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BCTLA

THE BOOKMARK

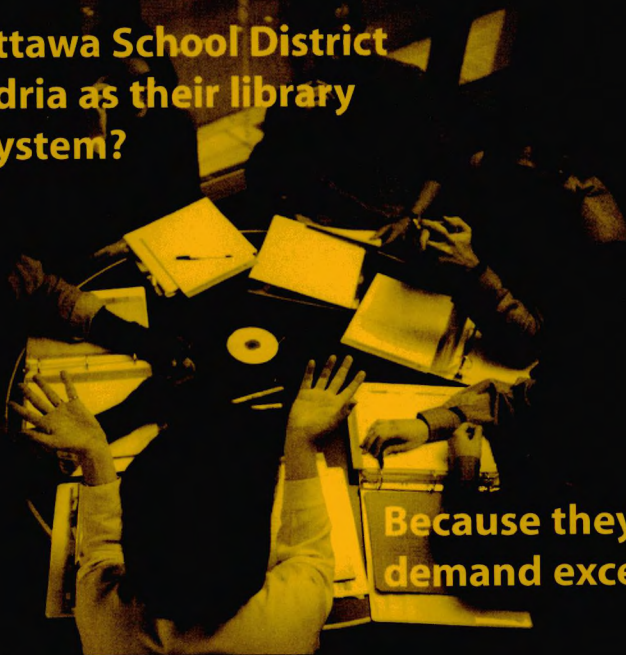


IN THE EYE OF THE BEHOLDER

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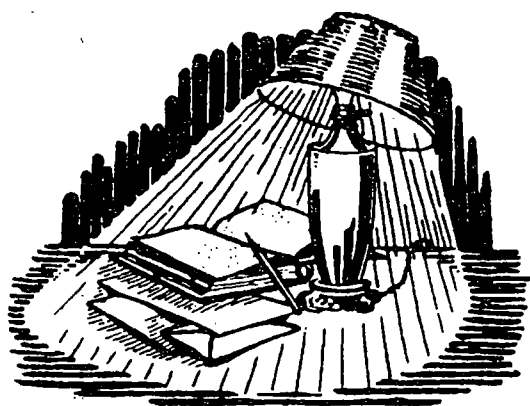
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STATEMENT OF PURPOSE

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 "The Eye of the Beholder" — our September issue of *The Bookmark*. As I sat down to write this column, I found myself rereading Liz Austrom's "Editor's Comments" in the June 2000 "In Your Dreams" issue; her thoughts and ideas continue to be important and poignant ones. Collegial action, being involved, and reality are essential components of our daily work as teacher-librarians. We are living in the information age, and the development of information literacy knowledge, skills and attitudes are essential for our students now and in the future.

The 2000-2001 school year is an important one for British Columbia teacher-librarians to continue to be involved in professional concerns. Whatever you do, I urge you to speak up for teacher-librarians and library resource centres, and for the information literacy needs of students. As a Chapter, use the information from our annual Working and Learning Conditions Survey in your own school district to profile trends. As an individual, speak to our education partners — colleagues, parents, and school trustees. Share an article from *The Bookmark* with one of your teacher colleagues. Share with one another the important work of the teacher-librarian and the library resource centre.

The Information Literacy Framework is proceeding. An update regarding the Research Model component will be provided at the BCTLA Fall Conference. Thanks are due to Kay Treadgold, Joan Eaton and John Caldwell for their continued contributions as coordinators of this project.

The BCTLA Fall Conference, *Teachers Need*

Technology, will be held in Coquitlam at Pinetree Secondary in October. The Coquitlam Conference Planning Committee has worked hard in planning a quality professional development experience. Thank you to the many Coquitlam teacher-librarians who have worked on the Conference Committee.

"The Eye of the Beholder" is an intriguing theme for this issue. All of the components of the Fine Arts Curriculum can be integrated in so many different ways, using all types of resources available in the library resource centre and on the Internet. Books are certainly good starting points for many potential Fine Arts learning experiences at any level. We appreciate the continued efforts of our hard-working and skilled Editorial Board. They are a very dedicated team.

Teamwork.

It's all very well to have courage and skill
And it's fine to be counted a star.
But the single deed with its touch of thrill
Doesn't tell the man you are;
For there's no lone hand in the game we play,
We must look to a bigger scheme,
And the thing that counts in the world today
Is, "How do you pull with the team?"

They may sing your praise and call you great,
They may single you out for fame,
But you must work with your running mate
Or you'll never win the game;
Oh, never the work of life is done
By the man with the selfish dream,
For the battle is lost or the battle is won
By the spirit of the team.

You may think it fine to be praised for your skill,
But the greater thing to do
Is to set your mind and set your will
On the goal that's just in view;
It's helping your fellowman to score
When his chances hopeless seem;
It's forgetting self till the game is o'er
And fighting for the team.

— Edgar A. Guest

We continue to need your involvement in our Association. We need members to assist with *The Bookmark* — contribute an article or a unit. We need members to serve on our Executive Board. We need new members to join BCTLA! The strength of our organization is working together.

