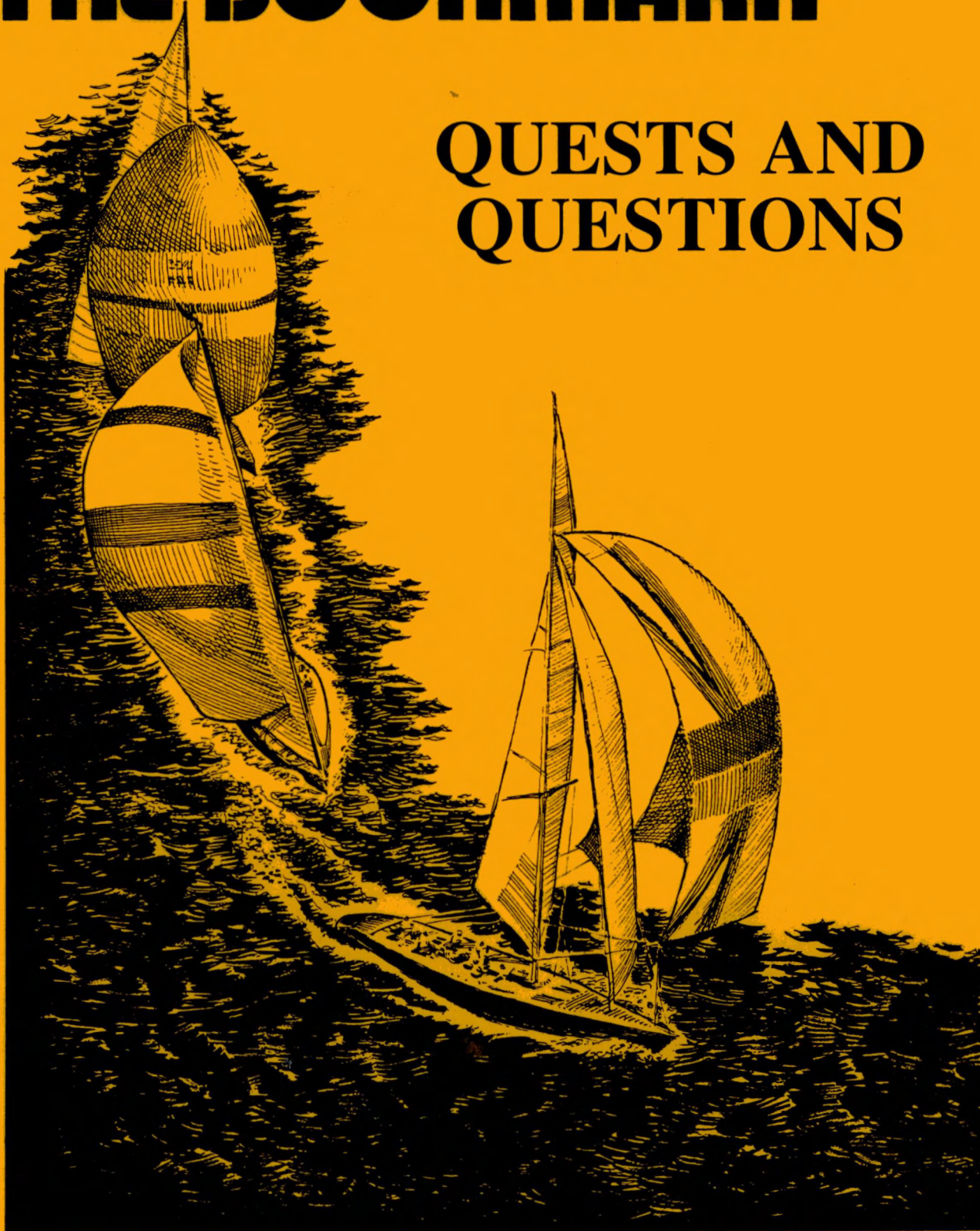


MARCH 1999  
Volume 40 Number 3  
ISSN 0381-6028

**BCTLA**

# THE BOOKMARK

## QUESTS AND QUESTIONS





# Price

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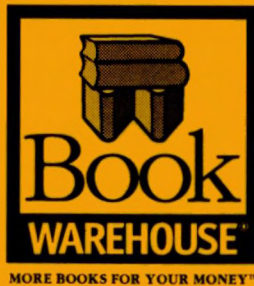
+

# Selection

Publishers' remainders, special imports, and hurt books have been the core of our business for the past two decades. We purchase excess inventories from publishers at a fraction of the original list price and special imports, popular titles which have been re-published at lower prices. We also purchase hurt books from publishers; titles which have been slightly damaged or shopworn. Often these are current titles in near perfect condition. You never know what treasures you'll find in these assortments!

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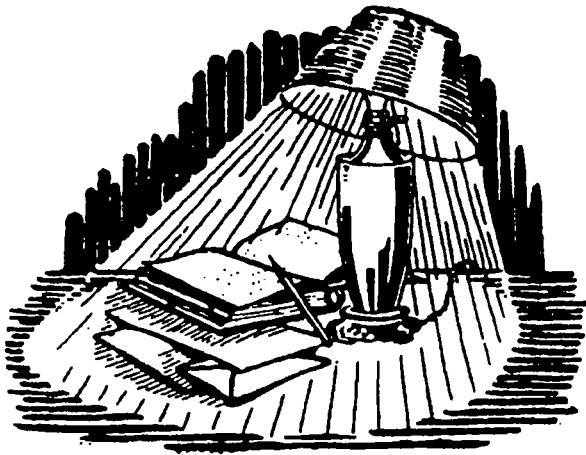
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### STATEMENT OF PURPOSE

*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.

Questions are very much our quest in our role as teacher-librarians. On a daily basis, have you ever considered the number of quests you undertake to provide answers to the many different questions you are asked? Are there both familiar, routine questions and obscure questions somewhere in your day? In my own experience, there is a barrage of questions:

- Where is...
- Where are...
- Can you find...
- I am looking for...
- Can you get...
- Who wrote...
- That red book from last year...
- What is your favourite...

- Who is your favourite...
- I forgot to bring a pencil. Can I borrow one
- Is the library resource centre...
- Do you have...

The quest for new information leads all of us to new experiences, and promotes continuous new learning. What quests have you recently experienced?

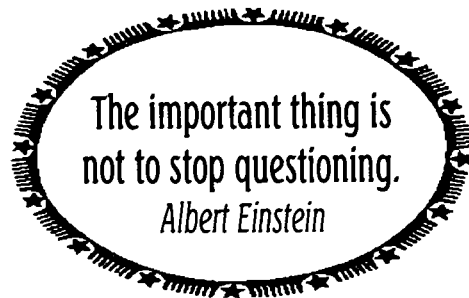
The Fall Working and Learning Conditions Survey results have been compiled, and are presented in this issue. I want to acknowledge the effort Diane Kozoris has expended in bringing this year's survey to completion. The quests of obtaining, receiving, and then putting all of this information together is incredible. Thank-you Diane; we appreciate the time you have contributed towards this task. I think it is very important to share the survey results with others in our communities. How can you do this? When will you do this?

The BCTLAforum (the BCTLA on-line e-mail forum) is a question-asking place. Many teacher-librarians seek out information from one another here. Have you used it recently?

*The Bookmark* welcomes contributions from our membership. Please consider submitting an article, unit or bibliography. The June issue's theme is:

A Penny for your Thoughts. What ideas will you provide?

I know you will find *Quests and Questions* an interesting issue. Am I right? Thank-you to our Editorial Team in producing this edition.





*Janus*

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

**Silver Star Resort  
Vernon, BC  
October 21st - 23rd**

### **KEYNOTE SPEAKERS**

- **Jamie McKenzie** (Educational lecturer and consultant)
- **Ken Haycock** (Director of School of Library, Archival and Information Sciences at University of British Columbia.)

### **BANQUET SPEAKER**

- Tentative booking of a well-known broadcaster... (To be announced in *The Bookmark*)

### **CONFIRMED WORKSHOP PRESENTERS**

- **Shari Graydon** (Media Literacy)
- **John Caldwell** (Research Process)
- **Chris McMahon** (Children's Author)
- **Roland Case** (Critical Thinking)
- **Margriet Ruurs** (Author)
- **Joan McIntyre** (Women and Literature)
- **Keith Southworth** (Internet Resources and use)

### **MARK YOUR CALENDAR NOW!**

- Look for details of specific workshops and registration information in the next issue of *The Bookmark*.
- It will be a great conference. Tell your colleagues!

### **CONTACT**

- Dave Brennan,  
Teacher-Librarian,  
Clarence Fulton Secondary School,  
2301 Fulton Road, Box 2301,  
Vernon, BC V1T 9L3.



## EDITOR'S COMMENTS

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

### WHAT'S MY LINE?

During the 1950s and early 60s a program aired on television called "What's my line?" It featured a panel of television personalities who posed a series of yes or no questions to a mystery guest, before attempting to determine the guest's job.

How would you respond if you were put on "What's my line?" Would you say you are a prep-time provider, data-entry clerk, library technician, video player repairperson and deliverer of programs that have nothing to do with the school library? Or would you maintain that the role of the teacher-librarian is as described in BC Ministry of Education's *Developing Independent Learners* and the Association for Teacher-Librarianship in Canada (ATLC) / Canadian School Libraries Association (CSLA) document *Students' Information Needs in the 21<sup>st</sup> century: Competencies for teacher-librarians* <<http://www.sbe.saskatoon.sk.ca/~atlc/>>?

The BCTLA promotes and encourages the creation and adoption of guidelines and standards for teacher-librarians and for school library programs. This position is consistent with the policy of other provincial and national school library organizations. I know that talk about standards can cause some stress

to teacher-librarians who have, perhaps, not completed their university program of studies or who believe that standards are "unrealistic" or "unrelated to the job teacher-librarians in our district are being asked to do." Yet, it is also apparent that many of us believe that talking about standards and advocating for the adoption of standards will help library programs in the long run, and by extension, help our student and teacher clientele. These documents are the product of much thought and discussion, and reflect the positive aspirations of stakeholders. When these standards are applied to legislation, provisions of collective agreements, job descriptions and evaluation instruments, they become powerful tools to protect and extend what is best about school library programs.

A large body of research supports the notion that an effective school library program provides the foundation for excellence in education. Parents, classroom teachers, and administrators may not know that. As a teacher-librarian, you are probably the only one in your school who really knows "What's my line?" and how important that line is. This unique knowledge may leave you with a sense of isolation. I would like to encourage you to participate in district, professional and ministry committees. As well as contributing to your sense of accomplishment, you will be developing a support network that can ease the sense of isolation and tide you over the challenges you face advocating for your school library program locally.

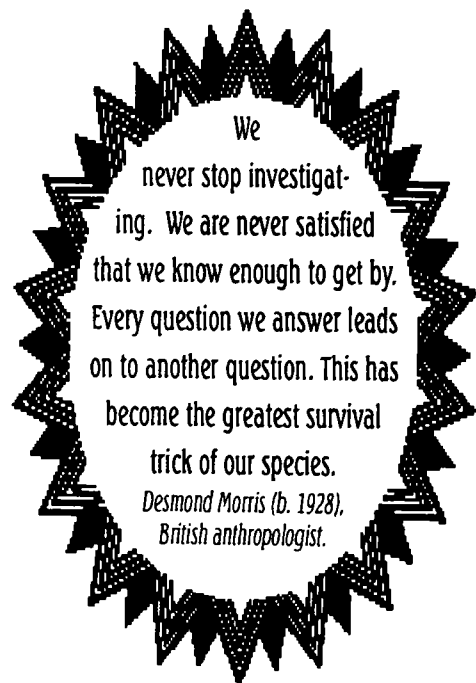
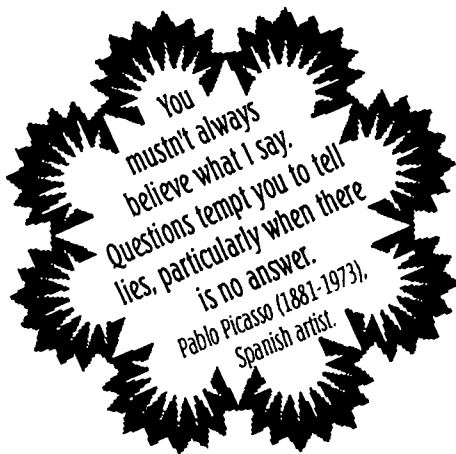
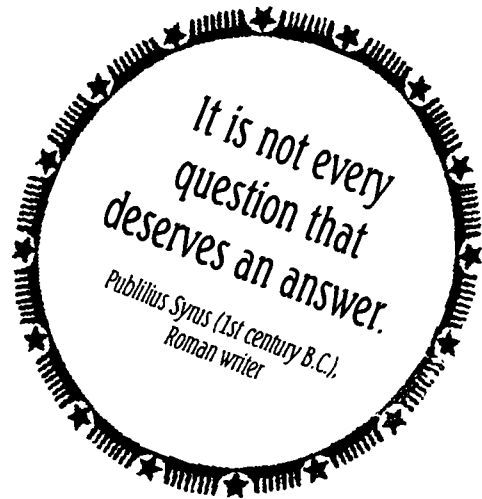
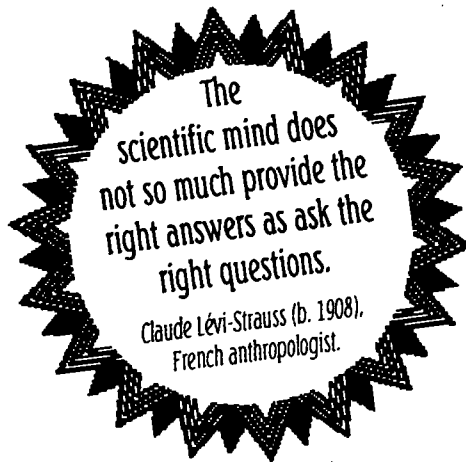
Look for support from colleagues. Consider how you can give it too. If you have been a teacher-librarian for a few years, consider becoming a mentor. You may not always feel like an expert, but a teacher like you could make all the difference for a new teacher-librarian. The word "Association" which is so prominently featured in the name of our organization implies social relationships between like-minded individuals. We need to do what we can to create and nurture these positive relations.

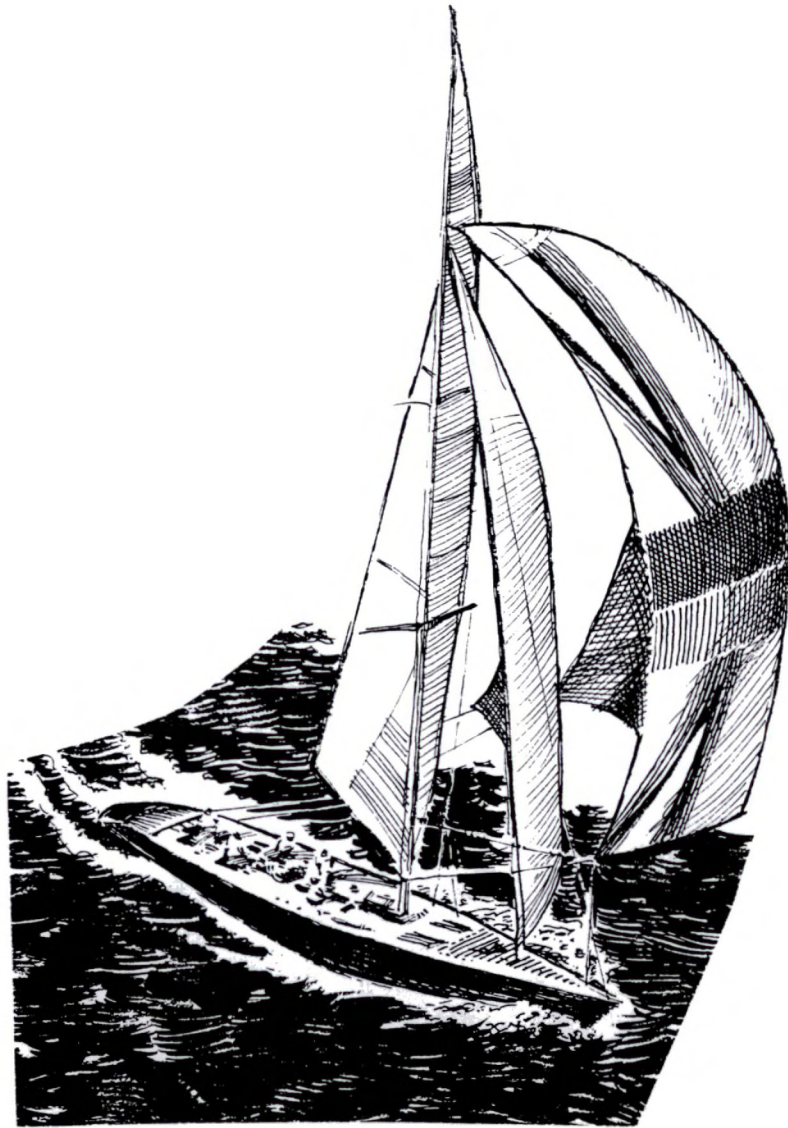
You never regret taking the high road, especially when the outcome has an impact on the delivery of service to children. I am delighted to be part of an organization that consistently advocates for the interests of children, for excellence and professionalism. It is with great pride that when someone asks me what's my line I can respond, "I am a teacher-librarian."

## THANK YOU AND THANK YOU

We have been lucky to have Jean-Anne Lewis working as our coordinator of BCTLA Reviews. Her work has been very efficient and professional. We very much appreciate all the effort she has put in and the organizational skills that she brought to the task. Jean-Anne is continuing to serve the BCTLA on the executive. Thank you very much Jean-Anne.

We would also like to thank our new BCTLA Reviews coordinator Debbie Hartley. Debbie writes to say she looks forward to some fresh new responsibilities. We look forward to working with her too!





THEME SECTION

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

# ***THE BOOKMARK***

## **COMING THEMES ARE:**

### **JUNE 1999: A PENNY FOR YOUR THOUGHTS**

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

**Deadline: April 27**

### **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!"***

# COMMUNICATIONS TECHNOLOGIES, LITERACY AND THE ARTS

by **ELIZABETH WELLBURN**, author and educational technology researcher.

The following article takes events surrounding the creation of a children's book and uses them as strands to weave a picture about learning and literacy in our information-rich era. As an author for children and an education technology researcher, I am aware of a number of issues that are important to teacher-librarians and other related professionals. I want to share my thoughts about these issues.

As educators we must all surely understand that education involves more than simple 'access to information'. With the Internet, vast quantities of information of all types can be accessible almost everywhere and at any time—so much so that without a skillful approach we can become overwhelmed rather than enlightened. With or without guidance, our young people are tapping into this information. The education system has a responsibility to ensure that they will be able to evaluate the information they find, and use it in a meaningful way.

What is your role as a teacher-librarian or information specialist in all of this? How does any educator judge what is important and act accordingly? Each of us has a personal view, a favoured topic or even a passion, but teacher-librarians are blessed with an inclination and an environment that allows them to become more eclectic than most other professionals. As part of your well-rounded approach to learning, I trust and hope that many of you place a very high value on the arts, as I do. I see the role of the information specialist as being critical in our education system because it has the potential to guide learners to places where they will encounter the integration of ideas from a range of disciplines, including those important insights that come from the artistic world.

It is often in a library/resource room setting where a learner first discovers that subject areas such as History, Science, Mathematics, or English are related to each other and have links to the arts. Through exposure to artistic expression and the combining of ideas from a variety of sources, many learners become motivated to explore and learn more deeply than would be the case in a sterile, pre-structured, "single-subject oriented" learning environment. When young people realize that

the arts are a form of expression and communication, providing ways for us to understand each other as human beings, they also begin to realize that the arts can be integrated into our quest to understand the world around us through the disciplines that have been developed and studied in other domains. In turn, the other subject domains feed into the creation of art.

The personal quest of a character in a book that I have recently launched (*Echoes from the Square* ISBN: 0-92115699-5 \$18.95 hard cover) can serve as an example. I wanted to write a book with a strong focus on the importance of a musical heritage. I hope that this article explains my reasons for that choice.

I also want to use this article as an opportunity to describe some of the ways in which the Internet has an impact on the authoring process, a process which does not have to end when the final galley is approved. Now, more than ever before, the release of a new book can be a starting point for an on-going interaction between an author and his or her audience.

Finally, I particularly want to address the question of what is required to allow communications technologies, literacy and the arts to be mutually supportive endeavours. This last question is an extremely important one because there is a delicate balance that can be tipped in either direction.

## ECHOES FROM THE SQUARE

"Alen wondered if he could be brave."

As a young boy surrounded by rumours of an imminent war, Alen, the main character in *Echoes from the Square*, is on a quest for self-understanding. Everything is changing around him, and he needs to know who he is and how he will react.

War arrives and Alen does what he has to do—walking daily through dangerous, bombed out streets to fetch water for his family. He doesn't feel heroic, just bewildered and frightened. Playing his violin is a personal comfort to him, perhaps even an escape. At this point in his life it is not likely that he has ever considered the impact of musical expression throughout

history and he probably doesn't understand his own part of that ongoing heritage. But when he hears an extraordinary fellow musician playing the cello in the midst of shells and sniper fire that he does ask a vitally important question, "Why is he making music in the street?"

When Alen finds the answer to that question, he also learns about the spirit of our most uniquely human endeavours; the arts. The music he has heard, and the man who played it, symbolize a tradition in which our creations are preserved and passed along to future generations, even in the face of great adversity. Music, painting, sculpture, architecture, literature, dance are all ways in which humans communicate beyond the basics of mere survival. Through the arts we can express and share ideas that flow from very deep within ourselves, often asking and answering the biggest of life's questions. The actions of a musician who risked his life in the street to demonstrate that this most important aspect of his humanity could not be stifled, even as the nearby library which housed priceless historical documents was being systematically destroyed, provided an answer to Alen's unasked questions about fear, destruction and the power of human creativity to endure and rebuild.

## **THE PROCESS OF CREATING "ECHOES FROM THE SQUARE"**

Although Alen is a fictional character, in a city that remains unnamed throughout the story, the cellist in *Echoes from the Square* is a real person. Mr. Vedran Smailovic played cello in Sarajevo throughout much of the recent Bosnian war, beginning with his tribute to the victims of the bakery shelling in 1992 described in the book.

I came to know of Smailovic's actions through an Internet discussion group on classical music. Even though I was uncertain of the validity of the information, the thought of a man playing cello to rally the war-torn people around him was a profoundly moving image that lingered over several months before I pursued it any further. During this time, I shared the story, as I knew it, with many of my friends and discovered that they were also extraordinarily moved by it.

When I began to consider the idea of retelling the story in a picture book format for children, it became clear that it was time for deeper research, and I consulted many sources. My experience with the

Internet has helped me to understand its strengths and limitations, so my task began on-line, then moved to microfilmed newspapers (especially the *New York Times*), the music library of the local university, specially-ordered books on Bosnian history and more. My personal criteria for an exciting research project is one which, like this one, leads me through a wide range of primary sources. If all the material is available in one room, I usually feel I'm on too narrow of a track.

For my husband, Deryk Houston, who did the paintings for the book, the initial research was somewhat different. Unlike the usual picture book procedure (where an illustrator is assigned by a publisher after a story is accepted) in *Echoes from the Square*, the artwork tells as much of the story as the words, so we ensured that all the early drafts included both art and writing. Working from photographs of people and devastated communities in Bosnia, which were fairly easy to find on the Internet, Deryk offered his own perspective of the story.

Still, the work remained a non-specific depiction of a boy who meets a cellist during a war. Interested in expanding the scope of the project, our publisher encouraged us to find Vedran Smailovic and bring the idea to his attention. It was not an easy search, but with some amazing e-mail coincidences and a few phone calls, we eventually made contact.

We wanted to bring Vedran into Canada to work with us for a limited period of time, but found that the Canadian immigration authorities had different ideas. At this point, we made extensive use of the Internet, developing a website to share information with the many people from around the world who were interested in Vedran's situation. The response was astonishing, and people from the United States, Bosnians living in Ireland, and Canadians from several provinces still maintain e-mail contact with us now, two years later, based on their initial access to us via that website.

Ultimately we met Vedran Smailovic and several of his friends and family members in England, and after that, both the writing and paintings changed to incorporate aspects of the story that these people had shared with us at a very personal level. *Echoes from the Square* blends fiction with fact. Although it is clearly based on the events of Sarajevo, it is intentionally written to be a story that could have happened in other locations.

Now that the book is available, we have put together a new set of web pages, designed to

incorporate learning resources that can accompany the book or stand on their own. Called the "Student and Teacher PEACE Page", the site links to artwork created by Bosnian children during the war, a teacher's page on the topic of refugees, the Kids4Peace page, a UNICEF page, reading lists for teachers on the topic of peace and conflict resolution, discussions on the impact of war toys, sound files of the piece that Smailovic played in the street, other background information such as photographs of Vedran and images from the book, advocacy sites for music in the schools, and more. A young boy from Indiana has made contact with us to let us know about his project to raise funds to build a statue of Vedran Smailovic, and our websites now have links to each other. "Ask-the-author" and "ask-the-artist" links are also incorporated into the site. Other resources and information will be added as they are found.

### **"STUDENT AND TEACHER PEACE PAGE"**

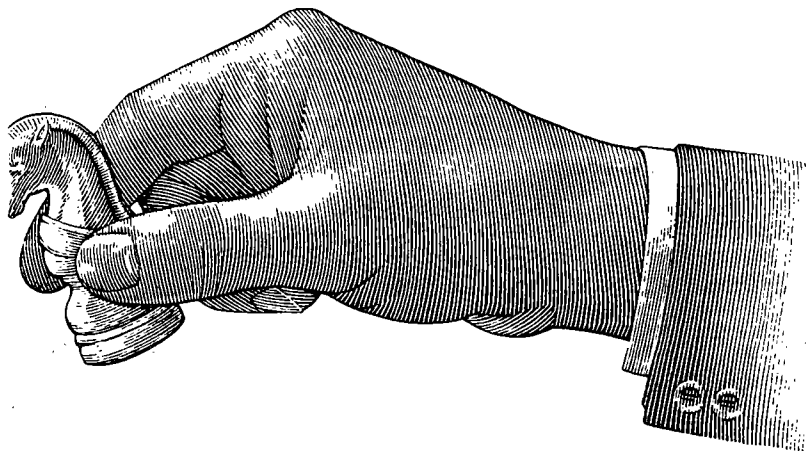
*[http://members.home.net/dhouston1/teacher\\_page.html](http://members.home.net/dhouston1/teacher_page.html)*

Through this interactive use of the web, there can be ongoing two-way communication about issues related to the book.

## **HOW COMMUNICATIONS TECHNOLOGIES, LITERACY AND THE ARTS CAN BE MUTUALLY SUPPORTIVE**

In the introduction I mentioned that a goal of this article is to address the question of what is required to allow communications technologies, literacy and the arts to be mutually supportive endeavours. I referred to a delicate balance that can be tipped in either direction.

In many ways, I believe there is a simple answer to this very important question. Purpose comes first, tools and technologies come later. If we maintain a culture (including an education system) that values meaningful communication, encourages critical thinking and supports artistic endeavours, we will probably find that thoughtful and creative uses of the new information tools will follow. Information literacy is the critical component. If we don't foster the abilities required to define problems and then find and use valid information to solve them, we will have a culture that is vulnerable to the worst that commercialism has to offer. The web is a place where anybody's message is available, it is an amazing tool for interactive communication—but we must have an understanding of what we value before we can begin the task of evaluation.



# QUESTIONS WE WISH WE HAD NEVER HAD!

Submitted by *THE BOOKMARK* EDITORIAL BOARD

Why don't you open earlier?

What is this card catalogue you keep talking about?

Where is the card catalogue? (from a student standing beside it)

Do you have a complete road map of the world?

Where are the bus routes schedules?

How do I get to Surrey?

Where is your colour photocopier ? ... printer?

The magazine is all in colour — why is this microfiche print in black and white?

Where have you put the swimsuit issue of *Sports Illustrated*?

Why don't you have a small, normal dictionary?

Do you have the *Buy and Sell*?

What time is it?

Why weren't you here at lunch?

Do you have that book I borrowed last month?

Why don't you have the whole series? (the *Boxcar Children* series)

Where would you keep the September 10, 1985 issue of the *Vancouver Sun*?

Why don't you have any Russian literature titles in Russian?

Why don't you have any "girl" magazines?

Why is the library so cold?

Does the library have the Social Studies 8 text?

Where's the video for this book because I have to do a book report?

Do you have any special order you put these in? (the professional collection!)

Do you have change for the photocopier? (presenting a \$100 bill)

Do you have tape ... glue ... a pencil ... crayons ...???

Where's the thinnest book you have?

Why don't you close later?



---

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Scanning Solutions**

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**IN ALL LANGUAGES**  
**Research units for French, Spanish and**  
**German**

by **ELAINE BISBEY**, Spanish teacher, **JUDITH COFFIN**, teacher-librarian,  
**EVELYN MCLEOD**, German teacher, **CAROLYN PEDERSON**, French teacher, all  
members of the staff of Elgin Park Secondary School, SD#36 (Surrey).

*Bienvenue*

FRENCH

*Bienvenido*

SPANISH

*Willkommen*

GERMAN

## Spanish 9

# Poster of a Spanish Speaking Country

Create a well written, visually appealing poster on one of the following countries:

Argentina	Honduras	El Salvador
Bolivia	Mexico	Guatemala
Brazil	Nicaragua	Spain
Chile	Panama	Uruguay
Colombia	Paraguay	Venezuela
Costa Rica	Peru	Ecuador
Cuba	Dominican Republic	Puerto Rico

Your poster should include the following information:

- 1) **Size** of the country and **location** in the hemisphere.
  - 2) **Population** of the country including a breakdown of the various racial or ethnic groups.
  - 3) A description of the geography of the country including a **map** labelled with the major cities, deserts, mountains and rivers.
  - 4) A description of the **major economic activities** including the agricultural, manufacturing and service industries. Include average wages.
  - 5) A history of the country on a **time line** listing major historical events.
  - 6) A **human rights report** on the country which would include a summary of the freedoms or lack of freedoms the people have, a description of any cases of human rights violations and the response of the people to these violations.
  - 7) A description of the **food and drink** with the inclusion of several recipes.
  - 8) A description of the major **religions, arts, recreations and festivals**.
  - 9) A bibliography with a **minimum** of three sources.
- BONUS MARKS** 10) A summary of a **current political event** in the country or a summary of a movie about a political event in the country or a summary of a current of historical leader in the country. See back of this page for suggestions.

### Evaluation

**50 marks**

Research includes the quality of research and evidence that a variety of sources were consulted	20 marks
Organization includes use of headings and presentation	5 marks
includes information which is visually appealing	10 marks
Bibliography includes a bibliography with a minimum of three sources	5 marks
Writing includes well constructed sentences and punctuation	10
marks Bonus marks for question number 10	10 marks

# Current South/Latin American Political Situations

The following movies are about current or recent political situations in Latin/South America and are available in video stores:

Panama Deception	Panama
The Official Story	Argentina
Missing	Chile
Latino	Nicaragua
Under Fire	El Salvador
Salvador	El Salvador
Diplomatic Immunity	Paraguay
State of Siege	Uruguay
Romero	El Salvador
The Burning Season	Brazil

The following topics are several suggestions for current political topics:

Coca Trade	Peru
Shining Path	Peru
Panama Invasion	Panama
Iran/Contra Affair	Nicaragua
The Disappeared	Argentina
Madres of the Plaza de Mayo	Argentina
Colombian Drug Trade	Columbia
CIA involvement	Chile
Zapatista Resistance	Mexico
Panama Canal	Panama
NAFTA	Mexico

The following is a partial list of contemporary or historical leaders:

Rigoberto Menchu	Nicaragua
Chico Mendes	Brazil
Juan Peron	Argentina
Eva Peron	Argentina
Che Guevara	Cuba
Salvador Allende	Chile
Commante Marco	Mexico
Augusto Pinochet	Chile
Manuel Noriego	Panama
Augusto Sandino	Nicaragua
Archbishop Romero	El Salvador
Oscar Arias	Costa Rica
Reuben Blades	Panama
Pablo Escobar	Columbia
Abimael Guzman	Peru

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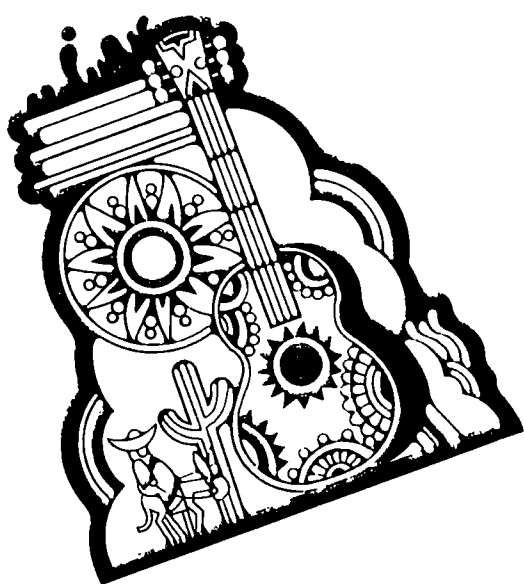
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# Spanish 10 Hispanic Biography Poster

People of Hispanic heritage who have made notable cultural contributions.

- 1) Choose one of the following persons.

**Joan Baez**

**Cesar Chavez**

**Roberto Clemente**

**Emilio Estevez**

**Francisco Goya**

**Frida Kahlo**

**Rigoberta Menchu**

**Tommy Nunez**

**Evita Peron**

**Linda Ronstadt**

**Selena**

**Jimmy Smits**

**Pancho Villa**

**Ruben Blades**

**Che Guevara**

**Salvador Dali**

**Gloria Estefan**

**Julio Iglesias**

**Gabriel Garcia Marquez**

**Rita Morena**

**Edward James Olmos**

**Diego Rivera**

**Antonio Lopez de Santa Anna**

**Charlie Sheen**

**Lee Trevino**

**Pablo Casals**

**Henry Cisneros**

**Placido Domingo**

**Juan Gonzalez**

**Raul Julia**

**Jose Marti**

**Pablo Neruda**

**Federico Pena**

**Geraldo Rivera**

**Jon Secada**

**Martin Sheen**

**Ritchie Valens**

- 2) Research 8 interesting facts about your person.
- 3) Try to use a variety of sources including books, encyclopedias, and CD-ROMs.
- 4) Create a poster presentation of your person which would include:
- i) **drawing or reproducing a large picture of your person in the middle of your poster.**
  - ii) **summarizing in short paragraphs your 8 interesting facts and placing them around your picture.**
  - iii) **Listing the minimum of 3 sources you consulted.**
- 5) Evaluation will be based on the following criteria:

**Poster**

includes the overall aesthetic presentation of the poster such as use of colour, mounting your summaries and the use of headings.

15 marks

**Research**

includes the completeness of our information as well as well written summaries with correct spelling and punctuation.

15 marks

**Sources**

includes the use of a minimum of three sources.

5 marks

**Class Presentation**

includes a verbal presentation to the class with the use of visual aids such as film, television or music clips.

