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**BCTLA**

*Art Calendars  
Canad. Soc Stud + Liter. - Primary*

# THE BOOKMARK

**WORDS WORDS**

**W**ords are, of course,  
the most powerful  
drug used by mankind.  
Rudyard Kipling (1865-1936),  
British author, poet.

**WORDS WORDS**

**A**ll my life I've looked at  
words as though I were  
seeing them for the  
first time.  
Ernest Hemingway (1899-1961),  
U.S. author.

**WORDS WORDS**

**F**or last year's words  
belong to last year's  
language  
And next year's words await  
another voice.  
T. S. Eliot (1888-1965),  
Anglo-American poet, critic.

**WORDS WORDS**

**B**ut words are things, and a  
small drop of ink,  
Falling like dew, upon a  
thought, produces  
That which makes thousands,  
perhaps millions, think.  
Lord Byron (1788-1824), English poet.  
Don Juan, cto. 3, st. 88

**WORDS WORDS**

**W**ords, as is well  
known, are the great  
foes of reality.  
Joseph Conrad (1857-1924), Polish-born  
English novelist. The narrator, in Under  
Western Eyes, Prologue.

# WORDS OF OUR TIME

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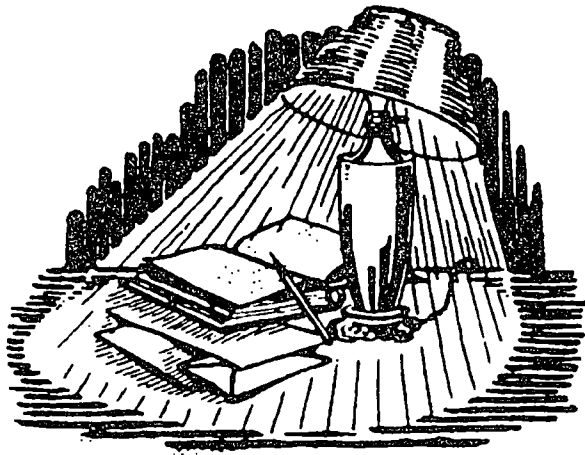
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**STATEMENT OF PURPOSE**

*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**, President, BCTLA.

Another school year, 1999-2000, is upon us. This is a "two in one" year, with both the beginning and ending of millennia. Y2K, here we come!

BCTLA Executive Board members volunteer their time on behalf of all teacher-librarians and we welcome both the new\* and returning+ members of the Board:

- + Gayle Milliken (Richmond) — Vice-President, Advocacy
- \* Liz Shirreff (Mission) — Vice-President, Chapter Relations
- + Wendy West (Kootenay Lake) — Recording Secretary
- + Patrick Romaine (Shuswap) — Liaison
- \* Garth Harkness (Cranbrook) — Working & Learning Conditions Chair
- + Colin Chafer (Howe Sound) — Treasurer and Continuing Education Chair
- + Bonnie McComb (Saanich) — Conference Chair
- + Mary-Anne Manley (Burnaby) — Communications Chair
- + Willa Walsh (Richmond) — Publications Chair

I want to also welcome Debbie Hartley (Prince George), who is now the BCTLA Reviews Coordinator.

I want to acknowledge the continual tremendous efforts of *The Bookmark* Editorial Board team. Can you contribute something to a future issue — share an idea, submit a unit, write an article? Remember, *The Bookmark* is your journal, and it depends on your support, your input.

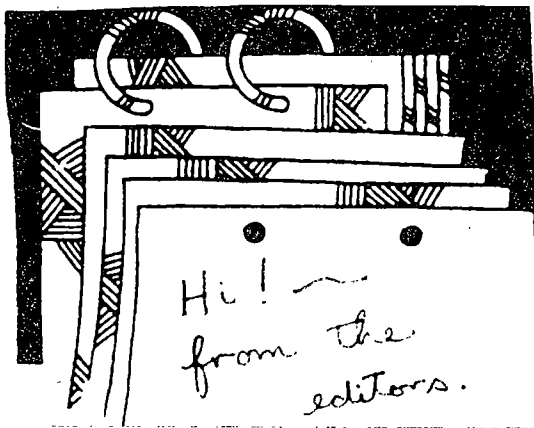
Our Association requires your active involvement! Spreading the message at the local level is essential. We need to speak out strongly, and continually promote an understanding of the dynamic roles teacher-librarians and library resource centres have in the instructional program with all educational partners — colleague, parents, administrators, trustees, superintendents. Together, we can do more!

The Fall Conference, "Janus '99: Looking Forward, Looking Back", will be held at the Silverstar Resort in Vernon on October 21-23. Thanks are due to the collaborative efforts of the Shuswap and Vernon Chapters for putting together a great program. What a terrific conference theme! This professional development experience will be an excellent opportunity for conference participants to look both forward and back.

Looking forward, what are the possibilities and potentials in the new millennium? How do we best use the body of research and evidence regarding the integral roles of the teacher-librarian and library resource centre with all educational stakeholders and decision makers?

Looking back, what have we done and where have we been? The roles of library resource centres and teacher-librarians have always been important, but there have been changes and shifts in philosophy and practice.

Looking back and forward, our work is not complete. There is more to do. As Marie Curie observed, "One never notices what has been done; one can only see what remains to be done."



## EDITORS' COMMENTS

### WORDS OF OUR TIMES

We wholeheartedly thank our honorary member on the Editorial Board, Sid Austrom who has the most important job of all – supplying the wine!

### WHY ARE WE DOING THIS?

- Fame & fortune
- Prestige
- We have nothing better to do on Saturdays
- Free food
- Character development
- Free wine
- We have no life
- Gossip
- To get smarter
- To find out what's new
- To talk to retirees: 4 out of 13 members on the editorial board are retirees—join us and you'll retire too—but you'll never really retire from *The Bookmark*
- Nobody better volunteered



## HELLO OUT THERE!!!! WE NEED NEW MEMBERS. CALL...

- To find out about great places to eat; movies to see, books to read and places to travel
- To get exposure to people with a cantankerous nature
- Beats doing the laundry on Saturdays
- A good way to shorten your weekend and appreciate your Sunday s more
- To get a sneak preview of *The Bookmark* —you'll never have to read it
- It's a good place for primal screaming therapy
- It's a good place to spend an early morning, an afternoon and a late evening
- There is no greater pleasure and power than editing someone else's work



### FORTUNE COOKIE PROPHEESIES

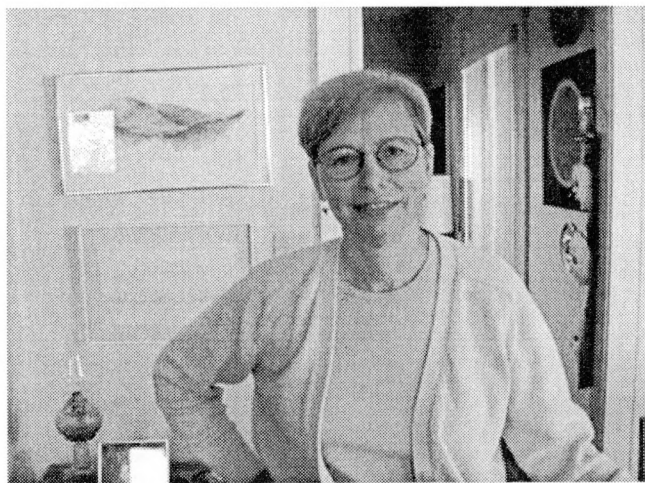
- If you have any doubts at all, hold off on decisions
- You will be lucky in life
- Money-wise, you are lucky this month
- You will have a romantic evening
- You shall attain great wisdom with your passing years
- Your good fortune will be clearly evident soon
- Executive ability in your make-up will lead you to success
- You have the wisdom to think before speaking
- All goes well with your personal life
- It will take maturity and compromise to manage
- You have the wisdom to think before we speaking
- You will give some thought to a different lifestyle
- Beware: all your dreams will come true



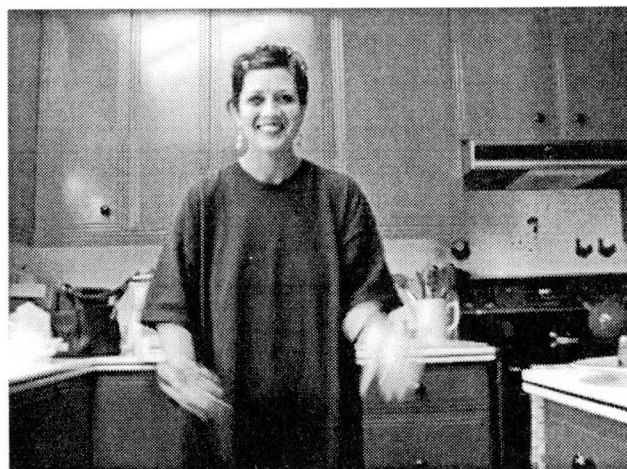
**ALLWYN POLLARD** relaxes in the Austrom Gardens, Vancouver.



**BARBARA COOPER** takes a break from editing to check out the new camera.



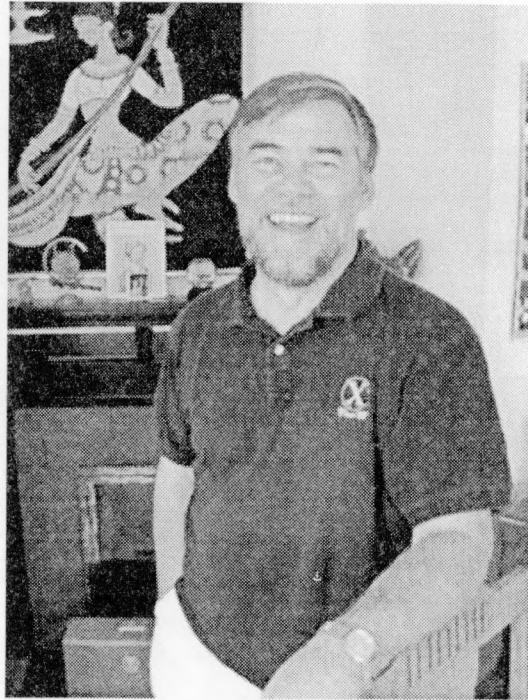
**BARBARA SMITH** is our resident expert.



**ELISABETH AGOSTI** demonstrates food-handling technique with customary Italian flair...



**ELLEN ROTHSTEIN** poses for this informal portrait.



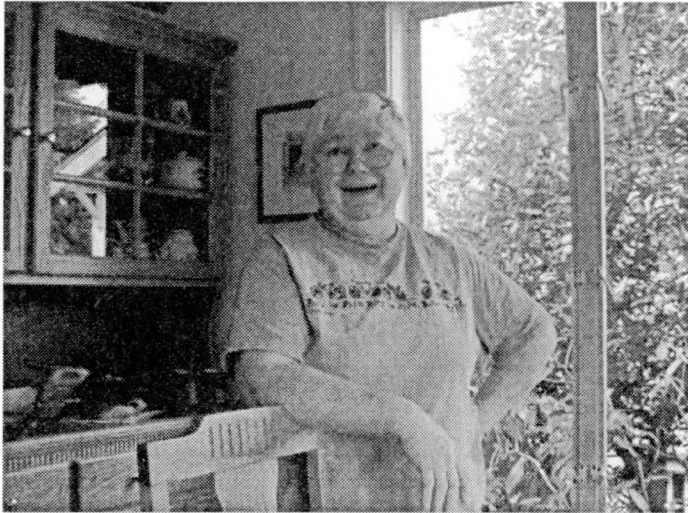
**JIM CROOK** takes a break and production declines.



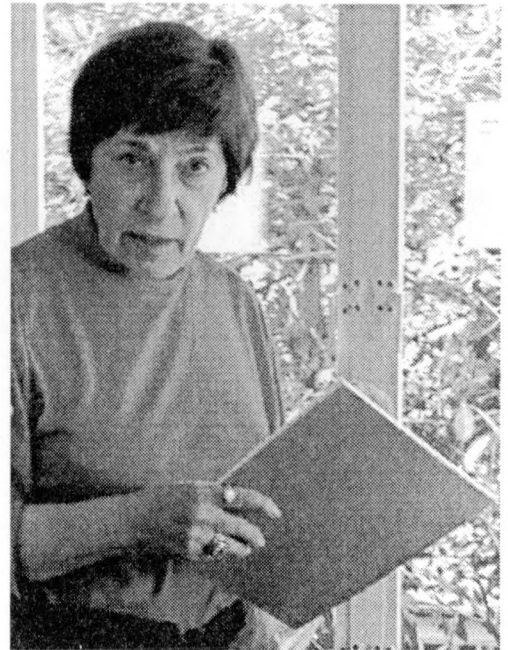
**JIM HOLGATE** enjoys a rare quiet moment away from his techie toys.



**LINA D'ONOFRIO** illustrates grace under pressure and illustrates *The Bookmark* beautifully.



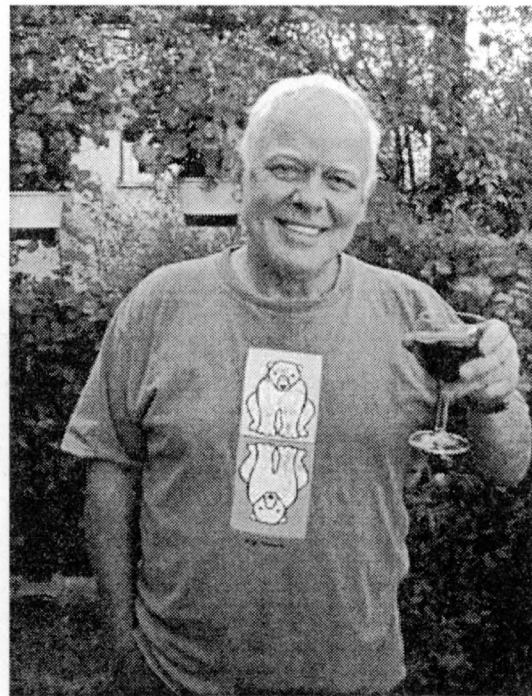
**LIZ AUSTROM** takes time off from taking care of grandchildren, helping fix up summer camps and sheds, golfing, traveling and entertaining to work on *The Bookmark* and share her hospitality.



**RUTH ALLMAN** unsuccessfully tries to keep a low profile as she interviews *Bookmark* editors for the "Editors' comments."



**SHEILA BLACK** takes her new life on the board seriously – for the photo...



**SID AUSTROM** proffers and quaffs magic elixir in the late afternoon.



**TRISH MASKELL** joins new friends and old on the editorial board.



**WILLA WALSH** displays great coordination in her role as coordinator.



**OUR HAPPY EDITORS** say "Send in your units today!"

# BRITISH COLUMBIA TEACHER- LIBRARIANS' ASSOCIATION CONSTITUTION, BY-LAWS AND POLICIES

June 1986. Revised June 1990 by **BARB HALL**, Past President. Revised June 1991 by **DIANA POOLE**, Past President. Revised October 1998 by **JUDITH KOOTTE**, Past President

## BRITISH COLUMBIA TEACHER- LIBRARIANS' ASSOCIATION

The name of this association shall be the British Columbia Teacher-Librarians' Association (BCTLA) of the British Columbia Teachers' Federation.

### OBJECTIVES

The objectives of this non-profit association, to be pursued in co-operation with the BCTF, shall be to develop high standards of school library resource centre services in British Columbia by:

1. Defining and promoting the attainment of desired specialist standards of qualification for teachers in the school library resource centre field.
2. Proposing standards which will improve the learning and working conditions in school library resource centres.
3. Establishing recognized standards for school library resource centre problems.
4. Acting as a clearinghouse for ideas and as a study base for trends and new developments within and outside British Columbia in the library field.
5. Establishing specifications and evaluation standards for learning resources and equipment.
6. Developing professional materials and professional development programs.
7. Proposing to the BCTF (and other appropriate agencies) policy positions which will influence the development of school library resource centres in British Columbia.
8. Affiliating formally with national and international school library resource centres and library professional groups for the purpose of pursuance of mutual goals.
9. Establishing formal liaison with post-secondary institutions to ensure the adequacy of training in the field of teacher- librarianship.
10. Influencing, through the BCTF, the Ministry of Education policies and practices in those areas which affect school library resource centres.

## BASE OF OPERATION

The operations of the association are to be carried on throughout the province of British Columbia but chiefly through the BCTF office located in Vancouver.

## BY-LAW 1: MEMBERSHIP

1. Any person who is a BCTF member may become a member upon payment of dues.
2. Only members of the association shall have the right to vote
3. Any member of the association shall have the right to hold executive office, subject to the following:
  - President/Vice President shall be active BCTF members.
  - The majority of the Executive Board shall be active BCTF members.
  - PSA Council delegates shall be active BCTF members.
  - Representation of PSA's within the BCTF and outside authorities and agencies shall be by active BCTF members.
4. The dues shall consist of an amount set by the Annual General Meeting of the association, payable to the BCTF.
5. The membership year for the association shall be for the 12-month period following receipt of the membership fee by the BCTF.
6. All members of the association are entitled to receive a copy of all publications for the 12 month period of their membership.

## BY-LAW 2: COUNCIL

1. The Council of the BCTLA shall be the governing body of the association. The Council shall delegate to members and committees authority to plan and carry out programs and activities within assigned fields of responsibility and in accord with general Council policy.
2. The Council shall determine all policies of the association, and its decisions shall be binding

2. The Council shall determine all policies of the association, and its decisions shall be binding upon the association, except as provided in article 6.4.
3. No person may serve on the Council unless he/she is a member of the BCTLA.
4. Each chapter shall be entitled to one councilor to be elected for a term of one year by the BCTLA members of the chapter.
5. Each chapter shall have the right to representation at meetings of the Council in the proportion of one vote for each four percent, or fraction thereof, of the total voting membership of the BCTLA who are voting members of the chapter. The total voting membership of the BCTLA shall be determined on May 15 of the preceding fiscal.
6. All members of the Executive Board shall automatically be members of the Council.
7. No person shall serve simultaneously as a member of the Council elected by a chapter and as a member of the Council as outlined in article 6. above.
8. Each chapter shall notify the Communications Officer, by September 15, of the name of its elected councilor and its elected officers. The Communications Officer shall be advised of any changes in these officers that occur during the school year.
9. Should no councilor be elected by a chapter prior to the first meeting of the Council in each fiscal year or October 15, whichever comes first, the chapter will be considered inactive and may be dissolved as specified in article 5.11.
10. The Council shall hold at least two meetings each year. Such meetings shall be held, one at a time and place of the Annual General Meeting of the association and one at a time designated by the Executive Board. Other meetings may be called by the President and shall be called upon request of 10 members.
11. The elected officers of the Executive Board shall serve as officers of the Council. The presiding officer may vote only in case of a tie.

### **BY-LAW 3: EXECUTIVE BOARD**

1. The Executive Board shall consist of the elected officers of the association, the immediate Past President and the appointed officers of the association.
2. A vacancy in the elected membership of the Executive Board shall be filled by Executive Board appointment, the person appointed to serve until the following annual election.
3. The Executive Board shall report on its

activities not later than the next meeting of the Council. The Executive Board shall act for the Council in the administration of established policies and programs. It shall serve as the central management board of the BCTLA, subject to review by the Council, and shall make recommendations with respect to matters of policy and operations.

4. On behalf of the Council, the Executive Board shall report annually on the activities of the association by submitting a written report to each member and to the BCTF by June 30.
5. On behalf of the Council, the Executive Board shall report annually on the program of association activities proposed for the current year by submitting a written report to the BCTF by November 30, or as the BCTF requires.

### **BY-LAW 4--OFFICERS AND COMMITTEES**

1. The officers of the association shall be a President, immediate Past President, Vice President (Chapter Relations), Vice President (Advocacy), Recording Secretary, Communications Officer, Treasurer, Working and Learning Conditions Chairperson, Conference Chairperson, Publications Coordinator, *The Bookmark* Senior Editor, Liaison Chairperson, and the Continuing Education Chairperson. All officers except the immediate Past President, Conference Chairperson, Publications Coordinator, *The Bookmark* Senior Editor, Liaison Chairperson and the Continuing Education Chairperson shall be elected as provided for in by-law 9. The Conference Chairperson, Publications Coordinator, *The Bookmark* Senior Editor, Liaison Chairperson and the Continuing Education Chairperson shall be appointed by the Executive Board and shall hold office at its pleasure.
2. The officers shall perform the duties pertaining to their respective offices and other such duties as may be approved by the Executive Board. The President shall report annually to the Council on behalf of the Executive Board.
3. The Executive Board shall appoint all other officers and all committees of the association not otherwise provided for. Only members of the association shall be appointed to chair committees except by authorization of the Council.
4. All officers and all elected members of the Executive Board shall serve from July 1 to June 30, inclusive.

5. Elected officers shall be eligible for election to one additional consecutive term but later may be elected to any other position.
6. Appointed officers continuing in office shall have their appointments reconfirmed by the Executive Board at the last meeting in each fiscal year.
7. The Council may establish standing committees to consider matters of the association that require continuity of attention by the members.
8. The standing committees shall be:
  - Advertising Committee
  - Chapter Relations Committee
  - Constitution and By-laws Committee
  - Education for Teacher-Librarianship Committee
  - Continuing Education Committee
  - BCTLA Members' Guide Committee
  - The Bookmark* Editorial Board Committee
  - Reviewing Service Committee
  - Advocacy Committee
  - Liaison Committee
  - Archives Committee
9. All other committees authorized by the Council, and interim committees authorized by the Executive Board, shall be special committees. The life of a special committee shall be limited to one year unless the Council or the Executive Board, whichever has authorized such committee, shall otherwise provide.
10. The special committees shall include administration and general committees with functions and size to be determined by the Council or Executive Board, such as: the Nominating Committee and the Intellectual Freedom Reference Service Committee.
11. The Council may establish joint committees, either standing or special, with other organizations when the functions of the proposed committee cannot be properly delegated to a single BCTLA committee.
12. Membership of committees may consist of both councilors and non-councilors. Subcommittees of the committees shall exist at the will of each Council or Executive Board.
13. The committee membership year shall be the same as the fiscal year.
14. The Executive Board shall designate the chairperson of each committee
15. Any vacancy occurring on a committee shall be filled by appointment by the Executive Board.
16. Any member of a committee may be removed by the three-quarters vote of the Executive

Board upon recommendation of either the chairperson of the committee or the President of the association.

17. No committee shall incur expense on behalf of the association except as authorized, nor shall any committee commit the association by any declaration of policy.

## BY-LAW 5- CHAPTERS

1. The purpose of a chapter is to promote general school library resource centre service and teacher-librarianship within the school district(s) included in the chapter and to cooperate in the promotion of general and joint enterprises with the BCTLA and other library groups, and with the BCTF and other local bodies.
2. The Council may establish a chapter of the BCTLA in any BC school district in which a majority of the BCTLA members employed within the area involved and voting on the issue favor such action; provided, however, that the total number of persons voting on the issue shall not be less than 50 per cent of the total number of BCTLA members employed within the area. A regional chapter may consist of any area composed of two or more contiguous school districts.
3. Any district or regional school library resource centre association may, at its request, be designated a chapter of the BCTLA provided a majority of the BCTLA members employed within the area involved voting on the issue is in favor of such action; provided, however, that the total number of persons voting on the issue shall not be less than 50 per cent of the total number of BCTLA members employed within the area involved, and provided, further, that there is no conflict in principle between the constitution and by-laws of the association involved and the constitution and by-laws of the BCTLA, and that copies of the chapter constitution and by-laws, and subsequent amendments to them, are filed with the BCTLA and approved by the Executive Board.
4. The constitution and by-laws shall provide appropriate rules governing the holding of meetings, the constitution of a quorum, the conduct of nominations and elections, the establishment and appointment of committees, the setting of fees, and the procedure for their own amendment. Such documents shall also define the membership of the chapter, its name and objectives, and its elected and appointed offices.

5. No more than one chapter of the BCTLA shall exist in any school district.
6. A chapter may admit members who are not members of the BCTLA but only BCTLA members shall have the right to vote or hold office.
7. Only members of the BCTLA have the right to hold executive office in a chapter subject to the following:
  - President/Vice President: shall be active BCTF members.
  - The majority of the Chapter Executive shall be active BCTF members.
  - Representation of the chapter to outside authorities and agencies shall be by active BCTF members.
8. Each district or regional chapter shall be the final authority within the BCTLA in respect to all programs and policies that concern only the area for which the chapter is responsible provided they are not inconsistent with any programs and policies established by the BCTLA Council, or by the BCTF. Any chapter may establish committees that parallel provincial committees to carry out overall programs within its own area and to maintain liaison between its members and the provincial committee.
9. No chapter shall incur expense on behalf of the association except as authorized, nor shall any chapter commit the association by any declaration of policy.
10. Any chapter may withdraw from chapter status provided the issue has been submitted to a vote of the chapter membership and is favored by a majority of the members voting; and provided further that notice of withdrawal is sent to the president of the BCTLA.
11. A chapter may be dissolved by the Council and shall be dissolved if it becomes inactive or fails to comply with the provisions of this by-law, after due notice has been given by the Council.

## **BY-LAW 6--MEETINGS**

1. A general meeting consists of the voting members of the association with authority to act; set out in article 6.2 and 6.4. A general meeting shall be held annually and at such other times as may be set by the Executive Board, Council or by membership petition as provided for in article 6.5. For all persons attending any meeting or conference there may be a registration fee as fixed by the Executive Board.
2. The association by a vote at a general meeting may refer any matter to the Council with recommendations and may require the Council to report on such matter at any specified session of the association.
3. Any question of policy may, by a majority vote of the Council, be submitted to the association to be voted upon either at a general meeting or by mail as the Council may determine.
4. Any action of the Council may be set aside by a three-quarter vote at any general meeting of the association.
5. Special meetings of the association may be called by the Executive Board, and shall be called by the President on request of not less than three per cent of the voting members of the association as of the previous June 30, such request to be filed with the President at least 90 days before the proposed meeting. At least one month's notice shall be given, and only the business specified in the call shall be transacted.
6. Any person may be invited to any association meeting within the limits of BCTF policy.

## **BY-LAW 7--VOTING**

1. Voting on motions at all meetings shall be by a show of hands, except when a ballot is demanded by at least one-third of the members present.
2. Votes by mail, both of the association and of the Council, may be authorized by the Executive Board between meetings. For votes by Council, 50 percent of the voting membership shall constitute a quorum and a three-quarters majority of those voting shall be required to carry. For votes by the association, 25 per cent of the voting membership shall constitute a quorum and a majority of those voting shall be required to carry.
3. The Executive Board shall have authority to set the time limit during which votes will be recorded, but if no such time limit is set, no vote shall be counted unless received within

30 days from the day the text of the ballot or question voted upon was mailed properly addressed to those entitled to vote on the matter involved. In the case of a vote by mail of the association, the Executive Board may designate publication of the ballot or question submitted in *The Bookmark* as the appropriate method of submitting the matter to the members for their determination.

### **BY-LAW 8--QUORUM**

1. Twenty-five members shall constitute a quorum at general meetings.
2. Seventeen voting members of the Council shall constitute a quorum at its meetings.
3. Four voting members shall constitute a quorum of the Executive Board.

### **BY-LAW 9--NOMINATIONS AND ELECTIONS**

1. Prior to each Annual General Meeting of the association, the Past President shall seek nominations or appoint a BCTLA Nominating Committee to seek nominations for candidates for elective positions.
2. The Past President or Nominating Committee shall nominate at least one member of the association for each of the elected offices of the Executive Board.
3. The Past President or Nominating Committee shall call for other nominations, and they shall be accepted if in each case the official nomination form bears the signature of a minimum of five members of the association, and is received by the Past President or Nominating Committee prior to the official closing date for nominations as determined by the Executive Board, and published in *The Bookmark*.
4. Nominations shall be placed before members of the association on a printed ballot, accompanied by a biography and a statement of aims and objectives for each nominee, under the direction of the Past President and Nominating Committee.
5. The Past President and Nominating Committee shall have charge of the conduct of the election of officers of the association, and the counting and tabulating of all votes cast.
6. Not more than six weeks following the close of nominations, the Communications Officer shall mail a copy of the ballot to each member of the association in good standing.
7. For each office, the candidate receiving the largest number of votes shall be elected and

shall be so reported to the association by the Past President or the Nominating Committee in *The Bookmark*. In the case of a tie vote, the successful candidate shall be determined by lot conducted by the Past President or the Nominating Committee. In the event that a candidate for election to the Executive Board withdraws from candidacy in the period between the mailing of ballots and the beginning of the new term of office, and the candidate is successful in the election, the candidate receiving the second largest number of votes shall be elected.

### **BY-LAW 10--FISCAL YEAR**

1. The fiscal year of the association shall end June 30. The fiscal year shall govern all business and activities of the association except as otherwise provided in the constitution and by-laws.

### **BY-LAW 11--FINANCES**

1. Annual estimates of income shall be based upon the actual income of the preceding year plus any unexpended balance remaining from the preceding year. In no case may expenditures be budgeted in excess of the established income arrived at in this manner.
2. Financial records of the association shall be maintained by the BCTF.
3. A written report shall be made annually to the membership, by the Treasurer, detailing receipts and expenditures, explaining the association's fiscal status.

### **BY-LAW 12--NOTICES BY MAIL**

1. Publications of notices in *The Bookmark* shall be sufficient to fulfill the requirement of notice by mail.

### **BY-LAW 13--PARLIAMENTARY AUTHORITY**

1. *Robert's Rules of Order* (revised), in the latest edition, shall govern the association in all cases to which it can be applied and in which it is not inconsistent with the constitution, the by-laws, or special rules of order of the association.

### **BY-LAW 14--REPRESENTATIONS OUTSIDE THE BCTF**

1. As a recognized provincial specialist association, this association shall conform to

the constitution and by-laws and to the policies of the BCTF, as well as to the expressed wishes of the BCTF Executive Board. Representations may not be made by the association to any authority or agency outside the BCTF on any matter that is properly the concern of the BCTF.

## **BY-LAW 15--AMENDMENTS TO THE CONSTITUTION AND BY-LAWS**

1. All proposals for amending the by-laws shall originate in the Executive Board. A proposed amendment or new by-law shall become effective when it shall have been approved by a majority of the members of the Executive Board present and voting at a meeting of the Executive Board, followed by ratification by a three-quarters vote of the members present and voting at a general meeting of the association, provided at least one month's written notice has been given to the association of the text of the proposed amendment or new bylaw.
2. All proposals for amending the constitution shall originate in the Council. A proposed amendment shall become effective when it shall have been approved by a majority of the members of the Council present and voting at a meeting of the Council, followed by a ratification by a three-quarters vote of the members of the association present and voting at a general meeting, provided at least one month's written notice shall be given to the association of the text of the proposed amendment.

## **BY-LAW 16--FILING**

1. A copy of the constitution and by-laws of the association shall be filed with the BCTF.

*June 1986*

*Revised June 1990 by Barb Hall, Past President.*

*Revised June 1991 by Diana Poole, Past President*

*Revised October 1998 by Judith Kootte, Past President*

## **POLICIES**

### **POLICY 1. ADVERTISING**

1. All advertising in *The Bookmark* will be

subject to Editorial Board approval.

2. Inclusion of advertising and publicity materials within *The Bookmark* does not mean that these items have received BCTLA approval.

### **POLICY 2. CHAPTER RELATIONS**

1. The BCTLA will accept the constitution of a new chapter if it does not conflict with the constitution of an existing chapter, the BCTLA constitution or BCTF policies.
2. Chapter councilors are encouraged to recruit new and renewal memberships.
3. Chapters are required to submit a written report of the year's activities and concerns to the Vice President and to the Senior Editor of *The Bookmark* at the BCTLA AGM or by June 15 at the latest.
4. A local chapter of the BCTLA must have five or more members to be considered eligible to receive funding to send a chapter councilor to the council meetings. Chapters with fewer than 5 members may apply to the Executive Board for funding. (Fall Council, 1993)
5. The BCTLA membership list will be available for professional purposes only at the discretion of the Executive Board.

### **POLICY 3. TEACHER-LIBRARIANSHIP/TEACHER EDUCATION**

1. Faculties of Education should provide pre-service teachers with information about the role of the school library resource centre and ensure that pre-service teachers have practical experience in cooperative program planning and teaching (Spring Council, 1994).
2. The BCTLA endorses the Students' Information Literacy Needs in the 21<sup>st</sup> Century. The competencies for teacher-librarians and guiding principles for education for teacher-librarianship (Spring Council, 1998).
3. The BCTLA Executive Board, in consultation with the Continuing Education Committee Chair, will be the reaction group to proposals for improved education for teacher-librarianship at the universities.
4. The BCTLA should examine existing opportunities for continuing education for teacher-librarians and work with the College of Teachers, universities and related

associations to recommend a comprehensive and unified approach.

5. The BCTLA should request that each university make available to the BCTLA, to course instructors and to candidates, its written philosophy of teacher-librarianship and the role of the teacher-librarian. Further, these same groups and individuals should receive an outline of course offerings, a statement of intended learning outcomes for each course, and a description of how these fit within the university's written philosophy, role description and priorities of teacher-librarians.
6. The BCTLA encourages the development of Faculty of Education programs which focus on resource-based learning and teaching and which are based on the philosophy of school library resource centre programs as outlined in *Developing independent learners*. (Spring Council, 1994)
7. The basic UBC courses in administration (LIBE 381) and programs (LIBE 382/404) should be offered at different times so that they can both be completed in one summer.
8. UBC should continue its commitment to offer fall and winter courses off-campus in the Lower Mainland and elsewhere in the province.
9. Instructors in teacher-librarianship should (a) reflect the philosophy outlined in the recommended curriculum for education for teacher-librarianship, and (b) have successful experience as a teacher-librarian and a Master's Degree.
10. Instructor positions for extra-sessional and summer school courses should be posted in *The Bookmark*.

## **POLICY 4. CONTINUING EDUCATION**

1. A BCTLA conference will be held in conjunction with the Provincial PSA Day in the fall. (Fall Council, 1993)
2. The BCTLA will give assistance to chapters that host provincial workshops or conferences.
3. If a profit results, 60% of the amount shall be retained by the local chapter and 40% returned to the BCTLA. The BCTLA will be responsible for any deficit arising from a cosponsored conference. (Fall Council, 1993)
4. BCTLA members who give workshops at the BCTLA provincial conference will have their conference fees waived and will be eligible for honoraria. (Fall Council, 1986)
5. BCTLA representation to out-of-province

conferences will be at the discretion of the Executive Board.

6. The Executive Board is empowered to determine the basis upon which grants are given for out-of-province conferences.
7. Out-of-province conference guidelines: the conference delegate must be a member of BCTLA.  
one conference per member per year.  
the potential delegate must apply to the Communications Officer at least two months in advance of the conference.  
the Executive Board will determine the potential value to the BCTLA of the conference for which application is made.  
a written report to *The Bookmark* is required.  
maximum grant per conference is \$100.00.
8. The BCTLA favors using release time from regular duties for professional development activities and workshops within individual districts or at the provincial level.

## **POLICY 5. CURRICULUM DEVELOPMENT**

1. Teacher-librarians should be included on any Ministry, BCTF, or local district curriculum committees and learning resource evaluation committees. (Fall Council, 1989, 1993)

## **POLICY 6. BCTLA PUBLICATIONS**

1. The BCTLA will publish a journal (Fall Council, 1987) titled *The Bookmark*.
2. The BCTLA will publish stand alone publications in addition to *The Bookmark*. Stand alone publications address a particular area or topic in depth, e.g. *Fuel for Change*. or can be used as a tool by a teacher-librarian in a practical application apart from a theoretical approach. (Spring Council, 1987)
3. Current BCTLA members will receive all BCTLA publications. Subscriptions to BCTLA publications will be offered for sale to non-members. (Fall Council, 1988, 1993)
4. Stand alone publications to be offered for sale will be determined by the Executive Board. (Fall Council, 1989) and sold and distributed by BCTF Lesson Aids. (Fall Council, 1993)

## **POLICY 7. ADVOCACY**

1. The BCTLA will design and complete projects which demonstrate that teacher-librarians and school library resource centres are integral to

educational programs. These projects will be focused on communication to colleagues, administrators, parents and the community at large (Spring Council, 1994).

2. The BCTLA will compile and make available a bibliography of articles and research that support the role of the teacher-librarian and the school library resource centre program (Spring Council, 1994).

## **POLICY 8. INTELLECTUAL FREEDOM**

1. The BCTLA affirms that all school library resource centres (Fall Council, 1989) are forums for information and ideas.
2. School library resource centres (Fall Council, 1989) should:
  - provide books and other library resources for the interest, information and enlightenment of all individuals served. Materials should not be excluded solely because of their origin or background, nor because of the views of those contributing to their creation.
  - provide materials and information presenting all points of view on current and historical issues. Materials should not be prescribed or removed because of partisan or doctrinal disapproval.
3. Teacher-librarians should:
  - be aware of the Ministry of Education's document *Selection and Challenge of Learning Materials* (1991) (Fall Council, 1993.)
  - be aware of their district's policies on the selection and reconsideration of learning resources which were established according to Ministry of Education documents.
  - challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
  - cooperate with all persons and groups concerned with supporting free expression and free access to ideas
  - inform the local BCTLA Chapter Councilor when learning resources are challenged and formal reconsideration processes are being followed. The BCTLA Chapter Councilor should contact the BCTLA President who will initiate the compilation of relevant reviews and literary criticism and pursue the matter through appropriate BCTF channels. (Fall Council, 1986)

## **POLICY 9. WORKING AND LEARNING CONDITIONS**

1. The BCTLA will work to incorporate teacher-librarians' concerns about working and learning conditions into BCTF working and learning condition actions and BCTF policies and procedures. Teacher-librarians should consult the Member's Guide to the BCTF for these statements.
2. Each fall the BCTLA will conduct an assessment of working and learning conditions in school library resource centers throughout BC, and publish the findings in *The Bookmark*.
3. Resource Centre Staffing:
  - The BCTLA endorses the Canadian School Library Association's and the Association for Teacher-Librarianship in Canada's statement on teacher-librarian qualifications.
  - A primary responsibility of teacher-librarians is to work with teachers to provide curricular support and information skills instruction to students in the school library resource centre (Fall Council, 1989) during regular school hours. To fulfill this responsibility, a school library resource centre (Fall Council, 1989) should be staffed throughout the school day by a qualified teacher-librarian.
  - The BCTLA opposes the appointment of teachers without the recommended professional training to teacher-librarian positions.
  - Auxiliary personnel, performing clerical and technical tasks, are required in school library resource centres (Fall Council, 1989) so teacher-librarians can perform their professional duties.
4. Resource Centre Facilities
  - The space, equipment and design of the facility should support the role of the school library resource centre. (Fall Council, 1993)
  - Teacher-librarians should be involved in the design and equipping of school library resource centre facilities. (Fall Council, 1993)
5. Resource Centre Collection
  - The capital equipment basic grant for new schools should include monies to establish a basic learning resources collection.
  - When new programs, courses or

additional grade levels are introduced into the school, a capital grant should be given to provide the necessary basic collection. New learning material formats should be added to the school library resource centre (Fall Council, 1989) collection as they become significant to the educational program.

- The selection of school learning resources should be the joint responsibility of the professional staff in the school. (Fall Council, 1993)

## **POLICY 10. PROFESSIONAL AFFILIATIONS**

1. International, National and Provincial Teacher-Librarian Associations: The BCTLA will work closely with other teacher-librarian associations to promote teacher-librarianship. (Fall Council, 1993)
2. British Columbia Library Association: The BCTLA will work closely with the BCLA on the subject of school library resource centre development and school/public library relations.
3. Colleges and Universities: Teacher-training institutions will be asked to work closely with the association and send a representative to the annual general meeting. (Fall Council, 1989)
4. Library Technician educational institutions and associations will be asked to work closely with the association. (Fall Council, 1989, 1993)
5. Educational Organizations: The BCTLA will communicate and work with other PSAs to promote teacher-librarianship. (Fall Council, 1993)

## **POLICY 11. MINISTRY OF EDUCATION**

1. Provincial Consultant: The BCTLA should work with the Ministry of Education to explore the need for a school library resource centre consultant. (Fall Council, 1993)
2. School Library Resource Centre (Fall Council, 1989) Policy  
The BCTLA supports the policies outlined in the Ministry of Education's publication, *Developing independent learners*. (Fall Council, 1993)  
The BCTLA supports the inclusion of statements regarding the school library resource centres in the Ministry's booklet on accreditation and assessment. (Fall

Council, 1993)

3. Curriculum Documents: The Learning Resources Branch should supply to school library resource centres (Fall Council, 1989), copies of all curriculum and resource guides.
4. School Library Book Purchase Plan: The BCTLA shall work with the BCTF to ensure that members of the BCTLA are included on the Ministry School Library Book Purchase Plan Committee. (Fall Council, 1989)
5. Ministry Committees: The BCTLA shall work with the BCTF to ensure that members of the BCTLA are included on all Ministry Committees. (Fall Council, 1989)

## **POLICY 12. AWARDS**

### **1. THE DIANA POOLE MEMORIAL AWARD:**

The British Columbia Teacher-Librarians' Association honours practicing teacher-librarians who are making an outstanding contribution to teacher-librarianship at and beyond the school level in British Columbia. (Fall Council, 1989, 1993, 1996)

#### **CRITERIA:**

- Individuals nominated for the award should be demonstrating the planning and implementation of a school library resource centre program of such exemplary quality that it is serving as a model for others. They must also be involved in one or more of the following areas:
- Service to the profession through the BCTLA and related organizations.
- Commitment to professional growth through continuing education, research, or participation in national organizations.
- Sharing of ideas and resources through such means as workshops and publications.

#### **RULES:**

- This award may be given annually by the BCTLA Executive Board and, if given, is to be presented at the AGM.
- Nominees must be practicing school-level teacher-librarians and members of the BCTLA.
- Nominations, following the approved format, may be forwarded to the BCTLA Executive Board by local chapters or by individual members of the BCTLA.
- Nominations should be sent to the Communications Officer by February 28.
- Nominations shall be considered for only the

year in which they are received.

## **2. THE BCTLA DISTINGUISHED SERVICE AWARD:**

The British Columbia Teacher-Librarians' Association recognizes the efforts of individuals other than practicing teacher-librarians who have made an outstanding contribution in support of effective school library resource centre programs in British Columbia.

### **CRITERIA:**

- The award may be presented annually by the BCTLA for outstanding service in support of teacher-librarianship. (Fall Council, 1989). The contribution made by the recipient of the award should be: a) outstanding in its own field, b) altruistic, and c) significant in terms of the continuing history of school library service.
- Consideration will be given to projects which have been completed in the previous year; or to a continuum of activities extending over a longer period of time and which have, currently, a positive impact on school library services at a local, provincial, national level.

### **RULES:**

- This award may be given annually by the BCTLA and, if given, is to be presented at the AGM
- Nominees must not be teacher-librarians.
- Nominations should be forwarded to the BCTLA Communications Officer by local chapters or by individual members of the BCTLA.
- Nominations shall be considered for only the year in which they are received.
- The BCTLA Executive Board shall establish an independent jury of three BCTLA members to adjudicate the award. (Fall Council, 1988)

## **3. THE KEN HAYCOCK PROFESSIONAL DEVELOPMENT AWARD:**

The British Columbia Teacher-Librarians' Association recognizes the need to further the professional development of a member of the BCTLA by giving an award to be used for any credit or non-credit courses, workshops, conferences or programs in the field of teacher-librarianship.

### **ELIGIBILITY:**

To be eligible for the Ken Haycock Award an applicant must be:

- A Canadian citizen.

- A resident of British Columbia.
- A member of the BCTLA
- A holder of a valid BC Teaching Certificate.