DO IT THIS MONTH — SUBMIT AN ARTICLE TO

THE BOOKMARK

THE THEMES FOR OUR 42ND ISSUE ARE:

DECEMBER 2000: 2001: A LIBRARY ODYSSEY

The library resource centre is a place where everyone can travel as far and as fast as they want. In exploring fictional worlds or learning about real life journeys and discoveries, students can discover the joys of seeking a goal, overcoming obstacles and achieving a vision. Submissions to this issue can range from inner travels where students look at issues of personal importance to them, to explorations into space, time or the universe. There are no walls in the library, no limits to the routes taken.

Deadline: October 27

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

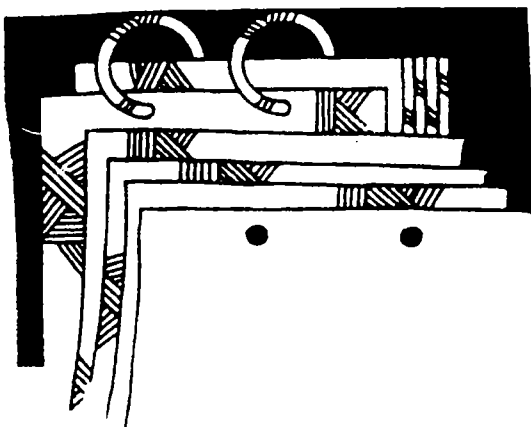
JUNE 2001: WORK SMART

Here is 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**



EDITOR'S COMMENTS

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

Welcome back. The BC Teachers' Federation will soon be setting the objectives for bargaining for the next round of contract negotiations. While the executive of the BC Teacher-Librarians' Federation can certainly help by bringing teacher-librarian concerns to the BCTF executive, much of the real decision making power lies in the hands of the convention delegates. Advocacy for teacher-librarianship at the local level is essential for improving teacher-librarian working and learning conditions. The first step is reading or brushing up on a couple of foundation documents.

Developing Independent Learners was created under the auspices of the BC Ministry of Education, and is approved as a foundation document in the constitution of the BCLTA. Every school should have a copy of this document. If you cannot find a copy see if you can borrow one from a colleague or from a university library. It describes the role of the school library program, and the prerequisites for an effective program. It includes clear and concise descriptions of the roles of stakeholders in the school library program, including those of teacher-librarians. Many districts do not have a role defined in the contracts for teacher-librarians. Hence, management can direct teacher-librarians to teach unrelated subjects or perform clerical duties. If you are familiar with the contents of

Developing Independent Learners, you can use it to help keep this from happening.

More recently, the Association for Teacher-Librarianship in Canada and the Canadian School Library Association created *Competencies for Teacher-Librarians*, a document about the role of the teacher-librarian. The title and style would lead some readers to believe that the document is about personal accountability. Unfortunately, this perception may lead some teacher-librarians, particularly those who have not completed their diploma or graduate teacher-librarianship program, to think it implies that they need to get their act together if they want to keep their job. Don't feel intimidated. Teacher-librarians benefit when standards for school library programs are made clear. Decision makers – those who control funding – need to justify their decisions to their superiors and to the public. The “accountability” slant of the document speaks the language of decision makers, while implicitly supporting the notion that an effective school library program is at the heart of an effective educational program. The ATLC and CSLA have published *Competencies for Teacher-Librarians* in an attractive pamphlet, which you can order from the Internet. The text of *Competencies for Teacher-Librarians* is also available on the Internet. You can find links on the main page of the ATLC web site at <http://www.atlc.ca>.

Teacher-Librarian contains up-to-date summaries of research findings in the field of library education and includes suggestions for effective policy and practice. This journal was formerly published under the name of *Emergency Librarian*. Back issues are available at university libraries and may be available at your teacher centre. For more information about *Teacher-Librarian*, write or call:

Teacher-Librarian
101 - 1001 West Broadway
Suite 343
Vancouver, BC V6H 3E4

Membership in national library associations may help give you a perspective on national issues and provides you with access to information about people, conferences and resources across Canada. As well, ATLC and CSLA both produce professional advocacy and policy documents that can be used in your advocacy efforts. The official journal of CSLA is called *School Libraries in Canada*. For information about

CSLA, contact:

Canadian School Library Association
200 Elgin Street
Toronto, ON K2P 1L5.
<http://www.geocities.com/Athens/Olympus/1333/csla.html>.

The journal of the ATLC is called *Impact*. For information about ATLC, contact:

Association for Teacher-Librarianship in
Canada
43 Chanterrel Drive, Box 1340
Chamberlains, NF A1W 1E5
<http://www.atlc.ca>.

Your district may have roles and competencies for teacher-librarians spelled out in its postings booklet, or in your teaching contract. It is a good idea to familiarize yourself with your role as defined in writing by your district in case there is any question about what you should be doing. Your association's teachers' contract, the BC Schools Act and the BC Employment Standards Act are legally binding on you and your employer and can be used to help resolve conflicts. Know your rights!

It is vital to communicate – whether by writing, speaking, holding workshops, doing professional development or any other avenue of advocacy. Do your teaching colleagues understand why flexible scheduling is an important part of the school library program? Is your principal familiar with *Developing Independent*

Learners and Competencies for Teacher-Librarians?

