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**BCTLA**

# THE BOOKMARK



**2001:  
A LIBRARY ODYSSEY**

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**A man's library  
is a sort of  
harem.**

*Ralph Waldo  
Emerson (1803-82), U.S. essayist,  
poet, philosopher.*

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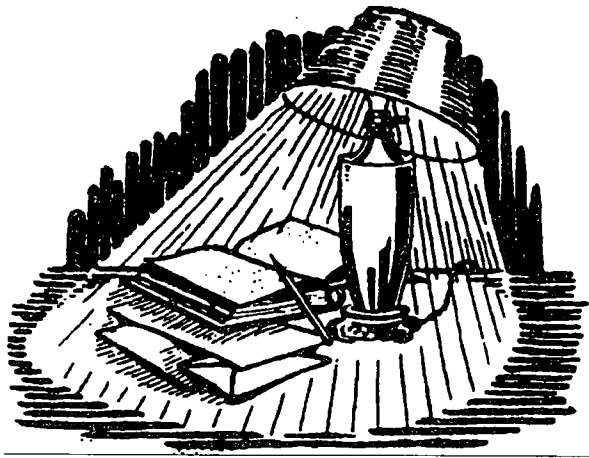
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### STATEMENT OF PURPOSE

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



## IN CIRCULATION

by **MARK ROBERTS**, BCTLA president.

Welcome to A Library Odyssey, the December edition of *The Bookmark*.

Imagine the odyssey students find in the diversity of titles and experiences available in the library resource centre. From experiences with picture books, novels and non-fiction resources, and electronic information sources, the library resource centre provides an essential odyssey, an integral learning environment for children to find out, to extend, to journey, and, to explore the riches of our world, across a span of interests and disciplines. Each odyssey is completely different, and yet so important. The odyssey for children in today's information literate environment is even more challenging – it is essential that they have meaningful learning experiences which will adequately provide them with the necessary skills to look critically at information, be able to think critically, and to seek out particular books of interest which appeal to their individual needs and abilities. Providing an odyssey of resource-based learning experiences by working collaboratively with our teacher colleagues is important.

W. Somerset Maugham wrote that people aren't always born at home.

We can see the world through books, and the books will be our tents.

M.B. Goffstein

The Fall Conference, Teaching and Technology: Breaking the Barriers, held at Pinetree Secondary in Coquitlam in October, was a very successful professional development experience. Thank-you to the committee of Coquitlam teacher-librarians who worked so hard in putting this conference together. The odysseys of this conference provided all of its participants, including organizers, delegates and presenters, with many ideas regarding teaching in the information age.

2001: A Literary Odyssey is the theme for the Fall Conference next year, which will be held in Victoria. The conference is being organized and hosted by Victoria, Saanich and Sooke teacher-librarians.

At the BCTLA Fall Chapter Councillors meeting, the entire day was spent with workshop facilitator Pat Cavill on the topic of advocacy. Pat provided participants with a comprehensive overview of how to advocate for school libraries and teacher-librarians, and, there were many opportunities for groups to work together to develop concrete action plans, using the Library Advocacy Now! resource from the Canadian Library Association's Training Program for Advocates for School Libraries. Councillors left the meeting with lots of information, which hopefully has been shared with other colleagues.

I was very pleased to attend the Vancouver Friends of the Library group meeting at Kitsilano Secondary library resource centre on International School Library Day, October 16th, 2000. During the evening, speakers showcased the work of both Vancouver school library resource centres and Vancouver Public Library. The evening was certainly informative, and it was great to see friends of the library learning about the good things happening in Vancouver! A Friends of the Library group is an excellent initiative that can be adopted anywhere.

The odyssey of BCTLA continues to need your commitment and involvement. In whatever ways you can, please contribute to speaking out regarding the important work teacher-librarians and library resource centres do provide. Our work is significant, and our roles essential in this information age. The challenges of our vitality as an organization are many – working together to increase our membership, and to continue to

contribute to the necessary discussions regarding our important issues. I hope you will continue this odyssey.

"If you read a story that really involves you, your body will tell you that you are living through the experience. You will recognize feelings that have physical signs – increased heart rate, sweaty palms, or calm, relaxed breathing and so on, depending on your mood. These affects are the same you would be feeling in similar real-life experiences – fear, anger, interest, joy, shame or sadness. Amazing, you can actually 'live' experience without moving anything but your eyes across a page."

- From Joseph Gold, *Read for your Life* [Fitzhenry and Whiteside, 1990]

Thanks again to the *The Bookmark* Editorial Team for their efforts towards our journal. Enjoy the issue!

## I MET A DRAGON FACE TO FACE

Jack Prelutsky

I met a dragon face to face  
the year when I was ten,  
I took a trip to outer space,  
I braved a pirates' den,  
I wrestled with a wicked troll,  
And fought a great white shark,  
I trailed a rabbit down a hole,  
I hunted for a snark.

I stowed aboard a submarine,  
I opened magic doors,  
I traveled in a time machine,  
and searched for dinosaurs,  
I climbed atop a giant's head,  
I found a pot of gold,  
I did all this in books I read  
When I was ten years old.

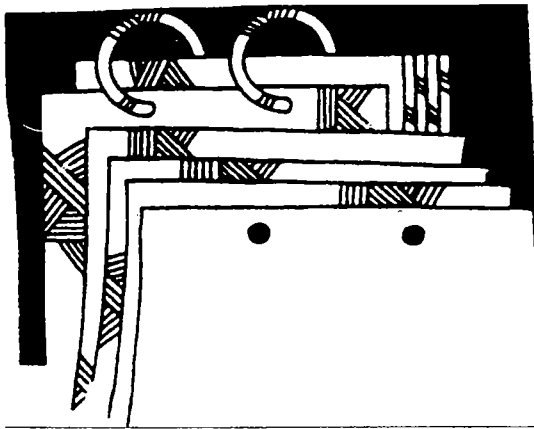
## THE BOOKMARK on microform!

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:

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## EDITOR'S COMMENTS

by **JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD#36 (Surrey) and **BARBARA SMITH**, teacher-librarian, retired, SD#44 (North Vancouver)..

### ELEMENTARY PREP TIME: THE ISSUE

A review of the chapter reports included in this issue shows a continuing problem with elementary teacher-librarians covering classroom teachers' preparation time. Sometimes secondary teachers have trouble understanding this issue. They hear a lot about how elementary teachers don't like doing preparation time but don't understand why.

Teacher-librarians cannot provide meaningful individualized service to teachers and students when they are required to provide preparation time coverage.

Why not? Teacher preparation time periods are a fixed schedule. Fixed scheduling undermines the time teacher-librarians have for co-operative programme planning and teaching with classroom teachers. Teachers cannot find open time to plan with teacher-librarians, when a significant portion of the teacher-librarian's time is inflexibly scheduled for preparation time. The problem is exacerbated with the teachers for whom the teacher-librarian provides preparation time coverage, because a teacher's preparation time is often the time when the teacher-librarian would plan with that teacher. If the teacher-librarian is supervising a class,

then that time is unavailable for planning. Co-operative planning and teaching are at the heart of an effective school library program. Without it, teacher-librarians teach in a situation where library skills are isolated and have little relevance to the students.

If the teacher-librarian is teaching a whole class in the library resource center without the classroom teacher being present, that teacher-librarian can't be expected to also serve drop-in students looking for resources or a new leisure-reading book. Fixed book exchange periods do not allow the teacher-librarian to respond to the varied needs of students throughout the school day. If students visit the library once a week in a library book exchange teacher preparation time period, and are provided with the opportunity to exchange books, there are some days when they have finished their library book and can't get another one. As well, a student who is reading a book that takes several weeks to complete wastes time visiting the library during book exchange when there is no need. Regularly scheduled book exchange periods take time away that would otherwise be available to teachers and students to use for more productive purposes. Some teacher-librarian time must also be devoted to administering the library resource centre, an essential activity to keep the programme running. This is an unavoidable drain on direct service to students, and where the time is already compromised by coverage of preparation time, the situation becomes critical.

Teacher-librarians have done informal year-end written library surveys with students. One survey included sections that allowed students to anonymously evaluate the library program on a number scale, and provided space to give anecdotal comments. In that school, students in grades one to four were scheduled into the library resource centre once a week for a book exchange. To the statement, "we are learning important things in the library" a disturbing proportion of students in grades five up, whose library access was severely limited by this scheduling system, disagreed or disagreed strongly. One student commented "we only visited the library twice." Obviously a causal relationship suggests itself — students who are not provided opportunity to visit the library consider the library to be irrelevant.

The provision of preparation time appears to have changed teachers' perception of what a teacher-librarian's role is. The teacher-librarian appears to be perceived first and foremost as a provider of

preparation time. When we informally discuss the library program with teachers at the school, most have very little to say. One teacher commented, "I don't know what goes on during my preparation time. The kids don't discuss it." Teachers evidently do not feel ownership for learning that happens in the library. Indeed teachers are not required to be involved in what their students do during preparation time.

But, someone asks, don't you like reading stories? Isn't that an important part of literacy development?

Of course, impact reading (reading aloud to students) is a very important strategy for developing student motivation and reading skills. At our school, teachers, parents, non-teaching staff and student volunteers all participate in impact reading to students. It is not a unique skill that teacher-librarians have. Teacher-librarians are information specialists, and bring unique skills to the school. We do enjoy reading to kids as we "baby-sit" students for their teachers. It just is not the best use of teacher-librarian time or skills.

Ken Haycock, dean of the faculty of library studies at UBC has, over the years, compiled an impressive body of research that supports the notion that an effective library program relies upon flexible program scheduling. He has documented it in issue after issue of *Teacher-Librarian* and *Emergency Librarian* magazines.

Our Ministry of Education agrees. *Developing Independent Learners* states:

In an effective resource-based learning program, classes and groups of students are scheduled into the school library resource centre according to program needs. In the library resource centre students participate in resource-based learning through cooperatively planned and taught units. It is essential that all groups and classes have ready access to the resources, the facility and the services of the teacher-librarian. This cannot occur if the timetable for use of the resource centre is routine and inflexible, set up to provide a regular "book exchange" or a "library period" designed to give the classroom teacher a "spare" or preparation period.

*Developing Independent Learners*, (Victoria: Ministry of Education, 1991), p. 28.

In the last round of contract negotiations, primary teachers took a stand on class size and achieved an improved student-teacher ratio. This stand did not improve their pensions, or have any direct benefit to teachers other than being able to provide students with improved instruction. Teacher-librarians who take a stand against providing preparation time coverage are also doing so for altruistic reasons. It is not unpleasant to pass time with children doing interesting things in the library. Providing prep time just is not the most effective educational strategy and not the best use of teacher-librarians' time. We are advocating for best practice.

## **SUPPORT OUR ADVERTISERS!**

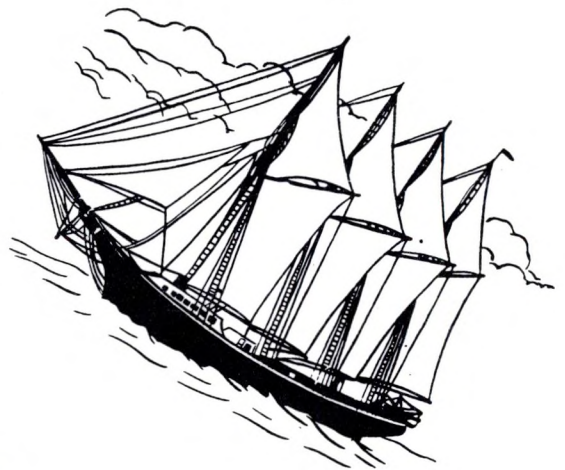
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This issue:

**Ronsdale Press  
Teacher Librarian**

# THEME SECTION



**A LIBRARY ODYSSEY**

# 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-Librarians' 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's name \_\_\_\_\_

**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*

# HISTORICAL FICTION: NOVEL PROJECTS FOR SOCIAL STUDIES 10

by **JUDITH COFFIN**, teacher-librarian, Elgin Park Secondary School, SD#36 (Surrey),  
**PHYLLIS SIMON**, former Vancouver public librarian and owner of KIDSBOOKS and  
**RAMONA SOUSA**, Social Studies teacher, North Surrey Secondary School, SD#36 (Surrey)

## GOALS:

Students will:

- choose and read two novels.
- expand their knowledge of the following topics, including immigration to Canada, First Nations peoples, early Canadian history and the opening of the West.
- expand their knowledge of current event topics.
- develop the ability to discuss the strengths and weaknesses of a historical fiction book.

## LENGTH OF TIME NEEDED:

Two book selection periods in the library.

## MATERIALS NEEDED:

- Multiple copies of the novels (available at KIDSBOOKS with a 10% teacher discount on individual purchases and a 15% discount on school district purchases, with processing if desired).
- Annotated Bibliography of Novels — Handout 1A.
- Novel Projects — Handout 1B.

## TEACHER PREPARATION:

- Teacher-librarian orders copies of novels.
- Teacher:
  - reserves the library for two periods.
  - makes eleven photocopies of Handout 1A.
  - photocopies a class set of Handout 1B

## CLASSROOM PROCEDURE:

1. In the library, the teacher divides the class into groups of three to four students.
2. Each group is given a copy of Handout 1A to read.
3. Each group selects two novels from Handout 1A that they would like to read.
4. Each group selects and signs out a novel and the teacher records their selections.

## EVALUATION SUGGESTIONS:

The teacher and/or teacher-librarian may evaluate such student products as:

- critical book reviews,
- response journals,
- book club discussions.

---

## HANDOUT 1A

### EXPLORATION

Durbin, William. *Broken Blade*.

After his father is injured, Pierre must take over his father's job as a member of a crew of voyageurs transporting furs north from Montreal by canoe.

Mowat, Farley. *The Curse of the Viking Grave*.

In this sequel to *Lost in the Barrens*, Awasin, Jaime and Peetyuk stumble upon Viking relics in an ancient tomb.

Mowat, Farley. *Lost in the Barrens*.

Two brothers must face the wilderness when their canoe is destroyed in the rapids.

Thompson, Margaret. *Eyewitness*.

A young boy struggles with the hardships of life at the Hudson's Bay Company's northern outpost in the 1820s as he meets historical people like James McDougall and Sir George Simpson.

Wilson, John. *Across Frozen Seas*.

The 1845 Franklin expedition into Canada's frozen and uncharted north is the backdrop to this tale of two boys who are both named David Young.

Yates, Elizabeth. *With Pipe, Paddle & Song*.

The son of a French nobleman and a Chippewan woman, 16 year-old Guillaume joins the voyageurs and begins a perilous journey into the wilds of Canada.

## FIRST NATIONS PEOPLES

Alexie, Sherman. *Indian Killer*.

A wave of racial hatred and violence towards First Nations peoples is triggered when a serial killer terrorizes Seattle, hunting and scalping white men.

Alexie, Sherman. *Reservation Blues*.

When a black stranger arrives on the Spokane Indian reservation with only the clothes on his back and a guitar, Thomas-Builds-the-Fire's life is changed forever.

Beckel, Annamarie. *All Gone Widdun*.

Based on the true accounts of William Epps Cormack, an eccentric Newfoundland-born Scottish merchant tries to save a young Beothuk girl and her people from extinction.

Brooks, Martha. *Bone Dance*.

What secrets await Alexandra when she leaves Winnipeg and takes possession of her father's prairie cabin on a Native American burial mound?

Bruchac, Joseph. *Eagle Song*.

When his family moves to the city, a young Aboriginal boy yearns to return to the Mohawk reservation where he was raised. Recommended for ESL students.

Bruchac, Joseph. *Heart of a Chief*.

A young Penacook boy who attends a school off the reservation faces "attitudes" towards alcoholism and casino gambling from the other students.

Campbell, Marie. *Achimoona*.

A collection of stories and tales by First Nations writers.

Campbell, Maria. *Halfbreed*.

After losing their struggle with the Canadian government to keep their land in the 1860s, many people of mixed Irish, Scottish, English, French and First Nations heritage moved to northern Saskatchewan. Maria Campbell describes what it is like to be a "halfbreed" growing up in Canada.

Clark, Joan. *The Dream Carvers*.

Can a young Norse boy captured by the Beothuk in the 11th century survive and adjust to their customs and language?

Craven, Margaret. *I Heard the Owl Call my Name*.

A young minister who is dying learns about the meaning of life when he is sent to live in a Kwakwiltl village in British Columbia.

Culleton, Bernice. *April Raintree*.

The powerful story of the brutal life experiences of a Canadian First Nations woman.

Demers, Barbara. *Willa's New World*.

Can a fifteen-year-old orphan, shipped by an uncaring uncle to the Hudson's Bay in 1795, survive the hardships and appreciate her First Nations companions?

Dorris, Michael. *Guests*.

A young Native American boy has to leave home and experience the outside world in order to understand himself and his own world.

Dorris, Michael. *Morning Girl*.

Morning Girl and her brother Star Boy describe their lives as Taino Indians on a Bahamian island before the arrival of Christopher Columbus.

Downie, Mary Alice. *Bright Paddles*.

Travelling with a group of voyageurs bound for Grand Portage, Ann and Meg face harsh weather and food shortages on a search for their fur trader father. Recommended for ESL students.

Echert, Allan. *Return to Hawk's Hill*.

When he is separated from his family, young Ben MacDonald ends up on the shores of Lake Winnipeg where he is cared for by Métis.

Erdrick, Louise. *Birchbark House*.

This portrait of Ojibwa life in the mid-nineteenth century is based on the author's family history and told from the point of view of a young Ojibwa girl on an island in Lake Superior in 1847.

Freeman, Bill. *Sioux Winter*.

Three friends must travel hundreds of miles across the prairie in the 1870s to rescue a mother.

Harris, Christie. *Raven's Cry*.

This moving work of fiction retells the history of the Haida from their beginnings on the West coast to their near extinction 150 years later.

- Hill, Kirkpatrick. *Winter Camp*.  
Can two young Athabascans survive the rigours of the Alaskan wilderness?
- Houston, James. *Frozen Fire*.  
Mathew and his Inuit friend Kayak struggle to find Matthew's father in a blinding Arctic storm.
- Hubert, Cam. *Dreamspeaker*.  
Afraid of living in a institution for delinquent boys, an eleven-year-boy escapes into the forests of British Columbia where he encounters the Dream-speaker, who helps him conquer his fears by connecting to the Indian spirit world.
- McDonald, Jake. *Julia and the Medicine Fish*.  
With the help of her Ojibway friend, Julia uncovers an ancient secret that helps her understand her parent's divorce.
- Major, Kevin. *Blood Red Ochre*.  
Who is Nancy and what startling discovery will she and David make when they research the history of the Beothucks of Newfoundland? A suspenseful and haunting mystery.
- Robinson, Margaret A. *A Woman of her Tribe*.  
A fifteen-year-old girl is torn between her father's Nootka heritage and her mother's English background.
- Silvey, Diane. *Spirit Quest*.  
On a mission to retrieve a cherished box which houses the sacred values of their Coast Salish villagers, twins Kaya and Tala journey into the perilous wilderness of British Columbia.  
Recommended for ESL students.
- Speare, Elizabeth. *Calico Captive*.  
A young girl is caught up in the French and Indian Wars when she is captured and sold to the French for ransom in 1754. Based on a true story.
- Sterling, Shirley. *My Name is Seepeetza*.  
The haunting diary entries of a young Canadian Indian girl who, since the age of six, has been forced by government regulation to live in a Catholic residential boarding school.
- Taylor, Drew Hayden. *Funny, You Don't Look Like One: Observations from a Blue-Eyed Ojibway*.  
Humorous stories and insights into Aboriginal culture and issues in Canada.

- Taylor, Drew Hayden. *Further Adventures of a Blue-Eyed Ojibway: Funny, You Don't Look Like One Two*.  
More humorous stories and insights into Aboriginal culture and issues in Canada.

## EARLY CANADIAN HISTORY

- Citra, Becky. *Ellie's New Home*.  
Ellie, Max and their father set sail from England to a new life in Upper Canada.
- Pearson, Kit. *This Land*.  
A collection of stories that capture the rich historical Canadian landscape from Vancouver's Chinatown to the far province of Newfoundland.

## IMMIGRATION

- Bilson, Geoffrey. *Death Over Montreal*.  
A young boy and his family leave Great Britain for Canada in 1830 to escape the cholera epidemic, only to find the epidemic has spread to the colony.
- Choy, Wayson. *The Jade Peony*.  
Three siblings tell different childhood stories of racism and poverty experienced by a family of Chinese immigrants in Vancouver.
- Haworth-Attard, Barbara. *Home Child*.  
Between 1860 and 1933, 100,000 destitute orphaned children were sent from the British Isles to Canada to work on farms as labourers or domestic helpers.
- Holeman, Linda. *The Promise Song*.  
Fourteen year-old Rosetta and her young sister Flora arrive in Halifax, Nova Scotia, as part of a group of English orphans hoping to make new lives in Canada.
- Kurtz, Jane. *The Storyteller's Beads*.  
During the political strife and famine of the 1980s, two Ethiopian girls struggle to overcome prejudice as they become refugees in another country.
- Lingard, Joan. *Between Two Worlds*.  
When the Peterson family flees Latvia to start a new life in Canada as refugees, they face serious illness and financial hardship.

Little, Jean. *The Belonging Place*.

After her mother is tragically killed in a street accident, young Elspeth is adopted by the Gordons. Can she adapt to this new family and accept their decision to immigrate to the Canadian woods?

McNaughton, Janet. *To Dance at the Palais Royal*

When Aggie leaves Scotland to search for a better future in Canada, she finds...

Marinau, Michele. *Road to Chilfa*

Karim journeys from war-torn Lebanon to Montreal where he...

Kositsky, Lynne. *Rebecca's Flame*.

The tragic events that led to the Irish Potato famine and mass immigration to Canada on the notorious coffin ships of the 1840s are woven together in this romantic novel.

Pilling, Ann. *Black Harvest*.

The devastation of the Irish Famine returns to haunt three children.

Toten, Teresa. *The Onlyhouse*.

A Croatian immigrant finds the adjustment to life in Canada challenging.

Town, Florida Ann. *With a Silent Companion*.

The remarkable journey of a young woman, born into poverty in nineteenth century Ireland, who disguises herself as a man in order to enroll in medical school.

Wiseman, Eva. *A Place Not Home*.

What is it like to be an immigrant coming to Canada? Nelly's story is the universal story of immigrants who face not only learning a new language but also new customs as they adjust to their new country.

## OPENING OF THE WEST

Duncan, Francis. *Cariboo Runaway*.

Disguised as a boy, thirteen-year-old Elva Pankhurst leaves Victoria in 1864 to search for her father in the Cariboo.

Horne, Constance. *Trapped by Coal*.

Can fourteen-year-old Art and his younger sister Millie escape the dangers they face while living in the coal-mining town of Extension, B.C., in 1916?

Lawson, Julie. *Goldstone*.

A suspenseful tale based on the real events that occurred in Rogers Pass, British Columbia, at the turn of the century.

Lawson, Julie. *White Jade Tiger*.

During a field trip to Chinatown in Victoria, BC, a young girl is transported back to Fan Tan Alley in the 1880s to discover not only the rich history of the thousands of Chinese immigrants who came to Canada but also the powers of the white jade tiger.

Lottridge, Celia. *Wings to Fly*.

The poignant story of a young girl who grows up in the Canadian wilderness facing the brutal prairie winters and the harsh prairie life.

Martin, Carol. *Martha Black: Gold Rush Pioneer*.

In defiance of the expectations that were placed on Victorian women, Martha Purdy, a wealthy socialite, crosses the continent to the West Coast to become a Gold Rush pioneer.

Morck, Irene. *Five Pennies: A Prairie Boy's Story*.

The rich experiences of a young boy growing up in the early West.

Stone, Ted. *Great Tales of the Gold Rush*.

Men left their wives and women abandoned their husbands when news spread that gold was discovered in the Klondike.

Truss, Jan. *Very Small Rebellion*.

In 1869, twins, Simon and Pearl Buffalo, witness the role that Canada's greatest rebel plays when he leads an uprising against the Canadian government.

Walsh, Ann. *The Doctor's Apprentice*.

To distract himself from his troubling dreams, Ted MacIntosh apprentices himself as a doctor's assistant during the Gold Rush of 1868.

Walsh, Ann. *Moses, Me and Murder*.

In the summer of 1866 in Barkerville, B.C., a man disappears and...

Walsh, Ann. *Your Time My Time*.

Bored with small town life, a young girl yearns to get back to the city until she discovers a small gold ring in the local Barkerville cemetery and travels back in time.

Walsh, Ann. *Winds Through Times*.

A selection of 15 short stories chronicle Canadian historical events from the scarlet fever epidemic to the Gold Rush.

## CURRENT EVENTS

Choyce, Lesley. *Clearcut Danger*.

A new pulp mill will bring jobs but it will also bring pollution and damage to the environment and...

Dowd, John. *Abalone Summer*.

A young boy recovers from his father's death when he spends the summer with a Department of Fisheries diver off the rugged coast of B.C.'s Queen Charlotte Islands.

Haig-Brown, Roderick. *Saltwater Summer*.

A young man's first summer job as a commercial fisher on the B.C. coast leads to...

Houston, James. *Whiteout*.

A rebellious city boy is sent to live with his uncle in a remote Arctic settlement on Baffin Island.

Stanbridge, Joanne. *The Leftover Kid*.

How does Willa cope when her mom marries the Prime Minister of Canada, who has quintuplets from his first marriage?

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## HANDOUT 1B NOVEL PROJECTS

Please choose and read 2 novels and complete 2 of the following 3 projects.

### 1. CRITICAL HISTORICAL BOOK REVIEW

Using 2 different sources in your library, you are to write a 4-5 sentence book review which evaluates the accuracy of the information in your novel. Please check dates, events and historical figures.

#### Evaluation:

Book Review 15 marks \_\_\_\_\_

Use of Sources: 10 marks \_\_\_\_\_

**Total :** 25 marks \_\_\_\_\_

My novel choice is: \_\_\_\_\_

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

### 2. RESPONSE JOURNAL

Please record your daily thoughts in your response journal as you read your historical fiction book.

#### Evaluation:

Content: 15 marks \_\_\_\_\_

Daily Entries: 10 marks \_\_\_\_\_

**Total:** 25 marks \_\_\_\_\_

My novel choice is: \_\_\_\_\_

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

### 3. HISTORICAL FICTION BOOK CLUB PROJECT

A book club is a group of people who meet regularly to discuss a book that they have read. The most famous book club is Oprah's Book Club. She chooses a book and asks her viewers to read it and then invites several viewers to join her for dinner where they discuss the book.

1. Please form a group consisting of 3-4 students. This group will be your book club.
2. From the list of books on Handout 1A, please agree on one book that everyone in your group would like to read.
3. Each member of the club will sign out a copy of the book.
4. The reading of your book should be completed by \_\_\_\_\_
5. When you are reading the book you should be thinking of the following questions:
  - Has the author created an interesting story?
  - Has the author introduced historical events in an interesting way?
  - Are the characters believable?
6. \_\_\_\_\_ is Book Club Day.
7. On that day you will divide into your group and discuss your book.
  - Did you like the story? What parts did you like?
  - What parts didn't you like? Is the book well written?
8. On Book Club Day your group can bring treats including drinks and cookies.
9. After a 15-20 minute discussion, your group will make a brief presentation to the class summarizing: the strengths and weakness of the book and the highlights of your discussion.
10. Evaluation will be based on:
  - Participation in your book club's discussion 15 marks
  - Group presentation to the class 10 marks
  - Total 25 marks

# NOVEL PROJECTS FOR SOCIAL STUDIES 9

by **JUDITH COFFIN**, teacher-librarian, Elgin Park Secondary School, SD#36 (Surrey),  
**PHYLLIS SIMON**, former Vancouver public librarian and owner of KIDSBOOKS and  
**RAMONA SOUSA**, Social Studies teacher, North Surrey Secondary School, SD#36 (Surrey)

## GOALS:

Students will:

- choose and read two novels.
- expand their knowledge of historical events that fall between 1730 and 1899, including The Industrial, French and American Revolutions, Asian and Canadian history and slavery and the Underground Railway.
- expand their knowledge of current event topics.
- develop the ability to discuss the strengths and weaknesses of a historical fiction book.

## LENGTH OF TIME NEEDED:

Two book selection periods in the library.

## MATERIALS NEEDED:

- Multiple copies of the novels (available at KIDSBOOKS with a 10% teacher discount on individual purchases & a 15% discount on school district purchases, with processing if desired).
- Annotated Bibliography of Novels — Handout 1A.
- Novel Projects — Handout 1B.

## TEACHER PREPARATION:

- Teacher-librarian orders copies of novels.
- Teacher:
  - reserves the library for two periods.
  - makes eleven photocopies of Handout 1A.
  - photocopies a class set of Handout 1B.

## CLASSROOM PROCEDURE:

1. In the library, the teacher divides the class into groups of three to four students.
2. Each group is given a copy of Handout 1A to read.
3. Each group selects two novels from Handout 1A that they would like to read.

4. Each group selects and signs out a novel and the teacher records their selections.

## SUGGESTIONS FOR EVALUATION:

The teacher and/or teacher-librarian may evaluate such student products as:

- postcards,
- front pages of newspapers,
- book reviews,
- book club discussions,
- journal entries.

