILVER STAR RESORT, BC  
OCTOBER 21-23 1999

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ Province \_\_\_\_\_ Postal Code \_\_\_\_\_  
School District (Name and Number) \_\_\_\_\_  
Home Phone \_\_\_\_\_  
School Phone \_\_\_\_\_  
Fax \_\_\_\_\_

## Conference fees

\_\_\_\_ \$195 Full Delegate includes

Thursday Evening, **October 21**

- Registration
- Welcoming Social
- Wine & Cheese
- Publishers' Display

Do you plan to attend? \_\_\_\_

Friday, **October 22**

- Conference (includes two keynote addresses, three sessions, nutrition break and meals)
- Conference Banquet/No host bar (Friday evening) one dinner ticket included with registration.
- Please book additional dinner tickets: \_\_\_\_ tickets at \$45 each = \$ \_\_\_\_ (enclose with \$195 registration fee)

Saturday **October 23**

BCTLA chapter meeting (for chapter representatives)

\_\_\_\_ Total Registration Enclosed

\_\_\_\_ \$35 Student Delegate includes

(please attach a photocopy of current student card)

- Thursday evening welcome social, Friday sessions and speakers, nutrition break, lunch.

## Session Selection

**Session A**

First Choice \_\_\_\_\_  
Second Choice \_\_\_\_\_  
Third Choice \_\_\_\_\_

**Session B**

First Choice \_\_\_\_\_  
Second Choice \_\_\_\_\_  
Third Choice \_\_\_\_\_

**Session C**

First Choice \_\_\_\_\_  
Second Choice \_\_\_\_\_  
Third Choice \_\_\_\_\_

Registration Number \_\_\_\_\_

Please make a copy of your completed registration form for your records.

Send this registration form with payment to:

**BCTLA Conference '99**

Attn: N. Dearing

Shuswap Junior Secondary School

P. O. Box 1090

Salmon Arm, BC V1E 4P2

Fax Number: (250) 832-7114.

## **Earlybird registration**

Registrations postmarked by June 30th will qualify for a draw for two nights free accommodation on Silver Star Mountain.

Walk-in registration will be accepted. Enclose cheque or money order payable to **BCTLA Conference '99**.

No post dated cheques. Please do not mail cash.

Refunds available until October 1, 1999. Post-dated cheques will not be accepted. NSF cheques and refunds are subject to a \$25.00 administration fee. Receipts for the conference will be included in the conference kit.

Contact Delta Silver Star Club Resort

([www.silverstar.com](http://www.silverstar.com)) for accommodation information

(800) 610-0805.

### ***THE BOOKMARK* on microform!**

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# TC<sup>2</sup> & RESOURCE-BASED LEARNING — A PERFECT MATCH

by LIZ AUSTROM, retired teacher-librarian, Vancouver.

At the BTCLA Council meeting in October, Roi Daniels, Elizabeth Smith and I presented a two hour workshop on this critical thinking model. As my part of the session I was responsible for looking at which elements of the model would be familiar to teacher-librarians and which would be totally new. As I thought about resource-based learning and collaborative planning and teaching, I had a sudden insight. The reason why this model of critical thinking has excited me since the first time I saw it, is that it is a perfect fit with resource-based learning. I developed a comparison chart for use at the session, and have decided it is also worth sharing in an article.

Hopefully, the chart below will make my comments clearer. The left column outlines the major elements of the resource-based units that are so familiar to teacher-librarians. The right column includes the small changes, or "tweaking", that are necessary to transform a resource-based unit into a critical challenge unit. Key elements of the TC<sup>2</sup> model are underlined both in the chart and in the text that follows.

In writing this article, my hope is that teacher-librarians who have not looked at TC<sup>2</sup> materials will do so. The model is an excellent one for resource-based units of study. Check out Barbara Smith's article on a local history project for primary students in this same issue.

RESOURCE-BASED UNITS	NEW TC <sup>2</sup> "TWEAK"
<ul style="list-style-type: none"> <li>• Planning</li> <li>• Implements curriculum described in IRPs</li> <li>• Unit and/or lesson goals using PLOs &amp; info. skills</li> <li>• Wide range of resources</li> <li>• Teaching / learning strategies</li> <li>• Subject vocabulary</li> <li>• Evaluation of student's performance (product)</li> <li>• Work habits / Time management</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on developing <i>critical thinking</i></li> <li>• Focuses on key aspects of curriculum and on information literacy</li> <li>• <u>Critical challenge</u> or challenges</li> <li>• Resources specific to needed <u>background knowledge</u></li> <li>• <u>Thinking strategies</u> matched to challenge</li> <li>• Subject &amp; <u>Critical thinking vocabulary</u> — Concept dev.</li> <li>• Evaluation of student's thinking based upon established <u>Criteria for judgment</u></li> <li>• <u>Habits of Mind</u></li> </ul>

## PLANNING

All resource-based units or lessons require planning, so this is a very familiar process for teacher-librarians. The difference here is that focusing on developing students' critical thinking means that there is a shift that affects all elements of the plan. Critical thinking becomes the lens through which elements of the unit or lesson are viewed. This shift will become evident as we look at the specific elements of planning.

## CURRICULUM CONNECTION

Teacher-librarians and their teacher partners are very aware that IRPs are a guide to delivering a grade appropriate curriculum. Teacher-librarians have become adept at looking at the IRPs for opportunities to establish resource-based units. Sometimes information literacy objectives are stated, but often they are subsumed in an activity description.

Information literacy terminology and concepts are built right into the TC<sup>2</sup> model, a fact which makes the integration of information literacy objectives much easier to achieve. The model focuses on key aspects of curriculum in an organized conceptual fashion that is held together by critical thinking.

## GOALS & OBJECTIVES

Teachers and teacher-librarians have also always developed goals for units and lessons, and have taken care to include the Intended Learning Outcomes from the IRPs and from the school's scope and sequence of information literacy objectives (also known as information skills). A Critical Challenge posed for students becomes the central focus of the unit or of a lesson within a unit. Planning of a unit or lesson is directed toward helping students to think critically and make decisions related to the Critical Challenge. On the surface it may look like the information literacy objectives have disappeared, but they have not; they are firmly embedded in three other parts of the model: Background Knowledge, Thinking Strategies, and Critical Thinking Vocabulary.

## RESOURCES

In a familiar resource-based unit, a wide range of resources is required. They are either pre-pulled by the teacher-librarian, or available for students to locate and decide whether or not they are relevant to the topic.

The TC<sup>2</sup> model defines Background Knowledge as

the information students need so they can make a well-formed judgment on their Critical Challenge. Background knowledge therefore depends on the particular problem set. It is selective knowledge that is the focus rather than a general array of knowledge in a subject area. Sometimes all the needed background Knowledge can be elicited from the students, sometimes the teacher delivers it in the form of a lecture or briefing paper, but frequently the students must locate, identify and analyze information in order to secure this needed Background Knowledge

For a true research experience, students must develop their knowledge about research processes. In fact, the ability to conduct an effective Internet search may be part of the Background Knowledge for a unit that requires students to select the best Internet site for a study of the British Columbia environment.

## STRATEGIES

Hundreds of books on teaching and thinking strategies have appeared in print, and we all have our favourites for particular subjects, grade levels and purposes. In addition, we are all aware that some learners have preferences for particular strategies or types of strategies. Teacher-librarians have been trying to differentiate instruction for years by varying the strategies used and the product required of the student.

The TC<sup>2</sup> model shifts tweaks our past practice by suggesting that the Thinking Strategies need to be matched to the Critical Challenge Task or Question to ensure that students actually have the type of experience they need to deal with the Critical Challenge successfully. The model differentiates between three types of strategies: decision-making strategies (e.g., a framework for issue analysis, problem solving steps), information organization strategies (e.g., webbing diagrams, Venn diagrams, "pro and con" charts), and role taking strategies (e.g., debating on both sides of an issue, simulations, dramatizations). Strategies are selected to support student learning and assist them to deal with the Challenge.

## SPECIALIZED VOCABULARY

Teachers have always wanted the language of the subject area reinforced in library based unit. Information literacy terminology has been fitted in as "Oh, this is what they call it in the library" kind of mode. The Critical Thinking Vocabulary component is one of

my favourite parts of the TC<sup>2</sup> model. The idea is that it is necessary to have a range of concepts and distinctions in order to think critically, and naming the distinctions helps students to recognize them, to understand them, and then to use them effectively. This vocabulary is full of terms teacher-librarians regard as their own: inference and direct observation; generalization and over generalization; premise and conclusion; primary and secondary sources; bias and points of view (economic, political, social, religious, etc.); cause and effect; and deduction and induction.

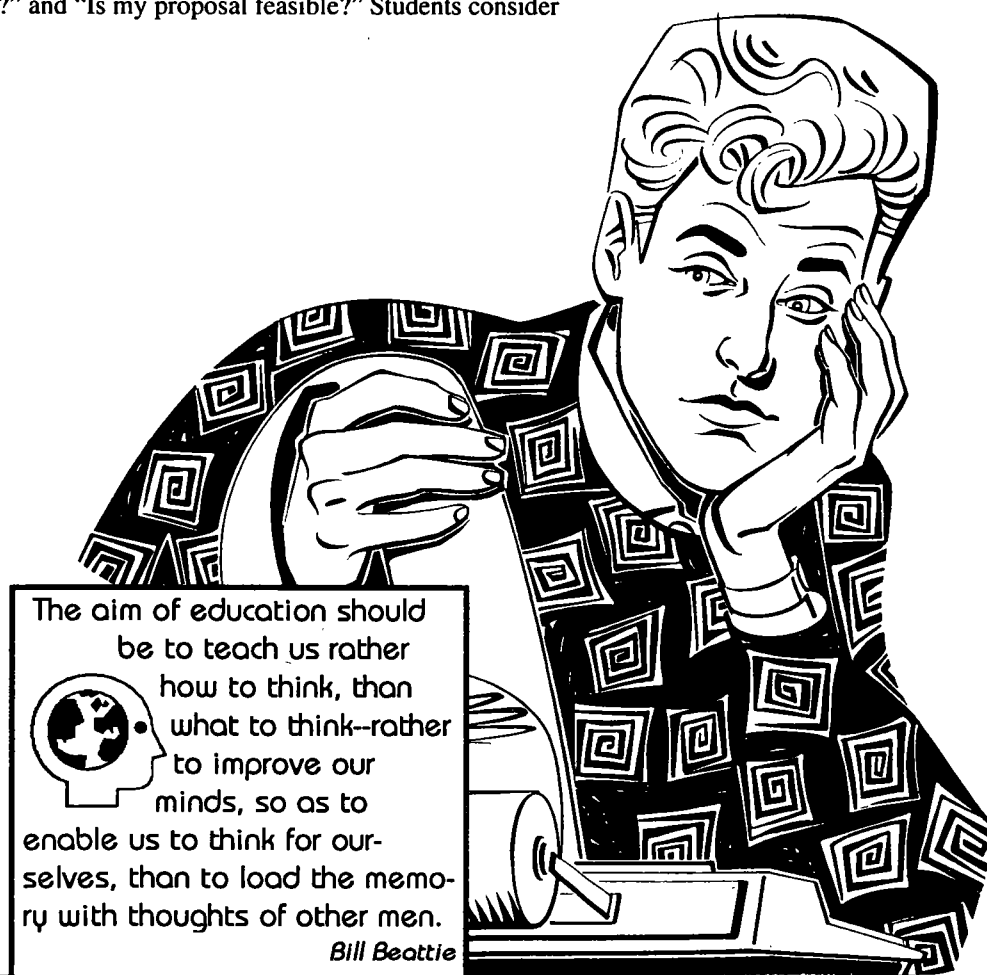
## PRODUCT EVALUATION

Traditionally, student products are evaluated on the basis of criteria established by the teacher and teacher-librarian. Often these criteria focus on content, presentation and work habits. In a TC<sup>2</sup> unit, students use Criteria for Judgment to decide which of the alternatives is the most sensible or appropriate. These criteria may be established by the students, with the teachers' assistance. The criteria will include questions like: "Is my estimate accurate?"; "Is this interpretation plausible?"; "Are our sources reliable?"; "Is the conclusion fair all?" and "Is my proposal feasible?" Students consider

concepts like weight of evidence, clarity, preciseness and relevance. Evaluation shifts to focus on the student's thinking, based upon how they have met the Challenge within the framework of the Criteria for Judgment.

## WORK HABITS

Teachers and teacher-librarians have added the evaluation of work habits and time management to resource-based units of study in order to counterbalance the perceived freedom to explore (and waste time) that captures some students in the LRC. Evaluating Habits of Mind is more likely to be significant in terms of encouraging critical thinking and character development. Habits of Mind are the characteristics of a "careful and conscientious thinker." These include being open-minded, fair-minded and independent-minded, as well as having an inquiring or "critical" attitude. Respect for high quality products and performances, and having an intellectual work ethic that demonstrates a commitment to carrying out thinking tasks competently and seriously are also Habits of Mind.



The aim of education should be to teach us rather how to think, than what to think--rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with thoughts of other men.

*Bill Beattie*

# **SPECIAL BOOK OFFER TO TC<sup>2</sup> MEMBERS**

## **60% OFF**

**(This offer includes all BCTLA members for BCTLA is an organizational member of TC<sup>2</sup>)**

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At the most recent Steering Committee meeting, TC<sup>2</sup> agreed to enter into an arrangement whereby Pacific Educational Press (at UBC) will distribute existing titles of Critical Challenges Across the Curriculum and, beginning in May 1999, undertake to publish future titles in this series. This arrangement will substantially increase our national exposure and allow us to take advantage of the marketing expertise and networks that this press offers. The arrangement will result in a recapture by TC<sup>2</sup> of all expenses paid for the books, plus a profit of a minimum of \$1.00 per book sold by the press.

As part of this arrangement TC<sup>2</sup> must provide Pacific Educational Press with a substantial inventory of each of the existing six titles and of the two titles scheduled for publication within the next two months. This inventory requires an outlay in the order of \$30,000 over the next three months. Currently TC<sup>2</sup> has in the range of \$25,000 in its two bank accounts. Since we need some cash to operate with, we would like to generate approximately \$8,000-10,000 additional money to fund the inventory of books.

As a way of generating these funds and to provide an additional benefit to TC<sup>2</sup> members, it was suggested that all member organizations be offered a one-time special price on books at 60% off the regular sale price. We hope this substantial saving will attract partners who wish to supply or resell particular materials to their teachers or students, and at the time fund TC<sup>2</sup>'s move to a larger arena from which to support future projects.

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**This offer is valid until June 15, 1999, and payment is needed no later than June 30, 1999.**

For more information and/or to place an order, please contact me as shown below:

LeRoi Daniels, Coordinator  
The Critical Thinking Cooperative  
3941 Springtree Drive  
Vancouver, BC  
V6L 3E2

(604) 732-1907; Fax: 732-1957; e-mail: [leroi.daniels@ubc.ca](mailto:leroi.daniels@ubc.ca)

**AND ORDER FORM APPEARS ON THE FOLLOWING PAGE**

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**FROM TC<sup>2</sup> (The Critical Thinking Cooperative)**  
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**V6J 1Z1**

# GRUNTLE PIGGLE TAKES OFF

by **DEBBIE CHAND**, East Chilliwack Elementary and **KATHLEEN LUCAS**, Little Mountain Elementary SD#33 (Chilliwack).

**Grade Level:** 3

**Subject:** Language Arts/Science – Animals in various environments

**Goal:**

Students will be able to describe how different environments can affect behaviours and interactions in an animal's life cycle.

**IRP Connections:**

**Science – Grade 2 / 3**

- Describe interactions, behaviours, structures, and changes that affect animals' life cycles.
- Demonstrate knowledge of animals in the environment by reading and collecting information about them.

**Prepare in Advance:**

- Find a copy of the book, *Gruntle Piggle Takes Off*, by Jean Little.
- Photo copy a class set of "compare and contrast sheet," page BLM14 from Mary Tarasoff's *Reading instruction that makes sense*.
- With the teacher-librarian, gather books that describe pigs in their natural environment.
- Collect plain white paper and enough crayons for the class.

**Lesson 1:** (45 minutes – 1 hour)

- Give students an opportunity to preview pig books.
- Brainstorm fact that they know about a pig's natural environment.

**Lesson 2:** (1 hour)

- Teacher reads *Gruntle Piggle Takes Off*.
- Brainstorm, as a class, characteristics that are unique to a city pig and chart them. Do the same for characteristics that are unique to a country pig.
- Have students fill in the two areas that are labeled "different" on the compare and contrast sheet.
- As an independent portion of the activity, have the students identify characteristics that are common to both pigs and fill in that portion of the compare and contrast chart themselves.
- Have the students who finish early draw the two types of pigs.

**Evaluation:** Check each student's chart to see that they are able to recognize similarities and differences between the city and country pig.

# **DATA RETRIEVAL CHARTS**

## **IN THE PRIMARY RESEARCH PROCESS:**

### **HOW TO ORGANIZE INFORMATION FOR PRIMARY KIDS**

by **TERI HAGGART**, Cordova Bay School, SD#63 (Saanich).

This article includes four sections describing the library resource centre program for primary students. The first section describes the elements of a primary research process based on the KWL strategy and the use of Data Retrieval Charts and Fact Sheets. This description was originally developed to provide student teachers with an overview framework of the program offered at Cordova Bay School, but it offers teacher-librarians in other schools a valuable look at a successful process.

The second section provides a collection of "retrieval charts" and "fact sheets" for sorting information for grades 2 to 5. Students are taught different ways of recording information that don't require sentences, but where they only need to record **KEY WORDS** and **PHRASES**. The charts, with their topics and grade levels, are provided in reduced format on the following pages. In practice, these charts are printed on 11"x17" paper, giving lots of room for young hands to print. They include:

• Chart 1	Animals	Grade 3
• Chart 2	Animals (level II)	Grade 3
• Chart 3	Explorers	Grade 4
• Chart 4	Habitat	Grade 4
• Chart 5	Canada's Native People	Grade 4
• Chart 6	Webbing Facts	Grade 2

The third section relates to the role of the library resource centre in the development of children's appreciation and enjoyment of literature, for the "Literature Component" is an essential part of every school's primary library program.

In a final section headed "Communication to Parents", two samples are provided which give the teacher-librarian a relatively painless way to communicate with the parents about the program and their child's progress.

- Breakdown of Information Skills to Parents.
- Literature Report Letter to Parents.

To put this library program in context, it should be noted that the teacher-librarian position at Cordova Bay School is a .4 position. To focus the limited time profitably, the **1998-1999 library program goals are:**

#### **Orientation**

- borrowing procedures (due dates / overdues, holds, renewals, searches / call slips)
- book care (sad books)
- location skills (shelf markers / sticks, fiction / non-fiction, guides / boxes, map / treasure hunts)

- spine labels
- parts of a book (cover page info, title page info, dedication page, end papers, fly leaf information, illustrations).

### **Literature**

- Jon Stott's spiralled sequence curriculum for K-5:
  - types of stories (journey, bring along)
  - basic character types (trickster, hero, helper)
  - basic story elements (setting, conflict, irony)
- Genre Studies:
  - reading wheel (mystery, historical fiction, adventure, science fiction, fantasy)
- Illustrators

### **Research Process**

- **guided** process
- KWL
- information access
- **retrieval charts** to organize information
- simple to more complex
- many ways of representing knowledge
  - written
  - dioramas
  - posters
  - gameboards
- self / teacher evaluations

In addition to the programs listed above and the ongoing administration of the LRC, a number of other projects have been undertaken during the school year, including: three Scholastic Book Fairs, an “unplug” the TV and video games certificate program, the Red Cedar Awards program, and a “reading incentive” program which awarded prizes for reading at home.

## **PRIMARY RESEARCH PROCESS**

### **As a whole group:**

- Choose a topic.
- Brainstorm all we know about this topic.
- Record these facts on “scraps” of paper.
- Sort the facts into categories by finding relationships and grouping them accordingly. This can be done in cooperative groups where the children name their categories, or with more teacher direction, depending on the age and ability of the students.