Do you show articles from teacher-librarian publications like *Teacher-Librarian*, *School Library Journal* and *The Bookmark* to your teaching colleagues so that they get ideas about how to use your services in an effective manner? Have you done a presentation to your district Parent Advisory Council or your current school board members? Do you provide an information package to new teachers, long-term supply teachers and student teachers? Do you share your teaching strategies with new teacher-librarians and your peers? Have you invited an administrator to a school-library related professional development activity? Has a teacher-librarian in your district undertaken to run for a position on the local teachers' association executive? I'm sure that you can think of many other opportunities for advocacy as you go about your work or talk with your colleagues.

The lives of Ghandi, Nelson Mandela and Martin Luther King teach us that positive social change does not rely so much on the extraordinary efforts of people at the top of organization as much as their ability to convince many like minded people to take steps towards common goals. The strength of any organization lies in numbers and in the commitment of each member to work toward their goals. Get involved in advocating for yourself and for your teacher-librarian colleagues wherever you are. A little effort by everyone can add up to big results.



BCTLA PROGRAM 2000 -2001

GOALS

Promote the essential roles of the teacher-librarian within the education community by:

- affirming the essential roles of the teacher-librarian in learning and educational change
- working towards improving the working and learning conditions in BC library resource centres during this year of bargaining.
- increasing the involvement of teacher-librarians in professional development and curriculum development
- encouraging the participation of teacher-librarians in BCTLA activities and publications

OBJECTIVES AND ACTIVITIES

1. Promotion of the essential roles of the teacher-librarian and the school library resource centre program in the process of learning using *Developing Independent Learners* and *Students' Information Literacy Needs in the 21st Century: Competencies for Teacher-Librarians* and information literacy skills in the Integrated Resource Packages as foundations.
 - 1.1 Continue to promote the ministry policy document *Developing Independent Learners* and the ATLC / CSLA document *Students' Information Literacy Needs in the 21st Century: Competencies for Teacher-Librarians*.
 - 1.2 Encourage teacher-librarians to participate on ministry committees.
 - 1.3 Promote the involvement of teacher-librarians at the local, provincial and national educational level.
 - 1.4 Maintain a dialogue with the Ministry of Education.
 - 1.5 Encourage chapters and individual teacher-librarians to be constant, on-going advocates for school library resource centres, District Resource Centres, teacher-librarianship, and resource-based learning to all educational stakeholders [superintendents, trustees, administrative officers, teacher colleagues, parents and the community].
 - 1.6 Support policies and guidelines, which promote advocacy of teacher-librarians and school library resource centres.
 - 1.7 Maintain dialogues with the two national school library organizations Association for Teacher-Librarianship in Canada, and, the Canadian School Library Association.
 - 1.8 Recognize the outstanding contributions of an individual teacher-librarian through the BCTLA Diana Poole Memorial Award of Merit.
 - 1.9 Recognize the outstanding efforts of an individual's commitment to school library resource centre programs through the Distinguished Service Award.
 - 1.10 Continue liaison with the University of British Columbia, University of Victoria, Simon Fraser University, University of Northern British Columbia and their affiliates.
2. To provide a network for the sharing of ideas, trends and new developments in education.
 - 2.1 Publish regular issues of the BCTLA journal *The Bookmark*.
 - 2.2 Maintain liaison with other library and educational associations and institutions.
 - 2.3 Support the planning of the BCTLA Conference.
 - 2.4 Recognize an outstanding article published in *The Bookmark* through the Alan Knight Memorial Award.
 - 2.5 To increase subscriptions to, and utilization of the listserv, the BCTLAFORUM.
 3. To maintain and improve communications within BCTLA.
 - 3.1 Have Chapter Relations Committee prepare and distribute a handbook for chapter councillors.
 - 3.2 Work with chapters to communicate and share policies, concerns, and interests through the BCTLAFORUM, Chapter Council meetings and the regular Chapter Relations column in *The Bookmark*.
 - 3.3 Have BCTLA Chapter Councillors meet twice a year to determine policy, ratify budget, and share ideas and concerns.
 - 3.4 Have BCTLA Executive Board meet six times a year.
 - 3.5 Recognize the need to support chapters through the awarding of the William H. Scott Memorial Award.
 - 3.6 Establish the use of telecommunications between BCTLA members and the Executive Board [e.g. through e-mail addresses]

- 3.7 Maintain the BCTLA Home Page on the World Wide Web.
- 4. To develop professional materials and programs.
 - 4.1 Facilitate workshops.
 - 4.2 Foster professional development through the Continuing Education Committee.
 - 4.3 Encourage members to gather materials and ideas for publication in *The Bookmark* and other publications.
 - 4.4 Encourage members to participate in activities of other professional groups.
 - 4.5 Encourage personal professional development in teacher-librarianship through the Ken Haycock Professional Development Award.
 - 4.6 Establish and maintain relationships with other professional groups.
- 5. Improve the learning and working conditions of teacher-librarians in school library resource centres.
 - 5.1 [Executive Board] Inform the BCTF Executive Committee to advocate the importance of improving teacher-librarian working and learning conditions.
 - 5.2 [Executive Board] Survey Working and Learning Conditions throughout the province.
 - 5.3 [Executive Board] Publish and promote survey results.
 - 5.4 [Executive Board] Monitor and publicize the changes in learning and working conditions in the province's school library resource centers.
 - 5.5 [Chapters] Use survey results to initiate local actions as outlined in the BCTF's policies.
 - 5.6 [Executive Board] Advocate for local chapters and individual teacher-librarians.
 - 5.7 [Chapters and Executive Board] Work to improve working and learning conditions in

the upcoming round of bargaining by being active and involved at the local level.