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## HANDOUT 1A

### AMERICAN HISTORY 1730-1900

Avi. *The Fighting Ground*.

When thirteen-year-old Jonathan goes off to fight in the Revolutionary War, he experiences the reality and horrors of war.

Collier, James. *Lincoln My Brother Sam is Dead*.

A young boy is caught between the patriotism of his brother and his father's Tory sympathies in this story of the American Revolution.

Forbes, Esther. *Johnny Tremain*.

A fourteen-year old apprentice silversmith chronicles the beginnings of the American Revolution.

Goodman, Joan Elizabeth. *Hope's Crossing*.

During the Revolutionary War, a young girl is kidnapped and enslaved by the band of Tories who attacked her Connecticut home.

Jocelyn, Marthe. *Earthly Astonishments*.

When a little person named Josephine is sold by her parents to a ruthless headmistress, she

escapes and joins the Museum of Earthly Astonishments where she meets an albino named Charlie and his kindly mom, Nelly. Set in the Lower East Side of New York city in the 19th century.

Pope, Elizabeth Marie. *The Sherwood Ring*.

When an orphan visits her uncle in his ancestral home, the ghosts of her ancestors who lived during the American Revolution come alive in a story that parallels current events in her life.

Tallant, Robert. *The Pirate LaFitte*

By day a blacksmith, by night a pirate, Jean LaFitte defended the city of New Orleans against the British in this story which combines tales of pirates, battles, mystery, true events and people.

## **ASIAN HISTORY 1650-1920**

Bosse, Malcolm. *Tusk and Stone*.

Set in ancient India, a fourteen-year-old boy named Arjun is captured and sold into slavery where he...

Buck, Pearl. *The Good Earth*.

The sweeping changes that occurred in the lives of the Chinese people during the 20th century are seen in this moving classic story of Wang Lung and his wife, O-lan.

Clavell, James. *Shogun*.

When his ship crashes on the coast of Japan and he is captured, an English explorer discovers the complexities of the Japanese culture in the seventeenth century.

Dickinson, Peter. *Tulku*.

When his father is killed and their mission destroyed, thirteen-year-old Theodore flees the Chinese rebels of the Boxer Uprising to Tibet.

Ye, Ting-Xing. *White Lily*.

The story of a young Chinese girl's struggle to escape the painful custom of foot binding required in 18th century China for all women of her social class.

## **CANADIAN HISTORY 1730-1900**

Brill, Ethel C. *Madeleine Takes Command*.

Madeline de Vercheres takes up arms in defense of family, country and faith against the Iroquois in 17th century New France.

Lunn, Janet. *The Hollow Tree*.

When her beloved cousin is hanged for being a British spy, he leaves a secret message for Phoebe containing the names of Loyalist families to be protected by the King's soldiers.

Maillet, Antonine. *Pelagie*.

After living in Georgia for 15 years, Pelagie LeBlanc packs up her family and possessions and starts the long journey home to Acadia as part of a small band of Acadians driven into exile by the British in 1755.

Walters, Eric. *The Bully Boys*.

When fourteen-year-old Thomas Roberts stops a robbery by American soldiers, he catches the attention of the legendary James FitzGibbon and joins the Green Tigers or Bully Boys in the War of 1812.

Trottier, Maxine. *A Circle of Silver*.

In 1760, when Lord MacNeil sends his son John from England to Canada to chart the Canadian wilderness, he never dreams that his son will land in the middle of Pontiac's Rebellion.

## **EUROPEAN HISTORY 1730-1900**

Nickel, Barbara Kathleen. *The Secret Wish of Nannerl Mozart*.

What became of Nannerl, the other musical genius and younger sister of the infamous 18th century composer, Wolfgang Amadeus Mozart?

## **FRENCH HISTORY 1730-1900**

Baroness Orczy. *Scarlet Pimpernel*.

A swashbuckling hero with two identities spirits condemned innocents out of France during the Reign of Terror imposed by the leaders of the French Revolution.

Cameron, Eleanor. *The Court of the Stone Children*.

Aided by the journal of a young woman who lived in nineteenth-century France, Nina solves a murder mystery dormant since the time of Napoleon.

Dickens, Charles. *A Tale of Two Cities*.

The words "It was the best of times...it was the worst of times..." begins a memorable love story set in the upheaval of the French Revolution, in which a young Englishman gives up his life to save the husband of the women he loves.

Keyes, Greg. *Newton's Cannon*.

An alternate-history and fantasy set primarily in the court of Louis XIV, where alchemy has replaced physics. Characters including Louis XIV, Isaac Newton, and Ben Franklin are drawn together in the struggles between England and France. For mature and advanced readers.

Keyes, Greg. *Calculus of Angels*.

Two years have passed since the asteroid has struck. England is devastated and the French government has collapsed upon the death of Louis XIV in this mixture of alternate-history and fantasy set in 18th century Europe. For mature and advanced readers.

Lasky, Kathryn. *Marie Antoinette*.

The thoughts of Maria Antonia of Vienna as she is about to marry the Dauphin Louis August, eldest grandson of King Louis XV, and become the future Queen of France.

Yalom, Marilyn. *Blood Sisters: The French Revolution in Women's Memory*.

The memoirs of women (aristocrats, republicans, servants and peasants) as they lived through and witnessed events during the French Revolution.

## **ENGLISH HISTORY 1750-1900 (INDUSTRIAL REVOLUTION)**

Aiken, Joan. *Midnight is a Place*.

Two orphans struggle to survive on their own in nineteenth-century England.

Almond, David Kit's. *Wilderness*.

When Christopher "Kit" Watson returns to the old English coal-mining village of Stonegate where his ancestors lived, worked and died, he is drawn into a spin-the-knife pretend-to-be game of death.

Dickens, Charles. *Oliver Twist*.

A retelling of the story Oliver Twist, the young boy who flees from a Victorian London

orphanage only to be captured by Fagin and his gang of child thieves.

Doherty, Berlie. *Street Child*.

Jim Jarvis, a poor orphan living in Victorian England, escapes the forced labour of shoveling coal on a river barge and finds himself alone and starving in the streets of London.

Freeman, Bill. *Trouble at Lachine Mill*.

Meg and her younger brother Jaime take jobs in a shirt factory in Montreal, and discover that not only have they been hired at low wages to work long days, but also to replace striking workers.

Gaetz, Dayle Campbell. *Living Freight*.

Orphaned by the death of her mother, Emma flees the 60 hours workweek of the mills in England during the Industrial Revolution to find a new life in British Columbia.

Garfield, Leon. *The Apprentices*.

Compelling stories of the lives of the apprentices of pawnbrokers, midwives, clock makers and lamplighters in the city of London during the 18th century.

Garfield, Leon. *Smith*.

A story of murder and betrayal in the London underworld as seen through the adventures of a well accomplished twelve-year-old pickpocket named Smith.

Holman, Sheri. *The Dress Lodger*.

Fifteen year-old Gustine is a potter's assistant by day and a prostitute by night in cholera-stricken 1831 England when she strikes a deal with an ambitious young surgeon: her son's life for the dead bodies he requires for his anatomical research. Recommended for mature and advanced readers.

Howard, Ellen. *The Gate in the Wall*.

When Emma Deane is locked out of a silk factory in Victorian England for being a minute late, she faces hunger, poverty and sickness until she ...

McCully, Emily. *The Bobbin Girl*.

When her mother's income from the boarding house no longer covers their expenses, Rebecca is forced to become a bobbin girl in the local textile mill where she faces low wages, long

hours, loud machinery, bad air and possible injury. Recommended for ESL readers.

Paterson, Katherine. *Lyddie*.

After her father abandons the family, Lyddie Worthen, a young Vermont farm girl, is forced to work long hours in a dirty, dusty Massachusetts factory. Should she keep silent and earn enough money to support her family or protest her poor working conditions?

Pullman, Philip. *The Ruby in the Smoke*.

Searching for clues that will reveal the truth behind her father's death, Sally Lockhart encounters cutthroats and villains in the shadowy underworld of London.

Pullman, Philip. *The Shadow in the North*.

In this sequel to *The Ruby in the Smoke*, Sally Lockhart investigates the identity of a wealthy industrialist whose shipping firm has just collapsed.

Pullman, Philip. *The Tiger in the Well*.

In this sequel to *The Ruby in the Smoke* and *The Shadow in the North*, Sally Lockhart uses her intelligence and resources to combat a plot to rob her of her child, home and career.

Tomlinson, Theresa. *Ironstone Valley*.

When Ned starts working in the ironstone mine, his greatest fear is...

Trease, Geoffrey. *Danger in the Wings*.

In the eighteenth century, relations between America and England were tense. So when Dan moves to London, England, to pursue his love of the theatre, it puts him in great danger.

Trease, Geoffrey. *No Horn at Midnight*.

During the Industrial Revolution, Caroline Callendar disguises herself as a boy and escapes the loveless home of her uncle to sail on the famous Twin Roses Flyer.

Wallace, Barbara Brooks. *Sparrows in the Scullery*.

Once privileged but recently orphaned when his parents were killed in a carriage accident, Colley Trevelyn is kidnapped and sold to a home for boys where he is forced to work in a glass factory.

Wiseman, David Jeremy. *Visick*.

Why is Matthew drawn into helping a boy who was lost in a mining disaster a century before?

## SLAVERY AND THE UNDERGROUND RAILROAD

Avi. *Encounter at Easton*.

The sequel to *Night Journeys* follows two runaway indentured servants and their attempt to find sanctuary.

Avi. *Night Journeys*.

A decade before the beginning of the American Revolution, young Peter York has been unhappily adopted into a deeply religious Quaker family when he is forced to choose between his freedom and the freedom of two runaway servants.

Bell, William. *Zack*.

What does Zack discover when he researches the life of Richard Pierpoint, a former African slave and soldier in both the American War and War of 1812?

Collier, James Lincoln. *Jump Ship to Freedom*.

When his father dies in the Revolutionary War, young Daniel and his mother are betrayed by his owner and forced aboard a ship destined for the slave markets of the West Indies.

Greenwood, Barbara. *The Last Safe House: The Story of the Underground Railroad*.

A Canadian girl develops insights into the plight of runaway slaves and the institution of slavery when a young slave escapes and hides in her home.

Lasky, Kathryn. *True North*.

Juxtaposed are the stories of Afrika, a young slave escaping to Canada, and Lucy who is escaping the stifling upbringing of her privileged Boston family.

Lester, Julius. *To Be a Slave*.

A compilation of the recollections and experiences of ex-slaves from their forced departure from Africa through the Civil War to the early 20th century.

Lyons, Mary. *The Poison Place*.

A former slave, Moses Williams reveals a startling account of jealousy, betrayal and suspicion as he takes his daughter through each room of the museum of his former owner, Charles Wilson Peale.

Pate, Alexis D. *Amistad*.

Based on the true story of the 1839 mutiny on board the Spanish slave ship *Amistad*.

Paterson, Katherine. *Jip: His Story*.

An orphan named Jip strikes a deep and unlikely friendship with a lunatic who comes to the farm.

Paulsen, Gary. *Nightjohn*.

Based on a true story, a slave named Nightjohn risks being whipped, shackled and beaten to teach a young slave how to read in 19th century United States.

Paulsen, Gary. *Sarny: A Life Remembered*.

The young slave who was taught to read by Nightjohn looks back through her 94 years of life to her experiences in the Civil War.

Rinaldi, Ann. *Hang a Thousand Trees with Ribbons*.

A fictional account of Phillis Wheatley's intriguing and tragic life from a slave kidnapped from Senegal to America's first published black poet and the toast of Boston and London society.

Robinet, Harriett Gillme. *Forty Acres and a Mule*.

Like other ex-slaves, Pascal and his older brother Gideon were promised forty acres and a mule. But the notorious night riders plan to take their land, threatening the freedom that the brothers are enjoying for the first time in their lives.

Ruby, Lois. *Steal Away Home*.

When her family renovates a new house in Lawrence, Kansas, Dana Shannon discovers the diary of James Weaver, which reveals his involvement in the Underground Railroad.

Shaik, Fatima. *Melitte*.

Set in Louisiana during the years when the colony was changing from French to Spanish rule, a young mulatto slave girl named Melitte questions her slavery.

Smucker, Barbara. *Underground to Canada*.

The story of slaves in the early 1800s who flee to Canada through the Underground Railroad.

Wisler, G. Clifton. *Caleb's Choice*.

When his life is saved by a runaway slave, 13-year-old Caleb Dulaney questions the Fugitive Slave Act when he is asked to assist a runaway slave through the Texan Underground Railway.

## CURRENT EVENTS

Holliday, Laurel. *Dreaming in Color, Living in Black and White*.

How would you feel if your teacher did not believe you wrote the story he thinks is great? How does it feel to work in the kitchen of a summer camp but not be allowed to swim in the camp lake? True stories tell what it is like to grow up Black or Hispanic in the United States.

Moeri, Louise. *The Forty-Third War*.

A young Latino boy named Uno Ramirez is conscripted into the army of a resistance group to fight for the freedom of an unnamed Central American country.

Paterson, Katherine. *Park's Quest*.

Park travels to his grandfather's farm in Virginia to learn about his father who died in the Vietnam War.

Rapp, Adam. *The Buffalo Tree*.

While thirteen-year old Sura serves a six-month sentence in a juvenile detention center called "The Stock", he watches his bunkmate, Coly Jo, fall prey to the excesses of the prison system and must decide how to survive.

Silver, Norman. *A Monkey's Wedding*.

Four teens from very different backgrounds form an alliance to resist the increasing violence and lawlessness in post apartheid South Africa.

Wartski, Maureen Crane. *A Boat to Nowhere*.

Fleeing the terrible conflict of war, Mai and her family escape Vietnam to find safety and peace in a new land.

Whitesel, Cheryl. *Rebel: a Tibetan Odyssey*.

A young, rebellious Tibetan who yearns to become a trader and visit faraway places, is banished from his village and forced to live in a monastery.

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## HANDOUT 1B — NOVEL PROJECTS

Please choose and read two novels and complete two of the four following projects.

### 1. POST CARD PROJECT

You are to create a 5 x 8 postcard. On one side of the postcard please create a visual representation depicting the historical setting of your novel. On the other side please create a well-written paragraph summary of the novel including a personal critique of why you would or wouldn't recommend this novel to another student.

#### Evaluation:

Visual presentation:	10 marks	_____
Summary:	10 marks	_____
Personal critique:	5 marks	_____
<b>Total :</b>	<b>25 marks</b>	<b>_____</b>

My novel choice is:

\_\_\_\_\_

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

### 2. FRONT PAGE OF A NEWSPAPER PROJECT

You are to create the front page of a newspaper that reflects a key historical event depicted in your novel. Please include the name of your newspaper, an index, headlines and visual representations.

#### Evaluation:

Visual presentation	10 marks	_____
Front page stories	10 marks	_____
Organization	5 marks	_____
<b>Total</b>	<b>25 marks</b>	<b>_____</b>

My novel choice is

\_\_\_\_\_

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

### 3. Critical Historical Book Review.

Using two different sources in your library, you are to write a four to five sentence book review that evaluates the accuracy of the information in your novel. Please check dates, events and historical figures.

#### Evaluation:

Book Review:	15 marks	_____
Use of Sources:	10 marks	_____
<b>Total:</b>	<b>25 marks</b>	<b>_____</b>

My novel choice is

\_\_\_\_\_

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

### 4. HISTORICAL FICTION BOOK CLUB PROJECT

A book club is a group of people who meet regularly to discuss a book that they have read. The most famous book club is Oprah's book club. She chooses a book and asks her viewers to read it and then invites several viewers to join her for dinner where they discuss the book.

1. Please form a group consisting of 3-4 students. This group will be your book club.
2. From the list of books on Handout 1A, please agree on one book that everyone in your group would like to read.
3. Each member of the club will sign out a copy of the book.
4. The reading of your book should be completed by \_\_\_\_\_.
5. When you are reading the book you should be thinking of the following questions:
  - Has the author created an interesting story?
  - Has the author introduced historical events in an interesting way?
  - Are the characters believable?
6. \_\_\_\_\_ is book club day.
7. On that day you will divide into your group and discuss your book. Did you like the story? What parts did you like? What parts didn't you like? Is the book well written?
8. On Book Club Day your group can bring treats including drinks and cookies.
9. After a 15-20 minute discussion, your group will make a brief presentation to the class summarizing: the strengths and weakness of the book and the highlights of your discussion.
10. Evaluation will be based on:
  - Participation in your book club's discussion 15 marks
  - Group presentation to the class 10 marks**Total 25 marks**

# **FRIENDS OF THE LIBRARY CELEBRATE INTERNATIONAL SCHOOL LIBRARY DAY**

## **AT KITSILANO SECONDARY SCHOOL LIBRARY OCTOBER 18TH, 2000**

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

As in many jurisdictions, school libraries in Vancouver, B.C., have suffered continuing staffing and budget cuts over the past decade. This fact has caused great concern among parents and educators, who see a growing need for children and youth to become skilled users of information, not a shrinking need. In the past, both groups have made presentations expressing their concerns to the Vancouver School Board. In 1998, changes to the budget processes restricted participation in budget discussion meetings to representatives from organized parent and interest groups. No individuals or informal groups are now allowed to participate. Unlike such areas as services for gifted or special education students, or science and fine arts education, there was no organized group that supported school library services, although informal meetings of a "Friends of the Library" had been held.

Spurred on by looming budget discussions this fall, the Friends of the Library group has shifted from an informal to a formal organization with a membership list, a listserv ([friends-list@interchange.ubc.ca](mailto:friends-list@interchange.ubc.ca)) and a clear agenda. Part of this agenda was evident at an event held to "Celebrate International School Library Day!" on Monday, October 16th, to which members of the Friends invited other interested individuals. Flyers were circulated to each of Vancouver's 110 schools, asking teacher-librarians to inform interested parents of the event. Clearly, the Friends want to build a strong organization with widespread links to the entire school community as well as the library world.

Under the leadership of Jo-Anne Naslund, a librarian at the University of British Columbia's Education Library and the parent of two sons attending Vancouver schools, a planning committee put together the following stimulating program for the event. In addition to the speakers mentioned below, Jo-Anne offers special thanks to Mary Locke, Claire Smythe, Pat Parungao, Liz Austrom, Judi Saltman, Joan Nazif, Kathy Shumaker and Norma Charles for helping organize elements of this event.

On a rather chilly, rainy night, warm words of welcome were provided by Mary Daniel, the Principal of Kitsilano Secondary School. She spoke proudly of what she called "the best library" in the system, as Giovanna Bombino, the host teacher-librarian, smiled happily.

Following the official greeting, Jo-Anne Naslund and Mark Roberts offered further words of welcome and some background on the celebration itself. Jo-Anne commented on the need for the educational community to celebrate International School Library Day, which was first celebrated in October 1999. It takes place on the third Monday of October each year, and the aim of this special day is to draw attention to the importance of school libraries in the education of children. International activities for the day appear on the world wide web site of IASL <[www.iasl-slo.org](http://www.iasl-slo.org)>. Jo-Anne went on to address the Vancouver school library situation and the future role of the Friends of the Library as a formally organized group entitled to make budget presentations.

Mark Roberts, the current President of the British Columbia Teacher-Librarians' Association, called the Friends of the Library "an admirable and important initiative" and congratulated both organizers and attendees. He went on to talk about recent research studies in Alaska, Pennsylvania and Colorado which have found a positive correlation between students' standardized test scores and factors such as full-time library media specialist(s) (i.e., trained teacher-librarian(s)), library collection size accompanied by integrated technologies, flexible scheduling of the resource centre, and collaboration between teachers and their teacher-librarian colleagues. His comments provided an important rationale for parental involvement in support of school library programs. [Note: For an excellent summary of current research, read "Dick and Jane Go to the Head of the Class," by Christine Hamilton-Pennell, Keith Curry Lance, Marcia J. Rodney, and Eugene Hainer, in the April 2000 issue of *School Library Journal*.]

The next element of the evening, called "The School Library Program," was presented by a team of elementary and secondary teacher-librarians: Susan Harman, Bayview Elementary, and Pat Parungao, Magee Secondary.

Susan began the "Program" segment by discussing the twin thrusts of the library program at Bayview: (1) introducing students to great literature, both from Canada and elsewhere; and (2) teaching students how to find information and how to use it effectively. To illustrate these points she talked about specific units, and how planning them and teaching them is affected by the assignment of library time to providing "prep time" for teachers. Susan also talked about how she develops units to incorporate skills from their scope and sequence of information skills. Examples ranged from Kindergarten students learning the difference between fiction and non-fiction and how to find their favourite books, to Grade 7 students completing a topic research (e.g., a biography of women) which includes a thirteen item bibliography.

For the secondary school program component, Pat Parungao presented a Power Point production that she developed with the help of a student and another teacher and had previously presented to the PAC (Parent Advisory Committee) at Magee Secondary. She described how the teacher-librarian and classroom teachers collaboratively plan and teach units together which teach information skills and subject content together. Parts of her presentation are included in the boxes below, for they provided a context for understanding what has been happening in Vancouver's school libraries.

**INFORMATION LITERACY IS THE ABILITY TO:**

- recognize the need for information to solve problems and develop ideas
- pose important questions
- use a variety of information gathering strategies
- locate relevant and appropriate information
- assess information for quality, authority, accuracy and authenticity

Pat went on to address the difficulty of providing up-to-date current resources with a budget that is almost half what it was fifteen years ago, and the necessity of buying an increased range of resources.

And then there is the added cost of the Goods and Services Tax, which did not exist in 1984.

**BUDGET**

- **\$21.00 per pupil in 1984** to purchase print and audio-visual materials without GST
- **\$11.83 per pupil in 1999** to purchase CD-ROMs, online indexes as well as print and audio-visual materials with GST

**CURRENT PRICES**

- Average retail price for paperbacks: \$7.99
- Av. retail price for hardcovers: \$22.99
- Av. retail price for video cassettes: \$26.00
- Av. price for CD-ROM (5-pack): \$186
- InfoTrac index: \$ 2,000

Pat ended her presentation with two very powerful quotations, the first being Kathleen Craver's:

**NEVER BEFORE**

have economic, educational, and technological events conspired to provide (Library Resource Centers) with both unparalleled successful instructional opportunities and (at the same time) the potential for possible extinction.

— Kathleen Craver, Kathleen. (1994). *School library media centers in the 21st century*. Connecticut: Greenwood Press, p. 123.

Pat Parungao found the second quotation in an e-mail Jo-Anne Naslund sent out last spring, and she used it to remind the group that they have a role to fill in supporting school libraries if they believe them

to be of value. She gave the same message to Magee's Parents Advisory Committee when it met.

#### **FRIENDS OF THE LIBRARY**

This membership means very little — except it makes it a bit more formal if we present a letter or paper in support of school library programs. The Friends are then an organized group just as we have Parents for Science or Gifted Parents Association, etc. It simply is a formal mechanism for parents to demonstrate support for school library programs and to have a group of parents from a wide variety of schools.

— Jo-Anne Naslund, chairperson, Friends of the Library

Next came an "Update on School Libraries in Vancouver," in which Larry Hoe, the Manager of the VSB's Media Library Services and Technology, and Elizabeth Wright, Librarian at Media Library Services, spoke about their roles in supporting teacher-librarians in the field. One focus was on the organization of district purchases to save money while maintaining teacher-librarians' autonomy in the selection process. Another focus was the library catalogue automation project, which Larry Hoe believed could be completed within three years as trustees appear to be interested in a project proposal he has made. A more immediate impact may be felt by a project now underway in the district in which a University of British Columbia study, under the direction of Dr. Ken Haycock, will look at resource services in Vancouver. Perhaps problems such as no substitutes for the first ten days of secondary teacher-librarians' absences and elementary teacher-librarians spending up to 50% of their time providing preparation time for teachers, will be addressed when the results of the study are compared with findings from current research.


The next presentation, "School Libraries: the Public Library Perspective," was made by Janice Douglas, Director of Youth Services and Programs for the Vancouver Public Library. She covered a number of issues, including public librarians' perplexity over how and why students are using the public library. They are concerned about students' lack of clarity about the purpose of their assignments — one probable outcome of the cutbacks in teacher-librarian time in schools which has led to a reduction

in collaborative planning with teachers. Listeners were interested to hear about the way that VPL deals with children using the Internet, and pleased to hear that the VPL Children's Web Site has more than 1500 links to sites that have been selected as safe and appropriate for children. This impressive evaluative task was accomplished by one person, Children's Librarian Yukiko Tosa. She will add new sites as she identifies them, making this site on VPL's web page a "must use" resource for children and their parents.

Linda Bailey, the British Columbian author of many successful detective novels for elementary students, appeared as a representative of CWILL (Children's Writers & Illustrators of B.C.). Saying, "I'm here as content!" she presented a number of wonderful recent books created by members of CWILL — both fiction and non-fiction, as well as a new hybrid that embeds non-fiction information in a fictional plotline. CWILL members often visit schools under the auspices of teacher-librarians, talking to children and young adults about the writing process, character and setting development and researching background. Linda emphasized that Canadian children's books are highly regarded in other countries, an opinion that the Friends of the Library supported enthusiastically. CWILL appreciates the role teacher-librarians play in bringing Canadian materials into schools and to the notice of teachers and students. A CWILL display was set up in one section of the library, available for browsing during refreshment time at the end of the meeting.

At this point in an information filled evening, Jo-Anne Naslund introduced several teacher-librarians in the audience who had come with displays and information packages about a range of successful "Resource Based Units in Action." Giovanna Bombino shared her "Reader's Bill of Rights" (it includes such gems as "the right to skip pages") and a French language unit culminating in a Pac Rim Exposition. Mary Locke, from General Gordon Elementary, shared a grade 4-5 unit on the "Decades of the 20th Century" that uses everything from books and newspapers to CD-ROM and the Internet. Due to the lateness of the hour, Jo-Anne invited people to spend some time visiting with Giovanna, Mary, and the other teacher-librarians who had come prepared to share — Claire Smythe, Van Horne Elementary; Gwen Ingham, Tecumseh Annex; Jack Allen, Windermere Secondary; Linda Hedley, Tupper Secondary. Despite the urge to get home on a wet, windy evening, many people took advantage of this opportunity.

The finale of the program was a "Poetic Adventure" presented by Avis Harley, the author of *Fly with poetry : an ABC of poetry* (Honesdale, PA: Wordsong/Boyd's Mills Press, 2000). She was inspired by International School Library Day to create a poem for two voices. It was chanted aloud enthusiastically by two halves of the crowd, one led by Jo-Anne Naslund and the other half by the poet herself. Avis modestly declined to have the poem reprinted here, but anyone who has ever done an acrostic puzzle will be able to follow Avis Harley's idea and create a poem by attaching a word to each letter of "International School Library Day." Creating a celebration poem that expresses something meaningful and uplifting may be more difficult than this sounds. However, Avis managed it with grace and the audience was with her all the way! Chanting together as a community of Friends of the Library was a very positive end to an informative evening. We look forward to the next meeting.



**What is more important in a library than anything else – than everything else – is the fact that it exists.**

**Archibald MacLeish**  
(1892-1982), U.S. poet.

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*"A joy to read."* — CORA TAYLOR



# A MILLENNIUM READING PROJECT (A SECONDARY SCHOOL SUCCESS STORY)

by **SHEILA BLACK** teacher-librarian (on leave) and **GLENYS GALLOWAY** teacher-librarian, Sir Charles Tupper Secondary School, SD #39 (Vancouver).

Even though there has been some dispute about the beginning of the new millennium, we knew that the year 2000 would be a landmark and so we needed something special to distinguish it from any other year. To that end, we decided in the library that the Year 2000 would be a year to create a reading community at Tupper where the students talked to the staff and the staff talked to the students about the books they were reading. We understood that extra-curricular reading for our students, as with many other secondary school students, is rarely a priority – students have jobs, homework, or simply a lack of interest in reading as recreation. But we were determined to try and change that attitude and begin the new millennium by doing something special.

Our goal was to read collectively, as a school, 2000 books by the beginning of the Year 2000. What follows is a chronicle of a very memorable year of much planning (and re-planning), a few harrowing moments along the way (what if we didn't make it!?) and great joy at the success that the school achieved.

**September, 1999.** We were thinking about a millennium project and wondering why we didn't think about it last June. We talked with a few staff members about a focus on a reading project. It needed to be not too much like work for either students or staff and it needed to appeal to a great variety of students — high achieving, special needs, vocational, special program, and all others in-between.

We needed to think of ways to chart the progress for all to see. The tiger is our school mascot. We discussed designing a "Tupper Tiger Paw" on which to record essential information about the book and a place to indicate that the book had been discussed with either a student (in the case of a staff member) or a staff member (in the case of the student). We decided that these paws would be put up around the school to indicate the progress.

# \_\_\_\_\_  
homeroom \_\_\_\_\_  
Your Name \_\_\_\_\_  
or Student Number \_\_\_\_\_  
Title \_\_\_\_\_  
Author \_\_\_\_\_ # of pages \_\_\_\_\_  
Fiction  or Non Fiction   
One thing I liked about this book was: \_\_\_\_\_  
This signature signifies that this book was discussed with me \_\_\_\_\_  
KSC

- Criteria – no textbooks or magazines.
- Fiction and nonfiction only.
- English and other first languages were fine.
- Completion date – January 16, 2000 with a New Year's style celebration.