### **At this point in the project, the students may wish to break away from the large group to work on their own.**

- Brainstorm questions we hop to find the answers to while doing our research. For example, “We wonder .....” This gives the research direction.

- Using the resource materials that have been collected, begin gathering **facts** from **pictures, key words** in the captions under pictures, watching **videos**, interviewing other **people, listening** to a teacher or older student read books, or **reading** a book independently and then **making notes** on what we have **learned**.
- Each fact is recorded in the appropriate column of the **retrieval chart**, or on a specific sub-topic page when using **fact sheets**.
- When all facts have been collected, the students begin writing their report by elaborating on and connecting their ideas. Even very young students can write interesting paragraphs from only half a dozen facts if they elaborate on each by asking themselves **why** or **how**.

**K = KNOW**  
**W = WANT TO KNOW**  
**L = LEARN**

**DATA RETRIEVAL CHARTS**

**CHART 1 (Grade 3):**

<b>ANIMALS</b>					
<b>BODY</b>	<b>HOME</b>	<b>FOOD</b>	<b>BEHAVIOURS</b>	<b>LIFE CYCLE</b>	<b>OTHER</b>
What they look like	Where they live	What they eat	What they do	How they are born; stages of development; how long they live	Interesting facts

**CHART 2 (Grade 3):**

<b>ANIMALS: Level 2</b>					
<b>PHYSICAL CHARACTERISTICS</b>	<b>HABITAT</b>	<b>BASIC NEEDS</b>	<b>FRIENDS AND ENEMIES</b>	<b>LIFE CYCLE</b>	<b>OTHER</b>
What they look like	Where they live	Basic needs for survival	What they do	How they are born; stages of development; how long they live	Interesting facts

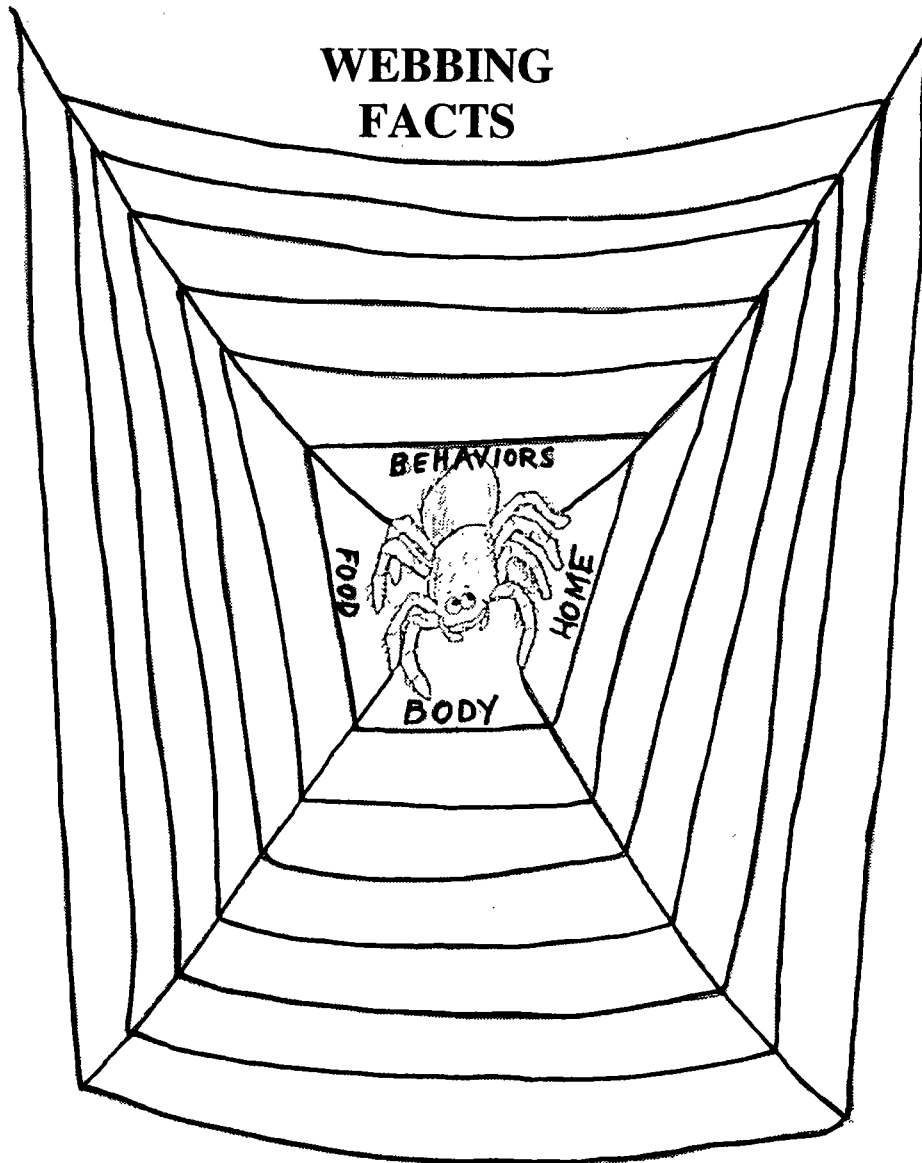


**CHART 5 (Grade 6):**

<b>CANADA'S NATIVE PEOPLE</b>				
location	shelter	clothing	food	tools

The reverse side of the chart has the same format, but the categories are: **Religious beliefs / ceremonies, family life / customs, games, other interesting facts, and resources used (bibliography).**

**CHART 6 (Grade 2):**



## LITERATURE COMPONENT

### GENRES

- A genre wheel is used. It is divided into the following 9 sections:
  - Fables
  - Famous People
  - Journey Stories
  - Trickster Character
  - Award Winners
  - Native Legends
  - Friendship Stories
  - Hero Characters
  - Poetry
- Students must find and read a book for each area of the wheel.
- Students record the author and title of each book read on the appropriate space of the genre wheel.
- Activities such as conferences to discuss material in the book are used.

### SPIRALLED SEQUENCE STORY CURRICULUM

See **Communication to Parents: 1** for an explanation of this component of the program.

### COMMUNICATION TO PARENTS: 1

The following is the text from a **Sample Letter about the Literature Program**, which was sent home to parents. The original is on school letterhead and has an attractive cartoon of a group of students.

#### LIBRARY REPORT CHILDREN'S LITERATURE GRADE ONE

This term several children in Mrs. Campbell's and Mrs. Hohlachoff's class were involved in small group activities based on stories chosen from the **Spiralled Sequence Story Curriculum**. This program of instruction is designed to strengthen literature comprehension skills. The stories are arranged in an order so that each story builds on concepts, themes, and character types discussed earlier. As students progress through the program, they build on what they already know. The children spend several sessions studying **cumulative** or "**bring-along**" stories.

Ms. Haggart  
Teacher-Librarian

## COMMUNICATION TO PARENTS: 2

The following **Report Home to Parents** is an example of the reports that are attached to projects and send home to parents with the child. [This is a reduced version. The original was nicely spaced and occupied a full 8.5" x 11" page.]

### SOCIAL STUDIES RESEARCH PROJECT CANADA'S FIRST PEOPLE

Name:

Date:

Research / Report	Model / Project
<b>Note taking:</b> simply written / detailed notes	detail is appropriate for topic
connections made within notes	
sequenced notes in preparation for writing	
<b>Written report:</b> - elaborated on facts in notes	neatness / careful construction
- included opening and closing sentences	
- used transition between ideas	ability to explain and discuss work

## COMMUNICATION TO PARENTS: 3

The following **Evaluation Form for Research Projects** is filled in by the teacher and teacher-librarian, then sent home to parents.

### LIBRARY REPORT INFORMATION SKILLS

*“Students need to be taught how to gather information, not just assigned the task. By teaching students how to do written assignments — both the research and the writing — plagiarism may be eliminated.”* from Focus on Research

This term the grade four students were involved in a project which reviewed the research skills continuum. The students had the various stages of this process modelled for them. They were encouraged to use a variety of resources, such as books and videos, and to record relevant information in note form on a retrieval chart or fact sheet. In this way, the students learned how to organize their information as it was being gathered so that the task remained manageable at all times. In writing their final report, the notes were sequenced and, in some cases, elaborated upon, so that the end product was very much their own work.

STAGES	SKILLS	COMMENTS
Information Processing	<ul style="list-style-type: none"><li>• choose relevant information</li><li>• organize and record information</li><li>• make connections within notes</li><li>• sequence notes in preparation for writing</li></ul>	
Information Sharing	<ul style="list-style-type: none"><li>• elaborate on facts in writing report</li><li>• create a product</li><li>• present findings</li></ul>	
Evaluation	<ul style="list-style-type: none"><li>• evaluate project</li></ul>	

Ms. Haggart  
Teacher-Librarian

# RELEASE FORM FOR BC TEACHER LIBRARIANS' ASSOCIATION PUBLICATIONS

Date: \_\_\_\_\_

School Name: \_\_\_\_\_

Dear Parents / Guardians:

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

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

\_\_\_\_\_  
Teacher-Librarian

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

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

## Restrictions

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

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

Date \_\_\_\_\_

Name (Print) \_\_\_\_\_

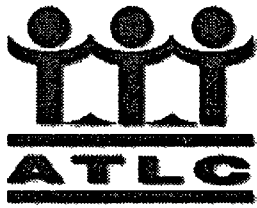
Address \_\_\_\_\_

Signature \_\_\_\_\_

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



REGULAR FEATURES



# Association for Teacher-Librarianship in Canada

## SPECIAL NEW MEMBERSHIP OFFER

The Association for Teacher-Librarianship in Canada is proud to announce a special spring membership offer. Join today!

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- A free copy of *Students Information Literacy Needs in the 21st century: Competencies for Teacher-librarians*.
- \$5.00 off coupon for purchase of any ATLC Publication.

## ATLC MEMBERSHIP APPLICATION

Name: \_\_\_\_\_

Preferred mailing address (please include POSTAL CODE):  
\_\_\_\_\_  
\_\_\_\_\_

Work:	Home:	Fax:	E-mail:
Cheque enclosed [ ]	Visa [ ]	Mastercard [ ]	Amount = \$
Card number:	Expiry date:	Signature:	

\*\* Basic Membership cost is \$40 in Canada and \$50 outside of Canada. Student and Retired Memberships cost \$20 within Canada and \$30 outside of Canada. Fees are GST exempt.

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SEND THIS FORM WITH YOUR CHEQUE (if applicable) TO:

Association for Teacher-Librarianship in Canada

P.O. Box 9

Pouch Cove, NF AOA 3L0

OR fax completed form with credit card information to (709) 335-2978

CHECK NEW \_\_\_ OR RENEWING  
\_\_\_ MEMBER

If you are sending a purchase order, it must be accompanied by this form and pre-payment.

# THE PORTRAIT: ANN BLADES

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

A few months ago, the grade three students at G.T. Cunningham School had a wonderful opportunity to meet and listen to author/illustrator Ann Blades. In her presentation Blades showed original illustrations, explained the steps in creating a picture book, from manuscript through to completion. She also read from one of her recent titles and did a painting demonstration. Ann revealed how she began her career as an author and illustrator of children's books.

Although Ann Blades was born in Vancouver, she noted that her family moved many times when she was growing up in the 1950s. She spent her grade six year at a school in England, where she began painting with watercolours and even won a local contest with her self-portrait. But her start as an author and illustrator began many years later in 1968. At that time Blades was teaching school in the small Mennonite community of Mile 18 (on the Alaska Highway near Fort St. John) in BC's Peace River country. Ann recalled the extreme isolation of living in such a remote place and how she began to write and paint as diversions. Blades told the students that she taught herself to paint and, remarkably, to this day, has never taken any formal art instruction. She also emphasized that she did not have any special materials, only the little red watercolour paint-boxes used by the children in the school.

Her first published book, *Mary of Mile 18* (Tundra, 1971) was based on one of her students. It is about a little girl, Mary, who wanted to keep a wolf pup as her pet against the wishes of her father. Blades admitted she was surprised the book was accepted for publication and originally "thought the paintings were awful." She even pointed out to the children where she forgot to paint a tree in one of the illustrations. Despite her own misgivings, *Mary of Mile 18* was chosen "Book of the Year" in 1972 by the Canadian Association of Children's Librarians. As it states on the book jacket, the story was heralded "both as a unique work of art and as an extraordinarily accurate record of the scenery and people in that pioneer northern community." Blades taught our students that "it doesn't matter that it doesn't look perfect." What was important was that the illustrations fit the mood and content of the story and "I did my best."

Ann Blades kept writing and painting while still teaching in other remote areas of BC. Her next book, *A boy of Taché* (Tundra, 1973) is based on a true episode on the First Nations reserve of Tache in northern British Columbia. (Taché is located between Stuart and Trembleur Lakes northwest of Vanderhoof and Fort St. James). Again, Ann wanted to write a story that reflected her own students' lives.

Blades returned to the lower mainland in 1972 and trained to be a registered nurse. Although she worked as a nurse, she still continued to write and paint. Her next published book was *The cottage at Crescent Beach* (Magook, 1977). That story described Ann as a child enjoying the simple pleasures of a seaside vacation.

Ann Blades also became successful illustrating for other authors. Her illustrations for Betty Waterton's book, *A salmon for Simon* (Douglas & McIntyre, 1978) received two major awards: The Canada Council Children's Literature Prize for Illustration (now called the Governor-General's award) and the Amelia Frances Howard-Gibbon Illustration Award. Blades also illustrated another Waterton book, *Pettranella* (Douglas & McIntyre, 1980). Ann has since collaborated with a number of BC authors such as Kit Pearson, Ainslie Manson and Sue Ann Alderson. [Note that all of these authors have recently been featured as *Bookmark Portraits*]. However, Blades admitted she prefers to illustrate her own stories. Her book, *By the sea: an alphabet book* (Kids Can Press, 1986) won the Elizabeth Razik-Cleaver Canadian Picture Book award.

Ann Blades' most recent title is *Back to the cabin* (Orca Book, 1996), a story describing her two sons' annual trip to the family's summer cabin. Ann told the students at my school that *Back to the cabin* was her favourite book to date. She also said she liked the quality of her illustrations in *A salmon for Simon*. Ann's most recent collaboration was Sue Ann Alderson's poetry book, *Pond Seasons* (Douglas & McIntyre, 1997). This book of poems is based on the seasonal changes of the pond at Jericho Beach in Vancouver. Blades' watercolour paintings perfectly complement the verses with a peaceful, scenic beauty.

Blades is now working on the illustrations for an adaptation of a Jewish folktale titled, *Too small*. In the future, Ann would like to write some humorous stories, and, perhaps, also a story about baseball.

Ann Blades now lives in Crescent Beach, BC with her two sons and now works full time as an author and illustrator of children's books. In her prolific career, a number of her twenty-one books have been published in other countries and translated into different languages. She is also a painter and some of her works are on sale at the Bau Xi Gallery in Vancouver.

Ann told me she enjoys visiting schools and talking to students. She also disclosed that she was "so fortunate to have a career that I love." The grade three students at my school enjoyed listening to Ann Blades describe her career and we all are fortunate to read and share Ann Blades' books.



# NEW ON THE NET

by **JOHN GOLDSMITH**, counselor, technical support person (and former teacher librarian), Fraser Valley Regional Correspondence School, SD#33, Chilliwack. E-mail: [jgoldsmi@rainbow.fvrcs.gov.bc.ca](mailto:jgoldsmi@rainbow.fvrcs.gov.bc.ca). Web: <http://www.fvrcs.gov.bc.ca/goldsmith/welcome>.

## “GIGO”

“GIGO: Garbage In - Garbage Out”. This acronym used to be popular back in the early days of computing. In a simple, succinct way it attempted to convey the notion that computers were not infallible. They were not omnipotent, all-knowing machines as often portrayed in film and fiction. Rather, they were just another human tool and like any tool, only as good as the humans who used them. If humans entered incorrect facts or inaccurate data then the resulting output would also be inaccurate or incorrect - GIGO.

This fundamental law of computing was true thirty years ago and remains true today. No amount of computing power, fuzzy logic, artificial intelligence or digital divining has yet been conceived to overcome human inaccuracy, inconsistency or randomness.

Unfortunately, there are those within the computing world who choose to overlook this basic principal. Their answer to the problem of human inconsistency and inaccuracy seems to be more computer power. That must be the case, for nothing else explains the continued fascination, development and dependence on Search Engines as the solution for finding information on the Internet.

The Internet, as you may remember is that chaotic, unorganized, unedited, unsupervised, unending domain of digital data where anything goes. Information found there may be true, false, slanted, prejudiced, persuasive, skewed, articulate, authoritative or all of the above. Most of the time it is difficult to determine. Add to this the ridiculous situation where finding a simple fact within this maze of data can be incredibly difficult and it's astounding that anyone uses the Internet as an information source. Yet use it they do, by the millions every day.

The most obvious way to solve the Internet's data access problems would be to impose some sort of structure and discipline in the same way that librarians impose structure on the information and resources they maintain. But this is the Internet, and the Internet is not the huge on-line library, which many users imagine it to be. Librarians and information professionals, who are

skilled at creating order from chaos and structuring the most complex data resources to be accessible and searchable entities, do not control the Internet. No, the Internet is the domain of technologists whose solution to the problem of accessibility is raw computer power in the form of search engines!

Search engines are able to scan through gigabits of data in microseconds and are powerful enough to carry out thousands of searches at the same time! And all this computing power is available for free to anyone with an Internet connection.

But, do these amazing search engines really make Internet information more accessible? Do they provide the Internet user with a way to search out the proverbial fact, “needle” from within the enormous data “haystack”? Yes and no.

There are two broad categories of Internet Searching Tools: Subject Indexes and Search Engines. Subject Indexes, are usually easy to use, allow several different ways to search for information and generally provide some form of data sorting or screening. Although Subject Indexes may only index a small portion of the Internet, they usually provide sufficient results to satisfy most users.

Search Engines; on the other hand are the “power houses” of the Internet. They are able to search through huge databases filled with information from the entire ‘Net within microseconds.

There are several types and varieties of Search Engines: Pure Search Engines, combinations of Search Engines and Subject Indexes and a kind of Search Engine, which used to be very popular called a Meta-Search Engine. Meta-Search Engines allow the user to input a search word or phrase once, then have it distributed to several different Search Engines, which perform the search and return the results to one Meta Search page.

While the size and power of Search Engines may be very appealing, ease of use is anything but. Search Engines require more knowledge, skill and experience to use effectively. There are several reasons for this.

Search Engines are designed to gather, store and search through massive amounts of data collected from the Internet. Using programs called "spiders", or "crawlers" Search Engines scour the 'Net looking for new Web sites. When one is located, the spider indexes information from that site in the Search Engine's database. Because the amounts of data being downloaded and indexed are huge, there is little or no human editing, indexing or filtering. It is not surprising that an apparently simple search can result in hundreds or thousands of matches, most of which are inappropriate or unusable - GIGO.

As a result, Search Engines tend to be more challenging and difficult to use than Subject Indexes. Nevertheless, Search Engines continue to be the searching tool of choice for most Internet users. So, to assist new and experienced users alike to better use this service, here are a few simple suggestions, which may improve search results.

## **1. BEFORE BEGINNING, KNOW WHAT YOU'RE LOOKING FOR.**

Before starting a search, know something about the topic or subject being investigated. This will ensure that the search terms used are as specific as possible. Successful searching requires the use of specific search terms. The more specific the search term, the better the results. For example, if looking for information on efforts to save the salmon population on the West Coast of British Columbia, using a simple search term like "salmon" will result in hundreds of pages of information being found, most of which have no relevance to the topic. Using more specific search terms such as, "Pacific Salmon", "Chinook Salmon" or the "Adams River Salmon run" will help eliminate much of the inappropriate information.

## **2. BEFORE USING A SEARCH ENGINE, READ THE HELP MENUS.**

No two Search Engines are exactly alike. Commands, functions and features that work a certain way with one Search Engine may work differently on another. Before starting a search, read all available help information. Most Search Engines will provide extensive help menus on topics such as composing a simple search, Boolean searching, or ways to narrow or widen a search. A few minutes spent reading the help menus can save hours in wasted effort later on.