15 marks

**Total**

**50 marks**

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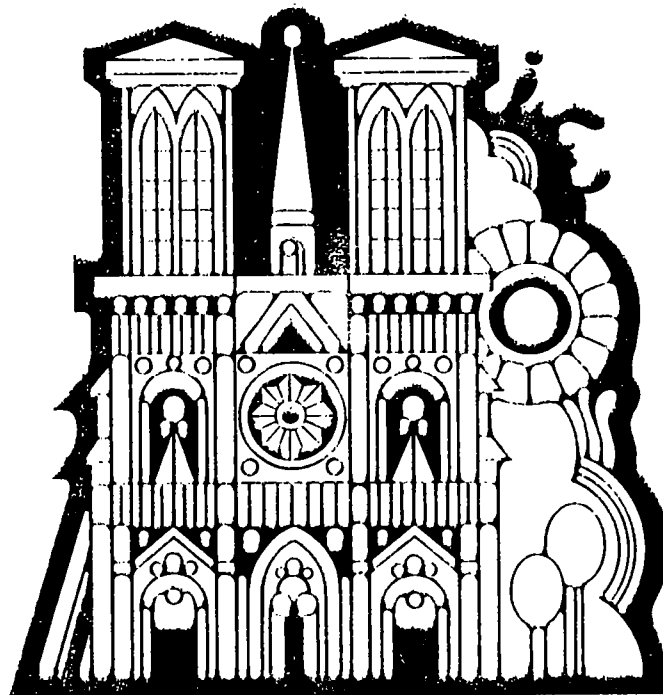
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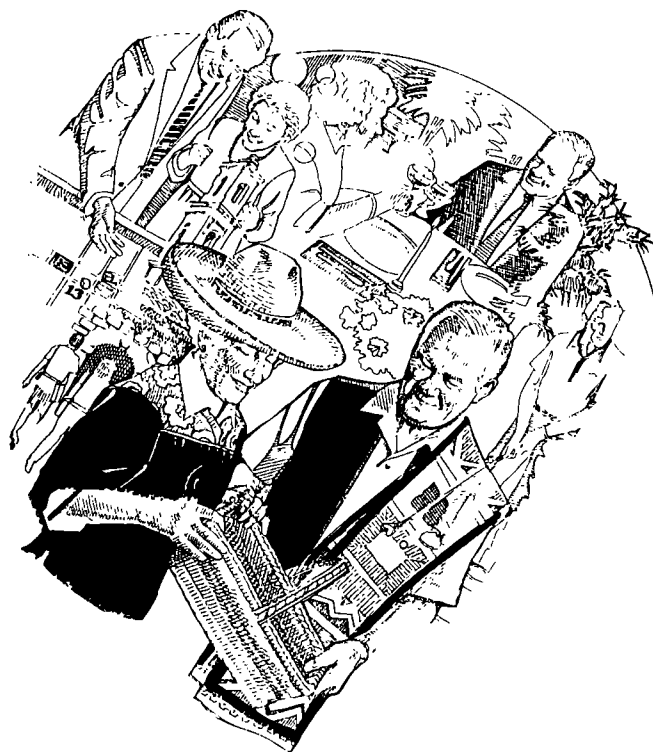
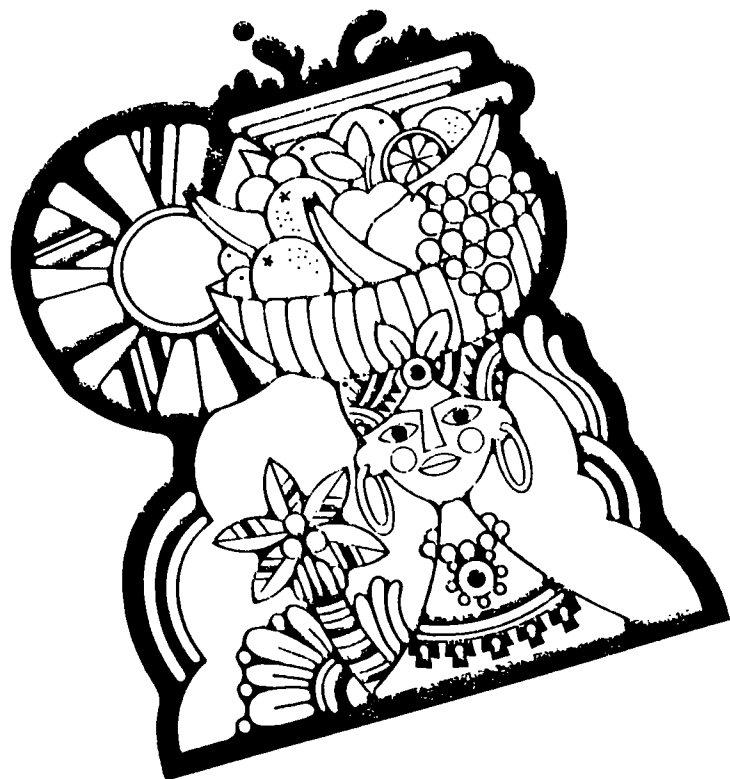


# Spanish 11 Hispanic Festivals

1. In pairs, you are to create an illustrated calendar of Hispanic festivals.
2. Please choose 20 to 25 festivals include the following information about each festival:
  - the name of the festival in Spanish
  - a summary of the festival in 2-3 sentences
  - the dates of the festival
  - how the festival is celebrated with dances, costumes, parades and food.
  - the countries which celebrate the festivals
3. Please research 20 of the following festivals and include them on your calendar:
  - Purisima (Nicaragua)
  - Pascua (Nicaragua)
  - Christmas/Navidad (Costa Rica, El Salvador, Ecuador)
  - Carnival (Panama, Brazil, Colombia, Cuba and Peru)
  - Pamplona (Spain)
  - Vendimia (Spain)
  - La Fiesta de Sol/Festival of the Sun (Peru)
  - Feast of Corpus Christi (Peru)
  - Semana Santa (El Salvador, Guatemala)
  - Los Posadas (Mexico)
  - Day of the Dead/Dia de los Muertos (Mexico, Guatemala and Ecuador)
  - Las Fallas (Spain)
  - Dia de Negritos/Fiesta de Las Blanquitos (Colombia)
  - Ceremony of Eight Monkeys (Guatemala)
  - Festival of the Cross (Bolivia)
  - Alacitas (Bolivia)
  - Diablada (Spain and Bolivia)
  - Romerías (Spain)
  - San Fermin/Running of the Bulls (Spain)
  - La Vispers de Todo los Santos/Halloween (Puerto Rico)
  - El Dia dela Raza/Columbus Day (Costa Rica)
  - Three King's Day/El Dia Delos Reyes Magus (Puerto Rico)
  - New Year/El ano Nueva (Spain and Costa Rica)
  - Fiesta in Cuzco (Peru)
  - Chichicastenango's Fiesta (Guatemala)
  - Esquipulas Pilgrimage (Guatemala)
  - Inti Raymi (Peru)
  - Saint John the Baptist's Day (Peru)
  - San Isidro (Peru)
  - Feast of our Lady of Guadalupe (El Salvador and Mexico)
  - Epiphany (Spain and Peru)

3. You will have three periods in the library to complete your research. Please use your time wisely by using the books in the library to complete your research.
4. Class and computer time will be given to compile and complete your calendar.
5. Evaluation will be based on:

<b>Research includes the accuracy and completeness of your research</b>	<b>25 marks</b>
<b>Creativity includes the creative presentation of your calendar</b>	<b>10 marks</b>
<b>Calendar includes the aesthetic presentation of your calendar</b>	<b>15 marks</b>
<b>Total</b>	<b>50 marks</b>



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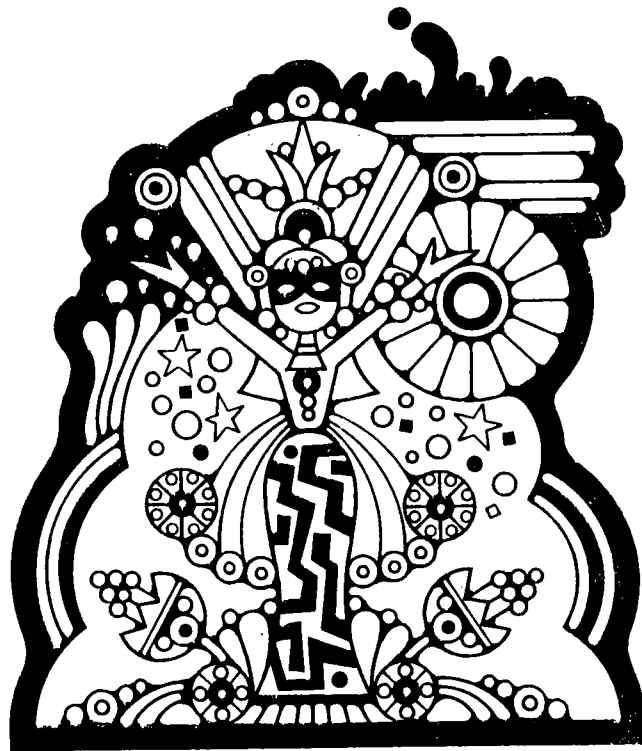
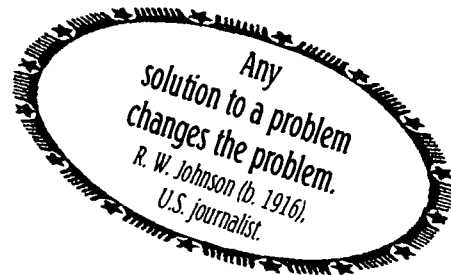
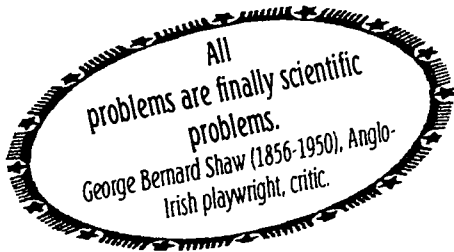
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## Grade 9

# *Planning a Trip to Germany*

1. You and your partner are planning a 3 week trip to Germany in July.
2. You are to organize your research into a booklet-type brochure or several posters. Your project must be typed and may be presented in English and German. **The more German the better.**
3. Using the books, CD-ROMs, and Internet in our library please research the following information for inclusion in your brochure/poster.
4. **Flight**
  - From what city does your flight depart? At what time does your flight depart?
  - At what city does your flight arrive? When does you flight arrive?
  - What is the cost of your flight?
5. **Itinerary**
  - Will you travel by car, train, bus or boat?
  - Which 5 cities (in 5 different provinces) will you visit?
  - Describe what you will do and how you will travel in the cities?
  - Which 10 interesting places or historical sites will you visit?
  - Co-ordinate your visit with at least one festival .
6. **Accommodation**
  - Where will you sleep?
  - How much will your accommodation cost?
7. **Weather**
  - What kind of weather will you encounter?
  - What kind of clothes will you take?
8. **Food**
  - Describe a typical German breakfast, lunch or dinner.
  - Find and include some highly recommended restaurants
9. **Language**
  - Make a comprehensive list of useful German phrases for travelling
10. **Budget**
  - How much money should you take with you?
  - Convert you Canadian money to German currency.

11. **Map**
- Draw a map and label the cities and provinces
  - outline your route
12. **Evaluation** **50 marks**
- |                          |   |                 |
|--------------------------|---|-----------------|
| <b>Booklet/posters</b>   | includes the quality and accuracy of the research | <b>20 marks</b> |
| <b>Map</b>               | includes completeness of information              | <b>10 marks</b> |
| <b>Oral Presentation</b> | includes use of German phrases                    | <b>20 marks</b> |

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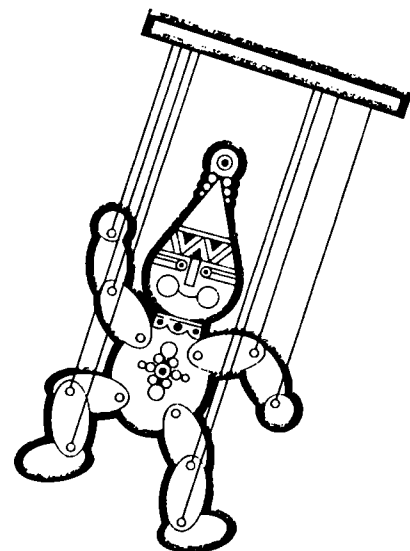
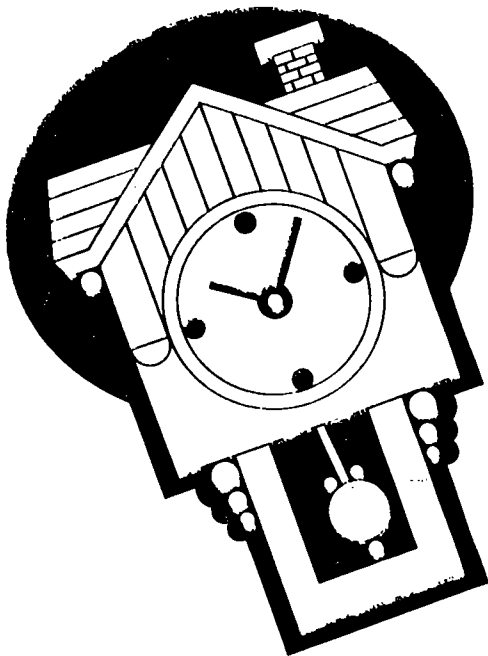
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## German 10

### *Let Me Introduce....*

1. Using the resources in the library, you are to create a poster about one of the following famous people.

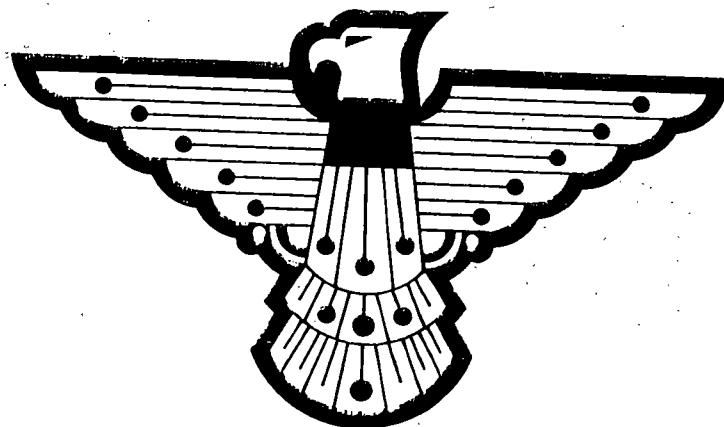
**Ludwig von Beethoven**  
**Wolfgang Mozart**  
**Steffi Graf**  
**Johannas Gutenberg**  
**Thomas Mann**  
**Albert Einstein**  
**Klaus Maria Brandauer**

**Franz Schubert**  
**J. S. Bach**  
**Katerina Witt**  
**Carl Benz**  
**Franz Kafka**  
**Sigmund Freud**  
**Maximilian Schell**

**Richard Strauss**  
**Boris Becker**  
**Rudolf Diesel**  
**Bertolt Brecht**  
**Gü nter Grass**  
**Claudia Schiffer**  
**Marlene Dietrich**

- 2 You will have 2 periods in the library to complete your research.
- 3 The poster should have the following information:
  - a brief biographical description in English
  - pictures or drawings which illustrate the accomplishments of the person
  - a description of personality traits in German
- 4 Evaluation will be based on the following criteria:

Research includes the quality of rsearch in the biographical description 20 marks  
Use of German includes your attempt to includes German sentences 10 marks  
Poster includes an aesthetically pleasing well organized,visual presentation 20marks



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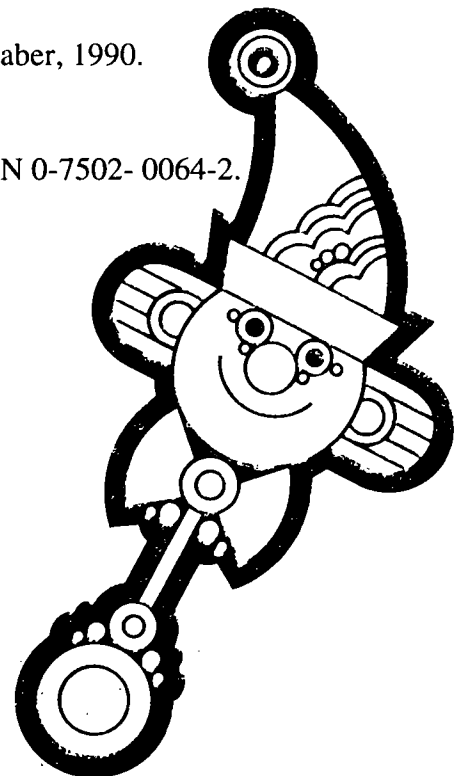
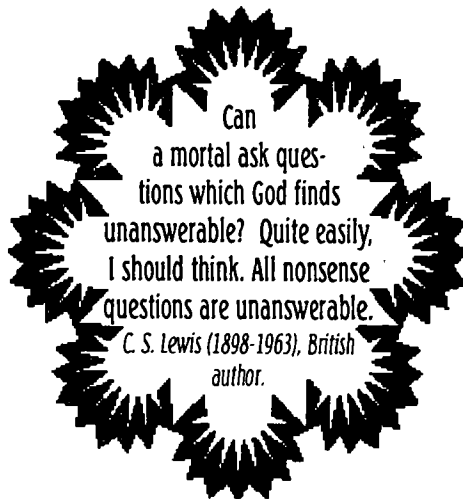
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# PLANNING FOR SUCCESS: PROPOSITIONS FOR INFORMATION TECHNOLOGY

by **KEN HAYCOCK**, past chair of West Vancouver School Board, and **GEOFF JOPSON**, director of curriculum and staff development, SD#45 (West Vancouver).

[Editor's Note: This article was originally published in the January-February 1999 issue of *Teacher Librarian* (pp.15-20), and is reprinted here with permission. The document provides a very positive answer to the questions that today's teacher-librarians seem to be asking most frequently — "Do any school districts anywhere understand and support information literacy and resource-based learning?" and "Why don't we hear any good news about school library programs? Or isn't there any?" This article both describes the actions taken by the West Vancouver School District and provides an excellent, thoroughly thoughtful approach that other Boards might be persuaded to emulate.]

## West Vancouver School Board's Goal on Information Technology

The Board has provided leadership in the application of technology to school and district management and to instructional programs; we are known internationally as leaders in this field. As part of our continued commitment, we are examining the "information infrastructure" to plan for equitable access to information for all students and the skills of information literacy, that is, the ability to access and use information and ideas effectively. Key to this plan will be the clarification of the roles of our teacher-librarians and school library resource centres as stations on the information superhighway; in addition we will be seeking improved access for the community to the electronic resources of other information providers, beginning with the municipality, the West Vancouver Memorial Library and Capilano College. We will review the role and responsibilities of school and district technology committees as well as our policies on the selection and use of learning resources, to include access to electronic resources and remote sites.

The Board believes that information technology must be tied to intended learning outcomes and have a positive relationship on student achievement. To this end we will provide training opportunities and support for teachers and other staff and undertake a comprehensive assessment of our use of technology by the end of our mandate.

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In 1997, a newly-elected Board reiterated the Board's commitment to the 1995 goal and extended it to other areas, including a comprehensive assessment of the impact of technology on student achievement. The Board's concern was that there was no common vision for the use of information technology to enhance student learning and parents and other community members were concerned about value for investment, particularly as most technology had been purchased through local revenue and parent-raised funds.

Overarching these issues was the broader concern that the district needed a planned and congruent approach to resource management and use which focused on the necessary mechanisms to improve

achievement; further, the Board was committed to full implementation, review and assessment by the end of its electoral mandate at the end of 1999.

Further to its stated goal, then, the Board proposed thirteen propositions about the selection, management and effective use of information technology and directed its staff to prepare an action plan for consideration and approval.

For each proposition, abbreviated here, the senior management included a full outline of the current status, a plan of action, the name of the staff member responsible and a time-line, ultimately culminating in an external assessment of implementation of each

proposition and of the impact on achievement. The propositions are clustered here by area, from vision to assessment.

## VISION

The Board must be able to articulate a common vision or purpose for the investment that the district and community has made in information technology other than to prepare students for the “new global economy”.

**Proposition # 1:** Our vision must focus on learning. The Board believes that it should be the intent of the West Vancouver School Board to provide resources and technologies to ensure that each teacher and student is able to access and use information and ideas effectively.

### *Status*

In consultation with teachers, administrators and parents, the Board developed a statement of beliefs about information technology and student learning goals.

## STATEMENT OF BELIEFS

Learning is most powerful when students construct meaning for themselves by gathering, processing and communicating information. Through discussion and reflection, students can refine their thinking. The effective and ethical use of technology will enhance students' learning.

We believe that technology will support learning when

- students appreciate the profound impact of technology on education, the workplace and the global community;
- students develop traits of curiosity, critical analysis, self-reliance, flexibility and collaboration through the use of technology in their learning experiences;
- the learning environment supports values of safety, security, privacy and the ethical use of technology, and develops an awareness of the impact of technological change on society;
- students recognize that technology includes a wide variety of tools and resources. Central to the effective use of technology is the careful and appropriate selection of tools and resources;
- teachers employ technology to enhance a wide range of instructional strategies in order to meet the unique learning styles of their students;

- teachers understand that creativity is nurtured in the learning environment and apply technology to support the creative process;
- students understand that, while presentation is important, it does not replace quality of content and original thought;
- staff development assists teachers to create student learning activities which incorporate appropriate technology;
- it is introduced to the learning community in a thoughtful and timely manner;
- teachers and students are given resources and reliable support so that they can focus on the learning without being distracted by technical problems;
- there is an ongoing assessment of technology's effectiveness in enhancing student learning.

## STUDENT LEARNING GOALS

In making effective use of technology and information students will:

### *Question*

- identify and define essential issues, problems, and decisions related to fields of study
- expand and elaborate on original questions as exploration proceeds
- continue questioning throughout the learning process

### *Seek*

- access information from a variety of sources
- navigate through complex choices of resources
- select valid and relevant resources
- organize, save and retrieve information

### *Understand*

- analyze, synthesize and evaluate information
- find connections to other understandings
- think critically and problem-solve
- use software applications to extend comprehension

### *Cooperate*

- be flexible and open minded
- understand what it takes to be a contributing group member
- create a shared knowledge base
- respect, support and collaborate with each other

### *Create*

- invent new solutions, ideas and images
- use appropriate strategies and resources to formulate an action plan

### *Communicate*

- present findings and thoughts for consideration by others
- represent new learning and understanding in a

- variety of ways
- listen and question to enhance understanding

*Value*

- act in an ethical manner
- understand cultural and societal implications
- develop individual responsibility and a sense of stewardship regarding the use of technology
- demonstrate a commitment to excellence
- delight in learning and creating
- persevere
- wonder

## DEFINITION

What do we mean by information technology? Is it solely computer hardware and software? Some would argue that books, as carriers of information and ideas, are also a technology. The Board believes that a common definition is necessary such that we do not impair one delivery system (e.g., library budgets) to feed another. An integrated approach to learning resources and technologies would ensure that all media are used for their appropriate purpose and for an instructional end.

**Proposition # 2:** A definition of what we mean by technology is essential.

*Status*

Technology encompasses much more than computer hardware and software. The statement of beliefs suggests that technology will support learning when students recognize that technology includes a wide range of tools and resources. Central to the effective use of technology is the careful selection of tools and resources.

Our goal is the development of an information literate school community. This includes teaching students to use effectively all components of the technology landscape. It is our shared understanding that technology is any tool (books, computers, the human question) that allows students to explore issues, solve problems, or create meaning and new ideas.

## SOCIAL ISSUES

The Board has stated that it will develop a plan for equitable access to information for all students, regardless of ability, location or gender.

**Proposition # 3:** A district plan is necessary to address the issue of equitable access.

*Status:*

In order that all students have equitable access to information, the district has:

- assigned both the budget for learning resources and the staffing for teacher-librarians to schools according to a formula based on student population;
- provided all schools with access to a newly established district network which permits free and rapid access to the Internet;
- provided all staff with access to technical support services, including a 24 hour Help Desk accessible seven days a week;
- provided all staff with access to the support of a district resource teacher, who has led an extensive professional development, including summer institutes;
- worked with the parent community through the Site technology to purchase additional computers for many schools, so that our computer-student ratio continues to compare very favourably to other school districts.

In order to plan for equity, it will be necessary to agree upon a definition of what equity means as it relates to information access. The following definition is approved:

*Equitable access ensures that a basic level of technology and instruction will be provided so that all students learn to access and make meaning of information. Equity does not necessarily mean equal. Rather, it is intended to ensure that all students have the resources and support required to acquire the knowledge and skills which are commonly agreed to a being basic and appropriate to their age. Beyond this, however, the district should continue to ensure that teachers are able to undertake initiatives that address the unique learning needs of a particular student group.*

So that equity can be achieved, a district committee will be established to develop a plan for implementation of this goal. This plan will define the basic standards of hardware, learning resources, teacher competencies and district support necessary to ensure equity.

Equity will also address access issues based on gender and ability.

## LEARNING ISSUES

The Board has stated that it will develop a plan for the development of the skills of information literacy, that is, the ability to access and use information and ideas effectively, by all students. In spite of the introduction of information technology, however, there is no evidence that our technology programs are successful in terms of student learning.

**Proposition # 4:** As the issue of information literacy, that is, the ability to access and use information and ideas effectively, is of critical concern to the district, a plan will be developed to ensure attention, resources and implementation.

### *Status:*

While information literacy is an important skill, indeed essential for students to achieve the learning outcomes described in our curriculum, and while many teachers and librarians are involved in teaching it, there is no discrete program devoted to it. Accountability for an overall system of teaching and assessing these skills is not well defined because they are integrated into many curriculum areas.

Teacher-librarians with expertise in designing learning activities to teach information literacy are provided in all schools. While many teachers choose to use this expertise to plan collaboratively and team teach cooperatively information skills, a plan to ensure that all students are provided with such learning activities needs to be developed.

Teacher-librarians will work with administrators and teachers at school sites to develop a systematic plan for the development of the skills of information literacy by all students. This plan will assume that while information literacy includes many skills, at its core is the ability to interpret information in order to create meaning and new ideas. The plan will include:

- information gathering skills;
- skills in the selection, sorting and discerning use of information;
- skills that enable students to organize, translate and synthesize information;
- skills that enable students to clearly communicate the meaning of ideas they have created (written, spoken, visual and electronic communication).

**Proposition # 5:** The Board direct that the district design and implement a specific district-wide K-12 program on appropriate Internet use.

### *Status*

In order that teachers are able to effectively instruct their students regarding appropriate Internet use, the district has:

1. developed a five-step process to guide students using the Internet for research purposes that includes
  - promoting to students the concept of generating curriculum-based questions that online information can be used to answer (in addition to other learning resources);
  - teaching students how to search for information properly using Boolean logic, evaluating a website for its credibility, including determining whether information found is accurate or biased, and whether the author of online information is credible;
  - teaching students how to extract information from websites to support questions originally posed;
  - teaching students to compare information from online resources with other learning resources such as books, journals and CD-ROM resources, to emphasize the importance of students using a variety of learning resources to acquire information.
2. conducted in-service sessions with teacher-librarians to assist them in providing workshops for staff on the ethical use of the Internet by students.

The next step in this process will see the development of age specific guidelines for appropriate Internet use. This document will include guidance regarding copyright and intellectual property, data protection, libel computer misuse (sexually explicit, immoral, antisocial material), incitement and e-mail etiquette.

**Proposition # 6:** The Board directs the district to investigate a graphic user interface connecting learning resources in the school, in the district and beyond, for use in elementary schools consistent with the policy on the selection of learning resources.

The intent here is to ensure an in-district gateway to the school's resources (e.g., library resources, school-developed website bookmarks, other school resources), to district resources (e.g., district collections of learning resources too expensive or specialized for one school, other school resources and gateways), and beyond (e.g., the resources of other appropriate service providers, such as public libraries, reference tools, and children's information magazines, for which site licenses for the district or broader community have been signed).

*Status:*

The Learning Centre ([http:// www.sd45.bc.ca/master\\_learning.html](http://www.sd45.bc.ca/master_learning.html)) has been created as a component of the School District #45 website. This leads teachers, students and parents to websites that include links to educational websites, curricular resources, tutorials on integrating technology into lesson planning, search engines, articles on citing websites as well as search techniques and strategies.

In addition, extensive staff development has been undertaken on creating websites and links. As well, the existing school library database will be converted into html and published on the school district website to promote awareness of the existing collection of learning resources that exists at different schools. Curriculum teams will identify appropriate sites and the district will develop the requested interface.

## CLARIFICATION OF ROLES AND RESPONSIBILITIES

The Board engages, and assigns to each school, specialists in the selection, management and effective use of learning resources and technologies; the Board has noted that “key to its plan will be the clarification of the roles of our teacher-librarians and school library resource centres as stations on the information superhighway.” Research evidence makes it clear that effective performance and realistic evaluation only take place with clearly stated roles and responsibilities; in this way accountability is also better guaranteed to all stakeholders. Further, this specialized role requires specialized qualifications if the Board is to gain full value for its investment.

**Proposition # 7:** The West Vancouver School Board will approve a role clarification for teacher-librarians.

*Status*

The Board approved *Students' Information Literacy Needs: Competencies for Teacher-librarians in the 21st Century*, which provides clear direction for the role of teacher-librarians during the next decade. A staff development plan is being prepared in cooperation with teacher-librarians to enhance these competencies. Excerpts follow [the entire document appeared in *TL*, 26:2\*].

In approving this document, the Board affirms the research evidence that indicates that integrated library programs impact positively on collaboration, leadership and student achievement when the teacher-librarian has

experience as a classroom teacher, qualifications in teacher-librarianship and information studies and learning resources management, preferably at the graduate level, and works collaboratively with teachers in flexibly scheduled programs to integrate information problem-solving skills and strategies in the ongoing instructional program.

### Professional Competencies

*The teacher-librarian:*

- 1.1 places a priority on staff relationships and leadership in the implementation of change.
- 1.2 provides leadership in collaborative program planning and teaching to ensure both physical and intellectual access to information and commitment to voluntary reading.
- 1.3 knows curriculum programs mandated by the province, district and school.
- 1.4 understands students and their social, emotional and intellectual needs.
- 1.5 has expert knowledge in evaluating learning resources in different formats and media, both on-site and remote, to support the instructional program.
- 1.6 develops and promotes the effective use of informational and imaginative resources in all formats through cooperative professional activities.
- 1.7 provides appropriate information, resources, or instruction to satisfy the needs of individuals and groups.
- 1.8 uses appropriate information technology to acquire; organize and disseminate information.
- 1.9 manages library programs, services and staff to support the stated educational goals of the school.
- 1.10 evaluates programs and services.

### Personal Competencies

*The teacher-librarian:*

- 2.1 is committed to program excellence.
- 2.2 seeks out challenges and sees new opportunities both inside and outside the library.
- 2.3 sees the big picture.
- 2.4 looks for partnerships and alliances.
- 2.5 creates an environment of mutual respect and trust.
- 2.6 has effective communication skills.
- 2.7 works well with others in a team.
- 2.8 provides leadership.
- 2.9 plans, prioritizes and focuses on what is critical.
- 2.10 is committed to lifelong learning.
- 2.11 is flexible and positive in a time of continuing change.

\* BM editor's note: *Students' Information Literary Needs*, from which the above excerpt is taken, is also available in a very professional brochure format through ATLC / CSLA sales coordinator Lynne Lighthall, Tel: (604) 822-2704; E-mail: lynnne.lighthall@ubc.ca  
Reduced prices for bulk purchases available.

**Proposition # 8:** The Board also requests a statement of minimum qualifications for teacher-librarians.

*Status*

While recent appointments to this position have completed this post graduate work, not all current teacher-librarians have done so. The Board believes that a teacher-librarian is a professional teacher with a minimum of two years experience and additional qualifications in the selection, management and utilization of learning resources.

For future postings, the minimum qualifications for a teacher-librarian shall be based upon the additional qualifications of three graduate courses directly related to the selection, management and utilization of learning resources. At least one of these courses should deal with the application of information technology. Current teacher-librarians who do not meet these qualifications will be expected to complete this level of studies within four years.

## INTEGRATION OF INFORMATION DELIVERY SYSTEMS

**Proposition # 9:** The district will plan for the integration of existing facilities and services in information delivery systems.

Access to quality information in all forms (including print, audio-visual and electronic) is necessary for student learning. Indeed, research suggests that "techno-logically mature" school districts find increased demand on their learning resource budgets.

*Status*

A district committee will prepare and overall collection development strategy. This committee, consisting of classroom teachers, administrators and teacher-librarians, will be responsible for making recommendations prior to the annual budget-setting process.

Finally, a district committee will be established to review existing facilities and services in information delivery systems and to recommend an overall plan for

the coordination of these services. Among topics to be examined will be consideration of what is best delivered at the school level and what can best be shared among schools or coordinated at the district level.

**Proposition # 10:** The district needs to assess and implement access to biblio-graphic and full-text databases appropriate for student learning. The Board requests a plan to address this issue.

*Status:* Preparation of *Teaching and Learning with Technology* has also led to a shared understanding that we cannot simply rely on the free Internet to access quality information. Teacher-librarians see site licenses as having considerable potential and assessment of these resources is underway.

The secondary school teacher-librarians have been investigating bibliographic and full-text databases and have arranged three-month trials for periodical databases. At first these and other databases were only available on a few stations in the library but they are now being made available in pods in the library and in labs connected to the library. In expanding the availability of these databases, cost, technical support and computer accessibility have been problems.

A district committee will be established to identify and recommend bibliographic and full-text databases appropriate to student learning.

**Proposition # 11:** The automation of school libraries has been started but is yet to be completed. The Board requests a plan for completion.

*Status:*

Secondary schools are completed — the entire collection is bar-coded and married to electronic cataloguing records; all staff and students are registered as borrowers. All circulation and search functions are in daily use. Elementary schools are in progress. There will be some training issues surrounding the startup period for these schools.

Clerical staff has been hired; web browser software and an NT server will be purchased in order that any computer in the network will be able to do a catalogue search of any school. The project will be completed in 1999.

## COMMUNITY-BASED INFORMATION INFRASTRUCTURE

The Board intends to seek improved access for the community to the electronic resources of our schools and other information providers, beginning with the

municipality, the West Vancouver Memorial Library and Capilano College; almost a million dollars has been invested to date, with no direct return to the local taxpayer.

Services such as the Electronic Library Network, a provincially funded agency, provides a single point of entry to the collections of over 64 post-secondary and public libraries throughout British Columbia, system-wide access to research databases, including full-text and full image sources, online gateways to specialized databases and services on the Internet, and tools that foster lifelong information literacy skills; the school district needs to pursue opportunities for participation for the benefit of our citizens and taxpayers.

**Proposition # 12:** As the issue of a community-based information infrastructure was first raised in 1995 and significant resources assigned to it, the Board requests a plan for implementation.

*Status*

As mentioned earlier, site licenses for our schools will be pursued. Discussions with the community college and the public library will be ongoing. A report will be made to the Board in 1999.

## ASSESSMENT

The Board believes that information technology must be tied to intended learning outcomes and have a positive relationship to student achievement. To this end it will undertake a comprehensive assessment of the use of technology, and its effectiveness, by the end of its mandate. The process will be inclusive, addressing professional and community concerns and issues; it is now time to “plan for the plan.”

**Proposition # 13:** As the issue of the relationship of information technology to student achievement is a significant one for the Board, the Board requests a plan for discussion.

*Status*

Staff have identified the student learning goals which they hope to be able to evaluate. It should be recognized, however, that assessing the impact of technology on student achievement is complex, and that this is a relatively new field of education.

For each grade level, the Technology Leadership Team and Leadership Teams in other disciplines will be asked to identify a few key learning outcomes which involve the use of technology. These key learning

outcomes will be taken from the student learning goals. Following discussion with various stakeholders, learning outcomes related to the use of technology will be identified for each grade. District staff will approach government for support in the development of tests which will accurately measure the impact of technology on student learning. This would include both a limited number of performance based assessment activities and a general survey instrument.

## CONCLUSION

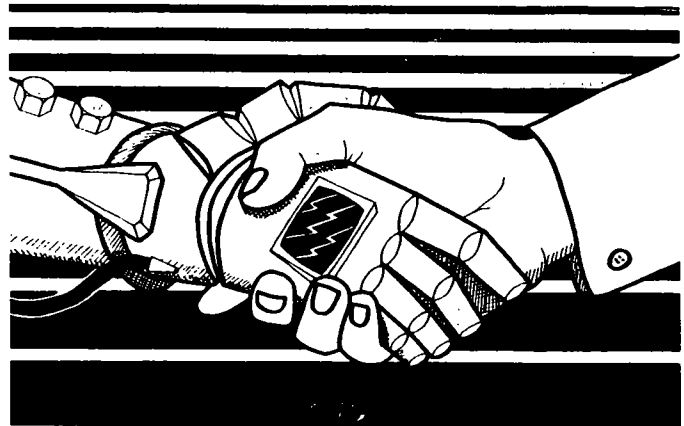
While the importance of information technology for teaching, learning and citizenship is without dispute, it is reasonable to have a vision and a plan for its effective use. The West Vancouver School Board has identified areas of concern, developed plans to address those concerns and responded to the educational and fiscal questions of its constituents.

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Dr. Ken Haycock prepared the initial presentation of propositions for approval by the Board in June, 1998. He can be reached at <ken.haycock@ubc.ca>.

Geoff Jopson prepared the senior management response to the Board's propositions for approval by the Board. He can be reached at <gjopson@sd45.bc.ca>.

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# WHICH WOOD WOULD YOU USE?

## A Research Unit for Technical Education (woodwork)

by JUDITH COFFIN, teacher-librarian and JOHANN MYNHARDT, technical education teacher, Elgin Park Secondary School, SD#36 (Surrey).

**Goal:**To identify the suitable use of various wood products.

**Time Needed:**Two 70 minute periods

### Materials Needed:

- Handout 1A
- Multiple copies of the following books available at UBC Bookstore:
  - Trees of North America.*
  - Trees in Canada.*
  - Identification Guide to the Trees of Canada.*
  - National Audubon Society Field Guide to North American Trees.*
  - Canadian Woods and their Uses.*
- One copy each of the following books available at the UBC Bookstore:
  - Silvics of North America; Volume 1: Conifers and Silvics of North America; Volume 2: Hardwoods.*

### Teacher Preparation:

1. Teacher-librarian photocopies information on each tree listed on Handout 1A from *Silvics of North America, Volumes 1 & 2* and creates an individual file for each tree.
2. Teacher photocopies a class set of Handout 1A.
3. Teacher reserves the library for 2 periods; one period at the beginning of the week and another at the end of the week.

**Classroom Procedure:**Teacher introduces the assignment of Handout 1A and assigns a tree to each student.

**Suggestions for Evaluation:** as noted on Handout 1A.

**The Trees in our Forest-Identification and Uses**

Using the resources in our library, research one of the following trees. Your research should be presented in carefully constructed and grammatically correct sentences.

- A. Name of Tree** **2 marks**
- Other names including the botanical and local names
- B. Geographical Location** **8 marks**
- describe the location
  - include a map
  - describe habitat
  - why does the tree grow in this location?
- C. Description of the Tree** **12 marks**
- describe the tree
  - include the following
    - height
    - size (diameter)
    - bark/type/shape/colour
    - type and size of the leaves and cones
    - sapwood and heart wood
  - include drawing/pictures
- D. Description of the Wood** **20 marks**
- describe the wood
  - include the following
    - colour
    - feel
    - moisture
    - strength
    - grain
    - odour
    - weight
  - include special features of the wood
- E. Uses** **10 marks**
- describe best uses of the wood
  - describe the by-products
  - other products made from this wood
- F. Bibliography** **6 marks**
- include a minimum of three sources

<b>G.</b>	<b>Evaluation will be based on:</b>	
	Research	<b>50 marks</b>
	Bibliography	<b>5 marks</b>
	Student effort/attitude	<b>30 marks</b>
	Use of proper sentence construction	
	correct spelling and punctuation	<b>20 marks</b>
<b>H.</b>	<b>Overall Impression</b>	<b>7 marks</b>
	<b>Total</b>	<b>170 marks</b>

### List of Trees

1. Eastern White Cedar (Northern White Cedar)
2. Western Red Cedar
3. Yellow Cedar (Alaska Cedar)
4. Douglas Fir
5. Balsam Fir
6. Amabilis (Pacific Silver Fir)
7. Grand Fir
8. Alpine Fir (Subalpine Fir)
9. Eastern Hemlock
10. Western Hemlock
11. Mountain Hemlock
12. Western Larch
13. Tamarack
14. Eastern White Pine
15. Western White Pine
16. Ponderosa Pine
17. Red Pine
18. Jack Pine
19. Lodgepole Pine
20. White Spruce
21. Black Spruce
22. Red Spruce
23. Engelmann Spruce
24. Sitka Spruce
25. Red Alder
26. Black Ash
27. American Beech
28. Yellow Birch
29. Paper Birch (White)
30. Black Cherry
31. Rock Elm
32. American Elm (White Elm)

33. Slippery Elm
34. Bitternut Hickory
35. Sugar Maple
36. Silver Maple
37. White Oak
38. Red Oak
39. Quaking Aspen (Trembling)
40. Balsam Poplar
41. Black Cottonwood
42. Black Walnut
43. Butternut

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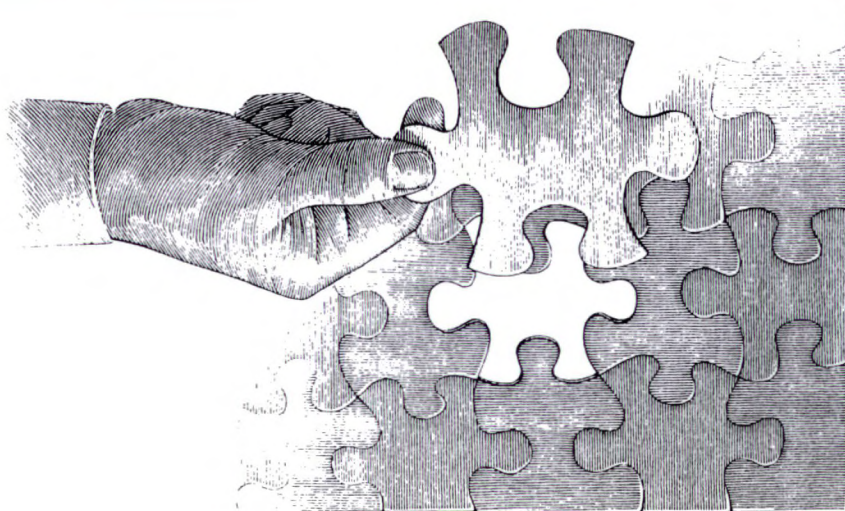
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FEATURED IN THIS ISSUE





# COMPARATIVE RELIGION UNIT

## SOCIALS STUDIES 8

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

### RATIONALE:

The Social Studies 8 IRP states that students will “demonstrate respect for human equality and cultural diversity.” This will be achieved through the completion of a comparative religion unit.