### **TERMS OF THE AWARD:**

The recipient shall:

- Use the award monies within 12 months of presentation,
- Submit an article to *The Bookmark*.
- Receive payment of the award monies upon proof of completion of the course.
- workshop, conference, or program; and submission of the article to *The Bookmark*.

### **APPLICATIONS:**

A complete application shall consist of:

- An application form.
- A statement of purpose for taking the course, workshop, conference or program.
- Two letters of reference.
- An outline of the course, workshop, conference or program.
- Application forms are available from the Communications Officer of the BCTLA.
- Prospective applicants who are not BCTLA members may obtain membership by contacting the BCTF.

### **SELECTION PROCESS:**

- The recipient of the award shall be selected by a special committee appointed by the Executive Board.
- The Selection Committee shall consist of one member of the Executive Board and two chapter councilors.
- The Selection Committee shall meet in conjunction with a BCTLA Council meeting for consideration of applications. If an award is given the decision will be made by May 15<sup>th</sup>, and all applicants will be notified. (Fall Council, 1988)

## **4. THE ALAN KNIGHT MEMORIAL AWARD:**

The British Columbia Teacher-Librarians' Association and the editorial board of *The Bookmark* recognize the contribution to communication in teacher-librarianship made by the submission of outstanding articles to *The Bookmark*.

### **CRITERIA:**

- This award will be presented annually by the BCTLA for the most outstanding original article submitted to *The Bookmark* during the past year.

- They may be either practical or theoretical in nature but must be significant in terms of the contribute to the professional growth of teacher-librarianship and reflect the generosity of sharing ideas with others.

#### **RULES:**

- This award may be given annually by the BCTLA and, if given, will be presented at the AGM.
- The senior editor of *The Bookmark* shall make the presentation at the AGM
- The recipient of the award shall be a BCTLA member and shall be selected by members of a local chapter of the BCTLA, in consultation with the editorial board

### **5. THE WILLIAM H. SCOTT MEMORIAL AWARD**

The British Columbia Teacher-Librarians' Association recognizes the need to encourage professional development within chapters of the BCTLA. Each year the William H. Scott Memorial Award will provide \$500.00 to a local chapter inservice, workshops or guest speakers in the field of teacher-librarianship.

#### **ELIGIBILITY**

To be eligible for an award, a chapter must be:

- An active, registered chapter within the BCTLA.
- An active participant in the Council meetings.
- Up-to-date with chapter reports and all required documentation for the BCTLA

#### **TERMS OF THE AWARD**

The recipient chapter shall:

- Use the \$500.00 award money for the upcoming school year.
- Ensure that the suggested program is of maximum benefit to all its members.
- Provide copies of receipts to the Treasurer of the BCTLA as proof of appropriate use of the award.
- Provide a written report of the professional development which may be reproduced in *The Bookmark*.

#### **APPLICATIONS**

A complete application shall consist of:

- An application form which is available in the Chapter Councilors' Handbook or from the BCTLA Communications Officer, completed and signed by the Chapter President and Chapter Councilor.
- A statement of purpose.

- The proposed professional development plan for the year.

#### **SELECTION PROCESS**

- The recipient chapter shall be selected by a special committee within the BCTLA Executive Board.
- The committee shall consist of the Vice President and two other members of the Executive.
- The selection committee shall meet to consider the applications. The decision shall be announced at the BCTLA Spring Council Meeting at which time the Award will be presented.

## **GUIDELINES**

### **GUIDELINE 1. EXECUTIVE BOARD**

#### **EXPENSES**

- Travel allowances and accommodation at current BCTF rates (Fall Council, 1989) Executive Board meetings will be established each fall during the budget process.
- Expenses incurred communicating with members will be paid in full.

#### **TERMS OF REFERENCE: PRESIDENT**

The President shall:

- prepare agendas and preside at the AGM and meetings of the Executive Board and Council.
- be ex officio, a member of all committees.
- report annually to the Council on behalf of the Executive Board.
- submit an annual President's report to the AGM (Fall Council. 1988) -
- represent the BCTLA on PSA Council (Fall Council, 1989)
- notify all Executive Board members, committee chairpersons, and liaison persons of all Executive Board meetings.

#### **TERMS OF REFERENCE: VICE PRESIDENT (CHAPTER RELATIONS)**

The Vice President shall:

- in the absence of the President, preside and perform the duties of the President
- provide liaison between the executive board and the chapters
- be chairperson of the Chapter Relations Committee.

- revise the BCTLA Councilor's Guidebook each fall.
- present a workshop on the BCTLA Councilor's Guidebook at the fall Council meeting.
- maintain files of local chapter constitutions, district library policies, and chapter reports.
- maintain database of chapter executives. (Fall Council, 1992)

### **TERMS OF REFERENCE: SECOND VICE PRESIDENT (ADVOCACY)**

The Second Vice President shall:

- in the absence of the President and Vice President, preside and perform the duties of the President
- provide liaison between the executive board and the Advocacy Committee
- be the chairperson of the Advocacy Committee
- maintain a file of promotional materials

### **TERMS OF REFERENCE: TREASURER**

The Treasurer shall:

- receive and bank all monies due the BCTLA either directly or through the BCTF.
- keep bookkeeping records of such funds, based on the data supplied by the BCTF.
- pay bills from officers and committee members only when authorized and when receipts from expenditures are attached.
- disburse all monies as the BCTLA may direct.
- give a complete financial report at the AGM.
- prepare a draft budget to be passed by the Executive Board and be presented at the Council in the fall.
- submit a budget to the BCTF for approval.
- submit a report to the BCTF on each project for which the BCTF has provided Social Grant monies.
- prepare a recommendation on fees for presentation at the AGM.

### **TERMS OF REFERENCE: RECORDING SECRETARY**

The Recording Secretary shall:

- keep minutes of the meetings.
- prepare and distribute to all members of the Executive Board and Council minutes of the meetings of these bodies and those of general meetings.
- take charge of all documents belonging to the BCTLA, not especially under the charge of any other officer.
- call a meeting to order, in the absence of the

President and the Vice President, and preside until the election of a chairperson pro term.

- notify all members of the Council of meetings.
- notify or cause to have notified all members of the date, time and location of the AGM.

### **TERMS OF REFERENCE: COMMUNICATIONS OFFICER**

The Communications Officer shall:

- conduct correspondence as directed.
- receive and maintain files of all significant correspondence. Earlier files are to be discarded after discussion between the Communications Officer and the Executive Board. Letters of permanent or continuing interest to the policies and business of the association should be forwarded to the archives committee. (Fall Council, 1988)
- invite honorary life members to attend the AGM in an advisory capacity so that the association can benefit from their experience.
- submit a copy of the AGM minutes, the President's annual report and annual committee reports to the BCTF. (Fall Council, 1988)

### **TERMS OF REFERENCE: WORKING AND LEARNING CONDITIONS CHAIRPERSON**

The Working and Learning Conditions Chairperson shall:

- chair the Working and Learning Conditions Committee and conduct and report on related surveys as may be determined by the Executive Board or Council,
- act as a liaison with the BCTF Bargaining division and represent the rights and needs of the province's teacher-librarians with the BCTF and encourage local chapters to work with their district bargaining committees.
- maintain a file of district contracts containing items relating to teacher librarians working and learning conditions.

### **TERMS OF REFERENCE: CONFERENCE CHAIRPERSON**

The Conference Chairperson shall:

- develop a long range plan for Fall and/or Spring Conferences.
- work with conference committees providing liaison with the executive board and the council.
- maintain a conference planning book and conference file.

## **TERMS OF REFERENCE: CONTINUING EDUCATION CHAIRPERSON**

The Continuing Education Chairperson shall:

- chair the Continuing Education Committee.
- collect and maintain an up-to-date file of resource people.
- organize and assist with publications, videos and workshops
- inform BCTLA members of new trends in the field of teacher-librarianship.
- submit an annual report to the AGM. (Fall Council, 1988)
- submit a column for each issue of *The Bookmark*. (Fall Council, 1992)

## **TERMS OF REFERENCE: IMMEDIATE PAST PRESIDENT**

The immediate Past President shall:

- chair the Constitution and bylaws Committee.
- chair the BCTLA Members' Guide Committee. (Fall Council 1988)
- chair the BCTLA Nominating Committee and prepare an annual for the AGM. (Fall Council, 1989)
- send out ballots for the executive elections to all active members of the BCTLA. (Fall Council, 1992)

## **TERMS OF REFERENCE: THE BOOKMARK SENIOR EDITOR**

*The Bookmark* Senior Editor shall:

- recommend, to the Executive Board, members to be appointed to the Editorial Board Committee
- chair the Editorial Board Committee.
- prepare *The Bookmark* for publication, including the "Elections" issue containing information on candidates for Executive Board
- solicit articles and information, and expect the co-operation of Executive Board members in soliciting and obtaining articles for publication.
- submit publications in camera-ready form to the BCTF.
- submit an annual report to the AGM (Fall Council, 1988)

## **TERMS OF REFERENCE: PUBLICATIONS COORDINATOR**

The Publications Coordinator shall:

- provide the BCTLA Executive Board with a publications schedule for the forthcoming year

at the first meeting in the fall.

- provide an annual budget estimate to the BCTLA treasurer for BCTLA publications.
- ensure that uniformity in format and style be maintained in all publications.
- submit all other BCTLA publications to the BCTF publication personnel.
- be a member of *The Bookmark* Editorial Board Committee.
- submit an annual report to the AGM. (Fall Council, 1988)
- act as liaison for special publications. (Spring Council, 1993)

## **TERMS OF REFERENCE: LIAISON CHAIRPERSON**

The Liaison Chairperson shall:

- work with the Continuing Education Chairperson to provide liaison with the universities.
- provide liaison with other provincial, national and international and teacher-librarian associations.
- provide liaison with other professional educational associations
- provide liaison with the Children's Literature Round Table and similar groups.
- send summary reports of activity highlights to CSLA and ATLC. (Fall Council, 1992)

## **GUIDELINE 2. COUNCIL**

### **EXPENSES**

Travel allowances to Council meetings will be established each fall during the budget process.

### **TERMS OF REFERENCE**

A list of active chapters and their voting representation will be distributed at the Council meeting as per By-law 2.

Duties of councillors are outlined in the councillor's guidebook.

## **GUIDELINE 3. ANNUAL GENERAL MEETING**

### **EXPENSES**

Members will receive no financial assistance from BCTLA to attend the AGM.

### **TERMS OF REFERENCE**

There will be an AGM as per By-law 6.1.

## **GUIDELINE 4. STANDING COMMITTEES**

(For policy statements related to these committees see Part II)

### **EXPENSES**

Committees may spend up to a total of \$50.00 per fiscal year without prior approval; Suggested expenses may include telephone, postage, duplicating costs, etc..

When expenses exceed \$50.00 per fiscal year, committee chairpersons must contact the treasurer for approval before expending the monies.

*The Bookmark* Editorial Board shall be paid a travel allowance which will be established by the Executive Board each fall during the budget process.

### **ADVERTISING COMMITTEE**

The Advertising Committee shall:

- solicit advertising to accompany BCTLA publications.
- provide rate quotations and other information to prospective advertisers.
- recommend a rate structure for advertising to the Executive Board
- arrange with the Senior Editor for advertising to be included in or with *The Bookmark*.
- invoice advertisers and mail a complimentary copy of *The Bookmark* issue containing the advertisement to each advertiser.
- submit an annual report to the AGM. (Fall Council, 1988)
- submit the advertising to the manager camera-ready.
- have the advertiser pay Customs duty, sales tax and additional postal charges due to significant increase of mailing where applicable.
- solicit advertising to accompany BCTLA publications.

### **CHAPTER RELATIONS COMMITTEE**

The Chapter Relations Committee shall:

- promote the development of chapters.
- produce materials of use to chapters in carrying out their responsibilities as components of the BCTLA
- work closely with chapters in communicating BCTLA goals and priorities to chapters, and chapter concerns and relating their concerns to BCTLA.
- act as the liaison with chapters in all matters relating to each chapter's constitution and by-laws, submitting such documents to the Board for approval on behalf of the chapters.

- assign one member of this committee the responsibility for BCTLA membership records and reporting the current membership standings of the association to each Executive Board and Council meeting.
- up-date the list of accepted chapter constitutions after each meeting.
- submit an annual report to the AGM. (Fall Council, 1988)

### **CONSTITUTION AND BY-LAWS COMMITTEE**

The Constitution and By-laws Committee shall:

- consider amendments to the constitution and by-laws of the BCTLA, and make recommendations to the association as a result of the actions of the Executive Board and Council as outlined in Article 15 of the bylaws.

### **CONTINUING EDUCATION COMMITTEE**

The Continuing Education Committee shall:

- assist chapters to provide joint or independently sponsored workshops, conferences, and in-service activities in the of teacher-librarianship.
- act as a clearing house for information on continuing education
- explore linkages with each provincial specialist associations and encourage members to submit articles to other PSA publications promoting cooperative planning and team teaching ideas, bibliographies and other relevant topics.
- explore means of achieving greater co-ordination among those engaged in the preparation of school library resource centre personnel (Fall Council, 1989).
- collect and publicize information relating to the education of school library resource centre personnel (Fall Council, 1989).
- submit an annual report to the AGM. (Fall Council, 1988)

### **BCTLA MEMBERS' GUIDE COMMITTEE**

The BCTLA Members' Guide Committee shall:

- review and tabulate all BCTLA policies and guidelines as outlined in the minutes of all meetings of the association.
- ensure that Executive Board and AGM policy motions are presented to the Council.
- prepare annually a revision of the guide and

publish the revisions for distribution to all members of the Executive Board, Council and other officers of the association. Revisions will be published in *The Bookmark*.

- periodically, publish a guide for BCTLA members.

### **THE BOOKMARK EDITORIAL BOARD COMMITTEE:**

The Editorial Board Committee shall:

- decide upon the theme for each issue of *The Bookmark*.
- solicit and secure articles for publication.
- edit, proofread, and word process articles for publication.
- be responsible for the writing of regular features of *The Bookmark*.
- help the Senior Editor prepare each issue so that the publication is incamera-ready form for the BCTF.

### **EDITORIAL POLICY FOR THE BOOKMARK**

- The Editorial Board reserves the right to edit all materials sent to be published.
- Materials should be sent to the Senior Editor at least one month prior the publication date.
- Unsigned material, including letters to the Executive Board and/or Senior Editor will not be published.
- Short lists of recent BC Government publications will be included
- Edited versions of chapter reports will be published under the headings: Political Action, Curriculum Development or Program Development Meeting or Special Program Ideas, Recommended Speakers/World Leaders, and Public Relations Activities.
- The publication of all unsolicited manuscripts will be left up to the Editorial Board.

### **GUIDELINES FOR BIBLIOGRAPHIES**

- A member of the Editorial Board will be designated to coordinate soliciting, compiling, editing and preparation for printing of all bibliographies.
- Chapters and districts will be asked to submit specific bibliographies.
- Bibliographies will be printed in *The Bookmark* with the approval of the Editorial Board.
- Short relevant bibliographies appearing in other sources may be reprinted.
- Bibliographies should include as much

Canadian material as possible

- All titles will be in print. Only exceptional titles recently out-of-print may be included but must be clearly designated as "OP".
- Bibliographies may include both print and non-print materials.
- Short descriptive annotations should include an indication of the reading level.
- Bibliographies should support specific curricula and indicate the grade level.
- As much bibliographic information as possible should be included by the compiler.
- Bibliographies will be compiled in alphabetical order by author (the book has been edited).
- The bibliography should represent the best appropriate quality resources, and no specific length is recommended. (If the topic is narrow, there may only be 10 good resources, while a broader topic may have 30 or 40 quality resources.)

### **REVIEWING SERVICE COMMITTEE:**

The Reviewing Service Committee shall:

- Review print and non-print materials created in BC, about BC, or by BC authors.
- Publish the reviews in "BCTLA Reviews", a section of *The Bookmark*.
- Seek materials for review from publishers and through cooperating members or groups.
- A member of *The Bookmark* Editorial Board Committee will be responsible for the reviewing service.
- Reviews should be submitted for publication by reviewers at least one month after receipt of the item. A reminder will be mailed after two months, and a request to return the material will be sent after three months.
- Objections to reviews will be submitted to the original reviewer, and both the objection and the reviewer's response will be published in *The Bookmark*.
- Materials to be reviewed should not be more than three, and preferably not more than two, years old.

### **ADVOCACY COMMITTEE**

The Advocacy Committee shall:

- develop programs to publicize the roles and contributions of teacher-librarians and library resource centres.
- maintain contact with various communications media.
- ensure coverage of current activities and programs of the BCTLA with all educational

- partners. 1946-47 Myrtle Batchelor
- develop and compile a package of ideas and 1947-49 Lucy Howell\*
- promotional materials to assist chapters and 1949-51 Margaret Murray
- teacher-librarians in promoting school library 1951-53 Hilda Smith
- resource centre services. 1953-55 Christine Sutherland
- work to include BCTLA policies in collective 1955-57 Josie MacDonald
- agreements. 1957-58 May Martin
- submit an annual report to the AGM. 1958-59 Dorothy McLellan

### LIAISON COMMITTEE

The Liaison Committee shall:

- act as the formal communication link between 1961-62 Ed Burchak
- association 1962-63 Harry Newsom
- promote an exchange of ideas and information 1963-64 Grace d'Arcy
- submit an annual report to the AGM. (Fall 1964-65 Mary Coggin
- Council) 1965-66 Ed Albrecht
- 1966-67 Robert Brown
- 1967-68 Margaretta Rice
- 1968-69 Alan Fraser
- 1969-70 Elsie Wagner
- 1970-71 Roger Behn
- 1971-72 Fran Sbrocchi
- 1972-73 Gerry Constable
- 1973-74 Mel Rainey
- 1974-76 Angela Thacker
- 1976-77 Blair Greenwood\*
- 1977-78 Doug Trounce
- 1978-79 Mel Maglio
- 1979-80 Glen Pinch
- 1980-82 William Scott\*
- 1982-83 Alan Knight\*

### ARCHIVES COMMITTEE

The Archives Committee shall:

- maintain the existing collection archival 1971-72 Fran Sbrocchi
- materials which consists mainly of written 1972-73 Gerry Constable
- records (periodicals, pamphlets minutes of 1973-74 Mel Rainey
- meetings, etc.) giving information about the 1974-76 Angela Thacker
- origin and development of the BCSLA and 1976-77 Blair Greenwood\*
- BCTLA. The Archives also includes a few 1977-78 Doug Trounce
- non-print items. 1978-79 Mel Maglio
- arrange these materials in a systematic manner 1979-80 Glen Pinch
- appropriate to the collection. 1980-82 William Scott\*
- accumulate materials that will continue to 1982-83 Alan Knight\*
- document the activities of the BCTLA.
- endeavour to find items missing from the
- earlier years of the collection.
- allow any BCTLA member or other authorized
- person, to have access to the collection.
- consider proposals for the establishment of a
- permanent BCTLA Archives. submit an
- annual report to the AGM. (Fall Council,
- 1988)

## APPENDIX A: PAST PRESIDENTS OF BCSLA AND BCTLA

### BCSLA PRESIDENTS

- 1939-40 Muriel Carruthers\*
- 1940-41 Margaret (Rathie) Ginther
- 1941-42 Jean Woodrow
- 1942-43 Margaret Cook
- 1943-44 Jean (Witbeck) Vick
- 1944-45 Mary Coleman\*
- 1945-46 Cordy Mackay / Myrtle Batchelor

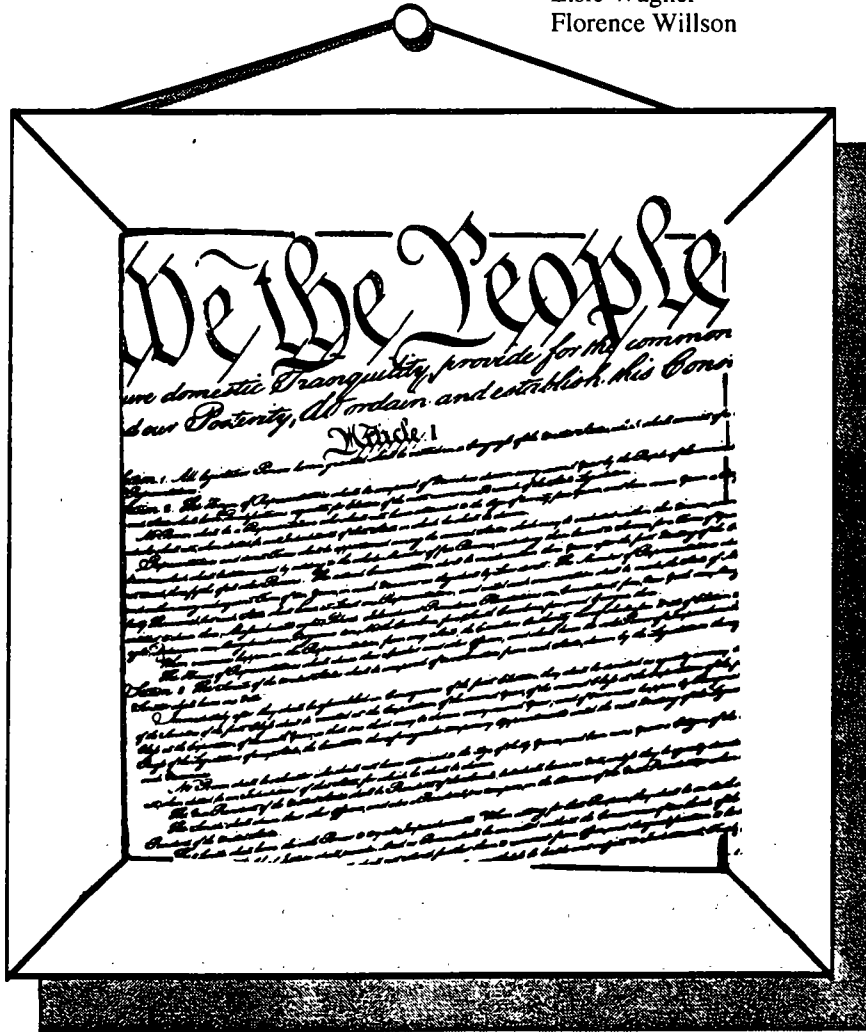
## BCTLA PRESIDENTS

1983-84 Alan Knight\*  
1984-86 Liz Austrom  
1986-88 Barbara Hall  
1988-90 Diana Poole\*  
1990-92 Patricia Finlay  
1992-94 Kristina Nellis  
1994-95 Judith Kootte  
1995-98 Gerald Soon

- Deceased

## APPENDIX B: HONORARY LIFE MEMBERS

Liz Austrom  
Muriel Carruthers\*  
John Church  
George Cockburn\*  
Grace d'Arcy  
Sheila Egoff  
Grace Funk  
Margaret Ginther \*  
Barbara Hall  
Walter Lanning\*  
Glen Pinch  
Mel Rainey  
Fran Sbrocchi  
Gordon Stubbs  
Angela Thacker \*  
Elsie Wagner  
Florence Willson



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

# ***THE BOOKMARK***

## **COMING THEMES ARE:**

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

There are 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 & applied sciences. Economic and political changes affect every area of life and work, and shifts in world conditions affect every corner of Canada. How 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 LRC program keeps pace? Send ideas, examples of how you have applied them, and units you have tried. **Deadline: October 27**

### **MARCH 2000: REALITY CHECK**

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

### **JUNE 2000: IN YOUR DREAMS**

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

***As the ads say — Just do it!"***

# MILLENNIUM

**What are you doing?  
Where are you going?  
How are you getting there?**

As the new millennium dawns, many communities, groups, schools and individuals are planning something memorable to welcome the next 1000 years. What is your school doing? Please let us hear from you.

We'll publish your projects, challenges, missions, and/or your celebrations. Your ideas may help others find ways to commemorate this special time.

Send your school name, school district, and a description of your "Millennium Idea" by October 27, 1999, to:

**Sheila Black  
Sir Charles Tupper Secondary School  
419 East 24th Avenue  
Vancouver, BC  
V5V 2A2**

Fax: (604) 875-6900  
E-mail: rcnswk@direct.ca

## ANNE WITH AN "E"

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



"It's Anne with an 'e'" she said in her forthright way, correcting an error on the teacher-librarian staff list. Like the Green Gables heroine, our Anne could be described in the same way: spunky, determined and not without considerable intelligence. And it's tempting to spin the 'e' of her name to define the person: energetic, efficient, enthusiastic, excellence in education, and even extraordinary. She was all of these. But, as an exemplar of the practice of teacher-librarianship in the 1990's, Anne Monk merits broader consideration than can be generated by a single letter.

Sadly, after a brief but intense battle with cancer, Anne died suddenly in July, at the age of 42. Her career as a Surrey teacher-librarian was also brief but intense. In a mere decade she taught in both elementary and

secondary libraries, was the district helping teacher for the library program, and served as president of the Surrey Chapter of the BCTLA. Her legacy is the example of her enduring professionalism as defined by (but certainly not limited to) these words for all of us, for our times.

**COMMITMENT** - an unspoken promise of professional engagement that extends beyond the heady first moments of idea creation to the reality of applied practice and evaluation.

**FOCUS** - identifying a direction and being purposeful in pursuing it. Combining clarity of vision with action. As Ken Haycock used to say, "Blessed are they who know where they're going, for they shall know when they have arrived."

**PRACTICALITY** - using everyday common sense, a hands-on approach and finely honed organizational skills to achieve worthwhile theoretical and philosophical goals.

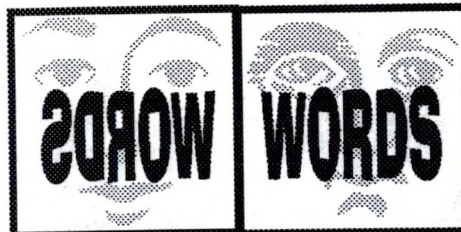
**OPENNESS** - being receptive to people, fresh ideas, new technologies and untried approaches for solving problems. Communicating clearly and sharing information willingly.

**LEADERSHIP** - building community through caring, commitment, activism, example and advocacy.

**COURAGE** - A willingness to take risks, to try the unknown, and to take thoughtful action on issues that are not necessarily popular, but morally right.

**BALANCE** - the ability to be a consummate professional while still finding time for family, community and all those other equally important aspects of life.

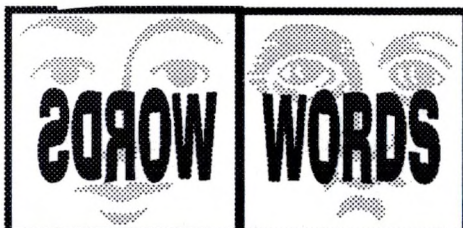
Anne, we have only begun to miss you.



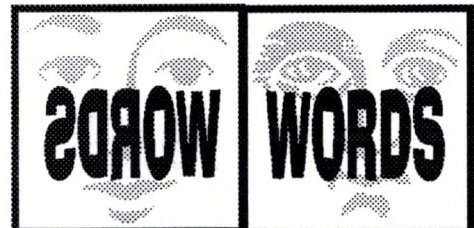
The time has come," the  
Walrus said,"To talk of  
many things:  
Of shoes-and ships-and sealing  
wax-  
Of cabbages-and kings-  
And why the sea is boiling hot-  
And whether pigs have wings."

*Lewis Carroll (1832-98), English writer,  
mathematician. Through the Looking-Glass,  
ch. 4 (1872).*

# THEME SECTION



A PRIDE OF LIONS  
and  
a minuscule of sub-atomic particles.  
an assassination of gangsters.  
a mixture of pharmacists.  
an incantation of  
witches/wizards/warlocks.  
a density of meatheads.  
an obfuscation of philosophers/politi-  
cians/economists.  
a clutch of mechanics.  
a phile of lovers.  
a spider of webmasters.  
a clique of computer mice.  
a plurality of collectives.  
an enterprise of trekkies.  
a brace of orthodontists.

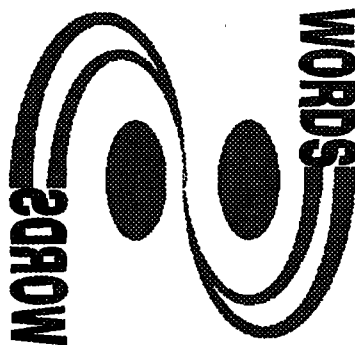


A PRIDE OF LIONS  
and  
a hassle of errands,  
a magnum of hit-men,  
a quarrel of lawyers,  
a shortage of dwarves,  
a sulk of teenagers,  
a plunder of goons.  
an encroachment of fence-builders.  
a fascination of on-lookers/listeners.  
an embellishment of fishermen.  
a treachery of spies.  
a thrombosis of heart specialists.  
a vagary of impediments.



### TOM SWIFTIES

- \* "I'm wearing my wedding ring," said Tom with abandon.
- \* "Who would want to steal modern art?" asked Tom abstractedly.
- \* "Now I can chop down that tree," said Tom with a heavy accent.
- \* "Let's all play an A, a C sharp, and an E," cried Tom's band with one accord.
- \* "I gave the donkey some vinegar," said Tom acidly.
- \* "There's room for one more," Tom admitted.
- \* "They are not answering - we'd better try the knocker," said Tom adoringly.
- \* "I'll eat till I burst," Tom agreed.
- \* "Fire!" yelled Tom alarmingly.
- \* "I'm halfway up a mountain," Tom alleged.
- \* "There's no need for silence," Tom allowed.
- \* "It's a unit of electric current," said Tom amply.
- \* "These are the propulsion systems used by NASA for the moonshots," said Tom apologetically.
- \* "My investments are worth more every day," said Tom appreciatively.
- \* "Yes, I have been reading Voltaire," Tom admitted candidly.
- \* "I'll take that," said Tom appropriately.
- \* "It's between my sole and my heel," said Tom archly.
- \* "You have the right to remain silent," said Tom arrestingly.
- \* "Someday I'll run the CIA" said young Tom aspiringly.
- \* "Cobblers!" said Tom at last.
- \* "I decide which car to purchase after looking at the pictures," said Tom autobiographically.
- \* "This boat is leaking," said Tom balefully.
- \* "Give me a haircut," Tom said barbarously.
- \* "This is George Bernard Shaw's major work," Tom said barbarously.
- \* "Wow!" barked Tom, with a bow.



### WHY? WHY? WHY?!!

- \* If a book about failures doesn't sell, is it a success?
- \* Do cemetery workers prefer the graveyard shift?
- \* What do you do when you see an endangered animal that eats only endangered plants?
- \* Do hungry crows have ravenous appetites?
- \* Is it possible to be totally partial?
- \* What's another word for the-saurus?
- \* If a parsley farmer is sued, can they garnish his wages?
- \* Would a fly without wings be called a walk?
- \* Why do steam irons have a permanent press setting?
- \* Can you be a closet claustrophobic?
- \* Why do only adults have problems with childproof bottles?
- \* Why do they lock gas station bathrooms? Are they afraid someone will clean them?
- \* Why do people who know the least know it the loudest?
- \* If the funeral procession is at night, do folks drive with their lights off?
- \* If it's true that the left side of the brain controls the right half of the body, then does that mean that only left-handers are in their right minds?
- \* If a turtle doesn't have a shell, is he homeless or naked?
- \* When it rains, why don't sheep shrink?
- \* Should vegetarians eat animal crackers?
- \* If the cops arrest a mime, do they tell him he has the right to remain silent?
- \* Why is the word abbreviation so long?
- \* When companies ship styrofoam, what do they pack it in?
- \* If you're cross-eyed and have dyslexia, can you read all right?
- \* Why do we teach our children not to play in the street, but we sell ice cream from a moving truck?
- \* Why do we call them apartments when they're all stuck together?

# HOORAY FOR BOOKS/VIVE LES LIVRES! CANADIAN CHILDREN'S BOOK WEEK

The cheers will be heard across the country as children from Vancouver Island to Prince Edward Island join together to celebrate Canadian Children's Book Week, **November 13 - 20, 1999**. Thousands of children will share their excitement about Canadian books and reading with twenty-three outstanding children's authors and illustrators who will travel across Canada that week.

Since 1977, this national festival has introduced new readers to writers, and budding artists to professional illustrators through readings, demonstrations and performances in schools, libraries and town halls across the country. This year's celebration will begin in Winnipeg with a gala launch to be held on November 13<sup>th</sup>, from 1:00 PM to 3:00 PM at the Winnipeg Centennial Public Library and from there will spread from coast to coast as the touring writers and illustrators join Canadians in hundreds of events devoted to the love of Canadian books.

For many of the artists and writers taking part in Canadian Children's Book Week, it is an opportunity to discover a new part of the country: Author and illustrator Jirina Marton will travel to the Northwest Territories; novelist Anita Horrocks will journey from Lethbridge to Labrador; and award-winning Ontario writer Kenneth Oppel will tour British Columbia.

Many of the twenty-three writers and illustrators are first time participants and are looking forward to meeting their fans, and the chance to meet other writers and artists. Over a hundred authors and illustrators have taken part in Book Week over the last five years, in what has become a well-loved national event.

Two well-known children's illustrators, Vladyana Krykorka and Andrea Wayne von Königslöw, have collaborated to create this year's full-colour Book Week poster included in the Book Week Kit. Each Kit also includes: 30 bookmarks; *Our Choice*, an annual guide to the best Canadian children's books audios, videos and CD-ROMs; activity ideas and reading suggestions for celebrating Hooray for Books/Vivre Les Livres; a directory of Canadian children's authors and illustrators available for school and library readings; and the 1999 Book Week program guide to events and participating authors and illustrators.

The Canadian Children's Book Centre, organizers of Book Week, is a national non-profit organization dedicated to promoting Canadian children's books. The Centre encourages children to read and offers a wide range of publications and services. The Book Week Kit is available from the CCBC for \$14.95 plus taxes and shipping.

The CCBC wishes to thank Book Week 1999 sponsors: MDC Communications Corporation, Imperial Oil Charitable Foundation and Hilroy; major funders: The Canada Council for the Arts and the Ontario Arts Council; and partners: Wood Printing and Graphics and The Globe and Mail.

More information about Canadian Children's Book Week is available on the web site: <http://www3.sympatico.ca/ccbc> or by contacting the CCBC at (416) 975-0010.

## WRITERS AND ILLUSTRATORS PARTICIPATING IN CANADIAN CHILDREN'S BOOK WEEK NOVEMBER 13 - 20, 1999

**Jo Bannatyne-Cugnet**, author of *A Prairie Year* and the forthcoming *From Far and Wide* will leave her native Saskatchewan to tour Ontario.

**Vivien Bowers**, author of *Wow Canada! Exploring This Land From Coast to Coast to Coast* will travel from British Columbia to Ontario.

**Lesley Choyce**, author of several books for young adults including the award-winning *Good Idea Gone Bad* will leave his adopted home-province of Nova Scotia to tour Ontario.

**Bill Freeman**, author of *Sioux Winter* and *Prairie Fire!* in the popular Bains series will travel to Alberta from Ontario where he lives on Toronto Island.

**Luis Garay**, author and illustrator of *The Long Road* and *Popul Vuh: A Sacred Book of the Maya*, adapted by Victor Montejo, will tour Saskatchewan from Ontario.

**Troon Harrison**, author of *The Dream Collector* and *The Memory Horse* as well as many other picture books will head for Alberta from Ontario.

**Anita Horrocks**, author of the young adult novel, *What*

*They Don't Know*, will journey from Lethbridge, Alberta to Labrador.

**Monica Hughes**, the author of over 34 books for children and young adults will leave Edmonton to tour Ontario. A Children's Book Week veteran, she first participated in Book Week in 1979.

**Don Kilby**, illustrator of *The Prairie Fire* and *Hold On, McGinty!* will journey from Toronto to New Brunswick.

**Alison Lohans**, author of two new books, *Sundog Rescue* and *No Place for Kids*, will leave Regina for Prince Edward Island.

**Jirina Marton**, an author and illustrator, spent six months in Japan researching her most recent book *Lady Kaguya's Secret*. She will travel from downtown Toronto to the Northwest Territories.

**Sylvia McNicoll** has four new books published in 1999 to join her award-winning list of books including *Bringing Up Beauty*. From Ontario, she will tour Manitoba.

**Ishbel Moore** is the author of books for middle readers and young adults, including two new titles, *Daughter* and *Dolina's Grad*. From Winnipeg, she will tour the interior of British Columbia.

**Sheldon Oberman**, author of *The Shaman's Nephew: An Inuit Life in the North* will tour Ontario. He lives in Winnipeg.

**Kenneth Oppel**, author of the award-winning *Silverwing* and its sequel *Sunwing* lives in Toronto and will tour the lower Mainland of British Columbia.

**Marilynn Reynolds**, author of *The Prairie Fire*, illustrated by Don Kilby, and other books about her native Alberta will tour Nova Scotia.

**Bill Slavin** is a writer and illustrator of many books including *The Stone Lion* and his most recent one, *The Bone Talker*. From Ontario, he will be touring Newfoundland.

**Andrea Spalding's** two latest books are *Me and Mr. Mah*, and *Phoebe and the Gypsy*. She will travel from Pender Island, BC to Newfoundland.

**Rhea Tregobov**, author of five picture books including *What-If Sara* will tour Quebec. She lives in Toronto.

**Maxine Trottier** has six new books for 1999 including *One is Canada* and *Dreamstones*. She lives in Port Stanley, Ontario and will tour the Yukon.

**John Wilson** is the author of *Weet Alone*, the third volume of the popular Weet series. Now living on Vancouver Island, he will tour Manitoba.

**Frieda Wishinsky** created the popular book *Oonga Boonga* and her most recent book is *The Man Who Made Parks: The Story of Parkbuilder Frederick Law Olmsted*. She will leave Toronto to tour Vancouver Island.

**Mary Woodbury** is the author of several books for children and young adults, most recently *Brad's Universe* and *The Intrepid Polly McDoodle*. Now living in Edmonton, she will tour Quebec.

**Canadian Children's Book Centre**

35 Spadina Rd.

Toronto, ON M5R 2S9

Phone: (416) 975-0010

Fax: (416) 975-1839

[ccbc@sympatico.ca](mailto:ccbc@sympatico.ca)

<http://www3.sympatico.ca/ccbc>

Information about Children's Book Week activities in British Columbia is available from

Margaret Montgomery

[monashee@junction.net](mailto:monashee@junction.net)

Phone: (250) 542-3590

# NEW WORDS FROM NEW POETS

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

As a secondary teacher-librarian, one of the most frustrating tasks for me was building a decent collection of Canadian poetry titles and, having achieved this miracle, to provide some kind of access to the poets within the volumes and to their individual works. Identifying British Columbia poets is an even greater problem than Canadian poets in general — and finding those from minority groups is even more difficult. I don't claim to have discovered great answers to this problem, but I am a person who reads poetry and who cares about ensuring that our young people hear the poetic voices of their own time and place. And — I'm still thinking about the problem!

Almost without exception, poetry collections in schools are heavily weighted with works by deceased poets. One advantage of this situation is that you can always find biographical information on the poet and critical analysis of their work.

Another advantage is that the existing, comprehensive, print and CD-ROM poetry indexes provide easy access to poems by poet, subject and title. Teacher-librarians can ensure the usefulness of the indexes by purchasing anthologies that are included in them. Doing so will mean that students can either find on their own, or be given a rich range of poetry to discuss, compare or collect for their own anthologies.

The great disadvantage of this approach, and of the traditional collection of poetry works by dead poets, is that it does not meet students' needs as well as it meets curricular needs. Students need to hear the voices of their own time and place as well as the voices of tradition. Many English teachers understand this very well and include current Canadian poets in their classroom programs.

Often these teachers can be resource people for the selection process, by identifying the names of poets who should be added to the collection. Sometimes, it is the teacher-librarian who must identify the poets and bring them to the teachers' attention.

The following two sections examine the strengths and weaknesses of two different approaches to building a current collection.

## THE ANTHOLOGY APPROACH

Look for recently published anthologies in reviews, public library collections and book stores, or ask fellow teacher-librarians to suggest anthologies. Then use the anthologies well — read poems to find poets that the students will enjoy, and then look for volumes of poetry by those poets.

### Strengths

- It is easy to compile a list of possible poets by reading the anthologies and identifying “voices” that will appeal to students.
- Most anthologies are composed of poetry that will not rouse the censors to fighting fury.
- Anthologists introduce their collections with some kind of focusing statement that alerts the browsing teacher-librarian to possible problems, as well as the strengths of the collection.
- Many anthologies place new poets and older poets side by side, so that students may be tempted to read a range of poets they might not have otherwise considered.
- Some anthologies have nifty extras, like biographical notes, and bibliographies of the poets' other publications. These are nuggets of gold when you are seeking more volumes of poetry.
- The editors or compilers are everything! If you find an anthology that is great, look for others done by the same person or persons, for it is likely to be of comparable quality. Lorna Crozier, Patrick Lane, Tom Wayman and Howard White all have a way of including interesting new poets. Look for editors who are also poets whose work you like.

## Weaknesses

- Some poets are never anthologized, possibly because they labour alone, and are not connected to the poetry-writing community.
- Some anthologies are very uneven, usually because the focus is not strong enough, and that weakens the impact of individual poems as well.
- Some anthologies have no extra features that aid in selection and purchase.

## Three Anthologies I Love

1. *Paperwork: Contemporary poems from the job*, edited by Tom Wayman. Harbour Publishing, 1991. ISBN: 1-55017-042-2.  
This is an incredible collection with hosts of poets contributing. I debated whether to include this book as one of my three top choices, or *Going for coffee* (also edited by Tom Wayman), but this one won out because it has Kate Braid's "Recipe for a Sidewalk" and Lesléa Newman's "Adjustment 1: Shifting Piles" in it. The book includes an informative paragraph about each of the 101 poets anthologized, including the titles of other books they have had published. Another anthology that every Lower Mainland secondary school should have is *East of Main: An anthology of poems from East Vancouver*. (edited by Calvin Wharton & Tom Wayman; Pulp Press, 1989. ISBN 0-88978-210-5), which includes the work of 27 accomplished (and varied!) poets.
2. *Breathing fire: Canada's new poets*, edited by Lorna Crozier & Patrick Lane. Harbour Publishing, 1995. ISBN: 1-55017-125-9.  
This collection includes poets born in the 1960s and 1970s, from a range of backgrounds and groups, and many born in British Columbia. A "Credits" section at the back provides titles of the books by the poets where the poems were originally published.  
[Note that both of the anthologies above are published by Harbour Publishing. Browsing their catalogue for possible purchases is worthwhile.]
3. *Thru the smoky end boards; Canadian poetry about sports & games*, edited by Kevin Brooks & Sean Brooks. Polestar, 1996. ISBN: 1-896095-15-1.  
Let's face it, if you don't have sports poetry some young men will never read a poem. Most sports that are not "extreme" sports are included, although my 35 year-old still-skateboarding son

pointed out that skate boarding is not included, nor is it "extreme." Rock climbing, my older son's sport, is included and anyone with an ounce of sense considers that one "extreme." The poets are a mixture of well known, lesser known and relatively new ones to look for elsewhere. (There's a poem by the Tragically Hip!) Unfortunately, there are no short biographies or bibliographies of other works to use as purchase possibilities.

## THE "REVIEWS" APPROACH

### Strengths

- Buying "reviewed" materials is usually safer than buying on the basis of an ad.
- Reviews provide accurate bibliographic information and prices, making purchasing easier.

### Weaknesses

- You will never see or find reviews for some of the Canadian poetry collections published unless you consult poetry journals. These are often academic, aimed at adults, and uncaring about adolescent readers and their interests and needs.
- Traditional reviewing sources like *Booklist* and *School Library Journal* are not useful for Canadian topics. Even Canadian reviewing sources focusing on the school market do not do a good job on poetry books for secondary students, because they don't recognize that the answer is that most books must be chosen out of the adult market.