## **3. LEARN TO USE BOOLEAN SEARCHING.**

Each Search Engine has its own unique way of dealing with simple search terms. Although most follow the same basic format, there are enough differences to make using them a challenge. For example consider the search term, "Pacific Salmon". The Search Engine, AltaVista, will look for information containing those two words, exactly as they were entered. The Excite Search Engine treats the search term as two separate words.

In the past, the general rule of thumb was to learn the unique searching characteristics of one or two Search Engine programs then use those programs exclusively. Today, my advice is, "Learn Boolean!"

Boolean logic or searching is a standard, which is widely used with many data base applications including library OPAC's. Boolean logic employs three simple words, "and", "or" and "not" (known as Boolean operators) to broaden or narrow a search. Because it's a standard, there are no special features or proprietary commands, which are unique to one Search Engine or another. AltaVista will treat a Boolean search string in the same way as Excite or HotBot or Lycos or any other Search Engine.

While there was a time when only one or two Search Engines allowed Boolean searching, that's changed. Now virtually all the major Search Engines will allow Boolean searching. The challenge is finding where to enter the search string. With some Search Engines such as AltaVista, a Boolean search may only be done from the "Advanced Search" page. Excite will allow a Boolean search to be entered on the main search page. No matter where this feature is located, find and use it. It will make the creation of search terms and the use of Search Engines much easier.

## **4. USE A THESAURUS.**

By now, almost everyone knows of the chaotic and unorganized nature of the 'Net. There are no Sears subject headings, no Dewey numbers, no card catalogues, and no "see" and "see also" references. As a result, information on a particular topic may be found using several different search terms. For example, information on the conflict in Kosovo, Yugoslavia may be found using search terms such as, "Kosovo" or "Yugoslavia" or "Serbia" or "The

Balkans” or any one of a dozen other words or phrases. Therefore, when conducting a search, keep a thesaurus handy. If the search results are not satisfactory then try using a different word or phrase with a similar meaning.

## **5. USE A DICTIONARY**

Spelling counts! No amount of computer power will overcome a simple spelling mistake. If unsure of the spelling of a search term or word, check it first.

Most Search Engines try to help by providing some form of spell checking however, as with any other spell checker, these programs are not infallible. For example, the search term “sale boat” will not raise any alarms with a spell check program because both words are spelled correctly, however, it will also not find any information on wind powered water craft.

## **6. USE MORE THEN ONE SEARCH ENGINE**

No one Search Engine lists or indexes all the information found on the Internet. At best, large Search Engines such as Excite and AltaVista may index between 35% to 45% of what’s “out there” on the ‘Net. Therefore, when a thorough search is required, use at least two or three Search Engines. You’ll be amazed at the number of results that are not duplicated.

## **7. USE THE RIGHT TOOL FOR THE JOB.**

As with Subject Indexes, there are also many kinds of Search Engines. There are general purpose Search Engines such as AltaVista or Excite which index information on all subject areas and there are specialized Search Engines which index information on specific topics or subjects. For example, the Liszt Search Engine is used for finding Internet mailing lists while the Four11 Search Engine is used to find people on the Internet.

When doing an Internet search, know which searching tool is best for the job. There are times when a general purpose Search Engine is best and other times when a specialized Search Engine is a better choice. As well, there are times when a Subject Index rather than a Search Engine is a better idea, especially for novice users who are not accustomed to searching and need a simple, easy to use way to find information.

## **8. KNOW WHEN TO LOOK ELSEWHERE.**

The ‘Net is a rich source of information for some topics such as current events or topical subjects and a very poor source for others. Know when to go to the Internet in search of facts and when to use books, magazines, CD-ROMs or other sources.

As a general rule, it’s a good idea to check for information close at hand such as dictionaries, encyclopedias, magazines, library books, before starting an Internet search. The more knowledge and understanding a person has about a particular topic, the better able they are to effectively search the Internet.

## **9. PRACTICE MAKES PERFECT.**

Searching for information on the Internet is a skill, just like playing good tennis, driving a car or painting. As with any other skill, proficiency improves with practice. The more often students search for information, the better they will become at using Internet searching tools - both Subject Indexes and Search Engines.

The above tips provide a good starting point in assisting students towards becoming proficient ‘Net searchers. If students are ever to utilize the Internet effectively as an information source they will need far more than a set of simplistic searching tips and Teacher Librarians will, no doubt play a key role in helping students gain those skills. However, given the current state of the Internet, this may seem like a daunting task for T-L’s to assume. Thankfully, the ‘Net itself provides a rich variety of tutorials and information sites to aid users (T-L’s and students) in utilizing Search Engines effectively.

Following are some examples of what’s available on the ‘Net for T-L’s and students who want to learn more about Internet searching generally and using Internet Search Engines in particular.

## **SEARCH ENGINE TUTORIALS AND INFORMATION SITES**

### **CYBERMETRICS: THE INTERNATIONAL JOURNAL OF SCIENTOMETRICS, INFOMETRICS AND BIBLIOMETRICS**

<http://www.cindoc.csic.es/cybermetrics/links08.html>

This site is devoted to the tools and methodologies available for the extraction and manipulation of web data and focuses mainly on the more powerful engines for recovering data from the Web. As well, information covering the analytical and comparative reviews about the best use of these engines is also included.

### **FIND IT ONLINE: WEB SEARCHING STRATEGIES**

<http://home.sprintmail.com/~debflanagan/main.html>

Debbie Flanagan, an Internet Training Instructor has developed an interactive online tutorial Web site. The tutorial covers subject directories, search engines, Boolean logic, meta-search engines, and specialty databases. It also provides practice exercises with specific search engines including AltaVista, Infoseek, HotBot, Northern Light, Excite and Google.

### **FINDSPOT**

<http://www.findspot.com>

FindSpot calls itself the gateway to Internet search tools that people can use to find information. Its purpose is to combine access to these tools with example based help so users can construct better searches, leading to more useful retrieval. As time goes by, they promise to add more features designed to help users locate information easily on the Internet.

### **GROSSMONT UNION HIGH SCHOOL DISTRICT WEB SEARCHING TUTORIAL**

<http://www.grossmont.k12.ca.us/westhills/computers/techfund/InternetActivities/Search/search.html>

A comprehensive Web searching tutorial created by members of the Grossmont Union High School.

### **INTERNET TOOLS FOR THE**

## **ADVANCED SEARCHER**

<http://www.philb.com/adint.htm>

Internet Tools for the Advanced Searcher discusses search engines with advanced features, virtual library gateways, intelligent agents, caching, plug-ins, etc.

## **NUEVANET RESEARCH TUTORIAL**

<http://www.nueva.pvt.k12.ca.us/~debbie/library/research/research.html>

Debbie Abilock, Librarian from the Nueva School District in California has created an excellent web site with information on a wide variety of research related activities including advise on; researching a complex topic, choosing the best Internet searching tool, developing variety and depth in research and performing precise searches.

## **PC MAGAZINE'S REVIEW OF INTERNET SEARCHING TOOLS**

<http://www.zdnet.com/pcmag/features/websearch98/intro.html>

The author of this review claims that finding information on the Internet is simply a matter of choosing the right Internet searching tool and provides recommendations for making those choices.

## **SCOTT'S RESEARCH LIBRARY WEB SITE**

<http://www.teleport.com/~skerlin/library.html>

This site, created by Scott Kerlin, Ph.D. contains extensive work on Internet research techniques and tutorials as well as links to other sites with similar content.

## **SEARCH ENGINE WATCH**

<http://www.searchenginewatch.com/webmasters/index.html>

Like everything else on the Internet, Search Engines are very dynamic, constantly being improved and updated by their creators. Search Engine watch is a Web site created by Danny Sullivan for the purpose of keeping Internet users informed as to these changes and their impact on users.

## **THE "SEARCH" PROCESS**

<http://www.landmark-project.com/search/>

The SEARCH Process is one of many Landmark Projects designed to assist students to better use the Internet. The Search Process project is focused on conducting effective Internet searches. This project has taken the word "SEARCH" and transformed it into an acronym to assist students in developing their searching skills.

## **SEARCHING AND RESEARCHING ON THE INTERNET AND THE WORLD WIDE WEB: A GUIDE FOR STUDENTS, TEACHERS, LIBRARIANS, AND FOLKS WHO WANT TO STAY IN THE KNOW.**

<http://www.mwc.edu/ernie/search/>

A very comprehensive site with a focus on Internet research, created by Ernest Ackermann, computer science teacher at Mary Washington College. In addition to extensive information on Internet research, Ernest Ackermann has also included an on-line version of seminars, which he has presented to various venues across the United States.

## **SEARCHING THE WEB**

<http://numa.niti.org/enc/>

Searching the Web is chiefly a training tool for K-12 teachers, developed by The Eisenhower National Clearinghouse for Mathematics and Science Education (ENC).

## **SINK OR SWIM**

<http://www.sci.ouc.bc.ca/libr/connect96/search.htm>

Ross Tyner, librarian at Okanagan University College has created a wonderful on-line Internet searching tutorial to assist students in the use of various Internet searching tools.

## **THE SPIDERS APPRENTICE**

<http://www.monash.com/spidap.html>

The Spider's Apprentice calls itself, "A Helpful Guide to Web Search Engines". The site contains tips

and suggestions for effectively using all the major Search Engines. The Spider's Apprentice provides a ranking system to help users choose the best Search Engine for a particular type of search.

## **THE TEACHER'S WEB TUTORIAL ON LEARNING TO SEARCH THE WEB**

<http://www.teachersweb.com/training/search/tools/picks.htm>

Created by C.J. DeSantis, a teacher in New Jersey, this Web searching tutorial began as part of a master's project for George Washington University. The purpose behind this project was to create a series of interactive, Internet related tutorials for local teacher professional development. Since creating these tutorials, Mr DeSantis has made them available to anyone on the 'Net who is interested.

## **THE UNIVERSITY OF CALIFORNIA, BERKELEY LIBRARY, TUTORIAL ON FINDING INFORMATION ON THE INTERNET**

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html>

This tutorial is an on-line version of the workshop presented by the library to incoming students on how to search for information on the Internet. Included along with an overview of contents of the workshop are speakers' notes and copies of student handouts.

## **UNIVERSITY OF CONNECTICUT HEALTH CENTRE GUIDE TO SEARCHING THE INTERNET**

<http://www3.uchc.edu/~uchclib/eduoff/searchw.html>

The purpose of this site is to help students use the Internet for education and research in a more precise, confident and expeditious manner. The information included on this site is based on the Center's experience in training more than 2000 University of Connecticut Health Center (UCHC) affiliates to use the Internet, knowledge gained using Internet resources as part of the workday routine, and daily interactions with their academic client base of more than 4000 faculty, students, staff and visitors.

## **USING THE WEB TO ENHANCE STUDENT LEARNING: SEARCHING THE WEB**

<http://www.rwu.edu/academic/library/cic2/main.htm>

The Web site, by Susan McMullen, Information Resources Librarian at Roger Williams University Library was originally created to assist students in using the Internet and World Wide Web. In addition to on-line links, tutorials and general searching information, Ms McMullen has made her presentation on searching the Internet available for downloading.

## **THE WEBWEAVER GUIDE TO SEARCHING THE INTERNET**

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

An excellent site with numerous links to information and tutorials on searching the Internet created by Tracy Marks, a well-known Internet training facilitator.

## **MAJOR SEARCH ENGINE SITES**

### **ALTA VISTA**

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

AltaVista is consistently one of the largest search engines on the web, in terms of pages indexed. Its comprehensive coverage and wide range of power searching commands makes it a particular favorite among researchers. It also offers a number of features designed to appeal to basic users, such as "Ask AltaVista" results, which come from "Ask Jeeves" and directory listings from "LookSmart".

### **AOL NETFIND**

<http://www.aol.com/netfind/>

AOL NetFind is a branded version of the Excite search engine in the US and Canada. It has a different name and a different look, but it is basically Excite underneath. In Europe, Lycos provides the results in the same manner as Excite. AOL NetFind launched in March 1997.

### **CANADA.COM**

<http://www.canada.com>

Canada.com claims that it is "anchored" by a powerful search engine which provides access to more than 110 million Internet and Web documents and has the largest search capacity of any Canadian online search engine. The site also features additional services including shopping, news and information through a news cafe, e-mail, online travel reservations and information, and a complete online business directory. There is also access to weather forecasts, TV listings, horoscopes, and lottery results as well as access to 33 daily newspapers coast-to-coast including The National Post, The Vancouver Sun, the Vancouver Province, The Calgary Herald, The Edmonton Journal, The Ottawa Citizen and The Montreal Gazette.

### **DIRECTHIT**

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

Direct Hit is a company that works with other search engines to refine their results. It does this by monitoring what users click on from the results they see. Sites that get clicked on more than others rise higher in Direct Hit's rankings. Thus, the service dubs itself a "popularity engine." Direct Hit's technology is currently best seen at HotBot.

### **EXCITE**

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

Excite is one of the most popular search services on the web. It offers a medium-sized index and integrates non-web material such as company information and sports scores into its results, when appropriate. It also offers one of the best news search services available: Excite News Tracker. Excite was launched in late 1995. It grew quickly in prominence and consumed two of its competitors, Magellan in July 1996, and Web Crawler in November 1996. These continue to run as separate services. Excite also "powers" the results that appear in AOL NetFind and Netscape Search.

### **GOOGLE**

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

Google is a search engine that makes heavy use of

link popularity as a primary way to rank web sites. This can be especially helpful in finding good sites in response to general searches such as "cars" and "travel," because users across the web have in essence voted for good sites by linking to them.

## **GO TO**

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

Unlike the other search engines (except for AltaVista), GoTo sells its listings. Companies can pay money to be placed higher in the search results, which GoTo feels improves relevancy. Non-paid results come from Inktomi. GoTo launched in 1997 and incorporated the former University of Colorado based World Wide Web Worm. In February 1998, it shifted to its current pay for placement model and soon after replaced the WWW Worm with Inktomi for its non-paid listings.

## **HOTBOT**

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

Like AltaVista, HotBot is another favorite among researchers due to its large index of the web and many powerful searching features. In most cases, HotBot's first page of results come from the Direct Hit service (see above), and then secondary results come from the Inktomi search engine, which is also used by other services. It gets its directory information from the Open Directory project (see below). HotBot launched in May 1996 as Wired Digital's entry into the search engine market. Lycos purchased Wired Digital in October 1998 and continues to run HotBot as a separate search service.

## **INFERENCE FIND**

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

Inference Find is a type of Meta-Search Engine which sends out search requests in parallel to the best six Search Engines on the Internet, merges the results, removes redundancies, and clusters the results into neat understandable groupings.

## **INKTOMI**

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

Originally, there was an Inktomi search engine at

UC Berkeley. The creators then formed their own company with the same name and created a new Inktomi index, which was first used to power HotBot. Now the Inktomi index also powers several other services. All of them tap into the same index, though results may be slightly different. This is because Inktomi provides ways for its partners to use a common index yet distinguish themselves. There is no way to query the Inktomi index directly, as it is only made available through Inktomi's partners with whatever filters and ranking tweaks they may apply.

## **INFOSEEK**

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

Infoseek is one of the more popular search services on the web. It has a small-to-medium sized index, so it may not be the best place for those doing a comprehensive search of the web. However, it consistently provides quality results in response to many general and broad searches, thanks to its ESP search algorithm. It also has an impressive human-compiled directory of web sites. Infoseek is the main power behind the new Go portal site, which it produces in partnership with Disney. Infoseek launched in early 1995.

## **LYCOS**

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

Lycos started out as a traditional search engine. In April 1999, it shifted to a directory model similar to Yahoo. Its main listings come from the Open Directory project, and then secondary results come from searching the entire web. Lycos also features a directory of web sites called Lycos Community Guides. Sites are automatically listed in these guides using technology from WiseWire, a company Lycos acquired in early 1998.

The name Lycos comes from the Latin for "wolf spider." In October 1998, Lycos acquired the competing HotBot search service, which continues to run separately.

## **MSN (MICROSOFT)**

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

Microsoft's MSN service features both directory listings and search engine results, powered by Inktomi.

Other search engines are also featured at the service. The service went live in October 1998 with its Inktomi results, although it had existed in various formats and under different names previously.

## NETSCAPE

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

Like AOL NetFind, Netscape Search is a branded version of the Excite search engine. Netscape also runs the Netscape Open Directory, which uses information from the Open Directory project (see below). Now owned by AOL, the Netscape site is expected to continue operating as a separate service.

## NORTHERN LIGHTS

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

or

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

Northern Light is another favorite search engine among researchers. It features a large index, along with the ability to cluster documents by topic. Northern Light also has a set of "special collection" documents that are not readily accessible to search engine spiders. There are documents from thousands of sources, including news wires, magazines and databases. Searching these documents is free, but there is a charge of up to \$4 to view them. There is no charge to view documents on the public web—only for those within the special collection. Northern Light opened to general use in August 1997.

## REALNAMES

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

The RealNames system is meant to be an easier to use alternative to the current web site addressing system. Those with RealNames-enabled browsers can enter a word like "Nike" to reach the Nike web site. To date, RealNames has had its biggest success through search engine partnerships. In particular, it is strongly featured in AltaVista's results.

## SEARCH ENGINE SHOWDOWN

<http://www.notess.com/search/>

This Web site features charts to compare search

capabilities as well as links to detailed Search Engine reviews plus statistics for comparing the size, overlap, unique hits, change over time, and dead links of the popular sites. In addition the site also includes information on search strategies plus basic suggestions for how to search the Web and when to use which tool.

## SEARCH.COM

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

Search.com is a branded version of the Infoseek search engine, operated by Cnet. It also offers specialty searches, where Infoseek technology is used to spider selected sites within particular categories. Search.com also provides links to a variety of specialty search services. Search.com was launched in March 1996 as a single interface to several search engines. The partnership with Infoseek began in May 1997. Since late 1997, Search.com has been eclipsed by Cnet's new search offering, Snap.

## WEB CRAWLER

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

Web Crawler has the smallest index of any major search engine on the web. Think of it as Excite Lite. The small index means Web Crawler is not the place to go when seeking obscure or unusual material. However, some people may feel that by having indexed fewer pages, Web Crawler provides less overwhelming results in response to general searches. Web Crawler opened to the public on April 20, 1994. It was started as a research project at the University of Washington. America Online purchased it in March 1995 and was the online service's preferred search engine until Nov. 1996.

That was when Excite, a Web Crawler competitor, acquired the service. Excite continues to run Web Crawler as an independent search engine.

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## **SEARCHING TOOLS SUITABLE FOR ELEMENTARY SCHOOL STUDENTS**

### **ALFY**

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

ALFY bills itself as a new and innovative web “portal” for kids, targeted especially for children between the ages of 3 to 10.

Using the “Web Portal” metaphor, ALFY enables children to easily access “kid friendly” web sites, by using search facilities and an approach that are appropriate to their capabilities and skills in a safe environment. ALFY, the web portal for kids, establishes a comprehensive solution to enable children for the first time to get the maximum benefits and enjoyment from the Internet.

All sites on ALFY have been scrutinized personally by ALFY’s professional team of librarians and have met certain criteria including suitability to children, appropriate content and visual appeal.

### **ASK JEEVES FOR KIDS**

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

“Ask Jeeves For Kids” (AJFK) is unique in that it accepts questions in “natural language” rather than having users construct a Boolean search string. For example, students may simply type in a question such as, “Why is the sky blue?” or “How do I make a paper airplane?”

Not only does AJFK accept questions in natural language; it will also attempt to limit the number of results so students are not overwhelmed by 100’s of Web pages when doing a search.

### **AWESOME LIBRARY FOR KIDS**

<http://www.awesomelibrary.org>

The Awesome Library For Kids began as a joint project involving a number of prestigious organizations such as; American Association of School Librarians, American Federation of Teachers, American Library Association, AskERIC, Department of Education (OERI) Library Program and National Council of Teachers of English among others.