### LEARNING OUTCOMES:

1. Students will gain an understanding and appreciation of major world religions: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism.
2. Students will gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources. (IRP)
3. Students will plan, revise, and deliver an oral presentation. (IRP)
4. Students will complete a bibliography.

### INSTRUCTIONAL STRATEGIES:

Students will work in small groups (3-4). Groups will be responsible for making a presentation to the class on their selected religion. Each group member will be required to present part of the topic. As part of their presentation, students will be required to prepare a large poster that will show the key aspects of the religion. The poster will be an integral part of the presentation. Students may include other visual aids. Each presentation should be 10-15 minutes in length. Following the report, presenters will ask the class questions based on the information presented.

Students are to report on the following topics:

- a. Beliefs
- b. Practices
- c. Place of Worship
- d. Founder
- e. Holy Book
- f. Holy Days

Students are to complete an **Information Gathering Chart** based on the information presented from each group. Upon completion of the presentations, students will write a test based on their knowledge of the other religions.

### ASSESSMENT:

- I. Oral Presentation
  - a. Content of presentation
  - b. Delivery
  - c. Use of visual aides
  - d. Self and group evaluation
- II. Searchbank (SuperTOM) assignment
- III. Religion Quiz

### PROCEDURES:

**Period 1:** The teacher will introduce the assignment and discuss expectations and strategies. Students will be assigned to a group that will study a specific religion. An attempt will be made to create heterogeneous groups.

The teacher-librarian will discuss sources of information (e.g. Locating information from a variety of sources: library catalogue; Internet: World Wide Web, Infotrac Searchbank's SuperTOM), and will instruct students on how to complete a bibliography.

Students will locate information and record bibliographic information.

**Periods 2-4:** Students will continue to research and cooperatively plan their project.

**Period 5:** Group presentations will begin.

## RESOURCES

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- Walshe, John G. and Shrikala Warriar. *Dates and Meanings of Religious and Other Festivals*. Toronto: Foulsham, 1997. (0-572-02322-7)
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- Wangu, Madhu Bazaz. *Hinduism*. New York: Facts on File, Inc., 1991. (ISBN 0-8160-2447-2)
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## WEB SITES

### AMISH AND "THE PLAIN PEOPLE"

(<http://www.800padutch.com/amish.html>)

### BASICS IN BUDDHISM

(<http://www.chron.com/content/interactive/voyager/mandala/adv/buddah.html>)

### BRIEF HISTORY OF BUDDHISM

(<http://ssdl.cas.pacificu.edu/as/students/vb/History.HTM>)

### BUDDHISM IN TORONTO

(<http://interlog.com/~klima/toronto.html>)

### DIRECTORY OF HINDU RESOURCES ONLINE

(<http://www.hindu.org>)

### HINDU UNIVERSE

(<http://www.hindunet.org>)

### JUDAISM 101

(<http://www.jewfaq.org>)

### MULTIFAITHNET HOMEPAGE

(<http://www.multifaithnet.org>)

### NINE QUESTIONS ABOUT HINDUISM

(<http://www.spiritweb.org/Spirit/Veda/nine-questions.html>)

### ONTARIO CENTRE FOR RELIGIOUS TOLERANCE

([http://web.canlink.com/ocrt/orct\\_hp.htm](http://web.canlink.com/ocrt/orct_hp.htm))

### SIKHISM HOME PAGE

(<http://www.sikhs.org>)

### RELIGIOUS AND SACRED TEXTS

(<http://webpages.marshall.edu/~wiley6/>)

### THE WHITE PATH TEMPLE

(<http://www.mew.com/shin/>)

### WESTERN RELIGIONS IN THE VIRTUAL CLASSROOM

(<http://www.mrdowling.com/605westre.html>)

### WORLDWIDE HOLIDAY AND FESTIVAL SITE

(<http://www.HolidayFestival.com>)

1. SEARCHBANK (SuperTOM) Assignment Comparative Religion Unit

## USING EASYTRAC

1. Explain the difference between a “**subject search**” and a “**key word search**”.  
Using your topic, what are some possible terms you could use for a subject search and/or a key word search?
2. a. Define “logical operators”.  
b. Give an example for each of the following logical operators:
  - i) and
  - ii) or
  - iii) not  
c. “Logical operators in a search expression are evaluated in a particular order.”  
Explain.  
d. What are “nesting operators”?
3. What is a “**wild card**”? Give an example.
4. Define each of the following:
  - i) full-text
  - ii) abstract
  - iii) internal citation
5. a. What is the purpose of the function “**Limiting a Search**”?  
b. Do a subject search containing the word: religion.

From the SuperTom database, the following results will appear:

View 1	Encyclopedia excerpt
View 4	Reference Book excerpts
View 21	Newspaper references
View 193	Periodical references
See also 59	Subdivisions
See also 36	Related Subjects

Use the “**Limiting a Search**” function for viewing the 193 periodical references and find out how many periodical articles are available for the religion that you have chosen.

(e.g. enter a word: Buddhism, Taoism, Christianity ...)

**COMPARATIVE RELIGION QUIZ Social Studies 8**

1. Name the founders of **three** of the following religions.
  - a. Christianity \_\_\_\_\_
  - b. Islam \_\_\_\_\_
  - c. Judaism \_\_\_\_\_
  - d. Sikhism \_\_\_\_\_
2. Name the Holy Books of **three** religions studied in class.
3. Describe the place of worship of **two** major world religions.
4. Outline the important practices of **two** major world religions.
5. In a detailed paragraph response, compare and contrast (discuss similarities and differences) the beliefs of **two** world religions studied in class. Please do **not** select the religion that you researched and presented.



# RESOURCE-BASED LEARNING CONNECTIONS TO *SOCIAL STUDIES 8 TO 10:* INTEGRATED RESOURCE PACKAGE 1997

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

The following information is extracted from the Ministry of Education's curriculum publication. Included are many of the sections which directly relate to resource-based learning and cooperatively planned units of study. This curriculum is rich with additional opportunities for collaboration between the teacher-librarian and teacher colleagues.

The goal of the program is to "develop thoughtful, responsible, active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments" (p. 1).

## SOCIAL STUDIES 8 TO 10 CURRICULUM

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### INTRODUCTION TO SOCIAL STUDIES 8 TO 10

The **Preface** simply explains the organization of the document and the purpose of the sections, which are consistent with those in other IRPs. It strongly emphasizes that Prescribed Learning Outcomes are

...content standards for the provincial education system. Prescribed learning outcomes set out the knowledge, enduring ideas, issues, concepts, skills and attitudes for each subject. They are statements of what students are expected to know and be able to do in each grade.

The Preface also notes:

The information contained in this IRP is also available through the Internet. Contact the Ministry of Education's home page:  
<http://www.educ.gov.bc.ca/>

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

There are five interrelated curriculum organizers in each grade level:

- Applications of Social Studies
- Society and Culture
- Politics and the Law
- Economy and Technology
- Environment

This organizational pattern is a cohesive element in the curriculum, and one which is enhanced by the organizer "Applications of Social Studies." This organizer should be the basis of cooperation between teachers and teacher-librarians, for the prescribed learning outcomes for this organizer include six categories:

1. identifying a problem or issue;
2. gathering information;
3. interpreting information;
4. analysing information;
5. presenting information; and
6. practising active citizenship.

Since the Prescribed Learning Outcomes for this organizer are clearly information literacy objectives that are also part of the library resource centre's mandate, teacher-librarians will find that effective collaboration with Social Studies teachers should be easy to establish and maintain.

As if this were not enough good news for all teacher-librarians, it must be pointed out that the introduction to the Suggested Instructional Strategies

section in this organizer states, at all grade levels:

Students have opportunities to think critically and apply the skills and processes of social studies. These strategies also serve as models for developing applications across other organizers in Grade 9 (10).

The “skills and processes of social studies” that are thus intended to be infused into this entire curriculum are an opportunity to provide students with exciting and real experiences with resource-based learning.

In addition, the “Suggested Assessment Strategies” largely depend upon students using criteria to make sound judgments using the information they have obtained. In some sections, they are expected to use criteria to evaluate the information itself. These sections relate directly to the core purposes of the library resource centre program.

It should be noted that most of the learning outcomes and activities provided in all levels of the Social Studies curriculum are heavily dependent upon effective use of a multitude of resources. Consequently, the library resource centre’s collection and the teacher-librarian’s advice and assistance can be vital to the implementation of the new curriculum, even in those sections which do not specify activities which are located in the resource centre. While teacher resources that will aid in implementation are some-times identified, these will frequently be unavailable for lack of funding, and teachers will need the shared expertise of their subject colleagues and the teacher-librarian.

There is a very useful “Overview of Social Studies 8 to 10” chart form on page 7, one called “Integrating Learning Outcomes” on page 8, and a final chart called “Applying Critical Thought and Analysis” on page 9. These three charts provide an excellent summary of the connections between the grade levels.

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## CURRICULUM: SOCIAL STUDIES

8 [pages 12-21 ]

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

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### Pages 12-13: Applications of Social Studies

#### Prescribed Learning Outcomes

It is expected that students will:

- identify and clarify a problem, an issue, or an inquiry
- gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources
- assess a variety of positions on controversial issues
- plan, revise, and deliver written and oral presentations
- cooperatively plan and implement a course of action that addresses the problem, issue or inquiry initially identified.

#### Suggested Instructional Strategies

Students have opportunities to think critically and apply the skills and processes of social studies. These strategies also serve as models for developing applications across other organizers in Grade 8.

[NOTE: This statement directly indicates that the information literacy objectives found in the PLO section above are to be infused into the entire Grade 8 Social Studies curriculum. Teacher-librarians must recognize this opportunity for resource-based learning and teaching.]

- Ask students to compare information from primary and secondary sources ... dealing with the social organizations and institutions ... of two or more early civilizations. Have students respond to the following questions:
  - Which source of information is likely to be more accurate? Why?
  - What biases could influence each type of document?
  - What are some similarities and differences between institutions and organizations in different civilizations?
  - How have social institutions influenced the evolution of their particular civilizations?
- Have students use various forms of technology to research the Inquisition. Then invite them to debate the resolution: “The Inquisition was a defensible response by the Church to its enemies.” Suggest that

they research Galileo's trial to determine the accuracy of this resolution.

[All of the instructional strategies in this organizer involve resource-based learning.]

### **Suggested Assessment Strategies**

In order to demonstrate and refine their skills, students need to understand the criteria that characterize effective applications of social studies. As they participate in instructional activities that focus on applications, students need opportunities to model, discuss, and review the criteria for effective work.

- When students analyse and compare information from sources dealing with social organizations and institutions, look for evidence that they:
  - distinguish between primary and secondary sources
  - assess accuracy of sources (e.g., consider when created, recognize ambiguity and vagueness, distinguish conclusions from supporting statements, analyse logic or consistency of conclusions in terms of evidence provided)
  - identify biases that influence documents (e.g., articulate different points of view ...; identify author's motives and describe their effects; determine whether sources reflect single or multiple points of view
  - locate and use relevant data
  - match data that focus on a common feature
  - identify common features or elements
- Before students research a topic ..., discuss criteria for gathering information and using data sources. For example, students should demonstrate that they are able to:
  - judge the appropriateness of an information source for a specific purpose
  - use evidence that can be observed or supported by others.

## **Pages 14-15: Society and Culture (Civilizations from 500 to 1600)**

### **Prescribed Learning Outcomes**

It is expected that students will:

- compare daily life, family structures, and gender roles in a variety of civilizations
- describe a variety of diverse cultural traditions and world religions
- demonstrate awareness of artistic expression as a reflection of the culture in which it is produced

### **Suggested Instructional Strategies**

- Divide students into three groups to research three early civilizations. Set up stations based on elements common to all (e.g., communication, technology,

food). Have students take notes and then provide presentations on the topic: "How cultural differences enrich our lives."

- Suggest that students visit various worship centres and then research and report on religions from the period 500 to 1600. Reports should identify elements common to a number of religions and describe how these helped preserve identities and transmit culture (e.g., ideas, language, customs, technology) and how various religions adapted to change.
- Set up a series of key visuals showing art (e.g., fine arts, architecture, practical arts) from a range of eras. Using a Gallery Walk, invite students to examine these visuals and record their responses to each in their journals by answering questions such as:
  - What does this art form tell us about the era and society in which it was created? How can you judge this?
  - How does this art form reflect the technological innovations of the time?

### **Suggested Assessment Strategies**

Students can demonstrate their understanding of society and culture in a variety of ways, including questions and answers, dramatizations, oral and written reports, key visuals, and posters and illustrations.

- As groups of students develop lists of factors associated with development and decline of various civilizations, discuss assessment criteria such as:
  - identifies a variety of factors, including war, trade, technology; and the degree of government efficiency or corruption, loyalty or challenges to authority, wealth and resource depletion, and health and disease
  - provides specific examples for chosen civilization
  - explains how each factor contributed to development or decline
  - describes patterns (similarities and differences) across various civilizations
- When students compare daily life, family structures, and gender roles in early and contemporary civilizations (e.g., analysing pictures and related data), focus assessment on:
  - number of relevant categories or points of comparison included (e.g., for gender roles: social and legal status, work inside and outside the home, local and national political power)
  - relevance and accuracy of conclusions drawn from the information presented
  - sophistication of the conclusions
- Review students' responses to the display of art from a range of eras in terms of criteria established with

the class. For example, to what extent are students able to:

- describe what they see with accuracy and detail
- determine which features or objects are most important or prominent in the images
- note details related to the use of technology, both in creating the art and in the images portrayed
- make connections between the representations and what is valued in the culture
- make inferences, citing visual evidence, about factors such as daily life, gender roles, spirituality, power, and authority.

### **Pages 16-17: Politics and Law (Civilizations from 500 to 1600)**

#### **Prescribed Learning Outcomes**

It is expected that students will:

- demonstrate understanding of the tension between individual rights and the responsibilities of citizens in a variety of civilizations
- assess the impact of contact, conflict, and conquest on civilizations

#### **Suggested Instructional Strategies**

Using debates, brainstorming, simulation, and oral presentations, students assess the impact of interactions within and between civilizations in the evolution of legal and political systems.

- Have students in groups research and make presentations (oral, visual, or both) on the effects of war on one or more civilizations. Conduct a debate on a resolution such as "Civilizations are created through conflict, war, and conquest."

#### **Suggested Assessment Strategies**

Students show their abilities to think critically when they analyse and make judgments about the results of contact within and between various civilizations.

- Before students make presentations or develop debates on the effects of war, work with them to develop criteria such as:
  - focusses on key issues
  - considers more than one point of view
  - offers accurate historical information
  - supports and defends positions with relevant historical data and examples
  - presents cases clearly.

### **Pages 18-19: Economy and Technology (Civilizations from 500 to 1600)**

#### **Prescribed Learning Outcomes**

It is expected that students will:

- analyse the effect of commerce on trade routes,

settlement patterns, and cultural exchanges

- describe the impact of technological innovation and science on political, social, and economic structures

#### **Suggested Instructional Strategies**

Through simulations, group work, and research, students gain understanding of the impact of economics and technology on human activities and world civilizations.

- Ask students, working individually or in groups, to prepare short reports on the exchange of goods and ideas through trade (e.g., the spice trade, the Silk Road, the Crusades), describing in each case:
  - whether or not it was profitable for both partners
  - a detailed plan of the trade route(s), including mode(s) of transportation, human resource requirements, and provisions
  - the cultural exchange that occurred
- Have students, individually or in groups, research and prepare information packages on one basic economic system of the period 500 to 1600 (e.g., manor system, capitalism). Research should include relationship to daily life, and effects on the system of changes in trade, science, and technology (e.g., effects of the Black Death on the feudal system; the impact of the printing press on communications).
- Assist students in conducting a simulated Nobel Prize ceremony for a particular era. Have them award one prize for best technological innovation, one for most important scientific or medical discovery, and one for the greatest humanitarian contribution to society. Ask students to justify their choices.

#### **Suggested Assessment Strategies**

Students can represent their understanding of economy and technology in a variety of ways, including: portfolios; oral and written presentations; charts, graphs, and other visual representations; written assignments and tests; and group activities.

- When students prepare short reports on the exchange of goods and ideas through trade, emphasize the importance of:
  - clearly stating their decisions about profitability for both partners
  - providing accurate and relevant historical information to support their decisions
  - creating detailed, accurate, and clearly labelled plans of the trade routes
  - taking balanced approaches that recognize the points of view of both partners, including values
  - considering both positive and negative effects
- Before students research and prepare information packages on basic economic systems, discuss task requirements and establish criteria. For example, the

student might be expected to provide clear, detailed, and accurate information about key features of the system, including:

- forms of exchange
- interactions between peoples and the movement of goods and ideas
- how individual needs and wants are met
- how goods and services are produced and distributed
- how land, labour, and management are part of the system

### **Pages 20-21: Environment (Civilizations from 500 to 1600)**

#### **Prescribed Learning Outcomes**

It is expected that students will:

- construct, interpret, and use graphs, tables, grids, scales, legends, and various types of maps
- describe how physical geography influenced patterns of settlement, trade, and exploration
- analyse how people interacted with and altered their environments, in terms of
  - population
  - settlement patterns
  - resource use
  - cultural development

#### **Suggested Instructional Strategies**

By examining the past, students develop understanding of the impact of physical geography on culture, exploration, and trade and how these influenced the location of selected civilizations.

- Divide the class into groups and have each group research the land or sea routes taken by a different explorer. Then ask each group to prepare a 3-D model showing the routes and to give a presentation addressing the question: How did physical geography affect exploration and trade?
- Have students select a major city of the late Middle Ages and produce developmental reports on the influences of: the governing body or ruling family, the city's population, the site and situation, and the use of water and other resources. Reports should address how the city made the most effective use of its environment. Students may wish to compare development of the medieval city with that of a modern city.

#### **Suggested Assessment Strategies**

Assessment focusses on assignments and activities in which students apply the skills of a geographer to demonstrate their understanding of the relationship between people and their environment. Assignments should offer frequent opportunities to elaborate and

support understanding by creating or interpreting maps.

- Develop criteria such as the following to assess students' models and explanations of the land or sea routes taken by various explorers:

#### **Model**

- overall representation accurately reflects the nature and distance of the route
- includes complete and detailed representation of specific features of the route (e.g., trade winds, rivers, mountain ranges)
- presentation (visual quality) aids understanding

#### **Explanation**

- includes accurate information about the effects of various features (e.g., direction of trade winds and ocean currents; distances; size, location, and configuration of landforms; length, direction, and navigability of rivers; mountain ranges)

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## **CURRICULUM: SOCIAL STUDIES**

**9** [pages 22-31]

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

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### **Pages 22-23: Applications of Social Studies**

#### **Prescribed Learning Outcomes**

It is expected that students will:

- identify and clarify a problem, an issue, or an inquiry
- select and summarize information from primary and secondary print and non-print sources, including electronic sources
- assess the reliability, currency, and objectivity of different interpretations of primary and secondary sources
- defend a position on a controversial issue after considering a variety of perspectives
- plan, revise, and deliver formal oral and written presentations
- co-operatively plan, implement, and assess a course of action that addresses the problem, issue, or inquiry initially identified

#### **Suggested Instructional Strategies**

Students have opportunities to think critically and apply the skills and processes of social studies. These strategies also serve as models for developing applications across other organizers in Grade 9.

[NOTE: This statement directly indicates that the

information literacy objectives found in the PLO section above are to be infused into the entire Grade 9 Social Studies curriculum. Teacher-librarians must recognize this opportunity for resource-based learning and teaching.]

- Give students several sources of information on a social studies topic, plus a model for effective note taking. Have them take brief notes in their own words on the main ideas presented.
- Have students read an article about a contentious current event that has its roots in the period 1500 to 1815 (e.g., Quebec separatism, First Nations land claims). Challenge students to analyse the article using the 5W-H method. (What? Who? Where? When? Why? How?) Groups of students then adopt roles of people with opposing views and compose letters stating their views to the editor of the publication. [This assignment can be usefully modified by having the students find their own articles in the library resource centre.]

#### **Suggested Assessment Strategies**

As students develop skills essential for inquiry in social studies and thoughtful citizenship, they can demonstrate their learning through activities such as interviewing, debating, role-playing, and decision making, as well as through written assignments.

- Develop criteria that students can use to review their notes. For example:
  - rates sources for appropriateness, purpose, reliability, currency, and objectivity
  - uses an appropriate format or graphic organizer
  - differentiates between main ideas and supporting details
  - records information clearly and accurately
  - notes disagreements between sources
- Discuss criteria before students draft responses to a historical document from various points of view. For example:
  - articulates given point of view objectively
  - defines key terms, with examples
  - places the issue in the context of time, place, and values
  - chooses and presents accurate historical details as support
  - anticipates and refutes opposing arguments
  - offers a logical conclusion
  - cites references and sources where appropriate

### **Pages 24-25: Society and Culture (Europe and North America from 1500 to 1815)**

#### **Prescribed Learning Outcomes**

It is expected that students will:

- analyse the relationship between Aboriginal people and Europeans and explain the role of each in the development of Canada
- assess how identity is shaped by a variety of factors, including:
  - family
  - gender
  - belief systems
  - ethnicity
  - nationality
- describe how different forms of artistic expression reflect the society in which they are produced
- analyse roots of present-day regional, cultural, and social issues within Canada

#### **Suggested Instructional Strategies**

Students gain understanding of Canada's diverse heritage through a variety of resources, including representatives of Aboriginal and other cultural groups.

- Have students research the development of Canada in relation to the roles of Aboriginal people (First Nations, Inuit, and Métis) and Europeans. Student presentations should focus on contact between Aboriginal people and Europeans and outline what students already knew, what they learned, and what they want to learn more about.
- Ask students to research women's roles in various cultures between 1500 and 1815 (e.g., during the French Revolution, in Aboriginal communities, ...). Have them prepare accounts of women's roles using pictures, portraits, and written reports.
- Divide the class into groups and ask each to research a contemporary regional, cultural, or social issue, encouraging students to interview individuals or groups where possible. Have groups construct timelines of events leading up to the emergence of these issues and then combine them to create a Canadian Issues Timeline. As a class, brainstorm where this timeline might lead.

#### **Suggested Assessment Strategies**

Students benefit from a variety of assignments that allow them to demonstrate their understanding of societal and cultural issues. Students can demonstrate their abilities to analyse critically and thoughtfully through activities such as simulations, dramatizations, case studies, research papers, panels, debates, and visual representations.

- When students present the results of their research on the development of Canada in relation to the roles of Aboriginal people and Europeans, focus assessment by providing questions such as:
  - What were the advantages and disadvantages of

initial contact for each culture?

- What current issues have their roots in these early relationships?
- What changes in events could have avoided the rise of some of these issues?
- How can some of these issues be resolved?

Look for evidence that students base their responses on accurate historical information, consider both points of view, and take into account the context (time, place, and values).

- When students prepare accounts of women's roles, note the extent to which they:
  - focus on clear theses or ideas that are consistent with historical evidence
  - include detailed and accurate information about both family and community roles
  - make logical inferences based on historical evidence about the society.

### **Pages 26-27: Politics and Law (Europe and North America from 1500 to 1815)**

#### **Prescribed Learning Outcomes**

It is expected that students will:

- analyse factors that contribute to revolution and conflict
- analyse the contributions of the English, French, and American revolutions in the development of democratic concepts

#### **Suggested Instructional Strategies**

Research and discussion provide students with opportunities to learn about democratic concepts and the development of legal systems.

- Ask students to research and illustrate key factors (e.g., economic, social, political, ideological) that contributed to revolutions of the period 1500 to 1815. Display the illustrations in a Gallery Walk. Have students answer questions about significant factors involved in each revolution, factors common to all, democratic concepts that emerged, and key players in the revolutionary and counter-revolutionary forces (considering class, gender, and age).

#### **Suggested Assessment Strategies**

Activities that allow students to project into political events and relationships can help them demonstrate and extend their understanding of some of the political and legal systems that helped shape contemporary Canada.

- When students research and illustrate key factors that contributed to the revolutions, look for evidence that they have considered:
  - large debts or need for money (e.g., to pay for wars)
  - inequity of burdens and privileges

- the appeal of principles such as liberty and fairness
- entrenched and rigid status-quo rulers
- organized groups that challenge the status quo
- reactionary groups willing to maintain the status quo.

### **Pages 28-29: Economy and Technology (Europe & North America from 1500-1815)**

#### **Prescribed Learning Outcomes**

It is expected that students will:

- assess how economic systems contributed to the development of early Canada
- analyse effects of colonialism on trade and conflict
- assess the impact of the fur trade on exploration and settlement
- evaluate the effects of the Industrial Revolution on society and the changing nature of work

#### **Suggested Instructional Strategies**

Through analysis and research, students learn about the growth of industry and the impact of technological innovation on society. They also gain understanding of colonialism and how trade and competition helped shape Canada's development.

- Challenge students to research and present information that addresses the questions: What impact did monopoly and competition in the fur trade have on exploration and settlement of the west? How were Aboriginal people affected?
- Suggest that students analyse several historical examples of colonialism, looking for factors common to all (e.g., industrialization, overpopulation, ...). Form groups and challenge each group to select one common factor and apply it to a current situation (e.g., American demand for BC water) [Research possibilities are obvious!]. Students' analyses should address the questions:
  - Who benefits and who suffers?
  - Is it right or wrong?
  - Can you predict possible conflict arising from this situation?
- Have each student gather information to complete a matrix, using the headings Preindustrial, Industrial, and Postindustrial across the top and Technology, Working Conditions, Location, and Wages down the side. (Preindustrial technology could include manual labour, hand tools, animal power.) Ask students to use their matrices to guide development of formal presentations that predict changes in the nature of work.

#### **Suggested Assessment Strategies**

Students can demonstrate the outcomes in this organizer by engaging in activities in which they

inquire critically into connections among factors that affected economic development in Europe and North America, especially Canada.

- Develop criteria for students' presentations on the effects of monopoly & competition in the fur trade. For example, to what extent are students able to:
  - clearly define relevant economic terms (e.g., monopoly, competition)
  - offer accurate examples of monopoly and competition in the fur trade
  - provide evidence from credible sources about the effect of each on exploration and settlement and on Aboriginal people
  - draw conclusions about the overall impact of the economic practices of the fur trade on Canadian society
- When students complete matrices as a preparation for formal presentations predicting changes in the nature of work, notice the extent of:
  - relevant and accurate data in each cell
  - comprehensiveness—inclusion of all key factors
  - identification of observable patterns and trends
  - logical predictions based on observed patterns and trends.

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## CURRICULUM: SOCIAL STUDIES

10 [pages 32-43]

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

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### Pages 32-33: Applications of Social Studies

It is expected that students will:

- identify and clarify a problem, an issue, or an inquiry
- plan and conduct library and community research using primary and secondary print and non-print sources, including electronic sources
- generate and critique different interpretations of primary and secondary sources
- assess and defend a variety of positions on controversial issues
- plan, revise, and deliver formal presentations that integrate a variety of media
- demonstrate leadership by planning, implementing, and assessing a variety of strategies to address the problem, issue, or inquiry initially identified

#### Suggested Instructional Strategies

Students should have opportunities to think critically and apply the skills and processes of social studies. These strategies also serve as models for developing applications across other organizers in Grade 10. [NOTE: This statement directly indicates that the information literacy objectives found in the PLO section above are to be infused into the entire Grade 10 Social Studies curriculum. Teacher-librarians must recognize this opportunity for resource-based learning and teaching.]

- Provide students with several short historical passages that offer different points of view. Include background data on the authors' sources. Have students work in pairs to discuss criteria for judging the reliability of information sources, then share as a class. Create a class rating scale for assessing resources.
- Discuss with students what makes a successful argument. Challenge them to establish defensible positions on chosen controversial issues (e.g., the Riel Rebellions) by having them:
  - clearly state the issues
  - research and list reasons for and against alternative perspectives
  - consider the merits of the reasoning behind each perspective (e.g., sufficiency, accuracy, credibility)
  - assess each alternative based on its merit and defensibility
  - make rational conclusions based on their research
  - prepare defences for their positions
- Form groups and have each group research a social problem, focussing on its historical roots, the magnitude of the problem today, and different approaches used to address the problem. Ask students to present research results and discuss implications within their groups. Then have each student plan and present a possible course of action. Ask each group to assess its action plans, select the best one, and implement it. Encourage students to respond to various points of view and demonstrate leadership by listening, persuading, compromising, empathizing, and negotiating. Students should note the positions of others, how these affected their own points of view, and how others responded to their leadership initiatives.

#### Suggested Assessment Strategies

The skills and processes of social studies are a part of all learning activities and will most often be assessed in activities that include concepts from other organizers.

- When students judge the reliability of sources, look for evidence that they have considered:
  - authors' access to the events or topics

- whether observations are first hand or hearsay
- whether observations or claims can be corroborated by others
- status and credibility of the publications
- Students can self-assess the arguments they develop on a controversial issue by rating their work on each of the listed steps as: 4–outstanding; 3–good; 2–basic; 1–weak.
- When students assess arguments or positions on controversial topics, look for evidence that they consider factors such as:
  - credibility of the people offering the arguments
  - whether there is sufficient evidence to support the alternatives proposed
  - arguments involving coercive or manipulative techniques
- When students are assessing strategies for addressing problems, look for evidence that they:
  - consider both advantages and disadvantages
  - use systematic ways of summarizing total costs and benefits
  - apply the same criteria to each alternative
- Work with students to develop criteria they can use to assess their contributions to discussions. For example:
  - checks for clarity and shared meaning of terms by asking for and giving examples
  - supports others by restating key points and providing additional examples or details
  - articulates other points of view accurately and in objective language
  - respectfully draws attention to inconsistencies or questionable assumptions in others' views
  - avoids blind loyalty to a point of view; modifies views to accommodate new evidence.

## **Pages 34-35: Society and Culture (Canada from 1815 to 1914)**

### **Prescribed Learning Outcomes**

It is expected that students will:

- identify the changing nature of families and women's roles in Canadian society
- assess the interaction between Aboriginal people and Europeans
- describe contributions made by Aboriginal people, the French, and the British to the development of Canada
- identify the influence of immigration on, and the contributions of immigrants to, the development of Canada

### **Suggested Instructional Strategies**

Through research and projects, students develop

understanding of the changing nature of Canadian society.

- Have students read short excerpts of historical fiction or non-fiction describing pioneer life. Ask them to use charts or diagrams to compare roles of women, men, and children then & now, identifying similarities and differences related to specific themes (e.g., roles and responsibilities within the family, status within the home and community, significance of marriage).
- Suggest that students conduct research to complete matrices that show the positive and negative effects of interaction between Aboriginal people and Europeans over several time periods. Ensure that they consider issues such as:
  - exchange of ideas and technology
  - trade
  - missionary activity
  - impact of the Hudson's Bay Company
  - establishment of reserves
  - residential schools
 Have students assess the data in their matrices and graphically represent changes in interaction during each time period.
- Ask students to research and make presentations on the effects of immigration and the contributions of immigrants to Canada. Presentations should include illustrations, artifacts, and biographies if possible. Research might include interviews with community or family members.

### **Suggested Assessment Strategies**

Students learn to take responsibility for their own learning when they have opportunities to be involved in setting assessment criteria and in making choices about the ways they will demonstrate their learning.

- Assess students' comparisons of social roles in pioneer times and today by considering:
  - accuracy and relevance of descriptive data in the charts or diagrams
  - comprehensiveness and detail of the data
  - logical organization of the charts or diagrams
  - logic of conclusions in light of the data
- When students complete matrices, assess their data, and graphically represent changes in interactions between Aboriginal and European people, look for evidence that they are able to:
  - thoroughly and accurately identify positive and negative interactions, avoiding bias
  - develop and use rating scales (e.g., -3–extremely negative, to +3–extremely positive) to logically assess the interactions
  - develop accurate graphic representations that make

- the patterns of interactions clear
- justify their assessments in terms of fairness and integrity

### **Pages 36-37: Politics and Law (Canada from 1815 to 1914, I)**

#### **Prescribed Learning Outcomes**

It is expected that students will:

- analyse political, economic, social, and geographical factors that led to Confederation
- analyse the impact of the 1837-38 Rebellions, the Red River Rebellion, and the Northwest Rebellion on the development of Canada

#### **Suggested Instructional Strategies**

Through role plays, compositions, and assessment of different points of view, students focus on factors that contributed to Canadian governmental policies and decisions (e.g., treaty agreements) and examine subsequent reactions.

- Ask students to research and report on barriers to groups immigrating to Canada (e.g., Chinese head tax, Komagata Maru incident).
- Have students read abridged speeches by signatories to the British North America Act and by those opposed to Confederation. Ask them to identify the use of techniques of persuasion and the use of informal fallacies (e.g., false appeal to authority, bandwagon, affirming consequences) and different forms of reasoned argument used in the speeches....

To build on their readings, challenge students to compose their own speeches for or against Confederation, using techniques of persuasion or reasoned argument....

- Form groups and ask each group to research Canadian rebellions and create (perhaps using computer software) an edition of a newspaper devoted to one of them. Have some students act as reporters, writing news items on specific events. Other students could compose letters to the editor, provide editorial comment, or draw political cartoons that impart various points of view and biases about the rebellion.

#### **Suggested Assessment Strategies**

To demonstrate their achievement of the outcomes in this organizer, students need opportunities to engage in open-ended activities that allow for a range of responses and representations.

- Before students prepare speeches for or against Confederation, discuss assessment criteria such as:
  - takes a clear position
  - shows a sense of historical perspective, taking into account the context of the time in developing

reasons and citing evidence

- shows historical empathy (understanding of situations, motives, intentions, hopes, and fears of the time)
- addresses political, economic, and social implications based on sound historical evidence
- forecasts advantages and disadvantages to Canada and the provinces based on evidence available at the time of Confederation

- When students develop newspapers based on their research of Canadian rebellions, work with them to develop criteria for their contributions. In addition to specific criteria related to particular topics or formats, all students might be expected to:

- use a variety of credible research sources
- base their contribution on historically accurate information
- avoid projecting today's thinking, values, and knowledge onto events of the time
- include key individuals and ideas of the time
- accurately reflect the values, beliefs, motives, hopes, and fears of the time

### **Pages 38-39: Politics and Law (Canada from 1815 to 1914, II)**

#### **Prescribed Learning Outcomes**

[None are noted that are specifically library or research-based].

#### **Suggested Instructional Strategies**

[Each of the suggested instructional strategies could include use of library resources in some manner, including research by students. However, none of them specify such an approach, despite the fact that the assessment strategy below implies it.]

#### **Suggested Assessment Strategies**

- When students analyse and rewrite various treaties, look for evidence that they:
  - attempt to place themselves in the context of the times
  - offer accurate and detailed interpretations
  - go beyond the surface level to develop logical inferences and insightful interpretations
  - draw on accurate historical knowledge from other sources to confirm or question the fairness and equability of each treaty
  - ....

## **Pages 40-41: Economy and Technology (Canada from 1815 to 1914)**

### **Prescribed Learning Outcomes**

It is expected that students will:

- analyse the impact of the National Policy on western expansion
- identify and describe the effects of technological innovation on settlement and employment patterns within regions of Canada
- identify factors that contribute to the economy of British Columbia
- assess changing economic relationships between British Columbia and its major trading partners

### **Suggested Instructional Strategies**

Students use maps, visuals, the Internet, case studies, and field studies to examine Canada's physiographic regions, resource distribution, and industry practices.

- Brainstorm factors that encouraged western expansion (e.g., immigration, resource development, the National Policy). Divide the class into groups and have each group research and present information on the effects of technological innovation and immigration on western Canada. Ask them to focus on the cultural groups involved, including Aboriginal people, Americans, Chinese, and Europeans. Presentations should indicate where these groups settled and why.
- Divide the class into groups, each responsible for identifying and researching one economic activity in British Columbia. Group "experts" report by answering these questions:
  - What does this activity entail?
  - How does it contribute to the local and provincial economies?
  - Is the related industry expanding or decreasing?
  - What are the career opportunities?
- Provide students with a list of BC's trading partners since 1871. Then ask students in groups to research each trading partner to illustrate the total value of trade. Have each group graphically illustrate changing trade relationships, point out observable trends (e.g., growth or decline), predict future trends, and give reasons to support its predictions.

### **Suggested Assessment Strategies**

Students need to work with a variety of materials and formats, including charts, graphs, tables, and other visuals, in order to demonstrate their understanding of economy and technology.

- When students research and present information on the role of technological innovation, note the extent to which they are able to identify and describe:
  - the role the innovations played in establishing

- contemporary Canada
  - costs and benefits of each innovation
  - effects on settlement patterns
  - impact on linkages and direction of trade (east-west versus north-south)
  - effects on the development of industry
- Work with students to develop criteria such as the following to assess their work on changing trade relationships:
    - graphs—based on accurate data; logically represented
    - trends—clearly identified, supported by database
    - predictions—plausible, insightful, supported by database

- After students have researched changing economic relationships with BC's major trading partners, check on their understanding of specific relationships by posing questions such as:
  - What effect did immigration & geography have?
  - What effect did cultural ties have?
  - What changes might have occurred if British Columbia had remained a British colony?
  - What other changes to major events would have significantly changed trade relationships? How?

## **Pages 42-43: Environment (Canada from 1815-1914)**

### **Prescribed Learning Outcomes**

It is expected that students will:

- analyse how geography influenced the economic, historical, and cultural development of western Canada
- identify key local and provincial resource-development issues from 1815 to the present, considering the concepts of stewardship and sustainability

### **Suggested Instructional Strategies**

Students use case studies, the Internet, maps, visuals, and interviews to examine resource development, industry practices, and different points of view.

- Have students use the Internet, CD-ROMs, and other print and electronic sources to investigate the history of sustainable resource practices in a variety of countries (e.g., integrated forest management, which considers range, wildlife, visual quality, recreation, timber, and resource extraction). Invite students to present case studies that exemplify the best practices, explaining their selections. They then compare their findings to the practices of local industries and assess them according to predetermined criteria.
- Form groups and ask each group to investigate and report on the historical impact of a selected local

resource industry from various points of view (e.g., Aboriginal people, environmental activists, town councillors, storekeepers, ...). Encourage students to interview community members, seeking answers to questions such as:

- What problems could automation or technological innovation create?
- Is there a waste-management program in place? If so, what is its cost and effect? If not, why not?
- What by-products are produced by this industry, and how are they used?

### **Suggested Assessment Strategies**

Students should demonstrate increasing sophistication in the technical, analytical, and inquiry skills associated with geography. Assessment of most activities will consider both their knowledge and technical skills and their abilities to engage in critical inquiry and analysis.