## Three Reviewing Sources I Love

- *The Bookmark*. BC publishers are getting better about submitting their poetry collections for review in "BCTLA Reviews." This is a prime source for British Columbia poetry, particularly since the titles have been reviewed by educators. You can even become a reviewer yourself, specifying that you wish to review poetry titles, and secure titles for your library through being a reviewer. In addition, consulting the back issues leads to a wealth of titles, including many that have since won major prizes.
- *British Columbia Book World*.  
Publisher: Alan Twigg, 3516 West 13th Ave., Vancouver, BC V6R 2S3  
Tel/Fax: 604-736-4011

Annual subscription: \$12.84.

Sometimes you get a review, often it is a book you see in a publisher's ad. For example, the Autumn 1999 issue has a Ronsdale Press ad listing *Vintage 1999: League of Canadian Poets*. ISBN: 0-921879-70-1. "The best poems of the year from the annual contest sponsored by the League of Canadian poets. Includes winners from the Youth Poetry Competition. A splendid resource for all poets." This is not a review, but at \$13.95 for the paperback, it is worth taking a chance, particularly since previous years' compilations have been winners.

*BC Book World* also includes information about the nominees and prize winners for the annual BC Book Prizes.

3. Reviews drawn from assorted newspaper sources (local and national daily newspapers and *Quill & Quire*) are useful sources of poets' names and new titles, even though the reviews are focused on adult readers. A list of poets and titles drawn from these reviews and from *Q & Q*'s lists of forthcoming books can be a profitable approach to a browsing trip to a good bookstore.

## PROVIDING ACCESS TO POETRY

When there are no indexes, it is difficult to find specific poems, or more poems by a particular poet. There are some things you can do to make it easier (if you have the time!). Choose the easiest and try it first.

1. Photocopy the title pages and tables of contents of anthologies, write the call numbers on the title pages, and keep them in a binder for easy consultation by staff and students.
2. When you identify a new poet, start a card file or folder on his or her work and biographical information. Have students researching this person submit bibliographic information for their sources, and have a service student maintain the file for you.
3. Set up a database for BC poets, and update it whenever you order or receive books. You might wish to start with one anthology, list the poets included in it, add single volumes by individual poets in the anthology, then look at other anthologies which might be added. Individual poems could be listed or it could be limited to the poets themselves.

## LAST WORDS

I believe the possibilities for students to connect emotionally and intellectually to poetry are endless if we use recently written work to attract them. Most young people love some form of popular music and the lyrics they know by heart are often a form of poetry. The Internet is populated by Canadian singer-songwriters, who advertise their recordings, sing their songs, and talk about their lives and dreams. They have a market with our youth.

I remember how much I loved Leonard Cohen's poetry and know that his singing still touches my emotions deeply, but I now look for women's voices in contemporary poetry and music. Time changes things, and it is time for us to look for "Words of Our Time" to put in secondary library poetry collections, so that our students will hear young voices that speak to them. There are so many young poets out there waiting to be heard.



# NONFICTION MATTERS!

by **TRISH MASKELL**, teacher-librarian, Crofton House School

Last year I attended a workshop by a dynamic, energetic and inspiring educator. Stephanie Harvey has spent her career teaching and learning about reading and writing as an elementary and special education teacher and continues to learn in her current role as a private consultant and staff developer for a Denver based Public Education and Business Coalition. She had just published her book *Nonfiction matters: reading writing and research in grades 3-8*. (Stenhouse Publishers, York, Maine, 1998) a powerful tribute to the world of non-fiction research and writing.

In her work with teachers and students, Stephanie became increasingly aware of the poor quality of writing in research reports and projects. In sharp contrast was the richness of students' writing in their journals and creative writing assignments. She became deeply involved in working with teachers and librarians to help students develop the tools to become passionate about reading nonfiction, involved in authentic research and producing written reports that are captivating, visual and rich with their own voice.

Inquiry projects motivate learners to develop skills that produce independent thinkers who know how to make decisions, solve problems and apply their knowledge. These skills are more crucial for students today than ever.

Some of the points that Stephanie made in her presentation are as follows:

- In many classrooms the emphasis is too much on reading and writing fiction when, in fact, non-fiction is the most widely read genre of adults after they leave school.
- Many research projects involve topics selected by the teacher instead of ones that students are passionate about,
- Most research reports written by students read like encyclopedias and would put an owl to sleep never mind the teacher-librarian who has to read them all.

Stephanie was full of practical suggestions for implementing passionate research and writing. A few of her ideas were as follows:

- Show yourself as a reader, researcher and writer of non-fiction. Young writers need to know that research and writing are important enough for adults to do.
- Share your passion for inquiry and research. Talk to them about the interesting new things you discover in your reading and then write your own report to present.
- Research begins with questions. Authentic research follows when students develop a need to know more about a topic. Have your students keep 'wonder books' in which they can record their passions, thoughts, questions and writing that will eventually lead to research.
- Allow students to choose their own topics. When the curriculum requires a certain topic, try to make it the umbrella under which students can write on a topic of interest to them.
- Research projects take time. Give your students the time to think, to choose topics, to build background knowledge, to ask questions, to reflect, to write, and to present their findings.

Both classroom teachers and librarians found Stephanie's presentation to be exciting. We already valued research and reading non-fiction but we were inspired to get our students involved more in research that was of interest to them and to produce better writing in their non-fiction projects.

An example of one project that was implemented at my school after Stephanie's presentation took place in the grade one class as follows:

- We pulled a variety of non-fiction science books at the grade one level.
- The students were given two or three sessions to look at the books, read them to each other and

explore the information in them. There was much discussion of what they discovered that was interesting and exciting. They then chose one book that really interested them.

- Each student received a booklet of about 6 pages with space for a picture on the top and lines on the bottom half of each page.
- The teachers discussed with the students how science writing differs from story writing. They explained that students should close their books and use their own words to write their thoughts and should label pictures and use true color to create science pictures.
- In the next session, they wrote about what excited them in their books. They wrote a different discovery or fact on each page and drew a picture on the top.

The students loved reading and choosing their own topics. They became very involved in the project and passionate about their topics. I spent a great deal of time trying to find them more and more information on their topic during class and individual visits to the library — a challenge at the grade one level. The project was so successful in promoting reading of non-fiction books and engaging grade ones in passionate non-fiction writing that we plan to do it again next year.

In her wonderful book, *Nonfiction matters*, Stephanie Harvey covers in detail the following areas: “Conditions for successful inquiry” (passion, wonder, topic selection, resources, modeling etc.), “The nitty gritty” (reading for information, gathering information, sorting, sifting and synthesizing) and “Putting it all together” (crafting strategies, reporting genres, project management, presentations). It is the best book I’ve read in a long while that offers practical suggestions to help engage students in nonfiction research and writing.

# Questions?

## You'll find the answers in

*Teacher Librarian*  
*The Journal for School Library  
Professionals*

Need to stay up-to-date as a  
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# HUMAN CAPACITY TO PROCESS AND UNDERSTAND INFORMATION

The recording and transmission of information has increased so much but the human capacity to process and understand it is still about where we were in prehistoric times.

Figures are magnitudes - not specific amounts.

## RATE OF PRODUCING INFORMATION:

|                                   |                           |
|-----------------------------------|---------------------------|
| Ancient times (tablets and such): | 1 character / second      |
| 1500 AD printing press:           | 3000 character / second   |
| Today (laser printers)            | 20,000 character / second |

## RATE OF STORAGE:

|                                   |                                |
|-----------------------------------|--------------------------------|
| Ancient times (tablets and such): | 1 character /cubic inch        |
| 1500 AD books:                    | 500 character /cubic inch      |
| Today (chips) :                   | millions character /cubic inch |

## SPEED OF TRANSPORT 250 WORDS/3,000 MILES

|                    |                         |
|--------------------|-------------------------|
| Ancient - runners: | 18 days                 |
| Telegraph:         | 4 minutes               |
| Fiber optic :      | thousandths of a second |

## HUMAN COMPREHENSION

|                 |                      |
|-----------------|----------------------|
| Ancient times : | 300 words per minute |
| 1500 AD:        | 300 words per minute |
| Today:          | 300 words per minute |

That's the information dilemma! Gap between human capacity and technological capacity.

Adapted from Hal Becker, "Can Users Really Absorb Data at Today's Rate?" *Tomorrow Data Communication*, July 1986

# LET'S MEET THE AUTHOR: JAN BRETT

by **DEBBIE COWLAND**, teacher-librarian, SD#35 (Langley).

**GRADE LEVEL:** Grade 2, 3 elementary buddy activity

**SUBJECT:** Language Arts

**TOPIC:** Author study

## LEARNING OUTCOMES

Students will:

- develop an understanding of the author, Jan Brett.
- demonstrate a willingness to share information about their favourite authors.
- use information from the Internet.
- use various strategies for generating questions.
- collect specific information from the Internet and possibly E-mail.

## PREPARE IN ADVANCE

- Collect as many copies of Jan Brett's books as possible for the class's Author Study.
- Read a number of her books to the class as shared reading selections.
- Allow for many independent and partner reading and viewing sessions of Jan Brett's books.
- Discuss the similarities found in Jan Brett's stories and illustrations (style). List and display.

## LESSON

### Introduction

1. Reread *The Mitten* (another book of Brett's may be used) to the class and have them complete the "Reading Like a Writer" sheet as you read. Share and discuss their recordings. (See *Reaching for higher thought* by Brownlee, Close & Wingren, for this sheet.)
2. Pair students, using a method of your choice, and have the pairs generate a list of questions they would ask the author. When most pairs seem to have finished the task, have each pair "star" their "best" question.

3. Reassemble the class and add the "best" questions to a chart.
4. Explain that Jan Brett has a web site on the Internet <[www.janbrett.com](http://www.janbrett.com)> where she has written some information about *The Mitten*. Pass around copies of her "All about *The Mitten*" letter to kids. Students read and find the answers to as many questions as possible and more!
5. Questions that are not answered in the letter may be written and sent to Ms Brett at the E-mail Address provided on her web-site.

### Partner Activity

1. Partners choose another of Jan Brett's stories and reread it together.
2. Together the pairs must generate questions about the story and record them on the "Reciprocal Questioning" sheet. (See *Reaching for higher thought* by Brownlee, Close & Wingren, for this sheet.)
3. Pairs choose their best question and come prepared to ask the question to the class.

Each group then presents their question aloud to classmates. One partner calls the question and the other calls upon student volunteers to pose a possible answer. (The object is to get the students thinking of possibilities, not getting the right answer. We want them to be "thinking like an author.")

After each answer is given the student is thanked and the next student is called upon to answer.

There is a good number of answers to accept, then the last student to give an answer poses another question.

The process is repeated until each group has presented one question.

4. Pairs are then given the chance to add any questions to their list before going on to Step 5.
5. Student pairs go to: [janbrett.com/activities\\_pages\\_newsnotes.htm](http://janbrett.com/activities_pages_newsnotes.htm) to locate the answers to prepared questions. Have students also record any unexpected points of interest found.

Answers are recorded in the third column of the "Reciprocal Questioning" sheet.

### Closure

1. Meet and discuss findings.
2. Have each student complete a poster type representation of a favourite point found on the "newsnotes" site identified in Step 5 in the Partner Activity section.
3. Students share their completed posters with the class.
4. Display posters in the library resource centre if possible, along with a display of Jan Brett's books. Include books she has illustrated but not written in the display.

### EXTENSIONS

1. Students could send unanswered questions to Ms Brett at her E-mail address that is posted on her web page.
2. Students could send an E-mail to Ms Brett telling her what they like most about her stories and illustrations, and thanking her for the information letter for kids that is posted on her web site.

### EVALUATION

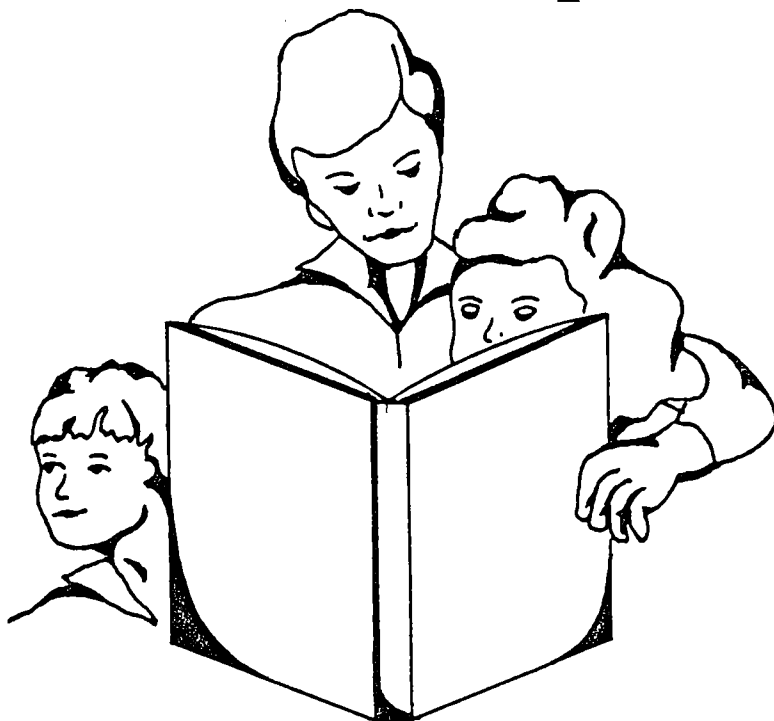
- Have students do a self-assessment (sample attached).
- Teacher evaluation is based on the criteria set up with the students prior to the poster task. Criteria is based on the question, "What would make a powerful poster about Jan Brett?"

### NOTE OF INTEREST

Write Jan Brett for a free teacher package at:

Jan Brett  
P.O. Box 368  
Norwell, MA  
USA 02061

or E-mail Jan Brett at her website.



# **THE CROSS-CANADA READATHON: AN INTEGRATION OF SOCIAL STUDIES WITH CANADIAN LITERATURE FOR PRIMARY STUDENTS**

By **VERONICA ALLAN**, teacher-librarian, Mt.Brenton Elementary School, SD#79 (Cowichan Valley).



## **BACKGROUND AND RATIONALE:**

In the past our school has run a home-reading program for primary students called "100 Nights of Reading" starting in February and running to the end of the school year. Students were given record sheets and encouraged to read for fifteen minutes per night. Those who filled all hundred blanks on their sheet received a certificate and rosette at the year-end assembly.

For the past two years I have done something a little different and more in keeping with our policy of integrating library skills across the curriculum. I have always been interested in promoting geography skills and multiculturalism. I had the idea of integrating a

study of countries of the world (last year) and Canadian provinces and territories (this year) with a reading program in which students had flags that moved across a map as they achieved their reading goals.

## **PREPARATION**

I made up booklets for in which to record the hundred days of reading in ten day blocks and sent them home with a letter explaining the program to parents. It was important to have parents realize that the point of the program was to promote the habit of daily reading. Therefore, no matter how many times a child read on one day, each date could only be recorded once – a particular book, however, could be recorded on

more than one day.

We have three primary classes at Mt. Brenton. I devised three itineraries by carefully surveying the Canadian picture books in our collection and choosing appropriate stories for the grade levels. I also put out a request for suggested books to several listservs including the BCTLA Forum and received some excellent leads. I made sure that each class visited both the east and west coast, the Arctic and the prairies, that the itineraries made sense in terms of a journey (i.e. they flowed naturally from one province to the next) and that no two classes were in the same province or territory at the same time to avoid a crush of flags! Each class visited ten out of our thirteen provinces and territories.

I colour-coordinated reading record booklets, itinerary sheets and record sheets for the three classroom teachers. A large political map of Canada was posted on a central bulletin board surrounded by thirteen pictures – one for each province and territory. The pictures were chosen to be very representative – wheat fields, Niagara Falls, the Bay of Fundy, the Rockies and so on. More pictures were on a display board in the library.

I also managed to beg, borrow or steal artefacts from across the country – from the tacky (Niagara Falls playing cards) to the sublime (a real papoose doll from Northern BC) and displayed the valuable or fragile ones in the glass showcase in the front hall and the others in the library.

## INTRODUCTION

Each primary student comes to the library for a half-hour session every week in small groups of ten to fifteen students. The week I introduced the program I showed the students a globe and a map of Canada, showing the provinces. I read *Hold on McGinty* by Nancy Hartry and Don Kilby and we traced Captain McGinty's journey on the map. They loved this book and constantly referred to it over the coming months.

I showed them the reading record booklet and the letter to their parents that explained the program. I encouraged them to think about the excitement of going on an "imaginary trip across Canada" and told them that each week I would be reading them a book by a different Canadian author. I pointed out the fact that all the books on display in the library that day had something in common – a Canadian flag sticker on the spine, and encouraged them all to borrow Canadian books for the coming weeks. We looked at the large

map in the hallway and their itinerary beside it. I explained that, as they brought in their booklets with the first ten days of reading recorded, I would make each of them a flag with their name on it. Flags (colour-coded for the three classes) would be pinned to the map with an extra long straight pin and as students reached each ten-day goal their flags would be advanced to the next province on the itinerary as a visual record of their progress.

## IMPLEMENTATION

As children reached each ten-day goal they brought their reading records to school to be initialled by their teacher. Every week before their library session I used the teachers' lists to update my own, recorded students' progress on little sticker charts (with maple leaf stickers) and moved their flags on the map.

On the way to the library each week we would stop at the map and see how everyone was getting along! With the three different colours of flags for the three classes, and their names marked clearly on the flags the children were delighted to see their new destinations. I often heard excited children showing parents or teachers, "Look, I'm in Nunavut now and pretty soon I'm going to be in Saskatchewan!"

In the library each province was represented by the reading of a picture book. A small laminated outline map of Canada was used in weekly discussions, along with a dry-erase pen, so that children were reminded week after week of where the provinces were located and where their class was on its imaginary trip across the country. Each week I asked the students what they could remember about the previous week's province or territory and about the author and the story we had read. We constantly retraced our journey so that names of provinces and their locations, along with names of Canadian authors, were firmly cemented in their minds.

We talked about special geographic features or differences in lifestyles or climates, and what we could determine about this week's province or territory by looking at it on the map. If possible I gave other books by the same author to the classroom teachers to read during the week. Some provinces or territories had more than one week devoted to them (depending on how fast or slowly the majority of the class was moving).

Every student received a special bookmark to commemorate reaching the halfway point on his or her journey. The grades ones, twos and threes also completed a Cross-Canada activity booklet into which

they pasted a reduced photocopy of each book cover and wrote the name of the author and the province it represented. They also had a page for each province with a puzzle or maze from a couple of reproducible puzzle books. These activity booklets became a souvenir of their trip and went home at the end of the year to be completed over the summer.

For each new author we coloured a maple leaf and stuck onto it the name of this week's Canadian author and illustrator and, where possible, their photographs. We stapled these leaves around the big map in the hallway. By the end of the trip the map and pictures of the provinces were well decorated with maple leaves.

Once one hundred days had passed and some students had completed their journey, slower students became very determined to make it all the way home! Those whose sticker charts were full of maple leaves had them posted around the map and were able to admire them, but were told they would receive them "for keeps" along with a special certificate at final assembly.

During their final library session I asked each group what they remembered about each of the places they had visited and was amazed at their responses! Some remembered the stories best, some remembered what they had seen in the photos and others remembered discussions we had had. Most were able to find the provinces and territories on the map and tell me about their special geographic features or what the weather or lifestyle was like.

## REFLECTION

I am not sure how practical this program would be in a larger school. With only three primary classes it was manageable. I had the complete cooperation of the teachers in keeping track of progress and initialling reading records. The grade three teacher and I undertook a cooperative unit on provinces and every student produced a project on a province of their choice. The other teachers were very understanding about my monopolizing the display case for artefacts and the main bulletin board for the map and flags. In a larger school it might be more practical to have individual maps in classrooms. Whole-class flags could replace the individual flags, the activity books or sticker charts could be omitted. There are many other ways this idea could be adapted.

Although there was quite a lot of preparation involved initially with the making of the booklets, flags and so on and the searching out of the books, this was

not a hard unit to run and took care of my primary library times for four months! It integrated a study of Canada's geography along with our rich literary heritage (from L.M. Montgomery and Robert W. Service, through to the present day) and the children learned a great deal about the way of life in all parts of Canada today and in days gone by. Parents, teachers and children alike were pleased and excited about the whole idea, and the primaries were certainly motivated to read on a daily basis.

## BIBLIOGRAPHY

The following is a list of books used for each province. In most cases the author was from the province represented and/or the story contained some particular reference to that province or was in some way representative of that province. I tried as much as possible to have stories that really illustrated the way of life of children in each province. My choices were, of course, limited by the availability of books. You may think of books that represent each province far better. In some cases I had a hard time finding something truly representative in my collection and am now constantly on the lookout for improvements for another year!

Books marked with an asterisk (\*) are ones that made a particularly big impression on the children and to which they referred over and over again in their conversations about our journey

## INTRODUCTION

*\*\*Hold on McGinty* by Nancy Hartry; illustrations by Don Kilby. ISBN 0385256477.

## BRITISH COLUMBIA

*\*A salmon for Simon* by Betty Waterton; illustrations by Ann Blades. ISBN 0888992653.

*In like a lion* by Julie Lawson; illustrations by Yolaine Lefebvre. ISBN 059024938X.

*Waiting for the whales* by Sheryl McFarlane; illustrations by Ron Lightburn. ISBN 0920501664.

*Cyril the seagull* by Patricia Lines; illustrations by Kim LeFave. ISBN 0889710481.

## ALBERTA

*\*The moccasin goalie* by William Roy Brownridge. ISBN 1551430428.

*\*The final game* by William Roy Brownridge. ISBN 1551431009.

## SASKATCHEWAN

*If you're not from the prairie.* by David Bouchard;  
Henry Ripplinger, images. ISBN 0969609744.

*Belle's journey* by Marilyn Reynolds ; illustrations by  
Stephen McCallum. ISBN 0920501907. (or any of  
her books would do)

*The Royal Canadian Mounted Police* by Marc Tetro.  
ISBN 0969840608.

*Owls in the family* by Farley Mowat (from the NFB  
video Canadian Classics).

## MANITOBA

\**Pettranella* by Betty Waterton; illustrations by Ann  
Blades. ISBN 0888941684.

## ONTARIO

*The sparrow's song* by Ian Wallace. ISBN  
0670814539.

\**At Grandpa's sugar bush* by Margaret Carney;  
illustrations by Janet Wilson. ISBN 1550743414.

## QUEBEC

*The hockey sweater* by Roch Carrier; illustrations by  
Sheldon Cohen. ISBN 0887761747.

\**Very last first time* by Jan Andrews; illustrations by  
Ian Wallace. ISBN 088899043X.

*The sugaring off party* by Jonathan London; paintings  
by Gilles Pelletier. ISBN 1895555841.

## NEW BRUNSWICK

*Rosette and the Muddy River* by Diane Carmel Leger;  
illustrations by Pamela Cambiazo. ISBN  
0920501656.

## NOVA SCOTIA

*Farmer Joe goes to the city* by Nancy Wilcox Richards;  
illustrations by H. Werner Zimmermann. ISBN  
0590733621.

*Farmer Joe's hot day* by Nancy Wilcox Richards;  
illustrations by H. Werner Zimmermann. ISBN  
0590717170.

*Boy of the deeps* by Ian Wallace. ISBN 0888993560.

## PRINCE EDWARD ISLAND

\**Anne of Green Gables* by L.M. Montgomery from an  
adapted "Troll" book. ISBN 1550134310.

## NEWFOUNDLAND

\*\**There are no polar bears here!* by Catherine  
Simpson and Joanne Snook. ISBN 1895387558.

*The Killick* by Geoff Butler (excerpts). ISBN  
0887763367.

## YUKON

*A northern alphabet* by Ted Harrison. ISBN  
088776133X.

*The cremation of Sam McGee* by Robert W. Service;  
illustrations by Ted Harrison (from the NFB video  
*Canadian Classics*)

*Northwest sun* by Peter Eyvindson; illustrations by  
Rhian Brynjolson. ISBN 0921827296.

## NUNAVUT

*Hide and sneak* by Michael Kusugak and Vladyana  
Kryorka. ISBN 1550372297.

*Baseball bats for Christmas* by Michael Arvaarluk  
Kusugak; illustrations by Vladyana Kryorka.  
ISBN 1550371452.

## CANADA

*One is Canada* by Maxine Trottier; illustrations by Bill  
Slavin. ISBN 0002245566.

## CONCLUSION

Being only a 0.4 teacher-librarian I had my limits!  
This unit could just as easily be run in a classroom with  
many more books read, authors introduced and the  
inclusion of poetry — even a week for each province or  
territory over the course of the year, and more  
discussion on geography and lifestyles. The sky's the  
limit when it comes to linking literature and social  
studies!

# WRITE A STORY...

by **SUSAN VAN BLARCOM**, teacher and **ELIZABETH SMITH**, teacher-librarian, Crofton House School, Vancouver.

This is a Critical Challenge presented within the context of an integrated Language Arts and Social Studies unit, cooperatively planned and taught by teacher and teacher-librarian.

## CRITICAL CHALLENGE

Write and illustrate an interesting fact/fiction story for your little buddy that deals with the vulnerability of animal life in the Strait of Georgia.

## OVERVIEW

Using "Fate of the Strait" articles from the Vancouver Sun as a "launching pad," students study :

- the history of
- the condition of
- the prediction for the future of life in the Georgia Strait.

They each select one animal and research it in depth in relation to its habitat in the Strait.

Drawing on this bank of prior knowledge, students write a fact/fiction story. Their intended audience is a class of primary students (their little buddies.) The students will seek both to inform and entertain their little buddies with a carefully written and illustrated story.

## REQUISITE TOOLS

### Background Knowledge

- knowledge of the history of the Strait
- knowledge of the environmental problems impacting on animal life in the Strait
- intimate knowledge of the fact/fiction genre
- knowledge of elements of story
- knowledge of the "capacity" and ability of the little buddies

### Criteria for Judgment

- criteria of what makes an effective informative fact/fiction story

### Critical Thinking Vocabulary

- criteria, judge, anthropomorphism

### Thinking Strategies

- graphic organizer: 3 column notes
- story mapping template or story board

### Habits of Mind

- inquiring
- thinking creatively
- ability to make connections

## SUGGESTED ACTIVITIES:

### Acquisition of Background Knowledge prior to presenting the Critical Challenge:

- Introduction of the environmental problems of the Georgia Strait. Resource: "Fate of the Strait". *Vancouver Sun*. Educational Section: '98 - '99
- Identification of the animals that live in the Strait environment (7 identified in newspaper article.) Each student researches 1 of the 7 animals.
- Small "same animal" groups meet together to share information, discuss their animal's problems, work on solutions.
- Each student now presumed to be an "expert." Students regroup into "different animal" groups. Each group member in turn assumes the role of expert in her group, and teaches the other members about her animal.

Teacher use of read-alouds modeling the author's craft: Concurrent with this study, teacher reads daily from a fact/fiction novel on a similar theme. Teacher led discussion focuses on:

- story structure, story elements, format, powerful beginnings
- writing with voice
- effective illustrations: matching with text, place on page

Effective books: *Sea Otter Inlet*, by Celia Godkin, *A Safe Home for Manatees* by Priscilla Belz Jenkins, *Think of an Eel*, by Karen Wallace.

**Presentation of the Critical Challenge**

- Students are challenged to write their own fact/fiction story. (Length and format details are decided through discussion by the teacher with the class.)

In a teacher-led large class group, criteria for an effective, informative story are agreed upon.

**Process continues**

- Students choose Strait animals that will figure in their stories.
- Research process commences. In brief, students
  - locate information
  - select information
  - analyze information
  - organize and categorize information
  - transform information
- Writing process commences (Writing Workshop): in brief, WW includes
  - preparing 3 column notes
  - drafting
  - revising
  - editing
  - publishing
  - presenting

**Evaluation**

- Criteria are established
- Peer conferencing occurs
- Teacher conferencing
- Students evaluate their own stories according to the criteria which they have developed with their teacher

Duration: One term

**FATE OF THE STRAIT**

| Facts | Own Questions | Own reflective response |
|-------|---------------|-------------------------|
|       |               |                         |
|       |               |                         |
|       |               |                         |
|       |               |                         |
|       |               |                         |
|       |               |                         |
|       |               |                         |

**RESOURCE**

Stephanie Harvey. *Non-fiction Matters: Reading, Writing, and Research in Grades 3 - 8.* ISBN 1-57110-072-5

Watch for a new "Fate of the Strait Series" in *The Vancouver Sun*.

Resources are also available on the Internet at <http://www.vancouver.sun.com/fateofthestrail/>

## Critical Thinking Activity

### Critical Thinking Challenge:

Decide on the criteria for an excellent Fact/Fiction story.

Using the criteria you have developed, rate your story.

Use a 5, 4, 3, 2, 1 scale:

5 = excellent

4 = good

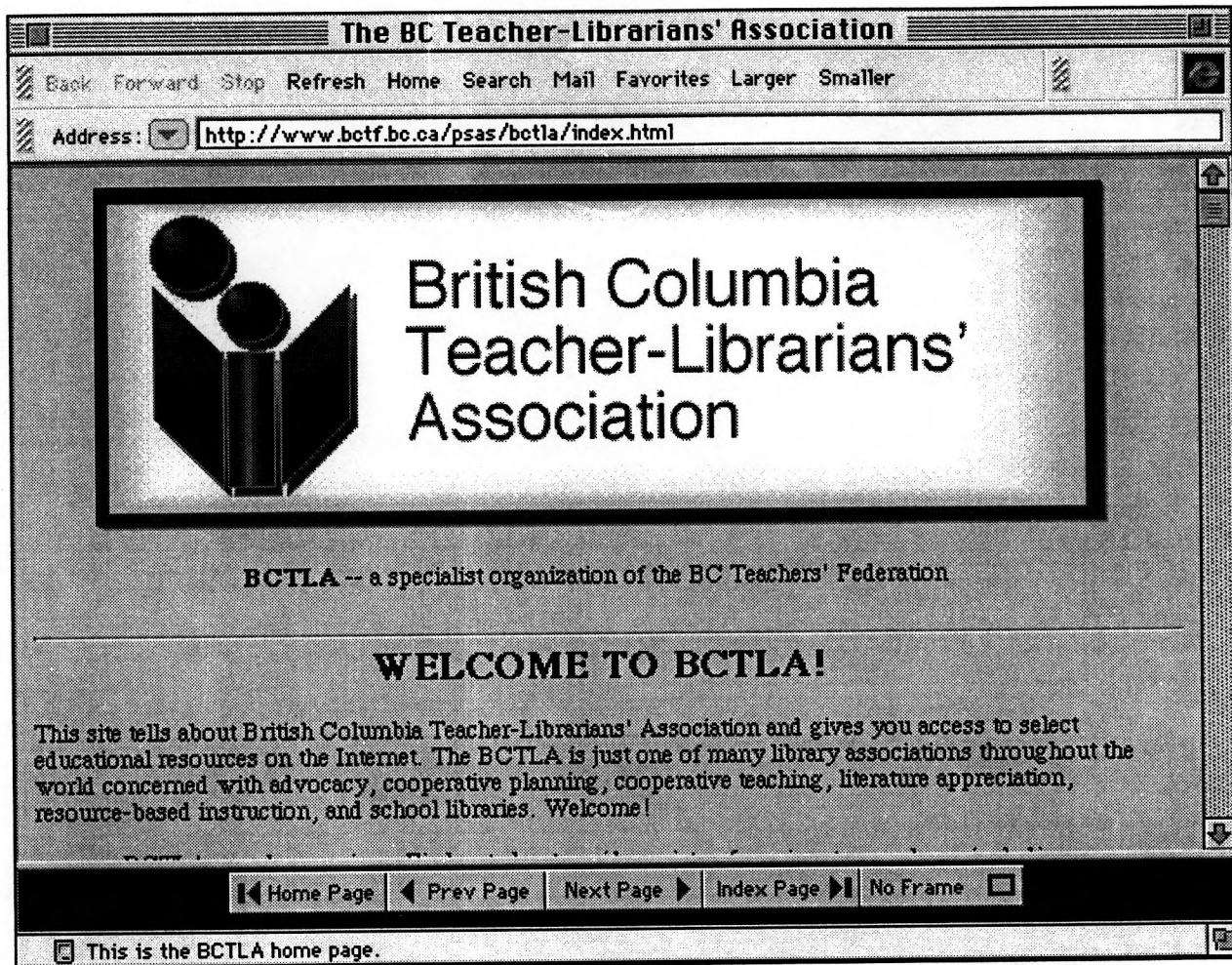
3 = quite good

2 = needs work

1 = needs much more work

| <b>Criteria for an Excellent Fact/Fiction Story</b> |  |               |                 |
|---|--|---------------|-----------------|
|   | <b>Criteria</b>  | <b>Rating</b> | <b>Comments</b> |
| 1.  | -has a beginning that makes you want to read on  |               |                 |
| 2.  | -reader's attention captured: descriptive verbs and adjectives.  |               |                 |
| 3.  | -plot has a beginning, middle, and end with a problem and resolution   |               |                 |
| 4.  | -plot is enticing and has realistic and fictional elements   |               |                 |
| 5.  | -has a few well-chosen characters who are predictable, strong and well-characterized, humorous, colourful, realistic |               |                 |
| 6.  | -should have dialogue (animals might speak)  |               |                 |
| 7.  | -has voice (is not encyclopedic)   |               |                 |
| 8.  | -has a clear point of view (could be told in first or third person)  |               |                 |
| 9.  | -detailed pictures that catch your attention and match the text  |               |                 |
| 10  | -should have a satisfying ending   |               |                 |
|   | <b>Total</b>   |               |                 |

## 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>

W A R D S / S S S

**WORDS WORDS**

**H**ow many existentialists does it take to change a lightbulb?

Two. One to screw it in and one to observe how the lightbulb itself symbolized a single incandescent beacon of subjective reality in a netherworld of endless absurdity reaching toward a maudlin cosmos of nothingness.

**WORDS WORDS**

**Q:** What does an Olympic fencing hopeful do at noon each day?

**A:** Leaves his office and goes out to lunge....

**and**

For people who like peace and quiet: a phoneless cord....

**or**

The most important things in life aren't things....

**yet**

The world's full of apathy, but I don't care....

**but**

I'm still not sure if I understand ambiguity.

**WORDS WORDS**

"Time's fun when you're having flies." - Kermit the Frog

**and**

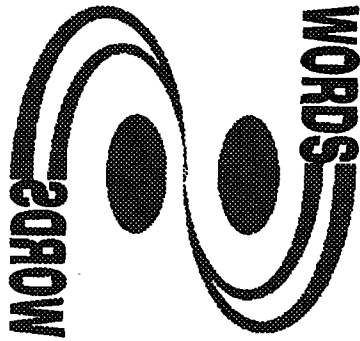
What is a Quark?

The noise a well bred duck makes.

**WORDS WORDS**

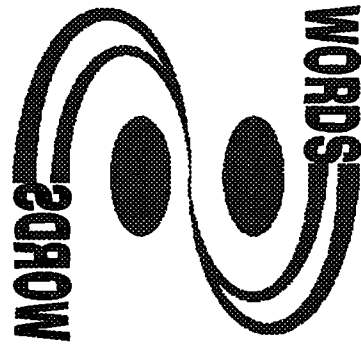
**Y**ou know, I used to be Snow White, but I drifted

- May West



**PALINDROMES**  
(Read 'em backwards or forwards; same difference!)

- \* Able was I ere I saw Elba.
- \* A man, a plan, a canal - Panama!
- \* Anne, I stay a day at Sienna.
- \* A nut for a jar of tuna.
- \* A Toyota's a Toyota.
- \* Ban campus motto: "Bottoms up, MacNab".
- \* Bob: "Did Anna peep?" Anna: "Did Bob?"
- \* Bog dirt up a sidetrack carted is a putrid gob.
- \* Borrow or rob.
- \* But Anita sat in a tub.
- \* Cain: a maniac.
- \* Cigar? Toss it in a can, it is so tragic!
- \* Civic sin, Alan, is civic.
- \* Damn! I, Agassi, miss again! Mad!
- \* Deer breed.
- \* Deer flee freedom in Oregon? No, Geronimo - deer feel freed.
- \* Delia and Edna
- \* Delia failed.
- \* Delia, here we nine were hailed.
- \* Delia sailed as sad Elias ailed.
- \* Dennis, Nell, Edna, Leon, Nedra, Anita, Rolf, Nora, Alice, Carol, Leo, Jane, Reed, Dena, Dale, Basil, Rae, Penny, Lana, Dave, Denny, Lena, Ida, Bernadette, Ben, Ray, Lila, Nina, Jo, Ira, Mara, Sara, Mario, Jan, Ina, Lily, Arne, Bette, Dan, Reba, Diane, Lynn, Ed, Eva, Dana, Lynne, Pearl, Isabel, Ada, Ned, Dee, Rena, Joel, Lora, Cecil, Aaron, Flora, Tina, Arden, Noel and Ellen sinned.
- \* Desserts I desire not, so long no lost one rise distressed.
- \* Did Hannah see bees? Hannah did.
- \* Doc, note, I dissent, A fast never prevents a fatness. I diet on cod.
- \* Do geese see God?
- \* Don't nod.
- \* Gert, I saw Ron avoid a radio-van - or was it Reg?
- \* Go hang a salami! I'm a lasagna hog!



**AUTHORS OF SOMEWHAT DUBIOUS FAME**

- ✦ The Music of Handel.....  
by Aaron G. String
- ✦ Religion.....by Abel Lever
- ✦ Big White Bird..... by Albert Ross
- ✦ Sorry! .....by Anna Poloji
- ✦ The Solitary Beast.....  
by Annie Malone
- ✦ The Singer..... by Barry Tone
- ✦ The Blessing..... by Benny Dixon
- ✦ The Tightrope Walker.....  
by Betty Falls
- ✦ Urban Areas..... by Bill Tupp
- ✦ My Life as a Cowboy.....  
by Brandon Steers
- ✦ English Breakfast.....  
by Chris P. Bacon and Ann Negg
- ✦ That's Life..... by Cilla Vee
- ✦ The Poker Player.... by Delia Cards
- ✦ Prehistoric Reptiles.....  
by Dinah Soar and Terry Dactyl
- ✦ The Building..... by Eddy Fiss
- ✦ Ships in Harbor.... by Dr. Longside
- ✦ The Open Window .... by Eileen Doubt
- ✦ The Visitor..... by Enoch Zatador
- ✦ The End Of The Week.....  
by Gladys Friday
- ✦ Under Arrest..... by Hank Uft
- ✦ Make Your Home Secure .....  
by Havelock Smith
- ✦ I'll Follow..... by Hugo First
- ✦ Reminiscence..... by Ira Member
- ✦ Singing In The Rain.....  
by Ivor MacIntosh
- ✦ The Pony Club Show.. by Jim Carner
- ✦ Make 'em Laugh..... by Joe King
- ✦ At The Eleventh Hour .....  
by Justin Time
- ✦ Fried Chicken..... by Ken Tucky
- ✦ Keeping The Peace..... by Lorne Order
- ✦ The Gardener..... by Moses Lawn
- ✦ Journey Across The Desert.....  
by Mustapha Kamel
- ✦ On Bended Knee..... by Neil Down
- ✦ The Unexpected by Oliver Sudden

# MAID IN CANADA: A COOPERATIVELY PLANNED RESEARCH UNIT ON 19<sup>TH</sup> CENTURY WOMEN FOR SOCIAL STUDIES 10

by **PAT VELO**, teacher-librarian and **CORY MCLAUGHLIN**, social studies teacher, Frank Hurt Secondary School, SD#36 (Surrey).

## INTRODUCTION

“Maid in Canada” originated through the recognition that often times false assumptions are made about 19th Century Canadian women – or worse, they are glossed over or completely ignored. Our goal was to design a manageable unit that included the use of mainly primary documents to highlight the accomplishments, goals, daily lives and societal views of women from different ethnic and social backgrounds for our Social Studies 10 students.

We have found a stations style co-operative group approach to be an effective method of student learning. A variety of media and activities were designed to meet the range of learning styles. The final summation project allows students to synthesize what they have learned at each station to produce their own final, hopefully larger, concept of these 19th Century Canadian women.

The unit should take approximately four one-hour library periods to complete the ten stations. The summation activity could be started in the library and then assigned for homework (giving about a week to complete). An evaluation page is included.

## IRP LINK TO SS10 CURRICULUM

“Maid in Canada” addresses the prescribed learning outcomes of the Social Studies 10 IRP in the following ways:

## APPLICATIONS OF SOCIAL STUDIES

(p. 32)

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
- plan, revise, and deliver formal presentations that integrate a variety of media.

## SOCIETY AND CULTURE: CANADA FROM 1815 TO 1914

(p. 34)

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
- identify the influence of immigration on, and the contributions of immigrants to, the development of Canada
- demonstrate awareness of ways the arts mirror and shape Canadian society

## UNIT OVERVIEW

1. Library - Stations #1 - 10 (approx. 4 - 1 hr. periods)

- i. CD-ROM- Canadian Encyclopedia 1999
- ii. CD-ROM- National Geographic 1888-1899
- iii. Video - Heritage Minutes
- iv. Documents - Black Women
- v. Visuals - Slides
- vi. Documents - Immigration
- vii. Visuals - Artists/Political cartoons
- viii. Documents - Education
- ix. Documents - Role of Women
- x. Graphing - Statistics/Occupations

2. Classroom/library (1-2 periods; homework)

Final Summation Activity - Project Choice  
(individual activity)

3. Unit Evaluation - see mark sheets attached

## TEACHER INFORMATION

1. Equipment

- Slide projector
- Video viewer
- CD-ROM stations (2)

2. Extra materials

- File folders - one per student, one per station
- Graph paper - 2 pieces per student
- Student handouts
  - Charts - stations 3 & 5
  - Final product page

3. Advance planning

- Organize students into 10 groups
- Copy required handouts
- Have graph paper, file folders ready to go
- Teacher-librarian to set up 10 stations in library in advance

## E. TEACHER SUGGESTIONS

- Arrange groups carefully.
- Allow approximately 20 minutes per station.
- Do not allow students to take folders out of library. Collect at end of each period.
- Allow yourself a lot of time to mark folders and projects.
- Do not allow partners for final project (it's a nightmare!). Be very specific about what you expect from each final activity product.

## F. TEACHER-LIBRARIAN SUGGESTIONS

- Prepare Station 3 by having each video segment on a counter number.

## MAID IN CANADA

### Student Instructions

1. Put your name and block on a separate page for each station.
2. Number each page clearly.
3. Keep all your information pages in the folder given to you in order by station number.
4. Hand in your folder at the end of each period.

### Station 1

## 1999 CANADIAN ENCYCLOPEDIA CD-ROM

1. Read the paragraph on *Women and Education*.  
What evidence is presented that explains "the unequal position of women in society"?  
Record four pieces of evidence.
2. a) Describe the B.C. education system of 1872, in your own words, based on the section *History*.  
b) What does this system suggest about society's views of women?  
c) Do you agree/disagree? Explain.

### Station 2

## NATIONAL GEOGRAPHIC (1888 - 1899 CD-ROM DISK)

1. Read *Life on a Yukon Trail* beginning on page 385 (second paragraph).
2. Define "polyandry" (using a dictionary).
3. Why was this concept (polyandry) so important to the Tahltan First Nations?
4. What evidence is stated that indicates the author does not approve or shows bias towards the Tahltan's social order? Record at least 2 quotes.