## **CYBERSLEUTH-KIDS**

<http://cybersleuth-kids.com>

CyberSleuth-Kids is both an online search engine and guide for the K-12 students. A teacher and volunteer created the original site. The goal of CyberSleuth-Kids is to provide a safe educational online database of links to help students sift through a maze of information. The site staff assists students in pinpointing important information while still allowing them to practice good search techniques.

The authors claim that only sites that meet standards of educational value and relevance are added to the database however, nowhere on the site could I find an indication of what those standards were.

## **INFORMATION PLEASE KIDS ALMANAC**

<http://kids.infoplease.com/>

This is a student version of the Information Please Almanac. Lots of information is presented in a simple but visually pleasing format. No mention is made of information selection policy or of filtering criteria.

## **KIDSCCLICK**

<http://sunsite.berkeley.edu/KidsClick!/>

KidsClick is a combination Search Engine and Subject Index created by a group of librarians at the Ramapo Catskill Library System (RCLS), as a logical step in addressing concerns about the role of public libraries in guiding their young users to valuable and age appropriate web sites. As well as assisting young people to locate appropriate and needed information, the staff of RCLS has also done as much as possible to filter the information indexed on their system so that the results of a student search will be both appropriate and useful.

## **YAHOOOLIGANS**

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

Yahooligans is the young person’s version of the popular Subject Index, Yahoo. While the site has the look and feel of young person’s site (lots of bright colors and catchy, hip graphics) there is no mention of selection policy or filtering criteria. Nevertheless, Yahooligans is probably one of the largest search sites on the Internet specifically geared to young people.

## NEW ON THE NET

### EDUCATION BAMBOOZLED

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

The stated mission of this Web site is to combat the negative stereotypes of youth and facilitate positive change through new media by creatively, intelligently and honestly portraying the lives of youth. The site contains information on art, entertainment, health and a number of other topics of interest to teens. (Net Happenings)

### BCTF RESEARCH REPORTS

<http://www.bctf.bc.ca/ResearchReports/>

The BCTF Research Department publishes reports on a variety of educational and labor issues. Print copies of the reports are distributed to staff, local officers, and several libraries in BC, including UBC's Education Library, SFU's WAC Bennett Library, the University of Victoria's Curriculum Lab, and the Vancouver Public Library. Topics for which research reports exist include First Nations Education, Special Education, Assessment and Accountability, Learning Resources, Media, Student/Educator Ratio & Class Size and Non-Enrolling Teachers. (BCTF)

### CLASSROOM FLYER

<http://www.learningcompanyschool.com/school/resource/flyer.htm>

This site hosted by the Miningco makes available a free newsletter every week day with useful information on current events, a review of "this day in history", samples of teacher's web sites, and additional online web links to help educators integrate Internet resources within their classroom or library program (Weekly Bookmark)

### LESSON STOP

<http://www.lessonstop.org>

This site has approximately 500 links to sites containing lesson plans. Resources are organized by topic and grade level. A newsletter is also available. (Respool)

### PARENT/TEACHER RESOURCE CENTRE

<http://www.worldbook.com/ptrc/html/ptrc.htm>

Parent/Teacher Resource Center hosted by World Book Encyclopedia offers parents and teachers educational resources to help their children and students succeed in and beyond school. Even though the site was created by World Book, it is open to any one. (Net Happenings)

### LIBRARY

#### LANGENBERG SEARCH SITE

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

The Langenberg Search Site is a collection of general and specialized search tools grouped under various subject headings such as, dictionaries, maps, travel, government, etc. (Net Happenings)

#### LIBRARY OF CONGRESS: COUNTRY STUDIES

<http://lcweb2.loc.gov/frd/cs/>

A series of on-line (and print) books prepared by the Federal Research Division of the Library of Congress under the Country Studies/Area Handbook Program sponsored by the Department of the Army. This online series presently contains studies of 91 countries.

Most books in the series deal with a particular foreign country, describing and analyzing its political, economic, social, and national security systems and institutions, and examining the interrelationships of those systems and the ways they are shaped by cultural factors. (Respool)

#### LIBRARY JUICE

<http://libr.org/Juice/>

Library Juice is a current awareness service for library and information science students, librarians, and

other interested people. It includes announcements, many web resources, calls for papers, and news items. Much of the material has a social-responsibilities or intellectual freedom focus. It is not a discussion list but a digest of material from a variety of sources. (Respool)

### **OXFAM'S COOL PLANET WEB SITE**

<http://www.oxfam.org.uk/coolplanet/index.html>

Oxfam Great Britain's web site for kids and schools aims to bring a global perspective into the classroom. Want to know about fair trade or international aid? Information on Oxfam's work, and some of the countries where Oxfam works with poor people help kids get a broader view of the world we live in. (Lynx of the Week)

Cool Planet for teachers features extracts from three excellent classroom resource packs, allowing you to print off and use for instant lessons with a global flavor. The site also includes advice on bringing developing world issues into the classroom. (Net Happenings)

### **TIME CAPSULE**

<http://dmarie.com/asp/history.asp?action=process>

Time Capsule is a *fun* resource site where you enter your birth date (or any other date from 1900 to 1997) and find out all sorts of information about that date including top news headlines, sports headlines, top songs, the President and Vice President, average income and the price of basic goods. (Net Happenings)

### **MATHEMATICS**

#### **THE PLATONIC REALM'S INTERACTIVE MATHEMATICS ENCYCLOPEDIA (PRIME)**

[http://www.mathacademy.com/platonic\\_realms/encyclop/encymain.html](http://www.mathacademy.com/platonic_realms/encyclop/encymain.html)

Platonic Realms' Interactive Mathematics Encyclopedia (PRIME) is a collaborative effort of math graduate students and educators. As well as having the web's most extensive and up-to-date collection – now with over 1,000 math links PRIME is an interactive resource of Math information which relies on its users to build up and keep up to date the many Math resources found on the site. (Respool)

### **SCIENCE**

#### **CHEM4KIDS**

<http://www.Chem4Kids.com/>

A science related Web site with chemistry, physics and math materials for elementary and middle school aged students. (Net Happenings)

#### **HOW STUFF WORKS**

<http://www.howstuffworks.com>

How Stuff Works is a site created by Marshall Brain, author of several books and articles. In a simple yet understandable manner the other presents explanations for some very complex items and ideas. (Net Happenings)

#### **MAD SCIENTIST NETWORK**

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

Calling itself, The Laboratory That Never Sleeps." the Mad Scientist Network, sponsored by Washington University Medical School contains among other things, a super database full with questions which have been answered by scientists who are experts in their field. An excellent resource for any school science program. (Net Happenings)

#### **PERIODIC TABLE ON-LINE**

<http://members.aol.com/WebChem/FrameIntro.html>

The students of Notre Dame High School for Girls created this unique site. While there are a number of site with information on the Periodic Table, this one is very well done with lots of examples and supplementary information such as; how the Periodic Table came to be arranged in its present form, why the Periodic Table is actually "periodic" and regions of the Periodic Table (NewPageList)

#### **PRIMER**

<http://users.massed.net/~tedrowan/primer.html>

Ted Rowan from Falmouth, Massachusetts has been working in and around science fairs some twenty years, and this is a hypertext tutorial on how to do

everything for a Science Fair from plan projects to judge finalists. Although written for students, this is a fabulous, practical resource for anyone involved with science fairs. (Respool)

## **PROJECT RESOURCE GUIDE**

<http://www.ipl.org/youth/projectguide/>

This site is part of the Internet Public Library and contains a wealth of links to sites with information on how to choose a project, how to complete and present the finished product, aspects of judging and much more. (Respool)

## **ROOM 103**

<http://www.room103.com/home.htm>

Room 103 is a Web Site filled with resources and information dealing with science. It also includes an "Ask the Expert" section where students can pose questions on various aspects of science and technology. (Respool)

## **RESOURCES**

[http://www.tyler.net/ruskhslib/sci\\_fair.htm](http://www.tyler.net/ruskhslib/sci_fair.htm)

This site, created by the staff and students of Rusk High School's presents a number of science fair project ideas and reference links to help get students started down the path of scientific discovery. (Respool)

## **SCHOOL SCIENCE FAIRS**

<http://www.stemnet.nf.ca/~jbarron/scifair.html>

Presented by the eastern Newfoundland Science Fairs Council, this page offers various project ideas broken down into primary, elementary, middle school and senior high school sections; we're talking strictly topic suggestions here, with some broken down into scientific specialty areas (Respool)

## **SCIENCE FAIR HOME PAGE**

<http://home1.gte.net/elhardts/>

This well laid out site offers ideas on how to put together a sturdy science fair project within the framework of the scientific method. As well, it also

suggests several thoughtful ideas on approaching the judging of entries and additional online resources too (LM\_Net)

## **SCIENCE FAIR TIPS**

<http://www.eduzone.com/tips/science.asp>

This Web site created by Edzone offers ideas for Science Fair projects by grade level as well as informative pieces on preparing a science fair (including sample forms to print out) and a demonstrator's kit. (Net Happenings)

## **SCIENCE FAIRS**

<http://physics.usc.edu/~gould/ScienceFairs/>

The World Wide Web's Virtual Library presents a thorough treatment of science fairs around the USA which have an online presence, broken down into states and locales (Respool)

## **SCIENTIFIC METHOD**

<http://www.isd77.k12.mn.us/resources/cf/SciProjInter.html>

This text-based article does a nice job of discussing use of the scientific method in the execution of science fair projects. As found in the article are links to an introductory guide and a sample project help to crystallize the direction in which students need to go. (Respool)

## **SCIENTIFIC SUPPLIES**

<http://www.madsci.org/libs/areas/reagents.html>

A list of the online addresses for companies that sell science supplies that may be of use in gathering materials for science fair projects. (Respool)

## **ULTIMATE SCIENCE FAIR RESOURCE**

<http://www.neltec.com/scifair/>

One of the best sites for information and ideas all aspects of hosting a Science Fair including; selecting a project, completing a project, writing a description and report, display hints and much more. (Respool)

## **SOCIAL STUDIES**

### **ANCIENT WEB SITE**

<http://www.julen.net/aw/>

This is a giant index of ancient history resources on the Internet. (BestWeb)

### **DIGGIN' UP THE FACTS ABOUT ARCHAEOLOGY**

<http://tqjunior.advanced.org/5751/welcome.htm>

This site has a lot of information about archaeology generally. The site is organized into topics such as; "What is Archaeology?" "Things Discovered by Archaeologists" (which tells about great discoveries) and, "What is a Mummy?" (which describes how and why the Egyptians made mummies). This is an excellent site for students, ten and over. (Kids Report)

### **MYSTERIES OF CATALHOYUK**

<http://www.smm.org/catal/>

Mysteries of Catalhoyuk is a good site to go to for archaeology. Catalhoyuk is a town in Turkey and the site of an archaeological dig. As part of the dig, the excavation team has created a Web site. The site is divided into five areas. Artifacts and Recent Findings shows old pottery, human remains, & ground stone tools. People & Processes explores the process archaeologists use to dig. Catal Tour gives you a virtual tour of Catalhoyuk. About Catalhoyuk has facts about the town itself. The last category, Mysteries & Activities has games, paintings and questions to answer.

(Kids Report)

### **PBS/NOVA - ICE MUMMIES**

<http://www.pbs.org/wgbh/nova/icemummies/>

This is the companion Web site for the NOVA three-hour special "Ice Mummies" originally broadcast on November 24, 1998. The site contains information

and resources (including a teacher's guide) to compliment the NOVA series involving the INCA Indian "Ice Mummies" of Peru. (Kids Report)

### **ODYSSEY IN EGYPT**

<http://www.website1.com/odyssey/home.html>

This chronicles ten weeks in the lives of an archaeology team as it excavates a site in Egypt. This is an excellent look at the work of archaeologist in and archaeology in the field. (Kids Report)

### **WEIRD, WACKY AND JUST PLAIN WILD**

### **MARK'S APOLOGY NOTE GENERATOR**

<http://net.indra.com/~karma/formletter.html>

Love, marriage, and relationships can be difficult. Sometimes, all it takes is an apology to make things right again. However, when a simple, "I'm sorry." sounds lame and inadequate, this great web site has a wonderful tool for creating the right apology. Use the form to generate a custom apology letter and email to the person of your choice. The site is geared more toward men, but there is a link to a woman's version of the form as well. (Weekly Bookmark)

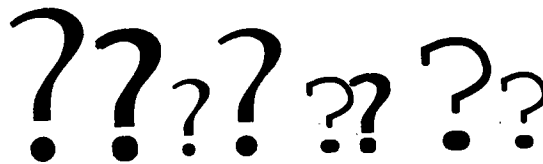
### **VIDEO GAME HEAVEN**

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

If you're at all interested in Sega, Nintendo, Sony, PC, GameBoy, or Atari gaming you'd better bookmark this site and visit often, because it's got just about everything a devoted game player could want in a web site and then some. As an added bonus it's updated twice every day, so you know you're always getting the latest and greatest gaming information, including cheats and codes, previews, reviews, and a flashback gallery for those who long for the days of "Space Invaders" and "PacMan". (John Reece)

# ASK THE EXPERTS

by COLIN CHAFER, teacher-librarian,  
Howe Sound Secondary School, SD#48  
(Howe Sound).



## What is a Boolean search?

The Boolean search was named after the 19th century English mathematician George Boole, who developed theories for working with sets of information. Plain-English or Natural Language searches on the Web almost always give you good results; however, many search engines allow you more precision by specifying the relationships between keywords in your search, thus the **Boolean search**. A Boolean search enables you to define your search more clearly and get better results. The three most commonly used Boolean search terms or “operators” include **AND**, **OR**, and **NOT**. What follows is a brief explanation of how they work.

The Boolean operators **AND** and **NOT** will limit the number of results in your search.

**Example:** Renaissance **AND** painting

If you were to conduct a search using only one of the keywords above, you would retrieve a larger number of documents. Full caps may not be required for **AND**, or with any of the Boolean operators you use. It depends upon the search engine you are using, but using full caps for any of the Boolean operators is advisable. As well, there should be at least one space before and after each Boolean operator.

You can also use Implied Boolean operators. These are symbols used in place of the Boolean operators. For **AND** you would use a “+” symbol.

**Example:** +Renaissance +painting

The operator **NOT** also narrows your search. All records containing one keyword and **not** the other will appear.

**Example:** skating **NOT** ice

Some search engines do not recognize **NOT**, but rather **AND NOT** or **BUT NOT**. Again, you can use an implied Boolean operator for **NOT** which is a “-” symbol.

**Example:** skating -ice

The operator **OR** will broaden your search, increasing the number of documents you retrieve.

**Example:** Saturn **OR** Venus

Records that contain both Saturn and Venus will appear.

If you type in the search terms **Saturn Venus** rather than **Saturn OR Venus** you will receive the same set of results.

As well, you can use a combination of operators to complete a more complex search.

**Examples:**

cats **AND** felines **NOT** dogs  
(cats **OR** felines) **AND** anatomy

Making use of parentheses is known as “forcing the order of processing.” The words in parentheses, “cats” and “felines” will be processed first and then the search engine will combine this with the last part of the search—“anatomy”.

**Note:** Some search engines will have a search template, menu option, or radio button. The template will allow you to choose the Boolean operator from the menu.

Each Internet search engine will differ in the commands it uses for various search strategies. It is advisable to refer to the **Help Pages** of each search engine to find out if Boolean operators can be used and, if so, in what manner.

For instance, Boolean operators can be used in Alta Vista in its Advanced Search option. Hot Bot makes use of both full Boolean logic and Implied Boolean (+/-). Not all search engines support parentheses like Alta Vista does.

To begin with, it may take some time to decide what keywords to use in a Boolean search and how you want to combine them, but it is often worth the effort.

# CONTINUING EDUCATION REPORT

by COLIN CHAFER, professional development chair, BCTLA

Hopefully, many of you will be able to take courses this summer offered at the University of Alberta, the University of British Columbia, or the University of Victoria. Information on offerings for the Fall and Winter Sessions is included below. Also, check out the information on UBC's new Certificate in Teacher-Librarianship program which will be of particular interest to teachers who have no formal training in teacher-librarianship.

It is important to note that course offerings are dependent upon enrollment. Without sufficient enrollment courses do not run. Not everyone will be aware of courses and programs offered at our universities nor will everyone read this information in *The Bookmark*. Could you please share this information with your colleagues and inform them that there is a wide range of programs and courses available. If you have any questions regarding programs and courses, please contact Dr. Marlene Asselin (UBC), Mr. Don Hamilton (UVIC), or Dr. Diane Oberg (U of A).

## UNIVERSITY OF BRITISH COLUMBIA

For information about course offerings at UBC, please contact Dr. Marlene Asselin, Coordinator of Teacher-Librarian Program.

Phone: 604-822-5733 Fax: 604-822-3154

E-Mail: [marlene.asselin@ubc.ca](mailto:marlene.asselin@ubc.ca)

The UBC Teacher-Librarian Web Page is  
<http://www.lane.educ.ubc.ca/LIBE/Home.htm>

### SUMMER SESSION

UBC is offering **LIBE 381/951 Administration of the School Library Resource Centre** and **LIBE 383/951 Selection of Learning Resources I** from July 5 - July 23, 1999 and **LIBE 477B The Information Literate School Community** from July 26 to August 6, 1999. Course descriptions are available in the March 1999 issue of *The Bookmark*, or contact UBC for further information.

FALL SESSION 1999  
September to December 1999

**LIBE 388 Learning and Teaching with Information Technology: Literacy Skills for the 21st Century**  
Tuesdays, 5:00 - 7:30 p.m.

This course is for teachers and teacher-librarians who are interested in information literacy and wish to develop skills in using the Internet. This area is an evolving one which requires a new skill set and an understanding of those issues which confront the teacher and her/his students when implementing information technology in the classroom or the school library resource centre.

LIBE 388 is based on the recently published Information Literacy Standards for Student Learning which is produced by American Association of School Librarians and the Association for Educational Communications and Technology. A novel feature of the standards is its cross-curricular, problem-based, conceptual framework. The standards will help frame the course topics and assignments. Participants will correlate examples of information literacy learning outcomes with their chosen content area and the Integrated Resource Package(s). A number of information skills models will be introduced and participants will choose the one upon which they wish to base their coursework. The intent of the course is to give teachers a foundation course which builds the skill set for research and reference work centered on the Internet.

Course times and dates will be established by the participants at the first meeting (set in UBC calendar). For further information about this course, contact the instructor Judith Kootte or Dr. Marlene Asselin. Judith Kootte is the Coordinator of Technology and Information Services in School District No. 38 (Richmond). Voice Mail: (604) 668-6056 Information Services: (604) 668-6474

**UBC CERTIFICATE IN TEACHER-  
LIBRARIANSHIP**  
(15 credits)

The certificate program is open to all qualified teachers who hold an acceptable degree from a recognized university. The program will be helpful to those teacher-librarians without any formal training. Those teachers interested in the certificate program, should check with their school district about preferred courses, selected from:

LIBE 381 Administration of School Libraries  
 LIBE 383 Selection of Learning Resources I  
 LIBE 385 Organization of Learning Resources  
 LIBE 387 Information Services I  
 LIBE 388 Information Services II  
 LANE 341 Introduction to Teaching Children's Literature  
 LANE 349 Teaching Literature for the Adolescent  
 LANE 382 School Library Resource Centre Programs  
 LANE 389 Resource-Based Teaching

Other UBC courses, or courses from other Canadian universities may also be approved. These courses can be applied to a post-baccalaureate diploma program.

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 a re-admission form to activate their eligibility to register in individual courses. Contact the office of Continuing Professional Education at (604) 822-2013, E-mail [OCPE.ubc.ca](mailto:OCPE.ubc.ca), or check related websites including <http://www.mled.lane.educ.ubc.ca/LIBE/home.htm> <http://www.educ.ubc.ca/ocpe/>

## UBC MASTER OF ARTS IN CHILDREN'S LITERATURE

The University of B.C. recently announced that it will be offering a Master of Arts in Children's Literature. The new multi-disciplinary program will be offered with the participation of the Departments of English; Language Education; Theatre, Film and Creative Writing; and the School of Library, Archival and Information Studies. It is designed to provide each student with the opportunity to study the creative writing and publishing of children's literature. The program will include the examination of models of sharing the rich heritage of children's literature with the young as well as literary, social, historic, and psychological analyses of children's literature within the greater body of literature.