- When students research and compare sustainable resource practices in Canada and other countries, look for evidence that their comparisons include accurate and detailed information about:
  - current resource inventories and allowable yields
  - standards used for resource renewal & extraction
  - degree of integrated management among environment, recreation, and other resource development
- Before students collect and report on various points of view about the impact of local resource industries, discuss criteria. For example, to what extent does the report clearly and accurately outline the following for each point of view:
  - historical background and context
  - current position
  - relevant statistical and other data
  - motives and purposes
  - implications for future actions
  - credibility or validity (as assessed, with accompanying reasons, by students)

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## **APPENDICES (pages A-1 to G-4)**

### **Appendix A:**

#### **Prescribed Learning Outcomes (pages A-1 to A-7)**

The tables of all the learning outcomes included in this curriculum provide a very useful overview. Teacher-librarians may wish to compare these learning outcomes with school or district based scope and sequences of information skills in order to identify common elements and facilitate cooperative program development by focusing on these elements.

### **Appendix B:**

#### **Learning Resources (pages B-1 to B-67)**

The introduction to this section suggests that resources in the school and district be checked before purchases are made (p. B-6) and that a school re-source committee to select learning resources should "Identify a resource co-ordinator (for example, a teacher-librarian)" (p. B-7). Cautions are given about ensuring that resources selected will support the curriculum, the individual learning styles of students, the advantages of certain media (e.g., video) for particular instructional purposes, and the teacher's own teaching style.

The resources recommended in this section include many older materials already on the shelves in the library resource centre, as well as many newer print materials, videos and CD-ROMs. Although funding for resources is never enough to meet current needs, a joint review by the Social Studies department and the teacher-librarian of the library resource centre holdings and how they support this curriculum could be very fruitful. A targeted request for funding from the Learning Resources account for resources that address an identified gap might well be successful. In my experience, most Social Studies departments are pleased to have such materials organized and circulated through the library resource centre.

### **Appendix C:**

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

The importance of the three Principles of Learning is reiterated, then the Ministry's rationale for this section is stated: "to ensure that education in British Columbia is relevant, equitable and accessible to all learners...." Reviews of each of the following cross-curricular interests are then provided:

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

The Applied Focus in Curriculum section lists

Employability Skills that relate strongly to information literacy. This is an excellent section for teacher-librarians to peruse. The related section on Information Technology is a “must read” and “must use” for program development.

The document states that 10% of the students in BC schools are ESL students. This percentage will be much higher in some districts. Since there is no special ESL curriculum, and teachers use the regular curriculum but hopefully use easier materials, the challenge to teacher-librarians is clear. A resource-based curriculum like Social Studies requires a wide range of resources at many difficulty levels on all topics in the curriculum. In schools with large ESL populations, the collection must have an increased proportion of easy materials. Similar collection adaptations will be needed for Special Needs students.

The Media Education section points out the opportunity in Social Studies to compare “the depiction of First Nations in the media over time.” National Film Board resources listed in the Recommended Learning Resources section provide one remedy for what is almost certain to be a missing piece in districts which have no central media service.

## Appendix D:

### Assessment and Evaluation (pages D-1 to D-27)

Includes an eleven step process for criterion-referenced evaluation, as well as four excellent evaluation unit descriptions, each providing several sample evaluation tools.

In each of the following descriptions, there is a strong emphasis on joint development of evaluation criteria by the teacher and the students.

- Sample 1: Grade 8 — Reenact a Medieval / Feudal Scene (D-8) — In a research-based unit using primary and secondary sources, students and teacher jointly establish evaluation criteria and the teacher prepares rating scales for the criteria, for a group project (map, backdrop and dramatic reenactment) and individual reports.
- Sample 2: Grade 9 — Revolution and Conflict (D-12) — After an intensive study of the French

Revolution, each student researches another revolution or conflict using print and electronic library resources, newspaper and magazine articles, and television or radio news programs, or other sources. The teacher develops rating scales for criteria identified by the class for their notebook or journal., and their newscast (content and presentation).

- Sample 3: Grade 10 — Resource Sustainability in British Columbia (D-17) — Groups of students plan and conduct library and community research on an resource sustainability issue. The class develops evaluation criteria and the teacher creates holistic rating scales for the criteria. Individual summaries by students and group presentations are both teacher and self-evaluated.
- Sample 4: Grade 10 — The Impact of the Indian Act on the Rights of Aboriginal People (D-22) — The unit begins with a review of the nature of cause and effect in history. It includes research and compositions by individual students on the effects of European exploration and settlement of the West, group posters on key issues, group analysis and comparison of the United Nations’ Declaration of Human Rights with the Indian Act or excerpts, and a viewing of the NFB’s *First Nations: the circle unbroken* to determine the Nisga’a perspective on the land claims issue. Criteria and rating scales are used to evaluate each individual’s composition, and the groups’ posters, document analysis, and video analysis. Both teacher and peer assessment are used.

## Appendix E:

### Acknowledgments (pages E-1 to E-4)

Teacher-librarians who serve on Ministry curriculum committees commit themselves to a lot of outside of regular school hours work on behalf of colleagues and students. In the past, it was often difficult to persuade the decision-makers that teacher-librarians had a strong role to play on these teams. This role is more accepted, due to the work of teacher-librarians like Odie Kaplan of Burnaby School District, who served on the Curriculum Overview Team for the Social Studies 8 to 10 curriculum.

If you have an opportunity to serve and an interest in a specific curriculum area, watch for notices and apply. It is an experience worth having — ask Odie!

# RESOURCE-BASED LEARNING CONNECTIONS TO *SOCIAL STUDIES 11:* INTEGRATED RESOURCE PACKAGE 1997

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

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The following information is extracted from the Ministry of Education's curriculum publication. Included are sections which can be linked with resource-based learning and cooperatively planned units of study. Teacher-librarians will need to look closely at the Suggested Instructional Strategies and the Suggested Assessment Strategies if they are to get the maximum mileage from this one.

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## INTRODUCTION TO SOCIAL STUDIES 11

The Preface explains the organization of the document and the purpose of the sections, which are consistent with those in other IRPs. It also emphasizes that Prescribed Learning Outcomes are "content standards for the provincial education system" — a comment that this document seems to take seriously, for it appears to be content driven.

The Preface also notes:

The information contained in this IRP is also available through the Internet. Contact the Ministry of Education's home page:

<http://www.est.gov.bc.ca/>

## SOCIAL STUDIES 11 CURRICULUM

Social Studies 11 focuses on "an integrated approach to Canadian and global issues." It is also described as a "foundation course for further study in the humanities and social sciences" (p. 2). There are seven curriculum organizers:

- Skills and Processes
- Social Issues
- Cultural Issues

- Political Issues
- Legal Issues
- Economic Issues
- Environmental Issues

This curriculum:

... gives students opportunities to confront, examine, and discuss issues of relevance to their lives, and to arrive at conclusions through broad and reasoned discussion of the difficult choices facing societies (p. 4).

## CURRICULUM: SOCIAL STUDIES 11 [pages 10-29]

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

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### Pages 10-11 : Applications of Social Studies Prescribed Learning Outcomes

It is expected that students will:

- communicate effectively in written and spoken language or other forms of expression, as appropriate to the social sciences
- demonstrate the ability to think critically, including the ability to:
  - define an issue or problem
  - develop hypotheses and supporting arguments
- gather relevant information from appropriate sources
- assess the reliability, currency, and objectivity of evidence
- develop and express appropriate responses to issues or problems
- reassess their responses to issues on the basis of new information
- assess the influence of mass media on public opinion

## Suggested Instructional Strategies

- Divide the class into groups of five and give each group a topic to research. Have each student in the group explore the topic from one of five points of view: a historian, an economist, a geographer, a politician, or a sociologist. Each group then presents its collected research to the class.
- Challenge students to conduct a mock royal commission, playing the roles of the various participants such as commissioners on the panel and groups making submissions. Possible issues include:

- Quebec separation
- Aboriginal self-government
- land use in sensitive areas (e.g., logging, recreation, housing)

Ask students to research the issue, develop positions consistent with their roles, prepare written submissions, and make oral presentations. Consider making the hearings public and inviting parents, the business community, or other classes to attend.

- Have each student choose a critical social, cultural, political, legal, economic, or environmental issue, research the topic, and give a short presentation on why the issue is important. As students listen to the presentations, ask them to answer the following questions: Why is this a critical issue for Canada? Do you agree or disagree with the presenter's conclusions? What do you see as a solution?

## Suggested Assessment Strategies

- Have students research a controversial issue (e.g., Aboriginal self-government, Quebec separation) and then prepare reports expressing and explaining their opinions about the issue. Use criteria such as the following to assess the results:
  - clearly defines the issue
  - explains opposing points of view and supports them with examples
  - identifies appropriate criteria for assessing alternatives
  - draws articulate, accurate conclusions from selected information
  - develops and defends a logical and plausible resolution
  - includes focussed and relevant examples and arguments.

## Pages 12-13: Skills and Processes II Prescribed Learning Outcomes

It is expected that students will:

- demonstrate appropriate research skills, including the ability to:
  - develop pertinent questions about a topic, an issue, or a situation

- collect original data
- use a range of research tools and resources
- compile and document task-specific information from a wide variety of print and electronic sources
- present and interpret data in graphic form
- evaluate and interpret data for accuracy, reliability, bias, and point of view
- understand the nature of and appropriate uses for primary and secondary sources
- recognize connections between events and their causes, consequences, and implications.

## Suggested Instructional Strategies

- Have students identify and research current national and international conflicts, using a variety of sources. Then ask them to produce written and oral reports discussing the reasons for these conflicts, their historical context, and their social and economic impact. Invite students to predict how the conflicts will be resolved.
- Ask each student to research an organization that holds a specific position on a current issue. The organization may be local (e.g., land-use advocacy groups, food banks), national (e.g., health advocacy organizations, anti-poverty groups), or international (e.g., environmental groups, aid organizations). Have students demonstrate what they have learned about the organizations' positions through research essays, posters, letters, journal entries, oral presentations, or case studies. As a class, discuss how people can show support for these kinds of organizations.
- Have students each design, research, and present a field research project, following the approach of one of the social sciences or humanities.

## Suggested Assessment Strategies

- When assessing students' skills in researching issues, look for evidence that they:
  - gather information from a variety of resources and perspectives and include appropriate references
  - choose appropriate sources for specific information
  - synthesize information gathered from different sources
  - interpret pictures, photographs, charts, tables, and maps
  - develop appropriate graphic organizers for recording information
  - recognize types of expository text (e.g., cause and effect, sequence, classification)
- Have students respond to statements such as:
  - A freeze on the development of nuclear weapons would reduce the chances of nuclear war.
  - Salmon fishing off the west coast of British Columbia should be banned for five years to protect existing stocks.

- Information on the Internet should be censored. When assessing students' responses, look for evidence that they:
  - use accurate, relevant information
  - include statistics or other data to support their statements
  - present a series of points and counterpoints that lead to reasoned conclusions.

## **Pages 14-15: Social Issues I**

### **Prescribed Learning Outcomes**

- identify major Canadian social policies and programs and their impact on Canadian society
- describe the role of women in the development of Canadian society

### **Suggested Instructional Strategies**

- Provide students with information on Canada's major social programs. Suggest that they research the histories of different programs and prepare reports for the class that answer the following questions:
  - Why does Canada have social policies and programs?
  - How are they funded?
  - Are social programs a good idea?
  - What are some of the problems with social assistance programs?
  - What are some solutions?
- Have students in groups develop timelines showing the 20th-century events that have been most significant in shaping Canadian society. Form pairs and invite each pair to research one of the events, then prepare a class presentation outlining its significance.
- Challenge students to research the economic and legal status of women in Canada today. Ask them to write essays based on a statement such as: Men and women are equal in Canada.

### **Suggested Assessment Strategies**

- Have each student research and evaluate the effectiveness of a chosen social program. Assess students' work using criteria such as:
  - identifies and describes the program and its purposes
  - describes the benefits and costs associated with the program
  - describes the program's impact on society
  - describes the program's effectiveness in meeting its goals
  - draws conclusions supported by the evidence
- Ask students to identify some of the roles women play in their local community. Then have them work in pairs to interview women in various community occupations (e.g., health care worker, engineer, police officer, ...). Ask pairs to report their findings in

oral presentations. When assessing students' work, look for evidence that they:

- effectively interpret and synthesize the interview information
- accurately assess the information
- describe the challenges of each job and the women's contributions to the community
- include information on the status of men in similar positions (e.g., salaries, ...)
- address the complexities that individuals face in balancing work and home
- Have students in small groups create charts illustrating positive and negative effects of European contact and interaction with Aboriginal peoples in Canada. Topics might include education, economic development, health, and social welfare. Assess the charts using criteria such as:
  - presents accurate information
  - identifies both historical and modern effects of European contact
  - draws conclusions supported by data
  - uses a variety of sources, including print and electronic media

## **Pages 16-17: Social Issues II**

### **Prescribed Learning Outcomes**

It is expected that students will:

- compare and contrast forces that have united and divided Canadians during the 20th century, including Quebec separatism
- identify and assess social issues facing Canadians

### **Suggested Instructional Strategies**

- Ask each student to choose a Canadian from the 20th century and make a short presentation on how that person contributed to Canadian society.
- Have students research statistics on poverty in Canada. Invite a speaker from a social-aid agency (e.g., food bank, anti-poverty organization, government social agency) to speak about poverty in the local community. Then discuss related questions. (e.g., Should the Canadian government provide a guaranteed annual income? Would this eliminate the problem of poverty?)
- Challenge students to write essays describing their criteria for responsible Canadian and global citizenship. Ask them to identify ways in which individuals can demonstrate personal responsibility.

### **Suggested Assessment Strategies**

- Have students prepare presentations on the advantages and disadvantages to society of balanced government budgets. Students could use a variety of formats for their presentations (e.g., essays, oral reports, collages, comparative lists). Criteria might include:

- identifies several advantages and disadvantages
- supports examples of advantages and disadvantages using information drawn from personal experience and print sources
- draws conclusions based on analysis of the disadvantages and advantages
- uses correct format for type of presentation
- Work with students to establish standards for peer evaluation of their group presentations on topics relating to Canadian citizenship. Possible assessment criteria include:
  - expresses ideas clearly
  - communicates effectively in a variety of ways and for various purposes
  - presents accurate information, supported by statistics
  - represents different points of view
  - expresses personal opinions that are supported by relevant facts.

### **Pages 18-19: Cultural Issues** **Prescribed Learning Outcomes**

It is expected that students will:

- describe the history and contributions of Canada's French and English cultures in shaping Canadian identity
- describe the role of Canada's First Nations peoples in shaping Canadian identity
- identify the contributions of the arts in reflecting and shaping Canadian identity
- identify and assess cultural issues facing Canadians

#### **Suggested Instructional Strategies**

- Ask students to list five French-Canadian and five English-Canadian artists of international stature (e.g., singers, visual artists, writers, movie directors) and have them respond through essays or oral presentations to the question: How have French- and English-Canadian artists contributed to the shaping of modern Canadian culture?
- Identify on a map the location of several regional and local First Nations peoples. Form groups and have each group prepare a report on one of these nations, describing its first contact with Europeans and giving examples of its traditional and contemporary culture. As part of the activity, invite a member of a local First Nations band to talk to students about his or her nation, the changes that have taken place, and the challenges First Nations peoples face within the larger culture.
- Suggest that each student complete a report on the following question: As an individual, how can you demonstrate an appreciation of different cultures and their contributions to Canadian society?

### **Suggested Assessment Strategies**

- Challenge students to each create a poster showing where immigrants to Canada in one decade of the 20th century originated. Students should present the information in the form of graphs, supplemented and enhanced by photographs, illustrations, or computer-generated graphics. Assessment criteria could include:
  - graph contains accurate data
  - poster answers the questions: Who were the immigrants during this decade? Why did they come?
  - supplementary materials answer the question: How is the immigration experience of men and women different?
- Ask students in groups to list the ethnic and cultural groups in Canada and include examples of their contributions to Canadian society (e.g., visual arts, skills, food, music, literature, dress). Assessment criteria might include:
  - cites significant and non-stereotypical examples of contributions
  - gathers information from a variety of primary and secondary sources
  - articulates examples clearly and completely.

### **Pages 20-21: Political Issues I** **Prescribed Learning Outcomes**

It is expected that students will:

- describe Canada's evolution as an independent nation
- explain Canada's political system and contrast it with other political systems
- demonstrate understanding of the history and present status of Aboriginal land claims and self-government in Canada

#### **Suggested Instructional Strategies**

- Engage students in a discussion of political events that shaped Canada as a nation (e.g., the Statute of Westminster, the Halibut Treaty, the Tin-Pot Navy, Canada's entry into World War I and World War II, Canada's flag). Challenge students to identify how these events influenced Canada's political identity.
- Divide the class into groups. Ask one group to use various technologies to research Canada's political system, then create a chart listing its major characteristics. Have each of the other groups do the same exercise for a different country. Place the posters around the room for a Gallery Walk, having students make notes about each political system. Finally, suggest that each student write a composition comparing Canada's political system with that of at least one other country.
- Assign each student to investigate Aboriginal land claims and related issues in another country (e.g.,

New Zealand, Australia, Brazil). Have students compare findings in these countries with First Nations land claims issues in British Columbia and present the results in reports.

### **Suggested Assessment Strategies**

- Have students each write an essay comparing Canada's political system with that of at least one other country. Ask students to cover aspects such as historical patterns of enfranchisement, participation of men and women in public life, presence and status of advocacy groups, levels of political representation, and processes for representation. In assessing students' work, look for evidence that they:
  - understand each country's political system
  - identify and provide examples of similarities and differences among the systems studied
  - base their conclusions on rational arguments supported by evidence

### **Pages 22-23: Political Issues II Prescribed Learning Outcomes**

It is expected that students will:

- explain how political spheres of influence have changed throughout the world during the 20th century
- describe Canada's role in international conflicts, including World War I and World War II, and assess the impact on Canada
- describe and assess Canada's participation in world affairs

### **Suggested Instructional Strategies**

- Provide students with information about the political influence of a major contemporary power (e.g., the United States). Then have students research different spheres of influence in the 20th century (e.g., Britain, the Soviet Union). Ask students to create a series of maps showing how the spheres of influence have changed over the course of the century.
- Challenge students to research World War I and World War II from a Canadian perspective, using a variety of media (e.g., CD-ROM, the Internet). Their research could include:
  - the battles of Vimy Ridge and Dieppe, the war in the Atlantic, D-day, ...
  - changes to Canada's social structure (e.g., giving the vote to women)
  - changes to Canada's relationship with other countries (e.g., Britain, the United States)

Have students present their findings through oral presentations, a class newspaper, videos, posters, or other media.

- Ask students to research and then discuss as a class the questions:

- What are the benefits to Canada of active participation in world affairs?
- What are the costs (moral, financial, other)?
- Are there circumstances under which Canada should not participate?

### **Suggested Assessment Strategies**

- Challenge each student to choose and research a country that has moved from one political sphere of influence to another in the 20th century. Ask the student to identify the historical moment when the move occurred. Students should identify specific events or episodes (e.g., the Cuban Revolution) and be able to defend their historical significance. Criteria for assessment might include:
  - clearly describes the event and its significance
  - identifies issues related to the event
  - makes inferences about the event's implications.

### **Pages 24-25: Legal Issues**

#### **Prescribed Learning Outcomes**

It is expected that students will:

- demonstrate awareness of how to access the various levels of government in Canada
- demonstrate awareness of the provisions of the Indian Act and its impact on the citizenship of Aboriginal Canadians
- identify and assess critical legal issues facing Canadians

#### **Suggested Instructional Strategies**

- Suggest that students find contact information (e.g., addresses, fax numbers, e-mail addresses, web sites, phone numbers) for their local MLA, MP, municipal councilors, school trustees, or other elected officials. Invite them to write to some of these officials about issues of concern. Post letters and replies around the classroom.
- With specific reference to the Indian Act, have students research the terms status, non-status, Métis, Inuit, treaty, band, reserve, and nation. Then ask each student to write a composition based on the question: How do these legal terms set Aboriginal Canadians apart from other Canadians?
- Have students prepare presentations on critical legal issues in Canadian society (e.g., spousal abuse, drinking and driving, capital punishment, gun control).

#### **Suggested Assessment Strategies**

- When students research an important and controversial legal issue (e.g., gun control, drunkenness as a defense, ...), check the degree to which they are able to:
  - summarize and synthesize information from different sources
  - present information in a balanced manner, examin-

- ing different points of view
  - question the reliability of sources by identifying biases and inaccuracies
  - Work with students to examine various attitudes and opinions about important moral or legal issues that confront our society (e.g., euthanasia, admissibility of evidence in rape trials, affirmative action, gun control). Invite students to express their opinions, beliefs, and ideas about issues of their choice. Criteria for assessment might include:
    - clearly illustrates or explains opinions, attitudes, and beliefs
    - demonstrates understanding of the issue from a personal point of view
    - clearly presents knowledge of the issues
- Possible questions for self-assessment include:
- What sources have I used? Have I accessed a variety of media?
  - Have I objectively considered different points of view on the issue?
  - Can I logically justify my position?

## **Pages 26-27: Economic Issues**

### **Prescribed Learning Outcomes**

It is expected that students will:

- describe economic cycles in Canada and the world, including the Great Depression
- demonstrate awareness of disparities in the distribution of wealth in Canada and the world
- assess implications of industrial and technological development for societies and cultures

### **Suggested Instructional Strategies**

- Ask students to research the Great Depression using a variety of sources. Then invite them to write letters to their parents in the role of someone who has left home to look for work during an economic depression. As an extension, have students develop personal plans for surviving an economic depression.
- Identify and discuss characteristics of different standards of living. As a class, discuss the relationship between various statistical indicators and a country's standard of living (e.g., income levels, literacy rates). Have students create their own standard-of-living indices, using data gathered from electronic and print sources, then prepare presentations comparing Canada to at least one other country.
- Have students each choose a region or country and research its government's proposed long- and short-term solutions to poverty. Ask students to consider the advantages and disadvantages of each solution.

### **Suggested Assessment Strategies**

- Have students each select five countries that represent various stages of economic and technological de-

velopment. Ask them to use a variety of sources to locate data showing changes in economic activity in those countries over the past five decades (e.g., GDP, trade balances, types of industry, consumption, ...). As students present their findings, use criteria such as the following to assess their research:

- includes information from a variety of sources
- demonstrates spatial analysis skills, including the interpretation of graphs and the use of topographical maps
- suggests reasons for increases or decreases in growth for each country
- compares changes in economic activity among the countries
- identifies possible causes of economic growth (e.g., availability of resources, technological innovation)
- suggests reasons for trends among the selected countries
- makes predictions on future economic growth for each country, with supporting rationale
- Suggest that students research the causes and consequences of the Great Depression. Ask them to identify the impact of factors such as overproduction, tariffs, stock market speculation, and credit. Assessment criteria might include:
  - analyses events leading up to the crash
  - describes the impact of Black Tuesday on individuals, businesses, and society as a whole
  - identifies after-effects of the crash
  - describes government attempts to deal with the issues
- Have students use a variety of sources to gather information on poverty in Canada (e.g., data on infant mortality, welfare, ...) and propose solutions. Criteria for assessment might include:
  - selects appropriate sources of information
  - raises relevant questions about the data
  - generates hypotheses from the data
  - assesses data for reliability and accuracy
  - applies critical analysis to proposed solutions

## **Pages 28-29: Environmental Issues**

It is expected that students will:

- explain the environmental impact of economic activity, population growth, urbanization, and standard of living
- identify and assess environmental issues facing Canadians

### **Suggested Instructional Strategies**

- Form groups and ask each group to choose a local industry and illustrate (through posters, computer graphics, or other visuals) the relationship between technology, employment, and environmental issues.

- Suggest that students debate, formally or informally, possible solutions to critical environmental issues (e.g., clearcut logging, air and water pollution, acid rain, depletion of fish stocks, global warming).

### **Suggested Assessment Strategies**

- Have each student select an environmental issue and research how it has been addressed by a variety of developed and developing countries (e.g., forest practices in Canada and Brazil). Ask students to assess each country's success in balancing economic and environmental needs. Assess students' work on the basis of criteria such as:
  - thoroughness and accuracy of information
  - variety of sources used and referenced
  - analysis of advantages and disadvantages of each country's approach
  - description of global implications of specific practices.

## **APPENDICES (pages A-1 to G-4)**

### **Appendix A: Prescribed Learning Outcomes (pages A-1 to A-7)**

The tables of all the learning outcomes included in this curriculum are included. Even a cursory reading will reveal that the learning outcomes have a largely subject content focus. From these pages, the teacher-librarian can derive information that will guide resource selection, and the knowledge that if information literacy objectives are to be integrated into the curriculum, the specific appropriate ones will likely have to be identified by the teacher-librarian, for they must be "read into" the learning outcomes stated here.

### **Appendix B: Learning Resources (pages B-1 to B-91)**

The introduction to this section suggests that resources in the school and district be checked before purchases are made (p. B-6) and that a school re-source committee to select learning resources should "Identify a resource co-ordinator (for example, a teacher-librarian)" (p. B-7). Cautions are given about ensuring that resources selected will support the curriculum, the individual learning styles of students, the advantages of certain media (e.g., video) for particular instructional purposes, and the teacher's own teaching style.

Some excellent resources are included in this listing, particularly in video format. There are also a many excellent multicultural resources, some of which could also be used at a lower grade level.

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

The importance of the three Principles of Learning is reiterated, then the Ministry's rationale for this section is stated: "to ensure that education in British Columbia is relevant, equitable and accessible to all learners..." Reviews of each of the following cross-curricular interests are then provided:

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

### **Appendix D: Assessment and Evaluation (pages D-1 to D-14)**

Includes an eleven step process for criterion-referenced evaluation, as well as two unit descriptions, each providing two sample evaluation tools.

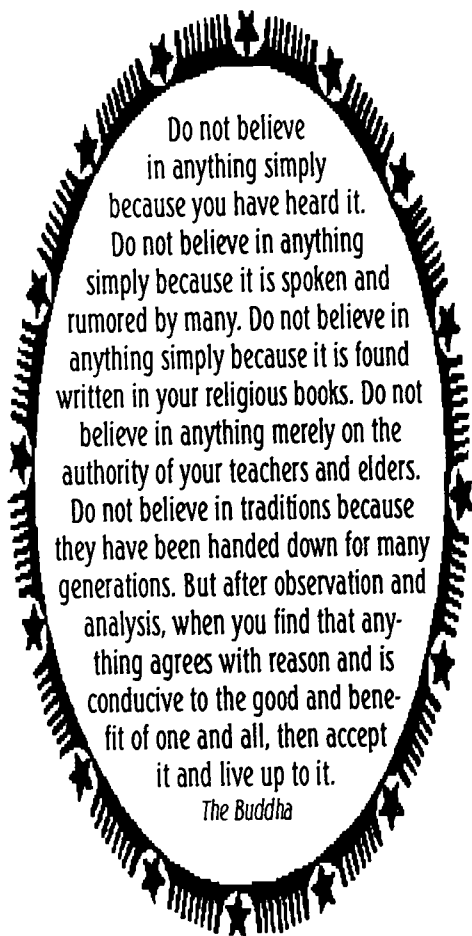
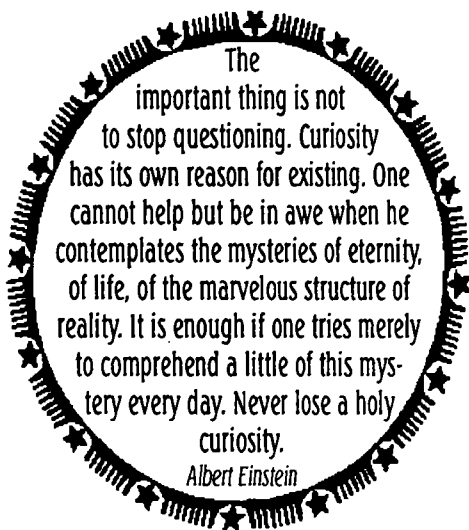
In each of the following descriptions, there is a mention of joint development of evaluation criteria by the teacher and the students.

- Sample 1: Human Rights in the Twentieth Century (D-8) — Student and teacher developed criteria are used to evaluate a written report and an oral presentation.
- Sample 2: Canada's Role in World War II (D-12) — During a group research and discussion process, the teacher uses established criteria to evaluate oral and written work. Criteria are also used with a subsequent debate.

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

Odie Kaplan of Burnaby School District, who served on the Curriculum Overview Team for the Social Studies 8 to 10 curriculum, also served on Curriculum Overview Team for this curriculum.

Once again, if you have an opportunity to serve and an interest in a specific curriculum area, please consider applying.



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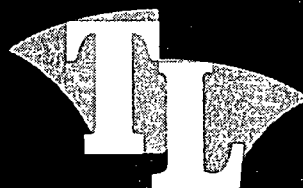
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# RESOURCE-BASED TEACHING CONNECTIONS TO THE SOCIAL STUDIES K-7 IRP

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

The Social Studies K - 7: Integrated Resource Package 1998 contains few surprises, since the draft prescribed learning outcomes were available for over a year prior to the issuance of this IRP. However as teachers and teacher-librarians implement this program, there are a number of challenges. The first and greatest challenge remains to make Social Studies interesting and engaging to students. Some of the new emphases and resources should help with this, if they can be applied effectively in the classroom.

## INTRODUCTION

The introduction section (pages 1-9) contains, in some ways, the most interesting features. Various organizing models or groups of concepts and behaviours are given, which present layers, or perhaps concentric rings, of understandings. It's not surprising that this should be the case, since Social Studies is a complex subject, integrating many disciplines.

### Organizing Principles

The section "Rationale and Approach: Social Studies K to 11" offers four organizing principles for the concepts, skills and behaviours: developing understanding, making connections, applying knowledge, and practising active citizenship (p.1-2). However the curriculum organizers under which the prescribed learning outcomes are grouped in the main body of the IRP are five other headings: applications of social studies; society and culture; politics and law; economy and technology; and environment (p. 2-4). The PLOs under these latter headings cover the former four headings, but the exact correlation is not explicit. In fact the former four headings are the basic principles the writers of the PLOs had to ensure were covered.

This curriculum guide differs from the past most notably in the inclusion of a skills- or process-based strand, "Applications of Social Studies," as a set of

prescribed learning outcomes, in the explicit inclusion of critical thinking as an 'overarching goal', in the extension of politics and law as a group of learning outcomes, and in the movement away from prescribing specific ethnic groups or cultures as subjects of study in the intermediate grades.

### Applications of Social Studies

The "Applications of Social Studies" strand identifies six groups of skills, five of which have usually been considered research and study skills: identifying a topic, locating and gathering information, interpreting, analyzing and presenting it. The sixth set of skills has been less commonly included: taking action based on findings of the research. It is useful to teacher-librarians to have this process recognized and mandated in this way. It is a few years since *Developing Independent Learners* was published by the Ministry, and it never had the force of a curriculum guide. It is useful to have this process emphasized again. There is still a need for schools to flesh out this skeleton with a school-based scope and sequence.

### Content Topics

The document is less specific than formerly in that it doesn't identify which aboriginal groups are to be studied in grade four, which countries in grade six, nor which ancient cultures in grade seven. This can be a blessing or a curse, depending on your point of view. Instead of buying everything available on Japan, we can diversify. However it may be frustrating trying to predict what will be needed. If a teacher decides to focus on a country other than the ones previously 'prescribed' it may be difficult to resource such a unit, at least in the short term. Then, when we have built up the collection on Thailand, for example, that teacher moves on and the next one wants to study India, or China. For the past few years we have had less call for resources on Mesopotamia, but that may change in the future. Ancient cultures of North America and Asia may very well be addressed at last.

## Politics and Law

The sections on politics and law will present some new resourcing and instructional challenges. Information on local politics will need to be actively researched by teacher-librarians.

## Critical Thinking

"The overarching goal of social studies is to develop thoughtful, responsible, and active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments." (p. 1)

Critical thinking is not as explicitly stated as the research process, not appearing as a set of prescribed learning outcomes. Nevertheless the document does place a high priority on critical thought and analysis, by expressing many of the learning outcomes in the "Applications of Social Studies" strand in terms of critical challenges. On page 7, the document identifies five critical thinking tools (background knowledge, criteria for judgement, language and thought, strategies, and attitudes and values) and relates them specifically to the six groups of skills under which "Applications of Social Studies" is organized. This is a very useful page, but limited by the fact that there is only one example given for each skill. Teachers and teacher-librarians will want to consult some of the work done by the TC2 consortium for a more fully-realized model of critical thinking.

The "Overview of Social Studies K to 7" double page spread (p. 4-5) is an interesting addition not found in other IRPs, giving a bird's eye view of curriculum content, as well as a useful set of definitions for the terms Aboriginal people, First Nations, Métis, and Inuit.

It is on the rest of this page that the blurring of distinctions between the traditional research process and critical thinking becomes evident. While the other four curriculum organizers are differentiated by grade, the "Applications of Social Studies" section is not. The six steps of the research/critical thinking process are given as follows:

- Identifying a problem or issue: determining and clarifying a problem, issue, or inquiry that is relevant to the student.
- Gathering information: making use of a wide range of information sources (e.g., libraries, the Internet, mass media, and government services).

- Interpreting information: Drawing inferences from maps, documents, and other primary and secondary sources, both historical and contemporary.
- Analyzing information: developing and defending positions on historical and contemporary issues.
- Presenting information: using various oral and visual media to communicate in small- and large-group settings.
- Practising active citizenship: taking a public stand on matters of personal concern.

The document doesn't provide an identifying term for these generalities (which are expanded in each grade section), but they imply a sequence of steps. On page 7 we have five underlying principles of critical thought and analysis which are called "tools" and which do not imply any particular sequence: background knowledge; criteria for judgement; language and thought; strategies; and attitudes and values. The document unpacks the six steps of the research/critical thinking process with reference to each of the five tools.

## Planning

In planning a unit of work, the teacher and teacher-librarian will have an extremely complex set of organizers to consult: the four general emphases (p. 1-2); the PLOs in the five curriculum organizers; the five tools for critical thinking; the six steps of Applications of Social Studies; not to mention the five types of units recommended: theme, issue, inquiry, problem, or project (p. 6). If we leave out the four general emphases, since they are presumably embedded in the PLOs in the five curriculum organizers, we still have a four-dimensional model. As well as all this, the teacher is enjoined to select "a variety of resources that offer a range of perspectives" (p. 3). And of course we are always concerned with various learning styles and abilities, integration with other subject areas, and the "cross-curricular interests" such as applied skills, career development, ESL, media education, etc. (p. 9 and Appendix C).

How can we make sure we meet all these expectations? First, priorities need to be set. The prescribed learning outcomes will be a high priority — most teachers will start with those. Research skills will be another priority, and teacher-librarians will want to ensure that students have the skills needed to locate and use the resources.

## Resources

The recommended resources are heavily print-oriented: 107 print only, 20 videos, 20 mixed media (mostly video and book combinations), and 2 board games. Resources are continuously being examined for recommendation. The ministry does not have a good system for upgrading recommended lists. Hopefully PLN will take on this important task. The current system is periodic print listings or a yearly upgrade of the IRP CD-ROM. Often the first notice we have that something has been approved is an advertising blurb from the publisher.

Schools will wish to plan for efficient use of funds, and for effective systems of access to resources. The school library resource center will be a key factor in this planning. Many resources would naturally be included in the library resource centre collection.

The IRP declines to recommend Internet sites (p. 10). While historic information is notoriously slim on the Internet, cultural information is more plentiful. It will be a challenge to identify sites which pass selection criteria, but on the other hand it will be very possible to find sites to represent widely differing points of view. Appropriateness to grade level will be a problem.

There are two significant statements found in the "Suggested Instructional Strategies" curriculum organizers, relevant to resources. In the Grade 4 section we are told, "At this level, students begin to use library resources in a systematic way." (p. 34) And in the grade 6 section the document states, "At this level, students use a variety of technologies to research information and share their observations in small groups." (p. 54) Taken together, they seem to imply that library resources will not involve a variety of technologies. Further, the IRP elaborates in the Grade 6 section to explain that the variety of technologies include, as examples, phone, fax, CD-ROM, and the Internet, explicitly excluding books and magazines. It is a continuing concern that some educators think that maturity in research will lead the user away from traditional print sources. This is by no means proven, nor is it axiomatic that electronic resources are to be preferred. It is foolish for students to line up to get to a CD-ROM system when appropriate print materials (books and magazines) are languishing on the shelves of the library resource centre. Perhaps we could substitute the terminology

of low-tech and hi-tech, books and magazines being low-tech, and electronic resources being hi-tech. In this case, print resources are still included in "a variety of technologies". The large proportion of print resources recommended in this IRP is witness to the fact that print still represents the best way to resource most of the learning outcomes.

## CURRICULUM

This is the main body of the IRP, containing information in four columns: prescribed learning outcomes; suggested instructional strategies; suggested assessment strategies; and recommended learning resources.

For the teacher-librarian, the PLOs can be assessed by the following two criteria:

- PLOs with direct research applications  
Students will need to develop research skills, including those skills adapted to electronic media, in order to complete this curriculum. Presentation will continue to increase in importance, along with critical thinking about the research, leading to social action. PLOs which focus on research skills and critical thinking will be most central to the role of the teacher-librarian and to library resource centre programs
- PLOs requiring library resources  
The role of the library resource centre is changing with the growth of networked schools. The walls are becoming transparent. Traditional non-electronic resources are being supplemented with and sometimes supplanted by electronic resources. The teacher-librarian is still the key person in selecting these resources and in integrating them with curriculum and instruction. Any PLO in this document might be part of a cooperatively planned and taught unit. Some emphasize student generated data, while others depend more on secondary resources — the traditional area of the teacher-librarian.

Since many school districts or BCTLA chapters have taken on the task of identifying key PLOs from a resource-based teaching and learning standpoint, this article will only deal with general concepts. Districts or chapters that have done more detailed work are invited to contact *The Bookmark* editors. We will consider publishing appropriate documents,

or at least letting members know of districts or chapters where they could apply for copies of such documents.

### **Grades K to 1**

**Applications of Social Studies:** all PLOs directly involve the research process and critical thinking.

**Society and Culture:** Resources needed, especially on characteristics of the local community

**Politics and Law:** Resources needed on Canada, especially visuals. The "Suggested Instructional Strategies" include gathering symbols of Canada, and use of "literature, songs, dance, and poems that represent various aspects of Canada" (p. 16).

**Economy and Technology:** Resources needed on occupations, for learning centres (p. 18)

**Environment:** Resources needed on local conditions, maps.

### **Grades 2 to 3**

**Applications of Social Studies:** all PLOs directly involve the research process and critical thinking. Resources needed on many topics, depending on what content is being addressed, such as occupations in the community, and pioneer life in the local community.

**Society and Culture:** Resources needed on local history and on cultural diversity in the local community, and on other communities in BC.