## HERITAGE MINUTES VIDEO

Watch each video segment carefully and stop the machine. Fill in the proper column with your responses.  
Please rewind to 000 when you are finished.

| TITLE         | Issue- What is the problem? | What is the role of women? | What is the outcome? |
|---------------|-----------------------------|----------------------------|----------------------|
| Jenny Trout   |                             |                            |                      |
| Rural Teacher |                             |                            |                      |
| Soddie        |                             |                            |                      |
| Midwife       |                             |                            |                      |

**BLACK WOMEN**

1. Read document 1 "To Be Sold."

Why would the young slave boy be worth more money than his mother?

2. Read documents 2 and 3, about Harriet Tubman and Mary Ann Shadd.

What do these two women have in common?  
(Consider character, dreams, occupations, etc.)

**TO BE SOLD**

A **BLACK WOMAN**, named PEGGY, aged about forty years; and a Black boy her son, named JUPITER, aged about fifteen years, both of them the property of the subscriber.

The Woman is a tolerable Cook and washer woman and perfectly understands making Soap and Candles.

The Boy is tall and strong of his age, and has been employed in Country business, but brought up principally as a house servant – They are each of the Servants for life. The Price for the Woman is one hundred and fifty Dollars – for the Boy two hundred Dollars, payable in three years with Interest from the day of Sale and to be properly secured by Bond & c. – But one fourth less will be taken in ready Money.

PETER RUSSELL.

York, Feb. 10<sup>th</sup> 1806.

Source: *Trials and triumphs: the story of African-Canadians* by Lawrence Hill

**HARRIET TUBMAN****FROM "A NORTH-SIDE VIEW OF SLAVERY"****Harriet Tubman's Story**

I grew up like a neglected weed, ignorant of liberty, having no experience of it. Then I was not happy or contented: every time I saw a White man I was afraid of being carried away. I had two sisters carried away in a chain-gang — one of them left two children. We were always uneasy.

Now that I have been free, I know what a dreadful condition slavery is. I have seen hundreds of escaped slaves, but I never saw one who was willing to go back and be a slave. I have no opportunity to see my friends in my native land. We would rather stay in our native land, if we could be as free there as we are here. I think slavery is the next thing to hell. If a person would send another person into bondage, he would, it appears to me, be bad enough to send him into hell, if he could.

There are two things I had a right to—liberty or death. If I could not have one, I would have the other: for no man should take me alive; I should fight for my liberty so long as my strength lasted. And when the times come for me to go, the Lord would let them take me.

I looked at my hands to see if I was the same person now I was free. There was such a glory over everything, the sun came like gold through the trees, and over the fields, and I felt like I was in heaven.

From *Tubman: Harriet Tubman and the Underground Railroad* by Maria Tippett.



Station 4 – Document 3

## MARY ANN SHADD

Mary Ann Shadd became a well-known activist for Blacks, particularly in the field of education. She once wrote that her only desire...

...was to get an honest living by teaching persons who have not had opportunities afforded them to learn and at the same time to be privileged to exercise thought and speech as a rational being.

Shadd, who taught 10 different classes, was considered an exceptional teacher and received the praise of the community. Her schedule included:

- 2 classes in Geography
- 1 class in History
- 1 class in Colburn's arithmetic
- 2 classes in Grammar
- 1 class in 3rd Reader
- 1 class in 2nd Reader
- 1 class in Written Arithmetic
- 1 class in Botany

A supporter wrote about Mary Ann Shadd:

I know of no one more competent from her ability and honest straight forwardness to keep things in the right place in the community. She has led a blameless life, although her path has been thorny ... all things considered you could not find a better teacher.

From *The freedom-seekers: Blacks in early Canada* by Daniel G. Hill.

|   |  |
|---|--|
|   |  |
| <p><b>T</b>he first ninety percent of the task takes ninety percent of the time, and the last ten percent takes the other ninety percent.</p> |  |

**SLIDES****Instructions:**

1. Look at the ten (10) slides carefully.
2. For each slide, decide which category/categories it belongs to.
3. Complete the chart in as much detail as possible.

**Categories:**

|                      |                     |
|----------------------|---------------------|
| Home and Family Life | Education           |
| Leisure Activities   | Social Conditions   |
| Occupations          | Other - you name it |

| Slide Number | Brief description | Proof/Evidence for placing slide in category | Categories |
|--------------|-------------------|--|------------|
| 1            |                   |  |            |
| 2            |                   |  |            |
| 3            |                   |  |            |
| 4            |                   |  |            |
| 5            |                   |  |            |
| 6            |                   |  |            |
| 7            |                   |  |            |
| 8            |                   |  |            |
| 9            |                   |  |            |
| 10           |                   |  |            |

## SLIDE NOTES/TEACHER REFERENCE

### Slide # 01

Out for an Airing, June 16, 1872

Raising a family before the introduction of state-supported health care and education programs was an expensive undertaking for both middle-class and working-class parents, but those with greater resources were able to give their children a better start. The popular periodical *The Canadian Illustrated News* shows an idealized mother and children on an outing.

### Slide # 02

Scene in Sewing Room, Qu'Appelle Industrial School, 1895

### Slide # 03

Children in class, Model School, Ottawa, Ontario, 1899

As schooling became the norm for Canadian children, normal schools and model schools were set up to train teachers. This photograph shows a model classroom presided over by two teachers in training.

### Slide # 04

The Domestic question as developed at recent meetings: the proposed culinary class at the University, December 28, 1872

Women faced considerable opposition when they attempted to gain entrance to undergraduate courses in Canadian universities, but there was public support for the idea of making the new subject, Household Science, part of the curriculum. However, cartoonists like Edward Jump could count on amusing people with his satirical view of a university class in cookery.

Many prominent Canadians in different professions joined in the public debate on the value of university education for women. In this pamphlet, Principal John William Dawson of McGill, describes the unique separate but equal facilities for the education of women at McGill in 1884.

### Slide # 05

Class in surgery, 1890, with the Dean, Hon.

Senator Sullivan, Kingston Women's Medical College, August 29, 1891

Entrance into medical and other professional schools was hard for women to achieve. Arguments against their admission ranged from the deleterious effect their presence might have upon the concentration of male students to the shock that studying anatomy must inevitably have upon female modesty. As the regular medical schools refused to accept them, concerned men and women organized two independent colleges in Kingston and Toronto in the 1880s.

Private schools for girls run by religious groups had provided the only higher education available to women in Canada before 1862, and they retained their popularity until the beginning of the twentieth century, as many parents preferred their daughters to study in a controlled and safe environment.

### Slides # 06 & 07

From 1870 onwards, women began to take an active part in sports like swimming, skating and cycling. Special clothes were designed for these activities and gradually became simpler and less constricting as the century advanced. Women also eagerly took up new gadgets, like cameras and gramophones, and much early advertising for photographic equipment was aimed at the female market, reinforcing woman's traditional role as the record-keeper of the family.

### Slide # 08

Family Life, May 5, 1900

This idealized picture of middle-class domestic life was far removed from the actual experience of most women.

### Slide # 09

Ironing Room, Home for Friendless Women, 412 Wellington between Bay and Concession Streets (now Bronson Ave.), Ottawa, Ontario, February 1895

### Slide # 10

Polly, Carleton County Jail, Ottawa, Ontario, February 1895

Institutions run by lay or religious women took care of destitute single women. Many had become social outcasts because of sexual misconduct, and attempts were made to rehabilitate them by teaching them the virtues of hard work, often in laundries run by the institutions. Others less fortunate landed in the county jail.

From *The widening sphere: women in Canada, 1870-1940* by Jeanne L'Esperance

**NB: These notes may be shared with students who encounter difficulty with this station.**

**Station 6**

**IMMIGRATION**

1. a) Read:

- i. Guangdong: Leaving Home
- ii. Bride from China
- iii. The letter from Anne Langton (1837)

b) Complete the chart (do yours on your own paper).

Example only

|                         | China | England |
|-------------------------|-------|---------|
| Description of journey  |       |         |
| Reasons for immigration |       |         |

2. What would account for there being so few primary documents of Asian women coming to Canada in the 19th Century?

**Station 6 - Document 1**

**GUANGDONG: LEAVING HOME**

The first people to leave China in large numbers were mainly from the Pearl River Delta in the province of Guangdong in southern China. The Pearl River Delta had many of the earliest seaports that were open to the West. Looking for new opportunities, young men set out for Southeast Asia, Australia, New Zealand, South America, Hawaii, California, and British Columbia.

What were the reasons for this large-scale migration? During the 1800s, natural disasters, famines, and floods had weakened China's already failing economy and political system. Natural disasters ruined farmland and caused years of bad crops. Between 1851 and 1908, the Pearl River Delta suffered 14 floods, 7 typhoons, 4 earthquakes, 2 droughts, 4 plagues, and 5 famines. This devastation forced people to look outside of China for work to support family.

During this period, China also suffered from civil war, and from foreign invasions and colonization. The battles that China fought between 1838 and 1890 with Britain, France, Germany, Australia and Japan weakened the economy and caused political instability. One of these was the Opium War (1839-42), which was fought unsuccessfully by China against Britain in an attempt to stop Britain from importing opium into China.

Seeking a better life for themselves and their families, most Chinese migrants had to leave behind their wives, mothers, and sisters in China. Women stayed in China to look after the family home and their ancestors' graves, care for parents, raise children, and continue the customs and traditions. Because their husbands were overseas earning money to support family, some of these women became known as "Gold Mountain widows."

Most of the early Chinese immigrants were called "sojourners" (temporary workers) rather than settlers. Like many early immigrants, they too hoped to make their fortunes in Canada and return home to their families in China someday.

From *Coming to Gum San: the story of Chinese Canadians* by Shehla Burney

Station 6 – Document 2

## BRIDE FROM CHINA

When Great-great-grandfather turned 29, his parents in Zhongshan arranged a marriage for him with the daughter of friends who lived in a village in the same region. He was considered quite old to be getting married, because most Chinese people were expected to marry at an early age in those days. But he had to wait until he could afford to support a wife and family in Canada. It took him ten years to save enough money to send for a wife.

With the success of the produce business, Great-great-grandfather saved enough money to open the Yick Lung dry-goods store in Vancouver. Since Great-great-grandfather ran a dry-goods store, he was considered a merchant, and one of the lucky few who could sponsor a bride from China. Fortunately, he was able to bring his bride to Canada while the head tax was still \$50. My great-great-grandmother was one of the few Chinese women who came to Canada just before the turn of the century.

My great-great-grandmother was only 16 when she travelled to Vancouver with another older woman to join a husband she had never met. A woman who was chosen to go overseas had to be strong to survive and raise a family in a difficult and unfriendly environment. The trip across the Pacific Ocean took about three months. All the immigrants on board slept in crowded locker beds, which were low wooden beds stacked on top of one another against the walls of the ship. There was no running water or refrigerators. But Great-great-grandmother undertook the journey with great courage.

I imagined that Great-great-grandmother would be terribly frightened and lonely, so far from her family. But my great-aunt said that her grandmother never talked about being scared.

When Great-great-grandmother first arrived in Vancouver; there were very few Chinese women. Since she did not speak English, she could not talk to non-Chinese people. But she made new friends with some of the other women in Chinatown, and worked hard to care for her family and make a home from what little they could save.

From our family stories, I know she was a

strong woman who helped to make Great-great-grandfather's business prosper. Great-great-grandfather said she brought him great luck and good fortune. I know he loved and respected her very much.

Great-great-grandmother also raised ten healthy children!

From *Coming to Gum San: the story of Chinese Canadians* by Shehia Burney

Station 6 – Document 3

## LETTER FROM ANNE LANGTON

### BACKGROUND INFORMATION

Anne Langton joined her bachelor brother John at his farm on Sturgeon Lake near Fenelon Falls in 1837, and she stayed with his family until she died at 88 in 1893. Her schooling in Switzerland and Rome didn't prepare her for life in the bush - going without soap, running out of candles and lamp oil (as they did in 1838), helping to butcher cattle and cut up the meat in the farm kitchen, learning to bake her own bread, and putting up with the cold. With the family homestead and farm well established, Anne taught the children of other settlers to read and write. Her monument is her journal: *A Gentlewoman in Upper Canada*.

### 1837

Extract from a letter from Anne Langton begun on a packet ship INDEPENDENCE to William Langton in Manchester.

Wednesday, May 31, 1837.

I will give you a few hints in case you or any of yours cross the Atlantic. Bring a small mattress with you, for the aching of the bones when obliged to toss upon a hard, uneven surface for some days is no trifling inconvenience. My cold may have made mine more tender than usual. In the next place, bring a few basic cloths, for one is apt to look upon one's wash-hand basin with perpetual mistrust. Do not be quite dependent upon the packet's library for reading. I am glad that we are not so. There are odd volumes, pages torn out, and the key sometimes not forthcoming. But I should strongly

recommend avoiding a crowded packet-ship and therefore one of great repute, or perhaps a packet-ship at all. A person should have health and spirits to stand the noise, the confusion and the merriment. Go where you will, there is no quiet except on a day like this, when the wildest appear subdued. There is certainly a great advantage in being able at all hours to call for anything - gruel, tea, lemonade, sago, or anything you can well think of. I do not say all good of their kind; our tea, for instance, is neither good nor hot; coffee better. Your dinner when brought to you may often be cold, and when your appetite is most delicate a great, big, fat slice may be sent to you. These evils would diminish when you could sit at table, but the dreadful length of the meal would be worse. I said to one lady, who had been at the table at least two hours, "I am sorry for you having had such a tedious sit." "Oh, I like it," said she, "and I have been eating all the time." The dinner benches having backs you cannot move without disturbing several, unless you can get to one end. I wish these backs were on some of the stools, for unless you are lucky enough to get one of the sofa corners there is no rest for the head except such as the elbow and hand can afford, and rest for the head is often indispensable on board a ship. We have great comfort from the spare pillows.

I generally contrive to perform the great task of dressing myself in time for breakfast, which meal appears about nine o'clock. The transatlantic ladies eat cold and hot meat, fried or pickled fish, or oysters, to this first meal, which seems with them a substantial one. A cup of coffee and a cracker is generally mine. The eggs are dubious, and your basket was a most wise acceptable addition to our sea store on my father's account.

From *A gentlewoman in Upper Canada: the journals of Anne Langton* by Anne Langton.

Station 7

## ART AND POLITICAL CARTOONS

### ART

Instructions: Turn to each individual page in the book *By a Lady*. Answer the appropriate question.

- Look at the picture on page 8 (1827). What is the female doing?
- Look at the pictures on pages 10 (1849) and 14 (1868).

To which level of society do you think the women belong? Provide evidence from the pictures for your answer.

- Look at the picture on page 18 (1879).

Frances Anne Hopkins was married to the Chief Factor of the Hudson Bay Company's Montreal Depot.

Do you think she led a "quiet, uneventful [life] largely within the limited precincts of the studio"? Explain.

- Look at the picture on page 20 (1838).

What evidence can you take from this watercolour about the social world of the upper class?

- Look at the picture on page 23 (1840 - 46). Also, read the last paragraph on p. 23.

European artists often stereotyped First Nations Peoples as "noble savages". What do you see in this picture that confirms McKie (the artist) also did this?

### POLITICAL CARTOONS

#### Document 1. *Le Travail* (1871)

What does this cartoon suggest about the duties and responsibilities of women?

#### Document 2. *Cooking Machine* (1873)

Read caption carefully.

Mary-Anne and Emma were discussing the future as they imagined it in 1873.

- a) What did they imagine about the changing role of women?
- b) Do you think the role of women has changed since 1873? Give at least three pieces of evidence.

Station 7 – Document 1

**LE TRAVAIL**



- 36 [On work: “You complain, my poor husband, of your ten hours of work. Look at me! I’ve worked fourteen hours, and my day isn’t over yet.”] Artist unknown. Photomechanical print of a line drawing, 16 x 20.5 cm. In *L’Opinion publique*. November 2, 1871: vol. 11, no. 41, p. 532.

Public Archives Library

As this cartoon humourously remarks, marriage, for the ordinary woman, meant unending housework and family care.

From *The widening sphere: women in Canada, 1870 - 1940* by Jeanne Lesperance

Station 7 – Document 2

**THE COOKING MACHINE**



The Cooking Machine of 1873 as it was imagined in 1873.

**MARY-ANNE** —Now this is what I call “real nice”, — compared to the times Grandma used to talk about, when the girls were perfect slaves and spoilt their complexions over horrid stoves!

**EMMA** — Well, there’s something natural after all in having manual labour done as it ought to be, *by men*.

*Canadian illustrated News*, 1873

From *The Confederation Generation* by Mary Fallis Jones

Station 8

**EDUCATION**

**UPPER CANADA IN THE 1830’S**

1. Look at the statistics from documents 1 and 2, especially the information about boys and girls. What do the statistics suggest about society’s views on the education of women? Explain.
2. Read the background information and then read documents 3 and 4. Describe the two views presented in your own words. What “gender” is each speaker?

**THE COMMON SCHOOLS OF UPPER CANADA,  
1838**

*Report of the Committee of Commissioners on Education in Upper Canada, 1839.*

The total number of Common Schools in Upper Canada, as reported for 1838, is 651.

The total number of children receiving instruction in them, per the School Returns of 1838, is 14,776

| NAME OF DISTRICT | POPULATION | NO. OF SCHOOLS | NO. OF PUPILS    |       | BOOKS USED IN THE COMMON SCHOOLS  |
|------------------|------------|----------------|------------------|-------|---|
|                  |            |                | BOYS             | GIRLS |   |
| Johnstown        | 31,796     | 84             | 1,925            |       | Bible, Testament, Mavor's Spelling; English Reader; Daboll Keel and Walkingame's Arithmetic; Murray's Grammar, etcetera.  |
| Bathurst         | 23,436     | 84             | 1,154            | 936   | Reading made easy; Mavor's Spelling; Bible and New Testament; English Grammar and English Reader.   |
| Prince Edward    | 13,212     | 64             | 2,110            |       | Murray's English Reader; Walker's Dictionary; Cobb's Spelling Book; and First Book; Mavor's Spelling; Murray, Kirkham Lennie's Grammar; Olney and Woodbridge's Geography; Testaments; Rogers, Willett, Daboll and Walkingame's Arithmetic; Goldsmith's Histories of England and Rome. |
| Newcastle        | 35,755     | 44             | No. not returned |       | New Testament, Mavor's Spelling; English Reader; and Walkingame's Arithmetic.   |
| Eastern          | 29,498     | 89             | 2,460            |       | Reading; Writing and Arithmetic, and, in some Schools, Latin; Geography and English Grammar are taught.   |
| Ottawa           | 8,016      | 28             | 670              |       | Testament; Eton Grammar; Goldsmith's History of England; Blake's Natural Philosophy; Mavor's Spelling; Murray's Grammar; Arithmetic and Writing.  |
| Home             | 57,314     | 92             | 2,557            |       | <i>Note.</i> No return of Books used.   |
| Niagara          | 30,522     | 48             | -                |       | <i>Note.</i> No return of number of Pupils, or of Books used.   |
| Western          | 16,901     | 33             | 574              | 287   | Mavor's Spelling, Murray's English Reader; New Testament; and a variety of Books of Arithmetic.   |
| Midland          | 37,382     | -              | -                |       | <i>Note.</i> No Reports have been received from any of these districts.   |
| Gore             | 50,319     | -              | -                |       |   |
| Talbot           | -          | -              | -                |       |   |
| London           | 38,914     | 85             | 1,359            | 744   | Old and new Testament; Goldsmith's and Olney's Geography; Murray's Grammar; Mavor and Cobb's Spelling Books; Arithmetic; in some Schools, Latin, Euclid, etcetera.  |
|                  | 369,015    | 651            | 14,776           |       | Pupils reported in ten, out of thirteen Districts.  |

From *Upper Canada in the 1830's*.

**THE GRAMMAR SCHOOLS OF UPPER CANADA,  
1838**

*Report of the Committee of Commissioners on Education in Upper Canada, 1839.*

| NAME OF DISTRICT | PUPILS IN-ATTENDANCE | SUBJECTS OF STUDY IN THE GRAMMAR SCHOOL   |
|------------------|----------------------|---|
| Western          | 30                   | English; Writing; Arithmetic; Geography; History, Mathematics; Latin and Greek; Highest Class in Virgil, Sailust, and Euclid's elements.    |
| Eastern          | 30                   | General Branches of Education; 1st Class, Greek Testament; Cicero; Virgil; Euclid and Plain Trigonometry; Algebra; and Book-keeping.        |
| Niagara          | 36                   | Usual Branches, Highest form; Greek Testament; Homer, etcetera; Livy; Horace; Cicero; Euclid's Elements and Algebra commenced.              |
| Bathurst         | 31                   | Usual Branches; also Mathematics; Simpson's Euclid Globes; Caesar; Ovid; Sailust; Virgil; Cicero; and Horace.                               |
| Johnstown        | 19                   | Usual Branches; also Mathematics; Natural Philosophy; Latin and Greek.  |
| Midland          | 32                   | Usual Branches; with Elements of Greek and Latin; Globes; Algebra and Euclid.   |
| Newcastle        | 31                   | There are some boys learning Latin. The Books used are the same as in Upper Canada College, as far as they can be procured.                 |
| Home             | 21                   | General Branches; Sixteen boys have commenced the Latin Grammar; and two the Greek accidence.   |
| London           | 22                   | Greek; Latin; Mathematics; and the usual branches.  |
| Gore             | 35                   | Greek and Latin, videlicet, in the upper classes, Caesar, Sailust, Cicero, Virgil and Homer; Mathematics, etcetera, and the usual branches. |
| Ottawa           | 24                   | General branches of Education.  |
| Prince Edward    | -                    | Report not received.  |
| Talbot           | -                    | This School was not opened until 2nd of January, 1839.  |
|                  | 311                  | Total number of Boys in District Grammar Schools.   |

*From Upper Canada in the 1830's.*

**Station 8 - Background information**

**EDUCATION**

**BACKGROUND INFORMATION**

In private schools, where only the wealthy could afford to send their children, the education given the girls was designed to teach them correct social behaviour and domestic skills. They studied reading, writing, English grammar, arithmetic and geography, all of which had been adapted to suit "young ladies." They might also receive instruction in painting, the use of a musical instrument, languages and ornamental needlework. In small town schools, girls might only be taught reading and how to do needlework and knitting.

**Station 8 – Document 3**

“I want to know why it is that I, a well-brought-up lady-like... girl am so utterly helpless and dependent. I have not been taught anything that is of the slightest earthly use to anybody in the whole world. Of course I can sing correctly; but have no special power or compass of voice... As a pianist I am a brilliant success and yet a humbug as regards the science of music. I can sew—fancywork; but I could not cut out and “build” a dress, even if I was never to have another... Mamma won’t even let me into the kitchen to learn how to do things. She says it is not lady-like...

I feel a little lost myself too—lost, useless and mean—to think that I only dawdle around and can only look pretty—that is as pretty as I can, you know. I eat up, dress up, and spend the “proceeds” — that’s a business word isn’t it — of the labours of others without being a bit the happier for it....

There are such heaps of things woman might do if anybody would show them how....”

“A GIRL OF THE PERIOD”

*Canadian monthly*. 1880.

From *Towards women’s rights* by Janet Ray.

**Station 8 – Document 4**

[Should women be admitted to universities?] The only thing we would say here is that those who take the responsibility of drawing woman, from what has been hitherto her kingdom and her shrine, into the paths of intellectual and professional ambition — ought to consider well whether there will be employment for her there. A crowd of women, left at the bottom of all the professions, after renouncing domestic and maternal happiness, would not be a very happy result of co-education.

*The Bystander*, 1880

From *The Confederation generation* by Mary Fallis Jones

**Station 9**

**ROLE OF WOMEN**

- A. Read document 1: “ For Women: All the Advantages of Hard Work” (*The Globe*, 1868)
  - 1. Look at the list of female employment opportunities. What do they have in common? Why might these be principal occupations?
  - 2. Read the last statement. Why do you think so many women would rather famish (starve) than be a house servant? Give specific reasons.
- B. Read documents 2 and 3.
  - 1. What did women do in 1815?
  - 2. What did women do in 1891?
  - 3. Was there any change? Explain.

**Station 9 – Document 1**

**FOR WOMEN: ALL THE ADVANTAGES OF HARD WORK**

Fully 5,000 women and girls of all ages earn their livings in the city, and are independent of other means than their own hands for support.

Below we give a selection from the list of employments at which females in Toronto earn a livelihood:

|                   |                  |                |
|-------------------|------------------|----------------|
| School teaching   | Embroidery       | Hair working   |
| Hoop skirt making | Men’s cap making | Pant making    |
| Packing drugs     | Straw cleaning   | Bag making     |
| Millinery         | Corset making    | Cigar making   |
| Fur manufacturing | Dress making     | Flower making  |
| Telegraphing      | House service    | Book stitching |
| Paper box making  | Mantle making    | Shirt making   |
| Tobacco twisting  | Upholstery       | Carpet sewing  |

|                                 |                        |                            |
|---------------------------------|------------------------|----------------------------|
| Label trimming                  | Shop keeping           | Paper folding              |
| Printing                        | Shoe making            | China burnishing           |
| Shelling nuts for confectioners | Boarding-house keeping | Sales-women (fruit stores) |

The number of women engaged in the principal occupations named are estimated as follows:—

|                           |       |
|---------------------------|-------|
| House servants            | 1,400 |
| Tailoresses               | 700   |
| Milliners                 | 400   |
| Shoemakers                | 350   |
| Dressmakers               | 250   |
| School teachers           | 120   |
| Mantle makers             | 250   |
| Hoop skirt makers         | 250   |
| Tobacco workers           | 300   |
| Fur and hat manufacturers | 300   |

In the large majority of the Occupations enumerated, the women may be divided into two classes — those who work at establishments and those who work in their homes.

Those who do their work inside an establishment do so usually from eight in the morning till six at night. On Saturday nights in the busy season the hours are extended till nine or ten at night.

Widow women relying on the needle solely for support, look mainly to the merchant tailors and wholesale clothing stores for occupation. In the busy season all who offer are given employment at wages that average from \$2.50 to \$6 per week. Then they are comparatively comfortable, and can by the exercise of economy support two or three children; but in the dead of winter, when the trade in the retail houses is slack, and the wholesale houses keep none but their best hands on, the prospect for those who are left suddenly to their own resources is, for the time, miserable indeed. Then, the petty savings from the busy season are anxiously hoarded, and by dint of great effort are made to last till March or April, when warmer weather, by cheapening fuel, does not so hastily deplete their scanty store, while, at the same time, the increase of work adds to the value of their labour.

In the twenty or thirty other occupations we

have named... domestic service is the largest, but the condition, prospects and general well-being of this class are so well known as to need very slight reference. It is sufficient to say that, after all, it is among the most comfortable, least drudging and is more independent than any of the other, girls earning from \$4 to \$8 on an average, and sometimes \$10 per month with their board; it is much more comfortable than the worker for a tailor shop who burns the midnight oil to earn \$6 a week. Yet our working women dread household service, and hundreds would perhaps rather famish than apply at a servants' agency.

*The Globe*, 1868

From *The Confederation generation* by Mary Fallis Jones.

#### Station 10

### STATISTICS & OCCUPATIONS

#### 1. Graphing

For each graph you must:

- have an underlined title
- use a ruler
- label the X and Y axes
- indicate male/female columns using colours or symbols.

Note: For graph 2, use an average of the numbers.

- Answer the following questions for the graph The Labour Force: by occupation and sex (1891).
  - What does the numerical evidence suggest to you about women and labour?
- Answer the following questions for the graph Salaries Paid to Toronto teachers.
  - What do you notice about the salaries paid to men as compared to women?
  - What do you think accounts for these differences?

**THE LABOUR FORCE: BY OCCUPATION AND SEX (1891)**

|                                     | Male    | Female |
|-------------------------------------|---------|--------|
| Agriculture (10 years old and over) | 723 013 | 12 194 |
| Fishing, trapping, logging          | 42 597  | 204    |
| Mining and quarrying                | 15 210  | -----  |
| Construction                        | 86 605  | 89     |
| Transportation and communication    | 60 326  | 1 089  |
| Trade and finance                   | 81 130  | 6 934  |
| Professions                         | 34 442  | 25 092 |
| Personal service                    | 35 108  | 96 373 |
| Clerical                            | 21 029  | 3 092  |
| Labourers                           | 115 546 | 1 052  |
| Manufacturing and mechanical        | 175 861 | 62 111 |

From *The Confederation generation* by Mary Fallis Jones.

**SALARIES PAID TO TORONTO TEACHERS**

Use the numbers in the brackets as the average.

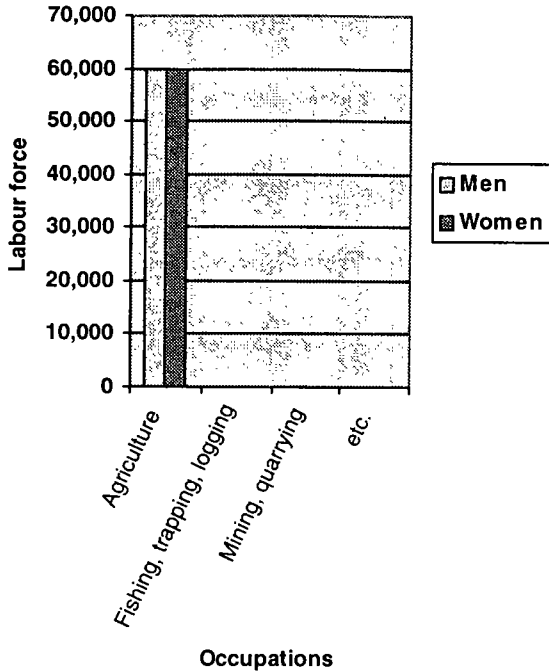
| Date | Women       | Average | Men         | Average |
|------|-------------|---------|-------------|---------|
| 1870 | 220 - 400   | (310)   | 600 - 700   | (650)   |
| 1881 | 200 - 600   | (400)   | 750 - 1100  | (925)   |
| 1901 | 225 - 675   | (450)   | 600 - 900   | (750)   |
| 1910 | 400 - 900   | (650)   | 900 - 1400  | (1150)  |
| 1920 | 1000 - 2000 | (1500)  | 1625 - 2500 | (2060)  |
| 1930 | 1000 - 2400 | (1700)  | 1200 - 3000 | (2100)  |

From *Towards women's rights* by Janet Ray

Station 10 – Graph 1

(Example only)

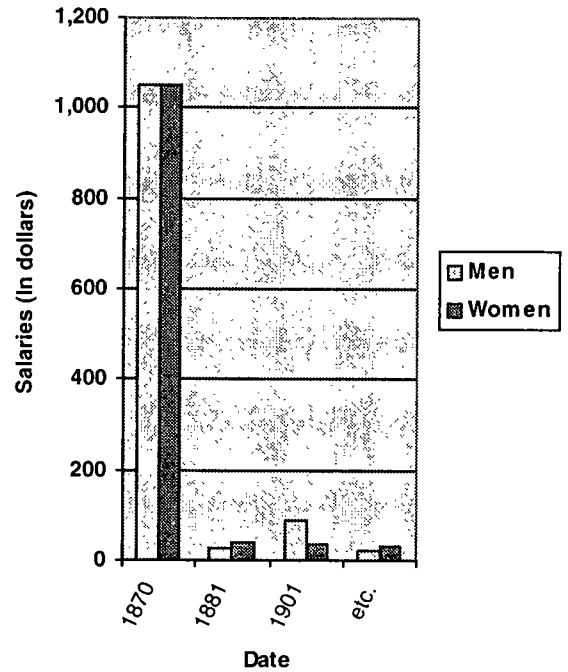
**LABOUR FORCE, 1891**



Station 10 – Graph 2

(Example only)

**SALARIES**



**A: Stations**

**MARKING**

|              |                      |             |
|--------------|----------------------|-------------|
| Station 1    | completed / accuracy | / 10        |
| Station 2    | completed / accuracy | / 10        |
| Station 3    | completed / accuracy | / 10        |
| Station 4    | completed / accuracy | / 10        |
| Station 5    | completed / accuracy | / 10        |
| Station 6    | completed / accuracy | / 10        |
| Station 7    | completed / accuracy | / 10        |
| Station 8    | completed / accuracy | / 10        |
| Station 9    | completed / accuracy | / 10        |
| Station 10   | completed / accuracy | / 10        |
| <b>Total</b> |                      | <b>/100</b> |

**B. Summation**

**FINAL ACTIVITY**

Name \_\_\_\_\_  
Block \_\_\_\_\_

Design your own final activity by choosing from the product list.

Your final product must reflect your knowledge of 19th century Canadian women.

**MARKING CRITERIA**

|                      |             |
|----------------------|-------------|
| Content              | / 30        |
| Professional Quality | / 10        |
| Observed Effort      | / 10        |
| <b>Total</b>         | <b>/ 50</b> |

## PRODUCTS

A LETTER (specific date)  
ART GALLERY  
COLLAGE  
COMIC STRIP  
COMPUTER PROGRAM  
DIARY (specific dates)  
DIORAMA  
EDIBLES (source, pictures, recipe, sample...)  
ETCHING (sketch)  
ILLUSTRATED STORY  
INTERVIEW  
JOURNAL (specific dates)  
MODEL  
MURAL  
PAINTING  
PHOTO ESSAY (i.e. cemetery)  
POETRY (cite sources/theme)  
PROJECT CUBE  
PUPPET SHOW (background, proper script...)  
TAPES-AUDIO-VIDEO (of short story)  
CD (cover & lyrics)  
WEBSITE

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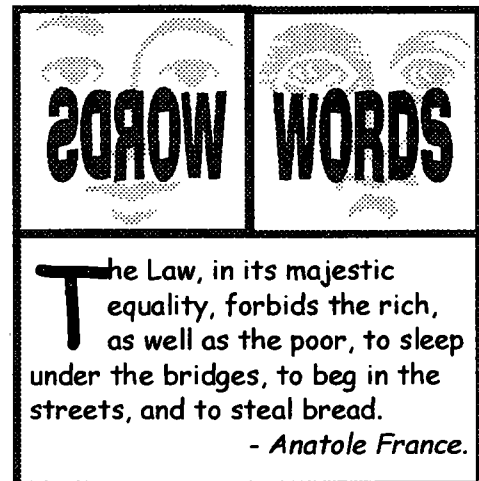
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# AN ARTHURIAN QUEST

## Introduction Activity for *The Sword in the Stone*

by **BONNIE MCCOMB**, teacher-librarian, and **MIKE STACK**, English teacher, Parkland Secondary, SD#63 (Saanich).

### THE QUEST

During the days of King Arthur and the Round Table, knights rode out to seek adventure and establish their honour and reputations. The object of many quests was the Grail, a talisman that could be found only by a person who was absolutely pure. You are on a quest for knowledge in the library. You have only one hour. Return from your quest ready to share you knowledge and regale your peers with stories about your adventures.

### THE GRAIL

- Jousting Chivalry
- Weapons Monasteries
- Castles (diagram) Alchemy/Magic
- Holy Grail Le Mort d' Arthur
- Medieval Life Round Table
- Guinevere Hero's Quest
- Lancelot Avalon
- Knighthood Ideal King
- Heraldry Galahad
- King Arthur-the Man Merlin
- King Arthur-the Legend Camelot
- Sir Gawain/ Green Knight
- Glastonbury/Cadbury Castle
- Questing Beast

### A FEW PLACES TO BEGIN YOUR QUEST

#### REFERENCE AREA: MYTH, SYMBOL, ALLUSIONS

*Man, Myth, and magic Encyclopedia*  
*Dictionary of Symbols*  
*Dictionary of Mythology*  
*A Reader's Encyclopedia*  
*Oxford Companion to English Literature*

#### HISTORY BOOKS

*Everyday Life through the Ages*  
*A Distant Mirror*  
*In Search of the Dark Ages*  
*Daily Life in the Middle Ages*  
*A History of Private Life: Revelations of the Medieval World.*

#### LEGEND AND MYTHOLOGY

*The Search for King Arthur*  
*Arthur and the Grail*  
*Legends of the World*  
*Bulfinch's Mythology: The Age of Chivalry*  
Campbell, Joseph. *The Power of Myth.*



# ART CALENDARS

by LAURIE LEWIS, teacher, Simonds Elementary School and JOANIE PROSKE, James Hill Elementary School, SD#35 (Langley).

## GRADE LEVEL:

All grades (modify for primary)

## SUBJECT:

Fine arts; language arts

## TOPIC:

Responding to Visual Art

## OBJECTIVES

1. To provide opportunities for students to respond to visual arts.
2. To give students opportunities to talk about art, and to work as a group to collect evidence, evaluate and draw conclusions about the images they see.
3. To increase the students' awareness of art and design elements and to promote development of their own artistic skills.
4. To develop a greater understanding of an artist's particular use of art elements and to become familiar with his/her style.
5. To encourage an interest in art history and the lives and works of famous artists.

## PREPARE IN ADVANCE

Art calendar: cut up and laminate (preferably all prints by the same artist).

*Smart Art* sheets: 1 per group. (For *Smart Art* information, see bibliography.)

Brief biography of the artist for T-L use.

## LESSON INTRODUCTION

1. T-L holds up various art prints and asks students, "Do you like this picture? Why? Why not?" Suggest that people are sometimes uncomfortable when it comes to commenting on art. Because we often don't know what to look for, we instead make quick evaluations. Tell the students that you are going to teach them a way to view art that will help them to collect information about an image and use these facts to gain an understanding of the artist's style and purpose.
2. Use one art print and an enlarged copy of the *Smart*

*Art* evaluation sheet to guide students through the attached checklist. Encourage original answers, divergent thinking, and assure students that when responding to art everyone has their own interpretation because of their personal realm of experience. (Lesson 1: Guided Practice.)

## ACTIVITY

1. Explain that the students will now be working in small groups and completing the same art criticism checklist using a different image. (Lesson 2: Individual Practice.)
2. Remind all group members to stay actively involved. During sharing the T-L may call on any group member to defend their group's responses.
3. The T-L and teacher circulate while students are working, encouraging them to complete all areas of their checklist and monitoring group cooperation.

## CLOSURE

1. Group by group, students show their image to the whole class, sharing key points from their checklist (Steps 1 and 2).
2. T-L records key points on chart paper and encourages the class to stay attuned to the similarities and differences that stem from their group observations.
3. Ask students to draw conclusions about the elements that make up this particular artist's style (e.g. uses curved unbroken lines, contrasting colours).
4. Survey groups about responses to meaning (Step 3). Discuss students' ideas about what the artist was trying to achieve. The T-L may wish to validate these by citing information from the artist's biography at this point.
5. Compare the conclusions made about this image listed in the judgment section (Step 4). Did the student's ideas change after the evaluation? How do they feel about the artwork now?

## EVALUATION

1. Use the *Smart Art* sheets to evaluate cooperative group work.
2. Students could complete their own checklist evaluation using a calendar print as their image.

- They could share their evaluation in a small group.
3. Establish criteria based on the elements of the artist's style. Then each student completes an art assignment that reflects this style. The T-L could begin this project in the library and may wish to assist with the final evaluation. (See ideas below.)

## SUGGESTED IDEAS FOR CALENDARS

**Monet:** Draw water lilies using chalk pastels or water paints and a wet-on-wet technique.

**Beatrix Potter:** Had a strong sense of realism in her sketches of animal characters. Use "real" animal pictures as inspiration and then "dress them up" in Victorian clothing to create new story characters.

**Van Gogh:** Study the short brushstrokes used during his demented period. Recreate "The Starry Night" or provide mirrors so the students can create their own self-portraits in oil pastels (both ears, please!). Bring in jars of sunflowers (real or fake) or visit a nearby cypress tree.

**Eric Carle:** Use thick tempera paint to create brightly coloured papers. Chop up to create collages or illustrate your own picture book or story.

**Tomie dePaola:** Use books if no calendar prints are available. (Hollyhock Press in the USA has his calendars.) Read *The Art Lesson* and then have the students draw themselves in future jobs. Paint and when dry, outline the simple rounded shapes with a thin black felt pen.

**Emily Carr:** Tour the Vancouver Art Gallery and have a class drawing lesson. Buy a Carr calendar in the Gift Shop to use for drawing inspiration back at school. Chalk pastels are perfect for reproducing Carr's style as they blend so beautifully. Spray with Adorn hair spray to fix the chalk.

**Matisse:** Calendars are often available from the Vancouver Art Gallery. Post each calendar picture in a bulletin board display and ask students to give each piece a title. They could list titles on a sheet below each print. It's hilarious to compare the student titles to Matisse's! Closest guess wins!

**Book illustrators:** Display pictures by different children's book illustrators. Name the illustrator and discuss aspects that make style unique.

**Great artists:** After a unit on the different periods or schools of art, have the students sort a collection of calendar prints according to the art period (e.g. Impressionism, Renaissance). The students should be able to defend their choices.

Do research on any artist, and as a class create a timeline. Use the computer to recreate a famous image (e.g. Van Gogh's bedroom at Arles). Make a montage by incorporating a new image into a master's work but staying true to the style. These additions could even be attached to laminated calendar pages with masking tape circles.

Use *Start Exploring Masterpieces* to obtain black line masters of famous paintings. Then have students colour these as closely as possible to the original using the calendar print as a reference. Use the *A is for Art, C is for Cézanne* CD-ROM program for more colouring fun.

**Classical fairy tale illustrations:** Display and number 1 - 12. Students fill out a guessing sheet trying to name the character and fairy tale.

**Assorted animal calendars:** Sort pictures according to characteristics as a prelude to a study on classification. (These animals have fur. These animals have scales, etc.)

**Animal species calendars:** Challenge the class to name each species by the end of the unit study. You might have displayed own calendar prints; they've got to work together to correctly identify all twelve species.

## BIBLIOGRAPHY

*A is for Art, C is for Cézanne: Fun with Images from the Philadelphia Museum of Art.* Interactive CD-ROM, Mac/Windows, 1996.

Hollingworth, Patricia and Stephen. *Smart Art.* PO Box 66006, Tucson, AZ 85728-6006; Zephyr Press. ISBN 0-913705-31-4.

Martin, Mary and Steven Zorn. *Start Exploring Masterpieces.* Philadelphia, Running Press, 1990. ISBN 0-89471-801-0. \$8.95

Both books and the CD-ROM are available through the Sax Art Catalogue.

Note: The *Smart Art* worksheet is based on the Feldman Method of Art Appreciation. Secondary school art teachers are sure to have a copy of this more detailed version.

## EDITORS' NOTE

This project was created for Lucinda Lockwood's LIBE 381 course held May 1999.

# INFLUENTIAL CANADIAN WOMEN IN THE 20<sup>TH</sup> CENTURY: A COOPERATIVELY PLANNED SOCIAL STUDIES 11 PROJECT

by **BONNIE MCCOMB**, teacher-librarian, and **DAVE GARDNER**, Social Studies teacher,  
Claremont Secondary, SD#64 (Saanich).

## OVERVIEW:

Many Canadian women in the 20th Century have made an impact on the country and the world. In the last twenty years we have seen an explosion of talented Canadian women particularly in the arts and music. It seems hard to believe many women only gained the right to vote 80 years ago, that Quebec women did not get to vote until 1939 and Chinese, Indo and Japanese Canadian women until 1946, or that there were no television or radio women news reporters until the late 60s.

## SOCIAL STUDIES 11 PRESCRIBED LEARNING OUTCOME:

Describe the role of women in the development of Canadian society.

## ASSIGNMENT:

Select a woman to research and then create a persona. You will be visiting the class "in role" and telling us about your accomplishments.

## POLITICS

Nellie McClung  
Emily Murphy  
Agnes McPhail  
Cairine Wilson  
Rosemary Brown  
Kim Campbell  
Doris Anderson

## ART

Emily Carr  
Mary Pratt  
Joyce Wieland

## WRITERS

Susannah Moodie  
Margaret Laurence  
Jane Urquhart  
Lucy Maude Montgomery  
Margaret Atwood  
Many, many more...