The multi-disciplinary approach will expose students to many schools of literary criticism, educational theory, and professional and creative practice. It will acquaint students with the broad literary canon of children's literature across a spectrum of language and cultures and with a variety of critical perspectives and professional applications.

The Master of Arts in Children's Literature is awarded on the completion of 30 credits of work, including 24 credits of course work and a 6-credit thesis. The degree may be taken on a full-time or part-time basis. Students may begin the program in September, January, or during Summer Session. The application deadlines are May 1 for September admission, September 1 for January admission, and January 1 for May or July admission.

For more information, contact the Admissions Secretary, School of Library, Archival and Information Studies, University of British Columbia, 831 - 1956 Main Mall, Vancouver, B.C. V6T 1Z1

## UNIVERSITY OF ALBERTA

For information about courses and programs, please contact  
 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](mailto:doberg@ualberta.ca)  
 Phone: (780) 492-3930  
 Fax: (780) 492-2430

### Teacher-Librarianship by Distance Learning

Visit the tl-dl website for regular updates of information related to programs, courses, and instructors, as well as registration procedures:  
<http://www.quasar.ualberta.ca/tl-dl>

Courses in the Teacher-Librarianship for Distance Learning program are offered over a regular cycle in order to allow students to plan their programs. All the courses listed below are delivered on the WWW in an 'any time, any place' learning mode. Courses are scheduled during the regular Fall, Winter, and Summer Sessions to provide a consistent framework of instructional support and services for students. Instructor information is subject to change.

### SUMMER SESSION

The University of Alberta is offering three courses in July 1999: **ESES 541 LED K1 The School Library Collection Development**, **EDES 546 LEC K1 School Library Information Materials**, and **LIS 598 Special Topics: Issues in the Use of Informa-**

**tion Technologies for Learning (July 19-29, 1999).** Course descriptions are available in the March 1999 issue of *The Bookmark*, or contact the University of Alberta for further information.

FALL (SEPTEMBER to DECEMBER) TERM

**ESES 501 Resource-Based Instruction**

Instructor: Sheila Pritchard

This course provides an in-depth examination of resource-based instruction including media and information literacy and the process approach to student research. Strategies are developed for planning, implementing, and evaluating resource-based instructional programs including the instructional component of the school library program. Collaborative planning and the development of school-wide instructional plans are also addressed. This course is designed for teachers and teacher-librarians.

**ESES 547 Organization of School Library Materials**

Instructor: Lynn Lighthall

This course is an introduction to and overview of the principles and practices of organizing the book and AV resources generally acquired in school libraries. Its primary goal is to familiarize students with the current operations and techniques associated with the acquisition, organization for access, and physical processing and maintenance of collections of learning resources. It focuses on the professional tasks of cataloguing and classifying information.

**ESES 548 Research in School Libraries**

Instructor: Dianne Oberg

This course is designed to provide you with the opportunity to read in depth on a topic relevant to the field of teacher-librarianship. You will select a specific area which requires both broad understanding and in-depth analysis, and use this to prepare a detailed literature review.

WINTER (JANUARY to APRIL) YEAR 2000  
TERM

**EDES 445/LIS 598 Canadian Literature for Young People in Schools and Libraries**

Instructor: Gail de Vos

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 a picture book, and regular participating in the computer conference of the course. In 1998, this course won an AMTEC Award of Merit.

**ESES 501 Information Technologies of Learning**

Instructor: Kaye Steward

This course will focus on effective teaching strategies for helping students develop information literacy and critical thinking skills using technology and for integrating technology, including CD-ROMS and the Internet into the K-12 curriculum. Managing information technologies in schools and implementing staff development programs about integrating technologies will be addressed in order to help teachers and teacher-librarians develop and enhance technology-rich learning environments for their students.

**EDEL 595 Leadership in Information Literacy**

Instructor: Dianne Oberg

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.

**LIS 540 School Media Centres (Administration)**

Instructor: Sylvia Ewanchuk

This course is the study of the principles and practices related to the development of the school's collection of information resources. It is designed to prepare teachers and teacher-librarians to work together, in planning, building, and maintaining information resource collections and resource-sharing systems and in handling the issues and demands that arises related to information resources in schools.

# UNIVERSITY OF VICTORIA

## SUMMER SESSION

The University of Victoria is offering three courses from July 5 to 27, 1999:

### **TL 432 P50 The School Library Resource Centre and the Teacher (1.5)**

For all teachers—elementary and secondary. This entry level course for all teacher-librarianship courses will help teachers consider the values and mission of the school library program and prepare students to learn in an information rich environment. The course is for the teacher who wishes to implement resource-based learning in his/her teaching and will involve issues of student research, and information literacy.

Instructor: Karin Paul

Dates and Times: 10:30 a.m. to 12:30 p.m. July 5 - 27, 1999

Location: Room CIT120, Centre for Innovative Teaching

Fee: \$226.50, plus course materials TREG #59949

### **TL 434 (A or B) P50 School Library Resource Centre Materials (1.5)**

The evaluation, selection, and acquisition of learning materials in all media formats. Teacher-librarians will be encouraged to consider the theoretical and practical requirements for building a useful school library collection. The curriculum, social, and literary needs of the school must be considered to develop a collection that adequately reflects the school's program. Students will be challenged to consider issues such as censorship, meeting special needs, new technologies, outdated materials and formats, and budget restraints. Prerequisite: Professional Year (A: Elementary emphasis; or B: Secondary emphasis) Students select either A or B when registering. The course will be conducted as one section.

Instructor: Judith Reid

Dates and Times: 1:30 to 3:30 p.m. July 5 - 27, 1999

Location: Room C116, Classroom Building

Fee: \$226.50, plus course materials

TREG #A - 22801 or B - 82631

### **TL 438 P50 Problems and Issues in Teacher-Librarianship: Technology and the Teacher-Librarian (1.5)**

Addresses current problems and issues facing teacher-librarianship. The course will introduce teacher-librarians to the wealth of electronic tools that have come to the school library, and will offer them the opportunity to engage computer software, CD-ROM programs, online computer systems, and the Web to the school library program and to learning in the school. All participants should have a basic understanding of basic word processing, spreadsheet and database programs in Macintosh or WIndows. (Prerequisite: Professional Year) (May be repeated for credit.)

Instructor: TBA

Dates and Times: 8:30 to 10:30 a.m. July 5 - 27, 1999

Location: Room D282, MacLaurin Building

Fee: \$226.50, plus course materials

TREG #TBA

For more information about courses and programs at the University of Victoria contact:

Don Hamilton (Education Librarian)

Phone: 250-721-7899

Fax: 250-721-7767

E-mail: [dhamilton@uvic.ca](mailto:dhamilton@uvic.ca)

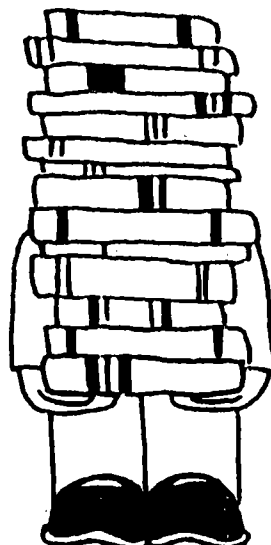
or

Lona McRae (Program Secretary, Continuing Studies in Education)

Phone: 250-721-6192

Fax: 250-721-6603

E-mail: [Lmcrae@uvcs.uvic.ca](mailto:Lmcrae@uvcs.uvic.ca)



# CHAPTER REPORTS

## POLITICAL ACTION AND ADVOCACY

### Saanich 97-98

- Develop and use promotional materials related to the research process to advocate for libraries. [Materials described in the section "Curriculum and Program Development" below]
- Share advocacy materials with the other BCTLA chapters.
- District coordinator Linda Coupal took the posters, brochures and bookmarks to the public libraries to promote better communication and library advocacy.
- We distributed 1 poster to every classroom in the district, 1 pamphlet and bookmark to each student, and 1 brochure for every member of the PAC group.
- We gave one each of the bookmarks, brochures, and small posters to each BCTLA chapter.
- Linda Coupal hosted a series of "Internet Café" sessions on Wednesdays at the district resource centre.
- We sent the ATLC brochure *Students' information literacy needs and competencies of teacher-librarians* to all principals in the district.
- We sent a letter to the Board recognizing the services and accomplishments of our district library coordinator and asking that her position be filled by someone equally committed to libraries.

### Saanich 98-99

- We have 3.01 new teacher-librarian FTE, but many of the positions are .1 to .3
- We asked our local union president to attend a library meeting and clarify what the new Agreement in Committee means to us and to our teacher-librarian staffing.
- 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 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 coverage.
- 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 Board.

### Northern Lights

- Ongoing consultation with our local teacher association president regarding personal prep time. Currently, teacher-librarians who have a dual role of prep teacher and teacher-librarian are required to take all their personal prep time from the teacher-librarian time. We are pushing for a fair proportion of prep time taken from each of the two assignments. The current policy reduces our teacher-librarian/student ratio to below our contract minimum.
- We also sent a letter to our mayor in support of adequate funding for our public library and cultural centre.

### Mount Arrowsmith

- main concern during the year was survival. Professional staffing by qualified teacher-librarians has been diminishing.
- In the spring of 1998, a draft was circulated by our Director of Instruction, of a new job description, including duties and responsibilities of teacher-librarians. This was perceived by our association as a naked grab for time. The draft attempted to roll into the teacher-librarian's job description numerous tasks, duties and responsibilities heretofore handled by school-based computer network supervisors. Several meetings were held to express the concern that this would substantially erode the time for traditional and much-needed functions carried out by qualified teacher-librarians.
- At the BCTLA chapter councilors' meeting of spring 1998 we brought this issue forward as a chapter concern. I was told to be thankful we had teacher-librarian jobs at all, and to embrace technology.
- In early summer, the Agreement in Committee was concluded between the BCTF and the Provincial Government. A ratio was established for professional teacher-librarian staffing in schools.
- Almost immediately, reports started coming in that other districts, desperately underfunded, were rushing to attempt what our district had already attempted — to meet the ratio by creatively combining roles, duties, and responsibilities of school-based computer network supervisors, and those of traditional teacher-librarians.
- As a result, the interpretation of a teacher-librarian, as provided in the ratio of the Agreement in Committee, has been grieved and is now, as of April 1999, in the arbitration process.
- At present, it appears that our district intends to honour the letter of the Agreement in Committee by staffing schools for the 99-00 year according to

the minimum ratios, with traditional teacher-librarian functions.

### **Greater Victoria**

- Many new teacher-librarians in elementary schools. From 52 schools, we have 36 members, including one from an independent school.
- Level of involvement is high, even though elementary teacher-librarians are only part time.
- Many members serve on district committees — including the Learning Resources Trust Committee which decides how funds will be allotted to schools — and offer ProD activities in their schools and in the district.
- Two members teach at the university.
- Chapter president was consulted by the local and the district before the Ministry allotment of teacher-librarians was deployed. After consultation with our members, she wrote the criteria that were used to hire the new teacher-librarians.
- We voted to use part of our district teacher-librarian allotment to create a full-time position for a district teacher-librarian. We helped develop criteria for the posting, and chapter president sat on the hiring committee. John Caldwell will serve a two-year term as district teacher-librarian.

## **CURRICULUM AND PROGRAM DEVELOPMENT**

### **Saanich 97-98**

- implementation of our newly developed materials on the research process. We produced *The Research process: putting fuel in your search engine*: poster, parent brochure, public library brochure, and bookmarks.
- use the research process information and bookmarks to promote school libraries to the general public and create a positive liaison with public libraries.
- introduce the research process to all staff and students in the district
- Linda Coupal hosted a half-day inservice session on the research process for a teacher-librarian and another representative from each school. We presented the posters, shared examples of research successes from schools, and discussed ways to implement the research process.
- We planned a district student research fair which involved inviting ten students per school to attend and present their projects. This was a very successful way to showcase students' work from K-12 and demonstrate that the same process is used in grade 2 and grade 10.

- We met with the Saanich Teachers' Union president to discuss teacher-librarian and CUPE job descriptions and ensure that CUPE members are not assuming teaching roles. As follow-up to this meeting we sent copies of roles from *Developing independent learners* and district CUPE job descriptions to our union president. He also met with the CUPE president to discuss our concerns.
- We sent a letter expressing our concerns regarding the negative impact, on schools and on inter-school communications, of the district resource centre cut-backs.

### **Saanich 98-99**

- Break out discussion groups for secondary and elementary about literature and processing information.
- Continued implementation of our research process project *Putting fuel in your search engine*.
- One teacher-librarian is working on a committee developing a writing process binder for our district; our research process has been included.
- 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.

## **MEETING IDEAS AND SPECIAL PROGRAMS**

### **Greater Victoria**

- An idea and activity carousel will be a highlight of our spring workshop, with colleagues sharing their ideas in twenty-minute stations.
- Vendors were invited to show French and English resources.
- We meet monthly at different schools. We tried a buddy system this year so new teacher-librarians would have a mentor they felt comfortable phoning for help.
- Some secondary teacher-librarians invited feeder school teacher-librarians for informal sessions to brainstorm problems and solutions.
- Minutes and meeting notices faxed to all schools, and posted to the teacher-librarian conference in our district Web page.
- We invite independent schools and public librarians to join us for meetings and special events.

## SPEAKERS AND WORKSHOP LEADERS

### Greater Victoria

- John Caldwell organized two workshops for new and returning teacher-librarians, one a joint venture with our First Nations department to explore the publication, *Shared learning*.
- Shirley Lewis from National Book Service presented a workshop on resources selection.
- Susan Close spoke at the Future Designs Showcase, about brain research and making connections. Excellent!

### Saanich 98-99

- We provided a half-day inservice for our new elementary teacher-librarians.
- One teacher-librarian who maintained a .3 FTE position and a library program when everyone else was cut back provided a nuts and bolts session on what can be done with a .1 or .2 FTE assignment. We will have a follow-up session.

## PUBLIC RELATIONS

### Northern Lights

- Book fairs, open to the public, daytime and evening, some with accompanying reading contests, entries for a draw with each book read, or — for younger students — read to them.
- Storytime for students — accompanied by parents — who are entering kindergarten in the fall. Reading promotional handouts: *How to grow a reader* and Ben Wicks' *Born to read*. Parents encouraged to check out books and to register their children at this time, followed by a visit to the present kindergarten students.
- Reading marathon, all classes scheduled to pair up with another class, preferably at least two grade levels apart, for buddy reading. Each class rotates to three different classes in 10 to 15-minute intervals. Classes do special reading activities for the rest of the afternoon.
- *Hooked on books* theatre for children, separate primary and intermediate presentations, with notes for teacher follow-up. E-mail: [hookbook@dowco.com](mailto:hookbook@dowco.com).

### Greater Victoria

- We have begun a log of advocacy opportunities, where we take responsibility for contacting various news and media services with details of special events, such as Family Library Nights.
- One secondary school teacher-librarian posted late

opening hours for the library during exam week on the illuminated notice board outside the school — great PR.

- We participated in the *Times-Colonist* newspaper book drive, where public donations are collected and teacher-librarians choose up to 100 books each for their schools. Cash raised this year went to Project Literacy rather than to school libraries, as it did last year, but we benefited from the publicity.

### Saanich 98-99

- We participated in the *Times-Colonist* book drive and wrote letters to the editor thanking Victoria readers and the *Times-Colonist* for their generosity.

## AUTOMATION AND TECHNOLOGY

### Saanich 97-98

- Goal: to have all teacher-librarians in the district on our e-mail system by the end of the year.

### Saanich 98-99

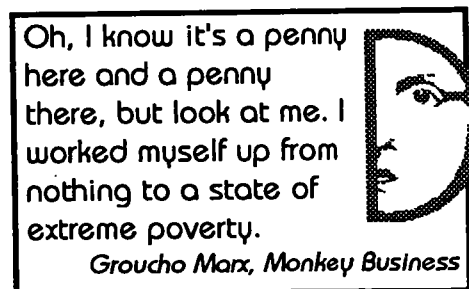
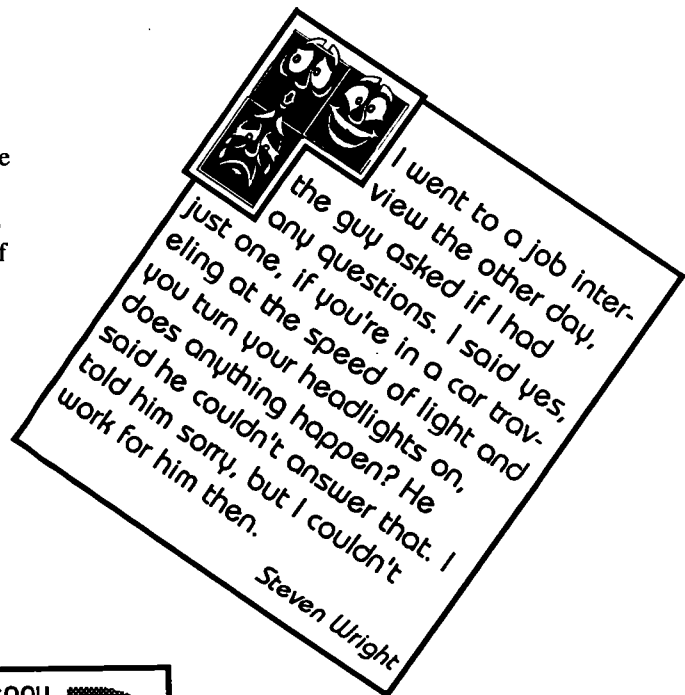
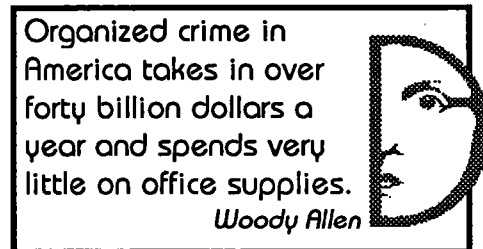
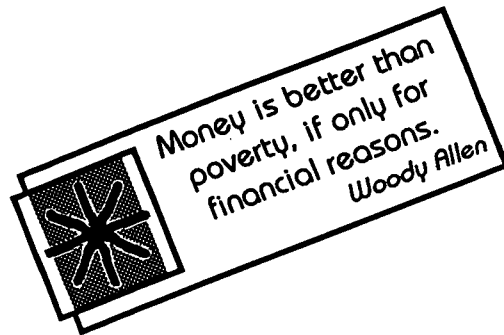
- Our district resource centre coordinator made a presentation to the Board asking for \$50,000 to change library systems. This will cover some software and hardware upgrades. This funding was granted.
- Five middle and secondary schools and the district resource centre will convert to L4U.
- Elementary schools will continue to use Eloquent.

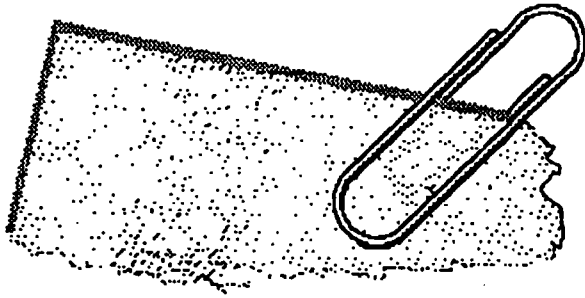
### Northern Lights

- All libraries now have automated search and circulation capabilities and we are receiving district support in the way of monthly inservice during school hours for both teacher-librarians and clerks. No TOCs are provided.
- We prioritized our inservice concerns through group discussion and found the following of great help: local and district responsibilities and guidelines to keep district uniformity in cataloguing; expert searching in Eloquent, hands-on session in the technology resource centre; weeding the collection, discussion and guidelines; inventory procedures and statistic use.
- We agreed on a district “empty library” policy — when neither teacher-librarian nor clerk is present: materials can be checked out on a clipboard. Search stations can be used when supervised, but the automated checkout system will be turned off to protect it.