**Politics and Law:** Resources needed, such as newspapers, both local and provincial (since few homes subscribe), information on the structures of local government, and on the origins of Canada's symbols.

**Economy and Technology:** Research projects might include history of BC communities, and occupations in those communities. Resources needed for these topics, as well as on uses of technology in the community.

**Environment I:** This section emphasizes mapping skills and concepts. Resources will be needed on Canadian environmental regions.

**Environment II:** Relates environment to occupations. Resources on occupations and on environments will be needed. Resources on environmental issues needed.

### **Grade 4**

**Applications of Social Studies:** all PLOs directly involve the research process and critical thinking. Resources will depend on what content is being addressed, but will focus on Aboriginal studies. A suggested instructional strategy is a comparison of two versions of Captain Cook's landing at Nootka Sound — resource needed. "At this level, students begin to use library resources in a systematic way." (p. 34) Teacher-librarians will use this statement to advocate for library resource centre programs.

**Society and Culture:** Resources needed on various Aboriginal groups in Canada, not just BC, and on biographies of Canadian Aboriginal individuals.

**Politics and Law:** Resources needed on case studies of interaction of explorers and Aboriginals; structures of BC government; structure of local Aboriginal government.

**Economy and Technology:** Resources needed on economic factors behind European exploration of North America, on Aboriginal and early European technology, and on mass media stereotyping.

**Environment:** Research projects involve BC Aboriginal cultures and their physical environment; Aboriginal place names in BC; and how pioneers used resources. Resources needed on these topics as well as literature by Aboriginal authors, on environmental regions, natural resources and their use in the past and present; and case studies of BC communities which typify resource use such as fishing, mining, forestry.

### **Grade 5**

**Applications of Social Studies:** all PLOs directly involve the research process and critical thinking. Resources will depend on what content is being addressed, but will focus on Canadian history. Other resources needed will include different news sources (the IRP lists mass media and CD-ROMs, but would also include books and magazines) for a single news event, and materials on regional issues and their effect on national unity.

**Society and Culture:** Research projects will focus on historic development of Canada, and on immigrant groups, both past and present.

Resources will be needed on these topics, as well as on how cultures have been transmitted and preserved.

**Politics and Law:** Resources needed include the Canadian Charter of Rights and Freedoms, the BC Human Rights Code, the Ombudsman Act, the Constitution Act, 1982, and the Indian Act. Also, information on bilingualism in Canada, census data on the multilingual composition of Canada, and changes in the status of Aboriginal peoples' rights.

**Economy and Technology:** Research projects suggested on how technology has affected occupations over time. Resources such as maps and photographs needed on local community development over time. Other resources: information on transportation and communication methods in the past, present and future, and of differences from region to region in Canada.

**Environment:** This section emphasizes mapping and recognition of Canadian physical and political features. Reference material needed on natural resources across Canada, and their use and abuse, and on resource-based industries. Research projects might include natural resources in one of the provinces or territories, use of resources, and conservation. One suggested activity involves the United Nations and global environments, which haven't been introduced prior to this section. Teachers and teacher-librarians will need to help students to quickly develop enough background knowledge to effectively participate in such an activity.

## **Grade 6**

**Applications of Social Studies:** As in previous grades, all PLOs directly involve the research process and critical thinking. Resources will depend on what content is being addressed, particularly world cultures. The document states, "At this level, students use a variety of technologies to research information and share their observations in small groups." (p. 54) While the IRP emphasizes electronic resources in this context, the teacher-librarian knows that books and magazines are also technologies and will be heavily used by students and teachers. Research topics may include Pacific Rim cultures, and conservation and natural resource management. Resources required include

information on many cultures, mass media advertisements for analysis, and background information for local, provincial, or national issues.

**Society and Culture:** Research topics include social and economic organizations, their purpose and work. Resources needed include the foregoing as well as films or videos, short stories, and poems from various cultures and various physical environments to illustrate their interrelationship; resources depicting daily life in different cultures as it relates to gender, age, and other factors; and the relationship of a culture to its fine arts and folk arts.

**Politics and Law:** Research projects include political structures of countries. Resources needed: Rights and responsibilities in Canadian society and law; global responsibilities; United Nations Declaration of the Rights of the child; children and youth in economics and labour.

**Economy and Technology:** Research projects on Canada's relationship with another country; changes technology has made in industries and in the communities associated with them; and the effects of urban migration. Resources: for the foregoing, as well as major economic systems (capitalism, communism, and socialism); factors affecting economy (urbanization, technology, resources, markets, transportation, labour, energy); ethics in industry and technology; and cultural stereotypes in — and using — print, mass media, and electronic resources.

**Environment:** Research projects include the relationship of Aboriginal cultures in Canada to their environment; and the same inquiry related to Aboriginal peoples of other countries. Resources: maps, graphs and tables related to world physical and human geography; materials relating resources to settlement, economy, and environment in different countries; ecological footprint in Canada and other world economies.

## **Grade 7**

**Applications of Social Studies:** As in previous grades, all PLOs directly involve the research process and critical thinking. Resources will depend on what content is being addressed, particularly ancient cultures. These will include: replicas of artifacts from ancient cultures; reference material on ancient cultures;

innovations in technology and knowledge in ancient cultures and across ancient cultures; global issues.

Society and Culture I: Resources: timelines; concept of civilization.

Society and Culture II: Research projects might include reports comparing two cultures, one in decline and the other flourishing, or the same culture at different periods; exchange of goods between traders and indigenous peoples.

Resources: social structures, classes, daily life in ancient cultures; trade routes in ancient times; conflicts among ancient cultures; origins of modern festivals or technology.

Politics and Law: Resources include biographical material on ancient rulers; reference material on hierarchical social structures in ancient cultures; justice and law in ancient cultures; Code of Hammurabi; Canadian legal system.

Economy and Technology: Research projects might include factors influencing development of a selected ancient city; a technological innovation or scientific advancement in an ancient culture (including Canadian Aboriginal Peoples); mass communication in ancient cultures. Resources needed, beyond the foregoing, might include settlement patterns, economic factors, and occupations in ancient cultures.

Environment: Research project on ancient cultures and their relationship to the natural environment. Resources on historical and current events associated with ancient cultures; environmental impact of ancient cultures; current environmental issues with parallels to past cultures; graphs, scales,

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# INTRODUCING PRESERVICE TEACHERS TO PARTNERSHIPS WITH TEACHER-LIBRARIANS

by MARLENE ASSELIN, UBC Department of Language Education..

In the March 1998 issue of *The Bookmark*, I explained a project begun in 1998 that introduced preservice teachers to the role of the teacher-librarian as instructional partner. While some preservice teachers happen into this knowledge through their practicum experiences, most students complete their teacher education program with no systematic introduction to this aspect of teaching. This article reports major results of last year's project and describes plans for the winter 1999 term.

## RESULTS OF 1998

Results of the 1998 phase of the project were based on analysis of responses to a questionnaire about the role of the teacher-librarian. Content of the research instrument was based on the 1997 ATLC-CSLA competencies for teacher-librarians document. Students in all 13 sections of a required course in elementary language arts completed the questionnaire before and after the "treatment." Six of the thirteen sections spent approximately sixteen hours of class time over two weeks in activities meant to increase their practical understanding of three aspects of instructional partnerships: resource-based learning, critical thinking and information literacy. Although the role of teacher-librarian includes many other areas, the limited time available restricted the scope of the research. Students participated in a series of practical activities to give them first-hand knowledge of critical thinking, resource-based learning, and information literacy. Specifically, students observed cooperatively taught lessons in school libraries, attended a workshop on critical challenges and engaged in cooperative planning with teacher-librarian at our two Faculty of Education libraries.

I found three major areas of growth for students in the treatment sections, each of which reflects points of emphasis in the activities. First, these new teachers came to understand that teacher-librarians support development of students' information literacy. Specifically, they understood that teacher-librarians teach students how to locate, evaluate and apply information objectively and critically, and how to use informational and imaginative resources in their research. Second, preservice teachers learned that partnerships between teachers and teacher-librarians are important. Underlying this principle are preservice teachers' newly formed view of the teacher-librarian as a leader in carrying out the school's instructional program and belief that most teachers cooperatively plan and teach resource-based integrated units with teacher-librarians. Third, preservice teachers came to understand that teacher-librarians have many professional competencies, including knowledge of the provincial curriculum, evaluation of multimedia resources and higher level thinking; and leadership in staff development initiatives and implementation of the school's instructional program.

It was a long and challenging road for the many people involved in gaining these results. This project could not have happened without the immense efforts of many people — course instructors, the many volunteer teacher-librarians, our two university librarians, Jo-Anne Naslund and Keith McPherson, Roi Daniels, and most of all, Liz Austrom, who threw herself headfirst

from retirement into all components of this project before, during and after. I have identified all individuals involved during 1998 and the upcoming 1999 phases at the end of this article. Some people from last year have moved to other universities or have taken other responsibilities. If you see any of these people, tell them thank you from the field!

## **WINTER 1999 PLANS**

As a first attempt to introduce upcoming teachers to the role of the teacher-librarian, we were pleased. But we had learned so much that despite our exhaustion we wanted to try again. Our goal this year for all involved is simplification. Both instructors and students were overwhelmed with teaching and learning several major concepts within a short time period — and we were left with only six weeks to teach students about all the other language arts. Thus we have selected what worked best last year and changed as needed.

With the recent release of the *Standards of Information Literacy* (American Association of School Librarians, 1998), we agreed to focus on information literacy this year. Students and society generally are hearing about information literacy yet most people are unsure of its meaning and what it looks like in the classroom. With this focus, situating our project in the language arts course made even better sense. We are not abandoning resource-based learning or critical thinking but rather see them serving information literacy in its richest sense.

Five sections of the same required language arts courses will participate in the project this year. Again, Roi will provide a workshop on critical challenges, Liz has arranged visits for each class to a school library where students will observe critical challenges and information literacy lessons in action, and Jo-Anne and Keith have organized two class periods for each student in each class to cooperatively plan one information literacy lesson. This lesson will be drawn from an integrated resource-based unit planned around at least one critical challenge as well as principles of writing across the curriculum. The one information literacy lesson will provide a means for the preservice teachers' own practicum students to move towards resolving one critical challenge within their unit.

We realize these experiences will only introduce students to the complex processes of integrated unit planning, resource-based learning, critical thinking, and information literacy. Incorporating another component into an already full course syllabus is a major undertaking. We are encouraged that word about the project is spreading through the Faculty of Education. While some classes cannot follow our approach, more students are being introduced to critical thinking / challenges and information literacy in other ways. While faculties of education have long acknowledged the role of library and information literacy in lifelong learning, programs addressing these issues have remained insulated within the Teacher-Librarian diploma and graduate programs. People involved in the UBC Information Literacy Project have committed to finding a way of insuring the development of all these tools by all new educators.

## **CONCLUSION**

This is the first time a large scale study has been conducted on preservice teachers' understandings of the role of the teacher-librarian. Developments in cognitive psychology over the past three decades have recognized and clarified the influence of beliefs on behaviour. Working from this assumption, our purpose was to nudge student teachers towards more active

partnerships with teacher-librarians during their long practicum thus reinforcing beliefs shaped during teacher education. Newly formed beliefs are fragile and can be broken or strengthened depending upon the following situations people encounter.

Many people have asked me about follow-up to both the first group of students and those soon entering the field in their long spring practicum. Follow-up in schools is dependent on the field. I have heard enthusiastic reports from faculty advisors about teacher-librarians who actively supported student teachers during their brief January practicum this year and have promised to be there for them when they return in April. Just as a child's education is not the sole responsibility of one teacher, but rather that of the entire system through which the child passes, I believe the education of teachers as instructional partners with teacher-librarians is shared with the many players in their education. This project offers new teachers a stronger starting point in that process.

<u>Instructors Winter 1998</u>	<u>Instructors 1999</u>
Marlene Asselin	Marlene Asselin
Margot Filipenko	Rishma Dunlop
April Gill	Margot Filipenko
Susan Seaman	Elizabeth Lee
Peter Trifonas	Jane Wakefield
Jane Wakefield	

<u>Project Partners 1998 + 1999</u>	<u>Teacher-Librarians 1998 + 1999</u>
Liz Austrom	Michelle Farquharson
Elizabeth Crittenden*	Patricia Finlay
Roi Daniels	Mark Roberts
Keith McPherson	Barbara Smith
Jo-Anne Naslund	Elizabeth Smith
Elizabeth Smith*	
* 1988	

# STUDENT BOOK PICKS OF 'GREAT READS'

by **JUDITH COFFIN**, teacher-librarian, and **SUSAN VEGSUND**, technical editor, Elgin Park Secondary School, SD#36 (Surrey).

## Purpose

- To encourage students to talk about books
  - To encourage students to share books that they found to be 'Great Reads'
  - To promote the lifelong skill of reading
  - To build a foundation for joining book clubs
- 
- Grade 11 students can receive community service credit for CAPP 11/12 for reviewing books for students in the school.
  - Grade 10 students can participate and bank credit for grade 11 CAPP while they are in grade 10.
  - To receive credit for community service the **STUDENT BOOK PICKS/**

**Recommended 'Great Reads'** project requires students to:

- create a 4-5 sentence promotional summary for a display.
- create a 4-5 sentence promotional summary as a shelf bookmark.
- write a book review for the school newspaper or school television station.

## Introduction

Whether we are browsing in a book or video store, we are drawn to the Staff Picks or Recommendations.

We wanted to create a series of promotional summaries to accompany new books in the display case or on the shelf without doing great amounts of work.

We noticed that Phyllis Simon at Vancouver Kids' Books had created bookmark-like summaries which spotlight her recommended choices while Duthie's staff use circular STAFF PICK stickers and Granville Book Company uses recommended summaries tacked to the shelf beside the book.

We created a project for CAPP 11/12 (in which course students receive credit for writing book reviews) that uses all three techniques to encourage students to read and share their opinions and recommendations. Next year we are going to expand the reading program and ask some of the English teachers to incorporate a book review as part of their course.

Please feel free to use our summaries in your library to promote 'Great Reads'.

# STUDENT BOOK PICKS PROJECT

## *'Great Reads' Recommended by Students*

### 30 Hours Community Credit

1. Select a novel approved by your teacher-librarian and your English teacher.
2. Your book review should contain some of the following elements:
  - the title and author of the book
  - a 4-5 sentence book review which highlights the story of the book without summarizing the plot
  - the strengths or weaknesses of the book
  - why you liked the book
3. Credits: For 30 hours      2-3 minute book review for **ORCA VISION** (Locally produced student television program)  
Summary for **Recommended** Shelf Bookmark  
Summary for **Recommended** Book Display  
  
For 15 hours      Summary for **Recommended** Shelf Bookmark  
Summary for **Recommended** Book Display  
  
For 10 hours      Summary for **Recommended** Shelf Bookmark  
  
For 10 hours      Summary for **Recommended** Book Display
4. Book Review for ORCA VISION includes creating a 2-3 minute book review or a script that the anchors can read on ORCA VISION.  
  
Summary for **Recommended** Shelf Bookmark includes 4-5 sentence book review.  
  
Summary for **Recommended** Book Display includes a 4-5 sentence book review.
5. You may work individually or in pairs.

Recommended  
*if i should die before i wake*  
by  
han nol

A teen member of a neo-Nazi group is unconscious after a motor cycle accident. Before she regains consciousness, she enters the memory of another patient, an aged Holocaust survivor. She experiences first hand the horror, the losses, and the desperation of being a Jew during WWII.

Recommended  
*Janey's Girl*  
by  
Gayle Friesen

Fourteen-year-old Claire and her mother Janey return to Hope, BC, the town Janey left before Claire was born. Claire hopes she will find answers to family secrets - the identity of her own father; why her mother stayed away so long.

Recommended  
*True North: A Novel of the Underground Railroad*  
by  
Kathryn Lasky

Afrika is a young slave who is making a run for freedom on the underground railway. Lucy is the daughter of an upper-middle class family in Boston. Their lives collide when Lucy finds Afrika hiding in her grandfather's house. The grandfather dies, leaving Lucy and Afrika to discover the codes, signals, and roads on the dangerous journey to Canada.

Recommended  
*Ratface*  
by  
Garry Disher

Adopted by a white supremacy group as children, Max and Christina have been taught to believe its teachings. But when they discover a new "adopted" child has really been kidnapped, they decide to break out. Their escape and search for their families is suspenseful and chilling.

Recommended  
*Zero at the Bone*  
by  
Michael Cadnum

Cray is a member of a family of winners. All this changes when his sister Anita doesn't come home one day. The family is as lost as she is. Was she kidnapped? Did she leave on her own? Was there a secret in her life?

Recommended  
*I am David*  
by  
Anne Holm

This is the fascinating story of a nine-year old boy who escapes from a WWII concentration camp. He tramps across Europe, knowing he could be captured at any time, and discovers the world and himself. This is a five-star read.

Recommended  
*A Wind in the Door*  
by  
Madeline L'Engle

This is another story about the Murry family from "A Wrinkle in Time". It is about a boy named Chris, who is incredibly ill. His sister Meg and her friend Calvin go on a splendid adventure and series of tests to save him. The adventure is out of this world - literally!

Recommended  
*A Swiftly Tilting Planet*  
by  
Madeline L'Engle

Fifteen-year old Chris Wallace and the unicorn Gaudior undertake a perilous journey through time, to stop the destruction of the world. One trip into the future and one "Might Have Been" can change the course of history. This third story in the Time Quartet series is a perfect blend of science-fiction and fairy -tale.

Recommended  
*A Wrinkle in Time*  
by  
Madeline L'Engle

It was a dark and stormy night when Meg, her brother Charles, and her mother discover a disturbing stranger in their kitchen. The story tells the adventures of Meg, Charles and Calvin as they search for Meg's father, a scientist who has disappeared. Intriguing and fantastic.

Recommended  
*An Acceptable Time*  
by  
Madeline L'Engle

A time gate opens and drops Polly into a world that existed 3,000 years ago. At first she just visits, but then she and two friends get stuck in the past. Polly finds herself playing an important role in time. A book of wonderful descriptions.

Recommended  
*Wringer*  
by  
Jerry Spinelli

Palmer does not want to turn 10. In his town, 10 year olds become wringers at the annual pigeon shoot, wringing the necks of wounded pigeons. His friends discover he keeps a pet pigeon in his room. Will he become a wringer to save face or will he do what's right for him? This is an intense reading experience.

Recommended  
*The Subtle Knife*  
by  
Philip Pullman

This book is an excellent sequel to *The Golden Compass*, but it can also be read on its own. Lyra and Will move between worlds, looking for Dust, the stuff of the universe, and Will's father. Pulse pounding action! A tremendous cliffhanger! Where's #3?

Recommended  
*The Golden Compass*  
by  
Philip Pullman

Lyra lives in a world parallel to ours where every human has a daemon, a companion soul in the form of an animal. Lyra and her daemon become involved in an adventure that is a rich combination of high fantasy, crackling drama and intense emotion.

Recommended  
*Briar Rose*  
by  
Jane Yolen

Haunted by tales of the Holocaust, Becca begins a search for her grandmother's WWII past. The trail leads her to the site of an extermination camp in Poland. This retelling of *Sleeping Beauty* finds Briar Rose living dark forests patrolled by the German army. A unique book with good plot, mystery, and suspense.

Recommended  
*Haveli*  
by  
Suzanne Fisher Staples

In this sequel to *Shabanu*, Shabanu, now an 18-year-old mother, faces daily challenges as she struggles against the harsh customs and ancient traditions of Pakistan, and falls in love with a forbidden man. Shabanu is courageous and intelligent. Her story is suspenseful and real.

Recommended  
*Shabanu*  
by  
Suzanne Fisher Staples

Set in modern Pakistan, this book offers a passionate and personal look at a young girl's struggle for identity in a culture that forbids even token expressions of independence by women. Shabanu, 11, is pledged to marry an older man. Can she risk defying her father?

Recommended  
*The Tuesday Cafe*  
by  
Don Trembath

Harper accidentally gets into writing after he lights a fire in a school garbage can. A judge orders him to write an essay on how he will turn his life around. The Tuesday Cafe is a writing club, but it might not be what his parents expect.

Recommended  
*A Fly Named Alfred*  
by  
Don Trembath

This book is a sequel to *The Tuesday Cafe*. Harper now writes an anonymous column about school life that spares no one. It's a big hit. One column enrages a school bully and Harper must protect his secret identity. The story is a realistic comedy that entertains.

Recommended  
*Shadow in the North*  
by  
Philip Pullman

In the second of the Sally Lockhart Trilogy, Sally is an 1878 London business woman. She and her companions try to solve the mystery of the collapse of a shipping firm in unusual circumstances. The story is an entertaining thriller complete with spiritualism.

Recommended  
*The Tiger in the Well*  
by  
Philip Pullman

The third book in the Sally Lockhart Trilogy, this is another thriller. When a stranger claims to be her husband and demands her baby and property, Sally searches Victorian London's slums for his true identity. An enjoyable suspense novel with a conscience.

Recommended  
*The Ruby in the Smoke*  
by  
Philip Pullman

Anyone who wants a terrific female heroine, dirty villains, a precious mystical gem, and a charming boyfriend in an 1800 London mystery, this is your book. It's a page turner.

Recommended  
*The Music of Dolphins*  
by  
Karen Hesse

After falling from a refugee boat at the age of 4, Mila spends 8 years as a wild child, raised by dolphins between Florida and Cuba. When she is rescued, she must learn to communicate with humans again. She must also decide which is better - to be human or to be dolphin. A book full of imagination and compassion.

Recommended  
*The Devil's Arithmetic*  
by  
Jane Yolen

Hannah is tired of hearing about the Holocaust, but when she opens the door for Elijah at the Passover Seder, she is transported back to Poland, captured, and put in a death camp. She has a new name, a new past, and knowledge of the future. She has to do something. It is a wonderful book.

Recommended  
*Looking For Alibrandi*  
by  
Melina Marchetta

Looking for Alibrandi is about a seven-teen year old Italian girl growing up in Australia. In one year she meets the father she's never known, falls in love but not with the boy she thought she would and comes to terms with the fact that she'll never escape being Italian. The best book I've ever read!

Recommended  
*A Bone From A Dry Sea*

by  
Peter Dickinson

This is a story about two girls, Li and Vinny, who live in two very different times. The stories cross in that Vinny and her father are working on an archeological dig at the site of the inland sea that Li knew thousands of years before. The book makes you think about what might have been.

Recommended  
*Reunion*

by  
Fred Uhlman

This small but powerful novella is about the friendship of two boys in prewar Germany - one is a Jew, the other a member of the aristocracy. Their strong friendship is ravaged by the sinister mood of the Third Reich. The ending is haunting.

Recommended  
*Crash*

by  
Jerry Spinelli

Crash is a vain, arrogant and shallow football star who loves to torment his neighbour Penn, who is everything Crash isn't - small, friendly and a pacifist. When Crash's grandfather comes to live with them after a stroke, Crash begins to see the good things in Penn. It's a great, humorous look at the inside of a bully.

Recommended  
*When Hitler Stole Pink Rabbit*

by  
Judith Kerr

Anna was too busy with ordinary things to notice Hitler's rise to power in her native Germany. Being Jewish is just something you were because your grandparents were. But then her father is suddenly missing, and her family flees Berlin in secrecy. Anna finds new strength in herself as a refugee in Europe. This is a book you won't want to put down.

Recommended  
*If I Die in a Combat Zone*

by  
Tim O'Brien

A searing, intensely personal account of the author's experience as a foot soldier in Vietnam. The reader is taken behind the infantryman's rifle from the minefields of My Lai, to crawl in the ghostly tunnels, and to explore manhood and morality in a war gone terribly wrong. A gripping account of his war.

Recommended  
*Going After Cacciato*

by  
Tim O'Brien

A private deserts his post in Vietnam, intent on walking 8,000 miles to the peace talks in Paris. His squad is sent after him, following a trail of M&M's across the continent to Paris. The unfolding story is a mix of ferocious comedy and the bleak horror of war.

Recommended  
*Out of the Hitler Time*

by  
Judith Kerr

This volume includes three books about Anna, a Jew who fled Nazi Germany before the war. Her family becomes refugees in France and England. If you've read *When Hitler Stole Pink Rabbit*, you can re-enter Anna's world, her much loved family and the Holocaust.

Recommended  
*Eva*

by  
Peter Dickinson

After a terrible accident, a young girl awakes to discover that a most unusual operation has saved her life. Set in a future, overpopulated world, Eva raises questions about how far science should go to save lives.

Recommended

*The Maestro*

by

Tim Wynne-Jones

As he flees from his brutal father into the wilderness, Burl discovers an unusual lakeside retreat and its resident genius, the maestro. The maestro shelters, enchants and bewilders Burl, giving him the means to face his father. A truly compelling adventure story.

Recommended

*Stephen Fair*

by

Tim Wynne-Jones

Recurrent nightmares and a feeling his mother is hiding something haunt a teenager. Stephen is convinced the dreams are taking him somewhere and are at the heart of a secret tearing his family apart. A thoughtful look at families and strong teenagers.

Recommended

*Hero of Lesser Causes*

by

Julie Johnston

In 1946 twelve-year-old Keely is devastated when her older brother Patrick is paralysed by polio. She starts a campaign to reawaken his waning interest in life. Her imagination and persistence pay off, but it isn't easy. The story is sad and intense.

Recommended

*The Dead of the Night*

by

John Marsden

Continuing the story begun in *Tomorrow, When the War Began*, Australia has been invaded and nothing is as it was. Six teenagers are living out their nightmare in the sanctuary of a hidden valley called Hell. Alone, they make their own rules, protect what is theirs, and struggle for courage and hope in a world changed forever. An excellent, realistic story.

Recommended

*So Much to Tell You*

by

John Marsden

After what happened to her face, Marina stopped talking. In a new school she has to keep a journal and she begins to give shape to the nightmare that took away her voice. This is the tragic story of the effect of divorce and her parent's anger on a young woman's life. Another fantastic book from John Marsden.

Recommended

*Letters from the Inside*

by

John Marsden

A good, gritty book, but watch out. Mandy and Tracey begin a correspondence after answering a personal ad in the paper. They begin by talking about their perfect though fictitious lives. Gradually they begin to reveal the truth that is more unbelievable than the lies. The ending is overwhelming and leaves the reader dizzy with unanswered questions.

Recommended

*A Killing Frost*

by

John Marsden

The sequel to *The Dead of the Night* has the group of teenagers continuing their fight against the enemy that has taken away their country and their future. John Marsden paints a shockingly real portrait of teenagers who take great risks to defend what is theirs.

Recommended

*I Stay Near You*

by

M. E. Kerr

A gold ring mysteriously manipulates a complex chain of events as it is passed from generation to generation. It all begins with Mildred, who receives the ring from her boyfriend, the richest boy in town, just before he leaves to fight in WWII. The reader gets so wrapped up in the characters that it is hard to believe that the book has to end.

Recommended  
*Deliver Us from Evie*  
by  
M. E. Kerr

Told by her brother Parr, this is the story of 18-year-old Evie, her Missouri farm family, and the turmoil created by Evie's love for the local banker's preppie daughter. The book breaks the rules about love and lesbian stereotypes.

Recommended  
*Hello, I Lied: A Novel*  
by  
M. E. Kerr

Lang is solidly and happily gay, although not ready to be public about it. But this particular summer is different - it is the summer he loves a girl. Love is immensely complicated. Lang is confused about what he is confused about. An unusual twist on the coming of age theme, this is a story filled with very human characters.

Recommended  
*Dogsong*  
by  
Gary Paulsen

Russell is a fourteen-year old Inuit who is uncomfortable with all the modern things in his life. He makes a 1400-mile journey by dogsled across the frozen Alaska wilderness, using the old ways, looking for a "song" of himself. Another riveting story from the author of *Hatchet*.

Recommended  
*Hatchet*  
by  
Gary Paulsen

Haunted by his parents' divorce and the secret that caused it, Brian is flying to a remote part of Canada to visit his father. The small plane crashes and Brian, the only survivor, must learn to survive with only the clothes on his back and the hatchet his mother gave him. The story will keep you on the edge of your seat.

Recommended  
*Brian's Winter*  
by  
Gary Paulsen

In *Hatchet*, Brian learned to survive in the wilderness with only a hatchet. He was rescued at the end of the summer. *Brian's Winter* begins where *Hatchet* might have ended - Brian is not rescued and must face the deadly winter alone. Amazing and exciting.

Recommended  
*The River*  
by  
Gary Paulsen

In this sequel to *Hatchet*, Brian is asked by the government to go back into the wilderness to recreate his adventure as part of a study of the psychology of survival. Lightning strikes and the adventure of real survival begins again. Vividly written, this story will please Paulsen fans.

Recommended  
*The Rifle*  
by  
Gary Paulsen

A priceless, handcrafted rifle, fired throughout the American Revolution, is passed down through the years until it fires on a fateful Christmas Eve. The book is fabulous and challenges firearms' defenders.

Recommended  
*Looking for Alibrandi*  
by  
Melina Marchetta

*Looking for Alibrandi* is about a seventeen-year old Italian girl growing up in Australia. In one year she meets the father she's never known, falls in love, but not with the boy she thought she would, and comes to terms with the fact she'll never escape being Italian. The best book I've ever read!

Recommended  
*Fallen Angels*  
by  
Walter Dean Myers

Seen through the eyes of a young black man, this is the gut-wrenching story of his tour of duty in Vietnam. Like *Saving Private Ryan*, it is a testament to thousands of young people who lived and died during the war. Powerful and gritty.

Recommended  
*The Glory Field*  
by  
Walter Dean Myers

Spanning five generations, this is the story of an Afro-American family from Africa to South Carolina. A strong teenager is the focus of each generation in its fight for freedom, dignity, and ownership of their piece of America.

Recommended  
*I Was There*  
by  
Hans Peter Richter

Friedrich lives in a small German town. This is the story of his involvement in the Hitler Youth group during the early years of the Third Reich. Author Richter lived through it himself. He says that he was there, he believed, and he will never believe again.

Recommended  
*Friedrich*  
by  
Hans Peter Richter

This is the simple but terrifying story of the persecution of Jews before and during WWII and how it affected two families - one Jewish and one non-Jewish. Told by Friedrich's best friend, the story is honest and compelling.

Recommended  
*Night*  
by  
Elie Wiesel

*Night* is the terrifying account of the Nazi death camp horror that makes a young Jewish boy witness the death of his family, the death of his innocence, and the death of his God. It is Wiesel's first step in his lifelong project to bear witness for those who died. The sights, smells, and tortures capture your mind.

Recommended  
*Good-bye Marianne*  
by  
Irene M. Watts

The author was one of 10,000 children who were sent from Nazi Europe to Britain in the Kindersport rescue operation in 1938. This is the story of Marianne and her parents, and the persecution that drove them to send her to safety. The anguish is heart-breaking.

Recommended  
*Left to Die*  
by  
Dan Kurzman

A US cruiser was sunk near Guadalcanal in WWII. It was thought there were no survivors so there was no immediate rescue effort. But 180 men were left in the water until sharks, wounds, and thirst reduced them to 10 in one week. This book examines the tragedy and the military indecision that caused it.

Recommended

*Chickenhawk: Back in the World*

by

Robert Mason

Mason was a helicopter pilot in Vietnam. This book tells the story of his painful return to civilian life and his decline into alcoholism, drug smuggling, and prison. Mason speaks for all vets who struggle to escape their Vietnam experience.

Recommended

*The Sky is Falling*

by

Kit Pearson

In the summer of 1940, 10-year old Norah and her brother are sent away from England to safety in Canada. There they will live with a complete stranger. They must learn to live with terrible homesickness and learn to accept their new lives. The first of an award-winning trilogy.

Recommended

*Looking at the Moon*

by

Kit Pearson

In the second book of a trilogy, British war refugees Norah and Gavin spend the summer at a summer cottage in Ontario. Norah falls for her adoptive cousin, a pacifist, whose ideals threaten their relationship. An insightful novel about awakenings.

Recommended

*The Lights Go On Again*

by

Kit Pearson

In the last book of a trilogy, Norah and Gavin have been staying in Canada for five years as war refugees. The war is drawing to a close when their parents are killed by a bomb. Unlike Norah, Gavin cannot remember his parents, so the two face returning home with very different emotions. A moving account of refugee life.

Recommended

*A Handful of Time*

by

Kit Pearson

A young girl is spending a summer with family she doesn't know and doesn't fit in with. Under a floorboard in her room she finds a watch that takes her back to the summer her mother is 12. Her summer is transformed. An excellent book by an excellent author.

Recommended

*Awake and Dreaming*

by

Kit Pearson

In this intriguing ghost story, Theo, who lives in poverty with her irresponsible mother, longs for a family with lots of love and siblings. She is mysteriously adopted by the family of her dreams, but when they fade away one day, she is left with dealing with the family she has.

A book you will remember.

Recommended

*Jacob Have I Loved*

by

Katherine Paterson

Louise has lived in the shadow of her twin sister all her life. Being second has affected her life at school, with friends, with her mother, and even her name. Will it ever be any different living on a tiny island? Louise is a very real character who must find her identity her way.

Recommended

*Harris and Me*

by

Gary Paulsen

A boy spends his 10th summer on his aunt and uncle's farm, getting away from his alcoholic parents. From sunrise to sunset his days are filled with hard work, gut-busting meals, and crazy exploits with his cousin Harris. Harris is clever and curious with a rude vocabulary. The story is filled with laughter. If you like Gary Paulsen, don't miss this one.

Recommended  
*The Haymeadow*  
by  
Gary Paulsen

Fourteen-year old John is asked to spend the summer in the mountains alone with a herd of sheep, two horses, and four dogs. He is determined to succeed so he can win the respect of his father, but he finds himself tested beyond his wildest imagination. An entertaining story.

Recommended  
*The Cookcamp*  
by  
Gary Paulsen

This book tells the adventure-filled story of a boy sent to live with his grandmother, a cook in a camp for a road construction crew in the Minnesota wilderness. It's hard to be brave with his father away fighting the war and his mother in Chicago. His grandma understands, but can she find a way for him to go home? Another good read from Paulsen.

Recommended  
*Canyons*  
by  
Gary Paulsen

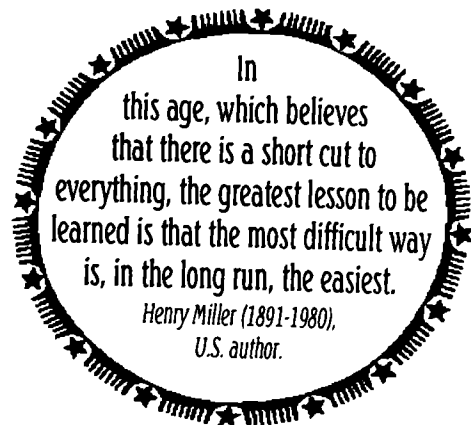
Coyote Run's first raid will prove his manhood - if he survives. More than 100 years later, Brennan becomes obsessed with a skull he finds on a canyon ledge. Two boys, separated by time and culture, face the challenges that lead to manhood. This is a great book.

Recommended  
*The Island*  
by  
Gary Paulsen

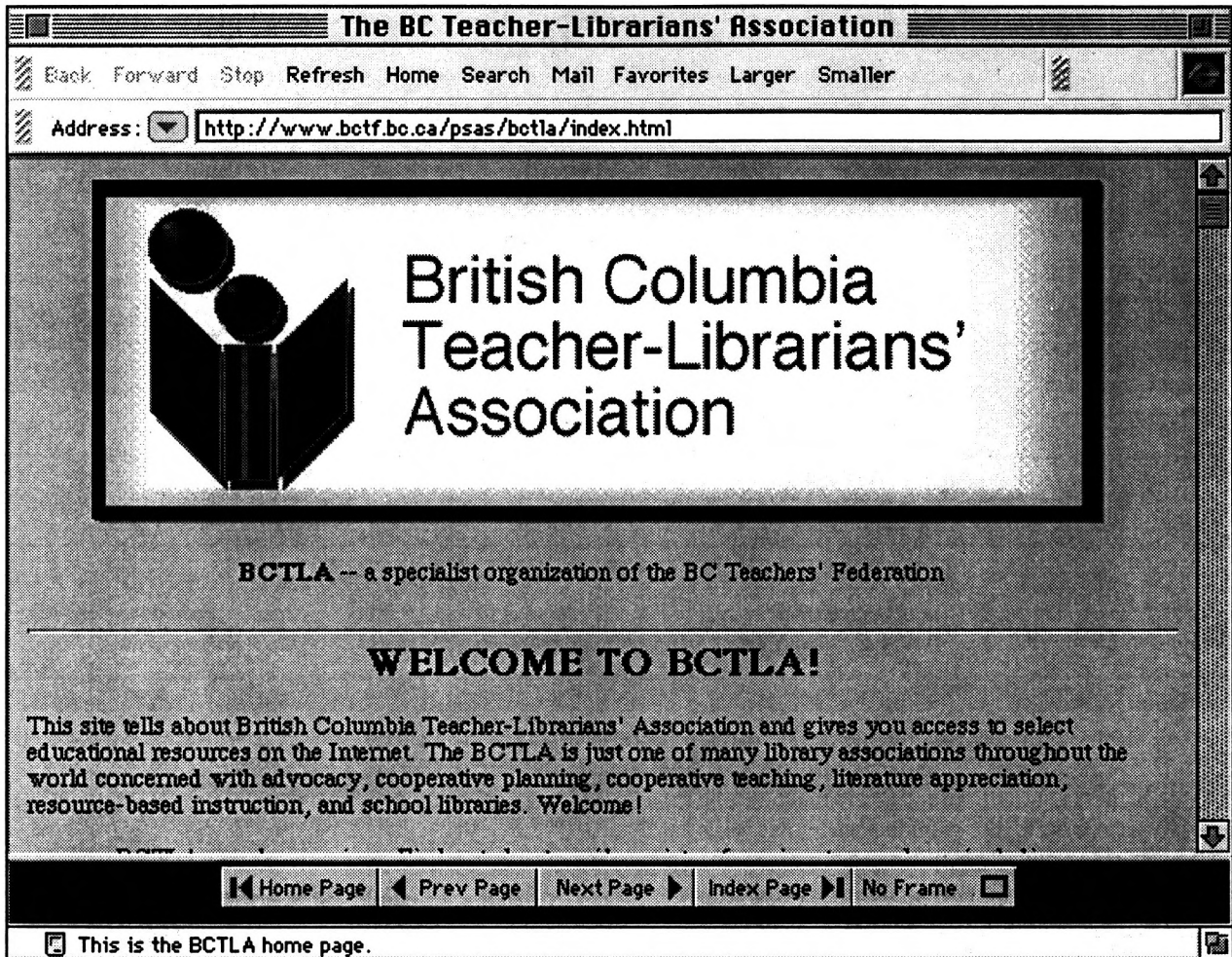
Will and his family have moved again, and this time it's tougher since his parents are fighting. Luckily, Will discovers the island where he can be alone and forget his problems. But he can't stay away from the world forever. His parents worry when he decides to stay on the island indefinitely. A great story, told so well.