## SPORTS

Silken Lauman  
Elizabeth Manley  
Nancy Green

## DANCE

Karen Kain

## MUSIC

Anne Murray  
Shania Twain  
Celine Dione  
Alanis Morissette  
Sarah McLachlan  
Susan Aglukark  
Joni Mitchell

## SCIENCE

Roberta Bondar  
Dr. Elsie McGill

## CARTOONIST

Lynn Johnston

## LAW/CRIME

Alice Jamison  
Lyn Lavallee  
Bertha Wilson

## MAGAZINES

Bonnie Fuller  
Linda Evangelista.

## ACTRESS/TV

Mary Pickford  
Pamela Lee  
Barbara Frum

## WRITTEN ASSIGNMENT

Create a one page "Resumé" for your person.  
Include a picture and information under the following headings:

- Personal Data
- Education
- Accomplishments or Achievements
- Interesting Information

## ORAL PRESENTATION

Prepare a 2-3 minute "First Person" oral presentation. For example, "Hello, my name is Emily Carr and I am a painter..." Be prepared to answer questions from the audience.

Be creative and have fun with your presentation.

Your presentation should

- Explain who you are, what you have done, and what kind of impact you have made on Canada or the rest of the world.
- Include some sort of a prop, visual, costume, or object that represents your accomplishments.

## WHERE TO FIND RESOURCES

### REFERENCE

- *Canadian Encyclopedia*
- *Horizon Canada* (Ref 971 Hor)
- *Canadian Newsmakers 1997* (Ref 920.071 Can)
- *Current Biography* (Ref 920.3.Cur)

If a person is in here, it is quite impressive

## BOOKS: MANY MORE ON SHELF... USE THE LRC CATALOGUE

- *Canadian Women: A History* (305.4 Can)
- *Her Story: Women from Canada's Past* (305.4092 Mer)
- *The Canadian 100: 100 Most Influential Canadians of the 20th Century* (920 Can)

## MAGAZINES: USE THE ELECTRONIC MAGAZINE INDEXES TO ACCESS ARTICLES

- *Kiosk* (specifically accesses Canadian magazines)
- *SearchBank*.

## RESEARCH PROCESS:

We value the research process. Locating, filtering and selecting resources and developing a research plan of action are information skills. List your three **BEST** resources here. Then, outline your research plan. Discuss this with your teacher and/or teacher-librarian and receive an initial and mark.

- 1.
- 2.
- 3.

**RESEARCH PLAN:** What's your next step?

## CRITERIA FOR EVALUATION

Name: \_\_\_\_\_  
Total: \_\_\_\_\_ 20 marks

### RESEARCH PROCESS

Locating, filtering, selecting resources 3 points  
Developing a research plan 2 points

### WRITTEN ASSIGNMENT: RESUME

Picture or visual included 1 point  
Content includes key ideas outlined 2 points  
Presentation is concise and organized 2 points

### ORAL PRESENTATION

Timing 1 point  
Prop/Visual appropriate to person 2 points  
Clear Audible Voice 2 points  
Eye contact 1 point  
Posture 1 point  
Originality/Animation 1 point  
Content/Overall Impression 2 points

# THESE VIRUSES MAKE ME SICK!

## A Cooperatively Planned Unit for Biology 11

by **BONNIE MCCOMB**, teacher-librarian, **SIMON BRIGHT**, **NARA MACK**, intern teachers, **PETER DEMCHUK**, biology teacher, Claremont Secondary, SD#63 (Saanich).

### UNIT OVERVIEW

In this unit, students research a viral disease and present their findings to the class. This unit has two versions: Simon Bright's class did a model and pamphlet; Nara Mack's class did an informational poster. The questions are slightly different for each. Peter Demchuk created links to many excellent web sites to support this unit on the Claremont Secondary Biology Home page.

### BIOLOGY 11 PRESCRIBED LEARNING OUTCOMES

#### Microbiology (Viruses)

It is expected that students will:

- describe the basic structure of a virus
- compare and contrast the lytic and lysogenic cycles
- describe the host's basic lines of defence against a viral attack
- give examples of ways to reduce the chance of contracting a viral disease
- define and give examples of viral specificity
- evaluate the effects of virulence on the host's health
- evaluate the evidence used to classify viruses as living or non-living

### VIRUS TOPICS

#### ASSIGNMENT: VERSION ONE

##### Step 1: Research

Gather information from at least three sources on one of the following diseases. Look for information such as:

- the virus that causes the condition
- structure of the virus (shape and external features)
- method(s) of attachment
- process of replication
- the symptoms and dangers of the disease
- how it spreads, where it is commonly found, who is most vulnerable, how it is diagnosed
- treatment
- any other interesting information

Remember to record bibliographic information of web sites, books, encyclopaedias, etc. as you are searching.

- Poxvirus

- Influenza
- Common Cold Virus
- Adenovirus
- Bacteriophage T4
- Hepatitis A Virus
- Herpes virus
- Bacteriophage Mu
- Poliovirus
- Retrovirus (HIV)
- Hanta virus
- Ebola
- Tobacco Mosaic Virus

##### Step 2: Build a Model

Build a model that demonstrates the physical structure of the virus. The method of attachment and the following method of introducing viral genetic material into the host should be indicated.

##### Step 3: Create a pamphlet

Using the information you researched, design a pamphlet with lots of visual appeal.

##### Step 4: Present

Present your model and pamphlet to the class for viewing.

### CRITERIA FOR EVALUATION:

#### Brochure Format

5 marks

- Pamphlet style, 8 1/2" X 14" folded in three, double-sided
- Folded pages open with a logical flow of information
- Visually effective format (e.g., eye-catching title, headings, subheadings, illustrations, attractive layout, reader friendly)
- Bibliographic information cited on back (minimum 3 sources)

#### Brochure Content

25 marks

- Information outlined under "Proposed Task" is covered
- Information is accurate and up-to-date

- Information may be presented in a unique, creative or insightful way

**Model** **20 marks**

- Demonstrates understanding of the physical structure, method of attachment, and how viral genetic material is introduced to the host
- Is clearly and accurately labelled

## ASSIGNMENT: VERSION TWO

You will gather information from at least three sources on a viral disease of your choice. Present your findings in the form of a health information poster that one would find at a clinic. Your poster should be directed towards the group of organisms who are at risk (the hosts).

Your should include information on-

- the virus that causes the condition
- structure of the virus
- signs and symptoms of the disease
- methods of infection and transmission
- where it is commonly found
- who is at risk
- other interesting information

Cite your bibliographic resources on the back of the poster.

## CRITERIA FOR EVALUATION

- A Selected information is presented in a very clear, concise and succinct manner. The poster is aesthetically pleasing and easy to read. The presentation is creative and targets a specific audience.
- B Information is presented in a clear, concise manner. The poster is easy to read and targets a specific audience.
- C Information is unorganized and difficult to read. Information may be lacking. The poster does not target a specific audience.

## SUGGESTED RESOURCES

### BOOKS AND ENCYCLOPEDIAS

*Encyclopedia of Family Health* (1998). New York: Marshall Cavendish.

*Encyclopedia of Infectious Diseases*. (1998). New York: Facts on File.

*Britannica On-Line*

### MAGAZINE INDEX

*Searchbank*

## INTERNET

Mr. Biology's Biology <http://www.hiline.net/~siremba/>

Center for Disease Control <http://www.cdc.gov/>

Access Excellence <http://www.gene.com/ael>

Mayo Clinic Homepage

<http://www.mayohealth.org/mayo/commonlhtml/index.htm>

Virus History

<http://www.wsu.edu:8080/~hurlbert/pages/Chap11.html#History>

EMBL Virus Structure Resource <http://www.embl-heidelberg.de/ExternalInfo/fuller/icos0.htm>

Adenovirus

[http://life.anu.edu.au/viruses/Images/dg\\_adeno.htm](http://life.anu.edu.au/viruses/Images/dg_adeno.htm)

Ebola Pictures

<http://www.geocities.com/CapeCanaveral/Lab/5738/images.html>

Ebola Image

<http://www.who.org/emc/diseases/ebola/ebolapic.html>

Biology Of Ebola

<http://www.geocities.com/CapeCanaveral/Launchpad/1585/biology.htm>

Hepatitis B Drawing

[http://www.hon.ch/HepatitisfHBV\\_Chap1-3.html#whatis\\_virus](http://www.hon.ch/HepatitisfHBV_Chap1-3.html#whatis_virus)

Rhinovirus

[http://bilbo.bio.purdue.edu/~viruswww/Smith\\_home/Xtal/xtal.html](http://bilbo.bio.purdue.edu/~viruswww/Smith_home/Xtal/xtal.html)

T4 Bacteriophage

<http://www.pbrc.hawaii.edu/~kunkel/gallery/viruses1/58579a.html>

T4 Bacteriophage Drawing

[http://www.salsgiver.com/people/forrest/fig\\_5.html](http://www.salsgiver.com/people/forrest/fig_5.html)

Examples Of Viruses, Tobacco Mosaic

[http://www.salsgiver.com/people/forrest/fig\\_5.html](http://www.salsgiver.com/people/forrest/fig_5.html)

Virus Structure

<http://www.tulane.edu/~dmsander/WWW/335/335Structure.html>

HIV Structure <http://www.avert.org/virus.htm>

The Big Picture Book Of Viruses

[http://www.tulane.edu/~dmsander/Big\\_Virology/BVHomePage.html](http://www.tulane.edu/~dmsander/Big_Virology/BVHomePage.html)

The Institute For Molecular Virology

[http://www.bocklabs.wisc.edu/movies/r14\\_em.html](http://www.bocklabs.wisc.edu/movies/r14_em.html)

## WHERE TO FIND THIS UNIT

This unit is available with the Internet links on Peter Demchuk's Biology Homepage.

<http://206.12.151.253/Biology11/Bi.11Title.html>

<http://206.12.151.253/Biology11/Biology11Assignment/VirusesA.html>

# BEST OF TIMES? WORST OF TIMES? PUBLIC LIBRARY SUPPORT OF SCHOOL CURRICULA IN CHANGING TIMES

by **TERRY CLARK**, head librarian, The Children's Library, Vancouver Public Library.

(Editor's Note: This article will also be printed in the fall issue of the B.C. Library Association's newsletter, *YAACing* (for the Youth and Children's Services Division))

Children and teens are using the public library more than ever for school assignment materials. While assignments grow ever more complex, school libraries are weakening from lack of funding. In many public libraries, adult reference questions are declining while children's are increasing. Do we build on recent success and secure funds for enhancing our children's collections or would this undermine teacher-librarians in their struggle to secure their jobs and increase their materials' budgets? Our common goal is to develop well-educated, confident and inquisitive children but are there limits on the service and collections we can provide in support of school assignments?

These are just some of the difficult decisions we are currently grappling with at the Vancouver Public Library. As head librarian of The Children's Library at our new Central Branch, I see more families coming from all over the lower mainland to use our extensive resources for complex assignments. With almost 80,000 items, we are the largest children's and youth library in the province. Our reference use has increased 78% since our move in 1995. The range and scale of questions we receive is probably higher than those faced by smaller libraries but the issues facing us all are the same. Discussing these issues with colleagues on staff and in the schools has resulted in more questions than answers. I hope the following questions will spark debate in your libraries and spur dialogue with your teacher-librarians.

- 1. What level of reference service and collections should we provide to answer assignments which ask students to compare/contrast/decide the best instead of those which require straight facts?**

One of our examples is the question we get quite frequently from Grade 4 students wherein they need to compare the digestive system of a gerbil (or other animals) with that of a human. We have over 10,000

science books, a large reference collection with access to numerous on-line resources, and a vast adult Science & Technology Division and we cannot answer this question. There is simply not detailed information available on the digestive system of every animal in existence and certainly not anything that will compare it to that of a human. This question arises from a suggestion in one of the Ministry of Education IRPs (Integrated Resource Packages). The curriculum is being changed to include more teaching of critical thinking skills - a good thing, but redesigned assignments which encourage such thinking will pose challenges to librarians as students and parents still expect to find a book, article or website that exactly answers the question posed.

In his keynote speech at the 1998 BCTLA conference, American educator Jamie McKenzie urged teachers to rethink assignments, to encourage original thought and to discourage plagiarism, especially from the Internet, by posing students questions or problems which have never been adequately answered<sup>1</sup>. Some examples he gave are: How do we restore peace to Northern Ireland? Instead of studying a single country or city, ask students to decide which is best for various purposes, such as hosting the Winter Olympics. As public librarians, we need to have a better understanding of these new methods and desired learning outcomes or we will be as frustrated as the kids in our inability to find them the "perfect" answer.

- 2. How do we integrate use of the Internet into our reference service to students? Is it our responsibility to know where the best information on an assignment is to be found on the net? How far should we go in helping students refine searches? Are we to teach them how to determine if a site is authoritative?**

We have discovered a wide range of teacher and student expectations. Some elementary teachers are asking students to include websites in their bibliographies; others are telling students not to use the Internet. Instruction to elementary students in how to search the Net successfully is not yet offered in most schools as

some are still just gaining access this year. Some teachers are asking students to use the Internet for information without having verified that the information is available on reputable sites which can be found within a reasonable amount of time. We are hearing more parents lamenting that they have spent hours looking for this information (i.e. digestive system of a rat) on the Net to no avail.

We do feel it is our role to create an easy-to-use website with hotlinks to the best sites for homework help and to search engines which narrow to children's materials. Our website, [www.vpl.vancouver.bc.ca](http://www.vpl.vancouver.bc.ca), is the first place we turn to when guiding students to best sites.

### **3. Should we provide textbooks and teaching materials?**

Most public libraries do buy material to support the curriculum but do not buy textbooks, workbooks, teacher's guides or even much on teaching methods and tools. At the Vancouver Public Library, requests are more and more frequent for textbooks and teaching materials. Most of these requests are not from students in formal educational institutions but from adults with English as a Second Language wishing to check their skill levels against Canadian standards, underemployed or unemployed adults (and young adults) wanting to upgrade skills, parents wanting their children to study over the summer, and tutors (a growth career in Vancouver). If public libraries still believe one of their missions is to support "life-long learning" than it seems reasonable that we provide textbooks to those who cannot access them through an educational institution. Concerns over high costs, high losses, and the difficulty of determining what materials are currently in use must be weighed against demand. Is it better public service to provide 50 copies of a grade 11 math text than 100 copies of the latest Danielle Steele? What is the provincial government's fiscal responsibility in providing these educational resources to the general public? Early childhood educators also need support from public libraries. To support early literacy we must get more quality materials into daycares and preschools - not only picture books for the children but also instructional techniques and program idea books for the teachers.

### **4. How do we draw the line between what is the school library's role and what is ours, especially in times of shrinking budgets and staff reductions? As demand for our service increases, what complementary relationship can we establish with our school libraries?**

Throughout the province, school library budgets have been slashed and teacher-librarians' positions and hours reduced. For example, at the Vancouver School Board, school library budgets have shrunk 66% in the past 8 years, almost 25% last year. In some elementary schools, the now part-time teacher-librarian has less than \$2000 to spend on materials each year and this money must also buy supplies. It is a myth that the Internet can replace librarians and print collections. Students need even more help navigating the Net than they need finding print materials and web information is such a mix of opinion, speculation, marketing, and fact that much more time is needed to assess it. Add to this the fact that assignments are increasingly interdisciplinary, topical and thought-provoking, and that products are not always written papers and reports but multi-media presentations and even websites, and it can be seen that teacher-librarians are needed more than ever. With curricula changing rapidly and more time spent dealing with social problems, teachers have even less time to research at length answers to questions they assign. Maybe we need to work with teacher-librarians to better educate teachers about collections and services offered in school and public libraries but we cannot do this without a clearer distinction between the two. As more schools are dialing into public libraries and showing students how to place holds, the distinctions are blurring. But then "blurry" is becoming a catchword for life at the end of this century. Uncertainty is the norm. Are these issues unique to VPL because we are a large, urban library or are even smaller community libraries facing similar dilemmas?

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"The New Plagiarism: Seven Antidotes to Highway Robbery in an Electronic Age" reprinted in *The Bookmark*, December 1998, pp.19-23

(Editor's Note: Terry Clark welcomes feedback to the issues addressed in this article. Any comments may be sent to Ellen Rothstein c/o G.T. Cunningham School, 2330 East 37th Ave., Vancouver, BC, V5R 2T3 Fax: (604) 713-4677 or email: [erothstein@cunningham.vsb.bc.ca](mailto:erothstein@cunningham.vsb.bc.ca)

# HITCHHIKER'S GUIDE TO THE GALAXY: DON'T PANIC! A COOPERATIVELY PLANNED SCIENCE 9 PROJECT

By **BONNIE MCCOMB**, teacher-librarian, and **SHANNON TONG**, Intern Teacher, Claremont Secondary, SD#63 (Saanich).

## OVERVIEW:

The Galactic Hyperspace Planning Council has regrettably informed us that the development of the outlying regions of the Galaxy requires the building of a hyperspatial express route through our star system and planet Earth is one of those scheduled for demolition. When we Earthlings protested, the Planning Council informed us that

There's no point in acting all surprised about it. All the planning charts and demolition orders have been on display in your local planning department in Alpha Centauri for fifty of your Earth years, so you've had plenty of time to lodge any formal complaint and it's far too late to start making a fuss about it now

*(Hitchhikers' Guide to the Galaxy, p. 35)*

## YOUR MISSION

We need to find a new place to live... and in a hurry! You are part of a team of scientists who must find a new place for us to live.

Research one of the planets in the Solar System using a variety of library resources. Design a brochure that will promote your planet. Find out all you can about the planet and what Earthlings will experience if we move there.

Your brochure should include the following information:

- Accurate description of the planet including the planet's size, atmosphere, temperature, weather conditions, and surface features
- Map or picture showing the path to the planet (include asteroids, comets or interesting objects you might pass)
- Special attractions (e.g., moons, craters, volcanoes, low gravity, etc.) that make the planet unique
- Activities that could be enjoyed by Earthlings on the planet (e.g. low-gravity sports, crater climbing, tours to special sites)
- List at least 5 things Earthlings would need to take or do to adapt to the planet (e.g., clothing, breathing apparatus, genetic changes, etc.)
- Any other information that might promote your planet

## CRITERIA FOR EVALUATION

### Brochure Format

5 marks

- Pamphlet style, 8 1/2 X 14 folded in three, double sided  
Folded pages open with a logical flow of information
- Visually effective format (e.g., eye-catching title, illustrations, attractive layout, reader friendly)

### Brochure Content

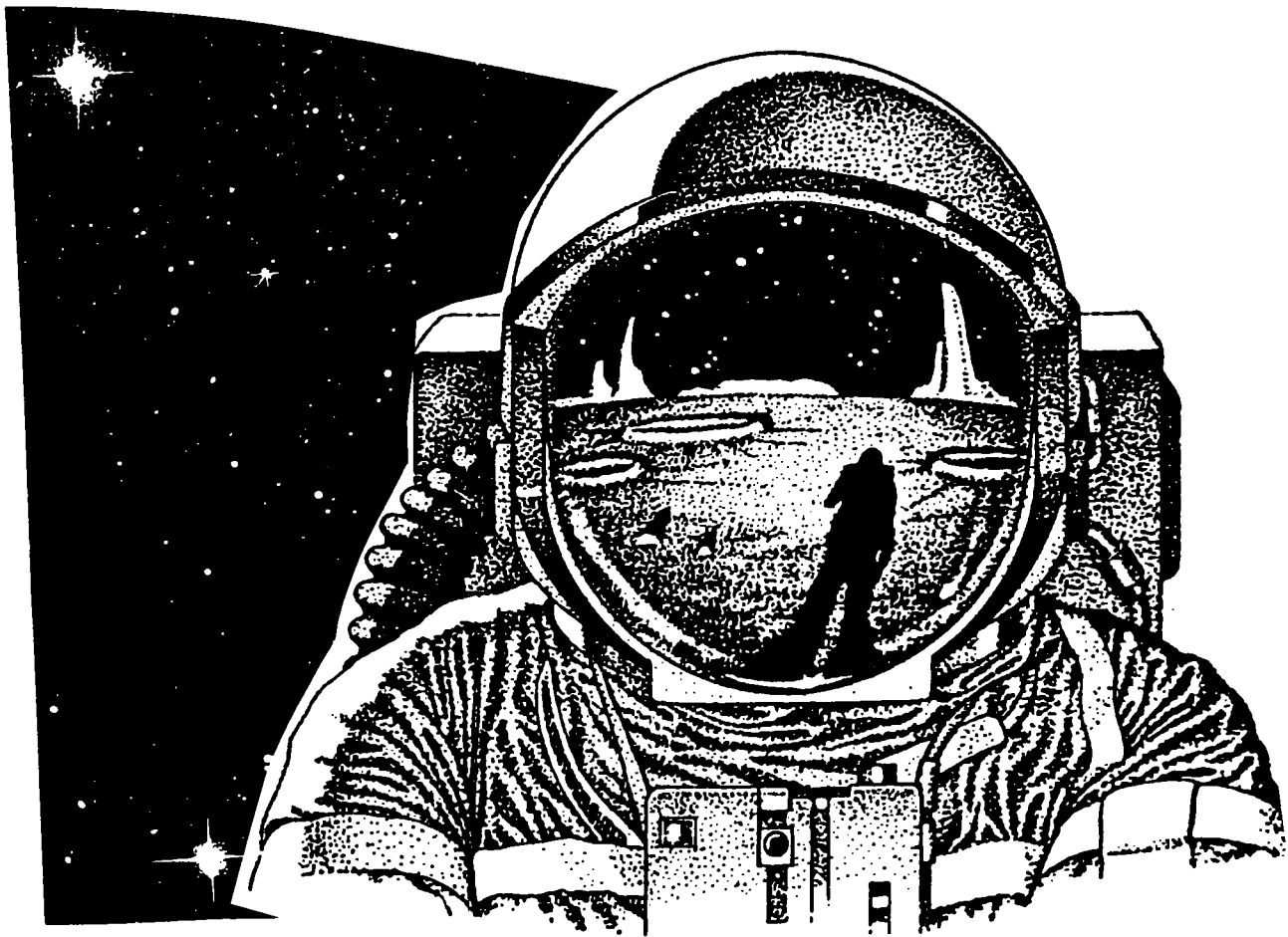
15 marks

- Thoroughly covers required information
- Information is accurate and up-to-date
- Contains some unique, creative, or insightful aspect

### Research Guide

5 marks

- Research guide is complete and it demonstrates ability to find, filter, and select appropriate resources
- Records bibliographic information on 3 bibliography data sheets and attaches it to the research guide



# SCIENCE 9 RESEARCH PROCESS GUIDE

## Criteria for Evaluation

Topic: \_\_\_\_\_

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

### Focus

/1 mark

What are you looking for? Write down three questions

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Find, Filter and Evaluate Resources

/2 marks

Find and evaluate *at least* FIVE relevant resources. Record the call numbers of books and magazine titles on the back of this research guide. Rate how useful they are for you. Check date, authority, relevance, and readability.

|                            | Low |   |   |   | High |    |
|----------------------------|-----|---|---|---|------|----|
| Books (use LRC catalogue)  | 1   | 2 | 3 | 4 | 5    | NA |
| Britannica Online          | 1   | 2 | 3 | 4 | 5    | NA |
| World Book Multimedia      | 1   | 2 | 3 | 4 | 5    | NA |
| Science Encyclopedias      | 1   | 2 | 3 | 4 | 5    | NA |
| KIOSK (Canadian magazines) | 1   | 2 | 3 | 4 | 5    | NA |
| Searchbank Magazine Index  | 1   | 2 | 3 | 4 | 5    | NA |
| Internet                   | 1   | 2 | 3 | 4 | 5    | NA |
| Vertical Files             | 1   | 2 | 3 | 4 | 5    | NA |

### Select Your Best Resources

/1 mark

List the titles of your best THREE resources and call numbers (if applicable)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Bibliography Data Sheets

/1 mark

Record the bibliographic information for each of the above resources on a bibliography data form. Attach the bibliography sheets to the research guide.

Mark: /5 marks

Teacher-Librarian's Initial: \_\_\_\_\_

## 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!**



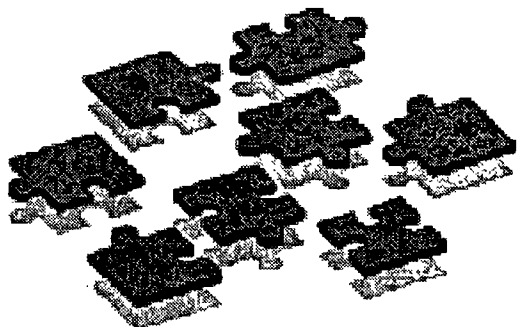
# STRUCTURED UNITS FOR SECONDARY SCHOOL

by **BRIAN RUSSELL**, teacher-librarian (retired), Claremont Secondary School, SD#63 (Saanich).

***EDITOR'S NOTE-** Bonnie McComb told us about this great stack of units she had inherited in her new position at Claremont Secondary School. These projects are environmentally friendly – they are just one page long (sometimes two...). We hope you find that they are just right for generating ideas or helping to plan with your teachers*

## SOLVING THE PUZZLE: FORENSIC SCIENCE

A Science 10 Resource-based Project



by **J. VUCKO** and **B. RUSSELL**

One application of forensic science is to investigations for legal purposes. The O.J. Simpson case is only one famous example of this application.

**PURPOSE.** To survey the fields of forensic science, to practice using Netscape to access Internet sites, and to practice information skills such as identifying appropriate sources of information.

**PROPOSED TASK.** We are looking for good sources of information on the Internet. For one or more of the following topics, search the World Wide Web for suitable websites. For each site you select as a useful source, write a statement that includes the title of the site, the URL address, which topic area it addresses, and why it can be considered authoritative.

### TOPIC AREAS:

Fingerprinting  
Physical evidence  
Blood typing  
Chromatography  
DNA fingerprinting  
Chemical analysis

**SEARCHES:** Netscape gives you access to a number of "search engines" such as Yahoo!, Alta Vista, and Webcrawler. Use one of these to look for websites. Mr. Russell will be helping to show how these work. You might want to start with a general search such as "forensic science."

Example:

Title: \_\_\_\_\_

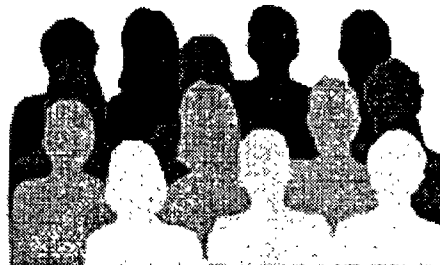
URL: \_\_\_\_\_

Topic area (s) covered: \_\_\_\_\_

Reasons why it can be considered authoritative: \_\_\_\_\_

## IT'S IN THE GENES

A Science 10 Resource-based Activity



by **H. KNAPP**, **E. KUBEK**, and **B. RUSSELL**

Our parents pass on to us the genes, which determine our characteristics. Unfortunately, sometimes the process malfunctions, resulting in genetic diseases and defects.

**PURPOSE:** To explore genetics and to practice gathering, organizing, and sharing information.

**PROPOSED TASK.** In your small group, research one of the following genetic disorders and complete the fact sheet on the back. Later, as an individual, share this information with another group.

1. Cystic fibrosis
2. Down's syndrome (mongolism)
3. Club foot
4. Cleft palate
5. Muscular dystrophy
6. Sickle-cell anemia
7. Dwarfism
8. Turner's Syndrome
9. Colour blindness
10. Sickle cell anemia
11. Tay Sach's Disease
12. Phenylketonuria
13. Huntington's Disease
14. Stickler Syndrome
15. Spina Bifida
16. Marfan's Syndrome
17. Fragile X Syndrome
18. Neurofibromatosis
19. Klinefelter Syndrome
20. Tourette's Syndrome

**RESOURCES.** Here are some suggestions for research:

1. REFERENCE SECTION.

- Health & Science encyclopedias. Ask Mr. Russell for suggestions.
- General encyclopedias such as *World Book Encyclopedia*.

2. COMPUTER CARD CATALOGUE

- Conduct a "MIXED KEYWORD" search. Try "Genetic".

3. VERTICAL FILE

- Look in the subject headings booklet on top of the filing cabinets

4. PERIODICAL INDEXES (on computers)

- Search Kiosk and/or Infotrac for magazine articles

5. INTERNET

- If you have Internet access, try starting at these sites:

ALPHABETICAL LIST OF SPECIFIC DISEASES/DISORDERS

<http://www.mic.ki.se/Diseases/alphalist.html>

THE MERCK MANUAL - INDEX

<http://www.mhttp://www.merck.com/!rksa42aBrrksyw3HL7/pubs/mmanual/html/index.html>

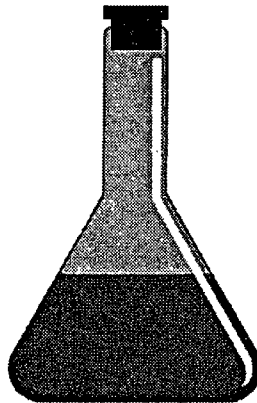
GENETIC DISEASES

<http://www.business1.com/mdinteract/Genetic-diseases.html>

Collect all your information while you are in the LRC.

## YOU'RE MISSING SOMETHING!

### A Science 9 Resource-based Assignment



by J. SIEBERT, R. PAANANAN, and B. RUSSELL

As you know, the Periodic Table of Elements identifies the known basic chemical substances. Everything that exists is either an element or a combination of elements. What would happen if, suddenly, one element disappeared from the face of the earth?

**PURPOSE:**

1. To explore the characteristics of basic elements, their role in compounds, and their impact on life in general.
2. To practice skills such as focusing research, using a variety of sources, and working in groups.

**PROPOSED TASK**

With your group research one of the chemical elements. Discover its characteristics, where it is found, and how it is necessary to mankind (i.e. its uses: economic, recreational, etc.).

Using your new knowledge, put together a creative presentation on how the loss of your element would affect the well-being and enjoyment of life for you, your family and friends, and society in general. You may decide to use audio tape, video, newspaper, portfolio, magazine or other formats for your presentation. Feel free to use your imagination!!

**SOURCES OF INFORMATION**

Make sure you have a look at these sources in the LRC:

- General encyclopaedias such as *World Book* and *Encyclopaedia Britannica*
- Science encyclopaedias - Look in the 600's of the Reference Section
- A few science books from the stacks - see the cart
- Articles from science magazines - Search on *Infotrac*
- A few Internet sites linked through the LRC's Home Page

## CURRENT ISSUES IN REPRODUCTION

A Science 10 Resource-based Assignment



by J. VUCKO, and B. RUSSELL

With advances in medicine and technology, there are many interesting current issues related to reproduction.

**PURPOSE:** To practice using periodicals for researching current issues in science.

**PROPOSED TASK.** For one of the topics listed below, use either *Infotrac* or *Kiosk* (the magazine indexes on the computers) to find a magazine article. Briefly summarize the main ideas of the article you find.

- article must be a minimum of one page (or 50 lines on the computer)
- your summary must be at least 50 words
- on your summary include the title of the article, the name of the magazine, and the date

ARTIFICIAL INSEMINATION  
HUMAN REPRODUCTION  
FERTILITY  
PREGNANCY  
MISCARRIAGE  
CAESARIAN SECTION  
BIRTH CONTROL  
BIRTH DEFECTS  
CONTRACEPTIVES

**EVALUATION:** Turn in your summary by the end of the period.

---

## IT'S ALIVE!! INVESTIGATING HUMAN REPRODUCTION

A Science 10 Resource-Based assignment

by P. HARRIS, G. HOLMES, E. KUBEK, and B. RUSSELL

Pregnancy in humans is designed for internal development of the fetus, ensuring greater protection, ideal nutrition, and a suitable temperature for its development. Because it is such a complex process, there are many possible complications.

**PURPOSE.** To examine pregnancy in light of situations that require special care for the unborn baby, and to practice gathering and organizing information.

**LRC MATERIALS.** Try these sources of information:

- Books on the cart for your class
- Vertical Files. Look under "Pregnancy and Childbirth".
- Reference Section. Try the *Family Health Encyclopaedia* and other science encyclopaedias.

**PROPOSED TASK.** For one of the following topics, gather enough information for a 2-page (maximum), double-spaced report. Include a formal bibliography of your sources of information.

1. normal sequence of labor
2. "natural" childbirth
3. causes of infertility
4. birth by Caesarian section
5. amniocentesis
6. abnormal pregnancies
7. miscarriage
8. "blue" babies
9. nutrition
10. effects of nicotine on mother and fetus
11. common discomforts of pregnancy
12. effects of drugs during pregnancy
13. babies born with AIDS
14. ultrasound testing
15. fetus (foetus) viability
16. Rh (Rhesus) factor
17. hormonal changes during pregnancy
18. premature labour
19. surrogate mothers
20. embryo stage: 0-8 weeks
21. placenta
22. Spina Bifida
23. second trimester
24. third trimester
25. multiple births (twins, etc.)
26. in vitro fertilization ("test tube" babies)
27. premature babies

# GREAT MOMENTS IN MATHEMATICS

## A Math 10 Resource-based Project



by L. WEAR, M. KIRKPATRICK, and B. RUSSELL

### PURPOSE:

1. To study the development of one mathematical topic or one period of time in mathematical history
2. To develop group works skills.
3. To practice information skills such as accessing suitable sources of information, summarizing main ideas, and citing sources of information.

### PROPOSED TASK FOR EACH GROUP.

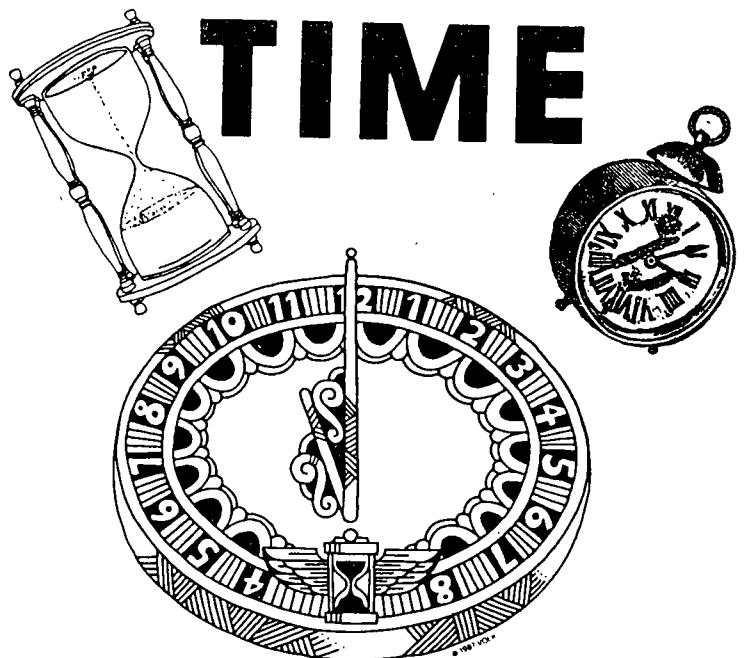
1. Produce a 500-800 word paper. This is to be the work of all members of the group. It should include a formal bibliography and reference citations.
2. Present a 2-5 minute oral report in which some or all group members participate.
3. Include display materials with your oral report. This can be a summary of important discoveries, a comparison of mathematicians, an illustration of a representative problem, time lines of the discoveries or any other relevant material.  
Note: All group members must do either the oral report or the display materials or both.
4. Complete a diary of time and work for each group member.

Within each topic you should include a brief summary of the life and contributions of the mathematicians involved. A discussion of the effect they had on each other will often be important to the topic. Your report should include a discussion of the significance of their contributions to the development of mathematics in general.

### TOPICS

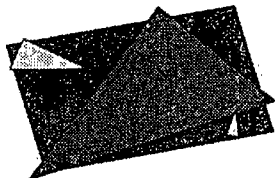
1. THE ANCIENT GREEKS (3-4 people)
  - Proof and Abstraction
  - Thales, Pythagoras and Euclid
2. THE LATER GREEKS (2-3 people)
  - Plato, Apollonius and Archimedes
3. THE ALEXANDRIANS (2 people)

- Diophantus, Pappus, and Hypatia
4. FIBONACCI AND THE ARABIAN MATHEMATICIANS (3 people)
    - Al-Khowarizmi and the Arabian contribution to Mathematics
    - The preservation of mathematical knowledge
    - Fibonacci
  5. THE EARLY DEVELOPMENT OF ALGEBRA (3 people)
    - The Rhind papyrus, Diophantus, Fontana and Viete
  6. EARLY CALCULATING DEVICES (3 people)
    - Napier, Pascal, Oughtred and Leibniz
  7. SEVENTEENTH CENTURY FRENCH MATHEMATICIANS (3-4 people)
    - New geometries and feuds
    - Descartes, Pascal, Desargues and Fermat
  8. THE CALCULUS CONTROVERSY (3 people)
    - Pascal, Newton, and Leibniz
  9. REFINING THE CALCULUS (3-4 people)
    - Cauchy, Gauss, Reimann and Weierstrass
  10. NON-EUCLIDEAN GEOMETRIES (3 people)
    - Bolyai, Lobachevsky, Gauss and Riemann
  11. MODERN MATHEMATICIANS (3 people)
    - Mathematicians and scientists
    - Hilbert, Einstein and Hawking
  12. MATHEMATICS IN THE NEW WORLD CIVILIZATIONS (3 people)
    - Calendars, calculating devices and pyramids
  13. MEASUREMENT THROUGH THE AGES (2-3 people)
    - Different common units: foot, inch, knot, etc.



# HERE, THERE & EVERYWHERE

## A Math 11 Resource-based Project



by **J. SPOOR** and **B. RUSSELL**

Here's your opportunity to get out of the textbook and deal with Math in the real world. As the title says, it is everywhere.

**PURPOSE:** To explore practical aspects of mathematics and to practice gathering, processing, and presenting reliable information.

**PROPOSED TASK.** For one of the topics listed below, or an approved alternative, conduct research for the purpose of making a presentation to the class.

**REQUIREMENTS:**

- a written paper (max. 500 words)
- a 2-4 minute oral/visual presentation (this may involve models, computer presentations, displays, slides, or any appropriate presentation aids)

**SOURCES OF INFORMATION.** Claremont's Library Resource Centre will be a major source of information. During our research periods, use the attached Research Guide to assist your searching. The following topics have been included because they are supported by materials in the LRC.

**SUGGESTED TOPICS.**

1. Building of the Pyramids
2. Polyhedra
3. Stephen Hawking's Theories
4. Early & Modern Navigation
5. History of Clocks
6. Mathematical Recreations
7. Mathematics in Sports
8. Geometry and Art
9. Fractals
10. Galileo
11. Binary System
12. Music and Mathematics
13. Origins of Units of Measurement (inch, metre, etc.)
14. Stonehenge
15. Albert Einstein's Theories
16. Humour in Math (anecdotes, cartoons, satire, etc.)
17. Mathematics in Astronomy
18. Games of Chance
19. Engineering and Math (Architecture, etc.)
20. The Golden Section
21. Topology
22. M.C. Escher
23. Math in the News (Polls, Statistics, Graphs)
24. Other (approved by both Mr. Spoor and Mr. Russell)

# HERE THERE & EVERYWHERE

Library Resource Centre

## RESEARCH GUIDE

DUE: \_\_\_\_\_ NAME: \_\_\_\_\_

**TOPIC:**

Three preliminary subtopics to explore with your research:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Four keywords (search terms) to use to look up information in the catalogue, magazine indexes, encyclopedias, etc.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### REFERENCE SECTION

General Encyclopedias - Locate the best article on your topic in one of the general encyclopedias. Start with *The World Book Encyclopedia* or the *Encyclopedia Britannica*. Use the index in the last volume if you are having problems finding your topic.

Subject Encyclopedias - the LRC has a number of useful social science and science encyclopedias and dictionaries in the Reference Section. Ask Mr. Russell for a suggestion.

### COMPUTER CARD CATALOGUE

Open the LRC Card Catalogue and choose the MIXED KEYWORD command to begin your search. Try several of your keywords before giving up. Ask for help.

### INFOTRAC MAGAZINE INDEX

Open the *Infotrac* program to search this computerized magazine index that also provides full text of many articles.

### KIOSK MAGAZINE INDEX

This mostly Canadian magazine index also provides full text of many articles. Choose the Kiosk icon on the LRC menu.

### INTERNET

IF YOU HAVE INTERNET CLEARANCE, access these sites through the LRC's Home Page:

Yahoo! Mathematics

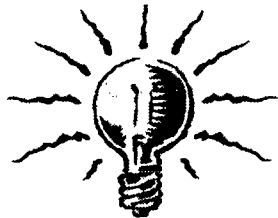
<http://www.yahoo.com/Science/Mathematics/>

Find Mathematics on the Internet

<http://forum.swarthmore.edu/~steve/mathall.search.html>

## MATHEMATICS ILLUSTRATED

### A Math 9 Resource-based Project



by M. SPEARING, D. MYERS and B. RUSSELL

Mathematics has changed throughout history. These changes have been largely due to the efforts of people who discovered and developed new theorems and mathematical laws.

**PURPOSE:** To identify and describe the contribution of a noted mathematician, and to practice gathering and organizing information.

**PROPOSED TASK:**

- Use LRC sources to gather and record essential information about one of the following mathematicians.
- Record your notes on attached "Fact Sheet."
- Use your completed fact sheet to help you produce an informative, attractive poster.
- Present a 2-minute (max.) oral report to the class about your poster.

**LRC RESOURCES.** Use the research guide to plan and carry out your research.

**EVALUATION.**

|             |          |
|-------------|----------|
| Fact Sheet  | 10 marks |
| Poster      | 10 marks |
| Oral Report | 5 marks  |

**MATHEMATICIANS**

1. Pythagorus
2. Issac Newton
3. Karl Gauss
4. Pierre de Fermat
5. George Bock
6. Fibonacci
7. Archimedes
8. Euclid
9. Rene Descartes
10. Blaise Pascal
1. Leonard Euler
12. Diophantes of Alexandria
13. John Napier
14. William Hamilton
15. Nicolaus Copernicus
16. The Bernoullis
17. Albert Einstein
18. Arthur Cayley
19. Charles Babbage
20. Stephen Hawking

21. August F. Mobius
22. Thales of Miletus
23. Appolonius of Perga
24. Augustine Cauchy
25. Joseph Lagrange
26. Georg Cantor
27. Niccolo Tartaglia
28. Georg Friedrich
29. Peter Dirichlet
30. Abraham de Moivre
31. Jean-Baptiste -Joseph Fourier

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## FASHION ON THE WEB

### A Clothing and Textiles Resource-Based Project



by M. HELMERSEN and B. RUSSELL

What's the latest in fashion design this season? Who are the designers and what are some characteristics of their fashions?

**PROPOSED TASK.** Research a fashion designer and prepare a presentation that includes:

- some background information
- an explanation of the designer's use of the elements of design (line, form, shape, color, texture)
- discuss the designer's application of design principles (rhythm, proportion, balance and harmony)
- characteristics and descriptions of the current collection
- examples of how the designer and product are being promoted on the Internet

**LRC RESOURCES.**

Instruction will be provided in using the Internet browser, Netscape, to access websites.

Here are a number of good websites to use as starting points:

- CJ Lutz Fashion WWWeb Page with Hearts - Fashion Designers

<http://members.tripod.com/~cjlutzfDesigners.html>

- Fashion Houses and Designers  
<http://www.magna.com.au/~slade/design.html>
- Fashion Net <http://www.fashion.net/>
- Yahoo! Arts:Design:Fashion:Designers  
<http://www.yahoo.com/ArtsfDesignrFashionfDesigners>

You may want to also search current magazines using the *Kiosk* and *Infotrac* indexes.

### PRESENTATION.

Your presentation will make use of the Internet as presentation tool. Take the class to some places on the Internet that illustrate your presentation. You will receive instruction and technical assistance.