**October, 1999.** We took our idea to the administration and staff. They showed a great deal of support. We urged that reading for this project be a part of the daily USSR (silent reading), which was not necessarily used to its full potential. We made signs for each classroom and around the school, and included announcements on the PA, in monthly school newsletters, and at parent meetings. We made sure each teacher had an arsenal of paws to start with. We felt we

needed to provide a “carrot” of weekly prizes. When students bring their paw to the library, we recorded the number and they received a ticket for a weekly prize draw. We hastened to remind students that the more paws they submitted, the more chances they had to win something.

- We tried to have most prizes donated. Places like Cineplex Odeon cinemas, A&B Sound, Macdonald’s, Vancouver Aquarium, and other private individuals were very gracious in passing along money or gift certificates.
- We augmented these prizes with book gift certificates from money that the administration had given us for the project.

We began keeping a database of student names, book titles, and grades. We weren’t sure how we would use this information, but we knew it would be important somehow. Library assistants were extremely helpful in keeping this data up to date. Seventy-five paws were in by the end of October – it was a start at least...

**November, 1999.** Paws started to ‘crawl’ out of the library and down the hallway. Many students were coming to tell us about their books. When they handed in their paw(s), we didn’t wait to see if they wanted another paw, we just gave them one. Every class that came to the library got the Millennium Reading Project “spiel” and paws were handed out. We continued with reminders on the PA like “Have a ‘pawsitively’ wonderful weekend. Do some reading” and updates in newsletter.

**December, 1999.** Progress was quite slow although weekly prizes seemed to be providing some incentive. We were concerned about end date and thought that we might need to rethink the original January 16<sup>th</sup> deadline. Reading was happening, but not all the paws were making it to the library. We needed to find a way to deal with that glitch.

- One English teacher periodically brought in her classes to do booktalks. Students filled out the paws and we collected them then and there, guaranteeing that all the paws were handed in.
- Special Programs classes with less structured curricula routinely used this project for extending language arts classes. They, too, came to the library en masse to submit paws.
- We were asked to compile a bibliography of “Geography” related fiction and nonfiction for the Geography 12 teacher to incorporate the reading

project into her curriculum. To encourage reading over the winter break, we made up a Millennium Reading Project song to sing over the PA before the break. Our songs were not uncommon, so the students were used to this. We noted that lots of reminders had some effect. Many books were signed out for reading over the break.

## TUPPER’S READING SONG

(to the tune of *Old MacDonald*)

Tupper’s really reading now!!

Two thousand books our goal!!

For every book you get a paw,

Join in, we’re on a roll!

With a paw, paw here, and a paw, paw there

Here a paw, there a paw, everywhere a paw, paw!

For a book, book here, and a book, book there

Here a book, there a book, everywhere a book, book!

Tupper’s really reading now

Two thousand books our goal!

- Paws were now crawling and leaping down the hall of the main floor of the school – students were curious and asking questions.

**January, 2000.** Many, many, many paws came in after the break, but the total was still only 1100. We clearly were not going to finish by January 16<sup>th</sup>. We quietly let the due date pass. Nobody really seemed to notice. We said that we were going to complete this project in the year 2000 – as early in 2000 as we could. We passed this information on to the staff and asked for their continued support. Paws were now leaping up to the second floor of the school. Many more students were submitting paws -- often three or four at a time. We knew there were more out there, so we established our “traveling road show.” We went to the classroom of any teacher who invited us to talk about the project. We told the students about books we had read and then had

a student sign our paw. We collected paws from them or told them we would be back on a specific day to collect their paws and hand out prize tickets. Students were asking us for more suggestions of “good books”, telling each other about books they had read, and putting books on hold.

**February, 2000.** A staff member brought to our attention that some students expressed embarrassment at having their names on the paws in the hallways. They asked whether they could use their student numbers. “But, of course!” we said. It was a little extra work for the database person, but we were willing to do anything for more paws. Many students chose this option. The weekly prize draws were really garnering attention now. Students had their ticket stubs ready when we read the winning number every Monday morning. The “traveling road show” was working well. A Fraser Institute Report slamming our school was published. Our school was devastated and the students were demoralized. But we said that we needed to show everyone what our school could do. No other secondary school we knew of had such a special reading project for the millennium.

**March, 2000.** We really wanted all participants to receive something to show their participation. It would have to be small but significant. Our principal, a great supporter and participant from the outset, supplied some funds and the idea that all participants could receive a Millennium pen. Great – very 21st-century! This was a huge secret – nobody knew what the special “whatzit” everyone would receive was. This caused much speculation among the participants. We think it enticed even more participation.

By this point, we had collectively read only about 1700 books and were still a little worried about completion. Then the reading project received community publicity in a lengthy article in the local newspaper. Students were interviewed and photographed. We decided to ‘bite the bullet’ and announced a closing date of May 1, 2000. We began to plan a “Celebration pawty” assembly for all the participants and wrapping the “whatzits.” We had between 500 and 600 to wrap, so we enlisted the help of two students sworn to secrecy and all our family members. This project was turning into something bigger than even we had planned. The closer we got to the 2000 goal the more excitement there was.

We figured that we needed to commemorate this achievement more permanently. We decided to create a plaque with the names of all the participants arranged

by grade levels. With help from the administration, we arranged for a book shaped plaque to be unveiled at the party. We realized we could use the names we had recorded so carefully on our database.

**April, 2000.** It was clear that the school was going to achieve the goal of 2000 books. We really did not know what we would have done if we hadn’t. The 2000<sup>th</sup> paw was submitted a week earlier than we thought. Even after we made the big announcement, paws kept coming in. The final tally was 2287 by the end of April. There was no time to revel or even heave a huge sigh of relief. There was a celebration to plan!

**May, 2000.** We coordinated lists for teachers of participants we wanted to see excused if possible for the “New Year” celebration. This was another good use for our database. Most participating staff arranged coverage with a colleague so they could attend. In many cases, staff members were bringing the majority of their classes anyway. It was important for all participants to be there – students and staff alike. The program included book prizes for those who had read the most as well as miscellaneous prizes for the first paw and draws for those participants who had read five, ten, fifteen, and twenty or more books.

- Participants stood as grade groups to be acknowledged by everyone else.
- Special guest speakers from the School Board gave their short congratulations.
- The plaque (another secret) was unveiled.
- Of course, the librarians penned a “reading song” to the tune of “Auld Lang Syne,” which everyone sang to end the celebration.
- Throughout, there were lots of balloons, music, cheering, and a lollipop for each as they left. It was a memorable ‘paw-ty’! Over the following week, students and staff collected their “whatzits” (which became quite coveted) and found their names on the plaque, which remains in the library.

The millennium reading project was over! It had indeed been a big challenge and consequently, a fine achievement – much loftier than the staff realized. We were so pleased for the students. All of the worry was worth it to give many of them a new attitude and confidence about reading and to reinforce the legitimacy of reading for pleasure. Participants took pride in seeing their names on the plaque. As one student said, he was pleased that his name will be on at least one plaque by the time he graduated.

This initiative clearly benefited from the great support of the staff and administration that let us do just what we needed to do. They played a pivotal role in the success of the project. In addition, the library and its program were great benefactors of this project. The profile of the library was greatly enhanced. Students feel more comfortable coming to us for help, because they know us better now. We have established relationships with staff and students that often center on discussion of good books and ideas. Sheila Black has now taken a leave (in no way related to the rigors of the project) but she still 'talks books' with Tupper's students. In the school bulletin, students watch for 'Ms Black's Best Books' - her suggestions for leisure reading. Yes, staff and students have established a reading community at Tupper. But of course, nobody can say for sure that such a reading community will last. Perhaps we need another reading project! The conceptualization of Reading Olympics 2000-2001 is in progress...



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# SEVEN WONDERS OF THE ...

by SUSAN PEARSON, teacher-librarian, Killarney Secondary School, SD#39 (Vancouver).

## INTRODUCTION

Back when I was a full-time Social Studies teacher, I wanted to do a unit that was a little different in the weeks before a holiday break. The first version, which looks at the classic wonders of the ancient world, could be used for grades seven or eight. The second version diverges from the classic wonders to investigate non-western cultures. This version is most appropriate for Comparative Civilizations 12 since it requires much more extensive research. It results in a more sophisticated product. The second version is structured on one of the suggested texts for the Comparative Civilizations course, *Civilizations Atlas* by Habermann.

## GOALS AND OUTCOMES

### RESEARCH

- locate relevant sources
- locate supporting evidence
- note taking skills
- bibliography

### COMMUNICATION

- prepare written reports
- use illustrations to communicate
- presentation skills
- compare results of independent study

### COOPERATIVE LEARNING SKILLS

- active listening
- divide workload and reach consensus
- accept individual accountability
- demonstrate positive interdependence
- present in groups

## RESOURCES AVAILABLE

### BOOKS

There are many print resources. The following are just some of the more useful resources I have used.

- Adkins, Roy, and Lesley Adkins, *Abandoned Places: A Legacy of Past Cultures and Civilizations*, New York, Shooting Star Press, 1990.

- Bahn, Paul G. Ed., *100 Great Archaeological Discoveries*, London, Orion Publishing Group, 1995.
- Clayton, Peter A. and Martin J. Price, *The Seven Wonders of the Ancient World*, New York, Dorset Press, 1988.
- Fagan, Brian, *New Treasures of the Past*, London, Grange Books, 1987
- Forte, Maurizio, and Alberto Siliotti, *Virtual Archaeology: Re-creating Ancient Worlds*, New York, Harry N. Abrams, Inc., 1997.
- Grigson, Lionel, *Wonders of the World*, London, Chancellor Press, 1992.
- Harris, Bill, *Lost Civilizations*, Leicester, Magna Books, 1993.
- National Geographic Society, *Wonders of the Ancient World: National Geographic Atlas of Archaeology*, Washington, D.C., National Geographic Society, 1994.
- Oliphant, Margaret, *The Atlas of the Ancient World: Charting the Great Civilizations of the Past*, New York, Simon & Schuster, 1992.

### VIDEOS

- *Lost Civilizations*. Time-Life Video (this is a multi-volume series covering a huge time span from Egypt: Quest for Immortality, to Tibet: The End of Time)

### CD-ROMS

- National Geographic
- World Book 2000
- Encarta 2000

### INTERNET

- World Book Online (paid subscription)
- [www.new7wonders.com](http://www.new7wonders.com) (this is an interesting site which is currently taking a vote on the seven most significant wonders of the last two millennia.)
- [www.dmoz.org](http://www.dmoz.org) (This is a really useful directory. Type "seven wonders" in the search box.)
- <http://pw.vsb.bc.ca/library/ssseven.html> (an incredible web site written by Karen Cordiner, teacher-librarian at Prince of Wales Secondary School, just this section has dozens of links.)
- [www.fordham.edu/halsall/](http://www.fordham.edu/halsall/) (another excellent site written by Paul Halsall, a professor at Fordham University in New York.)

## Handout #1

### THE SEVEN WONDERS OF THE ANCIENT WORLD

You and your partners will be presenting information on **one** of the seven wonders of the world listed below:

#### THE SEVEN WONDERS OF THE ANCIENT WORLD

1. THE GREAT PYRAMID OF GIZA
2. THE HANGING GARDENS OF BABYLON
3. THE STATUE OF ZEUS AT OLYMPIA
4. THE TEMPLE OF ARTEMIS AT EPHEBUS
5. THE MAUSOLEUM AT HALICARNASSUS
6. THE COLOSSUS OF RHODES
7. THE PHAROS AT ALEXANDRIA

In your presentation you need to provide a poster or a model neatly showing what you “Wonder” looks like. (10 marks)

You will also have to provide me with a written transcript of your presentation information. (20 marks)

Your presentation itself will be marked on: speed, enunciation, projection, poise, enthusiasm, and eye contact. (5 marks each-30 marks)

In your presentation you should include as much of the following information as you can about your “Wonder”

1. When it was built, and how long it took to build.
2. Where it was built (Location - both past and present).
3. Why it was built.
4. How it was built (what materials were used).
5. Who/what does it represent or symbolize. Or what is the significance.
6. Is it still standing?
7. Any other pieces of information you can think of which makes your “Wonder” interesting. (e. g.: How much did it cost to build, or how many men did it take to build it? The information may be different for each “Wonder”.)

Take notes and ask questions on each presentation as you will have a test on this at the end of the unit!

## HANDOUT #2

### THE SEVEN WONDERS OF THE WORLD MARKING SHEET

Names: \_\_\_\_\_  
\_\_\_\_\_

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

**1. POSTER:** /10 Marks

**2. CONTENT/TRANSCRIPT:** /20 Marks

**3. PRESENTATION STYLE** /30 Marks Total

SPEED: /5 Marks

ENUNCIATION: /5 Marks

PROJECTION: /5 Marks

ENTHUSIASM/MODULATION/TONE: /5 Marks

POISE/MANNERISMS: /5 Marks

EYE CONTACT: /5 Marks

## HANDOUT #3

### “SEVEN” WONDERS OF THE NEW MILLENNIUM

You and a partner are to select a new “Wonder” of the world which interests you from the list below. Your assignment is to research this “Wonder”, and the civilization which produced it, and then present it in it’s defining moment to the class in a **15-20 minute presentation**.

Your presentation must include **5-10 overheads** (which we will make on the scanners in the computer lab), and a **handout** for the class (a summary-in point form) as an audience member you must listen carefully, take notes, and ask questions in preparation for an **in-class essay** after all the presentations are over.\*

Each group will need to cover the topics of; world view, community and work, and people and power, for the new “Wonder” and civilization they have selected. More specifically you should cover the following information

#### A. WORLD VIEW

1. Religious beliefs
2. Social structure
3. Family structure
4. Language and writing systems
5. Literary and visual arts
6. Architecture (religious monuments, civic works)

#### B. COMMUNITY AND WORK

7. Organization of labour
8. Trade and commerce
9. Transportation and communication
10. Science and technology

#### C. PEOPLE AND POWER

11. Political and military systems
12. Government, authority and law codes

For the new “Wonder” itself, you should describe the following

- Where it was built.
- When it was built, and how long it took to build.
- Why it was built.
- How it was built (what materials were used).
- Who and what it represents or symbolizes, or what its significance is.
- Is it still standing?
- Any other piece of information you can think of which will make your wonder interesting. e.g.: How much did it cost to build? How many workers worked on it?

This project is worth **90 marks**

1. **30 marks** for information (10 marks for the information conveyed in each category)
2. **10 marks** for visuals
3. **30 marks** for presentation style
4. **20 marks** for an in-class (“open book”) essay

### **“SEVEN” WONDERS OF THE NEW MILLENNIUM - PROJECT LIST**

1. City of Persepolis (Persian civilization)
2. Temples at Angkor Thom, and Angkor Wat (Khmer civilization)
3. Qin Shi Huang terra cotta army site near Xi’an and the Great Wall of China
4. Stonehenge (Druids/ancient Britons)
5. Taj Mahal (Mogul empire)
6. Cuzco & Machu Picchu (Inca civilization)
7. Chitchen Itza (temple city of the Mayan civilization)
8. Tenochtitlan & Teotihuacan, (Aztec civilization)
9. Easter Island Statues
10. Great Zimbabwe & the great enclosure
11. Sana’a (royal Islamic city in Yemen)
12. Potala Palace, Lhasa (symbol of the Tibetan Buddhist theocracy and official residence of the Dali Lama)
13. Any other civilization and “Wonder” you are interested in but talk to me about this for confirmation before you start!

We will have three periods in the library, and three periods in the computer lab, however this will not be enough time to do everything you need to do for this project. You will need to do some research outside of class time, and you may need to use the computer lab before school, break, lunch, or after school in order to make your overheads in time for the presentations.

You may also supplement the library resources with your textbook *Odyssey Through The Ages*, and the Habermann *Civilizations Atlas*.

**Due date (Presentations to begin on):**

**In-class essay to be written on:**

The in-class essay topic is to compare and/or contrast a minimum of any two civilizations.

## HANDOUT #4

### SEVEN WONDERS OF THE ANCIENT WORLD PRESENTATION MARKING FORM

/60 Marks

Names: \_\_\_\_\_  
\_\_\_\_\_

#### A. PRESENTATION STYLE:

/30 Marks Total

- |                                |          |
|--------------------------------|----------|
| 1. Projection                  | /5 marks |
| 2. Enunciation                 | /5 marks |
| 3. Speed                       | /5 marks |
| 4. Enthusiasm/Modulation/ Tone | /5 marks |
| 5. Poise/Mannerisms            | /5 marks |
| 6. Eye contact with audience   | /5 marks |

**B. CATEGORIES:**

**/ 30 Marks**

**1. WORLD VIEW:**

(Religious beliefs/social structure/family structure/language & writing system/literary & visual arts/architecture-religious monuments, civic works)

**2. COMMUNITY AND WORK:**

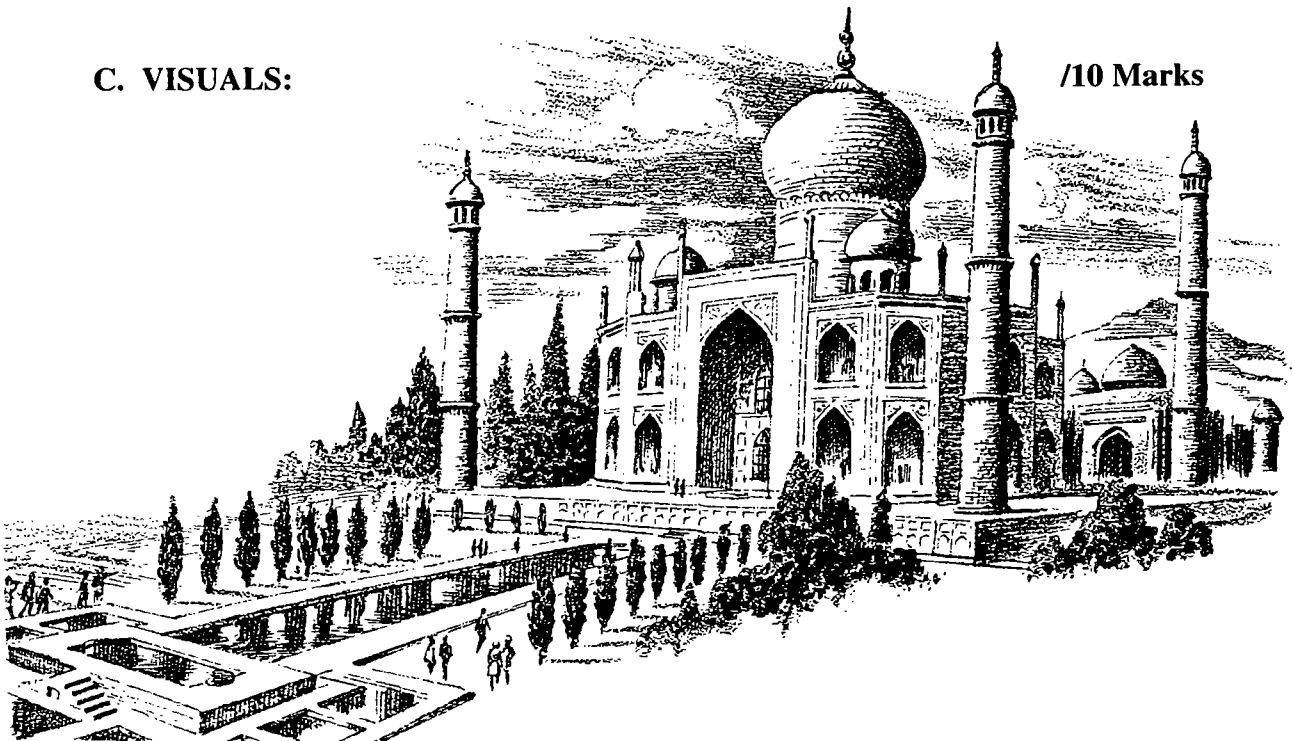
(Organization of labour/trade & commerce/transportation & communications/ science & technology)

**3. PEOPLE AND POWER:**

(Political & military systems/government, authority & law codes)

**C. VISUALS:**

**/10 Marks**



## 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!**



# AFTER HARRY POTTER: SUGGESTIONS FOR OLDER READERS

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

## ABOUT THIS LIST

The Vancouver Public Library has published a reading list for younger children. This list is meant to appeal to older teens.

*The Hitchhiker's Guide to the Galaxy*  
(ISBN 0434003484)  
Adams, Douglas

This book is a sophisticated, humorous account of Ford Prefect, a roving researcher from Beetleguese, whose task it is to update "The Hitchhiker's Guide to the Galaxy." He manages to escape Earth just as it is demolished to make way for an intergalactic space corridor. He takes his earthling friend, Arthur Dent, with him. They stumble from one misadventure to the next. Be sure to read the sequel, *The Restaurant at the End of the Universe*.

*Split Infinity*  
(ISBN 0345354915)  
Anthony, Piers

Stile escapes from danger in a future world peopled by powerful citizens, powerless serfs and various robots to a world of unicorns and magic where he discovers that he has magical powers of his own. This is the first book in the Adept Series.

*I, Robot*  
(ISBN 0553294385)  
Asimov, Isaac

Isaac Asimov coined the term robotics. He is famous for his "Three Laws of Robotics." *I, Robot* is one of four books in the Robot Series. It is a compilation of eight short stories. Asimov was the first writer to give a sympathetic treatment to robots. These books have been in print continuously since the 1950's. If you like these books, try Asimov's Foundations Series.

*Another Fine Myth*  
(ISBN 0441023622)  
Asprin, Robert (The Myth Series)

"Of all the various unpleasant ways to be aroused from

a sound sleep, one of the worst is the noise of a dragon and a unicorn playing tag." (*Myth Conceptions*) This is a series of books about Skeeve, a magician's apprentice, who travels through different dimensions and has harrowing adventures along the way.

*The Sword of Shannara*  
(ISBN 0345314255)  
Brooks, Terry

Shea Ohmsford's peaceful life ends when, as the heir of Shannara, he must defend the world against the power of darkness. Follow the epic fantasy through generations of Ohmsfords in this epic fantasy series. For a female protagonist, read *Wishsong of Shannara*.

*Wishsong of Shannara*  
(ISBN 0345356365)  
Brooks, Terry

This third book in the Shannara series pits Brin, the daughter of Wil Ohmsford, and his son Jair against the forces of the dark. This is an epic fantasy with strong female characters. You might want to start at the beginning of the series with *The Sword of Shannara*.

*Who is Frances Rain?*  
(ISBN 0919964834)  
Buffie, Margaret

Fifteen-year-old Lizzie is spending the summer at her gran's cabin. To get away from her squabbling family she goes exploring on a neighbouring island and meets a ghost. This book won the 1987 Canadian YA novel award. Look for other books by Margaret Buffie.

*Guardians of the West*  
(ISBN 0345352661)  
Eddings, David

*Guardians of the West: Book One* of the Malloreon begins the sequel to the Belgariad Series. This epic fantasy of the struggle between good versus evil introduces a new character, a child called Errand. Garion thought that the force of darkness had been defeated, but a new struggle between the light and dark emerges. This fantastic world includes ageless sorcerers, seers, brave rulers and treacherous plotters.

\*Although the Preface summarizes what happened in the first series, you might want to begin with *Pawn of Prophecy*, the first book of the Belgariad Series.

*Pawn of Prophecy*  
(ISBN 0345335511)  
Eddings, David

Book one of the Belgariad Series, this is an epic fantasy. You will meet thousand year old sorcerers, Gods who control the sources of good and evil and the boy, Garion, who will eventually prevail. Or does he? See: *Guardians of the West*

*The Keeper of the Isis Light*  
(ISBN 0887765084)  
Hughes, Monica

This is the first in a series of three books that feature Olwen Pendennis. She is the keeper of a planetary lighthouse, living alone on a planet with only her guardian for company until a group of settlers arrive. The story takes some very unexpected twists along the way.

*Sandwriter*  
(ISBN 0773673768)  
Hughes, Monica

Seventeen year old Princess Antia is sent to marry a Rhoshanite prince to make an alliance. She is also to find out the secret of Roshan. She meets Sandwriter, a woman of mystical powers. Read the sequel *The Promise*.

*The Eyes of the Dragon*  
(ISBN 0451166582)  
King, Stephen

Stephen King wrote this once upon a time epic fantasy for his thirteen-year-old daughter. He tells the tale of a royal household where an evil wizard will do anything for power.

*A Wizard of Earthsea*  
(ISBN 014015776X)  
LeGuin, Ursula K.

This is the first book in the Earthsea Trilogy. A young boy, Ged, has magical powers which he uses to protect his village from raiders. This is the beginning of his life as a wizard. The book follows his life through his

schooling and through several dangerous challenges.

*Playing Beatie Bow*  
(ISBN 0140314601)  
Parker, Ruth

Winner of the Australian Children's Book Award, this book is about a 14 year Australian girl, Abigail Kirk, who slips through a door of time to Victorian Sydney where she has some terrifying experiences.

*Alana: The First Adventure*  
(ISBN 0844670022)  
Pierce, Tamora

This is the first book in the Song of the Lioness Quartet. This book is followed by *In the Hand of the Goddess* and *The Woman Who Rides Like a Man* and Lioness Rampant. The books chronicle Alana's adventures as she strives to become the only female knight.

*Wild Magic*  
(ISBN 067988288X)  
Pierce, Tamora

"Daine is a super new heroine who makes this action packed fantasy a joy to read. ...The descriptions pull the reader into the fantasy until it plays like a movie in your head." (VOYA)

Wild Magic is the first book in the Immortals Series. *Look for Wolf Speaker, Emperor Mage, and The Realms of the Gods*. Daine is a young mage living in a war torn era. Her world is peopled with gods, immortals, nobles and mages. Daine possesses "wild magic", the ability to communicate with the animals. Characters from the Lioness Series also appear in these books.

*The Fellowship of the Ring*  
(ISBN 0261102354)  
Tolkien, J.R.R.

If you enjoyed *The Hobbit*, you will enjoy Tolkien's Lord of the Rings Trilogy. The rings are rings of power. *The Fellowship of the Ring* is the story of the one ring. This ring is all-powerful, but using its power corrupts the possessor. This is the story of Frodo's, heir to the ring, and his quest to return the ring to the fire from which it was made. This is a classic epic fantasy.

# A GRADE SIX PLANET RESEARCH PROJECT

## Using the Internet and HyperStudio

by **TRISH MASKELL**, teacher librarian, and **KERRY HARDING**, Grade Six teacher, Crofton House School, Vancouver.

### BACKGROUND

The initial idea for this unit came from an article in *Science & Children* magazine, May 2000, titled "Multimedia rocks - Using technology as a tool to improve achievement in science" by Laurie Perry. It was then expanded into a co-operatively planned, taught and evaluated unit involving research on the Internet, writing, critical thinking and presentation of information in a multimedia format.

### LEARNING OUTCOMES

At the end of this unit the students will have:

- learned some effective strategies for using search engines
- selected two or more appropriate web sites for their research
- made notes on the information they found in their web sites
- verified one fact on their planet in a printed source in the library
- practised recording web sites on a bibliography list
- learned how to scan a drawing into the computer and import it into a presentation
- learned the information they needed to become the classroom expert on their planet
- used critical thinking to create an inhabitant that would be uniquely suited to the environment on their planet
- used the information about their planet to create a piece of writing (e.g. a story, song, poem, rap)
- created an effective multimedia presentation to teach other students in their class about their planet

### BACKGROUND KNOWLEDGE

The students had already used the Internet for research and were familiar with navigating and using web sites. They had learned how to evaluate web sites and how to download graphics and import them into a document on their computer. They had already created simple multimedia projects using HyperStudio in Grades 3, 4 and 5.

### PREPARATION

Teacher:

- introduced the topic of planets in science classes
- prepared a project outline for the students
- prepared a template for note-taking

Teacher-librarian:

- prepared a sheet with strategies for effective searching
- prepared bibliography template

### CLASSROOM ACTIVITIES

The teacher introduced the unit during science class. She discussed the entire project with the students and handed out a project sheet that outlined each step of the project and provided a template for note taking. Students worked in pairs, with each pair taking responsibility for learning about one planet. (We later decided that it would have been better to have students work individually considering the creativity that is involved in a multimedia presentation). They used the Internet to find information on their planet, put that information into a multimedia presentation and then presented it to the rest of the class to teach them about the planet. During the project the teacher also worked with the students on creative writing in the classroom. The students used the information gathered to write stories, poems, songs, and raps about their planet. Each student had to have at least one piece of creative writing about their planet in their presentation.

### LIBRARY/COMPUTER LAB ACTIVITIES

#### Lesson I: Using Search Engines

- a look at two different types of search engines (subject directory and general)
- choosing a search engine — which ones are the best for kids to use (KidsClick, Yahoo/ Yahoooligans, Searchopolis, Google, Alta Vista)
- searching guidelines (see handout)

- practice searches

### Lesson II: Bibliography

- where to find the information needed in a bibliographic entry for a web site
- where to enter the information on the bibliography template
- time to begin research

### Lesson III: Scanning and Saving Graphics

- how to scan in a drawing
- review of how to save a graphic from the Internet
- time to work on research

### Lesson IV & V: HyperStudio

- reviewed how to create a card, use the draw tools, import a graphic, create a text box, create buttons
- introduced how to record sound
- had students generate the qualities of a good visual presentation from discussion
- time to begin creating cards

The students were given 3 more classes of working time to finish their research, take notes and create their cards. After that they worked at lunch or after school to finish.