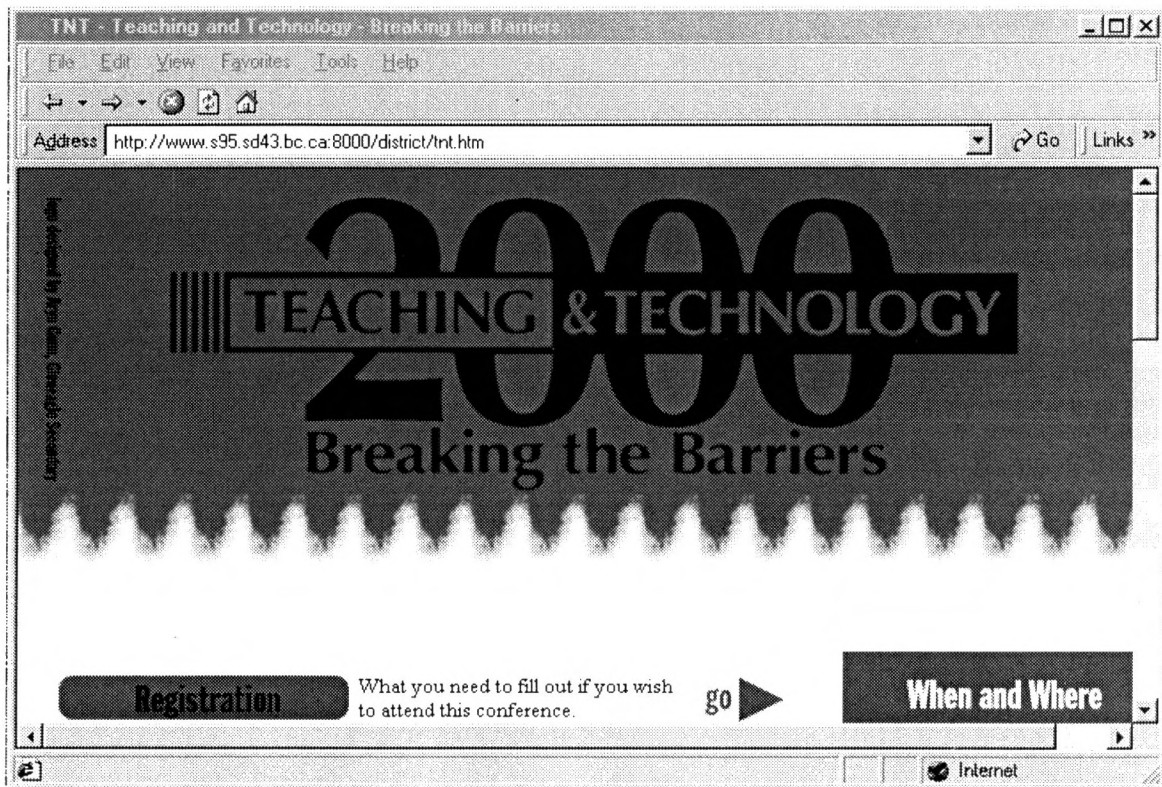
- 6. To promote teacher-librarian involvement in the evaluation, selections, and management of learning resources.
 - 6.1 Evaluate print and non-print materials created in or about B.C., and publish the reviews in *The Bookmark*.
 - 6.2 Maintain liaison with the Ministry of Education and the Association of Book Publishers of British Columbia regarding the School Library Book Purchase Plan.
 - 6.3 Encourage teacher-librarians to become evaluators of resource materials at the Ministry level.
 - 6.4 Promote teacher-librarian involvement in the selection and management of school resource materials.
- 7. To increase membership.
 - 7.1 Promote membership.
 - 7.2 Encourage chapters to promote BCTLA membership.
 - 7.3 Promote *Bookmark* subscriptions.

EVALUATION CRITERIA

- 1. Membership statistics from the BCTF.
- 2. Involvement of BCTLA members in local and provincial associations as well as membership on Ministry Committees.
- 3. Responses received to the BCTLA Working and Learning Conditions Survey.
- 4. Evident support from educational associations, institutions, elected officials, and the community.
- 5. Publication of professional materials.



MORE PRESENTERS AT THE BCTLA CONFERENCE 2000: TEACHING AND TECHNOLOGY: BREAKING THE BARRIERS



For up-to-date information, see <http://www.s95.sd43.bc.ca:8000/district/tnt.htm>.

OUTLINE

BCTLA Conference 2000: Teaching and technology:
Breaking the barriers
Outline
Summary
Keynote Speakers
Steve Dotto
Michelle Cederberg
Presenters
Spotlight Speaker
Presenters
Commercial Presenters
Accommodation
Registration

Note: Pick up your schedule at the hospitality desk.
You do not register now for specific presentations.