Recommended  
*The Monument*  
by  
Gary Paulsen

Mick is an artist who is hired to create a monument to the war dead of a small town. Mick's research unearths issues the town would rather not face, but in the end the town and two lives are transformed by his work. A vividly written, intriguing tale.



# VISIT THE BCTLA WEB SITE ON THE INTERNET!



Visit the BCTLA on the Internet at <http://www.bctf.bc.ca/psas/bctla/index.html>

Find the cumulative index to the *Bookmark* at <http://www.bctf.bc.ca/psas/bctla/Bkmkindx.pdf>

# PROFESSIONAL DEVELOPMENT AND TECHNOLOGY SURVEY: UPDATE

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

The results from 19 Chapters were printed in the December 1998 issue on pages 24-33. Because of an e-mail glitch at my end of the information chain, the results from four other Chapters were not included in the article. They are included in this update article. An analysis of all of the results will appear in the June issue of *The Bookmark*, along with some suggestions for Chapters on ways to serve the needs of their members.

## PART ONE: CURRENT DISTRICT INSERVICE IN TECHNOLOGY

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

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

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

### School District #54 (Bulkley Valley) Jocelyn Rourke, Chapter Councilor

**A.1** Networking: "This session, like the others that follow, has been provided on Pro-D days or 'short Thursdays' when schools dismiss at 2 p.m.. They are delivered by a computer specialist at the high school level or by the District Computer Helping Teacher. There is no cost to teacher. The Pro-D committee pays the computer teacher a small honorarium. The District also sponsors all of the teacher-librarians to meet with the Computer Helping Teacher and the Intermediate Helping Teacher several times a year. (This also pays for our travel for chapter meetings as we meet after school hours on the same day.) This district-sponsored meeting takes place during school hours and is technology focused. We share what we are doing in our individual libraries in the area of technology and we are exposed to new programs and training by the Computer Helping teacher. This process came about because our chapter took it upon itself to be the leaders in ensuring that the outcomes of the IT IRP were being implemented. We now have a plan in place at the secondary level whereby the IT outcomes for Grades 8 - 10 are implemented through cooperatively planned library units in specific subject areas. The 11/12 is run through regular courses. The T-Ls at the K-7 level are teaching most of the technology outcomes through library units as well. The T-Ls in the elementary schools are also the server administrators. We have found that this has given us quite a high profile in the district so we feel it is a form of advocacy."

**A.2** Office 97.

**A.3** Graphics.

**A.4** Troubleshooting.

- A.5 Internet searching.
- Most Useful Inservice
- C.1. None identified.

School District #55 (Burns Lake) Diane Kozoris, reporting

- A.1 Internet: All of these “used local presenters and implementation money, paying a fee for the presenter.”
  - A.2 Hyperstudio.
  - A.3 ClarisWorks.
- Most Useful Inservice
- C.1. None identified.

School District #57 (Prince George) Bev Manklow, Chapter Councilor

“We have a very active District Technology Team that initiates technology workshops and training of a general nature. Much of this is relevant to teacher-librarians. For example, on the Oct. 23 Pro-D day, the Team created a “Technology Extravaganza” in which 30 minute sessions introduced workshops to be presented during the year. Teachers could then register for half or whole day workshops or book a trainer and the training lab for a workshop for a group of colleagues. Release days would be provided by the individual school or the District. Some topics of special interest to T-Ls were:”

- A.1 WebQuests: web-based inquiry oriented units.
- A.2 Image Capturing: importing images from various sources into the computer and editing them.
- A.3 Software: viewing various effective elementary software applications.
- A.4 Netscape: tips to maximize this browser and using search engine.
- A.5 Internet for Educators: introduction to using the WWW and some projects to use with students.
- A.6 WWW for Elementary: some getting started strategies for connecting elementary students to the WWW.
- A.7 Presenting Student Work Using Web Pages.
- A.8 Animation: presenting a simple animation sequence.
- A.9 Video: taking various elements (e.g., video, sound, still images) and making a production.
- A.10 Web Page Construction: using “Page Spinner” to create a school home page.
- A.11 Networking Basics: introduction to networking software and e-mail servers.
- A.12 “Automation training is done through our District Resource Centre. When a school is LANed, WANed and Barcoded, and the hardware and software are ready for use, the DRC administrator arranges a full day workshop for the T-L and clerk at the training lab in the DRC. Release days for T-Ls are provided by the district, not the individual school. Assistance for topics not covered in this initial workshop (e.g., inventory, ephemeral cataloguing) can be had by requesting that a DRC staff member come to the school.” The DRC administrator also provides information related to Unicorn, the circulation system, at local T-L association meetings, and concerns about the automation system are posted in the PGDTLA folder on the e-mail system, so that people can benefit from others’ experiences.

\*\*\* ProD inservice is provided at no cost to the teacher-librarian. T-Ls may take a day

off in lieu of ProD attended on a day the T-L does not normally work. However, many attend sessions on their own time because taking days in lieu makes their already minimal T-L assignment only more difficult. Many T-Ls have attended technology related courses offered by distance education, UNBC or local commercial technology education providers. The District shares in the tuition fees of courses taken from a recognized institution.

#### Most Useful Inservice

- C.1. Re programs described above in A1-A11: Val Kilbey, a local T-L with elementary and secondary experience, & member of the District Tech. Team. E-mail at: vkilbey@vortex.netbistro.com
- C.2. Sirsi's Unicorn system: Carrie Yuen Lo, DRC administrator. E-mail: CARRIE@central.schdist57.bc.ca

#### School District #80 (Kitimat) Diane Kozoris, Chapter Councilor

- A.1 "No recent technology inservice relevant to teacher-librarians in the district."

#### Most Useful Inservice

- C.1. None identified.

### **PART TWO: INSERVICE NEEDED**

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

**A. What information technology inservice programs do your teacher-librarians need?** (e.g., managing CD-ROM towers, selection criteria for Internet sites, integrating the Internet into Social Studies units, automation)

#### **Automation**

- "Linking the computer lab and the school library inservice by the automated library system that we all have and for which we pay tech. support averaging \$700 per year" (Kitimat).
- "As all schools in the District are now LANed and WANed and all the libraries are to be automated by June 2000, there will be a continuous need for inservice in the use of networks and automated systems." (Prince George).

#### **Integration of Information Technology into the Curriculum**

- Integrating the Internet with any IRPs (Kitimat).
- Implementing a sequential skills Information Technology program (Kitimat).
- "Many T-Ls feel a need for more inservice in the use of the Internet — e.g., site selection, integration into the curriculum, searching techniques" (Prince George).

#### **Internet**

- Selection criteria for Internet sites (Kitimat).
- Site selection, searching techniques; ethical use of the Internet (Prince George).

#### **Software**

- Needs vary with the individual knowledge of wordprocessing, spreadsheet, database, graphics, etc. (Prince George).

#### **Technology Hardware**

- Troubleshooting ("we are fairly desperate in the technician area" (Buckley Valley).

**B. When is the best time to have such sessions?** (after school, summer, Pro-D days, weekends).

**After School**

#54 (Bulkley Valley)

#57 (Prince George): Generally favoured, however one respondent commented that "After school sessions are more difficult."

**Pro-D Days**

#54 (Bulkley Valley)

#57 (Prince George)

#80 (Kitimat)

**Weekends**

#57 (Prince George): One teacher-librarian indicated this as second best option, after Pro-D days, but definitely before after school and summer options.

**C. What type of training is preferred?** (hands-on, demonstrations, lectures, workshops, distance education, formal university course)

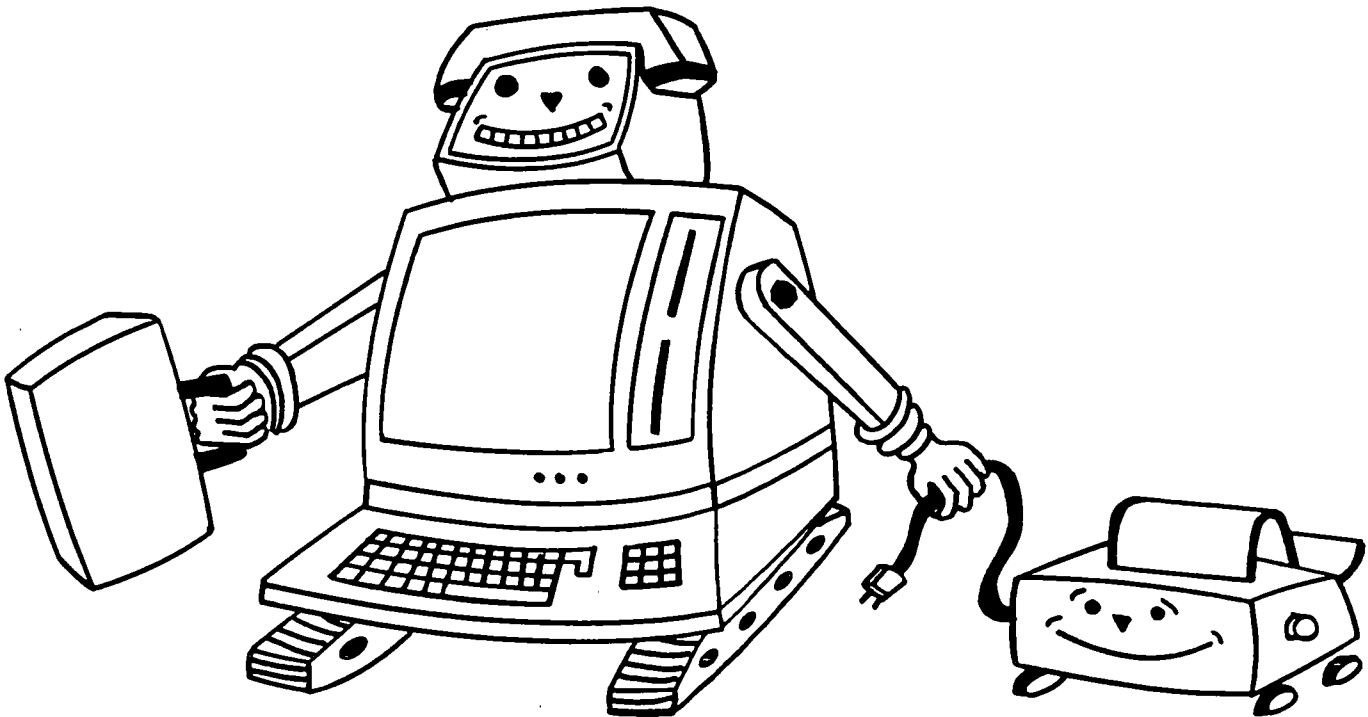
#55 (Burns Lake): "Workshops."

#57 (Prince George): Hands-on workshops appear to be preferred, although one person commented that they should be short, as "too much at once is mind-boggling!!!"; labs and demonstrations, and university courses also mentioned.

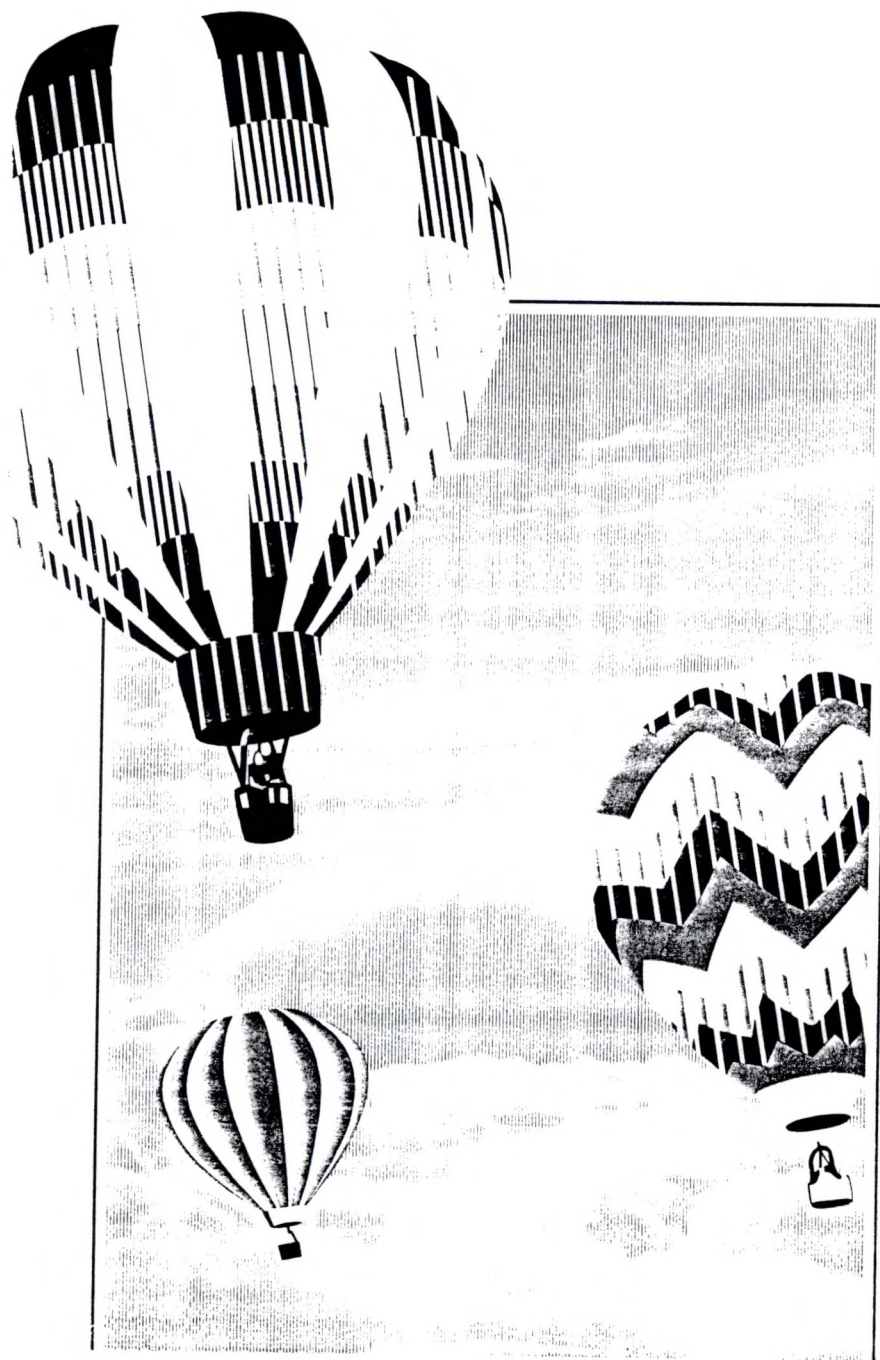
#80 (Kitimat): "Hands-on workshops."

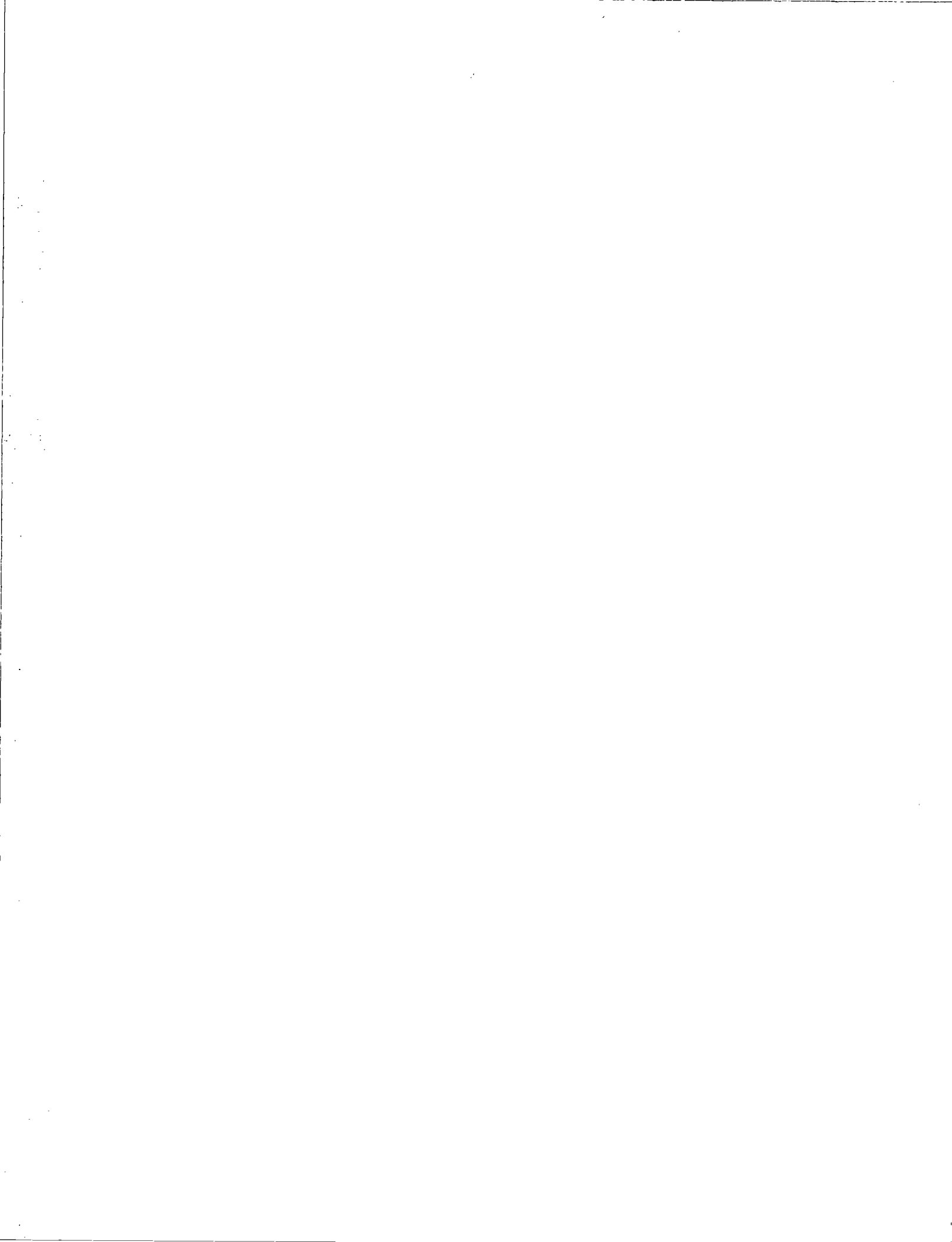
**D. How much are individuals willing to pay?**

#57 (Prince George): General consensus appears to be willingness to pay for university courses and the like, but that other training is the responsibility of the district.



# REGULAR FEATURES





# CONTINUING EDUCATION

by COLIN CHAFER, professional development chair, BCTLA

There is good news to report. Teacher-librarian courses are being offered this summer at the University of British Columbia, the University of Alberta, and the University of Victoria. However, courses will run only if there is sufficient enrollment. Dr. Marlene Asselin reports that U.B.C. requires a minimum of 17 students in each course before it will proceed. Hopefully, the universities will get the enrollment numbers necessary for the courses to run. Here's what you can select from:

## UNIVERSITY OF BRITISH COLUMBIA

### TERM 1

LIBE 477A/921 - M/W - 16:30 - May 3-11, 1999  
Instructor: D. Hinton

#### **Using the Internet in the Research Process**

This course will focus on practical aspects of using the Internet for student research and assisting students to see the Internet as another research tool.

### TERM 2

LIBE 381/951 - M-F 18:00-10:20 - July 5-23, 1999  
Instructor: Dr. Ray Doiron

#### **Administration of the School Library Resource Centre**

The role of information technology in today's school library program will be highlighted.

LIBE 383/951 - M-F 10:30 - July 5-23, 1999  
Instructor: Willa Walsh

#### **Selection of Learning Resources I**

This course covers the collection and acquisition of learning resources - print and non-print, including Internet web sites for school libraries.

LIBE 477B - July 26 - August 13, 1999  
Instructor: James Henri

#### **The Information Literate School Community**

This course will be condensed to two weeks during second term and located at a school. Final dates and location will be announced on the UBC Teacher-Librarian web page in February.

If you would like further information about the courses above, please check out the UBC Teacher-Librarian web page  
(<http://www.lane.educ.ubc.ca/LIBE/Home.htm>)

or 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)

## UNIVERSITY OF ALBERTA

The following courses are being offered on the WWW and are open to Open Studies, Diploma, MEd, and MLIS students. They run from **July 5 - August 11, 1999.**

#### **EDES 541 LEC K1 School Library Collection Development**

Instructor: Sylvia Ewanchuk.

ED ES 541 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 arise related to information resources in schools.

#### **EDES 546 LEC K1 School Library Information Materials**

Instructor: Jennifer Branch

This course has been designed to help students become more aware of the qualities and dimensions of effective information services in a school library setting, and strategies for providing effective delivery of this service. A survey of the best reference materials currently available to schools is an important part of this course. Students are encouraged to key into a particular level of school reference service and collection development.

**LIS 598 Special Topics: Issues in the Use of Information Technologies for Learning**

Instructor: K. Steward

Students in this course will participate in a two-week international virtual conference (July 19 -29, 1999) where the use and application of communication and information technologies within the fields of information studies and education areas are explored using asynchronous and synchronous online tools. Course assignments will include a web-based self-efficacy measure of IT competencies, an evaluative report, and an individual project based on the curriculum and technology issues addressed in the virtual conference. Assignments can be completed during and/or after the virtual conference. Information on how to register for the virtual conference and the course will be available on the Teacher-Librarianship by Distance Learning website at <http://www.quasar.ualberta.ca/tl-dl/>. Closed to telephone registration. Prerequisites: Experience and confidence with using a variety of online tools.

Dianne Oberg would like to remind everyone that the Academic Technologies for Learning unit at the University of Alberta has set up a web page listing distance learning courses. The URL is <http://www.atl.ualberta.ca/atl/distuofa.html> These

are courses that have not been developed through the Teacher-Librarianship by Distance Learning Program but which might be of interest to teacher-librarians.

Check out the following web site for information on courses for teacher-librarians:

<http://www.quasar.ualberta.ca/tl-dl/>

## UNIVERSITY OF VICTORIA

At deadline, Don Hamilton (Education Librarian, University of Victoria) was unable to give specifics regarding courses this summer. However, there are courses planned. Information should be available in February or early March.

If you are interested in course information at UVic, please contact Don Hamilton at 250-721-7899 (phone), 250-721-7767 (fax), or e-mail [dhamilto@uvic.ca](mailto:dhamilto@uvic.ca)

As well, Don reports that information will go out on our BCTLA FORUM when it becomes available.



# THE PORTRAIT: MAUREEN BAYLESS

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

"Sabie grabbed Monika's hands again and ran as fast as she could around her mother as Monika turned. Sabie's thoughts were jumbled and pounding. The edge of her foot clipped a log and questions burst from her with the pain: "Why do I have to have a sick mother? Why do I have to be different from other kids? And who's going to be my friend or even care about me when you're gone? It's not fair!"

This is a passage from Maureen Bayless' most recent novel, *No fixed address* (Scholastic, 1997) and an appropriate example reflecting the theme of this issue of *The Bookmark*, "Quests and Questions". It is the story of thirteen year old Sabie Pincher who must struggle with the answers to these questions as she begins her own quest for survival on the street after her mother's death. It is also the story of Estelle, an old woman who questions the relationships in her life and the quest that faces both Sabie and herself: overcoming loneliness and developing trust and friendship.

Maureen Bayless was born in Winnipeg, Manitoba on July 13, 1959. She spent her early childhood in Roxboro, a suburb of Montreal, and then moved with her family to Vancouver in grade seven. Maureen told me that because she had already covered some of the material that was being studied in her new school in North Vancouver, she was allowed to spend much of her time in the library writing stories. Bayless told me she enjoyed writing scary or supernatural stories and remembered one particular story she wrote about the Bubonic plague which the teacher described as "very melodramatic". This opportunity to write stories engendered her love for the craft.

Bayless continued her education and received a B. A. in Religious Studies from the University of B.C. After graduation she worked as an editor for a magazine and book publisher and continues today to do freelance editing. She is married and has four sons, ages two, seven, ten and twelve.

In 1990, for her own pleasure, she enrolled in a children's literature course taught by Sue Ann Alderson at UBC. Maureen told me that she began her own

writing as an evening pastime after her children had gone to bed. Her first success as a writer was *Howard's house is haunted* (Scholastic, 1993). That book is part of Scholastic's junior novel series, *Shooting Star*. The story is about a boy who is afraid of living in his family's new "old" house. The idea for the book came from Maureen's own experience of living in an old, creaky rented house. One of her sons, who was quite young at the time, was quite nervous about all the noises that he could hear in the house. She recalled finishing the story in only two and a half days. However, Scholastic's request to rewrite a meaner bully into the plot took a week to complete.

Bayless said she then attempted to write an historical novel about the gold rush. After 350 pages she became aware the book had "no conflict" and was just depicting "event after event". She realized that the lack of tension or conflict in a story's plot is a major flaw. She also worried about the historical accuracy of small details such as how people brushed their teeth many years ago. As a break and just for fun, Maureen ended up writing her next children's novel, *Abra Kadabra* (Scholastic, 1993). In this book the main character, Abra Kadabra, has a problem. Her parents are ghosts from the 1800s and her teacher expects to see them for a special Olden Days Fair. Maureen told me she used some of her research on the gold rush for the book, but having the main character from modern time spared her the worry over small details of that time period. She also made sure Abra Kadabra's problem was indicated at the beginning of the story having learned her lesson about "no conflict" in her historical novel. Bayless finished *Abra Kadabra* in a week and again it was published by Scholastic for their *Shooting Star* series (1994).

Bayless was motivated to write her next book, *Strike!* (Ragweed, 1994), because she couldn't find any children's stories on that topic. When her oldest son was four years old his friend's mother was on strike at the local hospital. This picture book explains the basics of strikes and picket lines through a simple yet charming story. Bayless told me she was amazed at the furore that the book caused in Britain. It became the centre of

a heated debate with the far left embracing the book as required reading and their opponents asking for it to be banned in schools and libraries. In a *Globe and Mail* article (April 28, 1995) Bayless stated "It wasn't intended to support strikes. It was meant to open up the topic, so adults and kids could talk about it." The book has not raised any controversy in Canada.

In our interview Maureen noted that she starts writing her stories with a character and his or her struggles in mind. "Characters come to me as a whole." She said that most are a blend of fiction, other people and herself. For example, in *No Fixed Address* Bayless wanted to examine the bonds between a parent and a child. She told me that years earlier she was a foster parent and remembered the special ways those parents and their children grapple with their problems. Her concern about elderly people living alone is exemplified by Estelle, the older character in the book.

Although family life keeps Maureen Bayless very busy these days, she still manages to continue her writing. She has already completed two more unpublished junior novels called, *The Yorz Trooly Mystery* and *Friends are from Neptune*. Maureen also told me she is nearly finished another funny story about two children who must work together on a book report. The working title for this story is *RU Skreaming* and is written for a grade six audience. In addition, Bayless is in the revision stage of a young adult novel, *The bottle letters* that she has co-written with a friend. This novel is about twin brothers one of whom suffers from a mental illness.

Maureen mentioned she still has many more "books that are swirling around in my head". We are definitely looking forward to reading the published results of her unique ideas and characters.



# ASK THE EXPERTS

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

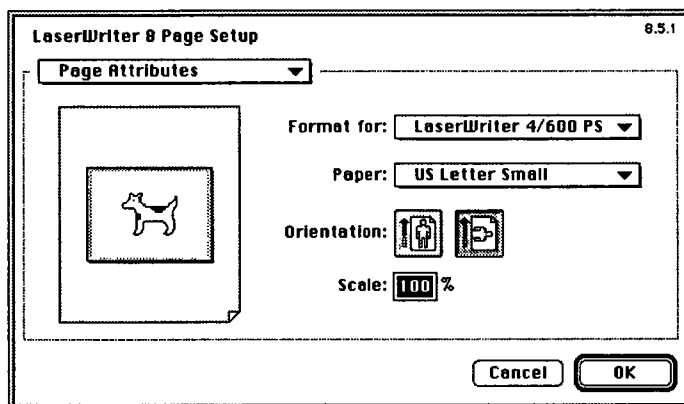
## HOW DO I PRINT A POSTCARD WITH MY LASER PRINTER?

I started sending reminders of *Bookmark* deadlines via postcard, and several people asked me how I did it. Postcards are ideal for quick, informal notes. They are ideal for reminding people of dates, times, meetings and library events. You save time because you only have to use one sheet, and you do not have to use an envelope. These instructions are for an Apple LaserWriter 4/600 PS printer using Microsoft Word 6.0.1 on a Macintosh computer with System 7.5.3 and a LaserWriter 8 print driver (version 8.5.1). You can adapt the instructions to your equipment. Read through all the instructions before you begin.

**CAUTION!** If you are not careful, you could jam your printer, or even damage it! You should only try printing if you are sure of what you are doing. If your printer is designed to handle thick envelopes, and it has a reasonably straight paper path, you should have no problems.

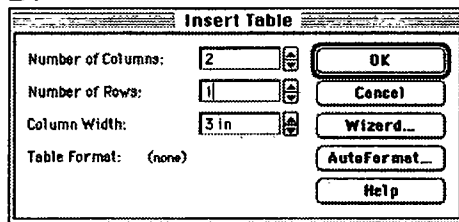
### 1 Set up Word

- A. Open a new blank document.
- B. Set up the page to print in landscape mode. *File + Page setup*. Select *Page Attributes* from the drop down menu at the top of the dialog box. Click on the landscape orientation icon.

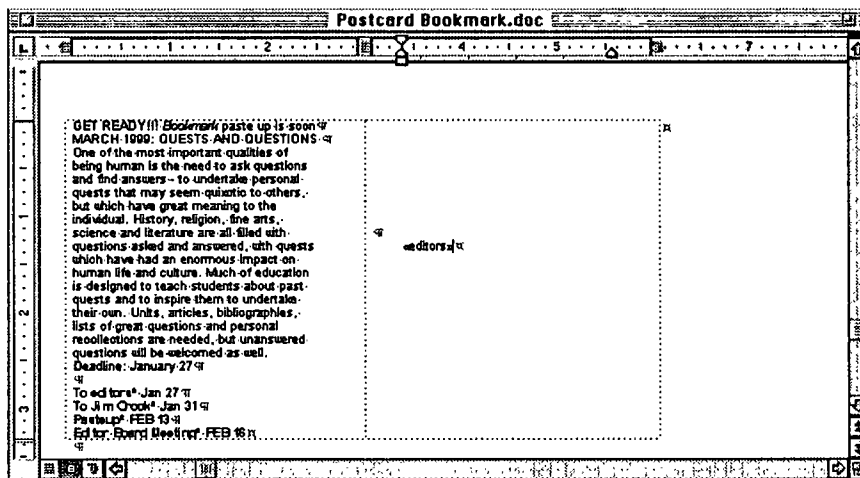


- C. Create a table in word. *Table + Insert Table...* Create a new table with two columns three inches wide, and one row. (The exact size may need to be adjusted for the particular postcard, but this will give a good starting point.)

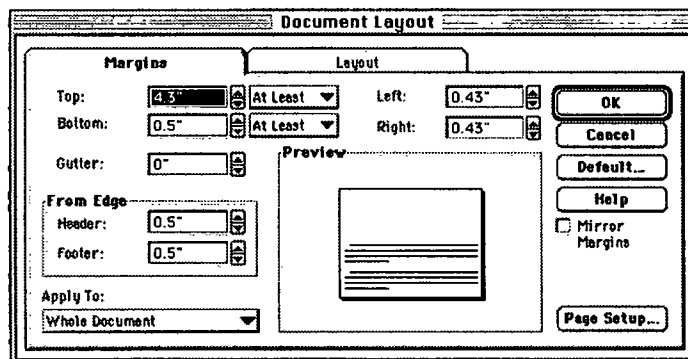
D.



- E. In the left column, type or paste the body of your postcard message. You will probably need to adjust the font size and margins depending on the amount of text and the formatting of the postcard blank.
- F. In the right column, leave some space at the top for the stamp, and set the margin to indent approximately 3/8 inch. This is the space for the address.

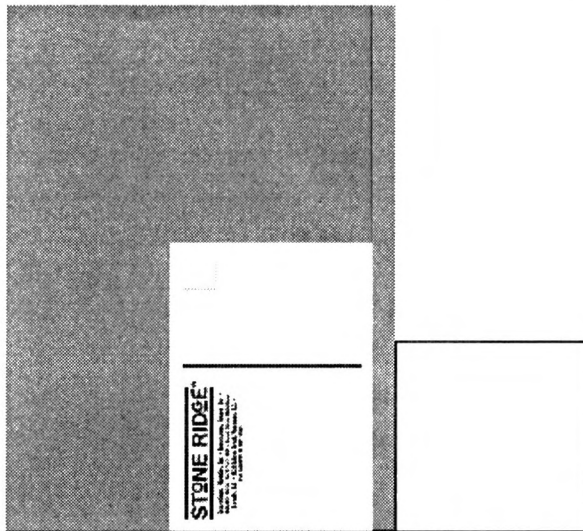


- G. Set the margins. *File + Document Layout*. Select the Margins tab. Set the top margin to approximately 4.3 inches and the other margins to the minimum value permitted.



- H. Do a trial printout on a thin white blank sheet of paper. *File + Print...*
- I. You might have to experiment with margins and the columns to get the best results on your postcard. Hold the postcard under the lower right hand corner of the paper, and look through the paper to see how the computer printing matches the printing on the card. Adjust the formatting, and repeat the trial printout until it is correct.

- J. You can type or paste the address by hand or do a mail merge using a database of names and addresses. Instructions for doing a mail merge are in Chapter 29 of the Microsoft Word user's guide<sup>1</sup>. (Or use *Help + Microsoft Word Help*; type *Mail Merge*.)
- II. Make a carrier sheet and print the postcard.
- A. You make a carrier sheet to carry the postcard through the rollers of the printer without getting stuck half way. To make a carrier sheet, take a good quality sheet of paper, and make a crisp fold half an inch parallel to the long edge of the paper. Running a blunt kitchen knife over the paper using a ruler to crease it prior to folding will help make a crisp, precise fold.
- B. The postcard is held in the fold while the paper goes through the printer. You need to use the manual paper path, and select the feed method that bends the paper the least while going through the printer. In the printer manual, look up how to set up the printer to print envelopes. On the LaserWriter 4/600, you use manual feed, and flip a lever on the back of the printer so that the paper comes out the back instead of on top. Position the carrier paper so that the fold is at the right, with the small part facing up. Place the postcard with the message side up, and the bottom under the fold, with the left edge of the postcard lined up with the bottom of the carrier paper.



- C. *File + Print...* Select manual feed. Feed the postcard with the carrier sheet into the manual feed slot when the computer prompts you to insert the paper. If you are doing several postcards, you may need to make more carrier sheets. Be careful to feed the paper evenly. If the carrier sheet gets wrinkled, or it seems very dry, replace it.

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<sup>1</sup> *User's Guide Microsoft Word: The World's Most Popular Word Processor: Version 6.0*. Redmond, WA: Microsoft, 1994. pp. 663-689.

## **JOIN THE BCTLAFORUM!**

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

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

### **TO JOIN YOU WILL NEED:**

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

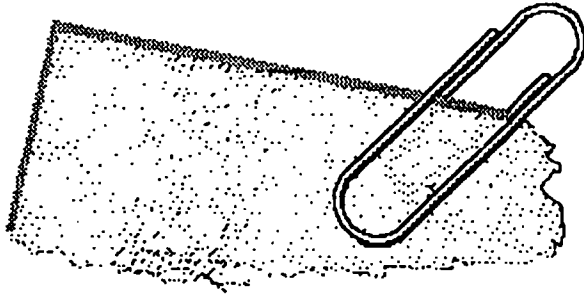
### **STEPS TO FOLLOW:**

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

### **TO SEND A MESSAGE:**

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

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



## NOTES AND NEWS

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

### READ-IN

The Sixth Annual Read In! takes place on the Internet on Thursday, May 13th, 1999! Twenty-two of the world's best children's and young adult authors will meet students, teachers, librarians, and parents online between 8:00am. EST and 7:00pm. EST using chat software. The Read In! is sponsored by the Read In Foundation, Inc., a non-profit entity which promotes literacy world-wide. This year's featured authors include: R.L. Stine, Judy Blume, and Jan Brett as well as Canadian authors Karleen Bradford, David Boyd, and Robert Munsch.

Last year's Read In! attracted over 300,000 participants from 15 countries. The event is free and technical information and chat software is provided. Schools need only have an Internet connection. Registration is easy and takes place at the Read In! web site at: <http://www.readin.org/>

### BUILDING BETTER LEARNERS

"Building Better Learners" is a booklet written for parents by a parent. It describes exactly how teacher-librarians are helping students develop skills for the Information Age through the school library program and through focusing on resource-base learning. It also describes ways in which parents can help support and promote the school library program.

For more information about Building Better

Learners, please contact Victoria Pennell at the address below:

Victoria Pennell  
P. O. Box 9,  
Pouch Cove, NF A0A 3L0  
Tel: 709-335-2394;  
Fax: 709-335-2978;  
e-mail: [vpennell@nfld.com](mailto:vpennell@nfld.com)

Information about the publication is also available through the ATLC web site at <http://www.sbc.saskatoon.sk.ca/~atlc/>

### CHILDREN'S WRITERS AND ILLUSTRATORS OF BC ON-LINE

The CWILL list of authors with their addresses, telephone numbers is now available on-line.

The list includes contact information for teachers wishing to invite authors and illustrators to their school.

<http://www.swift.com/cwill/list.htm>

This indispensable aid to finding out about BC Children's authors has appeared in the December *Bookmark*.

### INFORMATION PACKAGES AVAILABLE FOR FAST FORWARD

Fast Forward 99 is fast approaching and registrations are coming in now for this sixth annual event:

Fast Forward Educational Media Showcase '99  
Capilano College Sportsplex  
North Vancouver  
May 18th and 19th 1999

If you would like to receive brochures, registration one-pagers or text about what Fast Forward is for newsletter notes, etc. please contact David Johnstone via email at [djohnsto@langara.bc.ca](mailto:djohnsto@langara.bc.ca)

Specify whether you need a response via e-mail, fax, or surface mail. For any questions about Fast Forward, you can contact Susan Weber at (604) 323-5533 or visit the web site at [www.langara.bc.ca/ffwd](http://www.langara.bc.ca/ffwd)

## ATLC/CSLA JOINT CONFERENCE

The conference is in Toronto June 18 and 19th. The gala on Friday evening will feature a Literary Adventure and Gala at the Bata Shoe Museum. It promises to be a festive event! Look for more information on the CSLA web site at <http://www.geocities.com/Athens/Olympus/> or the ATLC site at <http://www.sbe.saskatoon.sk.ca/~atlc/>.

## BRAINIUM

Be sure to check out our latest addition - the Earthquake Adventure in Mondo Brainium! The Earthquake Adventure unlocks all the drama and danger pent up in the earth's crust. Find out what causes an earthquake, watch a tsunami travel across the ocean, talk with an earthquake scientist, see a seismograph in action, learn how to prepare for a quake, and much more!