In the last class period, presentations were made to the other students.

## EVALUATION

The classroom teacher and teacher-librarian both evaluated parts of the project.

Marks were given for:

- research notes
- bibliography
- information in the presentation (presented in text boxes)
- creative writing
- technical aspects of the multimedia presentation (use of draw tools, creation of text boxes, importing a graphic, scanning in a graphic, connecting all pages in a logical sequence, choosing appropriate colours and backgrounds, recording their voice in the presentation)

## SELF-EVALUATION

The students completed a sheet (see attached) to evaluate their own work on the project.

After students presented their work, parents were invited to a subsequent presentation.

This project was a great success. The students loved doing their presentation in a multimedia format and were very motivated. The topic of planets and space was particularly well suited to using search engines and the Internet and they had no difficulty finding suitable web sites.



# GRADE 6 PLANET RESEARCH PROJECT

## World Wide Web — Searching Guidelines

### Choose the appropriate search engine

- Subject indexes: **Yahoo/Yahooligans, KidsClick, Searchopolis**
- Search Engine: **Alta Vista**
- Use a subject index for broad general information (e.g., information on a planet).
- Use a search engine for narrow specific information.

### Choose good keywords

- **Think** about your topic before you choose your search words.
- Remember that search engines are dumb — you must tell them exactly what you want to find using clear topic words.

### Refine your search if necessary

- Use boolean logic words: *and, not* and *or*, on **Kidsclick** and **Searchopolis** (e.g., Pluto not astrology).
- Use + or - to include or exclude words on **Alta Vista** (e.g., +*Pluto - astrology*).
- Use quotation marks for phrases (e.g., “*solar system*”).

### Spelling matters!

- Type in your search words carefully.

### Check out each web site.

- Be sure that the site you have chosen has valuable information:  
Who is responsible for the web page and are they qualified to write about planets? You don't want to use a web page by a grade 2 student.
- Try to choose sites from scientific sources — NASA or a science institute or museum.
- Where did the information on the web page come from? Is there a bibliography?
- Has the web page been updated lately?
- How is the information presented? Does it make sense? Is it easy to navigate?
- Are there links to other valuable web sites?

### Record the URL on your Bibliography sheet.

- Once you have decided to use a web site and record information for your project, you must list the web site's URL on your bibliography sheet.

# GRADE SIX PLANET RESEARCH PROJECT

## Self Evaluation

### 1. What do you think is most successful about your project?

Space Science:

Computer Presentation:

### 2. What would you do differently if you had to do this project again?

Space Science:

Computer Presentation:

### 3. What did you learn from doing this project?

Space Science:

Computer Presentation:

**Rate yourself for each area below using the following scale:**

- 5 I could have done better
- 4 Not too bad
- 3 O.K.
- 2 Pretty Good
- 1 Wow

### Student

- \_\_\_\_\_ Researching on the Internet — narrowing your search, choosing web sites with qualified sources
- \_\_\_\_\_ Notes taken from web site — detailed, clearly written, neatly organized, written in own words
- \_\_\_\_\_ Use of the HyperStudio computer program to create your cards (title page, writing page, fact page, imaginary inhabitants page)
- \_\_\_\_\_ Worked cooperatively with your partner and shared equal responsibility in group work
- \_\_\_\_\_ Productive use of class time in the computer lab

# HAVE YOU BEEN PROCRASTINATING?

DO IT THIS MONTH —  
SUBMIT YOUR ARTICLE TO

## *THE BOOKMARK*

THE COMING THEMES ARE:

### **MARCH 2001: FIRST NATIONS' RENAISSANCE**

Studies of our First Nations peoples are included in many areas of elementary and secondary curricula, and we welcome annotated bibliographies, units in a variety of subject areas, information on small-press publishers and Internet sites, as well as lists of First Nations authors and illustrators, artists in any medium, current and past leaders. Articles on such issues as cultural appropriation are also needed. All around the world, aboriginal groups are joining hands to seek a new status in the international community and their own countries. The question is: "Do current educational programs address this cultural renaissance, or just the past?" **Deadline: January 27**

### **JUNE 2001: WORK SMART**

Here it is — an issue which demands practicality! If you have timesavers to share or know how to simplify library work procedures, other teacher-librarians want to know. If you have developed a program to assist students to work more efficiently (e.g., skimming for a purpose instead of reading everything, or narrowing Internet searches), or to make logical decisions (e.g., choosing the best resource for a specific task, or selecting a career), then we need your ideas, hints, forms, units and stories. Anything you can think of to assist students, teachers or teacher-librarians to "Work Smart" will be welcome. **Deadline: April 27**

**SUBMISSIONS OUTSIDE THE THEME ARE ALSO  
WELCOMED AND WILL BE PUBLISHED IN  
"FEATURED IN THIS ISSUE"**

**Please send us your  
theme suggestions**



FEATURED IN THIS ISSUE



“To my thinking, a great librarian must have a clear head, a strong hand, and above all, a great heart... and I am inclined to think that most of the men who will achieve this greatness will be women.”

- Melville Dewey

- Submitted by Barbara Cooper for inclusion into the *Bookmark*.



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

The following pages list the children's authors and illustrators who are members of CWILL BC and who are available for readings during 2000 - 2001.

### **GENERAL INFORMATION**

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

You may also wish to discuss:

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

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

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

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

*The information in this booklet may be photocopied and distributed to individuals or groups. For more information about the list or about joining CWILL, contact:*

Jennifer Mitton  
605-2288 Pine Street  
Vancouver, BC V6J 5G4  
Phone: (604) 739-2808 Fax: 739-2820  
Email: [jennifermitton@mail.com](mailto:jennifermitton@mail.com)

**ALMA, Ann** (Author)  
S8, C5, R.R. 1  
South Slokan, BC V0G 2G0  
Phone: (250) 359-7936

**ARMSTRONG, Luanne** (Author)  
3476 Tupper Street  
Vancouver, BC  
Phone: (604) 874-1167 Fax: 681-1431

**BAILEY, Linda** (Author)  
3015 West 7<sup>th</sup> Avenue  
Vancouver, BC V6K 1Z7  
Phone: (604) 733-2689 Fax: 737-1428  
Email: [baigrai@axionet.com](mailto:baigrai@axionet.com)

**BAYLESS, Maureen** (Author)  
4349 Osler Street  
Vancouver, BC V6H 2X6  
Phone: (604) 736-3629  
Email: [mbayless@home.com](mailto:mbayless@home.com)

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

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

**BOWERS, Vivian**  
RR#1, S-11, C-10  
Nelson, BC V1L 5P4  
Phone/Fax: (250) 825-4392  
Email: [vbowers@netidea.com](mailto:vbowers@netidea.com)  
<http://www.netidea.com/~vbowers>

**BUCHANAN, Elizabeth** (Author)  
169 South Ridge Drive  
Salt Spring Island, BC V8K 1Y9  
Phone: (250) 653-9892  
Fax (250) 653-9896  
Email: [woods@saltspring.com](mailto:woods@saltspring.com)

**BURFORD, Della** (Author)  
2305 Yew St. Vancouver, BC V6K 3H1  
or: Turtle Mountain RR #3, S37, C26, Nelson,  
BC V1L 5P6  
Phone:(604) 731-7715 or (250) 229-4632  
Email: [della@dodoland.com](mailto:della@dodoland.com)  
<http://www.dodoland.com>

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

*Anne; Arly and Spike; Maggie and Shine; Jeannie and the Gentle Giants (forthcoming.)* Readings and author workshops; storytelling and writing process workshops - Grades K-12.

Good Times Travel Series: *Adventures in the Middle Ages; Adventures in Ancient Egypt;* Stevie Diamond Mystery Series including *How Come the Best Clues Are Always in the Garbage?; Gordon Loggins and the Three Bears; When Addie Was Scared.* Author talks and readings—Grades 3 to 6. Presentations to teachers and librarians.

*No Fixed Address; Howard's House is Haunted Abra Kadabra; Strike!* Author visits - Grades 2 to 6.

*Too Small; Back to the Cabin; Mary of Mile 18; A Boy of Taché; A Salmon for Simon; A Dog Came, Too; Wolf and the Seven Little Kids.* Presentations/readings about writing and illustrating with slides, drawings, originals—Grades K-7.

*The Old Brown Suitcase; The Sunflower Diary; The Leuski File; Ghost Children* (poems). Author talks — autobiographical—War; Readings/Discussion; Writing Process: Using Memory.

*Wow Canada!; Crime Science.* Interactive presentations focusing on either or both books - Grades 3-7. Ask for my information sheet.

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

*Journey to Dodoland; Magical Earth Secrets; Environmental Activity Guide; The Out of the Ordinary Extraordinary Friends.* Storytelling, author talks. Writing/Art workshops stressing creativity, caring for the environment. Work can be shared on Internet at Dodoland - K-6.

**BUTCHER, Kristin** (Author)  
4451 Wilkinson Road  
Victoria, BC V8Z 5C2  
Phone: (250) 744-3615  
Email: [kbutcher@home.com](mailto:kbutcher@home.com)

*The Runaways; The Tomorrow Tunnel; The Gramma War; De Vluchtelingen*. Readings, author talks, writing workshops - Grade 4-12. Teacher workshops on establishing individualized writing programs.

**CAMPBELL, Ken** (Illustrator)  
3485 Diana Road  
Victoria, BC V8D 3V2  
Phone: (250) 592-8999 Fax: 592-8979  
Email: [imagecraft@home.com](mailto:imagecraft@home.com)  
<http://www.imagecraftstudio.com>

*Book Illustrations: Tides of Change; River My Friend; Book Covers: A Time to Choose; War of the Eagles, The Runaways; Goldstone*. Presentations: in slide and computer projections, samples (k-12 and interest groups); workshops on illustration (Grades 5-12 and interest groups)

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

*The Accomplice; Sophie Sea to Sea; Runaway; Dolphin Alert! See You Later, Alligator*. Readings and writing workshops—all levels.

**CROOK, Marion** (Author)  
1680 Cornell Avenue  
Coquitlam, BC V3J 3A1  
Phone: (604) 936-5760 Fax: 936-6812  
Email: [mcrook@sfu.ca](mailto:mcrook@sfu.ca)

*The Face in the Mirror: teenager and adoption; How to Write Books for Kids and Teens; Cutting It Close; Riding Scared; Suicide: Teens Talk to Teens*. Reading and writing workshops—Grades 5 and up.

**DE VRIES, Maggie** (Author)  
307 - 1503 West 66<sup>th</sup> Avenue  
Vancouver, BC V6P 2R8  
Email: [mdevis@home.net](mailto:mdevis@home.net)

*Once Upon A Golden Apple* (with Jean Little). Forthcoming: *How Sleep Found Tabitha*. Author talks and writing workshops—Grades K to 9.

**DIERSCH, Sandra** (Author)  
22130 Isaac Crescent  
Maple Ridge, BC V2X 0W2  
Phone: (604) 467-4384  
Email: [booked@intergate.bc.ca](mailto:booked@intergate.bc.ca)

*Great Lengths; Alecia's Challenge; Offside!* Author talks - K-7.

**ELLIS, Sarah** (Author)  
4432 Walden Street  
Vancouver, BC V5V 3S3  
Phone: (604) 874-6272 Fax: 874-6202  
Email: [sarah.ellis@nvdpl.north-van.bc.ca](mailto:sarah.ellis@nvdpl.north-van.bc.ca)

*Next Stop; The Young Writers' Companion; From Reader to Writer: Teaching Writing Through Classic Children's Books; Back of Beyond; The Baby Project*. Readings for Grades 4-8. Workshops for teachers.

**FINDON, Joanne** (Author)  
3187 Capstan Crescent  
Coquitlam, BC V3C 4H3  
Phone/Fax: (604) 464-7807  
Email: [findon@iname.com](mailto:findon@iname.com)

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

**FRIESEN, Gayle** (Author)  
10538 Dunlop Road  
Delta, BC V4C 8B5  
Phone: 583-0195  
Email: [pfriesen@axionet.com](mailto:pfriesen@axionet.com)

*Men of Stone; Janey's Girl*. Author talks and readings—Grades 5-9.

**GAETZ, Dayle** (Author)  
1150 North Beach Road  
Salt Spring Island, BC V8K 1B3  
Phone: (250) 537-9528  
Email: [dgaetz@saltspring.com](mailto:dgaetz@saltspring.com)

*The Golden Rose; Living Freight; Night of the Aliens; Alien Rescue; A Sea Lion Called Salena.* Author talks, readings, and workshops—Grades 4 to adult.

**GREGORY, Nan** (Author/Storyteller)  
4143 West 15<sup>th</sup> Avenue  
Vancouver, BC V6R 3A4  
Phone: (604) 228-1450 Fax: 228-1453

*Wild Girl and Gran; How Smudge Came.* Author talks and readings—Grades K to 12. Author talks/slide presentation re. Point of view, Grades 5-12

**HENEGHAN, James** (Author)  
1202 - 168 Chadwick Court  
North Vancouver, BC V7M 3L4  
Phone: (604) 983-2202  
Email: [jamesheneghan@hotmail.com](mailto:jamesheneghan@hotmail.com)  
<http://www3.telus.net/hitshouse> and  
<http://www.writersunion.ca/heneghan>

*The Grave, Wish Me Luck; Torn Away; Promises to Come; Blue;* Readings and writing workshops—Grade 5 and up. Author talks and readings - Grades 5-12. Adult presentations, writing and publishing.

**HODGE, Deborah** (Author)  
7480 Colleen Street  
Burnaby, BC V5A 2A6  
Phone: (604) 421-3863 Fax: 421-3617  
Email: [dhodge@istar.ca](mailto:dhodge@istar.ca)

*The Kids Book of Canada's Railway and How the CPR was Built;* Wildlife series for beginning readers: *Eagles; Beavers; Deer; Whales; Wild Cats; Wild Dogs; Bears.* Talks for Grades 3-4 about non-fiction, and how an information book is made. Talks for adults on writing for the early reading level. Former primary teacher.

**HOLT, Gerald** (Author)  
2864 McKenzie Avenue  
Crescent Beach, Surrey, BC V4A 3H4  
Phone/Fax: (604) 531-1819  
Email: [geraholt@direct.ca](mailto:geraholt@direct.ca)

*Tales of Flame; The Ghostly Tales of Mr. Tooth; Ben and Jacky and the Missing Diamond; Mystery on the Fen.* Author talks, readings and writing workshops - Grades 4-7.

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*Aunt Mary Buttons; Larry, Red and Blue; The Lucy Doll.* Author talks and reading/slide shows on button art - Grades 2-6. Writing process workshops Grades 6-9. Presentations on the topic of grieving to students, parents, teachers.

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*The Snow Queen; Dance of the Snow Dragon; The Sarsen Witch; Songs From the Drowned Lands; Journey to Aprilioth.* Author talks and readings – Grades 5-12 and adult.

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*Pay Dirt! The Search for Gold in British Columbia; The Fox's Kettle; The Magic Ear; No Such Thing As Far Away.* Reading/writing workshops—Grade 3 and up; research talks—Grade 6-12; BC gold rush history talks.

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*Destination Gold!; The Ghost of Avalanche Mountain; Bear on the Train; Emma and the Silk Train; Jade Tiger.* Author talks and readings—K to adult. Writing workshops—Grade 4 and up. Workshops and presentations for teachers and librarians.

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*The Song Spinner* (novel, screenplay, radio drama); *The Mystery of the Lost Chord* (stage); *Dr. Euphonious and the Dulcet Tones Present: You Can Tune A Piano But You Can't Tuna Fish* (stage). Author talks and readings. Presentations, movie screening — Gr. 1-6

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*Cartooning for Kids.* "Draw Along With Me" workshops demonstrating cartooning skills—Grades 2 to 5.

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

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*The Trailer Park Princesses; One Arabian Morning.* Stories, songs, magic (K-7), Writing workshops — Grades 3 and up.

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*Puffin Rock; Goodbye Carleton High* (with J. Heneghan).  
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*Waiting for the Whales; Jessie's Island; Moonsnail Song; Eagle Dreams; Tides of Change; Going to the Fair.* Readings, author talks—all ages. Writing workshops—intermediate and up.

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*You Asked For It; Funny You Should Ask; Garden City; Vancouver; Dog City: Vancouver* Author talk/reading/request for questions — 8-12 year olds.

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<http://www3.telus.net/nelcyjen>

*Fadimatu; Bonjour Minuit.* Writing and Illustration presentations, all ages including Teachers, in English or French. Themes include: realism/cartoon/fantasy; using computers; curriculum areas such as Nigeria, France and Quebec. Computer teacher with VSB.

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

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*Adam's Daycare; The Butterfly's Promise.* Author talks/readings, especially for Primary students; writing workshops (all levels); journalism/writing career presentations — Gr. 8+

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*Smuggler's Moon; White Wave; Salmonberry Wine; Snow apples; Night Fires.* Author talks — Grades 9-12, Readings — Grades 7 and up; Storytelling, writing process workshops — all levels.

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*Happy go Luck.* Readings and writing workshops to expose students to the pleasures of writing and reading — Grades K-3

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<http://stablemates.net>

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

*Virtual Maniac, a book of Radical Rhymes; Emma and the Coyote; Poem Power; Emma's Eggs; A Mountain Alphabet.*  
Author visits, slideshow — Grades K-12. Writing workshops — Grades 3-8. Pro-D workshops for teachers and conferences for parents.

*Jesse's Star; Mr. Belinsky's Bagels; Starshine series (Starshine; Starshine at Camp Crescent Moon; Starshine on TV; Starshine and the Fanged Vampire Spider).* Author talks and readings—Grades 2 to 12. Writing workshops—Grade 4 and up.

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

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

*Sarah May and the New Red Dress; Phoebe and the Gypsy; Me and Mr. Mah; The Keeper and the Gypsy; The Lost Sketch.* Author & storytelling presentations—K to Grade 7. Writing process workshops for students & teachers.

*A Peanut Butter Waltz; The Kugel Valley Klezmer Band.*  
Readings, Storytelling Grades K-4—involves discussion, Q+A, to give writing ideas for student creative writing projects.

*Animals Eat the Weirdest Things; Bug Bites; Welcome to the World (nature series); Up Close (new nature series); Why Seals Blow Their Nose; Coyotes in the Crosswalk.* School and library presentations—Grades K to 7. Presentations to teachers and librarians.

*Stablemates (Series); Tarragon Island; No Cafes in Narnia.*  
Author talks, readings, storytelling — grades 3-7. Writing workshops — grade 8-adult.

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*Eyewitness; Squaring the round; The Early Days of Fort St. James.* Author talks and readings — Grades 3-12. Writing workshops — Grades 5-12.

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*The North West Company; Alexander Graham Bell; With A Silent Companion: The Lively Ghost of Howe Sound.* Author talks and readings — Grades K-12. Writing workshops — Grades 8-12.

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<http://www.finearts.uvic.ca/~wvalgard/>

*Thor; Sarah and the People of Sand River; Garbage Creek, The Divorced Kids Club, Frances.* Readings and workshops, author talks — Grade 4 and up.

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*A Winter's Yarn; A Wilderness Passover; Ivan and the All-Stars; Loon Lake Fishing Derby; Joseph, Master of Dreams.* Author talks and readings — K-12

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

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*Remember Me; Goodbye Marianne; The Fish Princess; Just a Minute (Short Plays); Play based on Good-Bye Marianne- 1 Act Play; This Pet's Allowed (musical).* Author readings and discussion —Grades 2 to 7. Writing workshops —Grades 3-12.

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*Maybe Tomorrow; The Brideship; The Principal's Kid; The Witcher; Sixteen is Spelled O-U-C-H .* Author talks and readings with lots of anecdotes — Grades 5-12.

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

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*Across Frozen Seas; Lost in Spain; Norman Bethune: A Life of Passionate Conviction; Weet; Weet Alone.* Author talks and readings — K-12; Reading and writing workshops — Grades 4-12

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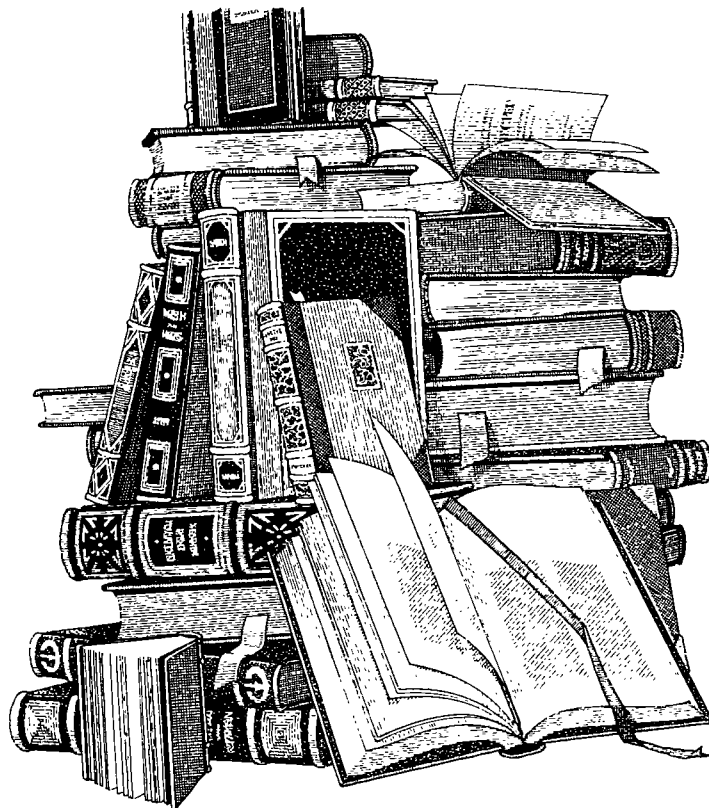
*The Math Book for Girls and Other Beings Who Count; FAQ: Weather; Earthlings Inside and Out: A Space Alien Studies the Human Body; The Science Book for Girls and Other Intelligent Beings.* Hands-on science presentations for Grades 4-6.

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*ABC Bird Book; ABC Wildflower and Butterfly Book; ABC Interior Design Book; A-z Rhythmic Gymn Ribbons.* Reading and poetry workshops: Elementary level. Nature and Design themes.

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*The Pumpkin Blanket; Hound Without Howl; Turtle Spring; Apple Batter; The Winter Gift.* Author talks & readings with slides— K to university level.



# READING, WRITING, RESEARCH CONNECTION

by **BARBARA SMITH**, teacher-librarian (retired).

Sometime in the hectic months leading up to retirement this past June, I came across a few paragraphs in the journal *Educational Leadership* (vol. 55, no. 6, March 1998) by researchers David K. Dickinson and Lori Lyman DiGisi. The authors were part of a group doing a longitudinal study tracking reading success from kindergarten into high school. Their article "The many rewards of a literacy-rich classroom" focussed on primary grades and contained the following statement.

"We found that the amount of writing children did in class was correlated with 1st grade reading achievement ( $r = .32, p < .01$ ). Students with higher reading achievement scores were in classrooms where teachers asked students to engage in narrative and informational writing. Both narrative writing and writing related to content studies were positively associated with reading, but content-related writing was an especially important predictor of reading level....

When children have many opportunities to write and when reading and writing are integrated into content area studies, children become better readers and writers." (p. 24)

Children in primary grades are encouraged to read and write stories, but there has been less emphasis over the years in reading and writing non-fiction. In contrast, few adults write fiction but many must write expository material for their work. The relative amount of time spent working on non-fiction reading and expository writing skills in elementary grades seems to me inadequate. In the effort to leave my library to my successor in a reasonable state of orderliness, I couldn't pursue this interesting line of study. However in this my first September out of the rat race I visited UBC's Education Library and took a morning to look into the question.

Dickinson and Digisi go on (after the above quote) to cite various studies proving that writing enhances reading progress. The studies they cite, however, don't directly address the question of whether narrative writing or expository writing is most effective in

improving reading competence. Nevertheless an interesting picture emerges from the research references provided.

## Engagement Factor

Dickinson and Digisi looked at the work of John T. Guthrie et al, reported in *Reading Research Quarterly* (1996) in the article "Growth of literacy engagement: changes in motivations and strategies during concept-oriented reading instruction." This lengthy report found that students' interest and engagement in what they read strongly affected whether they applied decoding and comprehension strategies. If they liked what they were reading, they tried harder and understood the material better.

It is reasonable to assume that at least one reason students improve by reading highly motivational material is that their desire to fully understand what the author is saying causes them to practise reading strategies and thus improve in their use. It would follow that students who prefer non-fiction reading will improve in reading skill if allowed to read what they enjoy. Why might students feel more motivated in reading non-fiction? There could be many reasons. Students normally choose non-fiction books when they have already some interest in a topic. Or if the teacher has assigned a topic, there is a product required from the assignment, providing motive. However Guthrie et al found that extrinsic motivators such as teacher assignments were less effective in causing students to employ comprehension strategies than were intrinsic motivations, namely high interest in the topic or highly engaging styles of writing.

What does this have to say to the teacher contemplating a library resource centre research assignment? An assignment can get students to practice reading strategies only if they are engaged by the topic (through a field trip, for example, or by personal experience) and the reading resources are carefully chosen. Allowing some latitude of choice of topic would also seem to contribute to motivation to practise reading strategies.

## Product Factor

In the recent past, the expected outcomes from reading stories in primary grades tended to be open-ended activities such as response journals, role playing, discussion, art, and original narrative writing. At the same time, the usual outcome of content reading has been to report information orally, visually, in print or multi-media. The content reading outcomes seem more structured in comparison with the narrative reading outcomes. Perhaps this has an effect on motivation to read, and ultimately to whether the child tries to get meaning from what is read. This in turn would affect reading improvement. It is perhaps relevant that reading teachers now are returning to guided reading instructional methods for narrative material as well as content material. Guided reading, among other things, provides more structured goals for reading, albeit extrinsic goals. Recent work on critical thinking models is relevant in any discussion of goals for reading and writing. Where assignments and products spring from well-chosen critical thinking challenges, motivation to read and think deeply and communicate clearly is enhanced.

Nevertheless, Guthrie et al found that assignments alone were not enough to motivate students to use their best reading strategies — they needed to really like what they were reading.

## Motivation for Writing Factor

Dickinson and DiGisi also cite the work of Judith A. Langer (1986). Langer's book gives the results of her extensive study comparing students' growth in skills in reading and writing. Her sample was composed of students whose reading and writing scores were above average, and included surveys of students, parents and teachers. She asked students aged 8, 11 and 14 why they chose to read at home and at school. Feel free to skip this next bit, if you're not into data.

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At home, 68.8% of 8-year-olds read as a pastime. The percentages increased to 72.2% at age 11 and 78.6% at age 14. Reading at home for school assignments decreased over the age range from 25% at age 8 to 8.3% at age 11 to 7.1% at age 14. Reading at home for information, and in this category would be reading a newspaper to find out what movies were in town, had a rather puzzling 12.5% response at age 8, 5.6% at age 11 and 14.3% at age 14. Reasons for reading at school

were of interest in the context of this discussion: 43.8% of 8-year-olds reported reading at school as a pastime. Unfortunately the copy of the journal that I saw had a blurred print image for 11-year-olds, but it looked like a single-digit number at 11 years, and 0% of 14-year-olds reported reading for a pastime at school. The percentages increased steadily regarding reading at school to complete assignments: 56.3% of 8-year-olds, 72.2% of 11 year-olds, and 85.7% of 14 year-olds. Small percentages reported reading to learn to read: 6.3%, 2.8% and 7.1% respectively. It seems sad to me that young children find time to read at school for fun but teens don't. Langer doesn't report what kinds of material children read for fun, whether fiction or non-fiction.

Students also reported what kinds of materials they wrote. At home, 6% of 8-year-olds wrote for school assignments, 25% of 11-year-olds, and 42.9% of 14-year-olds. Writing for communication (notes, phone messages, etc.) happened at home for 6.3% of 8-year-olds, 8.3% of 11-year olds, but a whopping 57.1% of 14-year-olds. A more ambiguous profile emerged in writing for enjoyment at home: 18.8% of 8-year-olds reported writing for enjoyment, 25% of 11-year-olds, and 14.3% of 14-year olds. It would be interesting to pursue this group of statistics (to find out why the percentage increased at age 11 and then decreased at age 14), and what kind of writing they did, whether narrative or expository. At school, the reasons for writing showed a quite different profile. For assignments, 37.5% of 8-year-olds reported writing activities at school, 86.1% of 11-year-olds, and 71.4% of 14-year-olds. As a pastime at school, 6.3% of 8-year-olds, 8.3% of 11-year-olds, and 0% of 14-year-olds engaged in writing. Children also reported writing to learn to write and to express ideas. In addition, 25% of 8-year-olds wrote to improve writing skills; this percentage dropped off sharply among older students. Finally, 6.3% of 8-year-olds wrote to express ideas, the same percentage that wrote for a pastime.