### EVALUATION CRITERIA

1. Presentation to the Class:
  - Demonstrate ability to use Netscape
  - Use at least two websites in presentation
  - Quality:
    - A. Appropriate length (max. 10 minutes)
    - B. Organized, logical
    - C. Clarity of voice, language
    - D. Choice of designer with enough detail and information
    - E. Completeness and thoroughness
2. One-Page Written Summary
3. Completed "Covering Page" (see reverse) with at least 4 websites searched.

## COVERING PAGE

### Fashion on the Web Clothing and Textiles

Name \_\_\_\_\_

Block \_\_\_\_\_

1. I have looked at the following Websites:

Title      URL

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

2. I have chosen to do my project on:

- a. Identify the designer
- b. The Website(s) to be used in my presentation:
- c. Other source(s) of information:

3. The title of my project is \_\_\_\_\_

## UP CLOSE AND PERSONAL: INTERVIEWS WITH EARLY BRITISH COLUMBIANS

### A Socials 10 Resource-based Project



by M. HELMERSEN and B. RUSSELL

History comes alive and has more relevance when we are able to add flesh and bones and personality to the names in the history books.

**PROPOSED TASK:** For one of the following historical British Columbians, gather information and use it to prepare and present an "interview" with that person. You and your partner will want to collaborate on the research, the scripting and any props or costumes for the interview.

### POSSIBLE INTERVIEWS:

1. Sir James Douglas - famous politician
  2. Amor de Cosmos - eccentric personality
  3. John Robson - newspaperman
  4. John Sebastian Helmcken - outspoken physician against confederation
  5. Sir Anthony Musgrave - governor in favour of confederation
  6. Amelia Douglas (Connolly) - wife of James
  7. Thomas McMicking - Overlander
  8. Maquinna - very early Native chief
  9. Robert Dunsmuir - coal baron
  10. "Gassy Jack" Deighton - early Vancouverite
  11. John Deas - Black businessman
  12. William "Billy" Barker - gold rush prospector
  13. John Cameron - contemporary of Billy Barker
  14. Judge Matthew Baille Begbie - the hanging judge
  15. Colonel Richard Clement Moody - Lt. Governor who chose first capital city
  16. John Jessop - school system founder
  17. Albert Bowman Rogers - railway surveyor
- or
- another pioneer woman
  - a pioneer of Saanich

**LRC SOURCES:** Mr. Russell will direct you to the appropriate sources.

## DIGESTIVE TRACTS\*

A Science 9 Resource-based Assignment



by E. KUBEK and B. RUSSELL

Even though our bodies are designed to make use of food and nutrition to keep us alive, there are a number of digestion-related conditions that cause varying degrees of suffering.

**PURPOSE.** To become familiar with digestive conditions and to practice gathering and summarizing information.

**PROPOSED TASK.** Sign up for one of the following conditions and produce a pamphlet that describes and explains symptoms, dangers, treatments, and/or cures. Include illustrations, diagrams, charts, or graphics in your pamphlet.

|                  |                           |
|------------------|---------------------------|
| Gastro-enteritis | Food Poisoning            |
| Colitis          | Hiatus Hernia             |
| Hepatitis        | Cancer of the Stomach     |
| Diabetes         | Celiac (Coeliac) Disease  |
| Malabsorbtion    | Flatulence                |
| Constipation     | Cancer of the Colon       |
| Diarrhea         | Cirrhosis                 |
| Diverticulitis   | Ulcers (Gastric)          |
| Nausea           | Ileitus (Crohn's Disease) |
| Gallstones       | Irritable (Spastic) Colon |
| Heatburn         | Hypoglycemia              |
| Ententis         | Pernicious Anemia         |
| Peritonitis      |                           |

**LRC Materials.** During your research period in the LRC, complete the fact sheet on the back. Try these sources:

1. *Family Health Encyclopedia* in the Reference Section
2. *Mayo Clinic Medical Encyclopedia* at the CD-ROM station
3. Internet Web Sites
4. *Infotrac Magazine Index*

\* Can you guess the play on words?

## FASHION OF THE DECADE

A CT 11 Resource-based Project



by M. HELMERSEN and B. RUSSELL

### PURPOSE:

- To explore and discuss historical and social factors which influence clothing styles.
- To relate modes of dress to other components of culture such as art, economics, religion, and technology.
- To practice gathering and presenting information from a variety of sources.

### PROPOSED TASK.

1. Choose a decade of the 20th Century.
2. Use the LRC Research Guide to explore how political, social, religious, or technological events have influenced the costume of that decade.
3. Produce a poster or presentation board to illustrate your findings. Include drawings or pictures to illustrate the fashions of the decade.
4. Draw a costume of your design that would be typical of the decade you chose.
5. Give a 2 - 5 minute presentation on the fashions of your decade.

### LRC RESEARCH GUIDE.

1. GENERAL ENCYCLOPEDIAS -If you use Encyclopaedia Britannica, start with the index volumes.
2. COLUMBIA UB. SYSTEM (Computer Card Catalogue) - start with a MIXED KEYWORD search.
3. HISTORY ENCYCLOPEDIAS - ask Mr. Russell to recommend one or browse the 900's of the Reference Section.
4. INFOTRAC MAGAZINE INDEX - You should find some useful magazine articles.
5. INTERNET if you have Internet clearance, access these sites through the LRC's Home Page Fashion History (Yahoo!)  
[http://www.yahoo.com/arts/design\\_arts/fashionhistory/index.html](http://www.yahoo.com/arts/design_arts/fashionhistory/index.html)  
Fashion History  
[http://www.vintagevixen.com/html/fashion\\_history.html](http://www.vintagevixen.com/html/fashion_history.html)  
The Costume Page  
<http://members.aol.com/nebula5/tcpinfo2.html>

# VIRTUAL VISITS

## Museums Of Art A Civilization 12 Or French 12 Resource-Based Assignment



by H. MALVET, J. MCCACHEN, and B. RUSSELL

Since we don't have enough time left in the semester to jet around the world and see the great works of art, we can use the Internet instead!

Internet links for several museums of art are set up on Claremont LRC's Home Page. Visit one and complete the following "tour guide."

### Museum Links

- The Louvre  
<http://mistral.culture.fr/louvre/louvrea.htm>
- Centre Georges Pompidou <http://www.cnac-gp.fr/musee/collection96/>
- Musée d'Orsay  
<http://www.paris.org/Musees/Orsay/Collections?>
- The National Gallery, London  
<http://www.nationalgallery.org.uk/>
- Tate Gallery <http://www.gallery-guide.com/museum/tate/>

Name of Museum

II. Date of visit

III. Location (place)

IV.

Names of works that you have seen

Artist

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

V. Describe 3 works that interest you (subject, colours, lines, forms, emotions conveyed ...)

1. Title \_\_\_\_\_  
Artist \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Title \_\_\_\_\_  
Artist \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Title \_\_\_\_\_  
Artist \_\_\_\_\_

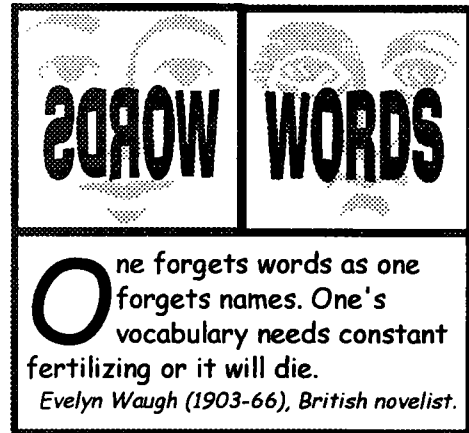
\_\_\_\_\_

\_\_\_\_\_

VI. Which one did you like the best and why?

VII. Would you like to actually visit this museum? Why?

\_\_\_\_\_



# A BROADER VIEW: NON-WESTERN CIVILIZATIONS

## A Civilization 12 Resource-based Project



by H. MALVET, and B. RUSSELL

**artifact** (also artefact): a product of human art and workmanship (*Oxford English Reference Dictionary*)

Despite its depth, breadth, and richness, any study of Western Civilizations' art is a narrow one in the context of the variety of the world's cultures. Our view is quite limited if we fail to acknowledge the contributions of "non-western" civilizations.

### PROPOSED TASKS

1. Survey resources for three "non-western cultures, looking generally at the arts, and particularly at artifacts.
  - a. Produce a bibliography consisting of at least one source for each of your three cultures.
  - b. Select ~ artifact (e.g. an example of painting, sculpture, pottery, textiles, jewelry, architecture, basketry, mythological art, masks, manuscripts, tools, musical instruments, etc.).
2. Prepare a brief presentation. Consider your artifact under the following headings:
  - physical description (size, materials, color)
  - cultural origin (information about the people who produced this artifact).
  - use

### Please note:

Your presentation should include:

- a. A completed covering page (from the teacher)
- b. One page of text (minimum)
- c. Oral presentation (3 minutes maximum) with illustration (may be photocopied).

## SOME NON-WESTERN CIVILIZATIONS

- Chinese
- Japanese
- Inca
- Australian Aboriginal
- Russian
- African
- Mayan Islamic
- Indian (India)
- Inuit
- Maori
- North American Indian
- Aztec
- Polynesian

**LRC RESOURCES.** Use the computer card catalogue and/or the *National Geographic Index* to access information for this project.

**SUGGESTION:** Sometimes the name of a country or a tribe will be a suitable search term.

## COVERING PAGE

### A Broader View Non-Western Civilizations Comparative Civilization 12

Name \_\_\_\_\_  
Block \_\_\_\_\_

1. I have looked at the following "non-western" cultures:

|    | Culture | Source of Information |
|----|---------|-----------------------|
| 1. |         |                       |
| 2. |         |                       |
| 3. |         |                       |

2. I have chosen to do my project on:

a. Identify the artifact:

b. Identify the culture:

c. Source(s) of information:

3. The title of my project is

# BODY SYSTEMS UNDER ATTACK!

by **BONNIE MCCOMB**, teacher-librarian, and **KEN SNOW**, science intern teacher, Claremont Secondary, SD#63 (Saanich).

## OVERVIEW

Many factors affect the functioning of the body's systems: disease, environmental chemicals, common drugs, diet and lifestyle.

## SCIENCE 9 PRESCRIBED LEARNING OUTCOMES

*It is expected that students will*

- Explain how hormones, environmental chemicals and common drugs can affect body systems.
- Infer that diet and lifestyle are critical in helping maintain a healthy body
- Explain the effects of some disease causing agents and their diseases on body systems

## TOPICS:

Choose one of the factors listed below and describe the factor and its effect (one topic per student). Use the questions outlined below to focus your research.

### DISEASES

#### Digestive System

- Hepatitis
- Stomach Cancer
- Crohn's Disease

#### Respiratory System

- Tuberculosis
- Lung Cancer
- Pneumonia

#### Circulatory System

- Lyme Disease
- AIDS
- Anemia

### CHEMICALS

#### Drugs

- Aspirin
- Antihistamines
- Pepto Bismal

#### Hormones

- Testosterone
- Estrogen
- Adrenaline

#### Environment

- Pollution
- Sun (sunburn)
- Radiation (nuclear accidents)

## PEOPLE

#### Lifestyles

- Athletic
- Vegetarianism
- Smoking

#### Diet

- Obesity
- Anorexia
- Malnutrition

#### Family History

- Diabetes
- Haemophilia
- Cystic Fibrosis

## ASSIGNMENT:

Research the following information for your topic. You will present your information to the rest of the class. Use visuals where appropriate. A final test will be based on these presentations.

1. Name of the factor under presentation, including the proper scientific name and the colloquial or common name
2. Provide a definition or description of the factor. What is it? Where does it come from?
3. Discuss the effects of the factor including the target organ (system), symptoms, and consequences
4. Do ONE of the following:
  - a. For diseases (including hereditary diseases), describe a cure or treatment. If no cure exists, describe current research.
  - b. For drugs and hormones, provide a chemical structure.
  - c. For lifestyles, describe the dangers, concerns or benefits associated with the lifestyle.

5. Develop and turn in a good test question to the teacher. What is the main thing you want the students to learn from your presentation? Make it a fair and valuable.

## CRITERIA FOR EVALUATION 20 POINTS

- A** All issues discussed and questions answered comprehensively and knowledgeably  
Information is accurate, up-to-date, and well researched  
Presentation is audible, well paced, focused, clear, interesting, and organized  
Visuals are used effectively. Test question focuses on important information.
- B** All issues addressed comprehensively. All questions answered.  
Presentation is audible, well paced, clear, and easy to follow.  
Visuals used appropriately. Test question focuses on important information.
- C+** All issues addressed and questions answered.  
Presentation is audible and clear.  
Visuals may be used. Test question is appropriate.
- C** Most issues addressed and questions answered.  
Test questions is appropriate.
- C-** Information is not accurate, complete or addressed.

## Research Skills 5 points

- Locate information from at least three different sources
- Complete a bibliography data sheet for each of these sources
- Complete the Research Process Guide.

## RESEARCH PROCESS GUIDE

Keywords /search terms:

1. Look for information in the following places. Find at least three good sources.

Medical Encyclopaedias (Ref 610 area)

Title: Vol. pp.

Title: Vol. pp.

*World Book*

*Britannica On-line*

*Searchbank*

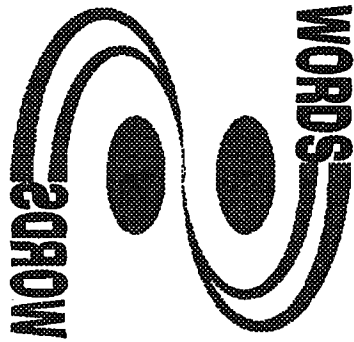
LRC Catalogue (for books)

Vertical Files (see index on top of file)

2. Fill out Bibliography Data Sheets for your best three resources.
3. Show Ms. McComb and receive a mark (and a treat!)
4. Turn in this mark to your teacher.

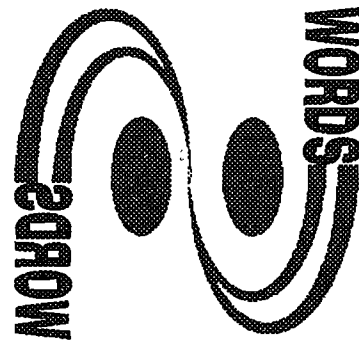
\_\_\_\_\_ 5 marks





**YOU COULD BE  
OUT OF WORK BECAUSE.....**

**A**n office-worker could be defiled.  
A salesman could be disordered.  
A writer could be described.  
A journalist could be depressed.  
A wine merchant could be deported.  
A traffic warden could be defined.  
A cashier could be distilled.  
A poet could be diversified.  
A celebrity could be defamed.  
A climber could be dismounted.  
A jailer could be excelled.  
A policeman could be unwarranted.  
A judge could be dishonored.  
A model could be deposed.  
A neurologist could be unnerved.  
An engine-driver could be dis-  
trained.  
A gambler could be discarded.  
A conjuror could be disillusioned.  
A solicitor could be distorted.  
A rabble-rouser could be demobbed.  
A mathematician could be nonplussed.  
A diplomat could be disconsolate.  
An investment banker could be dis-  
trusted.  
A lawyer could be displeased.  
A steel worker could be distempered.  
An immunologist could be disinfected.  
A tax collector could be distributed.  
A chef could be distasteful.  
A convict could be discriminated.  
A barker could be disclaimed.  
A fisherman could be despondent.  
A cowboy could be deranged.  
A skirtmaker could be depleted.  
A bully could be demeaned.  
A statistician could be discounted  
or disfigured.  
A butcher could be disjointed or  
delivered.  
An actor could be displayed or  
departed.  
A horseman could be derided or  
unbridled.  
A sorcerer could be dispelled or dis-  
enchanted.  
A tennis player could be unloved or  
defaulted.  
A banker could be discredited or  
disinterested.



**LOOKING FOR ADVICE?**

- \* If at first you don't succeed,  
destroy all evidence that you  
tried.
- \* A conclusion is the place where  
you got tired of thinking.
- \* Experience is something you don't  
get until just after you need it.
- \* For every action, there is an equal  
and opposite criticism.
- \* He who hesitates is probably  
right.
- \* Never do card tricks for the  
group you play poker with.
- \* No one is listening until you make  
a mistake.
- \* Success always occurs in private,  
and failure in full view.
- \* The colder the X-ray table, the  
more of your body is required on  
it.
- \* The hardness of the butter is  
proportional to the softness of  
the bread.
- \* The severity of the itch is pro-  
portional to the reach.
- \* To steal ideas from one person is  
plagiarism; to steal from many is  
research.
- \* To succeed in politics, it is often  
necessary to rise above your prin-  
ciples.
- \* Two wrongs are only the begin-  
ning.
- \* You never really learn to swear  
until you learn to drive.
- \* The problem with the gene pool is  
that there is no lifeguard.
- \* A clear conscience is usually the  
sign of a bad memory.
- \* If you must choose between two  
evils, pick the one you've never  
tried before.
- \* A fool and his money are soon  
partying.
- \* Bills travel through the mail at  
twice the speed of checks.
- \* Hard work pays off in the future.  
Laziness pays off now.
- \* Half the people you know are  
below average.

# **LEAPS AND BOUNDS: an integrated unit on** **(the environment for grade 4)**

by **JUDY JOHNSON**, teacher, and **ANDREA PARSONSON**, teacher-librarian, Belmont Elementary, SD#35 (Langley).

This unit helps children make personal connections with the environmental issues presented in Leaps and bounds, a live theatre production by Green Thumb Theatre. A copy of the script of this production can be purchased from Green Thumb Theatre, 1885 Venables St., Vancouver, BC, V5L 2H6 Phone 604-254-4055 Fax 604-254-5215 \$15 plus taxes. Performance rights can also be obtained from Green Thumb, for an extra charge.

The following unit integrates learning outcomes from Language Arts, Science, Social Studies, and Fine Arts (Drama). It incorporates strategies developed by Susan Close, well-known educator, speaker, and writer, from SD#40 (New Westminster).

## **GOALS**

- to increase awareness of environmental issues and to view issues from more than one perspective
- to view and make personal connections with the issues presented in a live drama performance
- to give students the opportunity to listen, view, speak and write purposefully to develop understanding.

## **LEARNING OUTCOMES**

### **Language Arts**

- speaks in various settings to effectively communicate ideas and information
- listens and views purposefully to develop understanding

### **Science**

- Discuss how changes in an organism's habitat can affect the survival of an individual

### **Social Studies**

- assess at least two perspectives on a problem or issue
- defend a position on an issue in light of alternative perspectives

### **Drama**

- demonstrate an understanding that drama reflects the culture, beliefs and attitudes of people

## **PREPARATION**

Photocopy anticipation guide, four quadrants, synopsis of the play (provided by Green Thumb Theatre)

Schedule the library computer lab for two periods, to research environmental topics  
Reserve books about frogs and environmental topics.

## **UNIT ACTIVITIES**

### **Lesson 1**

1. Explain to the students that they will be viewing a play about frogs and the environment. Use the “anticipation guide” worksheet to let students explore their ideas about protection of an ecosystem.
2. Share the synopsis of the play with the class before the performance.
3. Students view the performance by Green Thumb Theatre.

### **Lesson 2**

1. Students complete the anticipation guide.
2. Students use “four quadrants” strategy and worksheet to get a better understanding of the issues.
3. Students use “writing in role” strategy and worksheet to develop understanding of one character’s point of view. Students begin their first draft.

### **Lesson 3**

1. Use “hot seat” strategy to help students develop a better understanding of characters through thinking, reacting and responding to other characters in role.
2. Students begin to write a second draft.

### **Lessons 4 and 5**

Explain to the students that they will be writing, in groups of four, a play about the environment. In the library and computer lab, students research an environmental issue, such as whale hunts, the wolves at Yellowstone, fishing for salmon, wearing fur, endangered species such as spotted owl, grizzly bears, sea otters.

### **Lessons 6 and 7**

Using the information they have learned, students create a play centered on an endangered animal and/or its threatened ecosystem.

### **Lessons 8 and 9**

1. Students polish their performance.
2. Students present their plays to the school on Earth Day.
3. Class discussion of what was learned during the unit.

## **EVALUATION**

1. Students’ expression of ideas orally or in group discussion
2. Students’ retelling or identifying main ideas in the play in the role of the characters
3. Using a five point scale, evaluate students’ performance in their ecoplays, i.e. their ability to remain in role, use drama to tell stories.

## APPLICATION ACTIVITIES

Invite a guest speaker from a local environmental group to discuss issues and to propose possible projects. In Langley: Langley Environmental Partners. The class chooses an environmental project such as stream cleanup, tree planting or fish habitat reconstruction.

## ANTICIPATION GUIDE WORKSHEET

You

Writer

Frogs are an endangered species.

It's okay to take animals from the wild as pets.

Frogs are important to the environment.

If you own a piece of land you have the right to make decisions about what happens on that land.

Children can change adults' decisions.

## FOUR QUADRANTS WORKSHEET

from *Beyond chalk and talk* by Susan Close.

A matrix with four boxes is created, with the following prompts in the boxes:

- pictures — details
- sensory information — sounds, scents, textures, motion, etc.
- communication — words spoken; words thought
- emotions — feelings

The teacher helps students select a character whose perspective is to be examined. The student makes notes or draws small sketches in each box, to illustrate the perspective of one character on the issue under discussion. Close suggests doing this activity in pairs, with both students taking on the same character role. After the interactive work time, pairs share their ideas and reflect on how the strategy worked to develop their understanding.

## WRITING IN ROLE ACTIVITY

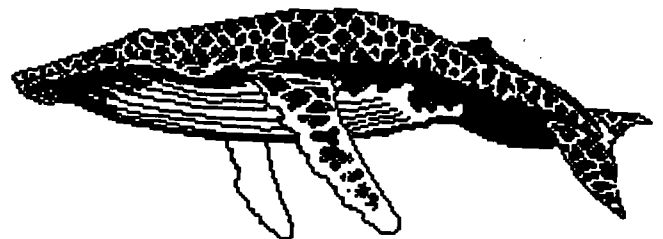
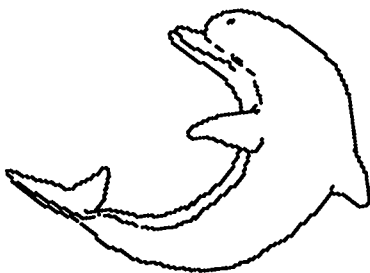
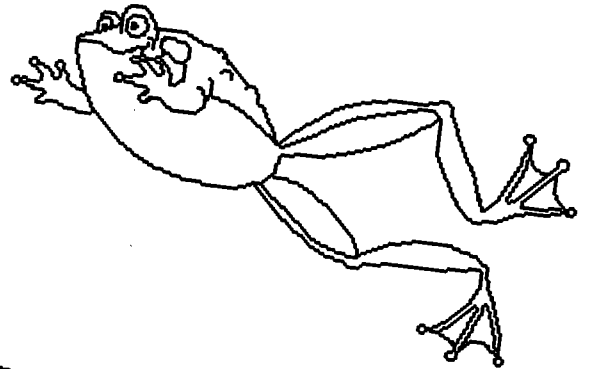
from *Pathways to powerful learning* by Susan Close.

Students work in partners, but respond independently. First, the teacher develops ideas on how to show the reader or listener what the character is feeling and thinking, not just telling.

Next, the students take turns telling one another what it was like to be their character in the situations shown in the play, using some of the ideas generated in the “four quadrants” activity. Then they write a three- to five-minute draft of their ideas. Students share these drafts with the class. The class identifies particularly powerful material, which the teacher

groups on the chalkboard along with criteria which are implied by the selections. S/he may use a T-chart or other graphic organizer.

Students mark the end of the previous draft with an X. They continue writing for a second three- to five-minute period. They share these drafts and add more examples of words, phrases, and ideas that meet the criteria for powerful perspectives.



## WANTED! BCTLA REVIEWERS

Once again, the **BCTLA REVIEWS** is asking for reviewers. If you are interested in reviewing materials for The Bookmark, or if you are presently a reviewer and you wish to update your data, please send the form below.

Name \_\_\_\_\_ Date \_\_\_\_\_  
Street Address \_\_\_\_\_  
City \_\_\_\_\_  
Telephone \_\_\_\_\_ Fax \_\_\_\_\_ E-mail \_\_\_\_\_  
School \_\_\_\_\_ District \_\_\_\_\_ Position \_\_\_\_\_

**LEVEL** (Check all that apply)

Primary \_\_\_\_\_ Intermediate \_\_\_\_\_ Young Adult \_\_\_\_\_

**SUBJECTS** (Circle all that apply)

|                    |                  |                    |                   |
|--------------------|------------------|--------------------|-------------------|
| Agriculture        | Ecology          | Hobbies            | Physics           |
| Archeology         | Economics        | Home economics     | Physics           |
| Architecture       | Education        | Humour             | Picture books     |
| Art History        | Fiction          | Industrial arts    | Poetry            |
| Astronomy          | First Nations    | Law                | Political science |
| Biography          | Folklore         | Local history      | Psychology        |
| Biology            | French immersion | Multiculturalism   | Religion          |
| Botany             | Gay and Lesbian  | Music              | Science fiction   |
| Business Education | Gender Equity    | Mysteries          | Sociology         |
| Chemistry          | Geography        | Nature             | Space science     |
| Computers          | Handicapped      | Outdoor education  | Sports            |
| Consumerism        | Handicrafts      | Performing arts    | Teacher resources |
| Cookbooks          | Health           | Photography        | Travel guides     |
| Drama              | History          | Physical education | Visual arts       |

**SPECIAL INTERESTS** — hobbies, previous experience, qualifications, etc.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


Please send this form to the

**BCTLA REVIEWS COORDINATOR**

Debbie Hartley  
2911 Ridgeview Drive  
Prince George, BC V2K 3T5  
School: (250) 962-9211  
Fax: (250) 962-8636  
E-mail: [hartley@mag-net.com](mailto:hartley@mag-net.com)


Send completed reviews by e-mail, postal mail or fax to:

Liz Austrom  
3675 West 39 Avenue  
Vancouver, BC V6N 3A6  
Fax: (604) 264-1595  
E-mail: [laustrom@istar.ca](mailto:laustrom@istar.ca)




**A** new word is like a fresh seed sewn on the ground of the discussion.  
Ludwig Wittgenstein (1889-1951), Austrian philosopher.

# REGULAR FEATURES



**W**ords like "freedom," "justice," "democracy" are not common concepts; on the contrary, they are rare. People are not born knowing what these are. It takes enormous and, above all, individual effort to arrive at the respect for other people that these words imply.  
James Baldwin (1924-87), U.S. author. "The Crusade of Indignation," in *Nation* (New York, 7 July 1956; repr. in *The Price of the Ticket*, 1985).



**W**ords can have no single fixed meaning. Like wayward electrons, they can and enter from their initial orbit a wider magnetic field. No one owns them or has a proprietary right to dictate how they will be used.  
David Lehman (b. 1948), U.S. poet, editor, critic. *Signs of the Times*, ch. 1, "The End of the Word" (1991).

# RELEASE FORM FOR BC TEACHER LIBRARIANS' ASSOCIATION PUBLICATIONS

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

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

Dear Parents / Guardians:

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

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

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

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

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

### Restrictions

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

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

Date \_\_\_\_\_

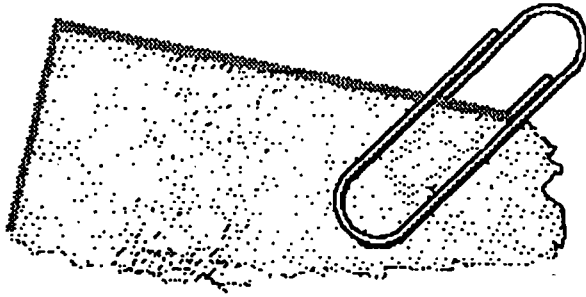
Name (Print) \_\_\_\_\_

Address \_\_\_\_\_

Signature \_\_\_\_\_

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

*Publications Coordinator  
British Columbia Teacher-Librarians' Association  
c/o BC Teachers' Federation  
550 West Sixth Avenue, Suite 100  
Vancouver, BC V5Z 4P2*



## NOTES AND NEWS

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

### BC EDUCATION PARTNERSHIP AWARDS ANNOUNCED

The Learning Partnership of BC announces the first BC Education Partnership Awards to be given annually beginning in November 1999.

The BC Education Partnership Awards will recognize outstanding contributions by business and non-profit organizations to the public education system that enhance the quality of education for students in British Columbia. Categories will include projects at the primary, intermediate, secondary and post secondary levels.

A judging panel of school superintendents and education officials will select the winners in November.

The Learning Partnership of BC is a non-profit association that brings leaders from education, business and the community together in partnership initiatives to support public education and enhance learning.

**Purpose:** To recognize the best collaborative programs between educational institutions and their community partners.

**Categories:** Primary, intermediate, secondary, post-secondary.

**Deadline:** October 8, 1999.

**Criteria:** Projects must have clear relevance to the

curriculum, must have been jointly developed between the education community and business or non-profit associations.

**Exclusions:** Projects that have a political advocacy component. Projects that are an extension of marketing, corporate or sector image campaigns or commercial promotion.

For Information contact:

Victor Godin,  
Consulting Director,  
The learning partnership of BC  
#503 - 1505 West 2nd Avenue,  
Vancouver, BC V6H 3Y4  
Tel: (604) 737-6090  
Fax: (604) 737-8533  
Email: [vglp@smartt.com](mailto:vglp@smartt.com)

### HERALDRY IN CANADA

The Heraldry Society of Canada has produced a 33 page booklet entitled A Canadian Heraldic Primer by Kevin Greaves (ISBN 0-9693063-3-4). The document explains about the history of Arms, and how to design and register arms in Canada.

The intended audience appears to be intermediate students. If you are doing a unit on medieval times, or if you would just like to find out more about the meanings of the various emblems and signs, you might be interested in having a look.

For more information, please contact:

Heraldry Society of Canada  
P. O. Box 8128, Terminal T  
Ottawa, Ontario K1G 3H9  
<http://www.hsc.ca>

### NOVELIST NAMED NEW CANADIAN NATIONAL LIBRARIAN

An acclaimed novelist has been named the new National Librarian of Canada. Canadian Heritage Minister Sheila Copps appointed Roch Carrier to the \$140,000-a-year post July 5. Carrier, who was president of the Canadian Council for the Arts from 1994 to 1997, will replace Marianne Scott, who is retiring this fall from the position she has held since 1984.

Copps also announced that she has asked journalist

Laurier Lapierre to advise her on the creation of an advisory board to oversee the National Library and National Archives, a key recommendation of a report submitted last year by former Liberal Member of Parliament and historian John English.

Noting that the Canadian Library Association has been on record since 1983 as calling for a professional librarian in the position, CLA President Loraine McQueen said the group is now turning our attention to how we can work with Mr. Carrier to further and support the development of library programs in Canada.

Source:

<http://www.ala.org/alonline/news/1999/990712.html#canuck>

## **UBC MLIS PROGRAM RE-ACCREDITED FOR FULL SEVEN YEARS**

July 30, 1999—The Master of Library and Information Studies program at the University of British Columbia has been reaccredited for the full seven years, 1999-2006, by the American Library Association's Committee on Accreditation.

The report of the External Review Team noted the high quality of teaching, responsiveness to student needs, scholarship productivity and strong leadership. In corresponding with President Martha Piper the Committee commended UBC for its:

- targeted distribution of Mission, Goals and Objectives that are clearly defined, publicly stated and regularly reviewed;
- effective development and delivery of the First Nations curriculum;
- intelligent leadership of a director with substantive vision;
- clear understanding of accreditation as an on-going process, especially in terms of curriculum review;
- rationales for new faculty hires that are tied to program development goals.

Director Ken Haycock stated that since the visit of the External Review Team the School had continued renovations, including the upgrading of the Information Technology Lab and addition of a second Lab, had introduced a second required course

in collaborative research and had been authorized to hire faculty and additional teaching assistantships in identified areas.

The MLIS program is 48 credit hours available full and part-time, with three starting dates each year.

The School of Library, Archival and Information Studies offers three graduate degrees, in Library and Information Studies [MLIS], in Archival Studies [MAS] and in Children's Literature [MA] as well as a Certificate of Advanced Studies in selected areas.

For further information about programs, faculty and admissions, visit the SLAIS web site at <http://www.slais.ubc.ca/>

CONTACT:

Dale Yamaura  
604-822-2446  
831-1956 Main Mall,  
Vancouver, BC V6T 1Z1  
Voice: 604-822-2404; Fax: 604-822-6006;  
E-mail: [slais@interchange.ubc.ca](mailto:slais@interchange.ubc.ca)

## **VETERANS' WEEK 1999 - NEW SCHOOL RESOURCES**

November 5-11 is Veterans' Week in Canada. As we prepare to say goodbye to the 20th Century, this year's package of educational materials will cover Canada's military history throughout the past 100 years. Veterans Affairs Canada (VAC) provides activities free to educators, to help mark Veterans' Week in the classroom.

### **ELEMENTARY SCHOOL LEVEL**

#### **VETERANS' WEEK COLOURING AND ACTIVITY BOOK (KINDERGARTEN TO GRADE 2)**

This colouring book with educational activities features the people and places that played important roles in Canada's wartime history.

#### **REMEMBRANCE ACTIVITY SHEET (GRADES 3-6)**

A class set of colourful activity sheets loaded with information and hands-on puzzles and trivia to help young people understand the importance of remembrance.

## SENIOR ELEMENTARY AND SECONDARY LEVELS

### POSTCARDS FOR PEACE (GRADES 6-13)

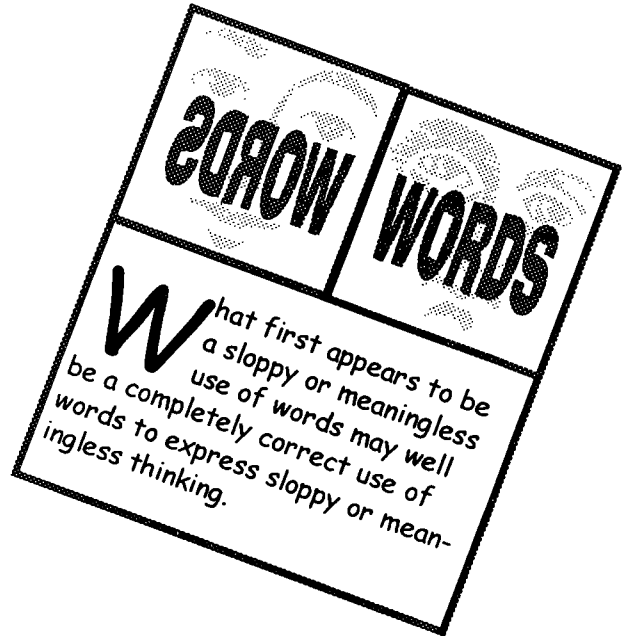
A class set of remembrance postcards that students can send to Canadian peacekeepers around the world. Or students can also write to Canadian veterans to thank them for their contribution to world peace. (Mailing addresses will be provided.)

### COURAGEOUS CANADIANS QUIZ (GRADES 9-13)

A series of questions on Canadian involvement in the Second World War, to animate class discussion or simply test students' knowledge of Canada's experience from 1939-1945.

For more information, or to order class sets of 30, please contact

Canadian Communications Group  
Veterans' Week 1999  
Ottawa, ON K1A 0S9  
Fax: (819) 779-2833  
Web: <http://www.vac-acc.gc.ca>



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

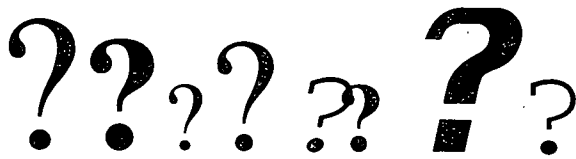
October 21st to 23rd, 1999

If you haven't booked for this BCTLA conference at Silver Star Resort, today is the time to do it. Conference speakers are Jamie McKenzie, David Vogt, Shari Graydon, Joan McIntyre, John Caldwell, Phyllis Simon, Ken Haycock, Margriet Ruurs, Ken Southworth, Diane Swanson, Ray Stothers, Roland Case and Arthur Black. Detailed information on the conference and what all these exceptional people will discuss, plus registration details and costs, can be found on pages 72-77 of the June 1999 issue of *The Bookmark*, or contact:

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

**Dave Brennan**  
Phone: (250) 545-1348  
Fax: (250) 542-2028  
E-mail: [dbrennan@sd#22.bc.ca](mailto:dbrennan@sd#22.bc.ca)

## ASK THE EXPERTS



### NATIONAL GEOGRAPHIC BACK ISSUES

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

Question: What's the best way to deal with back issues of *National Geographic*? Should I get it on CD-ROM?

Answer: We put this question on North Vancouver's electronic conference and got widely varying replies.

C. H.: I use the bound back issues. An entire class can work with them with ease, browsing, relishing the quality of full color plates. The best investment was three copies of the bound index.

N.G.: We still have our old ones to cut up, but now I do not have to worry about keeping a year aside. I have always had them bound, but they sit gathering dust. I would rather have a set of CDs as they take up far less space. I love *National Geographic* on CD-ROM and the complete set was only \$180. It is much more accessible and easier to search. I would recommend this purchase.

S.M.: I stopped binding the *National Geographic* a couple of years ago. I now have the CD-ROM and am thinking of getting rid of the copies I have back to 1960. The kids use the CD-ROM more for research, but like to cut up the magazines.

R.J.: The CD version is clunky and trying to print up stuff is disappointing. The CDs are great for archival purpose, but the magazine in print form is far superior in terms of accessibility and ease of use for the kids. I've loaned a few of the CDs, but many more of the magazine itself. If you want to get rid of yours, let me know. There are many classes here who would love to cut up the mags for poster work and other projects.

B.D.: *National Geographic* back issues take up a lot of space and I find that they are not used that frequently. I'm considering buying the CD-ROM set. I was

wondering if anyone else has the set and how useful they are.

L.S.: I bought the *National Geographic* CD-ROM for my library last year. So far no one has wanted to use it and it gathers dust on the shelf. I have found it a bit clunky and not that easy to navigate. When I tried to print an article it reproduced the page which was very difficult to read. So far I haven't had time to figure out if there is some easier way to do this.

So the vote is split. There are advantages on both sides. Some technical difficulties with the CD-ROMs are balanced by space and cost considerations. The relative importance of illustrations must be weighed against the convenience of using text printouts. And the amount of computer access in the school library resource centre may well decide the question one way or the other.

### INTERNET ACCEPTABLE USE POLICY

Question: Our LAN, with Internet access, has just been installed and we're discussing an acceptable use policy. What should I include from a library resource centre point of view?

Answer: There are sample acceptable use policies available on the Internet. The most important part of the policy is the discussion leading up to its adoption. The teacher-librarian will want to focus on issues associated with how information is used and credited. Consider statements such as: "I will not damage or destroy anyone else's files or information." and "I will not copy other people's information without saying where I got it from."

When students are using a search engine, and must use search techniques to locate information, the staff might want to consider a policy requiring students to do some planning before going online. Students should have identified search words that narrow the search appropriately. This means students must be trained in search techniques.

Another issue for teacher-librarians relates to censorship, most notably at the secondary level. School districts may have screens which prohibit use of certain search words such as 'sex' which, in some contexts, might be legitimately used. The teacher-librarian will want to discuss with other policy makers how such searches might be accomplished.

# CONTINUING EDUCATION REPORT

by COLIN CHAFER, professional development chair, BCTLA.

The University of British Columbia, the University of Victoria, and University of Alberta continue to provide us with exciting learning opportunities in library science. Hopefully, you will have an opportunity to enrol in one of the many fine programs offered this year. An added bonus is that many of the courses available are offered through distance learning.

Once again, please share this information with your colleagues. Best wishes for a rewarding school year.

## UNIVERSITY OF BRITISH COLUMBIA

Marlene Asselin, Assistant Professor, Department of Language Education, has sent information about the new Certificate in Teacher-Librarianship program at UBC

Qualified teacher-librarians are urgently needed by many school districts. UBC and some districts are co-operating to offer a structured program to help interested teachers get a good grounding in teacher-librarianship.

The certificate is open to all qualified teachers who hold an acceptable degree from a recognized university. Students new to UBC must complete an Application for Admission form and provide official transcripts of all previous post-secondary studies. Previous UBC students must submit an Application for Re-admission form to activate their eligibility to register in individual courses. Further information about admission can be obtained from an advisor in the **Teacher Education Office**. Phone: (604) 822-5242, Fax: (604) 822-8227,

If you wish to enrol in the Certificate of Teacher-Librarianship program, check with your district about preferred courses, selected from

**LIBE 381 (District Instruction) Administration of the School Library Resource Centre (3 credits)**  
**LIBE 383 Selection of Learning Resources I (3)**  
**LIBE 384 Selection of Learning Resources II (3)**  
**LIBE 385 (Independent Study) Organization of Learning Resources (3)**  
**LIBE 387 (Independent Study) Information Services I (3)**  
**LIBE 388 Information Services II (3)**

**LIBE 477 Special Topics in Teacher-Librarianship (3 or 6)**

**LANE 341 (Independent Study) Introduction to Teaching Children's Literature (3)**

**LANE 341 (Direct Instruction) Introduction to Teaching Children's Literature (3)**

**LANE 349 Teaching Literature for the Adolescent (3)**

**LANE 382 (Independent Study) School Library Resource Centre Programs (3)**

**LANE 382 (Direct Instruction) School Library Resource Centre Programs (3)**

**LANE 389 (Independent Study) Resource-Based Learning (3)**

Other UBC courses, or courses from other Canadian universities such as the University of Alberta Teacher-Librarianship program (maximum allowable equivalent to 6 UBC credits) may also be approved. If you are seeking approval for a course not on the above list, please contact UBC. Courses in the certificate program can be applied to the Diploma in Teacher-Librarianship if you wish to continue your studies. Again, contact the Teacher Education Office for information on the Diploma.

Some courses are offered on campus, some by independent study, and some in school districts. Check the web site for individual courses (district instruction, independent study), and if you would like to discuss hosting a course in your school district, contact

Marlene Asselin,  
Coordinator of Teacher-Librarian Program.  
Phone: (604) 822-5733 Fax: (604) 822-3154  
E-mail: [marlene.asselin@ubc.ca](mailto:marlene.asselin@ubc.ca)

## UBC TEACHER-LIBRARIAN WEB PAGE:

<http://www.lane.educ.ubc.ca/LIBE/Home.htm>

## UBC WINTER COURSES 1999/2000

### LIBE 388 INFORMATION TECHNOLOGY II SECTION 001

Winter 1999 - Term 2

Monday 17:00 - 19:30

PONE 121

Telereg catalogue #68561 (3 credits)

Instructor: Judith Kootte

This course is for teachers and teacher-librarians who are interested in information literacy and wish to develop skills in using the Internet. This evolving area requires a new skill set and an understanding of those issues that confront the teacher and his/her students when using information technology in educational settings.

If you would like additional information about the course, you can contact:

Judith Kootte, Coordinator Technology and Information Services,  
School District No. 38 (Richmond),  
7811 Granville Avenue, Richmond, B.C. V6Y 3E3  
Voice Mail: (604) 668-6056  
Information Services: (604)-668-6474  
Fax: (604) 668-6119 & 668-6191  
E-mail: [jkootte@richmond.sd38.bc.ca](mailto:jkootte@richmond.sd38.bc.ca)

### UBC DISTANCE EDUCATIONAL COURSES

Independent study courses offered by the Office of Continuing Professional Education are listed below.  
September: Begin week of September 14 through the week of December 6

January: Begin week of January 9 through week of April 3

No final exams. Students are expected to have access to the Internet plus e-mail accounts in order to contact their instructors. E-mail accounts are available through UBC, the public library systems, as well as downloading from the World Wide Web.