## Greater Victoria

- Chapter meets regularly through the district Future Designs Team to work on various projects, this year the choice of a district automation program. We selected L4U.
- More than half of our schools are already automated on other programs, but the intention is to switch to the common one as budget allows.
- Several teacher-librarians presented a session at the Future Designs Showcase for area teachers, parents, and administrators, called "Linking minds to knowledge" where they discussed library automation. They presented the rationale for our choice of L4U and provided opportunities for hands-on experience.
- One teacher-librarian who entered a contest for using technology in the classroom and her library won a new computer for her school.
- All schools will have Internet access by September, although many already have this in the library resource centre.
- We are investigating a possible joint venture with the public library to provide an online periodical and indexing service for both school and public library patrons. Some schools have this now, but we think we might be able to save money and offer better service by pooling our resources. Our focus will be to ensure good access with a high degree of Canadian content.





## NOTES AND NEWS

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

### IS THE PRINT VERSION OF CANADIAN ENCYCLOPEDIA DEAD?

“There will still be a market for books as books in 10 years, 25 years? Maybe, maybe not. At that stage of the game books may be strictly collectors items.”

– George Goodwin

*Infoculture* reporter Tessa Sproule interviewed George Goodwin, an executive with McClelland and Stewart. He is the executive responsible for deciding how the company will publish *Canadian Encyclopedia*. Whether the encyclopedia is published in paper format or only in a digital format depends on the numbers. CD-ROMs and on-line publishing is much cheaper to produce and distribute. The question is whether the mass market will embrace digital media.

Goodwin discusses digital publishing in general and describes a new electronic book format his company is looking into. Excerpts of the interview were broadcast on CBC's *Infoculture*. The complete interview is available in RealAudio format at the Canadian Broadcasting web site at [http://www.infoculture.cbc.ca/archives/special\\_coverage/digitalbooks/special\\_coverage\\_digital\\_books\\_a.html](http://www.infoculture.cbc.ca/archives/special_coverage/digitalbooks/special_coverage_digital_books_a.html). You can get a free copy of Real Player for Windows or Macintosh Power PC computers at [www.real.com](http://www.real.com).

### STATUS OF TEACHER-LIBRARIANS AND PREP TIME

BCTF president Kit Kreiger spoke to the councillors and executive of the BCTLA at the spring council meeting April 24, 1999. The BCTF has asked Ken Haycock to testify on BCTF's behalf. Ken has agreed.

The employers' council has delayed the arbitration to find a comparable witness for the arbitration taking place in June.

Problem: Language is vague. The definition of a teacher-librarians' role is defined by funding document.

Letter was signed by the employers' council and BCTF to implement the contract in positive manner. The Employers Association has indicated that it will challenge the contract. It has indicated it wants to expand the use of teacher-librarians for prep time.

### A MIDSUMMER NIGHT'S NIGHTMARE

Howe Sound School Trustee Constance Rulka recently took issue with society's infatuation with computers at the expense of school library programs.

“Only a midsummer night's madness could explain what we have done during the last few years. Pleading lack of funds, we cut back librarians' time and consigned their wide experience and ability to connect children with books, to some area where they could act as silent supervisors. Then, having exercised such economy, we turned around and poured out hundreds of thousands of dollars for rewiring schools to become adequate temples of a new idol, the computer...”

“Fear forces us on, because other countries are rushing in the same direction. We may not know where we are going, but we dare not stop. We may not know what we mean by computer literate, but we despise those who are not...”

The complete text of Constance Rulka's article can be found in “A Midsummer Night's Nightmare” in the April 1999 issue of *BC Teacher* (p.4).

## NEW DISTRIBUTOR FOR CRITICAL THINKING CONSORTIUM

TC<sup>2</sup> is pleased to announce that the critical thinking series, *Critical Challenges Across the Curriculum* will be published by Pacific Educational Press and distributed by Raincoast Distribution Services. Critical Challenges help students think clearly and critically about issues.

For more information about the publications, contact

Pacific Educational Press  
Faculty of Education  
University of British Columbia  
Vancouver, BC V6T 1Z4  
Telephone: (604) 822-5385  
Fax: (604) 822-6603

To order books, request an order form. All requests that have been placed on backorder will be turned over to and handled by Raincoast Distribution Services. There is a discount for bulk purchases.

Raincoast Distribution Services  
8680 Cambie Street  
Vancouver, BC V6P 6M9  
Telephone: (800) 663-5714  
Fax: (800) 565-3770

To contribute critical challenges or arrange for professional development sessions, please contact

LeRoi Daniels  
3941 Springtree Drive  
Vancouver, BC V6L 3E2  
Telephone: (604) 732-1907  
Fax: (604) 732-1957  
E-mail: [leroi.daniels@ubc.ca](mailto:leroi.daniels@ubc.ca)

The Critical Thinking Cooperative (TC<sup>2</sup>) is a partnership of school districts, faculties of education, education professional organizations, teacher associations, and individuals. The cooperative's mission is to promote critical thinking in schools through professional development, resource development and research.

The cooperative offers workshops, courses and publications. Membership is open to individuals and organizations.

## THE CIRCLE UNBROKEN

The National Film Board of Canada proudly announces the release of volumes 5-7 of *The First Nations: The Circle Unbroken* series. This series has grown to be timely in meeting a growing national demand for accurate information about Native issues. The first set of videos (1-4), released in 1993, has already been put to use by thousands of schools and community groups across the country.

The seven videos in the series have been adapted for classroom use. They feature 23 documentaries averaging 20 minutes in length. Topics include racism, aboriginal justice, treaties and land claims, community struggles against uranium mining and military flights over First Nations land, and traditions such as salmon-fishing and canoe-building. In-depth study guides accompany the series.

The new set of videos (5-7) are a compilation of ten works by Native and non-Native directors including *Qátuwas* and *Łaxwesa Wa: Strength of the River*, both by Barb Cranmer, *Blockade* by Nettie Wild, and *Coppermine* by Ray Harper.

Vancouver First Nations Studies Resource Teacher Lorna Mathias notes the importance of this resource. "This will help young people of all different backgrounds to learn more about the history, living culture and traditions of First Nations people. The result is a greater level of respect, community acceptance and dialogue. It also promotes self-esteem in aboriginal youth, who find little affirmation of their culture in the Euro-centric curriculum."

Musqueam chief Ian Campbell, also a First Nations support teacher, says, "These videos allow our people to tell our own stories, to share our cultures with a larger society. We're coming out of a dark age in which we didn't have the freedom to express ourselves. These are really exciting times."

*The First Nations: The Circle Unbroken* series, co-produced by Face to Face Media, is an on-going project led by First Nations Education Specialist Lorna Williams, Vancouver filmmaker Gary Marcuse, and NFB producer Svend-Erik Eriksen, in consultation with a first Nations advisory committee.

To purchase *First Nations: The Circle Unbroken* series—order by number 193C 9198 068. Videos 1-4 \$169.95 / Videos 5-7 \$129.95 / Set of 7 videos \$299. Please call 1-800-267-7710 Fax 514-283-7564 or [www.nfb.ca/fncu](http://www.nfb.ca/fncu)

# NEW ON THE NET

by **JOHN GOLDSMITH**, counsellor, technical support person (and former teacher librarian),  
Fraser Valley Regional Correspondence School, SD#33, Chilliwack (E-mail)  
[jgoldsmi@rainbow.fvracs.gov.bc.ca](mailto:jgoldsmi@rainbow.fvracs.gov.bc.ca) (Web) <http://www.fvracs.gov.bc.ca/goldsmith/welcome>.

## YOU'VE GOT QUESTIONS – WE'VE GOT INDEXES!

"You've got questions – we've got answers."  
This phrase is from a television commercial that seemed to air constantly just before Christmas last year. I think it had something to do with hardware stores. I'm sure it had nothing to do with the Internet!

This may seem like a strange opening for an article on the Internet. After all, isn't the Internet supposed to be the gateway to vast amounts of facts and data? Isn't it called, "The Information Super Highway"? Isn't the Internet like a huge on-line library filled with more information than anyone could ever want? If so, then what's the problem? Why wouldn't the phrase, "You've got questions – we've got answers" apply?

The problem is process. It's often difficult to find the "right" information. If the Internet has so much information then why is it so hard to find what's wanted? Unlike libraries, which take great pains to organize and index materials, no one on the Internet is making much headway towards organizing or indexing the ever-increasing amount of resources. While there are some impressive initiatives underway to reverse this situation, the fact remains that presently there is no master index of Internet materials or shelf list of Web links. And, without some form of organization, the usefulness of the Internet as an information source is severely limited.

Thankfully there are some means available to assist in the quest for information. Collectively known as "searching tools", these Web based programs attempt to cut through the chaos of the Internet and permit at least limited access to materials, links and resources found there.

Perhaps best known of these tools is a group of programs called **search engines**. Examples include; "AltaVista", "Lycos", and "Excite" but there are many others. These powerful programs constantly scan the Internet looking for new Web sites, Web pages or other Internet data to include in their massive databases. Unfortunately, while these

programs are very good at gathering and indexing huge amounts of data, they make no effort at evaluating, reviewing or assessing what's found. As a result, a simple search on a word such as "Dinosaurs" can yield hundreds, if not thousands of web pages, most of which are inappropriate or unusable for students.

A second type of searching tool, less well known but arguably more appropriate for school and student use is a group of programs known as **subject indexes**. Subject indexes (also known as "Web Indexes", "Subject Trees", "Subject Directories" or "Pick Lists") have the same general purpose as search engines – to assist users in locating information on the Internet – but differ from search engines in many important ways. The most notable difference is the extensive use of humans rather than computers to gather, edit and arrange information. For the most part, subject indexes employ real people to collect and assess the information about Internet resources listed in the subject index. The high human involvement allows subject indexes to be more discriminating and focused. In fact, some subject indexes such as "Miningco", "Yahooligans" and "KidClicks!" advertise themselves as being safe for kids. This means that all the links have been checked as age and content appropriate.

While search engines allow "key word" searching only, subject indexes feature access by both key word searching and subject tree access. A **subject tree** is an arrangement of information within broad hierarchical subject headings that lead to narrower sub-heading and headings within sub-headings and so on.

The arrangement of information within hierarchical subject categories make subject indexes very easy for novice and expert alike to use. A novice searcher can quickly work down through a subject hierarchy to find desired data because the subject heading arrangement is usually similar to print based indexes and catalogues with which most users are already familiar. (Unfortunately, most Internet subject indexes do not use standard subject headings

indexes such as *Sears* or *Library of Congress*.)

Subject index users need not have a specific topic in mind when beginning their Internet search. As you might expect, the use of humans to collect, evaluate and index Internet data has a downside. Subject indexes list far fewer Web resources than do search engines. On the other hand, the resources tend to be of better quality.

Following are a series of listings for some of the better known subject indexes found on the Internet as a way of introducing this type of searching tool to those who may not be familiar with them. The listings are divided into two categories: "General" and "Specialized". General subject indexes list resources in all areas of knowledge. Specialized subject indexes tend to focus on specific subject areas – in this case areas of interest to Teacher-Librarians.

## **GENERAL SUBJECT INDEXES**

### **A TO Z**

<http://a2z.lycos.com/>

A to Z is the subject index section of a well-known search engine called Lycos. Although not as extensive as the better known indexes such as Galaxy or Yahoo, it still contains a wealth of information.

### **AEIWI**

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

Aeiwi is a little different to use than other search engines or web directories. Rather than beginning their index with a few broad subject headings, Aeiwi introductory page lists 100 of the most commonly used search words. Beside each word is a number indicating how many entries are indexed for that term.

An interesting variation of the standard subject index format although seeing this many search words on one page can be a bit overwhelming for a novice user.

### **EBLAST - THE ENCYCLOPEDIA BRITANNICA ON-LINE**

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

eBLAST, is a subject index created by the Encyclopedia Britannica's Internet Guide. Britannica editors search the Web to identify the highest quality Web resources which are then clearly and concisely described, rated according to consistent standards, and indexed for superior retrieval on the eBlast site.

Britannica describes their site as having, "advanced search and retrieval technology which enables users to quickly locate relevant and appropriate sites. Clear, unbiased site descriptions and ratings allow the user to then make an informed site selection."

## **FREE INTERNET ENCYCLOPEDIA**

<http://clever.net/cam/encyclopedia.html>

The Free Internet Encyclopedia is composed of information available on the Internet. There are two main divisions. The MacroReference contains references to large areas of knowledge, frequently asked questions where available, and pointers to relevant areas of the MicroReference. The MicroReference contains short bits of information and references to specific subjects, sometimes with instructions on finding the specific subject inside a general reference. Each specific subject will reference its general subject in the MacroReference if one is present. To expand by saying the same thing slightly differently, the MicroReference is an alphabetically arranged set of links to information while the MacroReference is a thematic arrangement with an index.

## **GALAXY**

<http://www.einet.net>

TradeWave Galaxy Index is one of the oldest on the Internet. It is also one of the first attempts to combine the ease of use of a subject index with the power of a search engine. In addition it is one of the few search tools which indexes resources other than Web data. In this case those resources include older Internet utilities such as Gopher and Hytelnet sites.

## **HANDILINKS**

<http://www.handilinks.com>

Handilinks claims to index over 700,000 sites into 45 main subject categories which lead over

18,000 topics. By spreading their main subject categories over more subject headings (45), Handilinks claims to have constructed a site that is more "user-friendly" and intuitive to use.

## **I-EXPLORE**

<http://www.i-explorer.com>

I-Explore is one of many combination search engine and subject index sites found on the Internet. As with most of these "combo" sites (Galaxy excepted), the subject index portion seems more an add-on feature rather than an integrated part of the site. As a result, the resources categorized within the subject index are seldom extensive or comprehensive which is the case with I-Explore.

An interesting feature found in I-Explore which is not common on all subject indexes is the ability to do a key word search within a subject category or sub-category and to limit the search to that specific area.

## **INFOMINE**

<http://lib-www.ucr.edu/infomine>

Infomine is structured and configured as a virtual library containing a collection of annotated and indexed links. This site features well organized access to important university level research and educational tools on the Internet. In addition to more than 8,000 links, this site also contains a number of supplementary databases, guides to the Internet for most disciplines, textbooks, conference proceedings and journals.

## **INFORMATION PLEASE**

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

This is an on-line version of the popular almanac. All the facts and information found in the printed copy are in the on-line version, along with extras such as news and information about current events.

## **INTERNET PUBLIC LIBRARY**

<http://www.ipl.org>

The Internet Public Library (IPL) is an

interesting variation of the subject index genre. Conceived as a pilot project from the University of Michigan School of Library Science, IPL attempts to find, evaluate, organize, describe, and create quality information resources in an easy to use format similar to an actual library. Because it is maintained and supported with volunteer labour, there is no barrage of advertising to contend with when doing a search - a feature which is all too common with the other indexes.

## **LOOKSMART**

<http://www.looksmart.com>

A newcomer to the world of general subject indexes, LookSmart doesn't quite have the well organized look and feel of Yahoo yet still indexes an impressive amount of information.

## **LIBRARIAN'S INDEX TO THE INTERNET**

<http://sunsite.Berkeley.edu/InternetIndex>

An on-line extension to the University Library at the University of California, Berkeley, this source claims to list of some of the best general and academic resources currently available on the Internet. Given its academic connection that's no surprise.

## **MAGELLAN**

<http://www.mckinley.com>

Magellan is one of the first subject indexes to appear on the Internet and it shows. The site is well laid out, easy to use and the resources indexed are extensive. A unique feature of this site is a rating system. An editorial board evaluates and reviews a number of Web sites in the index. Although not every site listed by Magellan has been reviewed, there is a sufficient number to provide the user with a good set of quality resources.

## **MATILDA**

<http://www.aaa.com.au/>

This is an Australian entry into the subject index ranks. Unfortunately, the site is not well constructed

or developed. The various Web pages that make up this site are cluttered and difficult to interpret. As a result, Matilda stands more as a testament to how a subject index site should not be constructed rather than an example of utility. Nevertheless, it does list a large number of Australian resources which may not be found anywhere else.

## **MININGCO**

<http://www.miningco.com>

The Miningco is a subject index with a difference. Relatively new on the Internet, the Miningco has approached the subject index environment in a slightly different way. Starting with the principle that humans are better information evaluators than computers, the Miningco has assigned "guides" to each of its main subject categories or sub-categories. The guide is a person who is responsible for finding, evaluating and organizing high quality, appropriate resources for that category. Click on a subject category and one of the first things to appear is a picture of the guide plus news about new sites which have recently been added to the index. The guide will also respond to questions from users as well as assist in finding requested resources. As well, guides in K-12 subject areas enjoy working with teacher librarians and assisting in the integration of Internet resources with curriculum projects.

## **NETGUIDE**

<http://www.netguide.com>

Created by the same organization that started Miningco, NetGuide is a more generic subject index. There are no guides to evaluate information. The site has more of a business orientation.

## **NEWHOO**

<http://directory.mozilla.org/>

Newhoo or the Open Directory Project is an ambitious and idealistic undertaking. Driven by the belief that humans are better at indexing than computers, the Open Directory Project's goal is to produce the most comprehensive directory of web resources by relying on a vast army of volunteer editors.

Although impressive for a totally volunteer endeavor, this index still has a ways to go before it will challenge the commercial giants like Yahoo, Snap or Miningco.

## **REX**

<http://rex.skyline.net>

The REX Internet Site is another combination search engine and subject index. While the focus of this site is more towards the search engine functionality, the subject index section is relatively extensive and well executed.

## **SNAP**

<http://home.snap.com/>

Snap is one of the newest subject indexes to be launched on the Internet. It is very similar in look and feel to Yahoo and is almost as comprehensive.

## **SUITE 101**

<http://www.suite101.com/>

Suite101 bills itself as a caring community whose contributing editors are dedicated, bright and innovative individuals with a passion for a particular topic and want to share their enthusiasm and knowledge by guiding visitors to the best content and information the Net has to offer. The "Best of Web" guide includes best of the web links, topical editorials and discussions that are maintained by the contributing editor.

## **VIRTUAL LIBRARY**

<http://www.w3.org/vl>

The Virtual Library (VL) claims to be the oldest subject index on the web. Started by Tim Berners-Lee, the creator of the world-wide web, this site is run by a loose confederation of volunteers based at Pennsylvania State University who compile pages of key links for particular subject areas in which they are expert. Even though it isn't the biggest index on the web, the VL pages are widely recognized as being among the best guides to particular sections of the web.

## **YAHOO**

<http://www.yahoo.com>

Begun back in 1994 as part of a Ph.D. project by two electrical engineering students, Yahoo! has grown and evolved to become the largest subject index on the Internet. Comprehensive in scope and well designed in layout Yahoo! has become the definitive subject index and yardstick by which other commercial subject indexes are measured. Needless to say, Yahoo! is an excellent site for finding information on topics of a general nature.

## **SPECIALIZED SUBJECT INDEXES**

### **ACADEMIC INFO**

<http://www.academicinfo.net/>

Academic Info is a directory of Internet resources tailored to a college or advanced high school audience. Each subject guide is an annotated listing of the best general Internet sites in the field as well as a gateway to more advanced research tools. On each page are found links to online publications, language and study aids, reference materials, databases, archives, virtual libraries, tutorials and other educational materials.

### **ASKERIC**

<http://ericir.syr.edu/>

AskERIC is the on-line version of ERIC (Educational Resources Information Center), a popular education research index. Begun in 1992 as a project of the ERIC Clearinghouse on Information & Technology at Syracuse University, AskERIC now indexes the resources of the entire ERIC system.

### **ARGUS CLEARINGHOUSE**

<http://www.clearinghouse.net>

The Argus Clearinghouse is another subject index which reviews and rates top web sites in a variety of academic areas.

## **BUBL**

<http://bubl.ac.uk/link>

The BUBL Information Service originated in 1990 as the BUlletin Board for Libraries, an experimental service aimed to train librarians in the use of JANET, the Joint Academic Network.

Organized and maintained by librarian volunteers, the links and resources on this site are organized and categorized according to the Dewey Decimal system. While not very extensive in the number of resources indexed, the site is an interesting example of a cataloguing system applied to the organization of a subject index.