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In short, "School assignments figured more heavily in the decision to write than in the decision to read, and writing as a pastime or for the pleasure of it figured much less prominently." (p. 19) Further, "Home reading was quite varied, with fiction, magazines, and newspapers all being reported by high proportions of the children. Home writing was narrower, and was dominated by one or another type of useful writing (many responded "letters" or "cards") and by writing assignments brought home from school. Compared

with reading, writing was used for more utilitarian purposes both at home and at school, although it was also used (less frequently) for fiction writing.” (p. 20)

So how does this affect the library resource centre assignment? Most students don't voluntarily choose to write, but if they do, it will most likely be for communication of information. As they practice expository writing and gain skill, they are better able to decode and comprehend the expository writing of others. Students choose to write when they need to compose meaning; the writing of others communicates meaning. Assignments, which tap into this natural cycle, can improve both reading and writing achievement. Students need to have many opportunities to use and sharpen their skills.

### **Control Factor**

Langer muses on these statistics, noting that reading is a more passive activity than writing. In reading, she says, the child is receiving communication, and the majority of control is in the hands of the author, whereas in writing, the control is in the hands of the child. Langer also found that parents, teachers, and children had difficulty enunciating criteria for writing, either in terms of motivation for it or for evaluating it; they knew when and why they read, but weren't as aware of writing as an activity. When asked what were the easiest parts of reading, children reported aspects over which they had some control: “thinking of ideas”. Responses to reading, which can't be assessed as right or wrong, are perceived as easier. In contrast, the children said that the hardest things about writing were aspects they had less control over: getting started and choosing a topic. Teachers often limit choice of topic. It may also be limited by available resources, when the assignment is expository in nature. Problems getting started are magnified in narrative writing by the nature of the task (remember Snoopy on top of his doghouse and “It was a dark and stormy night”) and in expository writing by failure to utilize effective research strategies. In contrast, teachers saw content reading and writing in general as the hardest kinds of reading and writing.

I find Langer's analysis of level of control in reading and writing unsatisfactory. Perhaps the control factor is better understood in that we have modelled and taught children that giving up control to an author is pleasurable, although creative response to the reading experience enhances enjoyment. The act of writing gives the control to the writer — the child. Writing is a more complex task, creative to a degree that reading is not. Students who are not strongly creative will

struggle with narrative or ‘creative’ writing but do rather better with expository writing. In either case it's hard work to write well. Our society has many readers but few writers.

In the library resource centre, children need to have effective strategies for getting and organizing information. These strategies can give the student greater control over the reporting process and result in enhanced enjoyment of, and skill in, both the information gathering activities and the information communicating activities.

### **Exposure Factor**

Langer showed that 8-year-olds already clearly differentiated between narrative and expository writing, and used different approaches to structure and organization. She noted that from age eight to fourteen the elaboration of structure in narrative writing didn't increase much, but expository writing did become much more complex. She guessed that more children are exposed to fiction more frequently, and develop greater sophistication in narrative structures at an earlier age, whereas few children are exposed to similar amounts of non-fiction writing. As children progress in school they work with many examples of expository writing in textbooks, library resource centre print materials and sharing each others' expository writing. Not surprisingly, their competence in both reading and writing of expository material progressed. Surprisingly, while reading of narrative material progressed, story writing did not show the same degree of progress as expository.

What implication does this have for the library resource centre program? Primary teachers and teacher-librarians need to choose well-organized and well-structured non-fiction books to read aloud to students. Students need to be exposed to many models of excellent expository writing to gain understanding of effective compositional techniques.

### **Conclusion**

It seems, then, that the good old library research report, if adequately motivated (perhaps by a well-designed critical challenge) and supported by well-written and appealing resource material, will enhance reading scores. Students can only apply strategies and techniques, which they know, so they need to be exposed to many rich informational reading experiences as early as possible. The library resource centre program is in a key position to facilitate exemplary practice.

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## HOLIDAY READING RECOMMENDATIONS

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

The following books have been selected for this list because they are "great reads" for adults. When I was working as a teacher-librarian, I found that holidays were the only time I could really indulge in reading for myself. Here is my holiday gift to *Bookmark* readers — a list of some of the books I have enjoyed in the past few months.

Guterson, David. (1999). *East of the mountains*. Harcourt Brace. ISBN: 0-15-100229-0, cloth. By the author of *Snow falling on cedars*, this gentle but compelling story is one man's journey to self understanding. Ben Givens, a recently widowed retired heart surgeon, has terminal cancer. He decides to kill himself on a journey into the wilderness with his two dogs, but comes face to face with the needs of humanity. Beautifully written and morally uplifting.

Highway, Tomson. (1999). *Kiss of the Fur Queen*. Doubleday Canada. ISBN: 0-385-25880-1, pap. The Manitoba author of one of my favourite plays, "Dry Lips Oughta Move to Kapuskasing," tells the funny, sad, magical, and horrific story of two Cree brothers who are torn from their roots, but survive under the protection of the shape-shifting Fur Queen. Not for the faint of heart.

Piercy, Marge. (1976). *Woman on the edge of time*. Fawcett Crest. ISBN: 0-449-21082-0, paper. By the author of *He, she or it*, one of the great sci-fi novels, this an environmental tale. The Chicana heroine is one of our modern world's dispossessed. Confined to a New York mental facility for the crime of being poor, Connie is sane — and communicating with activists trying to save the planet in 2137 A.D.

Teppner, Sheri S. (1997). *The family tree*. Avon. ISBN: 0-380-79197-8, paper. Police officer Dora Henry is investigating the strange murders of three geneticists, dealing with a frightening soon-to-be ex-husband, and rejoicing in the sudden, rapid growth of plants threatening to take over her entire city. A marvelous tale that balances her life with interlocking lives in a distant future.

Vine, Barbara. (1998). *The chimney sweeper's boy*. Penguin. ISBN: 0-14-027234-8, paper. The author is a master at creating characters with deeply hidden inner secrets which are revealed petal by petal until the centre of their soul is revealed to the other characters and the reader. Here the hidden character is a very successful author who dies, leaving an unhappy wife and two adoring daughters.

# WEB PAGE DESIGN

by **DR. DALLAS E. HINTON**, Computer Science Teacher, David Thompson Secondary School, SD # 39 (Vancouver).

## INTRODUCTION

Over the years, we've all tried to access web pages that seemed to take forever to load. Sometimes that's the fault of the Internet itself, but often the problem is with the design of the web page itself. In the old days (say, three years ago) we used to set our browsers to text mode only until we found the page we were interested in, but nowadays web pages are so graphically oriented that this is no longer practical. In this article, I'm going to offer some design suggestions that will help others to more easily visit your web pages, thus increasing their usefulness.

## GENERAL PRINCIPLES

In order to design web pages that load quickly, it's necessary to understand a little bit about how web pages work. Hang on, and I'll try not to get too technical! As you may know, a web page actually consists of text with formatting instructions intermingled. When you ask your browser to get a particular web page, you're asking for the entire content of the page to be transferred to your computer. After receiving the information, your computer (actually the browser itself) translates the formatting instructions into the display that we see as a complete page.

A problem arises when the page includes a large photo, or a number of small photos. The amount of information needed to be sent is very large and we have to wait for all that information to be transferred before we can see any of the page. Current browsers will often display text first and then fill in the graphics as they are ready, but this is determined more by the speed of the Internet than by anything we can control. To get a fast-loading page then, the obvious solution is to have very few (if any) graphics, but this is a rather drastic measure! As a compromise, I tend to put only one or two small graphics on the opening page, and usually those are line drawings rather than full colour photographs.

## LINKS

The tradition of the Internet is that links to other sites are in blue text and are underlined. Once a link has

been followed, its colour changes to dark blue. It's a good idea to avoid the "standard" combinations for text that is not a link.

## SPEED

In today's computing world, we are constantly searching for more speed. When designing a web page, it's important to keep the page's purpose in mind; if your purpose is to impart information such as course outlines or field trip information then perhaps plain text is the most efficient way to deliver the message. For an example, see <http://thompson.vsb.bc.ca/IT/index.htm>. If the page is to show pictures, perhaps the photos from the last camping trip, then it might be courteous to have a plain text opening page with a warning that the next pages are graphic intensive so that viewers can choose to avoid the page (See <http://oncology.freesevers.com> for this example). For a more detailed explanation of the differences among image types (GIF vs. JPG vs. PNG, etc.) see <http://www.wpdfd.com/wpdgraph.htm>.

## BACKGROUND IMAGES AND FONTS

The image you choose for the background is also important to the loading speed. The background is simply a picture, and the larger and more complex it is the longer it will take to load. Fonts other than the standard set will take longer to load, if in fact the user has them installed at all. The "standard set" of fonts are:

Macintosh Fonts	PC Fonts
Helvetica	Arial
Times	Times New Roman
Courier	Courier New
Symbol	Symbol
Geneva	MS Sans Serif
New York	MS Serif
Chicago	No equivalent
Zapf Dingbats	WingDings
Palatino	Book Antiqua

From <http://www.wpdfd.com/wpdtypo.htm>

## SCREEN READERS

One consideration to keep in mind is the need for the visually impaired to use a screen reader. Our web pages should be designed so that screen readers can cope. In the most extreme form, this design need means no frames, no java script, and no graphics, but there are other ways to provide screen reader capability.

One of the most practical solutions to both loading time and screen readers is to use a very plain opening page with links to alternative pages so that those with slow modems or screen readers can choose a plain text version and those with cable or other high-speed connections can enjoy the rich graphics (and perhaps sound) that you've worked so hard to produce.

To check your web pages for ease of accessibility, try the "Bobby" website at <http://www.cast.org/bobby>. Bobby is a web-based tool that analyzes web pages for their accessibility to people with disabilities. Bobby is offered as a free public service in order to further CAST's mission to expand opportunities for people with disabilities through the innovative uses of computer technology. Bobby will display a report indicating any accessibility and browser compatibility errors found on the page. Once all the pages of your site receive a Bobby Approved rating, you are entitled to display a Bobby Approved icon.

## PRINTING

It's a quirk of Netscape that printing a page will produce an exact copy - if you've used a coloured background Netscape will print that. Your viewers may not appreciate the quantity of ink that will take! Of course if you don't want people to print your page, writing in white on a black background will work very

nicely! Internet Explorer, on the other hand, has a configurable option to print either black on white (the default setting) or "as-is".

## AUTHOR'S IDENTIFICATION

Part of evaluating a web page involves assessment of the author's credentials. If your page contains material which might be referenced by others or which might be controversial, it's good practice to include the author's name, institution, and email address. This also facilitates reprint and quotation requests.

## PURPOSE OF PAGE

If the intent of the page is less than obvious, it's a good idea to include a short paragraph explaining why the page exists. This will help people to decide whether they want to remain on your site or whether they have found a uninteresting (to them) page.

## CONCLUSION

Good web page design isn't particularly hard to achieve, but does take a little thought. For further assistance, you might want to consult the following sources, located by searching at [www.google.com](http://www.google.com) for web page design:

- [http://www.yahoo.com/Arts/Design\\_Arts/Graphic\\_Design/Web\\_Page\\_Design\\_and\\_Layout](http://www.yahoo.com/Arts/Design_Arts/Graphic_Design/Web_Page_Design_and_Layout)
- <http://www.wpdfd.com>
- <http://www.eskimo.com/~jlubin/disabled/web-desi.htm>
- <http://www.washington.edu/doi/Resources/web-design.html>



# STARTING A CONVERSATION... ABOUT YOUR LIBRARY PAGE ON THE SCHOOL'S WEBSITE

by **GLENYS GALLOWAY** teacher-librarian, Sir Charles Tupper Secondary School, SD#39 (Vancouver).

Many libraries have a library page on their school's website. Others, however, have yet to set up such a library web page. And for them, setting up such a page could well seem challenging.

Is there an opportunity here to prevent the re-inventing of the wheel? Is there a possibility of sharing information? Could those of you at schools with established library web pages tell those just starting about what you did and how you did it?

Presumably, answers to questions such as the following would be helpful:

- What does your library page include?
- How did you organize the contents?
- What headings did you use?
- How do you provide for updating?
- What have you found to be the biggest challenges in running a library page?
- How did you overcome those challenges?
- What role do students play in running your web page?
- If they do play a role, how do you ensure their supervision?
- How is editing/proofreading facilitated?
- To what degree, if any, has the web page been more trouble than it is worth?
- And any other relevant questions/issues...

The Bookmark would like to hear your ideas, solutions, concerns - and so the idea of starting a

conversation, of making this journal a place to hear about your library and its page on the school's website.

As a way of starting such a conversation, here is some information related to Sir Charles Tupper's website. The staff and students of Sir Charles Tupper Secondary are very much at the beginning of establishing their website. Students of the Web-Page Club, supervised and sponsored by the teacher-librarians, run it. Tupper's URL is <http://tupper.vsb.bc.ca/>.

The Library page features:

- Learning Resources - useful links, categorized into curriculum areas
- Library Hours - general information
- Loan information - the loan periods for each of the collections
- Library card - how to get one, cost
- Creating a Bibliography - a guide based on ALA
- Weekly Pick - an intriguing website
- Reading Project - all about the school's progress on its reading

Would you be willing to share your school's URL? Would you be willing to discuss answers to some of the questions above? The Bookmark would be pleased to publish your thoughts and ideas (in the next 2 issues) about how you provide information about your library within the electronic world. Please send your responses to [glenysg@hotmail.com](mailto:glenysg@hotmail.com). Many thanks..

# E-MAIL ETIQUETTE

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

Using the Internet as a communication device is such an anonymous experience that adults and students alike tend to be very casual about how they approach it. They forget that whatever is put in writing, whatever the medium, exists and can have unintended impacts. As well, they forget that words that are not delivered in person lack the ameliorating effects of voice, gesture and facial expression, and need to be carefully considered because they are the complete message. McLuhan's "The medium is the message" is really a cautionary statement when it is related to the Internet. The nature of e-mail is such that clearly and politely expressed messages are more important than ever.

The following guide for students was inspired by John Goldsmith's "New on the Net" column in the December 1999 issue of *The Bookmark*, which was written for teacher-librarians. I have added my own ideas along with a soupçon of caution, given the dangers of the Internet for young people.

## 10 RULES FOR USING E-MAIL

### 1. SIGN EVERY MESSAGE.

Include your name and e-mail address on every message. Expect that other people will do the same, and never reply to anonymous messages.

Most e-mail programs allow you to set up a signature section so that your name and e-mail address will appear automatically. Adults often include their work address, work telephone and/or fax number.

### 2. BE CAUTIOUS ABOUT GIVING OUT PERSONAL INFORMATION.

Don't tell e-mail correspondents your age, telephone number, home address, or any other information that will enable them to locate you. Be aware that scam artists and sexual predators use the Internet to locate victims.

### 3. KEEP YOUR MESSAGES BRIEF.

Don't ramble on. Set a maximum number of lines or paragraphs that you send and try to stick

to it. This limit will help you to keep your messages focused on what is important. Never go longer than a page.

If you think someone would like to receive a longer text, describe it to them and give them the option.

### 4. DON'T FEEL OBLIGATED TO READ EVERY MESSAGE.

Read the subject line of the message to see whether or not to read it. With all the junk mail on the Internet, you don't want to waste your time. Trash it if it doesn't interest you or if it's an advertisement!

Don't bother reading unsigned messages or messages with no subject heading.

### 5. DON'T LITTER THE INFORMATION HIGHWAY.

There are many "funny" or "cute" trivia items cruising the highway, and many will end up in your e-mail. Don't automatically forward such items as attachments — maybe your e-mail correspondents will regard these as junk mail. Give them the choice of receiving it before you forward it.

Remember that some users cannot receive long attachments due to computer or software limitations.

### 6. BE COURTEOUS, EVEN WHEN OTHERS ARE NOT.

Bad manners are bad manners, no matter what the medium is. Even though you have not met your correspondent in person, treat him or her with courtesy.

Do not use inflammatory language. "Flaming" (sending rude or obnoxious messages) is not likely to get good results. Instead, use logic and supporting details to make your points in a discussion.

7. LEARN THE MEDIUM'S COMMUNICATION CONVENTIONS.

To overcome the lack of personal contact, methods have been developed to express emotions. For example, capital letters are used to indicate SHOUTING or ANGER, while various punctuation marks are used to indicate happiness, surprize and other emotions.

8. USE A SPELLING CHECKER.

Your e-mail image depends on the messages you send and not on your appearance and personality. You can establish yourself as an intelligent, thoughtful person by using correct spelling and grammar. Spell checks are an excellent way to start.

9. REPLY TO MESSAGES PROMPTLY.

Check your e-mail regularly. Try to do so at least once a day. The more mail you send, the more mail you will get, and the more frequently you will have to check.

Notify people that you have received their messages and thank them when they reply to your requests promptly.

10. APPLY YOUR ORGANIZATIONAL TALENTS TO YOUR E-MAIL.

Even though the technology is modern, old time maintenance strategies are still important. As the volume of messages grows due to the ease of e-mail, it is increasingly important to deal with messages efficiently.

Keep your e-mail address list up to date. As soon as you receive an address change, add it to your e-mail program. Avoid being embarrassed by messages being returned because they have the wrong address.

Use electronic folders to store messages you may need in the future. You never know when one of these messages will be one of the most important resources you need. And you will probably need it instantly.

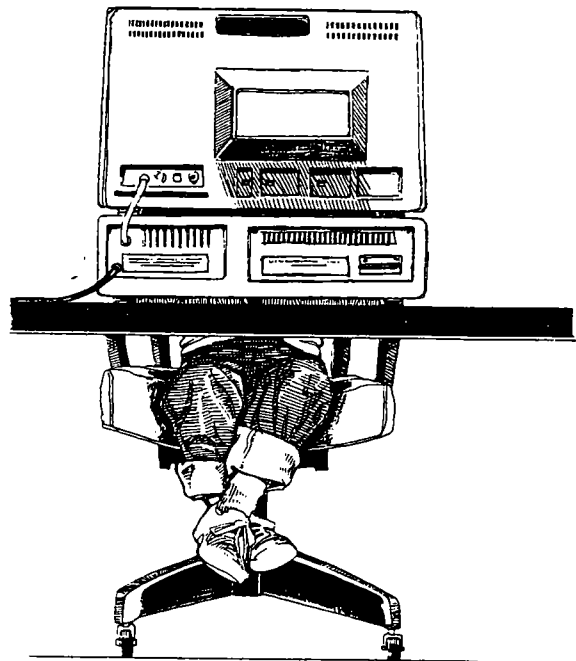

Delete out of date messages regularly.

\* \* \* \* \*

If you have improvements to suggest to this list, or additions to make, please e-mail them to me at: laustrom@istar.ca

Perhaps we can compile a useable document for use with students. It might also be advisable to make this set of guidelines even briefer, perhaps in a point-form style. Send in your reactions, or if you have already developed your own document, send it in for publication in the next issue of *The Bookmark*.

**We often discover what will do, by finding out what will not do; and probably he who never made a mistake never made a discovery.**  
*Samuel Smiles (1812-1904),  
Scottish author.*



## VISIT THE BCTLA ON THE WEB



Do you have access to the Internet? If so, check out BC Teacher-Librarians' Association online. Our address is <http://www.bctf.bc.ca/psas/bctla>. The site currently includes a brief summary of BCTLA services to members, guidelines for BCTLA Book Reviews, indexes of *The Bookmark*, coming themes in *The Bookmark*, news of the BCTLA conferences, membership information, and Internet mail links that allow you to send mail to members of the BCTLA Executive and the editors of *The Bookmark*. There is also a constantly changing variety of links to interesting World-Wide-Web sites.

### ARE NON-MEMBERS WELCOME?

Absolutely! One of the main reasons for the BCTLA web site is to raise the profile of BC teacher-librarians. When you use these web pages to demonstrate the World-Wide-Web to students, parents, colleagues, principals, superintendents or government officials, it helps to raise the profile of our profession and of our organization.

### SHOULD I BE AN INTERNET EXPERT?

Many people think that the world-wide-web is easy enough for a child to use. In fact, using it effectively takes some skill. The BCTLA web site provides you with links organized in a manner that allow you to use the web to support resource-based teaching and learning. So come explore, learn, teach and grow. Welcome!

# THE GREAT DEBATE

by **GLENYS GALLOWAY**, teacher-librarian and **STEVE MERCER**, teacher, Sir Charles Tupper Secondary School, SD#39 (Vancouver).

The challenge was issued in the early days of September. The students of Applied Skills 11, a Business Education course, specializing in learning about, and favourably inclined toward the use of the Internet, would be evaluating the library and the Internet as places to conduct research.

The assignment was to create two brochures for two distinct adventure tours, of unlimited budget, to two different continents – twice! Once, using sources only found in the library and again, using only those on the Internet. At the end of each assignment, students evaluated the relative merits of each research process,

The students really warmed to the assignment and the teacher-librarians warmed to the challenge by working hard to interest the students with brochures and travel displays. The teacher-librarians taught search techniques for indexes, gazetteers and the automated library catalogue. They purchased a great tourist atlas and guide World Travel Atlas (1-902221-35-4) and the World Travel Guide (1-902221-36-2), that contained most of the information that the students were required to find. They showed picture books, globes, travel magazines and maps. The students responded with well-crafted and informative brochures, which were put on display in the library.

Back in their classroom, the students learned about searching and evaluating information on the Internet. They produced yet another brochure of tours, using only the Internet. They learned to quote and list their sources, cut and paste pictures and to put information in their own words. Another display of brochures was put up in the library.

By this time the class was really engaged – not only in the production of brochures and the fun of creating tours, but also in the underlying question – what was the relative value of the Internet and the library as sources for information. The teacher, responding to the teachable moment, decided that they should hold a debate. And thus the “the Great Debate” was conceived. Students formed two teams of fourteen students each. They divided the speaking roles so that each student had a turn to speak. The class was given six class periods to research, write, and practice their debate speeches. The resolution: “Let it be resolved that the Internet has replaced or will replace the library as a resource for information.”

And then, the big day arrived. To the library they came. The lectern was set up, the bulletin boards with the brochures of contending research methods formed the backdrops for each team. The students began. The principal, the counsellor and one of the teacher-librarians ‘judged’. The students spoke passionately as they were well prepared. The judges marked each student’s participation and then made their decision about which side ‘won’.

The principal announced the winning team. Members received a neon disk for their efforts. All participants received a ‘bookmark’, the significance of which was appreciated fully by all the students. The great debate was over – the library won!!!

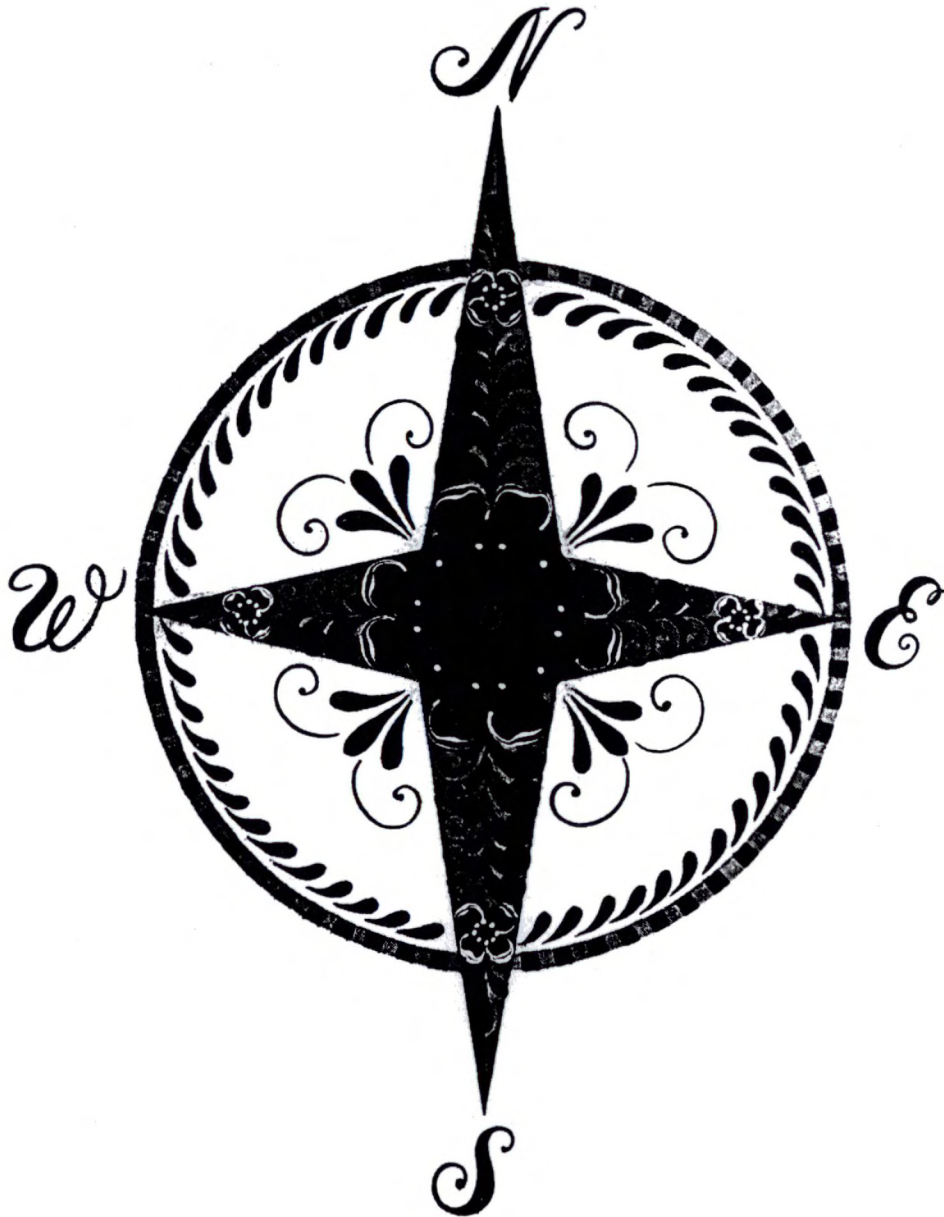
All conceded that both ‘sides’ and research methods had their relative merits. So, we are left to consider who really “won” the ‘great debate’...



**A point of  
view can be a  
dangerous luxury  
when substituted for  
insight and understanding.**

*Marshall McLuhan (1911-80),  
Canadian communications theorist*

# REGULAR FEATURES



## WANTED! BCTLA REVIEWERS

Once again, the **BCTLA REVIEWS** is asking for reviewers. If you are interested in reviewing materials for *The Bookmark*, or if you are presently a reviewer and you wish to update your data, please send the form below.

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 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.

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# THE PORTRAIT: IAN AND SALLY WILSON

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

“...“We never seem to have time to talk in the city, to really share. In the woods we do.”

Sally paused again. “I suppose it’s just a romantic dream though...”

What is?” I asked.

You know...to live by ourselves somewhere, in a cabin in the woods.”

There was a small smile playing about her eyes, a barely perceptible wrinkle, as if she knew what I was going to say next.

“We have it pretty good in the city,” I agreed.

“Good jobs...lots of friends...a nice home. But I’ve had the same dream for years—to live in a log cabin like the pioneers did when things were rougher...and simpler.”

I sat silently, stirring the hot coals of the fire.

Then, I took a deep breath and continued,

“Maybe it’s time we made our dream come true.”

This conversation between Ian and Sally Wilson is related at the beginning of their first book, *Wilderness seasons* (Gordon Soules, 1987). It is in this book that they describe their “dream come true”—a fourteen-month sojourn to the woods of northern BC. The book captures the hardships, adventures and excitement of making that dream a reality. Their year, spent at Hottah Lake, a remote wilderness lake in northern BC, was eighty-five miles from the nearest settlement of Iskut. They built their rustic log cabin and lived as pioneers, fulfilling their romantic dream.

I was able to communicate with Ian Wilson through e-mail and a phone interview. Ian told me it was not their intention to write a book about this first wilderness adventure. But he and Sally had so many interesting experiences, that by the end of the trip they felt compelled to share them. The result, *Wilderness seasons*, became a bestseller and is now in its eighth printing. Inspired by that success, Ian and Sally Wilson have continued writing and exploring Canada’s north for the past eighteen years.

Ian Wilson was born and raised in Vancouver and his wife, Sally, was originally from Montreal. Sally moved out to Vancouver after college and became

a successful grain trader. Ian attended the University of BC and then continued with mechanical training at BCIT. After his education Ian worked as a freelance photographer and a service manager for a car dealership in Vancouver. Ian informed me that he first met Sally while ski mountaineering near Whistler, BC. It is because of their mutual love of the outdoors that they became modern-day adventurers and authors. The Wilsons have now completed five yearlong wilderness expeditions and have written four best-selling books about their experiences.

Their second adventure was a year spent photographing wildlife in northern Canada. The book, *Wild and free* (Gordon Soules, 1989) describes their year through photographs, stories and Sally’s detailed illustrations. Each chapter highlights a different animal or bird with a mix of facts and personal observations. Ian stated that although he does most of the writing for their books, it is Sally who keeps extensive journal notes during their expeditions, writing down dialogue, comments, and feelings each day. Ian said he works on the outline for a book and then they both work on the first draft. He explained, “After that, I complete the book, writing from my point of view. Each book is quite a team effort, going back and forth between us for revisions and rewrites before it goes to an editor. Sally does all the illustrations for the books, and we both take the photographs.”