SUMMARY

Date: October 19 - 20th, 2000
Host: BCTLA (Coquitlam Chapter)
B.C. Teacher-Librarians' Association
Focus: Teaching and Technology
Keynotes: Steve Dotto
Michelle Cederberg
**Spotlight
Speaker:** John Caldwell
Location: Pinetree Secondary School
3000 Pinewood Avenue
Coquitlam, B.C. V3C 1G3
Cost: Delegate: \$150
Student: \$75
Contact: BCTLA conference
J. Lee
787 Spruce Avenue
Coquitlam, BC V3J 2P2

KEYNOTE SPEAKERS

STEVE DOTTO

Steve brings his humour, insight and energy to the speakers' podium across the country. Best known as the host of the nationally televised series "Dotto's Data Cafe" and "Dotto on Data" Steve also writes a weekly column on technology for the *Vancouver Sun*.

He effectively straddles the space between the technology and the public. Steve brings a message to his audience that puts technology in its proper place: firmly in the hands of the users. With a background in theatre and comedy, we can be assured that Steve's talks are never boring, in fact are downright entertaining.

MICHELLE CEDERBERG

Michelle has nine years of experience in the fitness industry. She completed her masters in Kinesiology at University of Calgary. She teaches at Mt. Royal College and is also a personal trainer. She writes for *Active Living* magazine.

The first step to feeling good about yourself and the work you do comes in understanding the link between physical, mental and emotional capacities that we all possess as teachers and human beings. Take care of yourself with this motivational presentation. You will walk away feeling better about yourself and your students will benefit from your renewed balance, passion and perspective.

PRESENTERS

SPOTLIGHT SPEAKER

John Caldwell - e-mail jcaldwell@sd61.bc.ca - K-12 Information Literacy Skills Package

Audience: Teacher-librarians and teachers at all grade levels.

This presentation will focus on the work of the BCTLA Provincial Task Force committee charged with development of a "research model" and information literacy package for the province. This session will mark the official release of the BCTLA's "Information Literacy Package". John Caldwell is district teacher-librarian in the Greater Victoria School District and coordinator of the BCTLA task force on information literacy.

David Brear - email dbrear@home.com - *Internet Sites that Work with Students*

Audience: Computer users

This entertaining and informative session will give the participants a proven list of education Web sites. The handout will give the printed list of the sites while the URL of the handout will be shared so participants can access the presentation during the workshop and later at home or at school. David Brear has used technology in the classroom since 1979, presented workshops on the use of technology in the classroom at many computer conferences across North America, written articles for many PSU publications, written provincial IT curriculum and worked on many provincial IT committees. During his teaching career of 26 years he has written a university course on Internet use in classrooms, been an advisor to LearningStation.com, on the board of directors for computer for schools computer recycling initiative, a university facilitator, a software reviewer, a participant in many Federal government SchoolNet initiatives and a local school district pro-D presenter.

Judith Comfort - email jcomfort@sd43.bc.ca - *Secondary Forum*

Audience: Secondary teacher-librarians

This Secondary Forum will provide high school teacher-librarians with the opportunity to discuss issues of specific concern to their level with like-minded colleagues. Meant to be a pragmatic discussion, it will focus on topics of interest to the group. Suggested issues: advocacy, human resources, technology and literacy initiatives. Judith Comfort is a teacher-librarian and English teacher at Pinetree Secondary. Before joining Coquitlam District, she lived in Nova Scotia where she worked as a freelance writer and teacher-librarian..

Dianne Driscoll - email ddriscoll@cent.org - *Public Speaking Unit for English 10 using Information*

Audience: English teachers and teacher-librarians - secondary grades.

This cross grade unit was cooperatively planned and taught by the teacher-librarian and English teachers, incorporating many information literacy skills from the Learning Outcomes for Information Literacy document. This unit provides a good basis for student information literacy skills with an emphasis on online searching skills. Dianne Driscoll is a teacher-librarian in the Coquitlam School

District and department head at Centennial Secondary School. She has worked on a number of district and provincial committees producing documents such as Developing Independent Learners, and Learning Outcomes for Information Literacy.

Ken Foster, Joanne Daly, Jean Bowman - email
Ken_foster@sd63.bc.ca - The Middle School process Skills Framework for Research

Audience: Teacher-librarians, intermediate teachers, middle school teachers, computer users and secondary school teachers
Jean Bowman, Joanne Daly and Ken Foster have created a framework that integrates outcomes from ICT, Social Studies, Language Arts, Science, Math and PP/CAPP into the Research Process. The workshop demonstrates the use of this framework and Saanich's Middle School Research Resource within the context of Thematic Integration. Reference will also be made to skills required to effectively work in cooperative groups. Ken is an experienced classroom teacher and teacher-librarian who manages the District Resource Centre and provides Instructional Support for Information and Communication Technology within the District. He also works part-time with Simon Fraser University in support of TLITE (Teaching and Learning in an Information Technology Environment)

Lindy Furlonger - email *lindy@telus.net - Origami Across the Curriculum*

Audience: Teacher-librarians and teachers - primary and intermediate
This workshop will introduce the art of paper folding as it applies to many areas of the curriculum. Learn how to bisect an angle using origami, how to fold a frog and more paper folding ideas to perk up your Science and Social Studies units. Models folded by students will be on display as well as a selection of books and paper. Lindy Furlonger is a teacher-librarian in a Coquitlam elementary school. She is an enthusiastic teacher and student of origami, the Japanese art of paper folding. Lindy belongs to PALM (Paper Folders Around the Lower Mainland) and has had origami models on display at the Vancouver Public Library for various exhibits. She also integrates paper folding into all areas of the curriculum and research units and host an origami club for intermediate students at her school.