## **GRADES**

<http://www2.classroom.net/Grades/>

Grades is an on-line selection of the best Internet sites taken from a publication called, "The A+ Yellow Pages", a compilation of over 850 educational sites published by Classroom Connect Corporation. While far from comprehensive, each site listing contains an in-depth description and a suitability rating.

## **HOMEWORK CENTRAL**

<HTTP://www.homeworkcentral.com>

Homework Central is a subject index aimed at K-12 and undergraduate university students. The site is divided into three areas: elementary school, junior-senior secondary school and university. Within each area, age appropriate resources are grouped within broad subject headings.

Similar in concept to Miningco, Homework Central claims 140 editors and subject experts who search the Internet for appropriate content. As well, students and teachers can e-mail editors and experts special requests for information.

Although heavily American in content and cluttered by advertising, there is still a lot of good stuff on this site for school-age students.

## **KIDCLICKS!**

<http://sunsite.berkeley.edu/KidsClick!>

KidClicks is an adjunct to the University of

California at Berkeley "Librarian's Index on the Web" project. Created and structured for children and young adults, this site contains a wealth of listings with suggested reading levels.

## **MAPLE SQUARE INTERNET DIRECTORY**

<http://maplesquare.com>

This directory specializes in Canadian resources. Links are categorized within a dozen general headings including "Education".

## **RICE UNIVERSITY INTERNET GUIDES**

<http://www.rice.edu/Fondren/Netguides/index.html>

The library staff at Fondren Library, Rice University has created an extensive directory of Internet resources grouped by subject headings. Although meant for university students, most resources are also usable by senior secondary students as well.

## **SIGNPOST**

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

Signpost, is an Internet subject index created by members of another Internet project called, "The Scout Report". SignPost contains only the best Internet resources as chosen by the editorial staff of the Scout Report, and has been cataloged and organized for efficient browsing and searching.

Signpost is designed to guide members of the U.S. higher education community to quality electronic resources. The majority of resources reviewed are free and freely accessible. Signpost also demonstrates that Internet Resources can be cataloged, classified, and arranged using existing taxonomies such as the Library of Congress Classification Scheme and the Library of Congress Subject Headings in concert with the emerging meta-data standard known as the Dublin Core.

## **SOSIG**

[http://sosig.esrc.bris.ac.uk/roads/subject-](http://sosig.esrc.bris.ac.uk/roads/subject-listing/World-cat/)

[listing/World-cat/](http://sosig.esrc.bris.ac.uk/roads/subject-listing/World-cat/)

The Social Science Internet Gateway (SOSIG) indexes high quality sites on the Internet relevant to social science education and research. The SOSIG Internet Catalogue offers access to thousands of high quality Internet resources each selected and described by academic librarians and subject specialists.

## **VASSER LIBRARY INTERNET INDEX**

<http://iberia.vassar.edu/vcl/electronics/etc/subject.html>

An extensive list of Internet resources arranged by subject.

## **WEBSITEZ**

<http://www.websitez.com>

WebSitez is different from other subject indexes in that it includes web site addresses (URLs) only, not content from web pages or other Internet resources.

## **YAHOOOLIGANS**

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

An offshoot of the Yahoo subject index, Yahoooligans is a subject index created and structured for young adults ages 5 to 15 years old. This means that only appropriate sites are included in the Yahoooligan index. Also included are suggestions to teachers on how to integrate and utilize the Internet generally and Yahoooligans specifically within classroom programs and subjects in the curriculum.

## **NEW WEB SITES**

### **GEOGRAPHY**

#### **MEXICO FOR KIDS**

[http://explora.presidencia.gob.mx/index\\_kids.html](http://explora.presidencia.gob.mx/index_kids.html)

This interesting site was created by the Mexican government as a way to present information about Mexico to school age (elementary/middle school) students. The site contains a variety of games, music and video as well as history, government and cultural

information. (Net Happenings)

## **INTERNET**

### **SURFING THE NET WITH KIDS**

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

Surfing the Internet with kids is an award winning Web site created by Barbara Feldman, computer programmer and mother of two. The links and data on the site all have educational relevance and have been selected with kids, teens, grandparents, teachers, librarians and the incurably curious in mind. All sites listed are reviewed, rated and organized by topic.

(Edu Page)

### **HIGHSCHOOL HUB**

<http://schmidel.com/hub.htm>

The High School Hub is a gateway to academic resources for high school students. It features a Virtual Reference Desk, and subject guides for English, Mathematics, Social Studies, and Science. (Net Happenings)

## **LIBRARY**

### **JOHN LEE'S WEB PAGE**

<http://www.eddirect.com/orgs/jhlee/>

This web site has been created specifically for teacher librarians. The site contains articles, information and links gathered from all over the world with a focus on teacher librarianship. (Scout Report)

### **THE INTERNET LIBRARY FOR LIBRARIANS**

<http://www.itcompany.com/info retriever/inetcite.htm>

This incredible site is filled with information on the use and integration of the Internet within a school or public library. As stated in the introduction, "There are many tools and resources on the 'Net. For library professionals and support staff, this site has resources that may help them browse the Internet to seek information, convert materials to Web format such as SGML, TEI, and HTML, Web page tools,

etc...." (LM\_Net)

### **LANGENBERG SEARCH**

<http://langenberg.com/>

Langenberg has put together a great collection of search tools to help find a business, a person, zip codes, area codes, online dictionaries and encyclopedias, entertainment, movies, books, government, maps, currency conversion, stock quote servers, news, sports, weather, meta-search engines, travel, usenet and even track parcels. (Net Happenings)

### **LIBRARY SKILLS AND KNOWLEDGE CURRICULUM - VERMONT**

<http://www.wcsu.k12.vt.us/~wardsboro/skills.htm>

This site contains a fully articulated scope and sequence for library skills to be taught at the K-6 level. Developed by Dale Copps, teacher librarian at Wardsboro Elementary School, Wardsboro Vermont, this curriculum guide is generic enough to be useful in planning any school library program even though it was developed for use in Vermont. (LM\_Net)

### **LIBRARY SKILLS AND KNOWLEDGE CURRICULUM - MARYLAND**

<http://www.wcboe.k12.md.us/mainfold/supports e/reslib/Cur.htm>

This site contains a detailed library curriculum outline complete with objectives, indicators and outcomes for grades K to 12, created by teacher librarians of the Washington County Public Schools, Hagerstown, Maryland. (LM\_Net)

### **LION (LIBRARIAN'S INFORMATION ON-LINE NETWORK)**

<http://www.libertynet.org/lion/lion.html>

LION is an information resource for K-12 school librarians sponsored by Library Services of the School District of Philadelphia. Topics and links on this site include information on automated circulation and catalogue systems for school libraries, a collection of resources useful for cataloging

materials, information on CD-ROM hardware and software, resources on children's literature, information on promoting school libraries and programs, information on the design, renovation, and furnishing of a school library, lesson plans and teaching activities for school librarians as well as a collection of Internet sites for school librarians to explore. (LM\_Net)

## **LITTLE EXPLORERS**

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

Little Explorers is a preschoolers picture dictionary with definitions, pictures, and hundreds of Internet links for words. French, Spanish, German, Portuguese and English dictionaries are available. The site has 1121 illustrated dictionary entries. Each word is used in a meaningful example sentence and most entries have links to a related web site. (Net Happenings)

## **ON THIS DAY IN HISTORY**

<http://www.nytimes.com/learning/general/onthisday>

The New York Times Learning Network offers an interesting feature to students and educators called, "On This Day in History". It includes a copy of the front page of The New York Times on a particular day of a historical year along with the full text of the lead article. (Net Happenings)

## **MATHEMATICS**

### **MATH IN DAILY LIFE**

<http://www.learner.org/exhibits/dailymath/>

Many students question how they will use basic mathematical concepts, algebra, and geometry throughout their lives. This site attempts to answer that question by illustrating how math impacts the average person's daily decision making. Included in these illustrations are examples of how math plays a role in cooking, home decorating, and savings and retirement decisions. Explore the scenario of the "average Jane" to see how compound interest affects the growth of money. (Net Happenings)

## **MRS GLOSSER'S MATH GOODIES**

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

Mrs. Glosser's Math Goodies is a free educational web site featuring interactive math lessons. The math lessons use a problem-solving approach and actively engage students in learning. This site offers a Math Chat Board, Math Puzzles, a Math Image Library, Educational Links, Homework Suggestions and more!

## **SCIENCE & TECHNOLOGY**

### **AMAZING SPACE**

<http://amazing-space.stsci.edu/>

Amazing Space is an easy to use, made-for-kids site. It contains information about all different types of space topics. There are lessons on the Hubble telescope, stars in general, the history of telescopes, and more. It gives short, entertaining lessons with introductions and summaries for each topic. There is even a solar system trading card page that provides an interactive quiz about the objects on each card. This site is maintained by the Space Telescope Science Institute, which is responsible for the scientific operation of the Hubble space telescope.

### **EVERGREEN PROJECT ADVENTURES**

<http://mbgnet.mobot.org/MBGnet/>

Evergreen Project Adventures is an on-line learning environment from the Missouri Botanical Garden teaching elementary students about biomes. Included are teacher resources and student activities.

## **HISTORY OF SPACE EXPLORATION**

<http://hawastsoc.org/solar/eng/history.htm>

The History of Space Exploration site is a link within the site called "Views of the Solar System" created by freelance astronomer Calvin J. Hamilton. This site contains tons of information and is easy to get around. It includes space missions from the 1950's all the way up to future missions in the 2000's. Not only can you find past and future missions of the USA at this site, but you can also find missions for Russia, Europe, and Japan. You can also take a closer look at our solar system and read a brief

summary about individual planets, stars, comets, and other space features. This site contains awesome graphics and images. (Scout Report)

## **NATIONWIDE DIRECTORY OF SCIENCE TRAINING PROGRAMS FOR TEACHERS & STUDENTS**

<http://www.sciserv.org>

The Directory of Science Training Programs is a comprehensive catalogue of science, mathematics and engineering enrichment programs for students and teachers. The training programs for students cover a wide variety of scientific disciplines and take place throughout the year at a variety of institutions – predominately at colleges and universities. These programs provide professional enhancement in the areas of science, engineering, and mathematics where teachers can learn specific problem-solving methods and instructional strategies. Many programs address practical applications of science, mathematics, and technology in the business environment so that teachers might advise students on current career opportunities and options. (Netguide Now)

## **SCI4KIDS**

<http://www.ars.usda.gov/is/kids/>

This new on-line magazine from the Agricultural Research Service (ARS) is aimed at kids aged eight to thirteen with an interest in science. It introduces various projects of ARS scientists in a collection of stories. The home page offers intuitive graphic links to the various sections. For example, clicking on the catfish takes users to the Aquiculture section, the bee to Insects, and so on. The stories are short, illustrated, and written with young readers in mind. Students who wish to learn more about certain topics or find resources for school reports can follow links to the ARS Agricultural Research magazine and the ARS search engine, or send email questions to Dr. Watts, the helpful ARS scientist. (Net Happenings)

## **SCIENCE EDUCATION GATEWAY**

<http://cse.ssl.berkeley.edu/SEGway>

This Web site contains approximately 20 K-12 lessons on Earth and Space Science. Three subject areas, Space Science, Solar System, and Sun & Earth,

list the lessons with grade level ranges, and basic ties to the National Science Education Standards (NSES). Pages "About" each lesson contain summaries, requirements of time and materials, teaching tips, and technical information on load times and plug-ins needed. Help page provides a list of sites for downloading plug-ins. There are also detailed NSES tables, learning objectives, and in some cases, short student evaluation questionnaires.

## **SOCIAL STUDIES**

### **INDEX OF NATIVE AMERICAN RESOURCES**

<http://www.hanksville.org/NAresources/>

This site is constructed primarily to provide information resources to the Native American community.

### **WACKY, WILD AND JUST PLAIN WIERD**

#### **THE CAPTAIN JAMES T. KIRK SINGALONG SITE**

<http://209.68.1.93/emotionp/singalong/kirk.html>

This site gives new meaning to the phrase, "Don't quit your day job." at least in the case of William Shatner, well-known TV and movie actor. It's a little known fact that in 1968, Mr Shatner tried his hand (voice?) at singing and recorded an album entitled "The Transformed Man". Whatever transformation Mr. Shatner is referring to, it had nothing to do with his imagined change into a singer as his painful renditions of "Tambourine Man" or "Lucy In The Sky With Diamonds" will attest. Thankfully, Mr. Shatner must have decided not to boldly go where no untrained voice had gone before and instead stayed with discovering new universes and life forms. (Yahoo)

### **SUNSPOTS IN HISTORY**

<http://www.spaceweather.com/java/sunspot.html>

Investigate the sunspot cycle in history. While there's no evidence, some people claim that not just historic events but even everyday happenings such as the length of mini-skirts and the performance of stocks are affected by sunspots.

This site presents the dates when sunspots were at their peak and lets you draw your own conclusions. This is certainly an interesting way to liven up a Social Studies class. (Net Happenings)

# PROVINCIAL SPECIALIST ASSOCIATIONS 1998-99

Only BCTF members (active, associate, affiliate, or honorary) can be members of a PSA; all others must become subscribers.  
**FORM VOID AFTER JUNE 30, 1999.**  
 Enclose your cheque or money order, made payable to the B.C. Teachers' Federation. **DO NOT MAIL CASH.**  
 Print your name, address, etc., below. Check the appropriate association(s).

Social Insurance Number \_\_\_\_\_  Mr.  Mrs.  Miss  Dr.  Ms.

Surname \_\_\_\_\_

Given Name(s) \_\_\_\_\_

Former Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Postal code \_\_\_\_\_

Home telephone ( ) \_\_\_\_\_ Fax ( ) \_\_\_\_\_

School telephone ( ) \_\_\_\_\_ Work telephone ( ) \_\_\_\_\_  
(if different from school)

Name and address of school/institution/business \_\_\_\_\_

School district number \_\_\_\_\_

e-mail address \_\_\_\_\_

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- 46  \$35.00 English Language Arts
- 47  \$30.00 Home Economics
- 48  \$35.00 Intermediate
- 49  \$40.00 Teacher-Librarians
- 50  \$30.00 Mathematics
- 51  \$30.00 Modern Languages
- 52  \$35.00 Music

### EDUCATION STUDENTS/ RETIREES

- \$20.00
- \$23.00
- \$25.00
- \$15.00
- \$15.00
- \$16.00
- \$15.00
- \$15.00
- \$15.00
- \$15.00
- \$17.50

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- 54  \$30.00 Physical Education
- 55  \$42.00 Primary
- 57  \$35.00 Science
- 58  \$30.00 Technology
- 59  \$25.00 Social Studies
- 60  \$30.00 Special Ed
- 62  \$35.00 Drama
- 63  \$35.00 Gifted
- 64  \$25.00 Hospital/Homebound
- 65  \$35.00 Computer

### EDUCATION STUDENTS/ RETIREES

- \$10.00
- \$15.00
- \$21.00
- \$10.00
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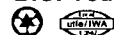
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# BCTLA REVIEWS

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*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.

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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.

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FIC BOL

Bolen, Dennis. *Gas tank & other stories*. — Anvil Press, 1998. — 186 p.: — ISBN 1-895636-15-9— \$14.95.

Reviewed by: Liz Austrom, retired teacher-librarian, Vancouver.

The back cover of this well-made paperback proclaims: “Jack Bolen is the best of the tough guy East Vancouver social realists. He writes of the dumb + down + out, the criminal underclass like an angel of history.” Previous works are *Stupid crimes*, *Krekshuns* and *Stand in hell*.

Reading Bolen’s work is painful, for the six stories are often harsh and violent — especially “Fight”, a World War I story that shows how an innocent young man is transformed into a loner and a killer by the horror of the trench warfare in which ordinary soldiers were treated as expendables by military leaders. “Fight” could be used to add realism to a Social Studies unit on the war. “The Fatality” and “Gas Tank” examine the impact of anger on two quite different men, the first one involving despair, and the second one release in maniacal laughter. It is possible to feel empathy for their situations and reactions. Other stories introduce you to characters you are glad you have not met personally. In “Working”, several men coping with boring, repetitive work, engage in every type of negative behaviour you can imagine — racist, sexist language, workplace sabotage, bragging about sexual exploits, verbal and physical threatening — and also take their frustrations home with them. If this story were not included, I would be able to recommend this title without reservations. As it is, I suggest that teacher-librarians read it before purchasing.

While wishing that this collection would not pose any problems for the teacher-librarian, it is impossible not to acknowledge that Bolen is a craftsman. His style is easy-to-read and gritty, his images often unforgettable, and his dialogue suits his characters. Even “Working” displays a unique skill with language, utilizing a fascinating array of compound words never before seen, but which give a sense of movement. This is a collection of stories that should appeal to urban young men who believe that nothing is published that expresses their darker feelings about life and their experiences with the undertow of a rough and ready male milieu.

Recommended with reservations for senior secondary students.

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FIC FRI

Friesen, Gayle. *Janey’s girl*. — Kids Can Press, 1998. — 224 p. ill.: — ISBN 1-55074-461-5— \$16.95 (hc); ISBN 1-55074-463-1 \$6.95 (pb).

Reviewed by: M. Maureen Scott, teacher-librarian, Scott Creek Middle School, SD#43 (Coquitlam).

Set on a farm in the Fraser Valley, Claire’s story is one of a teenager struggling to understand her mother’s psyche while attempting to come to terms with her own. While her mother runs away symbolically and literally from conflict, Claire learns to face her problems during the course of a summer visit to her grandmother. She meets her long-lost father and a young stepbrother who requires a bone-marrow transplant which may cure his leukemia. Providing the transplant over her mother’s objections demonstrates Claire’s growing maturity and results in several poignant scenes. A romantic subplot enhances interest as do hints of reconciliation between her parents, but not everything is neatly solved in the upbeat ending.

“I wonder why my mother has done her best to keep my grandmother out of my life?” puzzles fourteen year old Claire. She has lots of questions about her family. Why did her mother leave home fifteen

years ago? Who is her father? What role did her now deceased grandfather play in her mother's life? These mysteries are revealed in *Janey's girl*, a smoothly written, engrossing account of unravelling family secrets.

*Janey's girl* is a first novel by author Friesen. It is a well-crafted debut with good characterization and advances compellingly through the present tense, first person narrative which adds immediacy. Dialogue is realistic and used effectively. Emotions run high, but avoid being sloppily sentimental. Although the heroine's age and the book's theme do not completely mesh with the grade five reading level, most upper intermediate and middle school girls will find this novel a rewarding read. They will especially enjoy weeping with happiness over the conclusion! The issue of Claire's illegitimate background should not be a problem in most venues.

Note that this novel is issued in both hardcover and paperback editions. The hardcover (reviewed) has an attractive dust jacket but sports poor quality binding and pages. Indeed, it appears that the paperback version has been glued into paper-covered boards. As an alternative to choosing the hardcover edition, purchasing one or more copies of the paperback edition is recommended.

Recommended for grades 5-8, older ESL students and those needing high-interest low vocabulary materials.

[Editor's Note: Many female students in grades 9 and 10, even some who are average to good readers, relate well to the exploration of mother and daughter relationships in this novel. For this group, the relationship between the grandmother and the mother adds nuances to the theme that they have not previously considered.]

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FIC MIL

Miller, Ruth. *I went to the bay*. — Kids Can Press, 1998. — 24 p. ill.: — ISBN 1-55074-498-4 — \$12.95.

Reviewed by: Carolyn Cutt, teacher-librarian, Sir Guy Carlton Elementary School, SD#39 (Vancouver).

What does almost every child want to do, when the warm sun awakens scents and sounds of fascinating wildlife living around some inviting water nearby? Of course, look for frogs! *I went to the bay* is a captivating adventure of a small boy in search of frogs. The story also becomes a delightful exploration of the many other creatures he finds around the water's edge: a blue heron, a hummingbird, the sight and sound of a loon and many others. Miller writes a lyrical, poetic treatment of a boy's keen observation of nature. Written in simple rhyming couplets, this light-hearted story becomes even more appealing to the young ear.