Their next three expeditions were journeys reenacting different times in Canadian history. The book *Arctic adventures* (Gordon Soules, 1992) retells their year exploring Canada’s Arctic. Ian and Sally traveled by canoe, lived with an Inuit family, learned how to build igloos and drive a dog team, and then embarked on a four-month dogsled trip around Hudson Bay. Their next expedition relived the experiences of the Klondike Gold Rush of 1897-98. This journey was shared in the book *Gold rush* (Gordon Soules, 1996). The Wilson’s most recent expedition was a year recreating the adventures of Canada’s voyageurs over 200 years ago. Their latest book, *Wilderness journey* (Gordon Soules, 2000) describes the Wilsons’ recent travels.

Ian told me that they choose expeditions that relate both to Canada's history and the elementary school curriculum. "Although we primarily select journeys that interest us and capture our imagination, we pay for our passion for adventure by writing and giving school programs across Canada. Therefore, we study the curriculum when considering our adventures." In this regard, the Wilsons are now working on a series of books based on their past expeditions aimed at young readers in the intermediate grades. *The pioneers*, *The arctic*, *The gold rush* and *The voyageurs* are the first titles in the series to be called *Exploring Canada*. New titles will be added with each new planned trek. Each book will be forty pages of large type and illustrations and be "a mix of our experiences, history and curriculum-based topics". Two of these titles, *The gold rush* and *The voyageurs* will be available in January 2001.

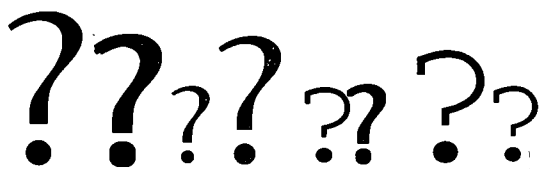
Ian indicated that research is an important aspect in the preparation of each of their trips. He stated that most of their research is done by reading history books, old journals and accounts from that time period. "Each expedition is a voyage of discovery, so, like the first explorers, we see each place for the first time on our journey. I particularly like to find old journals that capture the spirit of adventure that the early explorers, Klondikers, voyageurs, or travelers had. For example, excerpts from Alexander Henry's journal appear frequently in our latest book."

At the present time, Ian and Sally Wilson are traveling around Canada giving talks, slide shows and sharing their stories with school children and adult

audiences. Touring in a small camper trailer, Ian said they plan to be on the road giving presentations for the next two years. During this time they are also making plans for their next major expedition. This time the Wilsons want to relive the experiences of the settlers in the 1800s who traveled across the prairies by covered wagon. "We would like to build a wagon and the wheels, dress in period clothing and use old-style tools and equipment. Once we have crossed the prairies to the foothills of the Rockies, we would build a sod hut and complete our year by growing a crop and subsisting as the settlers had back then." Ian said their actual route for this journey would be the most difficult part to plan. He admitted they would probably have to travel further north than most settlers had done in order to avoid roads and other modern "hindrances" to authenticity.

Ian and Sally Wilson's future plans all involve trips in Canada following in the footsteps of early explorers or pioneers. Some of their ideas include tracing Hubbard's journey across Labrador, exploring the Arctic as an early explorer or learning about the Haida people and their history. "Canada is a big country, and we have a lifetime of adventures—besides as Canadians, I feel we don't know enough about our own country." They want to share Canada's heritage through their writing, art and photography. It is also their dream to "inspire others to explore Canada's wilderness and teach young people to reach for new goals." Ian and Sally Wilson will once again make their dream come true because their lives are truly unique, adventurous and inspirational.





## ASK THE EXPERTS

### LEAVING YOUR LIBRARY?

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

**Question:** I'm retiring this year. What are some of the pieces of information I need to make available (assuming the next person has adequate coursework and other qualifications)?

**Answer:** I asked Tracey Todd, first-year teacher-librarian, to recall some key things she needed to know. Here you have her responses: top ten things I wish the former teacher-librarian had told me.

10. How to deal with the paper overload: she told me but I simply didn't believe it.
9. How media is organized: there seem to be so many things that just don't fit neatly in categories.
8. Budgeting, ordering procedures: I almost paid the magazine renewal notices before I learned that they are all ordered and paid for centrally.
7. Mending books: it is very time consuming; parents need to be taught; and there are too many kinds of tape. Some tips would be nice.
6. Where to get supplies like tape, cards, etc.: the major suppliers' catalogs are overwhelming, is there a local supplier? How do I order?
5. Library club: this is an organizational nightmare — I need to understand the rules and routines for student volunteers.

4. Liaison with parent group: I didn't realize they wanted a list of the books purchased with their donated funds, as well as a book plate put in each one.
3. Fund-raising and book fair procedures: What dates have been booked? Why do it? What are the pitfalls?
2. Keys: Why are there eighteen keys and not one to unlock the filing cabinet?
  1. How do I do it all and still have a life?

If the incoming teacher-librarian is experienced, the problems are greatly minimized. However Tracey was coming from the classroom, having taken a few key courses in teacher-librarianship, but without a diploma. Tracey and I found that when we met at the end of last year, the information overload was a problem for her — too much to learn too fast. I left a lot of notes but in the thick of things, she couldn't locate the note she needed, and often they didn't quite fit her problem, so written information is of limited use. We both knew I would be around and available to help her in September, and that turned out to be the best way to deal with any problems. Where the former teacher-librarian is out of the picture, a well-organized handbook of library procedures would be essential. I dropped in from time to time through September to answer questions and discuss options. It was pleasant to be able to walk away and leave both the decision and the problem solving to someone else.

Tracey also joined the local chapter of BCTLA, and attended meetings to get tips and ideas. As well, she took part in a mentoring program for new teacher-librarians organized by the districts. Her mentor is an experienced active teacher-librarian, who can help her interpret changes in procedure and practice dictated by the evolving role of the teacher-librarian and of the library resource centre. No amount of information about past practice can completely suffice, since a school and its information needs are changing each day.

More important than any of the above, and something the novice teacher-librarian will probably not think of immediately, is a school library policy. Have a policy for your school, either an individual one, or a district one which has been discussed with the staff and adopted by them. This will provide a base for the library program and for the new teacher-librarian's role within it.

# 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) [jdg@ponymail.com](mailto:jdg@ponymail.com) (Web) <http://www.cyberjohn.net>

## THE LIBRARY ODYSSEY

The library odyssey - now there's a topic for an epic poem. Often battered and bruised, usually under attack, especially during times of cut backs and tight budgets, on the verge of extinction in some areas, school libraries and the teacher librarians that serve them are indeed the stuff of heroic narratives. Had Ulysses been forced to endure what many teacher-librarians routinely face, he might never have made it home.

So, having come this far, what does the future hold for school libraries and teacher-librarians? What is in store for library programs? Where is this Homeric Odyssey leading?

With no Oracle at Delphi to consult, the forecasts of a few visionaries in the field of teacher-librarianship will have to do. Rather than divine the future from goat entrails or chicken bones, these experts have analyzed present trends and from that made predictions about the future. The most notable is Dr Jamie Mackenzie.

Dr. Mackenzie identifies four possible roles for future teacher-librarians:

- teacher-librarians as Information Pilots
- teacher-librarians as Information Mediators
- teacher-librarians as Information Technology Managers
- teacher-librarians as Curators

### The Teacher-Librarian as Information Pilot

Access by students to the Internet and the massive amounts of information contained there does not, in and of itself guarantee the comprehension and understanding which leads to knowledge. More often than not, information on the Internet is inappropriate and unsuitable for student use. As McKenzie states, "The enterprising media specialist learns to navigate (the) Internet before anyone else in the school, knowing that they can provide guidance to both students and staff as they tackle this often frustrating information source."

### Teacher-Librarians as Information Mediators

MacKenzie predicts that teacher-librarians might take on the task of helping students and staff filter the

massive amounts of data they are liable to encounter on the 'Net as well assist them in assessing and validating the data which is found. As too often, students lack the wisdom and experience to separate the truth from the fiction, the balanced from the one sided. Only with the help of knowledgeable experts will they acquire these skills.

### The Teacher-Librarian as Information Technology Manager

Information Technology involves the design of, among other things, computer networks and information systems. Traditionally, this has not been an area of involvement for teacher-librarians however, Mackenzie suggests it should be. At present, decisions about the design, operation and content of structures such as school computer networks, network client interfaces, network content are usually made by non-educators. The solutions they choose to most situations can often be described as "Industry Standard". Unfortunately these solutions seldom meet, "Educational Standards". As MacKenzie points out, "Media specialists are in a particularly strong position to safeguard the educational vision of the school as they influence the design of these systems."

### The Teacher-Librarian as Curator

Despite the shift to digital data and on-line resources, Mackenzie continues to see a role for the teacher-librarian as a keeper of "stuff". This stuff may be a picture, an important object of some sort, an old manuscript, a taped interview with a local pioneer or any other item which deserves multi-sensory study.

While Mackenzie envisions a continuing role for teacher-librarians in the area of children's and young adult literature he does emphasize the necessity of adjusting roles to meet the challenges of new technologies. Finally, he believes that teacher-librarians can maintain a leadership role as schools enter the 21st Century. And that, more than anything else is welcome news to teacher-librarians who are probably wondering, like Ulysses of old, if this Odyssey will ever end.

## NEW WEB SITES

### EDUCATION

#### BBC'S LEARNING ENGLISH AREA

<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>

Combine language skills with current events. Polish your knowledge of metaphors. Listen to broadcast stories and learn the definitions of Words in the News. Interactive quizzes are also available. (blue Web'n)

#### BIG CHALK

<http://www.bigchalk.com>

Big Chalk is one example of a new development happening on the Internet - Internet Portals. Portals are the Internet equivalent of shopping malls - one stop shopping for all your needs.

This particular site contains a wealth of information generally for students, teachers, teacher librarians and parents. The site itself has a lot of information and resources as well as a multitude of links to other educational services and sites. (JG)

#### HOMEWORKSPOT.COM

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

HomeworkSpot is a good place for students to start homework that requires online resources. Resources are grouped by grade level (elementary, middle school, and high school) and by theme (the Human Body or Space or Dinosaurs). The reference section contains current events, libraries, museums, and a reference desk. The extracurricular areas for middle and high school students offer links for band, chess, and debate. (Blue Web'n)

#### THE KNOWLEDGE LOOM

<http://knowledgeloom.org>

The Knowledge Loom is a place for educators worldwide to review research that identifies best practices related to various themes, view stories about the practices in real schools/districts, learn to replicate the success of these practices in your own organization, add your own stories, knowledge, questions to the collections, participate in online events and discussions, discover supporting organizations and resources. More importantly, using the Knowledge Loom helps teachers to become a part of an active online teaching and learning community. (Netsites)

#### NATIONAL TEACHER

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

NationalTeacher.Com is a nonprofit organization providing online continuing education (CEU), lesson plans, job search, educational software, an online store, and free teacher website hosting. (Netsites)

#### NEW JERSEY NETWORKING INFRASTRUCTURE IN EDUCATION

<http://www.k12science.org/curriculum/>

The New Jersey Networking Infrastructure in Education Resource page lists some of the finest projects and lesson ideas created for K-12 science education. To participate in science projects that can only be done using Internet resources, take a look at "The Gulf Stream: A Global Investigation" or "The Morgan Tutorial" which investigates the field of genetics. (Blue Web'n)

#### PINK MONKEY

<http://www.pinkmonkey.com>

PinkMonkey.com is a free study resource for junior high, high school and college students, teachers and home schoolers.

On this site is the largest selection of literature summaries on the Internet. Right now, there are 109 Barron's Booknotes and 206 Monkey Notes™ booknotes viewable online. New titles are being added all the time.

In addition, there's a huge library of literature classics available for viewing or download plus 15 high school/college level textbooks online. The Core Concepts section features links to great websites with detailed information for 15 subjects. (Netsites)

### ENGLISH

#### ARTHUR: THE WORLD'S MOST FAMOUS AARD- VARK

<http://www.pbs.org/wgbh/arthur/>

Arthur, the world's most famous aardvark now has his own web site. Developed with the help and advice of Arthur creator Marc Brown, the ARTHUR site is organized into pages hosted by the series' characters, each with features that encourage kids to read and write. (Net happenings)

## ENGLISHCLUB

<http://www.englishclub.net/welcome.shtml>

EnglishCLUB.net claims to be one of the biggest and most popular EFL/ESL sites on the Internet. On this site, users can; study English, meet other students and teachers around the world, find information about language holidays for study abroad, research information, get help on English grammar and find resources for learning and teaching English.

## HARRY POTTER TEACHING RESOURCES

<http://www.primaryresources.co.uk/harry/index.htm>

Like or not, no one can deny that the Harry Potter series has gone a long way toward reminding children, parents and educators of the power of the written word. To take advantage of the opportunity presented by student interest in Harry Potter, this web site has been created by teachers all over the world who have used the excellent Harry Potter books to inspire their classes to read, write, and think and to share those ideas and experiences with others.

## LANGUAGES MADE CLEAR

<http://home.wanadoo.nl/mvgoompel/>

This website from the Netherlands offers information about English, Spanish, French, German, Dutch, Portuguese, Italian, and Esperanto languages. Areas of study include Grammar, Vocabulary, Pronunciation (Real Player is necessary for this area) and Lessons (just Spanish and French at this time). (Blue Web'n)

## NARNIA.COM

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

Visit Narnia, the land created by C.S. Lewis in his seven book series, *The Chronicles of Narnia*. Created by HarperCollins Publishers, Inc., the site includes interactive maps, illustrations, and character sketches. Readers can take a short quiz after reading each of the first six books (offline). The Illustrating Narnia section contains information about various illustrators of the books, from Pauline Baynes to Chris Van Allsburg. (Blue Web'n)

## NOVEL GUIDE

<http://www.novelguide.com>

Novel Guide describes itself as the premier free source for literary analysis on the web. They provide an educational supplement for better understanding of classic and contemporary literature.

Novelguide.com is operated by IGD Solutions Corporation (best known for their "Dummies" series of books). They plan to using Novelguide.com as part of a larger educational portal strategy aimed at K - 12 students and teachers.

Novels for which character profiles, metaphor analysis, theme analysis, top ten quotes and a biography are provided include; 1984, *Animal farm*, *Brave new world*, *Lord of the flies*, *The catcher in the rye*, *Death of a salesman* and many more.

## LIBRARY

### BRITISH NATIONAL ARCHIVES VIRTUAL MUSEUM

<http://learningcurve.pro.gov.uk/virtualmuseum/>

Anglophiles rejoice. This impressive collection of parchments, daguerreotypes, and engravings chronicles over a thousand years of British history, from the Magna Carta to Sir Elton John. You'll find dozens of nifty historical diversions: World War II propaganda posters, letters from Charles Dickens, Victorian fashion cut-outs, and 16th-century Tudor wallpaper samples. All are accompanied by wonderfully understated comments like "Since medieval times Britain's relationship with the various countries of Europe has swung between unsteady alliance and open warfare."

### EA WORKS4ME TIPS LIBRARY

<http://www.nea.org/helpfrom/growing/works4me/library.html>

This site contains an archive of classroom tips on a variety of subjects, submitted by teachers and other school employees and presented by the National Education Association.

### FACTMONSTER

<http://www.factmonster.com>

Created by the publishers of the, "Information Please" almanac, Fact Monster claims to be the largest free reference site specifically for kids! Besides an on-line version of the "Information Please" almanac, Fact Monster also provides access to an on-line encyclopedia, help with homework and facts on thousands of subjects, including sports, entertainment, geography, history, biography and health.

### FINDSAME

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

Find Same is an entirely new kind of search engine that looks for content, not keywords. Rather than typing one or more keywords, an entire document is submitted. Find Same will return a list of Web pages that contain any fragment of that document longer than about one line of text. (Netsite)

#### FLAGS OF THE WORLD

<http://fotw.digibel.be/flags/index.html>

This contains more than 8000 pages about flags and more than 14,400 images of flags. (Netsites)

#### GUINNESS WORLD RECORDS

<http://www.guinnessworldrecords.com/home.asp>

The Guinness World Records is now online in a feature packed web site. You can search for records or enjoy a random presentation. Not only is a particular record given, there is also a picture of the record breaking person, place or thing, a brief background story surrounding the event as well as the rules and regulations associated with the record. The site is much more comprehensive and informative than the book. (Netsites)

#### INTERNET 800 DIRECTORY

<http://gotollfree.com/>

The Internet 800 Directory is a directory of toll free, 800 and 888 listings for businesses by company (number and type of industry) regardless of long distance carrier. (Netsites)

#### JUNIORNET

<http://www.junior.net>

Junior.net has been created for kids ages 3 to 12. The site assures parents that it provides a safe, online environment for youngsters. The JuniorNet has games and educational activities and doesn't have advertising. The multimedia content — with animation, music, and sound — includes brand names that many kids will recognize, such as *Highlights for Children*, *Sports Illustrated for Kids*, *Ranger Rick*, and Jim Henson's *Bear in the Big Blue House*.

#### RESEARCH PAPER

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

Researchpaper.com claims to have the Web's largest collection of topics, ideas, and assistance for school related research projects. While the focus is slanted towards university level, the site is still highly useful

for secondary students.

Included are hints for selecting a research or report topic, suggestions for searching and collecting information, tips on report writing, examples of bibliographies and links to research resources such as the Electric Library. (Netsites)

#### SEARCH ENGINES GALORE

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

MetaIQ is a web search site created by the people who host About.Com. This site provides accurate, fast and easy web searching. It is an all in one meta search engine, a search engines directory, specialized individual search engine, plus a real people help website.

#### SILLY SUPERSTITIONS

<http://www.islandnet.com/~luree/silly.html>

Silly Superstitions [Mythology and Folklore] is a wonderful site filled with a wealth of information about superstitions and folk tales from all over the world includes the sources for some of our common North American superstitions.

The belief that black cats are bad luck and associated with evil, dates back to ancient Egypt where the Goddess Bast, was represented by a black female cat. Christian priests wanted to wipe out all traces of other religions so they convinced their ignorant followers to destroy the evil demons that were black cats. While they were at it, they also destroyed the kindly little old ladies who cared for the cats, believing them to be witches.

#### SUBJEX

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

Subjex is an artificial intelligence dialogue based on a search engine developed by PageLab Network, Inc. Subjex conducts dialogue with users to dynamically refine searches with normal human-like conversation making it the "next generation" search engine portal. Instead of a user being bombarded with potentially millions of results, Subjex talks with a user (through text) long enough to be able to accurately give less than 5 results.

## YOURDICTIONARY

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

This site claims to be the world's most comprehensive and authoritative language community portal with every resource needed for language study and improvement in more than 200 languages. (Netsites)

## MATHEMATICS

### THE DISCOVERY OF THE ZERO

[http://saxakali.com/COLOR\\_ASP/discoverof0.htm](http://saxakali.com/COLOR_ASP/discoverof0.htm)

A very interesting web site detailing the creation, significance and use of the number "Zero". As the author of this site points out, "The zero is the only 'nothing' thus far conceived that is nonmystical - that is, reality-based. (Netsites)

### SUPERKIDS MATH WORKSHEET CREATOR

<http://www.superkids.com/aweb/tools/math/index.shtml>

For math teachers who are constantly trying to come up with new math drill worksheets, this site is a must. It makes the creation of math drill worksheets easy. Simply select the type of problem, the maximum and minimum numbers to be used in the problems, then click on the button. That's it. A worksheet will be created to your specifications, ready to be printed for use."

## SCIENCE

### ARCTIC THEME PAGE

<http://www.arctic.noaa.gov/>

There's more than Santa Claus at the North pole. Visit this website, compiled by NOAA (National Oceanic and Atmospheric Administration), to find out about life in the Arctic Circle. Under General Interest, find out about Native Peoples, Animals, the Northern Lights, and maps oriented toward the Arctic Ocean.

### THE BRIDGE

<http://www.vims.edu/bridge/>

The Bridge is advertised as a site where teachers will find a selection of the best online resources for marine science education.

The goal of this site, besides providing educators with content-correct & content-current marine information and data is the support of researchers in outreach efforts

and the improvement of communications among educators and between the education and research communities - hence the name of this site - "The Bridge".

Resources featured on the Bridge are screened by science educators, and the content is approved by research scientists as necessary.

### THE CENTER FOR THE HISTORY OF PHYSICS

<http://www.aip.org/history/>

The Center for History of Physics at the American Institute of Physics has a mission to preserve and make known the history of modern physics and allied sciences including astronomy, geophysics, optics, and the like.

### GENERAL CHEMISTRY ONLINE

<http://antoine.frostburg.edu/chem/senese/101/>

Resources for students and teachers of introductory college chemistry, including lecture guides, a question and answer board, a searchable glossary with audio, resource database, and programmed learning tutorials. (Netsites)

### GUIDE TO AERODYNAMICS

<http://www.lerc.nasa.gov/WWW/K-12/airplane/bga.html>

Guide to Aerodynamics is a web site which allows the user to study at their own pace and level of interest.

Some of the topics found on this site include; Newton's basic equations of motion, the motion of a free falling object (that neglects the effects of aerodynamics), the terminal velocity of a falling object subject to both weight and air resistance, the three forces (lift, drag, and weight) that act on a glider; and finally, the four forces that act on a powered airplane. (Netsites)

### POPULAR SCIENCE'S BEST SCIENCE WEB SITES

<http://www.popsci.com/features/bow00/index.html>

Popular Science has recently released the 2000 version of its annual listing of the Web's best science sites. The 50 sites are listed in ten categories, including visual science, science learning, the universe, and high technology, among others. (Scout Report)

ROYAL BOTANIC GARDENS, KEW  
<http://www.rbgekew.org.uk/>

This web site chronicles the development of the Millennium Seed Bank located at The Royal Botanic Gardens, Kew. This new seed bank project, buried deep in the countryside at Wakehurst Place, West Sussex, is the setting for the greatest concentration of biodiversity on Earth.

The Millennium Seed Bank is at the centre of an £80 million international conservation project - the biggest of its kind in the world - and the first to attempt plant conservation on a scale matching the current threat of plant extinction.

The first seeds are now being placed in the vast underground vault that will eventually house hundreds of millions of seeds from the world's most endangered species, together with a collection of native UK flora. In one room it will house a broader biodiversity than anywhere else on the planet. (Netsites)

THE STORY OF PLATE TECTONICS  
<http://pubs.usgs.gov/publications/text/dynamic.html>

The theory of plate tectonics was developed over the last 50 years. How did scientists originally come up with this idea? What evidence did they find to support this theory when they went out to look? What else have they learned over this time period? How is plate tectonics affecting our earth today? Find answers to these questions at this USGS site in addition to many diagrams, illustrations and photographs which help explain and illustrate the scientific principles behind plate tectonics. (Education Planet Newsletter)

TRYSCIENCE  
<http://www.tryscience.org/home.html>

The TryScience web site offers interactive activities and experiments online and off and a changing gallery of resources from a host of science centers worldwide. The site has a wonderful array of activities including on-line adventures and experiments and science oriented web cams. (Netsites)

VOLCANO WORLD  
<http://volcano.und.nodak.edu/vw.html>

Created by a group of volcanologists at the University of North Dakota, Volcano World is billed as, "The Premier Source of Volcano Info on the Web." If the headings are any indication, this site contains a wealth

of information on both past eruptions and present activity. There is even an area with resources for teachers and a mailing list to keep volcano fans abreast of the latest eruptions and activity from around the world. (Netsites)

## SOCIAL STUDIES

Alexander the Great on the Web  
<http://www-personal.umich.edu/~spalding/Alexanderama.html>

An exhaustive guide and web directory about Alexander the Great and his times. Also covered on this site are aspects related to Macedonian, Persian and Hellenistic history, art and culture. (Netsites)

ARCHIVING EARLY AMERICA  
<http://earlyamerica.com/earlyamerica/index.html>

A web site filled with copies of letters, book pages maps and other writings from the Colonial Period of American history. While decidedly American in content and focus, there is still enough non-specific information such as letters written by settlers, newspaper articles, original maps and other information to make this site a worthwhile stop for Canadian social studies teachers as well.

One handy section is entitled, "How To Read A 200-Year-Old Document and Other FAQs". Within this section, one of the items mentioned is, "In reading newspapers, books and magazines from the 18th Century you will invariably notice that an "f" is apparently used where there should be an "s." " (Netsites)

EDO, JAPAN VIRTUAL TOUR  
<http://www.us-japan.org/edomatsu/>

The Edo Japan virtual tour is a tour of Edo the ancient name for present-day Tokyo. The site describes the history of Japan's greatest city and contains several beautiful ukiyoe images. This is a great way to learn more about Japanese history, culture and traditions. (Net happenings)

HISTORY GUIDE  
<http://www.pagesz.net/~stevek/>

The History Guide site was created for the high school and undergraduate student who is either taking classes in history, or who intends to major in history in college. The purpose of The History Guide is to better prepare

yourself for your history classes and to make your time in class more enjoyable and proficient. (Netsites)

#### **HYPERHISTORY ONLINE**

[http://www.hyperhistory.com/online\\_n2/History\\_n2/a.html](http://www.hyperhistory.com/online_n2/History_n2/a.html)

HyperHistory Online navigates through 3000 years of World History with links to important persons of world historical importance, civilization time lines, events, facts and historical maps.

#### **INTERNET MEDIEVAL SOURCEBOOK**

<http://www.fordham.edu/halsall/sbook.html>

Hosted by history department at Fordham University, the purpose of this site is to act as a source for all publicly accessible information, resources and data concerning the Medieval period in history.

The site is divided into two sections. The first contains fairly short classroom sized extracts, derived from public domain sources or copy-permitted translations while the second is composed of the full text documents, or WWW links to the full text documents such as all of Pope Gregory I's letters which have been combined into one 500 page document. (Netsites)

#### **MESOPOTAMIA**

<http://history.evansville.net/meso.html>

The Mesopotamian plain was part of the Fertile Crescent. Situated between the Tigris and Euphrates Rivers, the area was the birth place of the varied civilizations that developed writing, schools, libraries, written law codes and moved us from prehistory to history. Learn more about this amazing area by visiting this web site. (Net happenings)

#### **PERMANENT OBSERVER MISSION OF PALESTINE TO THE UNITED NATIONS**

<http://www.palestine-un.org/>

Established by the United Nations, this site hopes to be a clearing house for news and information on concerning the Middle East peace process as well as background information on the situation, copies of related documents and charters plus information on Palestine and the Palestine Liberation Organization. Featured as well is the monthly publication of Palestine & the UN. (Netsites)

#### **THE STATE HERMITAGE MUSEUM**

[http://www.hermitage.ru/html\\_En/index.html](http://www.hermitage.ru/html_En/index.html)

Put together throughout two and a half centuries, the Hermitage collections of works of art (over 3,000,000 items) present the development of the world culture and art from the Stone Age to the 20th century. Today the Museum is creating its digital self-portrait to be displayed around the world. Computer technologies enable the State Hermitage Museum to provide people from all over the world with wider access to information about the Museum and its treasures. (Netsites)

#### **TECHNOLOGY**

##### **HOW TO ELIMINATE THE TEN MOST CRITICAL INTERNET SECURITY THREATS**

<http://www.sans.org/topten.htm>

This site contains a collection of expert opinions on the topic of Internet security and maps out a plan to eliminate the ten most critical Internet security threats. As the author of this site points out, "The majority of successful attacks on computer systems via the Internet can be traced to exploitation of one of a small number of security flaws."

While the site is very technical in nature and several of the problems pertain to Unix based computer networks, Windows NT is also mentioned and that tends to be the predominant network operating system at the Junior and Senior High School level. (Netsites)

##### **TRAFFICK - THE PORTAL PORTAL**

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

The Traffick site calls itself the, "The Guide to Portals." Besides being a portal itself, Traffick also offers regular coverage of the major web portals: Yahoo, Excite, AOL, Go, Lycos, AltaVista, Go2Net, and Snap with a comparison chart, feature reviews, regular analysis, and daily web portal news.

##### **WEBMONKEY - REFERENCE BROWSER CHART**

[http://hotwired.lycos.com/webmonkey/reference/browser\\_chart/](http://hotwired.lycos.com/webmonkey/reference/browser_chart/)

One of the biggest pains about making Web pages is having to keep track of which browsers support what features. Wouldn't it be nice if there were some way to keep track of it all? This site contains a number for articles and charts to make things easier.