Pam Goessaert - email *pgoessaert@sd43.bc.ca - Visual Art in the Computer Lab*

Audience : Computer Users - Primary, Intermediate, and Middle School District #43
This workshop will present lessons with skills from both computer and visual arts Instructional Resource Packages (IRPs) from beginning to intermediate level of skills. Examples of student works from Kindergarten to Grade 8 will be on display. Participants should have basic computer skills. Pam Goessaert has 20 years of classroom teaching experience, 12 of them in the computer field. Her specialty areas are Music, Art, and computers, thereby explaining her passionate commitment to integrating technology and curriculum. Pam's background includes many presentations at provincial conferences as well as Ministry and District grants to develop curriculum with technology in mind. Pam will also be providing the musical interludes at the luncheon on Friday.

John Goldsmith - email
jgoldsmi@rainbow.fvrcs.gov.bc.ca - What's Truth Got to do with it: Strategies and Suggestions for evaluating Web based Information

Audience: All
John Goldsmith has been a teacher-librarian at the junior and senior high school levels for more than six years. Shortly after receiving his Teacher-Librarian Diploma (UBC), he assumed the position of Counselor and Technical Support Person at the Fraser Valley Distance Education School, where he is actively involved in a number of projects involving the integration of technology and the Internet within distance education programs. John has been an active Internet user since 1987. He has presented many workshops and seminars including sessions at UBC and the Horizons technology conference. In addition, he also teaches Internet related classes for the University College of the Fraser Valley and is a regular contributor to the BC Teacher Librarians' Association PSA journal, *The Bookmark*.

John Goldsmith - email
jgoldsmi@rainbow.fvrcs.gov.bc.ca - The CoNnect Online Distance Education Program

Audience: All teacher-librarians and computer users
This session will introduce you to one online

Distance Learning program that has been in operation for over three years. Come see a Classroom where few of the students have met each other or their teacher. Come see the unique and dynamic education environment created in this virtual learning space. It may change your perception of distance learning and online education.

Sandy Hirtz - *Integrating the Internet*

Audience: teachers and teacher-librarians - all grades.

This session will demonstrate web based projects and activities applicable to all grade levels. It includes keypals, Internet treasure hunts and creating an eco-system for a T-rex. Sandy is a teacher in the Coquitlam School District.

Joanne Jarvis and Shirley Bens - email - jjarvis@sd43.bc.ca and sbens@sd43.bc.ca - *Learning Outcomes for Information Literacy*

Audience: Teachers and teacher-librarians grades 6-12.

This workshop will use the Learning Outcomes for Information Literacy document to look at one aspect of Locating and Selecting Information (search engines), Analyzing and Evaluating Information (criteria for evaluating web sites), Recording and Classifying Information (note-taking), and Communicating and Presenting Information (using a Works Consulted Guide and reducing plagiarism). Joanne Jarvis is web-master of the Coquitlam K-12 Library web page and a teacher-librarian in Coquitlam. Shirley Bens is the District Coordinator for Learning Resources, Information Technology, and Libraries in Coquitlam and co-author/coordinator of the *Learning Outcomes for Information Literacy* document.

Jean Kiegerl - email jkiegerl@sd58.bc.ca - *Legal Safety for Teacher-Librarians*

Audience: all teacher-librarians and school administrators
This workshop will discuss how to protect the integrity of your library program and your professional reputation. Predict the legal issues and take appropriate precautions, e.g. censorship, Internet access, volunteers, and student discipline. Jean Kiegerl has served as staff rep trainer for the BCTF on this topic for three years and currently serves on the BCTF Judicial Council.

Melinda Kinder, Joan Wilby, Joanne Jarvis and Adam Hayes - email jwilby@attcanada.net - *A Novel Approach*

Audience: Intermediate and middle school teacher-librarians

Learn how to run a highly successful novel study program developed by Joan Wilby and later adapted with Carey Chute and Melinda Kinder. The novel study was developed for grades 4 - 8. Part 1 of the study is teacher guided and part 2 is a genre driven co-operatively planned and taught independent reading program. Joan Wilby is a retired teacher-librarian with 22 years teaching experience as librarian in an elementary school. Joan had successfully developed and used an individualized reading program for over 9 years when she was awarded the 1995 BCTLA "Award of Merit". Melinda Kinder is a resource room and ESL teacher at Summit Middle School and has worked with Joan on modifying and adapting the reading program to its present format. Joanne Jarvis is a teacher-librarian at Como Lake Middle School and has worked with classroom teachers on the Individual Reading Program both at the elementary and middle school level for the past 10 years. Adam Hayes is a grade 7 teacher at Como Lake and is presently working with his class and Joanne in a joint partnership on the reading program.

Michelle Kraus - email mkraus@sd43.bc.ca - *Resource Based Teaching and Learning in the Classroom*

Audience: Teacher-Librarians and Intermediate Teachers, Middle School Teachers

What is resource-based teaching/learning and how can it be used in the regular classroom? Michelle will provide an overview of resource-based teaching with real life examples of how she has used it in her Social Studies class and with other teachers. Participants will walk away with some great ideas to use in their classes. Michelle is currently the teacher-librarian at Hillcrest Middle School. She holds a degree in Middle School and has taught Grade 6/7 Social Studies.