To celebrate this new Adventure, we're giving away tons of great prizes! Your school could win Microsoft's Encarta Encyclopedia CD-ROMs or other educational software, Canadian earthquake posters, Brainium posters, earthquake videos, or lots of other cool stuff for your class! Full details are available in the Mondo Brainium section of The Brainium at <http://www.brainium.com>.

The Brainium is a FREE online science resource for your school. Over 4000 Canadian schools are integrating The Brainium into their science programs. Log in to The Brainium at <http://www.brainium.com> today! For further information on The Brainium please contact The Brainium Support Centre via email at [support@brainium.com](mailto:support@brainium.com) or toll-free at 1-888-BRAINIUM (1-888-272-4648).

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## FREE TRIAL OF E-STAT FROM STATISTICS CANADA

Between February 1, 1999 and April 30, 1999 Statistics Canada is making this interactive learning tool available to Canadian schools absolutely free. E-STAT is a comprehensive educational resource designed by Statistics Canada and made exclusively available to Canadian educators. It brings a wealth of current, reliable and accurate data about the demographics of Canadians

- Reliable data to aid mastery of number facts
- Easy-to-use CD-ROM for Windows, Macintosh and DOS
- Converts dry data to colorful, easy-to-read graphs and maps
- Includes a tutorial, teacher's handbook and classroom activities

To access your free trial via the Internet

1. Go to [www.statcan.ca](http://www.statcan.ca)
2. Select "Educational Resources" on the home page.
3. Select "E-STAT."
4. When asked for a userid type "bceducators" (lower case).
5. When asked for a password, type "estat" (lower case).

For more information, contact

Lise Rivais  
Phone (604) 666-1148  
Fax (604) 666-6966  
E-mail [rivalis@statscan.ca](mailto:rivalis@statscan.ca)

## WORKING AND LEARNING CONDITIONS SURVEY JANUARY 1999 RESULTS

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

These are the results of the eighteenth annual survey of working and learning conditions in the public school library resource centres in British Columbia. A sincere **thank you** is extended to all the teacher-librarians who took the time to complete their individual surveys and the chapter councilors who compiled their district survey forms. **Thank you** also to those local association presidents or designated contact teacher-librarians in those districts with no chapter representation. Forty-eight district survey returns, 909 elementary and 277 secondary school library resource centres, are represented in this report. In amalgamated districts where BCTLA chapters are not merged, both former and current school district numbers are sometimes shown.

Some of the ways in which this data may be utilized include being able to:

- Comparing your school district with others of similar size and location;
- Involving your local association and its negotiating representatives in improving the condition of school libraries in your district;
- Assisting in any chapter presentations to your School Board, by comparing the district with provincial averages and minimum BCTF standards;
- Assisting in presentations to Administrative Officers and Staff Committees, for increased staffing and budget allotments;
- Assisting in preparing "press releases" to school newsletters, newspapers, and other media regarding the conditions in school libraries in your district;
- Assisting in advocacy presentations to Parent Advisory Committees.

The data in this report is sorted in four different ways each for Elementary and Secondary schools (the latter including Middle Schools and those with K-12):

- **Reports 1 and 2**    **FTE Teacher-Librarian allocation per 1000 students (ranked by T-L/1000)**
- **Reports 3 and 4**    **Clerical staffing FTE per 1000 students (ranked by Clk/1000)**
- **Reports 5 and 6**    **Budget Allotments (ranked by \$ per pupil)**
- **Reports 7 and 8**    **Electronic services available (ranked by % of Computerized Circulation)**
- **Report 9**            **District Resource Centres in B.C. summary**

Please note that blank spaces, in columns that have calculated averages, indicates that information is not available.

### STAFFING

BCTF minimum standards (June 90 RA) for both Professional and Clerical Staffing in school library resource centres are:

# of Students	Teacher-Librarians	Lib. Ass't/Tech
200 or fewer	0.6 FTE	0.5 FTE
201-400	1.0	1.0
401-750	1.5	1.5
751-1000	2.0	2.0
Over 1000	2.5	2.5

Plus 0.5 T-L and 0.5 Clerical Assistant for each 400 FTE students above 1000

**N.B.**    **FTE** = Full-Time Equivalent. Professional and clerical staffing are expressed in FTEs, then divided by the number of students and multiplied by 1000 to achieve a consistent and comparable figure; e.g. 2.12 FTE/1000.

## PROFESSIONAL STAFFING

### Report 1      Elementary Professional Staffing      Average T-L/1000 = 1.88 (1.92 last year)

In this survey the coverage of prep time by teacher-librarians was calculated in two ways; 1<sup>st</sup> - dividing by all those responding, and 2<sup>nd</sup> - dividing by the number of teacher-librarians actually covering prep time.

Average prep time coverage by district = 19% (same as last year)

Average of actual prep time coverage = 38% (28% last year)

52% of elementary T-Ls reporting cover prep time for their colleagues.

Number of T-L cuts = 74 in 24 districts (185 cuts last year in 31 districts)

Average percentage of T-Ls with training of UBC 9 units/18 credits or more = 52%

### Report 2      Secondary Professional Staffing      Average T-L/1000 = 1.29 (1.24 last year)

Average prep time coverage by district = 1% (less than 1% last year)

Average actual prep time coverage = 25% (9% last year)

4% of secondary, middle school, and K-12 T-Ls reporting cover prep time.

Number of T-L cuts = 17 in 12 districts (54 cuts in 25 districts last year)

Average percentage of T-Ls with training of UBC 9 units/18 credits or more = 67%

\* Indicates that the 1 T-L doing prep is also the only teacher-librarian in the 6 secondary schools.

\*\* Indicates that while there were no cuts at this reporting period there were major cuts in the previous unreported year.

#### **BCTF minimum professional staffing standards**

Elementary = 58 out of 909 in 15 districts responding or 6% meet these standards

Secondary = 5 out of 277 in 3 districts responding or 2% meet these standards

^ Indicates, in the Response column of Reports 1 and 2, those districts with 1 or more schools meeting these standards.

## CLERICAL STAFFING

### Report 3      Elementary Clerical Staffing      Ave. Clk/1000 = 0.92 (0.96 last year)

Number of cuts in clerical staffing = 83 in 22 districts (92 in 19 districts last year)

\* Indicates that the clerical staffing is 30 hours per year per school.

### Report 4      Secondary Clerical Staffing      Ave. Clk/1000 = 0.90 (0.93 last year)

Number of cuts in clerical staffing = 22 cuts in 14 districts (65 in 16 districts last year)

\*\* Indicates that while there were no cuts in this reporting period for this district, there were major cuts in the previous unreported year.

#### **BCTF minimum clerical staffing standards**

Elementary = 12 out of 909 in 5 districts or 1% meet these standards

Secondary = 6 out of 277 in 5 districts or 2% meet these standards

+ Indicates, in the Response column of Reports 3 and 4, those districts with 1 or more schools meeting these standards.

## BUDGET ALLOCATIONS (\$ PER PUPIL)

Please note: a blank space in these reports indicates no information was available

The following symbols indicate the change in budget per school compared to the previous year:

I = Increase      S = Same, no change      D = Decrease      \* = unavailable

**Report 5      Elementary Budgets      Ave. \$ per pupil = \$13.67 (\$14.73 last year)**

**Report 6      Secondary Budgets      Ave. \$ per pupil = \$16.38 (\$15.54 last year)**

It is interesting to note that 7 out of 48 districts reporting were unable to submit their budget allocations. The Secondary budget figure is up from the previous year, whereas the Elementary budget continues to decline. The majority of budget allocations include the purchase of supplies, whereas fewer budgets cover technical support. This could be directly related to their percentage of computerization found in Reports 7 and 8.

## ELECTRONIC SERVICES

In this year's survey an attempt was made to distinguish between the capability to have patrons search the catalogue database or have computerized circulation only. The question could have been clearer and may have caused some confusion; therefore, both percentages are shown in the reports, with the circulation percentages ranked.

**Report 7      Electronic Services, Elementary      Comp. Catalogue Ave. = 63%  
Comp. Circ. Ave. = 61%**

**Report 8      Electronic Services, Secondary      Comp. Catalogue Ave. = 83%  
Comp. Circ. Ave. = 82%**

Computerization has shown little increased activity from last year's 61% for Elementary and 83% for Secondary.

**Internet Access** There is a noticeable increase in Internet access over last year.

Elementary 58% (48% last year)      Secondary 91% (6% last year)

**Other technology reported in this survey:**

CD-ROMS      Elementary 78%      Secondary 96%

Faxes      Elementary 1%      Secondary 3%

Laser Disks      Elementary 4%      Secondary 21%

## DISTRICT RESOURCE CENTRES      Report 9

A new survey form for DRCs was distributed with the Working and Learning Conditions Survey. A brief overview can be found in Report 9. Thank you to the districts who returned these forms. They are filled with details that cannot be totally transcribed within this report; however, this information, along with a number of impressive brochures and booklets, will be forwarded to the executive. More District Resource Centres are closing down each year with the resources dispersed and the school library staff expected to take on the tasks of lending materials to other schools.

## CONCLUDING REMARKS

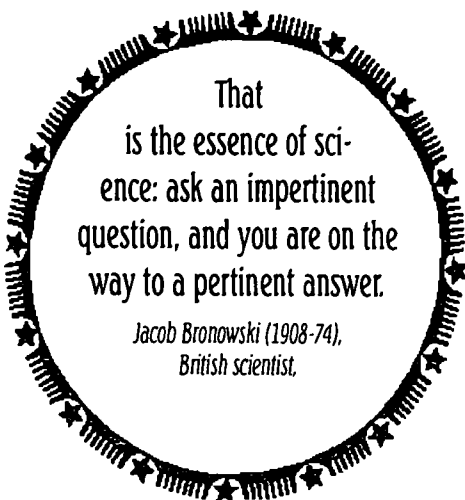
Statistics can not adequately interpret or depict the complete picture of the working and learning conditions of professional and clerical staffing in the public school library resource centres in B.C. Nevertheless, concerns are expressed in the district summaries. Many teacher-librarians struggled with the prep time question, feeling that it was misleading. There was considerable confusion with the BCTF survey regarding the 1530 forms and the allotment of teacher-librarian time and prep coverage. In some cases, unlimited library access is inhibited by usage for other programs and adjacent computer labs with the teacher-librarian responsible for both at the same time.

Budgets are frozen or issued with the teacher-librarian being told not to spend it. School-based budgeting has also been a factor in the staffing and funding of some school libraries. Teacher-librarians are assigned to new positions of 0.2, 0.3 or 0.4 FTE; often with no training or experience in a library setting. In filling out their survey form, some do not know what has happened in previous years, especially if this is first year that the library has a teacher-librarian actually assigned to the position. In spite of the new provincial agreement and its provisions for teacher-librarians, the T-L/1000 has not increased significantly in the secondary schools (1.29) and has decreased in the elementary (1.88). This is in spite of the fact that Victoria was not included in the January 1998 results, which would have reduced the average FTE/1000 that year in secondary from 1.24 to 1.23 and in elementary from the published 1.92 to 1.89.

More and more responsibilities are being absorbed by the teacher-librarian, including the responsibility for rapidly changing technology, along with less provision for clerical staffing. Teacher-librarians are coping with an increasing amount of their allotted time for prep coverage and less and less time for flexible scheduling with which to run a viable library program and to collaborate with colleagues.

Please continue to contribute your district summaries for this annual BCTLA survey. It assists in advocating the role of the teacher-librarian and provides continuity in describing the range of library services available in this province.

**Please refer to Reports 1 through 9 which follow.**



**ELEMENTARY PROFESSIONAL STAFFING**  
(Ranked by T-L/1000)

SD	SD Name	Response	T-L/ 1000	T-L Cuts	Prep	% Dist Prep	% Act Prep	% T-L Training
58/17	Nicola-Similkameen Princeton	3/3 ^	3.60	0/3	3/3	28%	28%	33%
72	Campbell River	16/16 ^	3.11	0/16	16/16	19%	19%	41%
28	Quesnel	13/13 ^	3.11	0/13	13/13	44%	44%	46%
27	Cariboo-Chilcotin	18/23	3.10	0/18	16/18	42%	47%	39%
58	Nicola-Similkameen Merritt	4/9 ^	3.10	n/a	0/4	0%	0%	75%
75	Mission	16/16 ^	2.77	4/16	14/16	59%	67%	81%
82/80	Coast Mtns Kitimat	5/5	2.71	3/5	5/5	23%	23%	40%
6	Rocky Mountain	14/17 ^	2.51	6/14	3/14	14%	63%	42%
54	Bulkley Valley	7/7 ^	2.49	0/7	6/7	35%	41%	29%
83/89	N Okanagan Shuswap	26/26	2.46	2/26	18/26	14%	21%	46%
70	Alberni	13/13	2.45	3/13	6/13	10%	23%	75%
39	Vancouver	91/91 ^	2.45	0/91	77/91	30%	36%	82%
45	West Vancouver	11/13	2.36	1/11	3/11	5%	14%	82%
33	Chilliwack	20/20 ^	2.34	2/20	1/20	0%	1%	94%
82/88	Coast Mtns Terrace	13/13	2.24	0/13	11/13	29%	35%	62%
44	North Vancouver	32/32 ^	2.22	0/32	27/32	22%	26%	40%
79	Cowichan Valley	15/23	2.18	0/15	3/15	6%	30%	43%
59	Peace River South T. Ridge	2/2	2.16	1/2	1/2	0%	1%	0%
67	Okanagan Skaha	10/13	2.14	3/10	9/9	49%	49%	89%
57	Prince George	45/45 ^	2.11	12/45	14/45	11%	34%	62%
78	Fraser-Cascade	4/7	2.05	2/4	1/4			0%
5	S.E.Koot. Cranbrook	7/7 ^	2.01	n/a	5/7	23%	26%	
36	Surrey	75/92	1.99	0/75	75/75	43%	43%	88%
5	S.E.Koot. Fernie	4/7 ^	1.97	1/4	4/4	91%	91%	25%
37	Delta	23/24	1.93	0/23	0/23	0%	0%	96%
41	Burnaby	39/39	1.84	0/39	0/39	0%	0%	95%
20	Kootenay Columbia	16/16	1.72	8/16	1/16	0%	0%	31%
73	Kamloops Thompson	36/39	1.66	1/36	0/36	0%	0%	56%
85	Vancouver Island North	4/13 ^	1.65	1/4	0/4	0%	0%	50%
43	Coquitlam	42/50	1.55	7/42	29/42	42%	56%	55%
52	Prince Rupert	7/8	1.55	0/8**	0/7	0%	0%	43%
23	Central Okanagan	34/34	1.46	0/34	0/34	0%	0%	91%
60	Peace River North	10/10	1.46	1/10	3/10	4%	14%	16%
68	Nanaimo/Ladysmith	33/35	1.39	0/33	33/33	57%	57%	88%
91	Nechako Lakes- Nechako	5/9	1.37	1/5	2/5	16%	40%	60%
7/8	Kootenay Lake	13/18	1.35	5/13	4/13	5%	18%	42%
34	Abbotsford	36/36	1.24	0/36	16/36	26%	57%	49%
61	Victoria (Greater)	38/38	1.24	up from 0	13/38	16%	42%	14%
71	Comox Valley	18/18	1.17	0/18	0/18	0%	0%	43%
69	Qualicum	7/8	1.14	1/7	0/7	0%	0%	43%
46	Sunshine Coast	3/8	1.12	2/3	1/3	16%	50%	66%
48	Howe Sound	8/9	1.08	0/8	0/8	0%	0%	75%
63	Saanich	13/13	1.07	0/13	0/13	0%	0%	27%
74	Gold Trail	11/11	1.05	0/11	3/11	19%	71%	0%
35	Langley	30/35	1.02	4/30	18/30	35%	58%	27%
53/14	Okanagan Similkameen	4/4	0.99	1/4	3/4	22%	30%	50%
42	Maple Ridge/Pitt Meadows	14/25 ^	0.71	2/14	11/14	37%	47%	43%
87	Stikine	1/1	0.00	0/1	0/1	0%	0%	
<b>Averages</b>			<b>1.88</b>			<b>19%</b>	<b>38%</b>	<b>52%</b>

**SECONDARY PROFESSIONAL STAFFING**

**(Ranked by T-L/1000)**

SD #	SD Name	Response	T-L/ 1000	%T-L Cuts	% Dist Prep	% Prep All	% Actual Prep	% T-L Training
58/17	Nicola Similkameen Princeton	1/1	2.19	0/1	0/1	0%	0%	0%
59	Peace River South T Ridge	1/1	2.19	1/1	0/1	0%	0%	0%
87	Stikine	3/3 ^	2.18	(1up from 0)	1/2	15%	30%	
58	Nicola Similkameen Merritt	2/3	1.90	0/2	0/2	0%	0%	50%
54	Bulkley Valley	3/3 ^	1.86	0/3	0/3	0%	0%	33%
78	Fraser Cascade	2/3	1.82	0/2	0/2	0%	0%	100%
70	Alberni	3/5	1.77	1/3	0/3	0%	0%	100%
91	Nechako Lakes Nechako	4/5	1.74	0/4	0/4	0%	0%	50%
5	SE Koot Fernie	4/4	1.73	0/4	1/4	16%	65%	75%
85	Vancouver Isl. North	2/2	1.64	0/2	0/2	0%	0%	50%
5	SE Koot Cranbrook	2/3	1.58	0/2	0/2	0%	0%	100%
48	Howe Sound	4/4	1.54	0/4	0/4	0%	0%	75%
6	Rocky Mountain	5/5	1.53	2/5	0/5	0%	0%	30%
82/88	Coast Mtns Terrace	4/4	1.52	1/4	0/4	0%	0%	75%
72	Campbell River	7/7	1.42	0/7	3/7	7%	17%	57%
83/89	N Okanagan Shuswap	7/7	1.42	1/7	0/7	0%	0%	86%
57	Prince George	11/11	1.38	1/11	0/11	0%	0%	69%
28	Quesnel	3/3	1.37	0/3	0/3	0%	0%	33%
79	Cowichan Valley	4/7	1.36	0/4	0/4	0%	0%	75%
27	Cariboo Chilcotin	6/12	1.32	2/6	0/6	0%	0%	67%
52	Prince Rupert	2/2	1.30	0/2 **	0/2	0%	0%	50%
73	Kamloops Thompson	11/11	1.30	0/11	0/11	0%	0%	73%
46	Sunshine Coast	3/3	1.24	0/3	0/3	0%	0%	67%
75	Mission	3/3	1.22	0/3	2/3	2%	3%	100%
33	Chilliwack	7/7	1.18	n/a	0/7	0%	0%	100%
69	Qualicum	5/5	1.17	2/5	0/5	0%	0%	80%
7/8	Kootenay Lake	7/8	1.13	0/7	0/7	0%	0%	50%
60	Peace River North	6/6	1.13	1/6	2/6	6%	17%	29%
61	Victoria (Greater)	13/13	1.13	0/13	0/13	0%	0%	69%
67	Okanagan Skaha	4/5	1.12	0/4	0/4	0%	0%	60%
20	Kootenay Columbia	5/5	1.11	2/5	0/5	0%	0%	100%
63	Saanich	6/6	1.11	2/6 (+2up)	0/6	0%	0%	100%
39	Vancouver	18/18	1.10	0/18	0/18	0%	0%	100%
23	Central Okanagan	11/11 ^	1.09	0/11	0/11	0%	0%	100%
35	Langley	9/10	1.04	0/9	0/9	0%	0%	78%
43	Coquitlam	17/17	1.03	1/17	0/17	0%	0%	90%
37	Delta	7/7	0.99	0/7	0/7	0%	0%	100%
44	North Vancouver	7/7	0.97	0/7	0/7	0%	0%	78%
82/80	Coast Mtns Kitimat	1/1	0.95	0/1	0/1	0%	0%	100%
45	West Vancouver	3/3	0.94	0/3	0/3	0%	0%	100%
34	Abbotsford	7/7	0.91	0/7	0/7	0%	0%	100%
68	Nanaimo Ladysmith	6/7	0.85	0/6	0/6	0%	0%	100%
53/14	Okanagan Similkameen	2/2	0.82	0/2	0/2	0%	0%	0%
36	Surrey	16/17	0.81	0/16	0/16	0%	0%	100%
71	Comox Valley	6/6	0.77	0/6	0/6	0%	0%	60%
42	Maple Ridge/Pitt Meadows	3/5	0.77	0/3	0/3	0%	0%	100%
41	Burnaby	6/6	0.60	0/6	0/6	0%	0%	100%
74	Gold Trail	6/6	0.46	0/6	1/6*	0%	20%	0%
<b>Averages</b>			<b>1.29</b>			<b>1%</b>	<b>25%</b>	<b>67%</b>

Report 2

**ELEMENTARY CLERICAL STAFFING  
(Ranked by Clk/1000)**

<b>SD#</b>	<b>SD Name</b>	<b>Response</b>	<b>Clk/1000</b>	<b># Clk Cuts</b>	<b>T-L/1000</b>
27	Cariboo-Chilcotin	18/23	2.53	0/18	3.10
71	Comox Valley	18/18	2.47	0/18	1.17
52	Prince Rupert	7/8	2.44	0/7**	1.55
60	Peace River North	10/10 +	2.40	0/10 3up	1.46
91	Nechako Lakes Nechako	5/9	2.09	0/5	1.37
82/80	Coast Mtns Kitimat	5/5	1.80	5/5	2.71
20	Kootenay Columbia	16/16	1.79	1/16	1.72
46	Sunshine Coast	3/8	1.73	0/3	1.12
85	Vancouver Island North	4/13	1.73	0/4	1.65
53/14	Okanagan Similkameen	4/4	1.71	1/4	0.99
82/88	Coast Mtns Terrace	13/13	1.61	0/13	2.24
73	Kamloops Thompson	36/39	1.60	1/36	1.66
83/89	N. Okanagan Shuswap	26/26 +	1.57	1/26	2.46
69	Qualicum	7/8	1.48	0/7	1.14
59	Peace River South T Ridge	2/2	1.35	1/2	2.16
63	Saanich	13/13	1.35	0/13	1.07
74	Gold Trail	11/11 +	1.30	2/11	1.05
35	Langley	30/35 +	1.27	5/30	1.02
6	Rocky Mountain	14/17	1.20	4/14	2.51
48	Howe Sound	8/9	1.18	0/8	1.08
23	Central Okanagan	34/34	1.14	0/34	1.46
58	Nicola Similkameen Merritt	4/9	1.13	0/4	3.10
54	Bulkley Valley	7/7	1.07	0/7	2.49
7/8	Kootenay Lake	13/18	0.86	5/13	1.35
42	Maple Ridge/Pitt Meadows	14/25 +	0.82	1/14	0.71
57	Prince George	45/45	0.78	6/45	2.11
67	Okanagan Skaha	10/13	0.72	1/10	2.14
61	Victoria (Greater)	38/38	0.69	5/38	1.24
5	S.E.Koot. Fernie	4/7	0.43	4/4	1.97
34	Abbotsford	36/36	0.40	4/36	1.24
36	Surrey	75/92	0.35	14/75	1.99
68	Nanaimo/Ladysmith	33/35	0.33	0/33	1.39
43	Coquitlam	42/50	0.23	8/42	1.55
44	North Vancouver	32/32	0.20	0/32	2.22
45	West Vancouver	11/13	0.13	2/11	2.36
39	Vancouver	91/91	0.10	8/91	2.45
41	Burnaby	39/39	0.10	0/39	1.84
75	Mission	16/16	0.10	1/16	2.77
70	Alberni	13/13	0.00	0/13	2.45
72	Campbell River	16/16	0.00	n/a	3.11
33	Chilliwack	20/20	0.00	0/20	2.34
79	Cowichan Valley	15/23	0.00	0/15	2.18
37	Delta	23/24	0.00	0/23	1.93
28	Quesnel	13/13	0.00	0/13	3.11
5	S.E.Koot. Cranbrook	7/7	0.00	n/a	2.01
87	Stikine	1/1	0.00	0/1	0.00
58/17	Nicola Similkameen Princeton	3/3	0.00	0/3*	3.60
78	Fraser-Cascade	4/7		3/4	2.05
<b>Averages</b>			<b>0.92</b>		<b>1.88</b>

Report 3

**SECONDARY CLERICAL STAFFING  
(Ranked by Clk/1000)**

SD#	SD Name	Response	Clk/1000	# Clk Cuts	T-L/1000
59	Peace River South T Ridge	1/1 +	3.53	1/1	2.19
74	Gold Trail	6/6 +	2.24	1/6	0.46
60	Peace River North	6/6 +	2.13	0/6 (+1up)	1.13
7/8	Kootenay Lake	7/8	1.57	1/7	1.13
91	Nechako Lakes Nechako	4/5	1.35	0/4	1.74
82/88	Coast Mtns Terrace	4/4	1.31	0/4	1.52
6	Rocky Mountain	5/5	1.30	3/5	1.53
46	Sunshine Coast	3/3 +	1.28	0/3	1.24
20	Kootenay Columbia	5/5	1.24	1/5	1.11
73	Kamloops Thompson	11/11	1.20	1/11	1.30
71	Cornox Valley	6/6	1.19	0/6	0.77
57	Prince George	11/11	1.14	0/11	1.38
70	Alberni	3/5	1.13	0/3	1.77
52	Prince Rupert	2/2	1.12	0/2 **	1.30
83/89	N Okanagan Shuswap	7/7	1.09	0/7	1.42
75	Mission	3/3	1.06	0/3	1.22
58/17	Nicola Similkameen Princeton	1/1	1.05	0/1	2.19
63	Saanich	6/6	1.05	n/a	1.11
69	Qualicum	5/5	0.99	0/5	1.17
85	Vancouver Isl. North	2/2	0.97	n/a	1.64
82/80	Coast Mtns Kitimat	1/1	0.95	0/1	0.95
34	Abbotsford	7/7 +	0.94	0/7	0.91
45	West Vancouver	3/3	0.94	0/3	0.94
54	Bulkley Valley	3/3	0.93	0/3	1.86
53/14	Okanagan Similkameen	2/2	0.89	1/2	0.82
67	Okanagan Skaha	4/5	0.88	0/4	1.12
43	Coquitlam	17/17	0.86	2/17	1.03
61	Victoria (Greater)	13/13	0.80	0/13	1.13
23	Central Okanagan	11/11	0.78	0/11	1.09
42	Maple Ridge/Pitt Meadows	3/5	0.78	1/3	0.77
48	Howe Sound	4/4	0.74	0/4	1.54
35	Langley	9/10	0.71	0/9	1.04
79	Cowichan Valley	4/7	0.68	0/4	1.36
27	Cariboo Chilcotin	6/12	0.62	1/6	1.32
58	Nicola Similkameen Merritt	2/3	0.60	0/2	1.90
44	North Vancouver	7/7	0.60	0/7	0.97
41	Burnaby	6/6	0.58	0/6	0.60
37	Delta	7/7	0.55	0/7	0.99
33	Chilliwack	7/7	0.50	n/a	1.18
36	Surrey	16/17	0.40	5/16	0.81
68	Nanaimo Ladysmith	6/7	0.30	0/6	0.85
5	SE Koot Fernie	4/4	0.25	0/4	1.73
5	SE Koot Cranbrook	2/3	0.15	0/2	1.58
39	Vancouver	18/18	0.03	2/18	1.10
72	Campbell River	7/7	0.00	n/a	1.42
78	Fraser Cascade	2/3	0.00	1/2	1.82
28	Quesnel	3/3	0.00	0/3	1.37
87	Stikine	3/3	0.00	1/1	2.18
<b>Averages</b>			<b>0.90</b>		<b>1.29</b>

Report 4

**ELEMENTARY BUDGETS**  
(Ranked by \$/Student)

SD#	SD Name	Response	\$/Pupil	I / S / D	Incl Supp	Incl Tech
23	Central Okanagan	34/34	\$36.38	0/34/0	32/34	19/34
6	Rocky Mountain	14/17	\$23.97	0/5/9	14/14	3/14
48	Howe Sound	8/9	\$22.55	3/3/0/*	8/8	7/8
91	Nechako Lakes Nechako	5/9	\$20.16	0/4/1	5/5	0/5
73	Kamloops Thompson	36/39	\$17.91	8/17/na	28/28	0/36
78	Fraser-Cascade	4/7	\$17.81	n/a	4/4	n/a
27	Cariboo-Chilcotin	18/23	\$17.44	1/17/0	17/18	0/18
60	Peace River North	10/10	\$17.11	0/0/8/*	7/8	8/10
54	Bulkley Valley	7/7	\$17.00	0/7/0	0/7	0/7
33	Chilliwack	20/20	\$16.26	1/16/3	19/20	5/20
67	Okanagan Skaha	10/13	\$16.20	1/8/1	10/10	10/10
71	Comox Valley	18/18	\$15.79	3/14/1	0/18	n/a
28	Quesnel	13/13	\$15.55	8/0/5	13/13	0/13
53/14	Okanagan Similkameen	4/4	\$15.10	1/2/1	3/4	4/4
58/17	Nicola Similkameen Princeton	3/3	\$15.00	0/3/0	3/3	n/a
58	Nicola Similkameen Merritt	4/9	\$14.96	0/3/1	n/a	n/a
59	Peace River South T. Ridge	2/2	\$14.14	1/0/1	1/2	0/2
5	S.E.Koot. Cranbrook	7/7	\$14.10	2/3/0/*	n/a	n/a
75	Mission	16/16	\$13.76	10/0/4/*	n/a	2/16
37	Delta	23/24	\$13.68	5/13/5	14/23	1/23
83/89	N Okanagan Shuswap	26/26	\$13.54	0/3/23	21/26	0/26
57	Prince George	45/45	\$13.30	1/18/6/*	n/a	n/a
20	Kootenay Columbia	16/16	\$12.67	1/9/3/*	n/a	n/a
46	Sunshine Coast	3/8	\$12.66	0/1/1/*	2/3	n/a
70	Alberni	13/13	\$12.56	1/4/8	12/13	1/13
43	Coquitlam	42/50	\$12.26	0/42/0	0/42	0/42
82/80	Coast Mtns Kitimat	5/5	\$11.58	3/0/2	5/5	5/5
69	Qualicum	7/8	\$11.01	0/3/2/*	5/7	4/7
79	Cowichan Valley	15/23	\$11.00	0/15/0	10/15	0/15
5	S.E.Koot. Fernie	4/7	\$10.74	0/2/1/*	4/4	0/4
41	Burnaby	39/39	\$10.70	n/a	0/39	n/a
74	Gold Trail	11/11	\$9.80	0/2/8/*	4/11	2/11
34	Abbotsford	36/36	\$9.03	4/10/1/*	36/36	0/36
61	Victoria (Greater)	38/38	\$8.67	5/14/1/*	31/38	0/38
36	Surrey	75/92	\$8.00	75/0/0	49/75	3/75
52	Prince Rupert	7/8	\$7.51	1/4/2	6/7	1/7
63	Saanich	13/13	\$7.05	n/a	2/6	1/6
44	North Vancouver	32/32	\$6.40	0/32/0	0/32	0/32
68	Nanaimo/Ladysmith	33/35	\$6.26	6/6/9/*	11/26	0/26
42	Maple Ridge/Pitt Meadows	14/25	\$5.64	3/10/1	8/14	0/14
35	Langley	30/35	\$5.11	5/13/10/1new	16/30	2/30
72	Campbell River	16/16		0/12/3/*	n/a	n/a
82/88	Coast Mtns Terrace	13/13		n/a	n/a	n/a
7/8	Kootenay Lake	13/18		n/a	n/a	n/a
87	Stikine	1/1		n/a	n/a	n/a
39	Vancouver	91/91		n/a	n/a	n/a
85	Vancouver Island North	4/13		n/a	4/4	1/4
45	West Vancouver	11/13		n/a	11/11	0/11
<b>Averages</b>			<b>\$13.67</b>			

Report 5

**SECONDARY BUDGETS  
(Ranked by \$/Pupil)**

SD#	SD Name	Response	\$/Pupil	I / S / D	Incl supp	Incl Tech
23	Central Okanagan	11/11	\$33.79	0/11/0	10/11	8/11
60	Peace River North	6/6	\$26.81	2/0/2/*	4/4	1/4
78	Fraser Cascade	2/3	\$23.68	0/2/0	2/2	1/2
52	Prince Rupert	2/2	\$23.38	1/1/0	2/2	2/2
6	Rocky Mountain	5/5	\$22.70	1/1/3	5/5	4/5
53/14	Okanagan Similkameen	2/2	\$21.63	0/2/0	2/2	1/2
91	Nechako Lakes Nechako	4/5	\$21.33	0/3/0/*	4/4	0/3
59	Peace River South T Ridge	1/1	\$21.18	0/0/1	1/1	1/1
67	Okanagan Skaha	4/5	\$21.08	0/3/0/*	3/4	1/4
71	Comox Valley	6/6	\$20.60	2/2/2	6/6	0/6
48	Howe Sound	4/4	\$20.31	2/1/1	4/4	2/4
57	Prince George	11/11	\$19.24	0/2/2/*	n/a	n/a
28	Quesnel	3/3	\$18.04	3/0/0	3/3	0/3
46	Sunshine Coast	3/3	\$17.96	0/1/1/*	2/3	1/3
42	Maple Ridge/Pitt Meadows	3/5	\$17.94	1/1/1	2/3	1/3
73	Kamloops Thompson	11/11	\$17.75	2/8/1	11/11	1/11
27	Cariboo Chilcotin	6/12	\$17.29	2/4/0	6/6	0/6
54	Bulkley Valley	3/3	\$17.00	0/3/0	0/3	0/3
74	Gold Trail	6/6	\$16.64	0/0/5/*	6/6	2/6
58	Nicola Similkameen Merritt	2/3	\$16.43	n/a	n/a	n/a
34	Abbotsford	7/7	\$16.32	0/5/1/*	6/7	0/7
5	SE Koot Fernie	4/4	\$16.08	1/0/1/*	4/4	1/4
35	Langley	9/10	\$15.87	2/3/2/1new/*	n/a	n/a
20	Kootenay Columbia	5/5	\$15.34	0/4/1	4/5	1/5
58/17	Nicola Similkameen Princeton	1/1	\$15.00	0/1/0	1/1	n/a
37	Delta	7/7	\$14.65	5/2/0	7/7	0/7
33	Chilliwack	7/7	\$14.46	2/4/1	6/7	3/7
75	Mission	3/3	\$13.46	n/a	3/3	1/3
83/89	N Okanagan Shuswap	7/7	\$13.14	0/1/6	6/7	4/7
70	Alberni	3/5	\$13.10	0/1/2	2/3	0/3
79	Cowichan Valley	4/7	\$12.52	0/3/0/*	3/4	0/4
36	Surrey	16/17	\$12.00	16/0/0	9/16	0/16
82/80	Coast Mtns Kitimat	1/1	\$11.46	1/0/0	1/1	1/1
61	Victoria (Greater)	13/13	\$11.38	0/13/0	13/13	0/13
5	SE Koot Cranbrook	2/3	\$11.00	0/1/0/*	n/a	n/a
41	Burnaby	6/6	\$10.70	n/a	n/a	n/a
63	Saanich	6/6	\$9.75	n/a	2/6	1/6
69	Qualicum	5/5	\$8.64	0/2/1/*	4/5	4/5
68	Nanaimo Ladysmith	6/7	\$8.02	1/4/1	3/6	0/6
43	Coquitlam	17/17	\$7.28	0/17/0	0/17	0/17
44	North Vancouver	7/7	\$6.83	0/7/0	0/7	0/7
72	Campbell River	7/7		0/7/0	0/7	0/7
82/88	Coast Mtns Terrace	4/4		n/a	n/a	n/a
7/8	Kootenay Lake	7/8		n/a	n/a	n/a
87	Stikine	3/3		n/a	n/a	n/a
39	Vancouver	18/18		n/a	n/a	n/a
85	Vancouver Isl. North	2/2		n/a	n/a	0/2
45	West Vancouver	3/3		0/1/2	3/3	0/3
<b>Averages</b>			<b>\$16.38</b>			

Report 6

**ELECTRONIC SERVICES - ELEMENTARY**  
(Ranked by % Comp Circ)

SD#	SD Name	CD-Roms	Internet	Faxes	Laser Disks	% Comp Cat	% Comp Circ
37	Delta	22/23	19/23	0/23	1/23	100%	100%
58/17	Nicola Similkameen Princeton	3/3	3/3	0/3	0/3	100%	100%
67	Okanagan Skaha	8/10	8/10	0/10	2/10	70%	100%
60	Peace River North	10/10	10/10	1/10	0/10	100%	100%
59	Peace River South T Ridge	2/2	2/2	0/2	1/2	0%	100%
58	Nicola Similkameen Merritt	4/4	3/4	0/4	1/4	100%	100%
42	Maple Ridge/Pitt Meadows	13/14	10/14	0/14	3/14	100%	100%
71	Comox Valley	18/18	1/18	0/18	0/18	100%	100%
82/80	Coast Mtns Kitimat	4/5	3/5	0/5	0/5	100%	100%
46	Sunshine Coast	3/3	2/3	0/3	0/3	100%	100%
73	Kamloops Thompson	34/36	34/36	0/36	0/36	100%	97%
28	Quesnel	13/13	11/13	0/13	2/13	92%	92%
83/89	N Okanagan Shuswap	21/26	20/26	0/26	2/26	92%	92%
34	Abbotsford	9/36	9/36	0/36	0/36	78%	92%
23	Central Okanagan	32/34	29/34	0/34	0/34	88%	88%
75	Mission	16/16	16/16	0/16	0/16	88%	88%
48	Howe Sound	8/8	5/8	0/8	0/8	88%	88%
7/8	Kootenay Lake	9/13	7/13	1/13	4/13	77%	85%
35	Langley	21/30	18/30	1/30	1/30	73%	83%
91	Nechako Lakes Nechako	5/5	5/5	2/5	n/a	80%	80%
53/14	Okanagan Similkameen	4/4	3/4	0/4	1/4	100%	75%
54	Bulkley Valley	6/7	7/7	n/a	1/7	43%	71%
69	Qualicum	1/7	4/7	0/7	0/7	57%	71%
43	Coquitlam	25/42	3/42	0/42	0/42	67%	67%
63	Saanich	9/13	5/13	0/13	0/13	62%	62%
27	Cariboo-Chilcotin	15/18	14/18	0/18	0/18	39%	56%
20	Kootenay Columbia	10/16	7/16	1/16	2/16	50%	56%
61	Victoria (Greater)	20/38	19/38	2/38	3/38	55%	53%
57	Prince George	40/45	39/45	0/45	1/45	58%	51%
85	Vancouver Island North	4/4	2/4	0/4	2/4	100%	50%
33	Chilliwack	19/20	8/20	0/20	0/20	50%	50%
78	Fraser-Cascade	3/4	4/4	0/4	0/4	0%	50%
36	Surrey	57/75	15/75	0/75	3/75	44%	45%
6	Rocky Mountain	11/14	11/14	0/14	0/14	43%	43%
74	Gold Trail	9/11	7/11	0/11	0/11	45%	36%
72	Campbell River	16/16	9/16	n/a	n/a	31%	31%
82/88	Coast Mtns Terrace	11/13	10/13	1/13	0/13	31%	31%
70	Alberni	12/13	11/13	0/13	1/13	38%	31%
52	Prince Rupert	7/7	7/7	0/7	1/7	29%	29%
39	Vancouver	79/91	74/91	2/91	1/91	24%	24%
45	West Vancouver	7/11	10/11	1/11	2/11	36%	18%
79	Cowichan Valley	15/15	15/15	0/15	0/15	13%	13%
68	Nanaimo/Ladysmith	17/33	10/33	0/33	0/33	12%	12%
41	Burnaby	36/39	19/39	1/39	1/39	26%	8%
44	North Vancouver	32/32	0/32	0/32	0/32	0%	0%
5	S.E.Koot. Fernie	3/4	2/4	0/4	0/4	50%	0%
87	Stikine	n/a	n/a	n/a	n/a		
5	S.E.Koot. Cranbrook	n/a	n/a	n/a	n/a		
<b>Averages</b>						<b>61%</b>	<b>63%</b>