## THE WORLD-WIDE WEB: ORIGINS AND BEYOND

<http://www.zeltser.com/WWW/>

As the popularity of the Internet increases, people become more aware of its colossal potential. The World-Wide Web (WWW) is a product of the continuous search for innovative ways of sharing information resources. This web site describes some of the historical aspects of the World-Wide Web development, as well as the alternative methods of universal information sharing through hypertext, such as the Xanadu project. The basic structure of the WWW and the Xanadu system is also discussed, in order to illustrate the general nature of global information networks. (Netsites)

## WACKY, WILD AND JUST PLAIN WEIRD

### CROP CIRCLE QUEST

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

Subtitled "crop formations in western Canada that I have personally visited," this is a fine investigation of those strangely intriguing patterns of bent wheat stalks. Your intrepid host Judy Arndt presents plenty of crime scene photographs, detailed diagrams, and close-ups of "deformed nodes and expulsion cavities." You'll also find an essay which delineates the nine possible causes of crop circles: Whirlwind Vortex, Plasma Vortex, Earth Energies, Extra-Terrestrial Origin, Underground

Archaeological, Chemical Applications, Hoaxes, God Force, and Military Experimentation. As Ms. Arndt sums up, "It appears that there were some powerful energies at work here. (Yahoo Picks)

### PARASCOPE

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

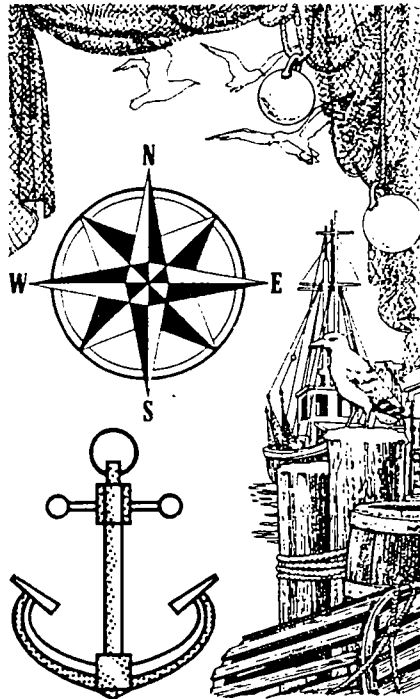
ParaScope is dedicated to uncovering information on conspiracies, covert ops, UFOs, paranormal phenomenon, and other strange goings-on. The most comprehensive online resource for information on the unexplained and unexplainable. Perhaps the truth really is, "Out There". (Tourbus)

### TOTALLY ABSURD INVENTIONS

<http://totallyabsurd.com/>

Totally Absurd Inventions explores the funnier side of our inventive spirit by featuring actual USA patented\* products!

Obtaining a patent is a costly and time consuming project. Inventors must have unstoppable faith in their vision in order to realize their dream of acquiring a patent. My personal favourite is, "Floating Furniture" — blow-up vinyl furniture filled with helium. When not needed the furniture simply floats to the ceiling like a helium balloon. Just the thing for tiny Vancouver apartments.



# CHAPTER REPORTS

## POLITICAL ACTION AND ADVOCACY

### Chilliwack

- One of our members made a presentation to the Board about our concerns regarding the district's plans for grade reorganization and our continuing Battle of the Books program, and handed out CTLA mugs and brochures to the Board members.
- We sent a list of our executive to each Board member and the Chilliwack Teachers' Association.
- Our executive worked hard to keep us well represented at CTA meetings, where concerns about job postings are brought forward, on planning committees for schools additions and new schools, and on the technology committee.
- We invited our new superintendent to the November meeting and she attended, giving us a chance to create an awareness of our presence and our concerns.

### Comox Valley

- K-12 presentation to the Board including Web pages, on-line resources, PowerPoint presentation, co-operative units, and Information superhighway bicycle training course.
- Publications available:  
*Information superhighway bicycle training course manuals*, contact plewis@sd71.bc.ca  
*Developing the power of the electronic library*, contact jgair@sd.71.bc.ca or bpearce@mars.ark.com  
*District elementary school library resource centre - handbook*.  
*Resource-based teaching and learning cooperative units 1999-2000*  
*Performance scale: resource based teaching and learning*  
*Collection management: the school library resource center's collection*, contact bhalvors@sd71.bc.ca
- Initiatives for 2000/2001: staffing; constitution revision; networking with other chapters and BCTLA; Gateway review; collection development for new senior school; publishing; fall conference; Web sites; more cooperative units; research process; information literacy skills; ICT skills; Teen Read Week.

### Coquitlam

- Letters and articles to AOs, staff budget chairs, and Board members in April 2000.
- Teacher-librarians active on staffing committees.
- Teacher-librarians active on accreditation committees.

### Delta

- Budget cuts for 2000-2001 have hit our school libraries hard.
- District library co-ordinator position has been eliminated and our resource centre services cut back. We have cataloguing services and distribution of videos, science and literature kits. There is no budget for the media library.
- Most elementary teacher-librarians expected to supply 30% of relief time that the board has cut from the budget.
- Both elementary and secondary library budgets cut. The Delta Teacher-Librarians Association attended board meetings and protested loudly but to no avail.
- In our September meeting it was agreed that teacher-librarians giving prep time would close the library to other users, as they could not be expected to cover two classes. Prep time would be library related, and they would not do courses like music or physical education. Elementary teachers are now feeling the result of reduced library time.
- A positive result of the cutbacks is that the unions, school board and PAC have all banded together to ask the Ministry to consider the funding of Delta schools.

### Kootenay Lake

- Current issues: learning resources funding; funding for technology and Web addresses; library book purchase plan; resource licensing; budget concerns; importance of joining BCTLA; bargaining issues; teacher-librarian provision of teacher prep time; qualifications; local action plan for advocacy; advocacy discussed with student teachers and new teachers; staffing levels.
- Met with Nelson District Teacher Association president Regina Day to discuss concerns that need to be taken to the Provincial bargaining committee. The impact of the staffing formula of 1 teacher-librarian per 720 students and preparation time

coverage by teacher-librarians were issues discussed.

- The May chapter meeting covered the following issues: teacher-librarian and clerk job descriptions; staffing; PSA membership.

#### **Maple Ridge**

- Teacher-librarian representation on most MRTA committees: Agreements, Pro-D, Bargaining and Negotiations, MRTA Executive, Technology
- Attended BCTF Bargaining Forum to present concerns about library time being used as prep time for other teachers. Secondary concern was our very low budget.
- Teacher-librarians were encouraged to join the BCTLA and the Vancouver Children's Literature Roundtable.
- Goals for 2000/2001: many teacher-librarians are still expected to do prep within their allotted library time; there are still administrators and teachers with no formal library training who are operating libraries in smaller schools; all schools run on a budget that is a bare minimum and extremely inadequate to meet the needs of the school library resource centre.

#### **Mission**

- Elementary teacher-librarians are required to provide 80% prep time for classroom teachers through regularly scheduled classes. Secondary teacher-librarians are not required to provide prep time.
- The District Resource Centre, which had been temporarily closed for the 95/96 school year, then re-opened in November 1996 with scaled-down services, was permanently closed in June due to cutbacks. Most of the resources were distributed amongst district schools but much was discarded.

#### **North Vancouver**

- The erosion of the library budget was investigated by Audrey Hobbs Johnson (Director, Program and Extension Services) on behalf of teacher-librarians. Due to her efforts, library resource centres received additional funding.
- The BCTF is pursuing a grievance on behalf of the NVTa regarding prep time coverage by teacher-librarians.
- The association drafted a letter in support of services provided by the Catalog Centre, and the supportive work they do for teacher-librarians in the district.
- Two committees were created, one to develop a formula for the allocation of library funding, and

the other to participate in a school library services review.

#### **Northern Lights**

- This has been a challenging year following extensive cuts to our library clerks. Last June our board cut one half of the clerical time in the libraries. The result has been reduced hours in the library, or more situations where the library is open but unattended. Both of these are undesirable, but the latter has created interesting situations in terms of management of the automated catalogue and circulation system. We are wrestling with the problem of untrained personnel wanting to have access to the automated circulation functions. An offshoot of the situation has come from the external reports of schools being accredited this year. In most cases there is a recommendation that there needs to be more library accessibility, so maybe there is something good about the accreditation process.
- Like other districts, we have many concerns for our school libraries. Many experienced members have left the library resource centre in favour of more reliable classroom assignments. As a result we have many new members and a great need for inservice.
- Management of technology is another major issue since the closure of our District Resource Centre. In the past we had a director whose job was to keep the systems in library resource centres functioning. Now we are a low priority for the District Technology Centre, which deals with computer and network issues for the district as a whole.
- Our greatest concern is for sufficient funding for teacher-librarians, clerks, and resources. Our fear is that it is likely to get worse before it gets better.

#### **Prince George**

- Teacher-librarian and support staff time is determined at the school level. Factors like shrinking enrollments and budget cuts play a major role in this process. Although most schools meet the Provincial Collective Agreement ratio, a portion, different at each school, is taken up with provision of prep time.
- Our chapter expressed concerns about staffing and prep time to the local association and to the BCTF. We submitted two motions to the local bargaining committee opposing teacher-librarians covering prep time. We are working hard to ensure there is language regarding this in the next provincial contract.
- On April 18, 2000, the board passed a motion to

downsize the District Resource Centre by the end of the year. Our chapter and an overwhelming number of individual teacher-librarians and classroom teachers wrote letters and made phone calls expressing concern and dismay and to ask the board to reconsider. The district set up a committee to look into the question of the DRC, with a sub-committee composed of the DRC administrator, the DRC library technician, and four teacher-librarians to provide information and input. As of writing the committees are continuing their work and no decision has been made as to how the DRC will look as of January 2001.

### Surrey

- Past president Terry Shaw gave a presentation at a Surrey Teachers Association general meeting which outlined issues of concern to Surrey teacher-librarians. In attendance were representatives from the BCTF who were gathering information for the next round of provincial bargaining.
- Member Jude Coffin who was frustrated at the number of changes in clerk personnel and hours ran a "Who has had the most clerks this year?" contest. Points were awarded for things such as how many different clerks worked in the library throughout the year, whether or not the clerks had library training, if the teacher-librarian could remember the first and/or last names of the clerks, whether the clerks actually worked the hours scheduled for the library or if they were reassigned by the administrative officer, etc. The winners were announced at our final chapter meeting and prizes that Jude had gathered from local businesses were awarded.

### Vancouver

- Membership in BCTLA hovered around 75.
- Membership in VTLA peaked at 91, over 70% of teacher-librarians in the district.
- Secondary teacher-librarians in their capacity as Department Heads, now renamed Teacher-Leaders, met regularly as required by the School Board. Advocacy Chair and Senior BCTLA rep attended several of these meetings.
- Chapter issues arose from Board actions and interpretations of the Collective Agreement that negatively affected both levels of service and morale.
- Prep time mandated for elementary teacher-librarians.
- Sick time coverage restrictions for secondary teacher-librarians who are ill up to nine working days.

- Continued absence of staff assistants and resulting clerical tasks loaded on all teacher-librarians.
- Use of the library facility when the teacher-librarian is not present.
- Secondary Administrators insistence on library opening for at least 30 minutes of lunch hour necessitating the teacher-librarian taking lunch apart from the rest of the staff.
- Motion to BCTLA that BCTLA extend efforts to make connections with colleagues in other PSAs by having a BCTLA table at the BCTF AGM and at other PSA conferences, with examples of collaborative units, copies of *The Bookmark*, and staffed by local teacher-librarians. Also a motion that the BCTLA investigate the possibility of having the College of Teachers require teacher education programs to include a mandatory course on co-operative program planning and teaching, resource-based learning and information literacy.
- At the Beginning Teachers Conference 2000 members Gwen Ingham and J'Anne Greenwood assembled display materials and Gwen volunteered time at the PSA table.
- Information Literacy document from Coquitlam was circulated as a possible model for Vancouver. Advocacy Chair met with acting head of media and library services Larry Hoe to discuss the document.
- Secondary teacher-librarians revised the district's statement of philosophy and goals, as published in *Administering the School Library Resource Centre* during Ken Haycock's tenure. After discussion a second version including elementary issues such as prep time was prepared by VTLA members. The resulting document is intended to form VTLA's vision statement.
- Letter-writing campaign. All teacher-librarians were asked to write to liaison trustees with copies to the VTLA, PAC chairs and others, outlining present library strengths, services provided, clients served, and emphasizing the importance of collaborative planning and teaching, and detailing the resources (financial, technological, professional and human) needed to remain productive and viable. Copies will be used to provide examples for advocacy needs over the next year.
- Application forms were sent to all teacher-librarians for parents and other supporters to join Friends of the Library group organized by parents J. Naslund, J. Saltman and others last year. Their *Brief on the State of the School Library Programs in the Vancouver School District* was presented to the Board and other groups including the media, in the spring of 1999. This raised awareness and garnered support for school libraries and the role of

the teacher-librarian.

- Chapter president David Sellers delivered another *Brief on the Vancouver School Board Budget* at the second annual Alternate Public Meeting at Langara College May 2, 2000. His subsequent interview with *The Vancouver Courier* was headlined Wednesday, May 24, 2000: School libraries first to suffer in high-tech drive; Masking tape a librarian's best friend while computer upgrades continue apace.
- *VESTA News*, volume 27, number 7 June 2000 featured several articles on school library resource centres, including "Focus on school libraries" by David Sellers; "What works" excerpted from *How school librarians help kids affect standards* (Colorado Department of Education, 1999); "Vancouver: a story of steady decline" by J'Anne Greenwood; "A Brave new world of padlocked libraries and unstaffed schools?" from *From now on — the Educational Technology Journal*, Jamie McKenzie's on-line magazine; "Computers and libraries — a logical combination" by area information technology teacher David Anderson.

#### **Vernon**

- Almost 100% of teacher-librarians are members of the chapter, and we are working on getting more to belong to the BCTLA — not certain why so many teacher-librarians don't belong to the provincial association, but will try to find out this year.
- Sent out the Learning Conditions survey and had 100% return.
- We still have the problem of unqualified teachers and administrators taking over new jobs in the library resource centres. Our association is continually in contact with upper administration in the district. The "unqualified" teachers are working very hard to learn how to be fabulous teacher-librarians by taking courses as well as attending conferences.

### **CURRICULUM AND PROGRAM DEVELOPMENT**

#### **Comox Valley**

- Elementary teacher-librarians Web page presentation to administrators: Developing the power of the electronic library.
- Senior School colleague inservice: Net Vista applications, Information superhighway bicycle training course.
- See list of publications in the Advocacy section above.

#### **Coquitlam**

- Literature circles, October 1999
- Inservice on Alexandria library program
- Inservice on using the Internet
- Web page construction
- Web Quest development
- Inspirations inservice

#### **Howe Sound**

- Schools participated in the Red Cedar Awards program. Students from the district attended the awards ceremony in Kamloops.
- Brenda Gow passed on information from the Metro Learning Resource Management meetings. At each meeting she reported on recent information from the Ministry as well as circulating a package of handouts relating to topics of interest such as site licenses, new learning resource, selection criteria, textbook tracking through the library, Metro Consortia novel selections, and Library Book Purchase Plan improvements.
- Brackendale Elementary School students participated in the Scholastic Create-a-Book Contest and received an honour award for their story. Enrichment class students worked with teacher-librarian Marian Kelly and teacher Ruth Stephens to create the story about a young eaglet. Their story will be published on the Internet in September.

#### **Maple Ridge**

- Three teacher-librarians submitted an application for a grant to the Joint Educational Committee to Improve Curriculum (JECIC) which was approved. The grant provided release time for the teacher-librarians for implementation of new library programs.
- Teacher-librarians involved with IRP implementation, and with Pro-D. Some who are not loaded down with prep classes have done collaborative units with classroom teachers.

#### **Surrey**

- A committee has been struck to work, with the assistance and support of our district principal responsible for libraries, on updating Surrey documents *School library resource centre program* and *Teacher-librarian's policy and procedure manual*.
- The chapter has approached our district principal regarding starting a mentorship program as well as a series of orientation and inservice sessions for new teacher-librarians in the district.

### **West Vancouver**

- Teacher-librarians had a half-day workshop with all grade four and grade eight teachers. Together they chose an area of the Social Studies curriculum to teach together, using our newly developed information literacy continuum, base on IRP learning outcomes. We will continue this throughout the school year. The sessions are part of the district's Propositions, passed by the Board and implemented this year.
- Several schools are undergoing renovations to upgrade their library resource centres.
- The District Resource Centre has been relocated.

### **MEETING IDEAS OR SPECIAL PROGRAMS**

#### **Chilliwack**

- Our chapter has met monthly with every second meeting hosted by a different school. Attendance averages 12 members.
- We had a door prize draw of a new book donated by a publisher at most meetings.
- Two or three times a year we have a publisher display on the afternoon of our meeting, at a district facility so we can offer the publisher a separate room to set up.
- We plan to host the BCTLA fall conference in 2002. Much groundwork has been done for this.
- We applied for and received the Wm Scott Memorial Award of \$500.
- We have many plans for the next year, to continue to be a proactive group.

#### **Comox Valley**

- Meeting topics: best reads; favorite resources; magazine list; new resources; future inservice opportunities; student teacher pamphlet; Red Cedar Book Awards program; year end inventory; chapter councillor report; designing Web pages.
- Saunders book display.

#### **Coquitlam**

- Membership requested a quiet year since the last two years were very busy and a general feeling was expressed that a more relaxed year was needed, and there was an enormous amount of work required for the 2000 conference.
- We had six general meetings and two socials, all well attended.
- Inservice topics are listed above under Curriculum and Program Development
- Our chapter has a two-year professional development program funded by a district budget.
- Chapter business meetings follow the inservice.

Issues this year: School trustee candidates; updating the purchase catalogue; district award; inviting BCAlmer to do a book display; input to BCTF Bargaining Committee; GST rebate; magazine ordering; executive structure; year 2000; survey; budget cuts.

- Two meetings included book displays.

#### **Maple Ridge**

- Congratulations to Lucinda Lockwood of Thomas Haney Secondary who was appointed to the Ministry Licensing Advisory Committee.
- Faye Meek, recipient of the 1999 Ken Haycock Professional Development Award, presented a telecommunication project which was part of a Kidlink online activity. Faye's project was published in the Dec. 1999 issue of *The Bookmark*.
- Chapter met to discuss the process for challenged materials, and the need for an updated form.
- To weed or not to weed? A rhetorical question! A good discussion on current vs. outdated resources, what is work repairing and how is it done effectively?
- What are the top 100 CD-ROMs? List was distributed — discussion on favourites — tested and approved in schools — Broderbund software very popular.
- Shared many books, along with ideas and activities that worked with students or staff, and information about authors: Sonia Craddock, Kenneth Oppel, Joanne Sindon, Jez Alborough, Lawrence Yep.
- Prizes and free draws of the Caldecott and Newbery Awards posters.
- Two wonderful dinner meetings were held, one at Christmas and another in June, shared holiday plans.

#### **North Vancouver**

- The chapter met monthly and enjoyed social events and presentations including: a presentation by Electric Library; sharing creating paperback processing ideas; new and favourite paperbacks; Follett library resources; and S & B Library Services.
- At the Christmas social, a Vancouver Kidsbooks representative talked about newly published not-to-be-missed books.
- A social with dinner and AGM ended the busy 1999/2000 year.

#### **Northern Lights**

- In the past we met regularly every two months, but this year we have met on an as-needs basis. This has resulted in more meetings rather than fewer.

Advocacy, technology, policy issues, and teacher-librarian inservice have been major topics of discussion and concern.

- We arranged two author visits to elementary schools.
- Our chapter instituted a series of information technology Pro-D days for teacher-librarians under the auspices of the Technology Resource Centre, during regular school time. This past year five were planned based on a needs survey conducted in September 1999. However due to disruptions resulting from moving the Board Office, only three were held: Laserquest Cataloguing for clerks, Internet in the Library, and Library Management. The two cancelled sessions were Year-end, and Eloquent Inventory. In the past, teachers-on-call were provided, but with cutbacks this is no longer feasible and some members are not able to attend.

#### **Prince George**

- Professional development is an important component of monthly meetings. Highlights include: book displays by Inta and NBS; nuts & bolts of the daily life of the teacher-librarian; Female Protagonists in Children's Literature presented by Linda Lines; sharing good title of humourous books for elementary students; sharing good on-line services and references for secondary students; and Internet safety with Marie Kelly from the public library.

#### **Surrey**

- Our Pro-D committee organized two excellent sessions: Phyllis Simon of Vancouver Kidsbooks gave a workshop "The Best new kids books"; and Deborah Turney-Zagwyn gave a combination art display and book talk.

#### **Vancouver**

- September AGM was followed in November by a wine-and-cheese social for the district's new teacher-librarians, an early February Winter Tonic, and April general meeting to discuss the district budget-setting process and provincial bargaining issues, and the annual year-end dinner.
- Another successful Winter Tonic, this year hosted by Pat Parungao at the brand new Magee Secondary School library resource centre, banished early February funks for attendees.
- Karen Cordiner, teacher-librarian at Prince of Wales Secondary, offered follow-up Web-building workshops on her return from educational leave at UBC.
- The year-end dinner, held at the Arbutus Club, honoured retirees and acknowledged the

hardworking staff in Media and Library Services who process library materials and provide support for teacher-librarians. Retiree J'Anne Greenwood's strong voice and incisive insight will be sorely missed, especially by members of the VTLA executive.

#### **Vernon**

- We started the year with a bang by again hosting the BCTLA Conference (two times this decade). Against the beautiful backdrop of Silver Star Mountain delegates were welcomed with clear blue skies, clear starry nights and fabulous presenters and sessions. The conference was successful professionally and financially. Many thanks to the hard-working core of teacher-librarians from Vernon and Shuswap districts. A conference needs many helpers and as usual teacher-librarians are the hardest workers around.
- Monthly chapter meetings were held at schools in the district emphasizing: the role of the teacher-librarian; evaluating library automation software L4U; technical support for clerical staff; increasing visibility of the teacher-librarian in schools; advocacy; great lesson ideas.
- The year always ends with a final meeting and potluck supper where great food and drink is enjoyed by all.

#### **SPEAKERS AND WORKSHOP LEADERS**

##### **Comox Valley**

- Kay Treadgold, author of *Why teach information literacy*, facilitated sessions on co-operative planning and advocacy for teacher-librarians.

##### **Coquitlam**

- Sandy Treit on Web pages
- Alice Marquardt on Literature Circles
- Sharilyn Hunter on Implementing Information Literacy and Information Technology in an Elementary School
- Courtney Robinson on Inspirations
- Karen Fredrickson and Nancy Gleeson on Webquests

##### **Howe Sound**

- Children's authors Linda Bailey, David Bouchard and Kenneth Opper visited elementary schools.
- Janet King from Scholastic gave book talks in elementary schools.
- Whistler teacher-librarian Dave Walker offered a Web page design and publisher workshop on a district Pro-D day.

### Maple Ridge

- David Bird presented Science Resources, FLASH — several booklets prepared through a network of secondary and elementary students.
- Paula Leon, author of six books in a series about the Katzie First Nation in Pitt Meadows. The books were in both English and Halkomelem, and were funded by a grant from Field Services and Aboriginal Education Team, Ministry of Education, Skills and Training Department.

### Mission

- Liz Shirreff and Liz Pallmann gave a workshop on Alexandria to teacher-librarians interested in converting from MacSchool LibraryPro 2.1.

## PUBLIC RELATIONS ACTIVITIES

### Comox Valley

- Junior School Teen Read Week
- Junior School book fair
- Junior School Celebrity Readers' Week
- Junior School Red Cedar Book Award

### Coquitlam

- Book fairs
- Trivia Challenge
- Silent Auction
- Student work published on the Internet
- Parent Night (Books and Beans)
- Take a cake to department meetings and get on the agenda
- Invitations to parents and public to visit during Education Week

### Howe Sound

- Schools promote Children's Book Week in November and Canada Book Day in April
- Elementary schools hold book fairs.
- Schools participate in White Spot's 'Legendary Partners in Reading Program'.
- Teacher-librarians are developing partnerships with public libraries. We met with public librarian Maureen Painter to discuss how we can help to promote the library's summer reading program, the homework club, and literacy in general. Teacher-librarians will work with Ms Painter to plan an open house at the public library in September, to familiarize kindergarten students and their parents with the library and its services.

### Maple Ridge

- BookFest was held Dec. 3, 1999 with 15 schools participating. Guest author was Annette Le Box

(*Miracle at Willowcreek*). Featured: stations on newspaper headlines and "Wheel of Fortune"; 75 book prizes from Scholastic; bookmarks for all participants; coffee and snacks for parents and teachers. Participants included about 15 teachers, 40 parents and 200 students. There was local newspaper coverage.

- Some teacher-librarians are still able to create celebration days in the library resource centre or school with guest speakers and special activities.

### Mission

- Members are involved in an early literacy project called Books for Breakfast.

### Prince George

- At monthly meetings people share ideas on how to promote the role of the teacher-librarians and the library resource centre program to fellow teachers, to parents and to the general public. It is great to have a wide variety of short, snappy, effective ideas to choose from.
- We partnered with the Prince George Public Library, the Prince George Spruce Kings and with other sponsors in 'Skate for Literacy.'
- Our chapter participated in Education Showcase, a district-wide display at the Civic Centre. The theme was 'Education: Past, Present and Future'. A group of teacher-librarians designed an awesome display highlighting library sign-out procedures of the past, present and future.

### Quesnel

- Our main activity was organizing and putting on The Battle of the Books. Most teacher-librarians and schools were involved, and we had a great parent turnout. It was an excellent public relations activity.

### Surrey

- The 1999/2000 Surrey Book of the Year was *Harry Potter and the Sorcerer's Stone*. Second place went to *Silverwing*.

### Vernon

- Battle of the Books is a project enjoyed by all the teacher-librarians. As usual we had great battles at all levels culminating in the district battle in April.

## CENSORSHIP OR CHALLENGED MATERIALS

### Surrey

- To date, the Surrey School Board has spent over \$800,000 in court costs in its efforts to have three

picture books, *Belinda's bouquet*, *Asha's Mums*, and *One dad, two dads*, banned from use in classrooms.

## **INFORMATION TECHNOLOGY**

### **Chilliwack**

- Automation with the Alexandria system continues in Chilliwack with more schools starting this year. One teacher-librarian gave a workshop on the Alexandria system and automation at the Pro-D day in February.

### **Comox Valley**

- Gateway Library management review, several meetings with SBO administration
- OPAC - bought for Gateway student terminals
- Vanier Secondary Library expansion, 28 computers, 1 printer and a scanner added
- Four elementary computer labs, attached to libraries, updated
- PLN interface established
- Expansion of IP addresses
- Junior school textbook system converted from NCS to Gateway, to conform to the senior schools' model and avoid Y2K problems.
- GP Vanier Library Web Site: <http://sd71.bc.ca/vanier>
- Junior school Web site: teacher-librarians developed a Web page that directs students to curriculum-related sites that meet evaluation criteria. The page was organized according to Dewey Decimal system to mirror the process for accessing print materials.
- Elementary Web site: created by teacher-librarians to provide students, parents, and teachers with Internet information resources similar to print resources in library resource centres. For information contact [jgair@sd71.bc.ca](mailto:jgair@sd71.bc.ca) or [bpearce@mars.ark.com](mailto:bpearce@mars.ark.com)

### **Coquitlam**

- Upgraded to Alexandria in schools.
- District Resource Centre upgraded to the Web version of Alexandria.
- Implementation of Macintosh Manager for networking in some libraries.
- Many co-operative project products are developed with Appleworks, HyperStudio and KidPix.
- All library resource centres are connected to the Internet. PLNet implemented.
- Five small rural schools share a lab of iMacs which travel from school to school
- The District Resource Centre librarian works with teachers and students.

### **Howe Sound**

- All library resource centres in the district are automated and most have Internet access.
- Most secondary library resource centres are in the process of converting to Alexandria.
- At Whistler Secondary School students can access library resources on-line.
- Elementary schools continue to use Chancery's Library Pro software. In September 1999, Library Pro representatives met with us to address concerns with the program. In June 2000 Chancery reports that the inventory problem has been solved and that we should be able to complete inventories this year.

### **Delta**

- The district is finalizing the purchase of a new computerized catalogue system. The board expected the first teacher-librarians on-line to teach the later ones. We have boycotted this plan as it was the job of the library co-ordinator [eliminated by cutbacks] to supply technical support to the schools.

### **Maple Ridge**

- District Principal of Technology, Bob Schnider, continued to address our concerns and provided support for our new library programs with conversion problems.
- Ongoing computer workshops at district office, workshops on creating home pages using digital cameras, and electronic mail usage.
- District Tech Tuesdays (1 meeting per month) for teachers interested in integrating technology in school programs.
- All libraries are wired through phone lines for Internet and e-mail. Our local quickmail is becoming obsolete and is prone to crashing. An improved system of Popmail (Outlook Express) will be initiated as soon as possible in the new school year as most people in our district rely on it for communication between schools. Quickmail has allowed for mentorship and support, and has been used as a means to distribute the minutes from our teacher-librarian meetings or to send attachments with files for sharing.
- Inventory in the libraries, even though automated, is nearly impossible due to time constraints which involve teacher-librarian time being used for teacher prep time. Also, problems with conversion from the previous library software programs to the new programs made it totally unfeasible to begin an inventory.

### **Mission**

- One secondary/college and seven elementary schools are using COMPanion's Alexandria program. One secondary school is in the process of automating with Alexandria. A number of schools took advantage of COMPanion's free Alexandria offer and switched from MacSchool Library. One secondary school and nine elementary schools are still using MacSchool LibraryPro 2.1

### **North Vancouver**

- Advances were made in several areas. A Medianet system was implemented at the District Resource Centre for circulation of media on-line.
- Rogers Communications donated one MAC and a colour printer to each library resource centre, plus two years free Rogers@Home service. Some library resource centres also received a pod of five computers.
- Several schools have begun to automate using LibrarySoft, a new system developed by a Vancouver company.