For further information contact Jo-Anne Chilton at (604) 822-3999, toll free 1-888-492-1122, or see the Office of Continuing Professional Education website.

**LIBE 385 Organization of Learning Resources**,  
September/99 (Cat. #26642) Section 63A January/2000  
(Cat. #63919) Section 63C, 3 credits

**LIBE 387 Information Services I**, (New Course),  
September/99 (Cat. #88333) Section 63A January 2000  
(Cat. #54204) Section 63C, 3 credits

**LANE 341 Introduction to Teaching Children's Literature**, September/99 (Cat. #01629) Section 63A,  
January 2000 (Cat. #14004) Section 63C, 3 credits

**LANE 379 Education of Immigrant Students**,  
September/99 (Cat. #52166) Section 63A January/2000  
(Cat. #69082) Section 63C, 3 credits

**LANE 382 School Library Resource Centre Programs**, September/99 (Cat. #14058) Section 63A, 3 credits

**LANE 389 Resource Based Teaching**, September/99  
(Cat. #10436) Section 63A January/2000 (Cat. #84718)  
Section 63C, 3 credits

**LANE 391 Theory and Practice in Reading Instruction** September/99 (Cat. #35404) Section 63A  
January/2000 (Cat. #30143) Section 63C, 3 credits

**LANE 392 Trends and Issues in the Content Areas**  
(Pre-requisite: LANE 391 or LANE 310 and READ 320)  
September/99 (Cat. #64279) Section 63A January/  
2000 (Cat. #73313) Section 63C, 3 credits

**LANE 472 Reading in the Content Areas (New Course)** September/99 (Cat. #19410) Section 63A  
January/2000 (Cat. #05341) Section 63C, 3 credits

## UNIVERSITY OF VICTORIA COURSES OFFERED OCTOBER TO DECEMBER 1999

### TL434 (1.5) School Library Resource Centre Materials

The evaluation, selection, and acquisition of learning materials in all media formats. (A. Elementary emphasis; B: Secondary emphasis) (Prerequisite: Professional year) (3-0).

Tuition: \$226.50, plus course materials.

Times and dates: Saturdays, 9:00 a.m. to 4:00 p.m.

October 16, 30; November 6, 13, 27; December 4

Location: Sir James Douglas Elementary School, SD No. 61 (Greater Victoria)

Instructors: Karin Paul and Judith Reid.

### TL 438 (1.5) Problems and Issues in Teacher-Librarianship

Addresses current problems and issues facing teacher-librarianship. (Prerequisite: Professional year) (May be repeated for credit.) (3-0) This course number

would be used to offer a course dealing with a number of special problems facing teacher-librarians. It will be offered Wednesday evenings and two Saturdays in the period October 13 to December 17.

Students are urged to have completed at least one of TL 432, 433 or 434 before enrolling this course.

Tuition, \$226.50, plus course materials.  
Times and dates: Wednesdays, 6:30 - 9 p.m.; Saturdays, 8:30 a.m. - 3:30 p.m., October 13, 20, 27; November 3, 10, 17, 24, 27 (Saturday); December 1, 8, 11 (Saturday)  
Location: S.J. Willis, SD No. 61 (Greater Victoria)  
Instructor: John Caldwell  
For information/registration, please contact:

Lona McRae,  
Program Secretary,  
Phone:(250) 721-6192,  
Fax:(250) 721-6603,

Additional courses are expected to be offered from January to June 2000.

Additional contacts:

Don Hamilton (Education Librarian)  
Phone: (250) 721-7899  
Fax: (250) 721-7767  
E-mail: [dhamilton@uvic.ca](mailto:dhamilton@uvic.ca)

Or

Berenice Wood  
Program Director  
Continuing Studies in Education  
University of Victoria  
Telephone: (250) 721-7871  
Fax: (250) 721-6603

## UNIVERSITY OF ALBERTA

For information about courses and programs, please contact:

Kaye Steward  
Coordinator Teacher-Librarian Program  
551 Education South  
Edmonton, Alberta  
Phone: (780) 492-4273  
Fax: (780) 492-7622  
E-mail: [ksteward@ualberta.ca](mailto:ksteward@ualberta.ca)

or

Dianne Oberg, PhD  
Associate Professor  
School of Library and Information Studies  
320 Rutherford South  
University of Alberta

Edmonton, AB T6G 2J4  
E-mail: [doberg@ualberta.ca](mailto:doberg@ualberta.ca)

The following courses are being offered for the winter( January to April 2000) term. You can also visit the tl-dl website at: <http://www.quasar.ualberta.ca/tl-dl/>

### WINTER (JANUARY TO APRIL, 2000)

#### **EDES 445/LIS 598 Canadian Literature for Young People in Schools and Libraries**

A survey of Canadian children's literature, from books for babies to books aimed at the young adult market. Focus on contemporary works. Consideration of trends in both publishing and content and of current issues such as censorship, multimedia forms, and the Internet. Assignments include a virtual seminar, a webography, an analysis of a picture books, and regular participation in the computer conference of the course. In 1998, this course won an AMTEC Award of Merit.  
Instructor: Gail de Vos

#### **ESES 501 INFORMATION TECHNOLOGIES OF LEARNING**

This course will focus on effective teaching strategies for helping students develop information literacy and critical thinking skills using technology and for integrating technology into the K-12 curriculum, with particular emphasis on the Internet. Managing information technologies in schools and implementing staff development programs about integrating technologies will be addressed in order to help teachers and teacher-librarians develop and enhance technology-rich learning environments for their students. Instructor: Kaye Steward

#### **EDEL 595 LEADERSHIP IN INFORMATION LITERACY**

This course examines issues and strategies related to the development of information literacy programs in schools through case-based learning. In the first third of the course, students work together on a case developed by the instructor—the case of a teacher-librarian who is assigned to a school that has never had a teacher-librarian before and who needs to decide how to introduce that role as well as the school library program to the staff and community. Then the students work on cases of their own, based on their professional concerns, with the help of their classmates and instructor. Open to students who have already completed some courses in teacher-librarianship.

## LIS 540 SCHOOL MEDIA CENTRES (ADMINISTRATION)

This course examines the concept and organization of school library media resource centres in elementary and secondary schools. Includes policies and policy development; program development and scheduling; processes for acquiring, cataloguing and circulating materials; facilities planning; budgeting and staffing. (This course was previously offered as EDES 540).  
Instructor: Kate Steward

All the courses listed above are delivered on the WWW in an 'any time, any place' learning mode.



## THE PORTRAIT: NAN GREGORY

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

"IF THERE'S ONE THING CINDY KNOWS, this is no place for a puppy.

Up goes the puppy, tucked into her bag.

Home goes Cindy.

IF THERE'S ONE THING CINDY KNOWS, it's don't let anyone see.

Cindy sneaks upstairs to her room."

If there's one thing Nan Gregory knows, it's how to tell a story. This excerpt is from Gregory's award-winning first book, *How Smudge Came* (Red Deer College Press, 1995). Writing with a finely tuned simplicity, Gregory relates the poignant story of Cindy, a developmentally challenged woman who works on the cleaning staff in a hospice, and of Smudge, the stray puppy she finds and rescues. The muted tones of the coloured pencil drawings by acclaimed illustrator, Ron Lightburn, also greatly enhance the appeal of this picture book. *How Smudge Came* has been honoured with both the Mr. Christie's Book Award for the Best Canadian Children's Book and the BC Book Prize for Best Children's Book.

In our interview Nan Gregory told me she had not originally planned to be a writer. She returned to university and completed a degree in theatre from the University of BC in 1983 at the age of thirty-nine. However, soon after graduation she discovered the incredible difficulty of finding acting roles for people her age.

In 1984 she began a career as a professional storyteller. Nan said she first received a Canada Council Grant to entertain seniors in both hospitals and homes. After the expiration of the grant, she expanded her storytelling career to include many other venues such as schools, theatres, libraries and festivals. She has performed in Canada, United States, Japan and New Zealand. Gregory said her repertoire consisted of traditional folktales, fairy tales and legends.

Nan admitted she did consider writing her own stories during those years but felt at the time she had nothing to say. It was through a chance encounter with a boy in her neighbourhood that the story of Smudge developed. She told me she thought the child needed a story and he asked her if she could tell him one about a

girl named Cindy and a puppy. After devising and relating a story to him, Nan realized it had the potential for publication. Putting it into written form, she went to visit fellow CWILL member and neighbour, children's author Kit Pearson, for advice. Following Pearson's advice, Gregory took out unnecessary characters and condensed the story to 1/3 the original length. She then submitted it to Tim Wynne-Jones at Red Deer College Press who accepted it for publication.

Since the publication of *How Smudge Came*, Nan Gregory has devoted her time to writing and has a number of projects due in the near future. Another picture book, again illustrated by Ron Lightburn and published by Red Deer College Press, is expected out next autumn. Titled, *Wild Girl and Gran*, it is about a girl who first makes friends with her grandmother and through this friendship discovers she can also be friends with her mother. Gregory's third title, *Amber Waiting*, published by Red Deer College Press will be available in 2002. This is a tale about a little girl whose father picks her up late from kindergarten. In addition, Nan divulged that a production company has shown interest in developing a film version of a Christmas story she has recently written. She described this work as "random acts of kindness that transform a tenement of strangers into a family of friends". Gregory also revealed that a collaboration with BC author, Shar Levine, is also in the works.

Nan told me that the ideas for her stories are developed from her own experiences. In *How Smudge Came*, the character of Cindy was based on Gregory's volunteer work in hospices and her storytelling experience with intellectually challenged people. She also said some of the ideas for her next book, *Wild Girl and Gran*, came from her son's relationship with his grandmother. Gregory finds the "best ideas inspired by love". Nan named Margaret Mahy, Charlotte Zolotow and William Steig as some of her favourite children's authors. She classifies them as "warm writers" and admires them because their work always "leaves you feeling uplifted".

Gregory writes every morning at her home in Vancouver. In our interview Nan admitted that writing is hard but still astounding and interesting. The

process, she stated, is sometimes like “wrestling with air” but one that is still satisfying. Nan Gregory told me she enjoys the challenge of writing. We, as readers, are the fortunate recipients.



# CHAPTER REPORTS

## POLITICAL ACTION AND ADVOCACY

### Southeast Kootenay

Our active teacher-librarian association meets on a monthly basis. Attendance is pretty consistent. As a group we discuss concerns that affect us as librarians. We see our already diminished time being threatened with further cutbacks. Amalgamation has presented some unexpected outcomes. We were assured last year that our teacher-librarian time would not be reduced. The new east side of our district had a virtually non-existent library program with few schools having teacher-librarians. The coming year sees these schools getting increased library time, at the expense of the libraries on the west side of the district. This great levelling effect was justified by making the district more equal on both sides.

The great irony in all this is that the district has started up a new Literacy Committee designed to investigate literacy concerns in our district. With teacher-librarians spending less and less time in the library resource centre, there is a reduction in programs and a greater loss of materials.

### Kitimat

A letter was sent and a presentation was made to the School Board:

- to clarify the role of the teacher-librarian and the benefits of flexible scheduling
- to raise awareness concerning the negative impact of prep time coverage, the reduction in clerical hours, and closure of both District Resource Centres in the amalgamated district; and
- to inform them of the rising cost of support agreements for software used by nine school library resource centres in Kitimat, Terrace, and Hazelton, as well as the need for more local technical support.

### Richmond

Gayle Milliken has worked very hard on the BCTLA as vice-president [advocacy] and we are delighted to have had the BCTLA reach a consensus as to proposing that teacher-librarian qualifications be embedded in the provincial agreement. Another initiative is to approach the universities to encourage the education faculties to ensure that cooperative planning and teaching with teacher-librarians are incorporated into the student teaching experience.

### Kamloops/Thompson

- Letter was written to BCTLA executive requesting that the BCTLA lobby government to deal with commercial video licensing on a provincial and national level.
- Student : teacher-librarian ratio in the district is 693:1
- All secondary schools have 1.0 FTE teacher-librarian
- Secondary and elementary teacher-librarians were part of a School Library Resource Centre Committee established to provide a vision for school libraries and the stake-holders connected with them as we move into the next millennium. Other members include director of education, principals, library aides, library technicians, and parents.
- District Resource Centre - reports to educational officers as to efficiency, cost saving, access to provincial resources. Regional and provincial centre - immediate access to ministry recommended resources.

### Howe Sound

Colin Chafer will be the Treasurer and Continuing Education Chair of the BCTLA in 1999/2000

## MEETING IDEAS

### Southeast Kootenay

We try to arrange a couple of our monthly meetings as socials. This is usually at Christmas and a wind-up get together in June. This helps to promote closer ties in the group. At our meetings, individuals will often share information from workshops or conferences they've attended or about upcoming workshops.

### Kitimat

Teacher-librarians from two chapters in the amalgamated school district met for one spring dinner meeting this year. It continues to be stimulating and enjoyable for all attendees and worth the trip down the highway.

Thanks to the efforts of the Kitimat Public Library and the local bookstore, students were able to meet Jo Ellen Bogart in the Fall and Julie Lawson in the Spring. It is always a treat for staff and students to meet a real live author.

Teacher-librarians were also invited to attend a Saturday session of the North Coast Library Conference with Mr. Greg Buff, chief librarian of the Richmond Public Library and President of BCLA, who had some challenging ideas in the areas of services and technology.

### **Richmond**

Teacher-librarians met seven times this year, with one of our meetings hosted by the National Book Service. Plans for next year include following through on Lori Nielsen's presentation by working with administration to advocate for teacher-librarians, as well as focussing on professional development, and looking at developing resources for teacher-librarians.

### **Kamloops/Thompson**

- Book displays with wine and cheese provided by various suppliers.
- At each meeting, the teacher-librarian of our local District Resource Centre, Corrine Paravantes, provided us with short snapper tips for electronic cataloging and classifying.

## **SPEAKERS AND WORKSHOPS**

### **Richmond**

Lori Nielsen, from Surrey, spoke about the importance of the relationship the teacher-librarian develops with the school principal. Support of the principal that is based on a good understanding of the role of the teacher-librarian can make possible flexible scheduling and better allocation of financial resources, two benefits for any school. The principal can become an advocate for the teacher-librarian at the district level as well. Principals from the district were invited to attend this session.

### **Kamloops/Thompson**

- Cam Millar from Follett on electronic access tag
- Sharon Booter, distributor for a local book *High country*.
- Director Education on the role of the teacher-librarian
- Red Cedar Award presentation

### **Howe Sound**

- Phyllis Simon presented a workshop on children's books at September's District Professional Day
- Author Anne Blades visited elementary schools
- Leroi Daniels presented a critical thinking workshop to teacher-librarians in January. Several teacher-librarians followed-up by collaborating with classroom teachers on critical thinking units.

- Illustrator Harvey Chan visited elementary schools during Children's Book Week.
- Hooked on Books gave presentations in elementary schools.

## **CURRICULUM AND PROGRAM DEVELOPMENT**

### **Richmond**

This year Richmond teacher-librarians partnered with the Social Studies PSA to put on the joint provincial conference in October, "The text and beyond." This was extremely well-attended and a successful event, which also produced two resource books of cooperatively planned and taught units, based on the new Social Studies IRPs,

*The text and beyond: a conference handbook — Intermediate/Secondary* and *The text and beyond: a conference handbook — primary*. Copies are still available for purchase. contact Sue Dadson at Cook School, 604-668-6454 or e-mail Sue\_Dadson@richmond.sd38.bc.ca  
A committee has spent many hours this year working with the District Resource Centre staff to reorganize and re-catalog science kit materials.

### **Kamloops/Thompson**

Members applied for an Educational Directions Grant to provide funding for the creation of cooperative units. Teacher-librarians presented a Heritage Fair Workshop for district teachers and looked at new strategies for implementation of Heritage Fair Projects.

Bibliographic format agreed on and copies printed for every school

Teacher-librarian Jane Osterloh, with a primary teacher, presented a cooperatively developed unit on Bill Peet to the primary teachers.

### **Howe Sound**

- Schools participated in the Red Cedar Awards. Students from the district attended the awards ceremony in Victoria.
- This year a few schools have purchased A.C.F. school-based site licenses. Next year we will look into purchasing A.C.F. as a district.
- Brenda Gow, Learning Resources Metro Rep., produced a pamphlet outlining copyright issues affecting the use of videotapes in schools.
- Our chapter selected this year's recipient for the best submission to *The Bookmark*.

## PUBLIC RELATIONS

### Southeast Kootenay

We normally bring in at least one author per year whom we share among schools. This year we are hosting the very popular writer, Sigmund Brouwer. He will be presenting a program to our students in June.

### Kamloops/Thompson

\$1,000 contribution of children's art donated by our chapter to the new public library.

### Howe Sound

- Schools promote Children's Book Week in November and Canada Book Day in April.
- Schools participate in the Grizzlies Reading Program and the White Spot Reading Program.
- Elementary Schools hold book fairs.

## AUTOMATION

### Southeast Kootenay

We have all of our school library resource centres in Cranbrook automated. We are presently investigating concerns regarding Y2K and some software concerns. Our senior High school is not yet using its automated system. There is a Technology Committee on which two teacher-librarians sit.

### Kitimat

A cataloguing workshop using MARC format was offered by a local teacher-librarian in October. Efforts are ongoing to open dialogue with the District Budget and Tech Committees in order to upgrade the existing systems to the Windows format.

### Richmond

Richmond has been using the Eloquent library automation program for the past ten years, and is now grappling with the Y2K problem and/or finding a new system.

### Kamloops/Thompson

10 schools moving to Windows environment. All schools are networked.

### Howe Sound

- Most schools have wide area access to the Internet.
- Concerns were expressed to District Administration regarding the loss of the District Technology Coordinator.
- Schools using Chancery's Library Pro software have expressed concern regarding the program. Inability to complete an inventory and quality of

technical support are particular concerns. Letters have been written to District Administration outlining these issues.

- Teacher-Librarians had an opportunity to preview the Ministry approved Alexandria and Kelowna software programs at the April meeting.

## CENSORSHIP AND CHALLENGED MATERIALS

### Kamloops/Thompson

Secondary teacher-librarians discussed gay and lesbian books donated to our libraries.

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

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

**Micromedia Limited**  
**20 Victoria Street,**  
**Toronto, ON, M5C 2N8**

Toll Free: 1-800-387-2689  
Phone: (416) 362-5211  
Fax: (416) 362-6161

# NEW ON THE NET

by **JOHN GOLDSMITH**, counsellor, technical support person (and former teacher-librarian), Fraser Valley Regional Correspondence School, SD#33, Chilliwack (E-mail: [jgoldsmi@rainbow.fvracs.gov.bc.ca](mailto:jgoldsmi@rainbow.fvracs.gov.bc.ca) (Web) <http://www.fvracs.gov.bc.ca/goldsmith/welcome.html>)

## WORDS FOR OUR TIME

Any consideration of the topic, "Words For Our Time," would not be complete without some mention of technology. I can't think of any other area that has had such a profound impact on society, culture or the economy. Examples are everywhere. Within a generation, manufacturing and resource industries have been supplanted by knowledge-based businesses as the engines of economic growth. The use of computers has become pervasive throughout industry, commerce and government. And, thanks to the Internet, the processes by which we communicate, exchange information and even shop are undergoing a radical change.

Keeping all that in mind, it might be interesting to look back over statements made by the famous and the not-so-famous on the topic of technology. What have experts in this field said on the subject? What pronouncements have gurus such as Bill Gates, Steve Jobs, Seymour Cray made about computers, software or the Internet? How clear has their vision of the future been? The results may surprise you. While there is no lack of speculation on what lies ahead, no one, not even the computer geniuses, has a lock on technology clairvoyance.

If nothing else, these statements should demonstrate just how difficult it is, even for the experts, to speculate on what lies ahead, especially in an environment that is constantly and quickly changing.

And so, for your consideration, "Words For Our Time" as they pertain to technology:

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"I think there is a world market for maybe five computers." - Thomas Watson (1874-1956), Chairman of IBM, 1943

"There is no reason anyone would want a computer in their home." - Ken Olson, president, chairman and founder of Digital Equipment Corp., 1977

"640K ought to be enough for anybody." - Bill Gates (1955-), 1981

"#3 pencils and quadrille pads." - Seymour Cray (1925-1996) when asked what CAD tools he used to design the Cray I; he also recommended using the backside of the pages so that the lines were not so dominant.

"I just bought a Mac to help me design the next Cray." - Seymour Cray (1925-1996) when informed that Apple Inc. had recently bought a Cray supercomputer to help them design the next Mac.

"Everything that can be invented has been invented." - Charles H. Duell, Commissioner, U.S. Office of Patents, 1899.

"Who the hell wants to hear actors talk?" - H. M. Warner (1881-1958), founder of Warner Brothers, in 1927.

"Learning is what most adults will do for a living in the 21<sup>st</sup> century." - Lewis J. Perelman (author of *School's Out*).

"We don't like their sound, and guitar music is on the way out." - Decca Recording Co. rejecting the Beatles, 1962.

"Any sufficiently advanced technology is indistinguishable from magic." - Arthur C. Clarke.

"I do not fear computers. I fear the lack of them." - Isaac Asimov.

"Where a calculator on the ENIAC is equipped with 18,000 vacuum tubes and weighs 30 tons, computers in the future may have only 1,000 vacuum tubes and perhaps weigh 1 1/2 tons." - *Popular Mechanics*, March 1949.

"Never trust a computer you can't throw out a window." - Steve Wozniak.

"Providing teachers with technology and the training to use it will not automatically transform our schools, but it's an important step toward getting us the productive, world-class education system that we need." - Albert Shanker (late president of the American Federation of Teachers).

"This 'telephone' has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us." - Western Union internal memo, 1876.

"I think it's a no-brainer to argue about whether education should use the latest technology," - Earnest W. Deavenport Jr., the chairman and CEO of Eastman Chemical Co.

"The Internet [is] a giant international network of intelligent, informed computer enthusiasts, by which I mean, "people without lives." We don't care. We have each other.... While you are destroying your mind watching the worthless, brain-rotting drivel on TV, we on the Internet are exchanging, freely and openly, the most uninhibited, intimate and yes-shocking details about our "CONFIG.SYS" settings." - Dave Barry.

"There are many thousands of teachers who must be frustrated, overloaded and ill equipped. We provide the supermarket checker more technical support today than we do teachers. That's outrageous!" - Dr. Terrel Bell, Secretary of Education, 1983.

"But what ... is it good for?" - Engineer at the Advanced Computing Systems Division of IBM, 1968, commenting on the microchip.

"The wireless music box has no imaginable commercial value. Who would pay for a message sent to nobody in particular?" - David Sarnoff's associates in response to his urgings for investment in the radio in the 1920s.

"People who accept the idea that offices and factories need the latest in technology if they are to be productive and competitive often consider technology for schools a frill." - Albert Shanker (late president of the American Federation of Teachers).

"Surfing on the Internet is like sex; everyone boasts about doing more than they actually do. But in the case of the Internet, it's a lot more." - Tom Fasulo.

"With knowledge doubling every year or so, 'expertise' now has a shelf life measured in days; everyone must be both learner and teacher.... Learning or education was a task of childhood in preparation for entering adult life and work. Now learning is literally the work of the majority of U.S. jobs." - Lewis J. Perelman (author of *School's Out*).

"The only thing I'd rather own than Windows is English. Then I'd be able to charge you an upgrade fee every time I add new letters like N and T." - Scott McNealy, chairman of Sun Microsystems, Inc.

"I have traveled the length and breadth of this country

and talked with the best people, and I can assure you that data processing is a fad that won't last out the year." - The editor in charge of business books for Prentice Hall, 1957.

"So we went to Atari and said, 'Hey, we've got this amazing thing, even built with some of your parts, and what do you think about funding us? Or we'll give it to you. We just want to do it. Pay our salary, we'll come work for you.' And they said, 'No.' So then we went to Hewlett-Packard, and they said, 'Hey, we don't need you. You haven't got through college yet.'" - Apple Computer Inc. founder Steve Jobs on attempts to get Atari and H-P interested in his and Steve Wozniak's personal computer.

"The Net interprets censorship as damage, and routes around it." - John Gilmore.

"Programming today is a race between software engineers striving to build bigger and better idiot-proof programs, and the universe trying to produce bigger and better idiots. So far, the Universe is winning." - Rich Cook.

"Man is the best computer we can put aboard a spacecraft ... and the only one that can be mass produced with unskilled labour." - Wernher von Braun.

"Professor Goddard does not know the relation between action and reaction and the need to have something better than a vacuum against which to react. He seems to lack the basic knowledge ladled out daily in high schools." - 1921 *New York Times* editorial about Robert Goddard's revolutionary rocket work.

"There are two major products that came out of Berkeley: LSD and UNIX. We don't believe this to be a coincidence." - Jeremy S. Anderson.

"The goal of Computer Science is to build something that will last at least until they've finished building it." - Anon.

"Experts tell us that if the Millennium Bug is not fixed, when the year 2000 arrives, our financial records will be inaccurate, our telephone system will be unreliable, our government will be paralysed and airline flights will be cancelled without warning. In other words, things will be pretty much the same as they are now." - Dave Barry

"One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man." - Elbert Hubbard

## NEW WEB SITES

### EDUCATION

#### BRAINPOP

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

This appropriately titled site is a terrific educational resource for kids, offering animated movies that explain matters of health, science, and technology. Like good Saturday morning television, it's all about learning and having fun. Watch movies online with your kids about asthma, blood, digestion, taste, vision, and much much more. There's also a section for parents and one for teachers—and fun activities and eye-candy galore. (Yahoo Picks)

#### ENCYCLOPEDIA OF THE PHILOSOPHY OF EDUCATION

<http://www.educacao.pro.br/>

Encyclopedia of Philosophy of Education is a co-operative venture by Michael A. Peters of New Zealand and Paulo Ghiraldelli Jr. of Brazil (with contributions from philosophers all over the world) to create a comprehensive Internet resource focusing on educational philosophy. Even though the site is still under construction, it includes many articles and definitions by well-known experts in the field. (Respool)

#### GARETH PITCHFORD'S PRIMARY RESOURCES

<http://members.aol.com/garethford/GPwebpage.htm>

Gareth Pitchford's Primary Resources sites contains ideas, suggestions and lesson plans for primary teachers in the areas of math, language arts, and science. In case you're wondering, Gareth Pitchford is a K - S2 teacher at Edleston County Primary School (<http://come.to/edlestoncps>), Crewe, England. (Net Happenings)

#### THE LESSON PLAN PAGE

<http://www.lessonplanspage.com>

The Lesson Plans Page is the largest collection of lesson plans on the Internet (over 300).

There are lesson plans in math, science, social studies, art, language arts, music, and physical education for all grade levels. The site is entirely free. Educators can add

their own lesson plans for inclusion in the web site. (Net Happenings)

#### THE WEST GENESEE TEACHER'S ASSOCIATION WEB SITE

<http://www.dreamscape.com/wgtaweb>

This Web page contains annotated links to over 400 great sites for teachers, parents and students. You'll find links to lesson plans, the latest educational research, parenting skills, dictionaries, homework help sites, and much, much more. You'll also have the opportunity to find out about the West Genesee New York, Teachers' Association. (EdTech)

### ENGLISH

#### GLOSSARY OF POETIC TERMS

<http://shoga.wva.com/~rgs/glossary.html>

The Glossary of Poetic Terms is a unique guide for the study of poetry. It lists such features as a phonetic pronunciation guide, a broad range of definitions, a wealth of poetic quotes and guidelines for new writers of poetry. (Respool)

#### THE INTERNET THEATRE DATABASE

<http://www.theatredb.com>

The Internet Theatre Database is an Internet service that provides all aspects of theatre information free of charge to Internet users. The database consists of a "searchable archive of theatre, past, present and future." Currently only Broadway shows are in the database, but more information is being added daily. Search by show, person or theatre. (Respool)

#### PARADIGM ON-LINE WRITING ASSISTANT

<http://www.powa.org>

Paradigm Online Writing Assistant is an interactive, menu-driven, online writer's guide and handbook written in HTML and distributed freely over the WWW. It is intended to be useful for all writers, from inexperienced to advanced. To get the most from the website, take time to explore its components. Choose a topic that interests you such as; discovering, revising, thesis/support essay writing, informal essay writing, documenting information sources, organizing editing,

exploratory essay writing or argumentative essay, read the discussion, do an activity, move to another topic. Sense how the topics relate to your own needs and interests. Some writers, for instance, will want to practice editing, while others will be more interested in discovering ideas. (Net Happenings)

### **THE WRITING ASSISTANT WEB SITE**

<http://hometown.aol.com/aactchbard/write.htm>

The creators of this site claim want to make essay-writing fun for students by creating a positive mental attitude towards writing. To help make the process more fun and create a positive the site creator presents a number of tips and suggestions for students such as; how to make and use note cards, tips on writing a standard five paragraph essay, suggestions for constructing a successful essay and ways to site information sources. (BestWeb)

### **LIBRARY**

#### **ALEX: A CATALOG OF ELECTRONIC TEXTS**

<http://www.sunsite.berkeley.edu/alex>

The Alex Catalogue of Electronic Texts is collection of digital documents. The documents in the collection include items from American literature, English literature, and Western philosophy. (Respool)

#### **ARCTIC & ANTARCTIC REGIONS DATABASE**

<http://www.nisc.com>

Arctic & Antarctic Regions on BiblioLine includes over 826,000 bibliographic records (many with abstracts) from 1800 and earlier-to-present. This database anthology combines 11 database files from various institutions and government sources to produce the world's largest collection of international polar databases.

Coverage on Arctic and Antarctic Regions (AAR) is multidisciplinary, indexing a wide variety of sources some of which are indexed only in AAR. (Cool Site)

### **THE ATLPEDIA**

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

Atlapedia Online contains full colour physical and political maps as well as key facts and statistics on

countries of the world. The "Countries A to Z" section, provides facts, figures and statistical data on geography, climate, people, religion, language, history, economy and more for each individual country. The "World Maps" section, provides full colour physical and political maps for regions of the world. (Cool Sites)

### **THE AWESOME LIBRARY SITE**

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

This site appears to be an excellent educational resource. The Awesome Library contains 14,000 carefully reviewed resources, including the top 5 percent in education. (Respool)

### **BOOKIDEAS**

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

This site contains book reviews, recommendations, and commentary in all genres, as well as author interviews. There are also interactive best and worst books lists that you can add your vote to.

### **CALIFORNIA READING INITIATIVE**

<http://www.sccoe.org/cri.htm>

As part of the 1996 California Reading Initiative, the State Department of Education and State Board of Education funded the State Dissemination Centres to provide each of the Learning Resource Display Centres (LRDC) with a collection of resource materials on how best to teach beginning reading in K-3 and support reading in grades 4-8. On this site is found a list of materials to support this initiative.

In some cases the full text of an item is available on the Internet. When that is the case, there is a link to the full-text so that people can download a copy for themselves. (LM\_Net)

### **CLASSICAL MYTHOLOGY ON-LINE**

<http://longman.awl.com/mythology/default.asp>

This site is described as "a companion to Morford and Lenardon's *Mythology*" and offers "a large number of resources and information" concerning classical mythology. Resources available include: a character glossary, a words and phrase glossary, maps and an online archive of relevant articles. (Respool)

### **A CRITICAL BIBLIOGRAPHY OF**

## **NORTH AMERICAN INDIANS**

<http://nmnhwww.si.edu/anthro/outreach/Indbibl/bibliogr.html>

A Critical Bibliography of North American Indians contains an annotated list of culturally sensitive and historically accurate books for children about American Indians and Alaska Natives. Also contains guidelines for evaluating books and curricula for teaching K-12 students.

This bibliography focuses primarily on materials for elementary and secondary students, although it has grown to include publications of interest to the general public. We have indicated broad reading level categories: lower elementary, upper elementary, secondary, and adult (used when a book contains sexually explicit material or language).

Sections are organized by culture area and tribe, and are further divided into non-fiction and fiction, biographies, and traditional stories. Readers will note that some sections are much longer; some cultures are more widely represented in the available literature. We have included several scholarly works that contain maps, timelines, or other information (usually cited in the annotation) useful for teaching. The site concludes with an author and title index. (BestWeb)

## **EUROPEAN DOCUMENTATION CENTRE**

<http://www.uni-mannheim.de/users/ddz/edz/eedz.html>

The European Documentation Centre (EDC) at the University of Mannheim is part of an extensive information network, which was created on a global level by the European Communities in the early sixties. There is a total of 656 documentation centres existing, including fifty-three EDC in Germany (Map). They provide all kinds of information on the European Union. (Net Happenings)

## **GETTY THESAURUS OF GEOGRAPHIC NAMES**

<http://www.getty.edu>

The Getty Thesaurus of Geographic Names (TGN) is a structured vocabulary developed primarily for the field of art history, but with the potential for wide applications in related disciplines such as archaeology, history and geography. For example, geographic names from the thesaurus can be used to record the current location of the art object, its place of origin, the loci of

activity of the artist, and the sites of the artist's birth and death. The TGN is the only available geographical resource that is both hierarchical and global in scope.

The TGN contains nearly 1 million place names representing approximately 900,000 places. The thesaurus is composed of names and other information contributed by several Getty projects, including the Bibliography of the History of Art (BHA), the Foundation for Documents of Architecture (FDA), the Getty Center Photo Study Collection (GCPS), and the Getty Information Institute's Vocabulary Program (VP). (SLA)

## **THE HERMITAGE MUSEUM ON-LINE**

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

At the heart of St. Petersburg stand five magnificent structures, formerly the residence of grand tsars and tsarinas of Russia, now the home of the State Hermitage museum. Two centuries of building and collecting have resulted in one of the largest and most exquisite art collections in the world.

Just as Russian art connoisseurs skilfully chose pieces that would capture the interests of generations, now the Hermitage steps forward with an online self-portrait that may be enjoyed worldwide. Using state-of-the-art technology, the Hermitage extends a singular representation of the treasures that lie behind its walls, complete with details and histories never before available to such a wide audience. (Net Happenings)

## **HUMAN RIGHTS SEARCH ENGINE**

<http://www.innovamedtech.com/lawform.html>

This Meta Search Engine designed and provided by the University of Minnesota, Human Rights Library has been configured to search most major Human Rights related databases for information on this topic. (Net Happenings)

## **INVENTORY OF CANADIAN DIGITAL INITIATIVES**

<http://www.nlc-bnc.ca/initiatives/index.html>

Inventory of Canadian Digital Initiatives, an automated web-accessible database application designed to store descriptions of Canadian digital projects - including information resources created for the Web, general digital collections, resources centred around a particular theme, reference sources and databases - is now available. The Inventory has been designed to help to

make information about digitized projects more readily available, avoid duplication and foster resource sharing. (SLA)

## **THE "ISM" BOOK**

<http://www.monadnock.net/ismbook>

*The "ISM" Book: A Field Guide to the Nomenclature of Philosophy* was written in 1990 by Peter Saint-André at the request of a businessman who wanted a brief guide to philosophy in the form of a dictionary. Because of its original audience and Mr. Saint-André's humanistic vision of philosophy, he included all the popular meanings of the isms, defined various types of isms, included the viewpoints in all the branches of philosophy and even tried to make it entertaining. (Respool)

## **LIBRARYSPOT**

<http://www.libraryspot.com>

LibrarySpot is one of the best library and reference resources on the Web. This site claims to have top reference tools, periodicals, online texts, library information and insightful editorial in one high-utility, user-friendly spot. (BestWeb)

## **MUSEUMS IN GERMANY**

<http://www.icom.org/vlmp/germany.html>

The Virtual Library Museums initiative attempts to put together museum related information in Germany and to give an overview of the museums in that country. (Net Happenings)

## **OMNIMEDIA DIGITAL PUBLISHING**

<http://www.awa.com/library/omnimedia/links.html>

OmniMedia Digital Publishing is a pioneer in the new and exciting realm of electronic books! An electronic book is just like an ordinary paper book except that the information is contained in a data file and is accessed electronically. OmniMedia Digital Publishing is now publishing electronic books that can be read and enjoyed on your own computer, and you can download them right here! (Respool)

## **PILOT SEARCH**

<http://www.pilot-search.com>

Pilot Search is a specialized subject index focusing on literature resources available on the Internet. As Pilot Search is a subject index, resources are grouped under a number of broad subject headings including: Literary Collections, Artwork and Artists, Book Reviews, On-Line Bookstores, Censorship and Creative Writing. Searches may also be carried out by key word. (Dummies Daily)

## **THE PUBLISHING LAW CENTRE**

<http://www.publaw.com>

The Publishing Law Centre is packed with helpful information on publishing and the law. Intended primarily for publishing companies large and small, the Publishing Law Centre has legal articles on areas such as writing and negotiate publishing contracts, copyright issues, trademark issues, subsidiary rights, electronic rights, licensing, other intellectual property areas. Although American in content, there are many items of interest to Canadians. (BestWeb)

## **SEARCH SYSTEMS**

<http://www.pac-info.com/>

Search Systems is a databases directory of searchable public records. There are now over 676 searchable databases in the Search System archives. These include information on; U.S. Census Records, U.S. Centre for Disease Control information, Attorneys, Chamber of Commerce, U.S. and Canadian Illegal Aliens information, and Land Patents. (Net Happenings)

## **UNIVERSITY OF MICHIGAN DOCUMENT CENTER**

<http://www.lib.umich.edu/libhome/Document.center>

The University of Michigan Documents Centre is a central reference and referral point for government information, whether local, state, federal, foreign or international. Its web pages are a reference and instructional tool for government, political science, statistical data, and news. (Respool)

## **THE VIRTUAL RELIGION INDEX**

<http://religion.rutgers.edu/links/vrindex.html>

The Virtual Religion Index is designed as a tool for students with little time. It analyzes and highlights important content of religion-related websites to speed research. Hyperlinks are provided not only to

homepages but to major subsections of sites, directories and documents. (Cool Site)

## WHAT IS COPYRIGHT?

<http://www.sla.org/chapter/ctor/toolbox/resource/index.html>

This site provides a comprehensive overview of the new Canadian Copyright Act - Bill C32 - that was proclaimed law in 1997. The site summarizes what works are covered under the new legislation and the terms and conditions under which reproductions can or cannot be made. (SLA)

## WYRME'S ENCYCLOPEDIA OF KNIGHTHOOD

<http://www.geocities.com/Athens/Olympus/3049>

Everything you ever wanted to know about knighthood is contain in this site including; chivalry, weapons, castles and entertainment. An excellent resource for the Social Studies 8 program. (Respool)

## MATHEMATICS MATH GOODIES

<http://www.mathgoodies.com>

Math Goodies is a free educational site featuring interactive math lessons. These innovative lessons use a problem-solving approach and actively engage students in the learning process. Also offered is a monthly e-mail newsletter. Subscribe and receive the latest information about site updates, math news, articles and events. (Net Happenings)

## PROJECT SEED

<http://www.projectseed.org>

Project Seed is a non-profit national math program, begun in 1963 as the brainchild of William Johntz, a high school remedial math instructor from Berkeley, California. He developed a highly interactive teaching technique that helped increase his students' performance in math. Johntz now uses his Web Site to further this teaching technique and demonstrate his interactive approach to teach advanced algebra and conceptually oriented college level mathematics to students of elementary school age.

Project SEED uses a "unique Socratic group discovery teaching methodology" to help young children

understand higher-level math. The methodology, coupled with a focus on teacher training and parent involvement, is cited as Project Seed's winning combination. (Net Happenings)

## SCIENCE

### THE BRITISH MEDICAL JOURNAL (BMJ) HOMEPAGE

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

The *British Medical Journal* aims to help doctors everywhere practise better medicine and to influence the debate on health. To achieve these aims the *BMJ* publishes original scientific studies, review and educational articles, and papers commenting on the clinical, scientific, social, political, and economic factors affecting health.

The *BMJ* Web Site contains the full text of all articles published in the weekly print journal from January 1996. In addition it contains material which is unique to the website. Access to the entire site is free, and at least six months' notice will be given about any change in policy.

*BMJ* allows linking to their site and as well as the downloading of material for personal use. (Respool)

### THE PICTORIAL PERIODIC TABLE

<http://chemlab.pc.maricopa.edu/periodic/periodic.html>

This site has been created for people who like to teach chemistry. In addition to a pictorial periodic table this site also contains many pictures & explanations. (Net Happenings)

### THE SCICENTRAL SITE

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

This site is a great starting point to find science site all over the net. This site features links to containing information on the biological sciences, the physical & chemical sciences, health sciences, earth & space sciences, engineering sciences, science policy & ethics, research highlights and science stories in the news. (Net Happenings)

### SCIENCE EDUCATION NEWS

[http://chr.aaas.org/7\\_0\\_0.html](http://chr.aaas.org/7_0_0.html)

Science Education News is an interdisciplinary tool to

inform its readers of science education activities. Published six times each year by the Directorate for Education and Human Resources Programs, American Association for the Advancement of Science, the newsletter informs the science education community about activities relating to school science, mathematics, and technology education carried out by AAAS, its affiliates, and other organizations. It also provides information on resources and opportunities that may be of interest to readers.

This site contains a current Science Education News issue that you can browse through. You also can select a category or article from an available list. Previous issues are available in the Archives. (Net Happenings)

### **SUPER SCIENTISTS: A GALLERY OF ENERGY PIONEERS**

<http://www.energy.ca.gov/education/scientists/index.html#return>

This site contains pictures and biographies of 15 great scientists who worked in the field of energy. Some of these scientists include; Anders Celsius, Marie Curie, Thomas Alva Edison and Albert Einstein. (Cool Site)

### **SOCIAL STUDIES**

#### **THE ANCIENT WORLD**

<http://www.julen.net/aw/>

The Ancient World is meant for those who are interested in Ancient History. This is an all-encompassing site with both text and images. (BestWeb)

#### **ANCIENT WORLD WEB**

<http://www.julen.net/ancient/>

This site acts as a subject index for Web sites focusing on Ancient History. Links are organized under broad subject headings that include categories such as: Archaeology, Art, Buildings, Monuments and Cities, Daily Life, Institutions and Organizations, Language and Literature, Law and Philosophy, Mythology and Religion and Science. In all, 744 Web sites are indexed. (Net Happenings)

#### **ARMENIA RESOURCE PAGE**

<http://www.soros.org/armenia.html>

Armenia Resource Page provides a wide variety of

information about the country of Armenia: its politics, history, ecology, travel, culture and more (Net Happenings)

### **EARLY CANADIANA ON-LINE**

<http://www.canadiana.org>

Early Canadiana Online has the full text database of over 2600 books and pamphlets originally published between the 16<sup>th</sup> and early 20<sup>th</sup> centuries. The items are scanned in, and in the titles I browsed, the page images are posted online. However, you can search full text by keyword. For librarians who want to post scanned books online, this project is a great one to refer to. Each page is viewable in four different sizes, and there is a link available on each page to download it in PDF format. (Respool)

### **GEONET NAME SERVER**

<http://www.nima.mil/gns/html>

The GEOnet Names Server (GNS) provides access to the National Imagery and Mapping Agency's (NIMA) database of foreign geographic feature names. Approximately 20,000 of the database's 3.5 million features are updated monthly with names information approved by the U.S. Board on Geographic Names (US BGN). Geographic names of a particular country are current to the date displayed after the country name in the Database Query Form. Get the longitude and latitude coordinates for any location. (SLA)

### **HISTORIC WINGS**

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

Historic Wings is an online aviation magazine with feature stories, background articles, and other goodies that honour and celebrate aviators and aircraft. The Main Menu link includes a look at the Battle of the Bismarck Sea, B-17 Flying Fortress Forum and much more. (Cool Sites)

### **KOSOVO FORUM**

<http://www.kosovoforum.net/>

Kosovo Forum is an on-line discussion and debate of issues dealing with Kosovo and the Balkans. The site features pictures, personal accounts, poetry and other topics dealing with the conflict in this area. (Net Happenings)

## **MEDIEVAL ENGLISH TOWNS**

<http://www.trytel.com/~tristan/towns/towns.html>

The aim of this site is to provide historical information about cities and towns in England during the Middle Ages, with particular emphasis on medieval boroughs of East Anglia and on social, political and constitutional history. A selection of primary documents (translated into English) relevant to English urban history is included.