Frogs, however, remain ever elusive, except in the eyes of the illustrator, Martine Gorbault. Hidden on each page of her softly coloured, engaging illustrations are two very mischievous frogs, determined to have an adventure of their own. This humorous subplot adds an extra dimension, as every young reader will want to spot the frogs hidden among the wildlife. A surprise ending is also in store.

I highly recommend this charming book, which skillfully combines simple rhyming text with accurate, yet playful illustrations.

Recommended for grades K-2 readers and useful for grade 3 and ESL students studying frogs and ponds.

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FIC WEL

Welburn, Elizabeth. *Echoes from the square*. — Rubicon Publishing, 1998. — 32 p. ill.: — ISBN 0-921156-99-5 — \$18.95

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

This first collaboration of husband-and-wife team Elizabeth Wellburn and Deryk Houston is concerned with a difficult subject, set in a place far from the peace we know in Canada. However, there is no reason to shy away from presenting this beautiful book to children from grades three to seven. In much the same way that *Sadako and the thousand paper cranes* is relevant, this story will help students understand the conflict in Yugoslavia, its toll on the population and the strength of the human spirit.

Alen enjoyed the beautiful, cobblestone square in the heart of Sarajevo — the birds, the breeze, the smell of the bakery, but, above all, its safety. Then the horror and destruction that came with the bombs destroyed all of these. His life became one of terror and despair. One day, amidst the ruins, he heard the magnificent sound of a cello, itself terrifying at first because of its strangeness. One of Yugoslavia's great musicians, Vedran Smailovic, had vowed to play his cello for twenty-two days in the midst of sniper bullets and exploding shells, as a musical plea for peace and a way of bringing hope to his countrymen. His music helped his listeners forget to be afraid.

Williams has succeeded in writing this true story of incredible courage in a way children will understand. Her research has enabled her to present the life of a people under siege but refusing to give up hope. Houston's paintings are remarkable. He is able to convey the peace of pre-war Sarajevo, the destruction and despair of war, and the energy, strength and healing power of the musician with the brilliant colour and movement of his art.

Students will need some preparation in terms of the location of Sarajevo and some background about the war, but *Echoes from the square* provides the teacher-librarian with a rare opportunity to read children a story of real power that will promote serious discussion. It is a fine example of the best in children's literature: a universal theme, superb artwork and an excellent story.

Recommended for grades 3-7.

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371.9 BRO

Brownlie, Faye. *Student diversity: activities & strategies to support needs in inclusive classrooms.* —

Pembroke Publishers, 1998. — 160 p. — ISBN 1-55138-101-X — \$14.95.

Reviewed by: Judy Cottrell, teacher-librarian, Lord Beaconsfield Elementary School, SD#39 (Vancouver).

This is a comprehensive handbook full of activities and strategies to assist teachers in meeting the diverse learning needs among today's students (behavioural disorders, ESL, special needs) within today's inclusive classrooms.

Each chapter deals with one of the 12 topics which "address the needs of ALL learners": (1) "Support Teachers" outlines the possible roles and contributions of support teachers and the need for involvement; (2) "First Week Considerations" describes numerous activities and exercises for getting started during a new school term; (3) "Writer's Workshop: The Foundation" includes steps for establishing and conducting a Writer's Workshop and the necessary components to get it working; (4) "Standard Reading Assessment" analyzes student's reading levels to determine where students are heading and the support that is needed; (5 & 7) both chapters on Literature Circles provide an outline of an innovative reading program, starting with its conception, the roles students play and evaluation; (6) "Poetry: Three Invitations" discusses an approach involving students in conferencing and sharing ideas; (8) "Science and Ecology" and (10) "Mathematics" incorporate suggestions for meeting the needs of students in various subject areas. Additional chapters contain the incorporation of computers, most specifically, the use of Hyper Card and the Internet; teaching class novels by incorporating all reading levels; and a look at reporting and assessment.

*Student diversity* is a source of examples to "build vibrant learning environments for all students." The authors are masters in their field, both contributing an authoritative amount of knowledge and experience to this publication. This resource contains many examples of students' work at the grade 4 through 7 level. All the included worksheets may be reproduced. A bibliography and index are both incorporated.

Highly recommended for inclusion in professional libraries.

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497'.41 LIL

Lillard, Charles. *A great voice within us: the story of Chinook.* — New Star Books, 1998. — 116 p. : ill. — ISBN 0-921856-56-6 — \$16.00.

Reviewed by: J. Patrick Romaine, teacher-librarian, A.L. Fortune Secondary School, SD#83 (North Okanagan-Shuswap).

*A great voice within us: the story of Chinook* is the history of a language used west of the Rocky Mountains in the Pacific Northwest. First Nations peoples were trading with each other before the arrival of the Europeans. There were many languages in this region of mountains, valley, island, fjords and inlets. Travelling from present day Prince George to Portland, Oregon, one would encounter more languages and dialects than going from Madrid to Moscow. As a result, a common trading language (made up of words and/or sounds taken from the languages spoken by various tribes) was developed and understood by the traders. This was years before Professor Aamenhof's invention of Esperanto in 1897. With the arrival of European fur traders, missionaries, prospectors, fishermen and loggers, trade and contact increased and the use of the Chinook language rapidly increased and expanded. English, French, and even some Russian and Chinese became part of this commercial language. Some writers suggested that the Hudson Bay Company's employees developed Chinook, but the authors have provided plenty of evidence to

establish it was in existence long before the fur trade. The language also went from being purely oral to being written. *The Bible*, hymn books and newspaper articles were written in Chinook. There were several English-Chinook: Chinook-English dictionaries published. What began as trading jargon became a distinct language that as many as 250,000 people relied upon.

This book began as a conversation between Charles Lillard, a West Coast historian and writer and Tansmontanus editor Terry Glavin. After Lillard's death in 1997, Glavin continued the project with the resulting publication of this history, lexicon and gazetteer of a language that has been lost. It even contains poetry composed in Chinook. A "mini" dictionary of Chinook words, and a map of British Columbia with geographical names of Chinook origin have been included. Some of our province's place names, such as Alta Lake, Boston Bar, Cultus Lake, Olalla and Skookumchuck become more interesting and meaningful after reading Lillard and Glavin's work.

This volume which covers BC's equivalent of "Patois" or "Creole", would be useful with Social Studies, English/Language Arts and First Nations Studies. Schools with upper elementary or secondary classes should have this unique title as part of their library collection.

Recommended for grades 6-12.

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560.9711'2 LUD

Ludigran, Rolf. *West Coast fossils: a guide to the ancient life of Vancouver Island*. — Harbour Publishing, 1977. — 216 p. — ISBN 1-55017-179-8 (pap).

Reviewed by: Eleanor Elliott,  
teacher-librarian, Sir Wilfrid Laurier  
Elementary School, SD#39 (Vancouver).

This book's focus is the study of fossils of Vancouver Island, British Columbia. However, it also contains a good deal of basic information on the collecting and study of fossils, such as the equipment needed and the ethics involved when gathering specimens. The information on the study and identification of fossils is enhanced by many photographs. There are also drawings, tables, maps and a glossary to help the amateur collector.

It is useful to have a comprehensive guide specific to this part of the world. Not only are the authors eminently qualified to write this book, their enthusiasm for this field shines through in the text. The fact that this is the second edition would suggest that this is a useful and popular book for fossil collectors.

The BC Ministry of Education's elementary science IRP lists the following prescribed learning outcome for grade two-three: "compare and contrast plant and animal fossils with living organisms." While the text may be too detailed for most elementary students the photographs are a welcome addition to our collection. Secondary students, especially those on the Island, will find this book most useful, both in school and in the field.

Recommended for grades 2-12.

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599.37 HOD

Hodges, Deborah. *Beavers*. — Kids Can Press, 1998. — 32 p : ill. — ISBN 1-55074-429-1 — \$14.95.

Reviewed by: Rosemary Anderson, teacher-librarian, W.L. McLeod Elementary School, SD#91 (Nechako Lakes).

If you are looking for a non-fiction book with simple, straight forward text and realistic illustrations to help young students begin researching, then this is an excellent resource. It is an attractive book for kindergarten to grade 5 students (and for some grade 6 and 7 students also). It includes maps, diagrams, insets, cutaway views, fact boxes, glossary, table of contents and index. Clear, detailed text and drawing explain the beavers' habitat and how they adapt to their environment, their home, family, food, movement, anatomy, how they protect themselves, how they have been hunted almost to extinction for their fur and oil, and the development of laws to protect them. The glossary and index help guide young researchers, and the headings correlate directly with the table of contents. Clearly labelled diagrams and fact boxes direct students to important information. The book is well-bound and reasonably priced for a quality hard cover. I believe it will also be available in soft-cover.

The author, Deborah Hodge, who was a primary teacher for 12 years, has established a reputation for writing good non-fiction books. She has written the other five books in the Kids Can Press Wildlife Series, *Bears, Whales, Wild dogs, Wild cats* and *Deer, moose, elk, and caribou*, as well as *Simple machines* from the "Starting with Science" series. Pat Stephens has illustrated all the Wildlife Series except *Wild cats*, and has also illustrated *Animal senses: how animals see, hear, taste, smell and feel*.

I recommend that elementary teacher-librarians add this book, and the rest of the series to their collections. The copies in our library are well used.

Recommended for grades K-5.

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971.9 TUR

Turnbull, Andy. *By truck to the north: my Arctic adventure*. — Firefly Books, 1999. — 88 p : ill. — ISBN 1-55037-550-4 — \$14.95.

Reviewed by: Garth Harkess, teacher-librarian, Laurie Junior Secondary School, SD#5 (Southeast Kootenay).

Ever considered driving the long road from Vancouver to Tuktoyaktuk in the dead of winter? Me neither. But there are people who earn their living doing just that, and this fascinating story documents the adventures of a heroic trucker who makes that journey several times a winter.

Andy Turnbull, the author of several travel articles for *National geographic* magazine, accompanies professional truck driver Bill Rutherford and his dog TD, as they transport a semi-trailer load of fresh fruit and vegetables from the lower mainland to beyond the Arctic Circle. Along the way they encounter moose and wolves on the highway, breathtaking displays of the Northern Lights, and temperatures dipping to -49 degrees Celsius — cold enough to freeze the cells in exposed skin in seconds. When the road runs out, their journey continues over winter "ice roads" on the frozen Mackenzie River and the Beaufort Sea.

Their trip is well illustrated with colour photographs on almost every page. Interesting sidebars on a variety of topics, including information on moose and the comforts of modern truck stops, make the adventure come alive. A two page illustrated map traces the route

north. Sections of the map are reproduced every few pages to let students know exactly where the truck is travelling.

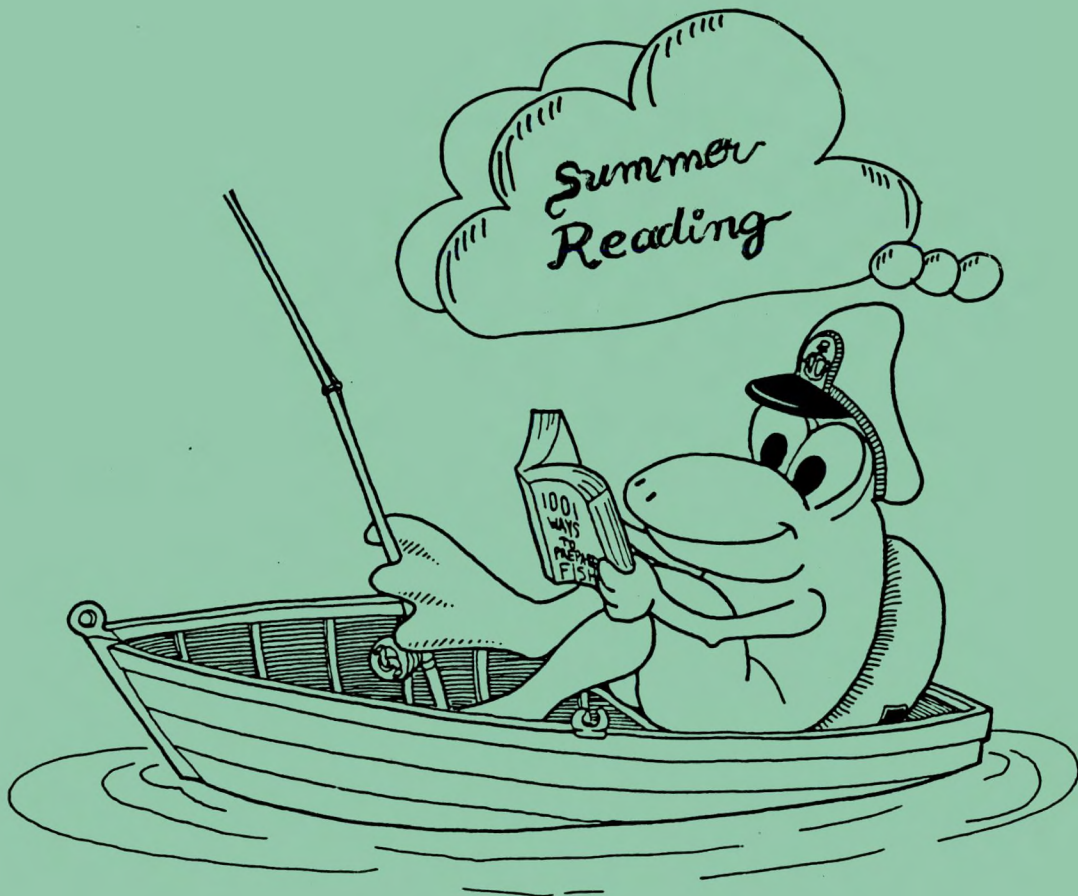
Several websites that explore topics related to the text are listed. These include sites on the Aurora Borealis, the Northwest Territories and timber wolves. One website connects to Trucker Buddy, a program that allows students to communicate with long distance truck drivers. The website listed for Inuvik would not open.

This oversize volume is the second in the "Adventure Travel" series. It is available in hard or soft cover and includes an index. Students will enjoy this short and easy to read modern adventure story.

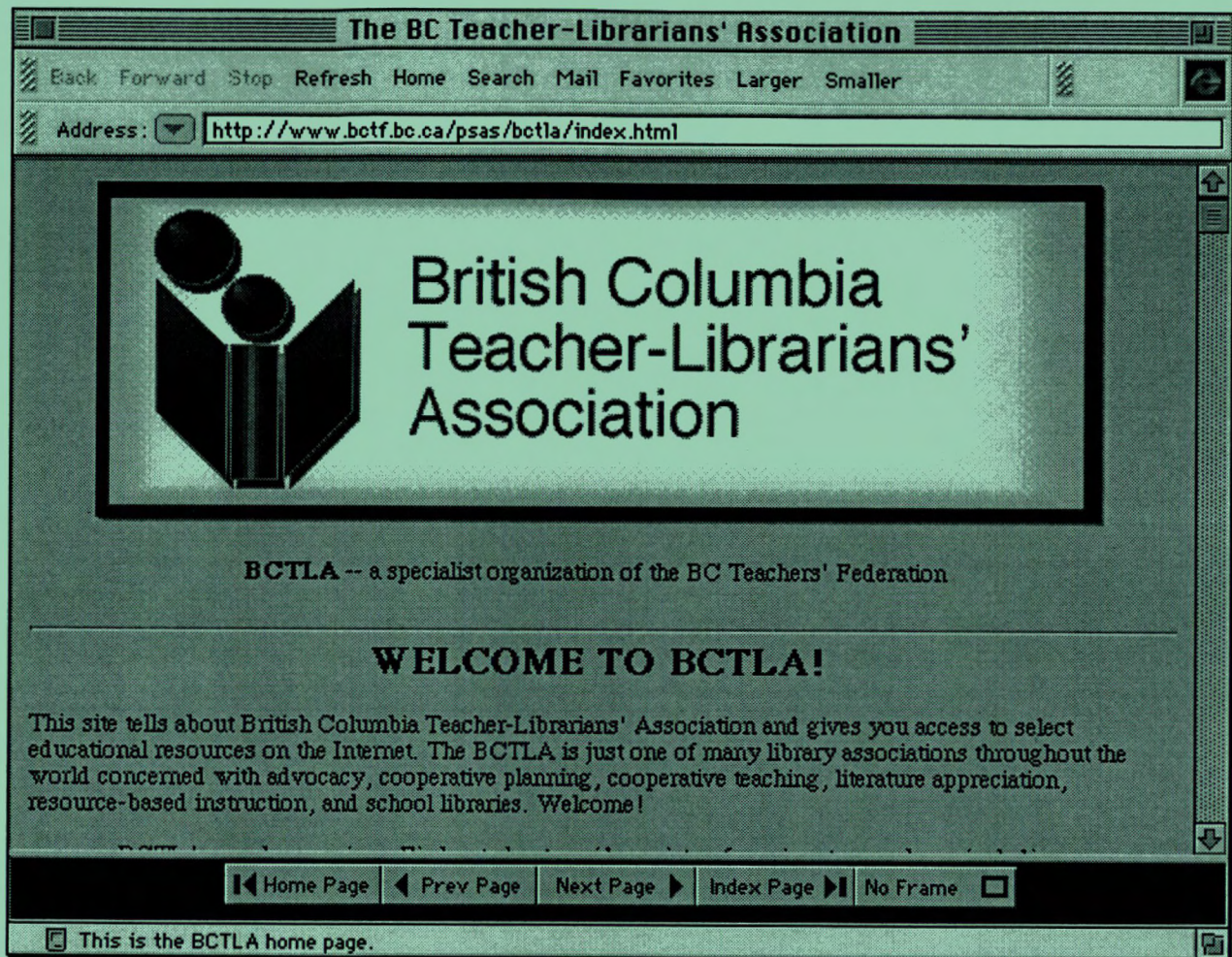
Recommended for grades 4-7.

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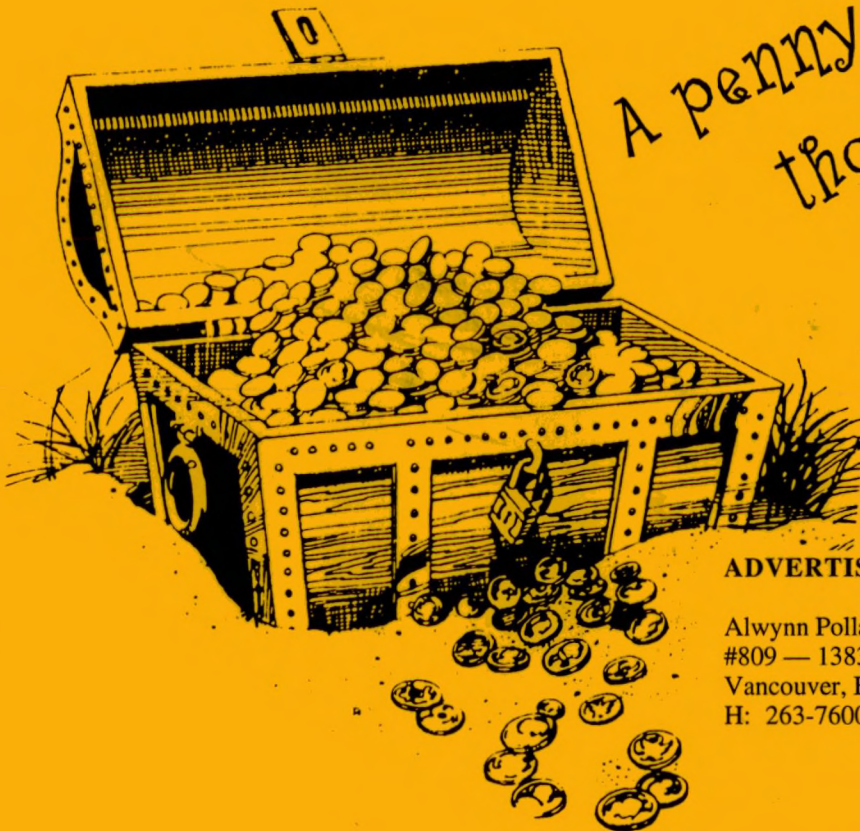
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