Report 7

**ELECTRONIC SERVICES - SECONDARY**  
**(Ranked by % Comp Circ)**

SD#	SD Name	CD-Roms	Internet	Faxes	Laser Disks	%Comp Cat	%Comp Circ
28	Quesnel	3/3	3/3	0/3	2/3	100%	100%
73	Kamloops Thompson	11/11	11/11	0/11	0/11	100%	100%
45	West Vancouver	3/3	3/3	0/3	2/3	100%	100%
58	Nicola Similk Merritt	2/2	1/2	0/1	1/2	100%	100%
58/17	Nicola Similk Princeton	1/1	1/1	0/1	0/1	100%	100%
48	Howe Sound	4/4	4/4	0/4	1/4	100%	100%
83/89	N Okanagan Shuswap	7/7	7/7	0/7	2/7	100%	100%
37	Delta	7/7	7/7	0/7	5/7	100%	100%
53/14	Okanagan Similkameen	2/2	2/2	0/2	0/2	100%	100%
79	Cowichan Valley	4/4	4/4	1/4	0/4	100%	100%
60	Peace River North	6/6	6/6	0/6	0/6	100%	100%
59	Peace River SouthTR	1/1	1/1	0/1	0/1	100%	100%
42	Maple Ridge Pitt Mead	3/3	3/3	0/3	2/3	100%	100%
52	Prince Rupert	2/2	2/2	0/2	1/2	100%	100%
91	Nechako Lakes Nech	4/4	4/4	1/4	1/4	100%	100%
43	Coquitlam	16/17	17/17	0/17	1/17	100%	100%
6	Rocky Mountain	5/5	5/5	0/5	2/5	100%	100%
63	Saanich	6/6	5/6	0/6	2/6	100%	100%
5	SE Koot Cranbrook	2/2	2/2	0/2	1/2	100%	100%
82/80	Coast Mtns Kitimat	1/1	0/1	0/1	1/1	100%	100%
82/88	Coast Mtns Terrace	4/4	4/4	1/4	2/4	100%	100%
27	Cariboo Chilcotin	6/6	6/6	1/6	2/6	100%	100%
85	Vancouver Isl. North	2/2	2/2	0/2	1/2	100%	100%
54	Bulkley Valley	3/3	3/3	0/3	2/3	100%	100%
34	Abbotsford	7/7	7/7	0/7	0/7	100%	100%
71	Comox Valley	6/6	6/6	0/6	0/6	100%	100%
35	Langley	9/9	9/9	1/9	1/9	89%	89%
33	Chilliwack	7/7	6/7	0/7	1/7	43%	86%
41	Burnaby	6/6	4/6	0/6	2/6	83%	83%
68	Nanaimo Ladysmith	6/6	6/6	0/6	2/6	83%	83%
57	Prince George	10/11	11/11	0/11	2/11	82%	82%
36	Surrey	16/16	14/16	0/16	6/16	81%	81%
20	Kootenay Columbia	4/5	4/5	0/5	0/5	80%	80%
67	Okanagan Skaha	4/4	4/4	0/4	1/4	75%	75%
23	Central Okanagan	11/11	11/11	0/11	3/11	82%	73%
61	Victoria (Greater)	12/13	12/13	0/13	4/13	69%	69%
70	Alberni	3/3	3/3	0/3	0/3	67%	67%
75	Mission	3/3	3/3	0/3	1/3	67%	67%
46	Sunshine Coast	2/3	3/3	0/3	0/3	67%	67%
69	Qualicum	5/5	5/5	1/5	0/5	80%	60%
7/8	Kootenay Lake	5/7	5/7	1/7	2/7	57%	57%
74	Gold Trail	5/6	3/6	0/6	0/6	50%	50%
78	Fraser Cascade	2/2	2/2	0/2	1/2	100%	50%
72	Campbell River	6/7	5/7	n/a	n/a	43%	43%
87	Stikine	3/3	3/3	0/3	0/3	25%	25%
5	SE Koot Fernie	4/4	4/4	0/4	0/4	50%	25%
39	Vancouver	18/18	13/18	0/18	1/18	28%	22%
44	North Vancouver	7/7	4/7	0/7	1/7	0%	0%
<b>Averages</b>						<b>83%</b>	<b>82%</b>

Report 8

## DISTRICT RESOURCE CENTRES IN B.C

**Total # of surveys returned – 39**

**Ques. 1 Is there a District Resource Centre in your district?**

If no, when did it close? _____	#	Year__
Yes – 28	No – 11	
	3	1998
	1	1997
	2	1996
	2	1995
	3	no date

**Ques. 2 Who is in charge? of 28 DRCs**

Teacher-Librarian with a Diploma in Teacher-Librarianship	3
Teacher-Librarian with an MLS	5
Teacher-Librarian (unspecified)	4
Administrative Officers	6
Incl. Masters – Curriculum & Comp Technology, Directors of Instruction District Personnel or Exempt Educational Staff	6
Technology Background	1
Clerical	1
These positions range from 1.0 FTE to 0.141 FTE	

**Ques. 3 What other staffing exists?**

Technical from 2.6 FTE to 0.5 FTE	11
Resource Teachers	3
Clerical from less than 9 FTE to 0.5 FTE (some include Library Clerk Staffing)	23
Courier	6

**Ques. 4 What services are provided in addition to circulation of resources?**

Laminating	26
Computer circulation (4 are catalogue only)	20
Video dubbing	18
Curriculum development	16
Pro-D/Inservice	15
Brochure available	10
Processing	8
Selection of materials	8
Bookbinding	8
Web page	6
Others: Central purchasing (1)      Print Shop      Ministry contact French Curriculum lab (1) Technology focus (5) Copyright information	

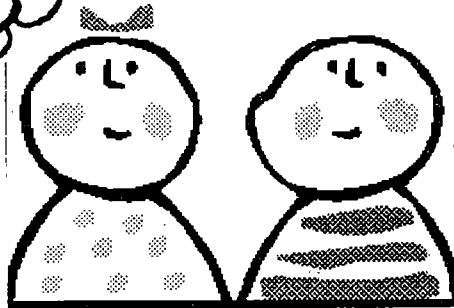
You  
know what charm  
is: a way of getting the  
answer yes without having  
asked any clear question.  
*Albert Camus (1913-60), French-  
Algerian philosopher,  
author.*

When  
I'm working on a  
problem, I never think  
about beauty. I think only  
how to solve the problem. But  
when I have finished, if the  
solution is not beautiful, I  
know it is wrong.  
*Richard  
Buckminster Fuller*

The  
problems of this world are only  
truly solved in two ways: by extinction  
or duplication.  
*Susan Sontag (b. 1933),  
U.S. essayist.*

To  
spell out the  
obvious is often to call  
it in question.  
*Eric Hoffer (1902-83),  
U.S. philosopher.*

The  
man who sees both  
sides of a question is a  
man who sees absolutely  
nothing at all.  
*Oscar Wilde (1854-1900), Anglo-  
Irish playwright, author.*



Just  
as the largest  
library, badly  
arranged, is not so useful  
as a very moderate one that is  
well arranged, so the greatest  
amount of knowledge, if not  
elaborated by our own thoughts,  
is worth much less than a far  
smaller volume that has been  
abundantly and repeatedly  
thought over.  
*Arthur Schopenhauer (1788-1860),  
German philosopher.*

To be or not to be is not a  
question of compromise.  
Either you be or you don't be.  
*Golda Meir (1898-1978),  
Israeli politician, prime minister.*

**BOOKMARKS**  
**BY**  
**BERSON**

# BCTLA REVIEWS

“BCTLA Reviews” is coordinated by:

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Reviews are edited by Ruth Allman and Liz Austrom.

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

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

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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 BRO

Brownridge, William Roy. *The final game: the further adventures of the Moccasin goalie*. — Orca, 1997. — 32 p. : ill.— ISBN 1-55243-100-9 — \$16.95.

Reviewed by: E. Rita Ourom, retired teacher-librarian, Vancouver.

This is a winner. With the many hockey fans throughout the country, starting at very young ages, this little picture book and its vivid illustrations will appeal to the young reader. Perhaps the phrase “crippled leg” is no longer considered correct usage, but “disadvantaged limb” would not have nearly the same connotation. The story incorporates all the politically correct mores so much a part of the juvenile book world. A girl playing hockey, a small guy who bests a bully, and a hockey player who comes from a professional team to help the kids, are all part of the tale. These features, coupled with non-didactic writing and paintings evocative of the cold prairie winter, will appeal.

Recommended for grades K to 3.

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FIC BRU

Bruce, Anthony. *The east wind*. — Glendambo Publishing, 1998. — 287 p.— ISBN 0-9681787-1-5 — \$12.95.

Glendambo Publishing  
151 Saltair Lane  
Saltspring Island, BC, V8K 1Y5

Reviewed by: Liz Austrom, retired teacher-librarian, Vancouver.

Tony Bruce’s childhood in Central Africa and his work as a surveyor, soldier, commercial pilot, and mining construction or civil project manager in a variety of African countries as well as England, Canada, Colombia, Ecuador and Indonesia, have given him the wide range of expertise which obviously enriches this novel. Indeed, the most engrossing aspects of the novel involve survival in the terrible beauty of the Namib Desert with its destroying East Wind, and the counterpoint theme of survival in the corporate political jungle.

Less well done is the development of characterizations. There are a few wooden dialogue moments and the teenaged boy’s dialogue is sometimes unintentionally funny. The women are stereotypical, either neurotic and demanding, or unhappy, intelligent and beautiful — the latter type being much more desirable to any man, and to any novelist seeking a plot device!

However, this novel is most likely to appeal to YA male readers. *The east wind* is in the same vein as Wilbur Smith’s African novels, although it is neither as complex nor as adult as his work. The plot involves an uncle and his teenaged nephew, both leading isolated lives, and both needing human contact but not recognizing their need. When he gets into trouble at home, Colin Mornay is sent to Namibia to stay with his uncle, David Mornay. David has devoted himself to his work as a construction project manager and, aside from one close friend, Rafa Modesto, has shut out the world. Colin and David are virtual strangers with no common reference points when they are thrust together, and it is no surprise that Colin continues to flirt with trouble. Complicating their relationship is the fact that David is pursuing a young married woman chemist who works for the same company he does. Kate Richardson is the dream girl incarnate. The relationship between Colin and David stutters along, but Colin and Rafa hit it off from the start. A bus tour in the desert turns into a life and death test for young Colin, but when the search plane carrying Rafa, David and Kate crashes in the desert, the focus shifts to the adults in the story and to the choices they must make. The conclusion is one that some young readers will not find realistic, for Colin seems less involved in decisions about his future plans than he should be.

This is not a great novel, but it is one which will interest male readers who aren't attracted to YA novels, but haven't the focus to read longer adult novels. This book is a relatively easy read, and the rebellious Colin is someone most teenagers will understand. If your students like this one, Anthony Bruce's previous African thriller is titled *To taunt a wounded tiger*.

Recommended as recreational reading for students in grades 9 to 12, and for adults.

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FIC BUT

Butcher, Kristin. *The runaways*. — Kids Can, 1997. — 168 p. — ISBN 0-55074-413-5 — \$4.95.

T. E. Salle, teacher-librarian,  
Mountview Elementary School,  
SD#27 (Cariboo-Chilcotin).

Twelve year old Nick enjoys a com-

fortable life until his mother meets a man, marries and becomes pregnant. Throughout his life Nick has not had to share his mother's attention and he does not want that to change. When he learns that a baby is due he runs away. He ends up spending one night in an old abandoned mansion where he meets Luther — middle-aged, well-educated, but another runaway. Nick befriends Luther and visits him each week, becoming curious about why he would live on the street. Nick's search for this answer and his interest in homeless people draw him closer to his stepfather and help him accept the changes in his family life.

This story has believable characters, problems and solutions. When Nick collects information for his report on homeless people, the reader gains some insight into their life and reasons for being there, hopefully developing some understanding of real people. Many readers will also identify with the problems and feelings related to changes in the family.

Recommended for grades 4 to 7.

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FIC LOT

Lottridge, Celia. *Music for the tsar of the sea: a wonder tale*. — Douglas & McIntyre, 1998. — 32 p. : ill.— ISBN 0-88899-328-5 — \$16.95.

Reviewed by: Rosemary Anderson,  
teacher-librarian, W.L. McLeod El-  
ementary School, SD#91 (Nechako  
Lakes).

Sadko is a poor itinerant musician. One day he meets the Tsar of the Sea, ruler of all underwater realms. The Tsar offers a coffer filled with gold and jewels to Sadko, in return for a promise to come and play for him in his palace under the sea. Once Sadko is rich, he travels the world over and completely forgets his promise to the Tsar. Eventually he is forced to go under the sea to the Tsar's palace and play for the Tsar. The Tsar dances so wildly that he stirs up all the waters above, and threatens all the lands of the earth. The only way Sadko can escape is if he takes the Tsar's daughter Volkova with him. When Sadko awakens at home the next day, Volkova has turned into the Volkov River, giving the previously landlocked city of Novgorod a river to sail on and enjoy.

This wonderful folktale is a Russian magical tale retold by Celia Barker Lottridge with vivid illustrations by Harvey Chan. Lottridge is a noted Canadian author and storyteller. She has earned international recognition with her retelling of the folktales *The name of the tree* and *Ten small tales*. She has also written the junior novels *Ticket to Curlew* and *Wings to fly*.

Chan came to Toronto as a teenager from Hong Kong, and makes his living as an illustrator. He won awards for his illustrations in *Roses sing on new snow* and *Ghost train*.

This folktale retelling is a good read-aloud for upper primary and lower intermediate students. It probably would circulate well in the picture book section, but would also be very useful for teaching folktales. A very interesting book for elementary school library collections.

Recommended for grades 2-to 6.

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FIC MAN

Manson, Ainslie. *Baboo: the story of Sir John A. MacDonald's daughter*. — Douglas & McIntyre, 1998. — 32 p. : ill.— ISBN 0-88899-329-3 — \$15.95.

Reviewed by: Pat Parker, teacher-librarian, Arthur Hatton and Dufferin Elementary Schools, SD#73 (Kamloops/Thompson).

Mary MacDonald was born with hydrocephalus. She was confined to a wheelchair throughout her life and had little use of her hands. She was, however, aware of the world around her and interested in music and politics. Her father was the Prime Minister of Canada, Sir John A, MacDonald. His nickname for his daughter was Baboo.

Ainslie Manson has written about a little known part of Sir John A. MacDonald's life. We are told a simplified story of Canadian politics along with a message about overcoming handicaps. In *A dog came, too* we are given a story of Alexander Mackenzie's journey from a unique viewpoint. *Baboo: the story of Sir John A. MacDonald's daughter* does the same for Canadian political history. There is an afterword that tells what happened to Mary MacDonald in her later life.

This book is suitable for use at the grade four level where "government" is in the Social Studies IRP. It would also be useful as a book to demonstrate that one can overcome handicaps.

Recommended for grades 3 to 5.

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FIC TAT

Tate, Nikki. *Sienna's rescue*. — Sono Nis Press, 1998. — 128 p. — ISBN 1-55039-093-7 — \$5.95.

Reviewed by: Elizabeth Tuysuzian, teacher-librarian, Upper Lynn Elementary School, SD#44 (North Vancouver).

*Sienna's rescue* is the fourth book in Nikki Tate's *Stablemates* series. The author currently lives on Vancouver Island, has previously worked with animals as an Animal Control Officer with the Guelph Humane Society in Ontario, and has studied the many ways in which companion animals have a therapeutic effect on humans.

The story focuses on Jessa, who has an affinity for animals and loves to ride her pony, Rebel. Early on in the novel she adopts, or rather is adopted by a mutt called Romeo, who shows up on her doorstep one wet and windy night.

When four neglected and abused horses are seized by the Animal Rescue Society, Jessa decides that Mrs. Bailey, who runs the stables where Jessa keeps her horse, can foster one of the horses, Sienna, back to health and restore her trust in humans. Sienna presents a great challenge. She is half-starved and very frightened of people. However, with the patience and kindness of an old hand, Walter Walters, Mrs. Bailey's grudging cooperation, and Jessa's determination, the novel ends on a happy note.

Romeo's antics as Jessa tries to train him, especially the episodes in obedience school, are quite humorous and act as a balance to the more serious parts of the book. Tate approaches the topic of animal abuse with compassion and sincerity.

Recommended for grades 3 to 5.

FIC MACD

MacDonald, Janice. *The ghouls' night out*. — Ronsdale Press, 1998. — 50 p. — ISBN 0-921870-59-2 — \$8.95.

Reviewed by: Marv Worden, Grade 5/6 classroom teacher, Cilaire Elementary School, SD#68 (Nanaimo-Ladysmith).

A witch named Annalise, a ghost named Ernie, and a skeleton named Milton decide to get actively involved in Halloween, and fail because the costumes they create are too much like normally dressed eight year-olds. The concept of reversal is original, and the appropriate elaboration such as the chores of watering weeds, peeling paint off the house, and ensuring hinges squeak are entertaining to intermediate students.

Of the 36 black and white illustrations by Pamela Breeze Currie, 29 are positioned within the 36 pages taken to tell the story, but then one page each is devoted to the author and to the illustrator, and three extra illustrations are offered. Seven totally blank pages appear to pad the slimness of the book. The seven chapters divide the plot logically, but the shortness of some add to the feeling that the story could have been more successfully presented as a picture book in which illustrations could be given more attention.

The book was well received when read aloud to a Grade 5/6 class and to a 4 year-old. For the cost, this could be a recommended purchase for intermediate libraries depending on how teachers and teacher-librarians wish to balance the high interest in Halloween materials with the short season of appeal.

Recommended for grades 3 to 6.

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FIC WIE

Wieler, Diana. *Drive*. — Douglas & McIntyre, 1998. — 245 p. — ISBN 0-88899-348-X — \$7.95.

Reviewed by: Marilyn Aldworth, district-librarian, Leo Marshall Curriculum Centre, SD#44 (North Vancouver).

*Drive* is a very readable and engaging YA novel. It is the story of two brothers who end up spending a few days on the road together and finding out that they don't really know each other as well as they thought. Through some eventful twists and turns, the older brother, Jens, realizes that his brother Daniel is not just some wanna-be rock star, but an extremely gifted song-writer and guitarist. Although their sibling relationship is not so different from countless others, it is the intensity and truth of their struggle to understand each other that makes it so genuine. Their perceptions of who they are come from early memories as children and naturally, how their mother and father reinforced their perceptions. As one might expect, the eldest son feels that he has to protect and cover-up for his younger brother. To no one's surprise, the younger brother wants Jens to notice him for who he is now and not the slow, reluctant-to-talk child who never quite fit in when they were growing up. Even the parents have some surprises to share with the boys. Discovering that family members are not always the people they appear to be is a life-lesson for anyone. In this case, it comes as a shock to the brothers.

The voyage on this road to discovery for this has been portrayed most realistically and poignantly by award-winning author Diana Wieler. Small towns in northern Manitoba provide the setting for the story. Readers will probably see some traits that their families possess and maybe the story will remind them that they don't have to hide from those that love them for who they really are.

Recommended for grades 8 to 12 and public libraries.

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FIC WIT

Withrow, Sarah. *Bat summer*. — Douglas & McIntyre, 1998. — 174 p. — ISBN 0-88899-352-8 — \$8.95.

Reviewed by: M. Maureen Scott, teacher-librarian, Scott Creek Middle School, SD#43 (Coquitlam).

“An imaginative story that I can relate to,” commented Dustin, a grade 8 student at our school, after reading *Bat summer*. “I think boys 10 to 12 years old would really like this book.”

*Bat summer* is an account of a twelve year-old boy's summer adventures. With his best friend, Tom, off to camp, Terence feels his social options are sadly limited. Spending time with Rico, an empty-headed, foul-mouthed, would-be he-man, isn't much fun and may lead to trouble. Then, Terence encounters Lucy, an unusual child who has taken on the persona of a bat in order to combat the pain of a friend's violent death and the misery caused by a disorganized family. Terence is drawn into Lucy's fantasy even as he feels the first faint stirrings of longing to be more than her friend, but worries that a relationship with this unusual girl will result in scorn from friends like Tom. In a tautly dramatized conclusion, Terence discovers he has the courage to accept and be friends with a person like Lucy.

*Bat summer* is smoothly written and nicely plotted. This paperback novel offers both extremely funny incidents as well as touching scenes. However, it is characterization which is stellar. Terence and Lucy, insecurities and all, are very real adolescents wrestling with very real problems. Recommended as a first purchase for fiction collections serving students in upper elementary and middle schools.

This novel, author Withrow's first, was awarded the winning prize in the Greenwood Twentieth Anniversary First Novel for Children contest.

(Many thanks to Dustin Simmonds, Scott Creek Middle School student, for his assistance with this review.)

Recommended for grades 5-7.

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FIC WOO

Woods, Shirley. *Black Nell: the adventures of a coyote*. — Douglas & McIntyre, 1998. — 96 p. ill.: — ISBN 0-88899-319-86 — \$6.95.

Carolyn Cutt, teacher-librarian, Sir Guy Carleton Elementary School, SD#39 (Vancouver).

A rare dark charcoal gray in colour, Black Nell is part of a litter of five Eastern coyotes born on a rainy April morning. Life begins in the protective care of both parents, but the pups learn survival skills early.

Though written as a story of Nell's adventures, the book is a wealth of information on coyotes in general. Accurate from description to habitat details, hunting habits and encounters with enemies, including a forest fire, the text becomes a reference tool as well as an entertaining story. The vocabulary is rich and the story pace moves well to hold interest in each new experience the young coyotes face.

Information about a Wildlife Shelter and a section describing Nell's eventual return to a wilderness park, where she seeks a mate, round out this story of the first year in a coyote's life.

Celia Godkin's illustrations are delicate, accurate and appealing, especially as they are done appropriately in black, white and gray tones. Though limited in number, they add a realistic dimension to the story.

I highly recommend this story for primary readers, especially grade 3 & 4 students beginning to research animals. It would be an interesting "read-aloud" to introduce such a project.

Recommended for grades 3 & 4.

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FIC YEE

Yee, Paul. *The boy in the attic*. — Douglas & McIntyre, 1998. — 32 p. : ill. — ISBN 0-88899-330-7 — \$15.95.

Reviewed by: Wendy Smith, teacher-librarian, W.D. Ferris Elementary School, SD#38 (Richmond).

The boy in the attic is an evocative ghost story about seven-year-old Kai-Ming, a lonely new immigrant who has no place to meet new friends as school is closed for the summer. One day he sees a face at the window of the third story of his rented house. In the attic, Kai-Ming meets the ghost of a blonde boy named Benjamin, who died in the house as the result of an accident. All summer the boys play together and Kai-Ming tells no one. After Kai-Ming's father obtains work and better housing for his family, Benjamin helps Kai-Ming realize that he must find his way in his new life with living friends and outdoor adventures.

Paul Yee is the award-winning author of many books including *Tales from gold mountain*, *Roses sing on new snow* and *Ghost train*. In *The boy in the attic*, he reminds the reader that it takes courage to adapt to new situations. The importance of friendship with its healing power cannot be overlooked. The many children who face change and challenge in their lives by moving frequently or immigrating will identify with this story.

Gu Xiong's illustrations are a welcome addition to this thought-provoking story. They are beautifully detailed and enhance the story's mood.

*The boy in the attic* is a recommended purchase for libraries in elementary schools that have a significant immigrant or transient population. It could be a good vehicle for discussion leading to increased understanding of the challenges these children face.

Recommended for elementary grades.

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793.34 ROS

Rose, Marian. *Step lively, dances for schools and families, a companion to the recording*. — 40 p. : ill.— CD-ROM — \$20.00.

Marian Rose  
c/o Community Dance Project  
#101—2056 East 3rd Avenue  
Vancouver, BC, V5N 1H7

Reviewed by: Barbara Witt, teacher-librarian, McLeod Road Elementary School, SD#36 (Surrey).

This spiral bound paperback with its accompanying CD is an excellent teaching resource for the classroom teacher who wants to teach square dancing as part of the regular Physical Education program.

The CD is lively and fun. Fifteen musicians participate, including the author herself, who plays piano and accordion. There is vocal accompaniment for some of the songs, and one of the barn dance medleys features dance calls. The author has been playing for old-time dances since the age of twelve and writes that she leaned to polka before she could ride a bicycle. She now spends much of her time giving dance workshops at elementary schools and dance camps throughout the province and is in wide demand as a caller at community dances including those put on by the Rogue Folk Club in Vancouver.

The book contains clear, explicit instructions for teaching the twenty different dances featured on the CD. The repertoire includes: tradi-

tional dances from around the world, including Germany, Russia and Columbia; old favorites like the Virginia Reel; and miscellaneous dances, some of which were composed by the author, others done to well-known folk songs like "Oh Susannah", and one done to the well-known children's song "B-I-N-G-O".

The book is divided into two sections: dances which require a specific song or melody (the first seven of which are arranged according to order of difficulty), and dances which can be done to a wide array of standard fiddle tunes. There is a glossary at the front that explains typical square dance terminology like "allemande", "dosido" and "promenade", and a nice diagrammatic representation of the seven typical dance formations. The folksy introduction to each dance gives details such as where Marian Rose first learned the dance and where she has performed it. She also identifies the grades the dance is suitable for, the formation and what music to use. There is right-hand piano accompaniment for the first seven songs with the metronome speed indicated, as well as humourous black and white line illustrations throughout.

Recommended for kindergarten to adult.

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355.'00971 AND  
Andrews, Allen. *Brave soldiers, proud regiments: Canada's military heritage*. — Ronsdale Press, 1997. — 511 p. : ill. ISBN 0-921870-50-7 — \$19.95.

Reviewed by: Larry Little, chief librarian, Penticton Public Library. Trustee, SD#67 (Okanagan-Skaha).

Allen Andrews' *Brave soldiers, proud regiments* chronicles 250 years of Canadian military leaders from Wolfe at Quebec to Major General Lewis MacKenzie's responsibilities in Sarajevo. This useful study features the 1759 French defeat, the War of 1812, Fenian Raids, the Métis Rebellion, World Wars I and II and the Korean War, plus Canada's obligation as a U.N. peacekeeper. Photos, maps and an index are included.

This title, like *Women overseas* (see 940.54'771'092271 DAY for review) is a potential supplemental social studies resource worth examining.

Recommended for grade 11.

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372.6'044 DUM  
DuMoulin, Barbara. *Celebrating our cultures: language art activities for classroom teachers*. — Pembroke Publishers, 1998. — 128 p. — ISBN 1-55138-102-8 — \$18.95.

Reviewed by: Marilyn Clements, retired teacher, SD#71 (Courtenay).

This is a handy book of language arts activities for classroom teachers. In it teachers can find ready made lessons on many holidays and most of the ethnic celebrations that take place during the school year. These range from developing background information to word games, to thinking, writing, art, and follow-up activities.

DuMoulin and Sikunder have thoughtfully provided sample graphs, outlines and answer keys for the busy teacher. All teachers have this information around in many publications, but this book brings it together under one cover and organized as lessons for immediate use. This makes *Celebrating our cultures* an excellent tool. I especially like how the two authors have provided information on multicultural celebrations and how they have provided opportunities for creative activities. A most useful tool for intermediate classrooms.

Recommended for teachers of grades 6-8.

591.53 SWA

Swanson, Diane. *Animals eat the weirdest things*. — Whitecap Books, 1998. — 64p. : ill. — ISBN 1-55110-693-0 — \$14.95.

Reviewed by: Eleanor Elliot, teacher-librarian, Laurier Elementary School, SD#39 (Vancouver).

Animals **do** eat the strangest things. This book details the bizarre diet of a wide variety of creatures. The “gross factor” will undoubtedly intrigue a number of readers. It is, however, carefully researched and well organized. The index is accessed by the name of the animal and the foods they eat. This book could be used as an additional source when researching an animal, but it really comes into its own when browsing. An example of this is the anecdote about rats, who prefer a well balanced diet. This is the reason for them gnawing on the toenails of the elephants in the London Zoo.

Terry Smith’s illustrations are accurate and help to enlarge the scope of the text. The colourful pages resemble a magazine. The boxes or sidebars whet the interest of the reader and encourage one to read the full text on the page. Children aged 7 to 11 will enjoy this witty, but informative book. It will be a welcome addition to all elementary schools.

Recommended for elementary grades.

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599.4 SWA

Swanson, Diane. *Welcome to the world of bats*. — Whitecap Books, 1998. — 32p. : ill. — ISBN 1-55110-784-8 — \$6.95.

599.76'32 SWA

Swanson, Diane. *Welcome to the world of raccoons*. — Whitecap Books, 1998. — 32p. : ill. — ISBN 1-55110-782-1 — \$6.95.

Reviewed by: Susan Lambert, teacher-librarian, Lochdale Community School, SD#41 (Burnaby).

The topics of the series *Welcome to the world of...* by Diane Swanson meet the needs of young students researching Canadian animals. Each two page spread usually consists of high quality photographs on the right hand side and text on the left. The text is set large and clear on a white background.

However, the table of contents, typical of the series, is more mystifying than helpful with entries such as “World of Difference”, “New World”, “Small World” and “Fun World.” There are no subheading and keywords are not marked. There is a lack of specificity in some of the information provided in the text. Students, for example, may find that raccoon kits “may be as long as a chain of two or three paper clips” and “weigh no more than a bar of soap” — with no actual length or weight given, or that “one handsome bat is black with three white spots on its back” — with no species name given. These examples, while relevant to a child’s experience, pose problems for student researchers who are looking for main ideas and facts. Sometimes the text seems to raise more questions than answers: “When kits—or even grown raccoons—get an animal skin, they grasp it with their teeth or shake it”; or, from *Bats*, “Their fur is thick enough to be warm outdoors, and it’s coloured to hide them.” The indexes are satisfactory although they are computer generated and often refer children to numerous pages of text where references to the topic are inconsequential. There are no glossaries or bibliographies.

Without a word of caution, the overall impression left with the reader is that raccoons are as playful and intriguing as the family pet. The two major classes of bats are not introduced and although the word “echolocation” is included in the index it is not present in the explanation in the text. The reference to first sightings by Europeans (“The first Europeans to spot common raccoons in North America thought they were masked dogs”) is strangely dated and insensitive.

Lynne Stone's *North American animal discovery library* (Rourke, 1990) and *Discovery library of nighttime animals* (Rourke, 1993) are as comprehensive and give more information, have better photographs and are organized to enable student researchers. Sylvia Johnson's *The world of bats* (Lerner, 1985) is a superior book for older children.

Recommended for grades 3 to 7 as a supplementary purchase where collections need additional materials on these topics.

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629.283 MAC  
Mackintosh, Rick. *Learn to Drive*.  
*Videocassette* — Universe Produc-  
tions Inc., colour, 55 minutes, stereo.  
— \$27.95.

Universe Productions Inc.  
#807-938 Howe Street  
Vancouver, BC V6Z 1N9

Reviewed by: Amber Williams,  
Counsellor and CAPP teacher, Mt.  
Prevost Middle School, SD#79  
(Cowichan Valley)

The video *Learn to drive*, narrated by Rick Mackintosh, the chief instructor and owner of a driving school in Vancouver, covers a lot of territory and demonstrates: signs, signals, pavement markings and rules of the road; driving on curves, on hills, at night, in bad weather and on highways; some defensive driving techniques; the gear shift and pedals; steering, stopping, parking, backing up, right of way, turns and lane changes, passing speed and distance.

*Learn to Drive*, while suitable for the young person learning to drive, is somewhat dry. The narrator often speaks quite quickly and without much modulation. Two boys who watched the video, one 14 and one almost 216 years of age, commented that it would be helpful as a study tool before taking the written driver's exam, but that the background music was "not cool" and could have been more upbeat.

Shot in Vancouver, the video uses all Canadian signs and symbols. After a brief introduction by Rick we meet Karen who is the demo driver—the teens appreciated that Karen drove a new model convertible Mustang! The video is divided into sections which can be easily paused and discussed. Seen in its entirety the messages are quickly forgotten due to the length (55 minutes). Therefore the best use of this production would be by using it as a study tool, pausing after each section and taking notes.

Recommended for new drivers.

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634.9'09711 DRU  
Drushka, Ken. *Tie hackers to timber harvesters: the history of logging in the BC interior*. — Harbour Publishing, 1998. — 200p. : ill. — ISBN 1-55017-189-5 — \$44.95.

Reviewed by: Larry R. Little, chief-librarian, Penticton Public Library, and trustee, SD#67 (Penticton).

Ken Drushka, former journalist and logger, is the author of numerous books on British Columbia, one of which won the 1996 Roderick Haig-Brown Regional Book Prize for the best work published about BC. Drushka's latest study chronicles the history of logging in the interior from the 1850's to the challenges of the 1990's.

According to the author, this is not an exhaustive account, stating such an effort would take several volumes. Rather, the book provides an overview of a diverse and dynamic industry that shaped not only the land, but the socio-economic life of the many varied regions of British Columbia's interior. What makes Drushka's publication special are the oral histories of individuals whose reflections bring the story of logging alive.

Complete with an index, a great assortment of black and white photos and maps, *Tie hackers to timber harvesters* is recommended for school resource centres.

Recommended for grades 10 and up.

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796.962 ROS

Ross, Jesse. *The amazing allstar hockey activity book*. — Polestar Book Publishers, 1998. — 48p. : ill. — ISBN 1-896095-92-5 — \$5.95.

Reviewed by: Anne Lansdell, retired teacher-librarian, Victoria.

The young hockey enthusiast will be

challenged and entertained by the puzzles and questions in the *Amazing allstar hockey activity book*. Youngsters who play hockey, watch games or become involved in the hockey world of entertainment will add to their knowledge by matching facts with the players, and by finding out the scores of games, offensive and defensive statistics and other details that will enhance their images as wizards of hockey trivia. There is a spread of information that covers all aspects of the game. To prove that it is a comprehensive look at hockey, the book provides at least three pages referring to women pro hockey players and the Canadian National Women's Hockey Team.

Perhaps the most useful aspect of this book is the collection of Web pages. This section alone makes the book very worthwhile as it will stimulate the non-reader or create interest in research for the uninterested student.

The reading level is very basic with an over-emphasis on the phrase "cool stuff." The combined efforts of two brothers, 12 year old Jesse and 15 year old Julian, and their father, Noah Ross, have produced a high interest, low reading level book suitable for any student in the middle school age range. This is the third book written by the father and son combination, the others being the *Allstar hockey activity book* and *All-new allstar hockey activity book*.

This title is not really suitable for school library shelves because of the need to write answers in it. However, it would be very useful for small group activities for students in the library or in the classroom. It would also be of value in Learning Assistance classes to stimulate interest.

Recommended for grades 6 to 8.

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*In the clear: a contemporary Canadian poetry anthology I* edited by Allan Forrie et al — Thistledown Press, 1998. — 295 p. — ISBN 1-895449-84-7 — \$29.95.

Thistledown Press  
633 Main Street  
Saskatoon, Saskatchewan, S7H 0L8

Reviewed by: Dana MacFarland, librarian, Royal Roads University, Ladysmith.

The editors of *In the clear* state that their purpose is to return to print "poetry that is as diverse in its concerns and craft as the poets, who come from all regions of Canada and beyond." This objective is fulfilled insofar as the poets who have published with the Thistledown Press are representative of that diversity: These are exclusively English language works, including poems from Patrick Lane, Lorna Crozier, Al Purdy and a sampling of lesser known poets.

An unstated objective, evident in the appearance and organization of the book, is surely to offer a product which readily lends itself as a textbook for a creative writing or Canadian poetry class. But even if *In the clear* does look unmistakably like a textbook, its flavour is a little different. The anthology is prefaced with introductory essays by Rhona McAdam and Patrick Friesen. These are fresh and personal

reflections on poetry writing which are well suited to writing students and also interesting to the general reader. Within the collection, poets are presented alphabetically rather than according to region or theme. The simple strength of this organization is that a reader cannot help but browse and discover both poets and meanings. Interspersed seemingly at random throughout the alphabet are "Meditations" on poetry composed by Patrick Lane with his usual directness and power.

One can peruse and enjoy this collection recreationally as I have. However, the most likely and, I think, target audience is the senior secondary or college writing class, which will benefit from the reflective pieces which structure the anthology as well as the range of talent and content represented in its poems.

Recommended for senior secondary and college levels.

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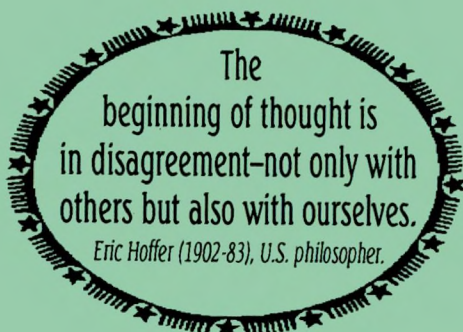
Day, Frances Martin, Spence, Phyllis and Ladouceur, Barbara, ed. *Women Overseas: memoirs of the Canadian Red Cross Corps*. — Ronsdale Press, 1998. — 382 p. : ill. — ISBN 0-921870-61-2 — \$18. 95.

Reviewed by: Larry Little, chief librarian, Penticton Public Library, and trustee, SD#67 (Okanagan-Skaha).

*Women overseas* is a good compilation of personalized accounts of the Red Cross's involvement in World War Two and the Korean conflict. The study describes the significant role women played in the war effort by portraying 31 individuals who volunteered to serve as drivers, nurses' aides, welfare officers, occupational therapists and cooks. With over 100 photos and an index, the book documents an overlooked portion of Canadian history.

This book and *Brave soldiers, proud regiments* (see 355.'00971 for review) are both potential supplemental social studies resources worth examining.

Recommended for grade 11



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