Julie Lee, Barbara Morrow, Debbie Nicholson and Pat McCann - email juhlee@hotmail.com - *Elementary Forum*

Audience: K to 5 teacher-librarians

The Elementary Forum will provide teacher-librarians with an opportunity to discuss issues of common concern at their level. Research lesson plans, literacy ideas, Internet activities and the updated K-5 Library Scope and Sequence will be shared. Debbie Nicholson and Barbara Morrow will share some exciting methods they use to integrate technology, research and literacy skills in grades one and two. Barbara Morrow is a teacher-librarian and Challenge and Skill Development teacher in Coquitlam. She has previously worked as a Learning Assistance, Resource Room and grades 2-7 classroom teacher. She worked to bring Project Read to Coquitlam through giving workshops, creating videos and making TV appearances. Debbie Nicholson is presently teaching grade one. She has also taught Learning Assistance, ESL and Grades 1-4. She has been doing co-operative planning with Teacher-librarians in North Vancouver and Coquitlam for the past 15 years.

Dal Little and Colleen Woods - email dlittle@openschool.bc.ca - *The Courses and Resources of the Open Learning Agency*

Audience: K 12

This session will provide an overview of K to 12 courses and resources available through the Open Learning Agency including : the Galaxy science classroom, an interactive multimedia science program for grades 5 and 6, and fourteen curriculum based grade 11 and 12 courses that are available in print and online formats. Dal Little spent five years teaching in the elementary and secondary school environment prior to joining Open School. During the past three years, he was partly responsible for developing several K-12 resources such as the Community Learning Network and Career and Personal Planning 11-12. Currently he is responsible for the online design and implementation of the grade 6 TC-squared science program. In addition, Dal is completing his Master of Education degree in Educational Technology through the University of Calgary. Colleen Woods is presently the Coordinator of Field Services and Program Implementation at Open School - Open Learning Agency. She received her MA in Educational Technology at Concordia University and has taught in both elementary and high schools in Quebec and Ontario. She designed and developed an online distance education prototype demonstrating the

pedagogical integration of platforms such as First Class, WebCT and an open web site for post secondary course delivery. Ms Woods worked in the private sector designing and delivering in-service to K to 12 teachers across the USA focusing on hardware and software training as well as integration of technology into the curriculum.

Tracy London - email HW@MuseumsAssn.bc.ca - *Bridging the Generation Gap: Web sites educating youth on BC heritage...*

Audience: Teacher-librarians and computer users, intermediate to secondary school
This workshop looks at the BC Heritage Web sites Program as an example of how the Internet is a powerful tool to educate and inspire youth about BC heritage. Educational web sites are produced under the program through partnerships between teachers, youth and custodians of BC's history. By working in collaboration, these partners create interactive web sites that are invaluable social studies curriculum resources and appealing to a young audience. This program provides funds for young British Columbians to build educational web sites using content from museums, galleries, historical societies, archives, universities and other repositories of BC's natural and human history. Tracy London is the Program Coordinator of the BC Heritage Web sites Program with the British Columbia Museums Association. Tracy London has worked in the fields of children and youth programming, international human rights law, and cultural rights.

Marilyn G. Lunde - email mlunde@sd20.bc.ca - *To Go Boldly Where Integration Has Not Gone Before...*

Audience: Teacher-librarians and neophyte information technologists
The intent of this workshop is to introduce teacher-librarians and information technologists to a flexibly scheduled library and information technology program, which incorporates the content areas into cooperatively, planned units. Marilyn Lunde is a high school teacher-librarian/information technologist. She teaches 65% in library and 35% in information technology to grade 9's and 10's. She has 20 years teaching experience.

James Mcconville - email jmconville@sd43.bc.ca -
Online learning: Why is it? What is it?

Audience: All

Online learning is a new way of thinking about teaching and learning. There has been recent public interest in online learning. It can extend the ability of schools to meet the diverse needs of today's students. We will address the current concerns regarding online education and we will suggest a place for online learning within the range of opportunities that schools provide. Successes will be shared and we will outline the difficulties of teaching in this environment. James Mcconville is online coordinator for online courses being offered at Terry Fox Secondary School.

Keith McPherson - email keith.mcpherson@ubc.ca -
How Do I Select Educationally Sound CD-ROMs?

Audience: Teacher-librarians, teachers and computer teacher/users from K-8

Participants will explore some of the most popular CD-ROMs being used in Lower Mainland schools and will reflect upon their own software selection processes and criteria in light of the findings in Mr. McPherson's current research. Participants will become more aware of the criteria inherent to educationally sound CD-ROMs and be introduced to some of the pitfalls to avoid when evaluating and selecting CD-ROMs to be used in their labs, classrooms or school libraries. Mr. McPherson is the Network Administrator and teacher-librarian for the Department of Language and Literacy Education at the University of British Columbia. He has used technology in his teaching with both adults and elementary students in the public and private sectors for fifteen years and has completed a Masters in 1998 on the selection criteria of intermediate teachers in four Greater Vancouver school districts. He currently instructs pre-service and in-service teachers in the educationally sound selection and use of computer hardware and software, teaches a course at UBC on integrating computers in the Language Arts classroom and continues his Masters research on teachers' educational software selection processes and criteria.