## **MR DONN'S ANCIENT HISTORY SITE**

<http://members.aol.com/donnandlee/index.html>

This site created by the teaching couple of Lin and Don Donn is filled with links resources and lesson plans focusing on a wide variety of topics including; Ancient Greece, The Seven Wonders, Rome, The Mayan Civilization, Ancient Maps & Geography, Archaeology, China, The Aztecs, Early Man, Ancient India, Mesopotamia, Other Ancient Civilizations, Africa and much more. (Net Happenings)

## **MYTHOLOGY IN WESTERN ART**

[http://www-lib.haifa.ac.il/www/art/mythology\\_westart.html](http://www-lib.haifa.ac.il/www/art/mythology_westart.html)

This site contains a collection of scanned images from various periods of Western art, which depict the deities and heroes mentioned in Homer. The images are classified according to the names of the various deities and heroes. (Best Web)

## **RUSSIAN HISTORY ON THE WEB:**

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

The purpose of "Russian History on the Web" is to provide a critical guide to web resource relating to Russian history so as to make the new medium useful for researchers and their students. (Net Happenings)

## **THE SOCIAL SCIENCE EDUCATION CONSORTIUM**

<http://www.ssecinc.org>

The Social Science Education Consortium, Inc. supports social science and history education in schools (K-12). Resources include curriculum development materials, freely downloadable lesson plans, and more.

## **WACKY, WILD AND JUST PLAIN WEIRD**

### **THE CHURCH OF DIANA**

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

Even though she's been dead for over a year, Princesses Diana continues to enjoy huge popularity and adoration. So much so that a church has been created to her honour. The church has been created by Chairman Yao, a medium from Tibet who claims to "channel" the Princess's words from beyond the grave. (Yahoo Picks)

### **THE PSYCHEDELIC 60'S**

<http://www.lib.virginia.edu/exhibits/sixties/index.html>

The Psychedelic 60's is an educational and informative adventure into what life was like then. Here you can read about the late Timothy Leary, The Grateful Dead, Ken Kesey, Woodstock (in an educational setting), and an in-depth look at the year of 1968. (BestWeb)

### **TRAILERVISION**

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

"People say they liked the trailer more than they liked the movie. What if there was no movie?" Not a problem, because at least there'd be Trailervision, a terrific satire that features trailers for movies that don't exist. Stop in for a preview of "Sexmasters II" (the sequel, no less!), "The Beautiful People," and "I Can Fly," among other gems. The site accompanies a hilarious half-hour TV special of the same name. (Yahoo Picks)

# BCTLA REVIEWS

“BCTLA Reviews” is coordinated by:

Debbie Hartley  
2911 Ridgeview Drive  
Prince George, BC  
V2K 3T5  
email: debbie\_hartley@fc.schdist57.bc.ca

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

Liz Austrom  
BCTLA Reviews Editor  
367 West 39th Avenue  
Vancouver, BC,  
V6N 3A6  
fax:(604)264-1595  
email: laustrom@istar.ca

Reviews are edited by Ruth Allman and Liz Austrom.

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

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

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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 BAK

Baker, Barrie. *The village of a hundred smiles and other stories*. — Firefly Books, 1998. — 48 p. ill.: — ISBN 1-55037-535-0. — \$7.95.

Reviewed by: Brenda Hawley, teacher-librarian, Southridge Elementary School, SD#57 (Prince George).

Four short, gentle Asian tales are presented between the covers of this book: "The Trip", "The Bicycle", "The Largest Kite" and "The Village of a Hundred Smiles." Gentle, wise Grandfather instructs his granddaughter, Little Orchid, in the ways of the world through his telling of the tales. Little Orchid, in turn, compliments Grandfather as she allows him to save face, despite his human foibles. The tales, with their simple, concise language, flow in true storytelling tradition.

The soft watercolour, gouache and pen-and-ink-drawings of Stephane Jorisch complement the tales, making them suitable for sharing not only in the storytelling tradition, but also, in picture book format. The tales selected for this book are a fresh addition to folklore collections, and the whimsical artistry adds to this freshness and will delight all readers.

These four charming tales will enhance any folklore collection and will be readily enjoyed by students of grade 2 and older.

Recommended for grades 2 and up.

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FIC BUT

Butcher, Kristin. *The Tomorrow Tunnel*. — Thistle-down Press, 1999. — 188 p. — ISBN 1-895449-90-1. — \$14.95 paper.

Reviewed by: Liz Austrom, retired teacher-librarian, Vancouver.

Kristin Butcher is a former teacher and the author of *The runaways* (Kids Can Press, 1997), which was a finalist and regional winner of the 1998 Silver Birch Award. She believes that teaching has enhanced her writing because it helped her to understand children better. The dialogue in this novel shows evidence of this understanding, for it is realistic, colourful and idiomatic (except for the fact there are no swear words!).

This science fiction story explores a classic theme of the genre — foretelling the future — in a way that will appeal primarily to female readers. The central character is an active, appealing pre-teen or early teenage girl named Ashleigh, who is part of a normal, happy family composed of a supportive mother, a father whose passion is Saturday morning garage sales, and sister Dana, who is two years older than Ashleigh. The fact that the ages of the girls are not truly defined makes the title appropriate for a wider audience.

Ashleigh buys a strange-looking book at a garage sale, but soon discovers that it has an unusual impact on her. Whenever she sits down to read, she can never get past the first few pages of the book before she falls asleep. It doesn't matter how alert she feels when she begins to read, the result is always the same, she falls asleep and then she dreams about what will happen the next day. The first dream shows her team winning their soccer game, but other dreams are negative, and some frightening, including one where she sees Dana about to be hit by a car.

The plot moves rapidly and will be of high interest to readers, but the most important themes examined are more related to character development and interpersonal relationships. One such theme is the way that addictions (dependence on dreams for guidance in decision-making) take away free will. Another is the impact that maturation and the development of individual interests have on childhood friendships (Ashleigh is hurt by the actions of her best friend). A third is recognition and strengthening of the bond that exists between sisters (Dana helps Ashleigh to see the way out of her dilemma). The conclusion of the novel is both satisfying and unsatisfying, rather like a Rod Serling "Outer Limits" television program.

The cover is not as spooky as the one described for *The Tomorrow Tunnel* that Ashleigh buys at the garage sale. However, it is attractive. Unfortunately, the paperback is the 5.5 x 8.5 inch size — too

large to fit in the back pocket of a pair of jeans, and clearly stating this is intended as a "junior" novel. The plot and characters will appeal most to grades 6 to 9, but younger and older students may also enjoy it.

Highly recommended for elementary and junior high collections.

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FIC COA

Coady, Mary Frances. *Lucy Maude and Me.* — Beach Holme Publishing, 1999. — 121 p. — ISBN 0-88878-398-1. — \$8.95 paper.

Reviewed by: Rosemary Anderson, teacher-librarian, W.L. McLeod Elementary School, SD#91 (Nechako Lakes).

This is a rather charming fictionalized biography of Lucy Maud Montgomery. The action takes place in Toronto in 1940, when the main character, Laura Campbell, visits her grandfather in Toronto for spring vacation. Her father, a surgeon, has gone overseas, and her mother is working full-time in a munitions factory, so Laura has travelled by train to stay with her grandfather, also a doctor, and his housekeeper. To keep herself amused during the day, Laura reads her favorite books, *Anne of Green Gables* and *The storygirl*, and explores the neighborhood. She meets the reclusive Mrs. Macdonald, whom she soon discovers is none other than Lucy Maud Montgomery, the author of her favorite novels. While helping Mrs. Macdonald in her garden, Laura encourages Maud to reminisce about the farm on Prince Edward Island, the string of suitors, and the childhood friends that inspired her books. Laura discovers old family photos and first editions of Maud's books in her library. She also learns about Maud's two sons and her husband's mysterious illness.

This is an interesting read for those who read and enjoyed L.M. Montgomery's classic novels. However, I do not think this book would be of much interest to other readers. Very few students read Montgomery books now, and not many would want to read this gentle quiet book that is set in 1940 about an aged author of books that appeal mostly to girls. Student readers are looking for more action and more current settings.

This is a charming, easy read that would appeal to a very limited audience. I recommend it for elementary school libraries with the knowledge that it probably will not be a big circulator.

Recommended for grades 4-6.

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FIC GRI

Griek, Susan Vande. *A gift for Ampato.* — Groundwood Books, 1999. — 107 p.: ill. — ISBN 0-88899-359-5. — \$6.95 paper.

Reviewed by: Marilyn Clements, retired teacher, Courtenay.

*A gift for Ampato* is a story of part fact, part fiction. The factual part deals with the 1995 discovery high in the Andes Mountains of the well-preserved, 500 year old remains of an Inca girl. Named the "Ice Maiden", she appears to have been a sacrifice to the sun and her mummy continues to be studied. Ms Vande Griek has woven a fictional account around this find. She has given the girl a name, a family, friends and community. She describes her appearance, her emotions and her culture. It is a fascinating tale.

At the beginning of each chapter (there are eight) is a short factual account of the details of the anthropologists' finds. There is also a short author's note about the find and the Incas, and a two page glossary explaining the Indian vocabulary used in the story. In addition, the author has included an up-to-date list of books for further reading on Peru, the Incas and the mummy. The book is interspersed with excellent black and white illustrations by Mary Jane Gerber, depicting well-researched designs, clothing and the young Inca maidens of the period.

I thought this was a great little novel. It is short, easy to read and really holds your attention. It deals sensitively with the ancient beliefs of human sacrifice and would be very useful in the intermediate grades social studies programs.

Recommended for grades 5-7.

FIC HOR

Horvath, Polly. *The Trolls*. — Farrar Straus Giroux, 1999. — 130 p. — ISBN 0-374-37787-1. — \$26.95.

Reviewed by: Marilyn Aldworth, district librarian, Leo Marshall Curriculum Centre, SD#44 (North Vancouver).

I enjoyed reading this book very much and it worked well as a read-aloud story for my nine-year-old daughter. We both concluded that the title is a bit misleading since trolls conjure up strong images that might make the reader think that the whole book is going to be about cave-dwelling imps. It is really about a long-lost aunt coming to look after her two nieces and nephew while their mother and father spend a week in Paris. Colourful Aunt Sally, who is from Vancouver Island, regales the children with her fascinating stories of her life growing up on the wild side of Vancouver Island. The children come to understand why their father, who is Aunt Sally's youngest brother, never talks about his family life when he was growing up there.

The children learn much about the place where their Dad grew up and even more about their grandparents, aunts, uncles and great-uncles they never knew. It is an interesting technique to learn about another generation or a different part of the world through story telling, and especially the stories of Aunt Sally who always leaves the children clamoring for more at bedtime. The contrast of settings between the scenes of the beaches and bears on Vancouver Island and the relatively ordinary setting of some ordinary American city in Ohio is effective.

*The Trolls* is a great story told with humour, charm and some deeper layer of sensitivity which comes out naturally. Many parts caused me to laugh aloud which is my true test of a good story.

Highly recommended for elementary school library collections.

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FIC JON

Jones, Diane Jarvis. *The lucky doll*. — Aunt Mary Buttons, 1999. — 32 p. col.: ill. — ISBN 0-9699407-3-4. — \$12.95.

Reviewed by: Eleanor Elliott, retired teacher-librarian, Vancouver.

This is the story of a child named Delphine, who endures bullying at the hands of two children who, with their mother, are boarding with Delphine's family. The story is told from the point of view of a doll named Lucy. As the story unfolds, both Delphine and her toys are bullied. Not only is the little girl pinched and poked, she also undergoes a personality change and a loss of self esteem. The doll tries to help by offering advice — sometimes in the form of poetry, which initially is ignored. For her efforts the doll is injured and becomes despondent. Ultimately, Delphine realizes that she has to stand up to her tormentors.

On first reading, I found the story rather confusing. This important topic is well worth tackling, but perhaps a more straightforward approach would better make the point. The author's unique button illustrations are beautifully done but don't assist the reader to understand the story. As this book is aimed at a young audience, simpler language and a more realistic story line would make the message more accessible.

Given the dearth of material on bullying, this book may be used by adults to initiate a discussion on this all too common childhood problem.

Recommended with reservations.

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FIC MAC

MacDonald, Janice. *The ghouls' night out*. — Ronsdale Press, 1998. — 42 p.: ill. — ISBN 0-931870-58-2. — \$8.95 paper.

Reviewed by: Elizabeth Salle, preparation teacher / teacher-librarian, Mountview School, SD#27 (Cariboo Chilcotin).

This novel is an attractive, easy to read story for late primary or early intermediate students. It is illustrated on most pages, making it attractive and appealing to the age level as there is usually only half a page of print.

In the story three ghouls decide to join in the Hallowe'en celebrations by dressing up and going door to door for treats. Little do they realize that they have no need to dress for the occasion and the costumes they have selected are not suitable. This causes a twist to the tale that is unexpected and funny.

The story moves along quickly, making it a suitable read-aloud at Halloween.

Recommended for grades 3-5.

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FIC SOL

Solecki, Jan. *Escape to life*. — Jotoluska Trade and Management Inc. 1998. — 372 p. — ISBN 0-96884465-0-7— \$21.35.

Reviewed by: Pat Parungao, teacher-librarian, Magee Secondary School, SD#39 (Vancouver).

According to the author, the intent of this self-published book is to provide a picture of North China during the early years of Japanese aggression. Much historic background is provided and the author, who was born in Inner Mongolia, spent his teenage years where the book is set.

The main character is Mikolai Rybak, born in China in 1914. The book begins by providing background of his family's story of emigration. Mikolai's father was a Canadian of Polish ancestry who moved to China as a child. His parents died as a result of anarchy and anti-foreign sentiments and Mikolai and his sister Natalie were orphaned. They were adopted by Lu Ben-gui, an active member of the White Mountain Patriots underground association, whose aim was to bring about total independence and modernization of China.

The story follows Ko-lai, as Mikolai was called, and his sister Ta-li (Natalie) through their education and involvement in uncovering a Japanese human experimental compound. Ko-lai and, to a lesser degree, Ta-li were instrumental in planning, preparing and implementing the attack that resulted in the winter escape of the people in the experimental facility. A list of "Persons appearing in this book in order of appearance" with page numbers, was very useful to keep track of the characters. There is some violence, for example, execution by decapitation in front of a large crowd and a sexually explicit interlude between Kolai and a widow.

The story is told from a Eurocentric point of view. The setting is well-developed and the visuals, including maps, relate to the text. Details seem accurate, for example, giving children dates as treats and an older person smoking a long-stemmed pipe.

The major strength of this book is a well-presented, interesting story centred on an aspect of the war in China not often written about. The major reasons for non-recommendation are the details of Ko-lai's sexual initiation and, to a lesser degree, some awkward writing and stilted language. Fry's readability level is 7.5.

Recommended for grade 12.

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FIC TAT

Tate, Nikki. *Raven's revenge*. — Sono Nis Press, 1999. — 156 p. — ISBN 1-55039-095-3. — \$6.95 paper.

Reviewed by: Margaret K. Groen, teacher-librarian, Winfield Elementary School, SD#23 (Central Okanagan).

*Raven's revenge* is the fifth book in the Stablemates Series by Nikki Tate. The adventures of Jessa and her horse continue as she wins a trip for two to a Horse Camp. With her best friend, Cheryl, Jessa arrives at Camp Singing Waters, to find very basic facilities and rustic cabins. A feud develops between Jessa and a classmate, Rachel, which escalates to other campers as one prank follows another until the girls believe a curse has been put on them. It all comes to a head when a horse is injured. Dr. Rainey, the veterinarian, uses traditional herbs and incantations as part of his Wiccan beliefs. The girls discover that their overactive imaginations and misunderstandings are ruining their camp, so with Dr. Rainey's help they resolve the "curse" and come to a truce.

The author has created real and believable characters in Jessa and her friends. In this story, they explore issues of religion and the culture of people from different backgrounds. Tolerance is expressed for different beliefs and religions. The characters show acceptance and understanding befitting their ages. I would recommend this book as part of the series. I found no issues for censorship or offense.

Recommended for grades 4-6.

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FIC WAL

Waldon, Kathleen Cook & Dean Griffiths. *Loon Lake fishing derby*. — Orca Books, 1999. — 32 p.: ill. — ISBN 1-55143-142-34. — \$17.95.

Reviewed by: Patricia Parker, teacher-librarian, Arthur Hatton / Dufferin Elementary School, SD#73 (Kamloops / North Thompson).

Mr. Pike, who resembles a raccoon, thinks that Look Lake is too quiet, so he decides there should be a fishing derby. His friends Mr. Honeycut (bear) and Mr. Martin (martin) agree. Thus begins Loon Lake Fishing Derby. Wally Dale (squirrel) is an entrepreneurial type, so he begins selling worms to the fishermen who have come to the derby. He is so successful that by the next day a number of others have set up similar businesses. However, the fishermen aren't having much luck — they are hot, tired, and getting tangled in each other's lines. Wally decides to return his worms to the ground and makes a sign, "RETURN WORMS HERE FREE." He gives each fisherman a slice of watermelon from the garden in exchange for worms, then returns all the worms to gardens. As no one has caught any fish, Wally wins the derby prize for "turning the Loon Lake Fishing Derby into the World's First Worm Derby."

Kathleen Cook Waldron lives in 100 Mile House and got the inspiration from "Worms for Sale" signs on the roadside of her community. She has also written *A winter's yarn* and *A wilderness Passover*. Dean Griffiths lives in Duncan, BC, and has illustrated *The patch-work house* and *The lighthouse dog*.

The hardcover book is well-bound and suitable for use by primary grades. I do not recommend this book as I found it difficult to figure out the main idea of the story. Was it about fishing, being an entrepreneur, gardens or ecology? The story was better suited to a cast of characters similar to *Homer Price*. I didn't care for the illustrator's menagerie of animals from turtles to owls and mountain goats to squirrels. In my opinion, it wasn't a good match with the story.

Not recommended.

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333.793 GAS

*Gaslights to gigawatts. A human history of BC Hydro and its predecessors by the BC Hydro Power Pioneers*. — Hurricane Press, 1998. — 256 p.: ill. — ISBN 0-9698845-2-4. — \$37.25.

Reviewed by: Larry Little, chief librarian, Penticton Public Library, and school trustee, SD#67 (Okanagan Skaha).

As described in the preface, the editorial committee makes it clear this is a book by and about people, not a formal company presentation. The Power Pioneers, BC Hydro's retiree group, are the thousands of former employees whose memories, memoirs and photos make *Gaslights to gigawatts* a colourful and entertaining story. In fact, it is the former line workers, sales reps, bus drivers, dam builders, plus the many other employees, who have made BC Hydro what it is today. This title provides a unique glimpse of British Columbia's past, from the 1860's to the present.

The publication includes over 350 photographs, illustrations and maps, as well as a chronology, bibliography and index. Although a worthwhile purchase for public libraries, this oral history is not a necessary addition for school resource centres. Please note the proceeds from sales will be donated to BC's Children's Hospital and the CKNW Orphan's Fund.

Recommended for grades 11 up.

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372.4 JOB

Jobe, Ron & Dayton-Sakari, Mary.  
*Reluctant readers: Connecting students and books for successful reading experiences.* — Pembroke Publishers, 1999. — 160 p. — ISBN 1-55138-106-0. — \$xx.xx.

Reviewed by: Judy Cottrell, teacher-librarian, Lord Beaconsfield Elementary School, SD#39 (Vancouver)

*Reluctant Readers* provides a wealth of background knowledge and ideas to help reluctant readers become lifelong readers. Each of the five chapters is focused on an aspect of using literature to hook readers in grades 3 to 6:

Chapter 1: "The Challenge of Reading" explores why we read (to enhance our lives, experience life, develop imaginations, to escape) and the need to share literature with the reluctant reader.

Chapter 2: "Who Are the Reluctant Readers?" identifies and provides characteristics of numerous types of reluctant readers. "I can't" readers are passive and fear failure. "I don't know how" readers are easily frustrated and frequently absent. "I'd rather" readers seek information and focus on one topic only. "I don't care" readers are disinterested and have acquired coping skills. Specific resources and strategies to use with each group are provided. The examples and stories are from children who were interviewed for this book.

Chapter 3: "How to Get Rid of Reader Reluctance" suggests using reading as a way to get information about something important to the reader. In other words, take away the "chore" associated with reading.

Chapter 4: "User-friendly Entry Points for Reluctant Readers" demonstrates ways of enticing reluctant readers through the use of reading materials. Numerous categories of reading resources and examples are provided. A few categories are: resources to generate physical movement (pop-up books, how to books); resources that get readers involved mentally and into problem-solving (puzzle books, riddle and joke books, search and find books); resources that provide information with a high level of interest (topical books, books of records, sports books); resources with interesting language (quotation books, alphabet books); resources for oral reading (poems, audio books); and resources of the visual form (movies, videos, magazines).

Chapter 5: "Go With the Kids! Interesting Entry Points" stresses listening to kids to discover their interest. A number of topics to catch the attention of the reluctant reader is supplied. Some examples are: horror and disaster stories; action/adventure stories; stories for girls; detective stories; humorous stories, fractured fairy tales; survival/adventure stories; pet stories — dogs, cats, dinosaurs....

Within each chapter, the authors implement the use of "markers to highlight the major points", such as strategies to be used, authors of materials, computer information and pertinent research on the subject of reluctant readers. Annotated lists of literature are offered throughout the book. An extensive bibliography of print and non-print (CD-ROMS, taped books, videos) titles, including professional titles, is included at the end of the book.

An excellent resource to assist educators in motivating reluctant readers.

Recommended for professional collections.

591.4 LYN

LYNCH, WAYNE. *Whose feet are these?* — Whitecap Books, 1999. — 30 p.: col. photos. — ISBN 1-55110-860-7. — \$8.95 paper.

Reviewed by: Carolyn Cutt, teacher-librarian, Sir Wilfrid Laurier Elementary School, SD#39 (Vancouver).

How often do we see a baby agile enough to have a toe in its mouth? Young children are continually interested in examining their feet, eager to stand on them and run about. Animal feet prove equally fascinating, not only for their diverse shapes and sizes, but also for their practical qualities.

In this intriguing book, a close-up coloured photograph is presented of an interesting, yet unusual foot belonging to some mysterious animal, bird or reptile. The accompanying text gives clues to its identity. Whose feet are these? Turn over the page and a full colour photo and informative text provides the answer. An additional anecdote appears in a highlighted box, which also includes foot-prints.

A unique approach, but all the information is included to make this amusing book a valuable reference tool for the young learner. Not only the appearance, but food, habitat and enemies are linked to the typed of foot the mammal, reptile or bird possesses. The vocabulary is rich and varied.

I highly recommend this book for every curious reader and for research.

Highly recommended for grades 2-5.

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811.54 MAC

MacLeod, Heather. *My flesh the sound of rain.* — Coteau Books, 1998. — 90 p. — ISBN 1-55050-141-0. — \$8.95.

Reviewed by: Liz Austrom, retired teacher-librarian, Vancouver.

Ms MacLeod has both European and Cree ancestry, and both heritages intertwine in her poetry. Images and myths from aboriginal culture blend with Christian images and myths in a powerful and complex manner. A Bachelor of Arts in Creative Writing from the University of Victoria, she has had many poems published previously in literary journals and anthologies, and also writes short fiction and plays. This is her first collection of poems to be published.

The collection is divided into three sections, each with a distinctive focus. "Part One: Places to Live" includes 28 poems that examine the everyday small joys of life, the sadness caused by loss of loved ones, the anger caused by sexual abuse as a child, and the integration of dual mythologies into the poet's self-knowledge. "Part Two: Folded Like a Map" has 25 poems which look at the bright and dark sides of love, both that of a woman for a man and love of a higher being. In the latter case, the blending of Christian and First Nations beliefs presents the reader with challenges that stimulate questions. In the six poems found in "Part Three: Too Small to Remember", the poet expresses yearning and nostalgia for the happy experiences of childhood. There has seldom been such a warm and detailed expression of love for a mother and knowledge of what that mother has contributed to the child-adult's own character as is seen in the poem "My Mother Taught Me."

Ms MacLeod's poetry is unique, emotional, sometimes beautiful, and often hard-hitting. Several poems describe events that we hope our students will never experience, yet we know that many already have done so. It must be noted, however, that the key element of this collection is the life-affirming voice that speaks to us. It is so strong we cannot help but be cheered. Although a few brief passages may raise censorship issues in some schools, the value of this collection makes is one which should be seriously considered for purchase.

The cover is bright and attractive, and the paperback binding appears sturdy. A brief biographical note about the poet appears at the end of the book. Recommended for secondary library collections and English 10-12 classes, particularly those with First Nations students.

811.54 NIC  
Nickel, Barbara. *From the top of the grain elevator*. — Beach Holme Publishing, 1999. — 64 p.: ill. — ISBN 0-88878-397-3. — \$8.95.

Reviewed by: Marilyn Clements, teacher-librarian, Courtenay Junior High School, SD#71 (Courtenay).

This is a great little book. I really enjoyed how Ms Nickel has varied the rhymes and shapes of her poems, for it makes them interesting visually as well as to the ear. She has included notes at the end of the book explaining how she experimented with rhythm and poem form.

The book is organized into the seasons with each season describing the slough and slough activities for each cycle. In addition, the author tells us about the food, weather, animals, birds and about growing up prairie style. Because classroom teachers always need seasonal themes resources, this book will be very useful. The poem themes all deal with Saskatchewan where the writer grew up and she includes a short glossary of Saskatchewan vocabulary used.

Kathy Thiessen has done a fabulous job of illustrating the poems. She says she tried to capture the essence of prairie life and she has certainly done that. I only wish that her illustrations were in colour.

My only criticism of the book is that the quality of the paper may not hold up long to the many hands that will want to use the book. Oh well, at the price it will be an inexpensive replacement.

Recommended for all elementary grades.

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J813.54 JAY  
Jay, Betsy. *Swimming lessons*. — Whitecap Books, 1999. — 32 p.: ill. — ISBN 1-55110-942-5 — \$8.95.

Reviewed by: Patricia Parker, teacher-librarian, Arthur Hatton / Dufferin Elementary School, SD#73 (Kamloops / North Thompson).

*Swimming lessons* is the story of Jane, who doesn't want swimming lessons and states as much when her mother signs her up. She repeats her thoughts when they are at the grocery store, when her dad takes her to the park, when her mother buys her a new swimsuit, and finally at the pool on the first day of lessons. The story is reminiscent of Judith Viorst's *Alexander and the terrible, horrible, no good, very bad day* and Alexander's threat to move to Australia. Finally, at the lessons, it takes a boy who has been teasing her throughout the story to force her into the water. Of course, she can't let Jimmy get the best of her. This is a delightful story of a child's angst. Jane imagines all sorts of weird and horrible things that could happen to her, but once she is in the water she becomes quite blasé and everything returns to normal once again.

Betsy Jay wrote the story as an assignment for her twelfth grade English class, and her teacher encouraged her to have it published. The book includes a quote from the National Safety Council, stating the author hopes this story will help remind everyone to be safe in and around the water. The illustrator, Lori Osiecki, has illustrated some educational materials, but this is her first children's book. The illustrations are bright and colourful. They are often a two-page spread, with the text superimposed on a pre-planned blank space.

This book would be useful in an elementary school to read to children who might be experiencing some fear about new experiences, not necessarily swimming lessons. They would enjoy the humour. However, the type font is atypical and could be difficult for young children to decipher. Consequently, the book might be more suitable as a read-aloud for younger children, although older children could read it themselves. The book is a well-bound soft cover publication.

Recommended for grades K-5.

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J813.54 WAL  
Walters, Eric. *Tiger by the tail*. —  
Beach Holme Publishing, 1999. —  
120 p. — ISBN 0-88878-396-5. —  
\$8.95 paper.

Reviewed by: Marv Worden, retired  
elementary teacher, Ladysmith.

This book is a comfortable page-turner told from the point-of-view of 12 year old Sarah Fraser, who, with her ten year old brother and their recently divorced mother, has recently moved from the city to the prairie farm that had belonged to her grandmother. Quite believably sketched characters include crusty Mr. McCurdy, a retired animal trainer and his unlicensed but amusing menagerie of a snake, a chimpanzee, a cheetah, a maquah and a tiger. The plot centers on the problems that result when police and politicians become involved after the tiger is set free by some local teenagers.

Intermediate aged readers will enjoy the involvement of the animals, especially the insulting language of the maquah and the comedic behavior of the chimpanzee, as well as the confrontation between authority and the central characters. Family relationships are handled realistically. Only two references to McCurdy's 1965 Lincoln Continental convertible as a "caddy" detract from the very effective writing and editing.

The book is a worthwhile purchase for any intermediate school library although the cover art may not be as appealing as the story.

Recommended for grades 4-7.

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813.08 STO  
B.C. History Club at Highland  
Secondary School. *Stories of our  
British Columbia*. — Fuent Produc-  
tions, 1999. — 148 p.: ill. — ISBN 0-  
9685412-0-8. \$15.00 (order from  
Highland Secondary School,  
Campbell River).

Reviewed by: Elizabeth Salle,  
preparation teacher / teacher-librar-  
ian, Mountview School, SD#27  
(Cariboo Chilcotin).

This book is a collection of six short stories written and illustrated by student member of the B.C. History Club at Highland Secondary School. The stories reflect a variety of historical events from throughout British Columbia. The flyer accompanying the book provides the following summary of the content: "The story of Campbell River, written by Lindsay Chung, is told from the perspective of a tree. The story of the railroad, written by Vincent Gornall, is told dually from the point of view of a Chinese labourer and an American foreman. Urban immigration is addressed from the perspective of an Irish youth by Bridget O'Grady, while a native youth awaits her marriage shortly after Potlatch laws are passed, was researched by Melissa Hardy and written by Carlee Willson. In Carlee's second story, youthful identity is found through Eastern Philosophy in the Kootenays. There is even a science fiction story, written by Nathaniel Miller, from the year 2235 that illuminates the effects of regionalism and British Columbia's manifest destiny."

A tremendous effort has gone into the writing of this book. Each story has been researched and is written reflecting historical events as interpreted by present values of the authors. They reflect the ignorance of yesterday, today and tomorrow. The stories represent a variety of styles and attitudes. Although some areas are awkward, they are basically well written.

Recommended for senior secondary as an example of works done by other students.

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971.1 CON  
Converse, Cathy. *Mainstays: women  
who shaped BC*. — Horsdal &  
Shubart, 1998. — 212 p. — ISBN 0-  
920663-62-1. — \$15.95.

Reviewed by: Anne Lyle, teacher-  
librarian, College Heights Elementary  
School, SD#57 (Prince George).

*Mainstays: women who shaped BC* is a book of short, lively biographies of twenty women who have shaped our province. Their lives, struggles and accomplishments are reflected in their careers in education, community building, art and literature, public health, politics and law, and science.

Cathy Converse, who has taught women's studies at Camosun College, states in her introduction that "...women have always been at the forefront of shaping the direction, community and history of the province...and in many cases [women] were the architects of the knowledge and policies that have become the defining characteristics

of the province.” This book highlights some of their many accomplishments. For instance, Evlyn Farris was instrumental in developing the University of British Columbia. Helena Gutteridge pressured for the development of a minimum wage bill. Phyllis Munday started the Girl Guides of BC and climbed Mount Robson. Hannah Maynard was a professional photographer. Rosemary Brown who found “Canadian racism particularly invidious, for it was polite, denied and accepted” (p. 155) when she moved to Montreal as a student, overcame racist difficulties and “spent her life committed to the removal of all political, social and economic barriers that can make one human dependent upon another” (p. 153). Rose Charlie, working for the social justice of women of Canada’s First Nations, was instrumental in the development of the Assembly of First Nations. Alexandra Morton, known world wide as the “Whale Lady”, is an environmentalist presently studying language and habits of the Orca whales in the Georgia Straight. These are a few examples of the women’s accomplishments depicted in this book.

Recommended for grades 6-12.

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# THE BOOKMARK INDEX TO VOLUME 40 SEPTEMBER 1998 - JUNE 1999

by **LIZ AUSTROM**, retired teacher-librarian, SD # 39 (Vancouver) and **JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD # 36 (Surrey).

The British Columbia Teacher-Librarians' Association (BCTLA) publishes *The Bookmark* in September, December, March and June of each school year.

Annual reports of the Officers of the BCTLA are located through the "Annual Reports" subject heading. Reports on conferences, workshops and seminars are found together under "Conferences."

To assist readers searching for bibliographies for book selection or research, bibliographies are listed under the heading "Bibliographies" and articles and units which include substantive bibliographies are so indicated in the citations.

Cooperative units include or imply a role for the teacher-librarian in planning and teaching. These units have the potential to be modified to fit the model of planning and teaching suggested in Part I of *Fuel for Change*. Units are listed under the "best guess" of the indexers. They are often adaptable to other courses, levels and programs.

The *Canadian Education Index* regularly scans and indexes *The Bookmark*.

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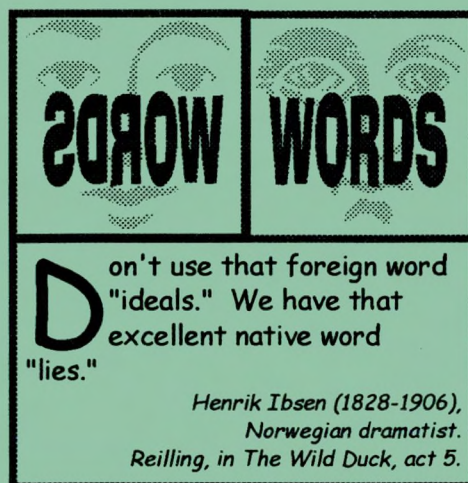
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SOME OF THE STRANGE STATEMENTS PEOPLE HAVE MADE ON ACCIDENT REPORTS, INSURANCE CLAIMS, ETC.

The guy was all over the road. I had to swerve a number of times before I hit him.

In my attempt to kill a fly, I drove into the telephone pole.

I told the policeman that I was not injured, but upon removing my hat I found that I had a fractured skull.

I was sure the old fellow would never make it to the other side of the road when I struck him.

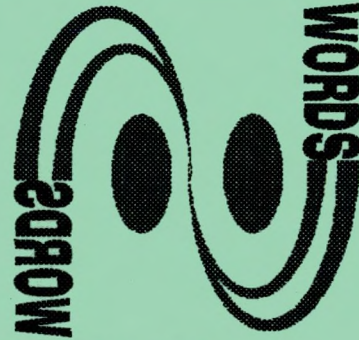
I had been driving my car for 40 years when I fell asleep at the wheel and had an accident.

I just saw the slow moving, sad faced old gentleman when he bounced off the hood of my car.

The telephone pole was approaching fast. I was attempting to swerve out of its way when it struck my front end.

The pedestrian had no idea which way to go so I ran over him.

The accident occurred when I was attempting to bring my car out of a skid by steering it into the other vehicle.



HOW TO SAY NO

- ✦ I'm staying home to work on my cottage cheese sculpture.
- ✦ I'm building a pig from a kit.
- ✦ I did my own thing and now I've got to undo it.
- ✦ I have to go to the post office to see if I'm still wanted.
- ✦ I have to check the freshness dates on my dairy products.
- ✦ My crayons all melted together.
- ✦ I'm trying to see how long I can go without saying yes.
- ✦ I'm in training to be a household pest.
- ✦ I'm getting my overalls overhauled.
- ✦ My patent is pending.
- ✦ I'm attending the opening of my garage door.
- ✦ I'm going down to the bakery to watch the buns rise.
- ✦ I'm being deported.
- ✦ I'll be looking for a parking space.
- ✦ I'm converting my calendar watch from Julian to Gregorian.
- ✦ I made an appointment with a cuticle specialist.
- ✦ I have to fulfill my potential.
- ✦ My subconscious says no.
- ✦ I left my body in my other clothes.
- ✦ I have to answer all of my "occupant" letters.
- ✦ I'm having all my plants neutered.
- ✦ I changed the lock on my door and now I can't get out.
- ✦ My yucca plant is feeling yucky.
- ✦ I'm running off to Bulgaria with a foreign-exchange student named Basil Metabolism.
- ✦ I have too much guilt.
- ✦ I promised to help a friend fold road maps.
- ✦ I have to study for a blood test.
- ✦ I have to thaw some karate chops for dinner.
- ✦ I'm going to the Missing Persons Bureau to see if anyone is looking for me.
- ✦ I have to jog my memory.

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Port Coquitlam, BC V5B 5E7  
Home: (604) 941-0488  
School: (604) 713-4985  
Fax: (604) 713-4987  
[mroberts@livingstone.vsb.bc.ca](mailto:mroberts@livingstone.vsb.bc.ca)

## **COMMUNICATIONS OFFICER**

Maryanne Manley  
201 - 5375 Victory Street  
Burnaby, BC V5J 1T2  
Home: (604) 436-1660  
Work: (604) 664-8300  
Fax: (604) 664-8308  
[mmanley@southslope.sd41.bc.ca](mailto:mmanley@southslope.sd41.bc.ca)

## **PUBLICATIONS COORDINATOR**

Willa Walsh  
3800 Raymond Avenue  
Richmond, BC V7E 1B1  
Home: (604) 274-9705  
School: (604) 668-6575  
Fax: (604) 668-6585  
[wwalsh@istar.ca](mailto:wwalsh@istar.ca)

## **CONFERENCE CHAIR**

Bonnie McComb  
10244 Ashby Court  
Sidney, BC V8L 4X8  
Home: (250) 656-0620  
School: (250) 655-2700  
Fax: (250) 655-5508  
[Bonnie\\_McComb@sd63.bc.ca](mailto:Bonnie_McComb@sd63.bc.ca)

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RR #2 Site 5 C9  
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V1L 5P5  
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C15 Douglas RR #1  
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Fax: (250) 838-2182  
[promaine@alf.sd83.bc.ca](mailto:promaine@alf.sd83.bc.ca)

## **TREASURER**

Colin Chafer  
Box 5578  
Squamish, BC V0N 3G0  
Home: (604) 892-5261  
Fax: (604) 892-5618  
[cchafer@sd48.mountain-inter.net](mailto:cchafer@sd48.mountain-inter.net)

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School: (604) 668-6236  
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Garth Harkess  
Mount Baker Secondary School  
1410 Baker Street  
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## **CONTINUING EDUCATION**

Colin Chafer  
Box 5578  
Squamish, BC V0N 3G0  
Home: (604) 892-5261  
Fax: (604) 892-5618  
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## **OTHER COMMITTEES & CONTACT PEOPLE**

### **ATLC CONTACT**

Liz Austrom  
3675 West 39th Avenue  
Vancouver, BC V6N 3A6  
Home: (604) 263-3987  
[laustrom@istar.ca](mailto:laustrom@istar.ca)

### **SFU CONTACT**

David Bell  
Work: (604) 291-4259

### **CSLA CONTACT**

Judith Kootte  
214 - 2250 S. E. Marine Drive  
Vancouver, BC V5P 2S2  
Home: (604) 321-6256  
Work: (604) 668-6056  
Fax: (604) 668-6191  
[jkootte@richmond.sd38.bc.ca](mailto:jkootte@richmond.sd38.bc.ca)

### **UBC CONTACT**

Marlene Asselin  
Language Education Department  
2125 Main Mall  
Vancouver, BC V6T 1Z4  
[marlene.asselin@ubc.ca](mailto:marlene.asselin@ubc.ca)

### **UVIC CONTACT**

Don Hamilton  
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Fax: (604) 668-6585  
[wwalsh@istar.ca](mailto:wwalsh@istar.ca)

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White Rock, BC V4B 2X6  
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School: (604) 597-2301  
Fax: (604) 597-6481  
[bj\\_cooper@bc.sympatico.ca](mailto:bj_cooper@bc.sympatico.ca)

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3 - 128 Rialto Court  
New Westminster, BC V3M 6P2  
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School: (604) 713-4760  
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School: (604) 263-3255  
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Sheila Black  
P6 - 2455 York Avenue  
Vancouver, BC V6K 1C9  
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School: (604) 874-9131  
Fax: (604) 875-6900  
[rcrnswk@direct.ca](mailto:rcrnswk@direct.ca)

Barbara Smith  
2772 Crescentview Drive  
North Vancouver, BC V7R 2V1  
Home: (604) 987-3973  
School: (604) 903-3576  
Fax: (604) 903-3571  
[bssmith@nvsvd44.bc.ca](mailto:bssmith@nvsvd44.bc.ca)

### REVIEWS COORDINATOR

Debbie Hartley  
2911 Ridgeview Drive  
Prince George, BC V2K 3T5  
School: (250) 962-9211  
Fax: (250) 962-8636  
[debbie\\_hartley@fc.schdist57.bc.ca](mailto:debbie_hartley@fc.schdist57.bc.ca)

### BCTLA REVIEWS EDITOR

Ruth Allman  
502 - 2155 West 38th Avenue  
Vancouver, BC V6M 1R8  
Home: (604) 266-0005  
School: (604) 255-9344  
Fax: (604) 266-0005  
E-mail: [rallman123@aol.com](mailto:rallman123@aol.com)

Liz Austrom  
3675 West 39th Avenue  
Vancouver, BC V6N 3A6  
Home: (604) 263-3987  
Fax: (604) 264-1595  
[laustrom@istar.ca](mailto:laustrom@istar.ca)

Elisabeth Agosti  
1128 West Keith Road  
North Vancouver, BC V7P 1Y7  
Home: (604) 990-3633  
School: (604) 261-6334  
Fax: (604) 261-6685  
[eagosti@churchill.vsb.bc.ca](mailto:eagosti@churchill.vsb.bc.ca)

Jim Holgate  
#704 — 950 Jervis Street  
Vancouver, BC V6E 2B4  
Home: (604) 669-8919  
School: (604) 588-3415  
Fax: (604) 588-7122  
[holgate@ultranet.ca](mailto:holgate@ultranet.ca)

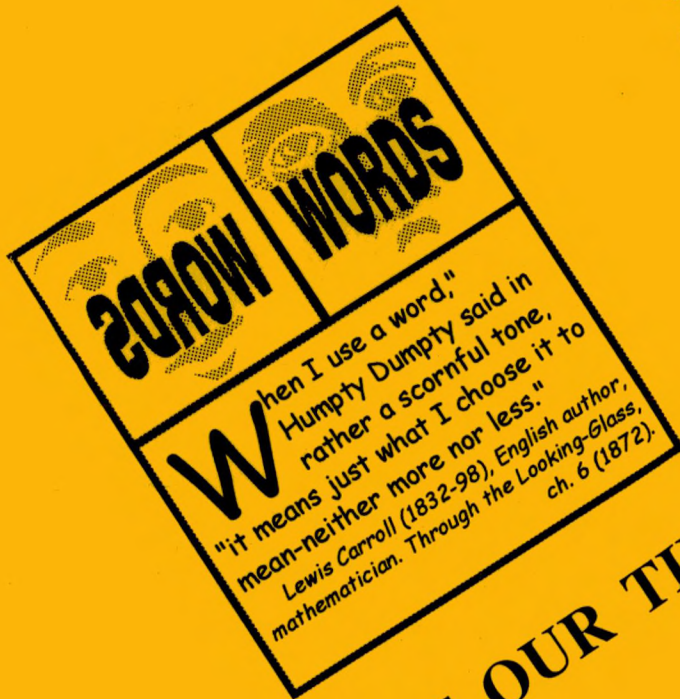


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