### **Northern Lights**

- Since the closure of our District Resource Centre a few years ago, library resource centres have been under the umbrella of the district Technology Centre. Through this office we do remote cataloguing via an e-mail connection to the central Laserquest database. There is a district cataloguer to help. Our data is converted into Eloquent at the centre and then sent via disk to the school where it is uploaded into our system. In November the district board office moved to a new building, necessitating new wiring and reestablishment of all the links. We were promised there would be no more than a two-week delay. As things go with computers, we were not up and running with our cataloguing until spring break. The result was an incredible backlog that is still being dealt with.
- Two new departments have developed libraries which are now part of the automated system: Open Learning Program and First Nations Studies. Both

are in the initial phases and are having the ups and downs of operating an automated system.

### **Prince George**

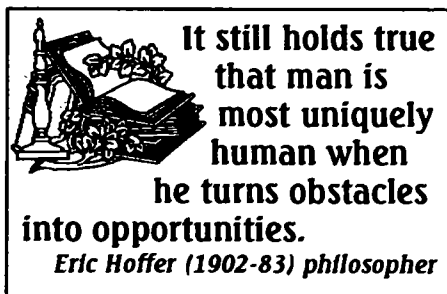
- All school libraries are now automated, with a shared centralized database (Unicorn System).
- All schools are on Local Area Networks and Wide Area Networks.
- The DRC handles ordering, processing, and cataloguing of most materials.
- The chapter conference on the district e-mail system is highly used and valued by teacher-librarians. The conference includes a book review folder and a Bright Ideas folder.
- One or more monthly meeting focusses on technology. This year we had a workshop on Internet safety.

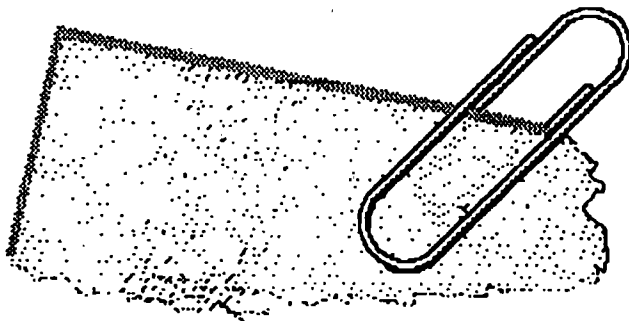
### **Surrey**

- As of June 2000, 93 out of 113 library resource centres were automated.
- The district has committed to providing continuing technical support as well as some assistance with data-entry in its goal to have all schools automated.
- Each school now has to provide the \$2,000 start-up cost for hardware, and some smaller inner-city schools are having difficulty coming up with the necessary funds.

### **West Vancouver**

- This was the district's first year completely automated, with the exception of two small primary schools. Teacher-librarians have been working toward this goal for two years.
- MultiLis has been implemented and supported by our district and moneys were made available by the Board to get library collections ready for the transition.
- Dealing with the transition to MultiLis has taken up much of the time for teacher-librarians.
- Web resources will be a priority. Teacher-librarians have attended several workshops on Docushare, adding links to Websites, Inspirations, and the new Learning Village, to be implemented in the fall of 2000.





## **STILL MORE SITES ON THE WEB!!!**

### **FREE MATERIALS FOR SCHOOL AND LIBRARIES**

<http://www.connaughted.com>

Teacher-librarians who subscribe to this service will find that their membership now provides access. For volume 22 number 2 edition, the password is 'plum'. Editor's Choice features selected web sites as well as so many useful 'freebies'.

### **STATS CANADA**

<http://www.statcan.ca>

#### Advance Notice:

- The 2001 Census Teacher's Kit can be downloaded from Statistics Canada website *beginning January 2001*. The kit contains activities for primary, junior, and secondary classes. All the necessary tables, charts, graphs and data are included.

- Paper versions will also be available in limited quantities. To order for your school, send your name, school name and address, postal code, and school phone, fax and e-mail address to Heather Wylie,

e-mail: [heather.wylie@statcan.ca](mailto:heather.wylie@statcan.ca)  
or telephone (604) 666-1275 or 1-800-263-1136  
or fax (604)666-8855 or 1-877-287-4369 (toll free).

#### Already on the website:

- The 1996 Census data, and the 1996 Census Teachers' Kit

- Statistical Profiles of Canadian Communities <http://CEPS.statcan.ca/english/profil/PlaceSearchForm1.cfm> This site gives data about population, education, income, work, families and dwellings of specific communities. Data can be manipulated so that you can find answers to questions such as: Which community grew faster during a specific time period? Where are statistics about my community?

- Animated population pyramids contain data from 1971 and 2004 for Canada and each of the provinces and territories, plus an explanation of the different types of pyramids.

<http://www.statcan.ca/english/kits/animat/pyone.htm>

## **NOTES AND NEWS**

by **GLENYS GALLOWAY**, teacher-librarian, Sir Charles Tupper Secondary, SD#39 (Vancouver)

### **NOW ON THE WEB!!!**

## **CANADIAN SUBJECT HEADINGS**

<http://www.nic-bnc.ca/cshweb/index-e.htm>

Recently the National Library of Canada launched this product, formerly available only in print. This listing of more than 6000 standard subject headings relating to Canada is now available (in English) electronically.

If you have a book on B.C.'s Bugaboo Park or a treatise on the formation of the new territory of Nunavut in 1999, but do not know if there are subject headings to describe them, you can find your answer here. You'll also find French language equivalents. The site is updated monthly.

For further information about *Canadian Subject Headings* contact:  
David Farris, editor  
Telephone: (819) 953-6810  
Fax: (819) 953-0291  
TTY: (613) 992-6969  
Email: [cataloguing\\_standards@nlc-bnc.ca](mailto:cataloguing_standards@nlc-bnc.ca)

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Only BCTF members (active, associate, affiliate, or honorary) can be members of a PSA; all others must become subscribers.  
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Home telephone ( ) \_\_\_\_\_ Fax ( ) \_\_\_\_\_

School telephone ( ) \_\_\_\_\_ Work telephone ( ) \_\_\_\_\_  
*(if different from school)*

Name and address of school/institution/business \_\_\_\_\_

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e-mail address \_\_\_\_\_

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41 <input type="checkbox"/> \$35.00 Art	<input type="checkbox"/> \$20.00	53 <input type="checkbox"/> \$35.00 Learning Assistance	<input type="checkbox"/> \$10.00	66 <input type="checkbox"/> \$25.00 Environmental Ed	<input type="checkbox"/> \$15.00
42 <input type="checkbox"/> \$35.00 Business Education	<input type="checkbox"/> \$23.00	54 <input type="checkbox"/> \$30.00 Physical Education	<input type="checkbox"/> \$15.00	67 <input type="checkbox"/> \$20.00 Rural	<input type="checkbox"/> \$10.00
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46 <input type="checkbox"/> \$35.00 English Language Arts	<input type="checkbox"/> \$15.00	58 <input type="checkbox"/> \$30.00 Technology	<input type="checkbox"/> \$20.00	70 <input type="checkbox"/> \$30.00 Alternate Ed	<input type="checkbox"/> \$15.00
47 <input type="checkbox"/> \$35.00 Home Economics	<input type="checkbox"/> \$16.00	59 <input type="checkbox"/> \$25.00 Social Studies	<input type="checkbox"/> \$10.00	71 <input type="checkbox"/> \$25.00 First Nations	<input type="checkbox"/> \$15.00
48 <input type="checkbox"/> \$35.00 Intermediate	<input type="checkbox"/> \$15.00	60 <input type="checkbox"/> \$30.00 Special Ed	<input type="checkbox"/> \$15.00	72 <input type="checkbox"/> \$20.00 Co-operative Learning	<input type="checkbox"/> \$10.00
49 <input type="checkbox"/> \$40.00 Teacher-Librarians	<input type="checkbox"/> \$15.00	62 <input type="checkbox"/> \$35.00 Drama	<input type="checkbox"/> \$20.00	73 <input type="checkbox"/> \$35.00 Dance	<input type="checkbox"/> \$12.50
50 <input type="checkbox"/> \$35.00 Mathematics	<input type="checkbox"/> \$15.00	63 <input type="checkbox"/> \$35.00 Gifted	<input type="checkbox"/> \$18.00	74 <input type="checkbox"/> \$20.00 Adult Educators	<input type="checkbox"/> \$10.00
51 <input type="checkbox"/> \$30.00 Modern Languages	<input type="checkbox"/> \$15.00	64 <input type="checkbox"/> \$25.00 Distributed Learning	<input type="checkbox"/> \$10.00	75 <input type="checkbox"/> \$30.00 Culinary Arts	<input type="checkbox"/> \$16.00
52 <input type="checkbox"/> \$35.00 Music	<input type="checkbox"/> \$17.50	65 <input type="checkbox"/> \$35.00 Computer	<input type="checkbox"/> \$15.00	76 <input type="checkbox"/> \$20.00 Educators Against Racism	<input type="checkbox"/> \$10.00

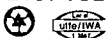
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46 <input type="checkbox"/> \$56.18 English Language Arts	58 <input type="checkbox"/> \$50.83 Technology	70 <input type="checkbox"/> \$50.83 Alternate Ed
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49 <input type="checkbox"/> \$61.53 Teacher-Librarians	62 <input type="checkbox"/> \$56.18 Drama	73 <input type="checkbox"/> \$56.18 Dance
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52 <input type="checkbox"/> \$56.18 Music	65 <input type="checkbox"/> \$56.18 Computer	76 <input type="checkbox"/> \$40.13 Educators Against Racism

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# BCTLA REVIEWS

“BCTLA Reviews” is coordinated by:

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Prince George, BC  
V2K 3T5  
email: [debbie\\_hartley@fc.schdist57.bc.ca](mailto:debbie_hartley@fc.schdist57.bc.ca)

I've been drunk for about  
a week now, and I thought  
it might sober me up to sit  
in a library.

*F. Scott Fitzgerald (1896-1940),  
author. An unnamed guest at one  
of Gatsby's parties, in  
The Great Gatsby*



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

Liz Austrom  
BCTLA Reviews Editor  
3675 West 39th Ave.  
Vancouver, BC,  
V6N 3A6

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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E LIN

Lindgren, Barbro. *Rosa goes to daycare*. — Greenwood, 2000. — 32 p.: ill. — ISBN 0-88899-391-9 — \$15.95.

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

Rosa the dog's aunt has taken her back to the city now the summer is over. Rosa refuses to walk on her leash and, when her aunt is at home, she demands a lot of attention. Rosa's aunt decides that she needs to go to daycare, but shy Rosa worries that mean dogs there might bite her. At the daycare, all the dogs have their leashes, blankets and baskets in a room with a few other dogs. Rosa learns that each dog is different. Some are young and bouncy, shy, happy, large or small, while one is old, slow and grumpy. While she makes new friends, Rosa learns to obey most of the rules at daycare. She learns to walk with the others and sleep during naptime, but one day she refuses to listen and falls into serious trouble.

Rosa the dog is an allegory. The story is meant to reassure children facing their first uncertain days at playschool or daycare. Barbro Lingren's use of dogs instead of children allows the child to keep the upcoming daycare experience at arm's length. Eva Erickson uses different breeds of dogs to show children that a care facility will have many different kinds of children, short, tall, multi-racial, happy and grumpy.

*Rosa goes to daycare* is a gentle story that will explain a fearful situation to children. It is meant for children facing daycare, but could also be used for children in kindergarten and grade one who experience September separation anxiety. It will show children that they will make new friends and everything will be fine.

Recommended for pre-school to grade one.

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FIC VAL

Valgardson, W.D. *Frances*. — Greenwood, 2000. — 190 p. — ISBN 0-88899-397-8. — \$7.95 paper.

Reviewed by: Mary Kushniryk, teacher-librarian, McCammon Elementary School, SD#33 (Chilliwack).

This is W.D. Valgardson's first novel for young people, although he has previously published adult fiction and children's short stories. While his work is often set in the Manitoba Icelandic community where he grew up, he has taught in the Creative Writing program at the University of Victoria since 1974.

In this novel, Frances lives in a beach town on Lake Winnipeg in the heart of the Icelandic community with her grandmother and her ambitious real-estate agent mother. She finds an old journal written in Icelandic, the pages torn, mouldy and blurred. Amazingly, she understands some words even though she knows no Icelandic. She meets a crotchety old man in the Old Folks Home who agrees to help her translate the journal. A friendship between them blossoms as the story of the journal unfolds. Family secrets are gradually revealed, including the real identity of the father she assumed had died. Frances' exploration of her family relationships and her acceptance of people's differences are intertwined with the myths, magic and folklore of her Icelandic heritage.

All in all, it makes for a complex story. Piecing together the clues to Frances' family secrets will engage some readers and irritate other. The most unfortunate aspect of the book is the cover art which my students universally considered unappealing. It would be useful in a unit exploring various cultures through fiction.

Recommended with reservations for grades six to eight. The Fry Readability Level is grade four.

328.71 MAR  
Marchand, Len & Matt Hughes. —  
*Breaking trail.* — Caitlin Press, 2000.  
—  
227 p.: ill. — ISBN 0-920576-80-X.  
— \$28.95

Reviewed by: John J. Jackson,  
Professor, School of Public Adminis-  
tration, University of Victoria,  
Victoria, B.C

This is an interesting enough book to be read at one sitting. Len was born into a loving family, but at a young age he was sent to a residential school “to be civilized.” People of his background in the 1930s could not vote, could not buy liquor, in fact, could do very little without the permission of the Department of Indian Affairs. The term “Indian” is one he does not appreciate and he gives good reasons why most names used for his people are wrong. He is a Skilwh, which means he is a member of the Okanagan nation.

Significant in this story is that Len wanted to “make something of himself” and chose the education route via UBC and the University of Idaho. After some early scientific work where he was able to use his degrees’ preparation, he moved, as a happily married man, to a long career in politics. He was the first elected Indian (even he has to use the word) Member of Parliament in Canada. Of course, he was not just representing Indians in parliament but also his general constituency. He went on to serve as the minister in several portfolios (notably Environment) then later as a senator. As Gordon Gibson wrote “he puts a human face on many of the issues from the Pearson to the Chretien years.” His many insights are very informative for young readers because he relates what really happened behind the scenes. It becomes easy to understand the book’s title.

My only concern is that Len Marchand chose to have a writing collaborator — especially one who has written convention speeches for winning candidates of British Columbia’s NDP, Social Credit, and Liberal parties. I worry about a possible halo effect and suspect Marchand could have written the book himself. However, the book does add a valuable perspective to our understanding of what are, and continue to be, vexing times.

Recommended for secondary school libraries.

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629.13 PIG  
Pigott, Peter. *Flying Canucks III: famous Canadian aviators.* —  
Harbour Publishing, 2000. — 246 p.:  
ill. photos. — ISBN 1-55017-224-7.  
— \$18.95 paper.

Reviewed by: Gerald Panio, teacher,  
Crawford Bay School, SD#8  
(Kootenary Lake).

In the preface, Peter Pigott says that one of his main goals for the series was to demonstrate that “courage and audacity are timeless human traits.” He has succeeded admirably in these twelve in-depth portraits of genuinely heroic pilots who deserve to be honoured as much as any politician, general, inventor, artist or athlete. The individuals profiled cover the full gamut of pioneers of the air: inventors, aces, bush pilots, fighter pilots, commercial pilots, and the men who spearheaded major airlines such as Pacific Western and Trans Canada. Pigott’s research confirms that Canadian history can be as fascinating as any other when approached by someone with a genuine passion for it.

Details within each chapter are fascinating. For example, Frederick Walker Baldwin, the first Canadian to fly, worked with Alexander Graham Bell, but Bell’s obsession was actually with giant kites. He was more interested in getting a tetrahedral glider to fly than in developing a functional aircraft. Later we read of Charles Lindbergh refusing to visit Vancouver with the “Spirit of St. Louis” because the city didn’t have an airport. Then there are the stories of how a tugboat became the first and only aircraft carrier of the Canadian

north, and of the Canadian fighter pilots who played a significant role in a World War II battle over Ceylon [now Sri Lanka]. One glimpse into political history shows Gordon R. McGregor, the head of Trans Canada, presciently arguing in 1958 that Canada couldn't run two national airlines competitively, and taking eleven years to get permission to change the name of Trans Canada to Air Canada, because the Diefenbaker government thought the latter sounded "too French."

Pigott is meticulous in tracking "firsts" throughout this book. You wouldn't want to play an Aviation Version of Trivial Pursuit with this man. Some highlights are: the first Canadian to actually fly, the first Canadian person in history to die in a plane crash, the first large-scale airlift in North American history, the first man to fly over both poles, the first passenger plane to feature a stewardess' seat, and the first non-British carrier to fly a reigning British monarch.

The "firsts" are fascinating, but the courage is enduring. "Archie" Van Hee describes an early flight to Hong Kong in a "non-pressurized old clunker" with a complete spare engine in the rear of the cabin "just in case." This is the man whose float plane, drifting downstream with a stalled engine, came within 100 metres of going over Victoria Falls. Then, when he retired in 1983 after fifty-six years in aviation and 25,000 flying hours, he claimed it had been merely "a wonderful hobby for which I was paid." Stories like his are worth telling.

Peter Pigott has done a meticulous job of researching and interviewing, as well as assembling the photographs. His work is supported by bibliographical references and an adequate index. Kudos are also due to Graham Wragg for his cover painting, a masterpiece of transportation nostalgia which superbly complements Pigott's history.

Recommended for grades nine to twelve.

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814.54 RHE

Rhenisch, Harold. *Tom Thomson's shack*. — New Star Books, 2000. — 272 p. — ISBN 0-921586-75-2. — \$19.00 paper.

Reviewed by: Roberta Kennard, teacher-librarian, King George Secondary School, SD#39 (Vancouver).

Canadian fiction has its roots in nature. Harold Rhenisch also has his roots in rural British Columbia. Born in Keremeos, he grew up the son of an orchardist. He escaped, like many youth, to urban areas, only to return to the country. He has written eight books of poetry and a non-fiction book, *Out of the Interior*.

This novel is a rich account of life in the southern interior of BC. The language is descriptive: "As we bit into the apples, six different flavours burst on the tongue, slowly, one after the other, in a slow wash bursting farther and farther back in the mouth and cresting up over the palate like spray on a wave, until the whole mouth was as tender as a blossom." He laments the loss of the old apple varieties. Searching for Golden Russets in Toronto, Rhenisch finds only one box. He is happiest away from cities, as shown in his description of Vancouver with its "vast solar panels unfolded in the interstellar night."

In his search for Canada, he compares the Kispiox totems to Emily Carr's painting in the Kleinburg museum. For Rhenisch, Canada is

found in the rural areas, not in the cities. He laments the changes to Kelowna, where golf courses have replaced orchards. He bashes Toronto, trade agreements, the stock market and the loss of rural life. He is also anti-logging. He writes of the destruction of wild herds of horses and old orchards.

The book is rather disjointed, leaping from one time period to another, and one character to another. Its strength is in its descriptive language and therefore is worth purchasing.

Recommended for senior English classes, grades ten to twelve.

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917.11 GRE

*Great Vancouver*. The Province, 2000. — 128 p.: photos. — ISBN 1-55285-143-5. — \$14.95.

Reviewed by: Barbara Witt, teacher-librarian, Boundary Park Elementary School, SD#36 (Surrey),

This book, listing places to go and things to do in the lower mainland, was compiled by the “Entertainment and Lifestyles” writers who continue to publish their “ten best” lists in the Thursday editions of *The Province*. This guide highlights some of the best places and activities for children and adults alike, using such headers as “ten great rainy day activities for kids,” “ten great ways to hang onto summer,” “ten great pumpkin patches” and “ten great places to buy penny candy.” Missing from the lists are the ten best restaurants, bike trails, markets, libraries and book stores, but perhaps you can find these on the web site, <[www.vancouverprovince.com](http://www.vancouverprovince.com)>, which includes more great lists, or in the ongoing Thursday column.

This resource is really directed at tourists and to people new to Vancouver. As a seasoned Vancouver explorer I can’t say I found anything in it that I didn’t already know about, except for a couple of antique stores. Although some of the lists are directed at kids — like the ten great toboggan and tubing hills — the audience for this book is an adult one.

Recommended for public libraries but not for school libraries.

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919.59 COF

Coffey, Maria and Debora Pearson. *Jungle islands*. — Annick, 2000. — 88 p.: ill. — ISBN 1-55037-596-2. — \$14.95.

Reviewed by Telford Penfold, teacher-librarian, Ecole FSJ Central Elementary School, SD#60 (Peace River North).

This book took me back to my days in Papua New Guinea, a country near to and similar to the Solomons. The photography is eye catching, colourful, exciting, appropriate and plentiful. The descriptions ring true and the information is well presented. Only the heat and the smells and fragrances are missing.

*Jungle islands* can be read as a travelogue or for the sociological and geographic information. The book begins with interesting background details about the authors. For younger readers, it would have been preferable to get right to the Solomons, as they may find the background information difficult or uninteresting. A storyline of conversation and narration ties the book together. Interspersed are pictures, picture maps of the area, and sidebars dealing with specific subjects, ranging from land ownership and flora and fauna, to what school is like. The narrative moves well, while the sidebars give students the opportunity to browse and be led into the longer text.

Cultural differences are dealt with sensitively. The authors allow our North American culture to be seen as strange when a Solomon

islander explains her marriage customs. We also see the transformation of the culture as the authors describe helping to prepare a traditional meal while a Madonna song plays on the radio.

There is an index but no table of contents.

Recommended for school libraries serving grades four and up.

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971.1'003 ENC

*Encyclopedia of British Columbia.* — Harbour, 2000. — 806 p.: ill. — ISBN 1-55017-200-X. — \$99.99 cloth, includes interactive CD-ROM.

Reviewed by: Marcus Nipp, teacher on call, SD#57 (Prince George).

This is a comprehensive reference book which contains facts and information related to British Columbia. All information contained in the EBC is listed alphabetically in an easy to read font, printed on quality paper.

Editor Daniel Francis has included an extensive list of acknowledgments, a list of abbreviations, a well laid out and accurate map of BC, a list for further reading, and an index. When purchased, the encyclopedia is accompanied by an interactive CD-ROM package, which was not available to this reviewer. The CD-ROM is both Windows and Macintosh compatible, and includes access to the Internet via Netscape.

The encyclopedia contains numerous photographs, diagrams, and small maps which complement the written material. In addition, there are six well written feature essays which highlight unique aspects of BC in an interesting manner. These are: "Economy of BC" (pp. 193-198), "First Nations of BC" (pp. 233-242), "History of BC" (pp. 331-342), "Literature of BC" (pp. 415-420), "Natural History of BC" (pp. 487-490), and "Physical Geography of BC" (pp. 549-559). Each of the individual essays include photographs, maps, charts, illustrations, graphs, timelines, and lists where appropriate. All are written by experts in their fields and offer outstanding insights into specific aspects of our province. As a geography teacher, I paid particular interest to the "Physical Geography of BC" essay and can say without hesitation that this is indeed a good overview.

It should be noted that while these essays provide overviews for these topics, further details on the same subjects are provided in other entries. For example, the article on First Nations peoples is supported by separate articles on each linguistic and cultural group, each band, settlements, specific treaties, legal decisions (e.g., Sparrow decision), leaders and artists, and many other aspects of First Nations' contributions to BC. Generous cross references (in capital letters) to other entries are provided within the essays and in the regular entries. Students' research will be enhanced and broadened by this easy to understand and use feature.

Readers should be aware that this is a first edition and, as a result, mistakes and errors do exist, although they are not common. It is refreshing to see that the publisher acknowledges this possibility and encourages the public's comments, suggestions, corrections and additions. One aspect which readers may wish to overlook are the three pages dedicated to thanking donors. These could be considered either acknowledgments or advertisements.

The encyclopedia is appropriate for both intermediate and secondary students, although the longer essays are more suited to elementary teachers than to elementary students. This book will make a valuable addition to any elementary, secondary, and public library in this province due to its unique local focus, and the wealth of information on a range of British Columbia topics.

Highly recommended for elementary and secondary school library collections.

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971. 133 WAL

Walker, Elizabeth. *Street names of Vancouver*. — Vancouver Historical Society, 1999. — 147 p.: ill. — ISBN 0-9692378-7-1. — \$24.95 paper.

Distributed by: Vancouver Historical Society, PO Box 3071, Vancouver, BC, V6B 3X6, and Gordon Soules Book Publishers, 1359 Ambleside Lane, West Vancouver, BC, V7T 2Y9

Reviewed: by Liz Austrom, retired teacher-librarian, Vancouver.

Elizabeth Walker is a retired librarian who headed the local history collection at the Vancouver Public Library. Her experience with queries from patrons convinced her that this book was needed, and her long connection with the Vancouver Historical Society assured her of the support of many knowledgeable resource people. The acknowledgements page reads like a “who’s who” of BC history authorities, and the work is further validated by the selective bibliography (pp. 141-142), “Directories” (p. 143) and “Select Bibliography: Maps” (pp. 145-147).

The introduction covers both the history of early surveying of Vancouver, and the complexities of the research required to produce this book. As an example, Ms Walker notes that Dumfries Street is composed of four streets (Thynne Road, Waters Road, Daly Road and Ferrisdale Boulevard) and describes the steps she took and the resources she consulted to discover this fact. Teachers of senior geography courses will find this section a very useful description of primary research.

The body of the work (pp. 1-134) is an alphabetical listing of 773 current Vancouver street names and 400 no longer used names. In the latter case, references lead to the current name. Each current entry provides as much information as possible, including: the location, when the street was first named, the source of the name, any By-Laws which dealt with the street, and previous names for all or part of the street. The task providing so many comprehensive entries was obviously complicated by the fact that present day Vancouver is composed of several municipalities whose street and avenue names were adjusted at the time of amalgamation in order to develop a logical, overall street system for the city.

This is a well-bound volume on quality paper, with clear, readable font and quality reproduction of archival photographs. Three double page maps show the evolution of the city: “Street Names 1870-1899” (pp. 78-79), “Old Street Names Within 1900-1929” (pp. 80-81), and “Street Names 1930-1999” (pp. 82-83). In addition, “Inset Maps” (p. 84) provides maps of the more recent developments of Arbutus Village, Angus Lands, False Creek, Champlain Heights, Fraser Lands and Riverview.

This winner of a British Columbia 2000 “Marking the Millenium” Book Award should prove to be a valuable and durable resource. Recommended for secondary school library collections in the lower mainland, and for public and university libraries.

981.004 MUN  
Munduruku, Daniel. *Tales of the Amazon: How the Munduruku Indians live.* — Greenwood, 2000.  
— 56 p.: ill. — ISBN 0-88899-392-7.  
— \$18.95 cloth.

Reviewed by: Veronica Allan,  
teacher-librarian, Mt. Brenton and  
Somenos Elementary Schools, SD#79  
(Cowichan Valley).

*Tales of the Amazon* had me captivated from the first page. This unusual book is a portrait of an Amazon Indian tribe, written by one of its members and illustrated by one of Brazil's foremost illustrators, Laura beatriz.

The book is divided into three sections. The first is the story of Kaxi, a young boy of the Munduruku tribe, who is destined to become its shaman. The tale begins with his birth and describes his upbringing in a traditional tribe of indigenous people of the Amazon region. The everyday life of the tribe's children is happy and carefree. They play close to their mothers, perform simple tasks as they learn the ways of their people, swim in the river and listen to the tales of the elders. At the age of twelve the boys must earn their manhood by being isolated from their families and surviving in the forest. This is when Kaxi experiences a vivid dream and gains an understanding of his future role. The intense greens and ochres of Laura beatriz's paintings illustrate this section of the book and are a lively accompaniment to the story.

The second section of the book is a non-fiction description of the indigenous peoples of Brazil, with emphasis on the Munduruku people. The text is divided into sections with headings such as: Linguistic Diversity, Cultural Diversity, Houses, Marriage, Myths, Music and Work. This section is illustrated with simple line drawings, maps, and three pages of photographs of village life. The history of Brazil's native people is told in a manner that leaves the reader in no doubt as to their perilous situation in Brazil's ever-expanding search for wealth.

The final part of the book is the story of Daniel Munduruku himself. He did not grow up in the forest but in the city. However, he was often taken to visit his grandparents in their village and developed a love and an understanding of a simpler way of life. He attended a Catholic school and was ashamed of his ancestry when among white people. As a young man he obtained a BA in Philosophy and became toughened by his contact with other cultures. Several anecdotes of incidents with ignorant or thoughtless white people are told with humour and tolerance.

The entire book has been expertly translated by Jane Springer in a style that is easy to read and yet compelling. It concludes with a glossary and suggestions for further reading.

This book sent my head buzzing with ideas for integrating it into the curriculum. It fits perfectly into a study of the global environment, it will greatly enhance a unit on native peoples, its illustrations are a wonderful springboard for teaching the use of bold colours with paints or pastels, and it is an exceptional account of multiculturalism within a country struggling to modernize.

Highly recommended for the intermediate grades.

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Canada is not  
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where you are  
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have large  
spiritual adventures.



*Robertson Davies (b. 1913),  
Canadian novelist, journalist*

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Libraries are reservoirs of strength, grace and wit, reminders of order, calm and continuity, lakes of mental energy, neither warm nor cold, light nor dark. The pleasure they give is steady, unorgastic, reliable, deep and long-lasting. In any library in the world, I am at home, unselfconscious, still and absorbed.



*Germaïne Greer (b. 1939)  
Australian feminist writer*

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*Laurence Sterne (1713-68), English  
author. A Sentimental Journey, "In  
the Street-Calais" (1768).*

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