Linda Nelson and Joanne Coghill - email
lnelson@sd43.bc.ca - *Middle School Forum*

Audience: Middle school teacher-librarians
Linda Nelson, teacher-librarian at

Kwayhquitlum Middle School, has had extensive experience as both a classroom teacher and a teacher-librarian at the elementary and middle school levels. Her special interests are currently collaborative teaching with teachers and the 'nuts and bolts' of curriculum development, including library curricula and policy.

Joan Shaw - email joanshaw@home.com *Involving Parents in Helping with Research Homework.*

Audience: Teachers and teacher-librarians - middle grades.

This presentation will outline the parent and teacher-librarian collaboration process set up by the teacher-librarian to better equip parents to help their Grade 7 students with research homework. Parents and the teacher-librarian formulate guidelines for future parental involvement as a final activity in the parent and teacher-librarian collaboration process. Joan Shaw is a 20 year veteran teacher in the North Vancouver School District with a diploma in teacher-librarianship and a Masters thesis on parental involvement in the school library research program. Joan has been involved with 100% of her school staff in collaborative teaching for the last 11 years.

Mark Roberts - email mroberts@sd43.bc.ca and email
mroberts@direct.ca - *TNT : Terrifically neat titles/ Using picture books across the curriculum*

Audience: Teachers and teacher-librarians - primary & intermediate

What strategies and ideas are there for using a picture book, beyond just reading it or sharing it? This session will provide some different approaches, applications and extensions for the use of picture books across the curriculum. Links to, and the applications of, technology to specific titles will be included. Mark is the current President of the British Columbia Teacher-Librarians' Association. He has worked in three school districts: Coquitlam, Vancouver and Prince Rupert. Mark has served on numerous curriculum committees and projects at both the district and provincial level. He is a Steering Committee member of the Vancouver Children's Literature Round table. This spring, he served as a jury member for the BC 2000 Marking the Millennium Book Awards and co-presented at the Beginning Teacher's Conference.

Marion Smith - email
*marion.smith@stcnet.statcan.ca - Learning with
Canadian Information*

Audience: Social Studies / humanities teachers, computer teachers and teacher-librarians - at all grade levels
Marion will demonstrate Statistics Canada's initiatives aimed at providing students and their teachers with a wealth of Canadian information. Marion will help you to discover the benefits of integrating awareness of data, knowledge of Canada, information literacy and the development of analytical skills. Participants will visit the Statistics Canada web site and discover the wide variety of data available. Marion Smith is Statistics Canada's education liaison for the Pacific Region (B.C. and the Yukon). She has been with Statistics Canada for the past ten years, in survey operations, data dissemination and communications. Her current focus is helping educators integrate technology and Canadian statistics in the classroom. She can provide assistance to teachers who want to introduce Canadian economic and social statistics into a wide range of courses. She can also assist teachers who want to apply for funding (\$300 - \$5500) for student-designed web sites.

Liz Shirreff and Dan Hughes - email
liz.shirreff@sd75.mission.bc.ca - Establishing a school-wide research process

Audience: Middle and secondary teacher-librarians and computer users
Heritage Park Secondary School has been in operation for 4 years. Liz and Dan will share how the teachers and the teacher-librarian have collaborated to establish a research process that integrates both research and information technology. Project ideas and the process for projects from grades 8 - 12 will be shared. Integration of the Internet plays a big role in all of the projects. Handouts will include project ideas, plans, criteria and assessment tools. Liz Shirreff has been a teacher-librarian since the mid seventies and Dan Hughes has been a English teacher for many years. Both presenters have worked in elementary and secondary systems and currently work together in a grade 8-12 high school.

Kay Treadgold and Joan Eaton - email
ktreadgo@sd23.bc.ca and beje@cablelan.net - The Role of the Teacher-Librarian: Integrating information literacy and information technology into curriculum

Audience: Teacher-librarians
Learn how to incorporate information technology and information literacy skills into the curriculum in exciting, challenging and relevant ways. Kay is currently a teacher-librarian at Kelowna Secondary School and has 21 years experience as a teacher-librarian in secondary education as well as six years as a classroom teacher and counselor. Joan is currently a teacher-librarian at Glenrosa Middle School in Central Okanagan and has been a TL for 16 years as well as having 15 years experience as a classroom teacher. Both presenters are co-authors of the "Why Teach Information Literacy Skills?" kit which was distributed to every school district in B.C. in 1996. They are currently co-chairs of the Information Literacy Provincial Taskforce and are charged with the development of a "research model" and information literacy package for the province.

Hal Wal - email *hwal@sd43.bc.ca - Electronic Research that Works*

Audience: Intermediate, middle and secondary teacher-librarians and teachers
This hands-on workshop will help you teach students how to find good information fast on the Internet. The session will cover the keyword(s) to use as well as how to choose the best search tools and how to search safely. Materials will be posted on the web for future reference. Hal Wall is currently the Educational Technology specialist at Summit Middle School and has taught a variety of subjects at elementary, middle and high schools. He also chairs the Coquitlam Middle Schools Computer Instructors Association and is active in many technology initiatives in the Coquitlam district.

Carole Wilson - email *cwilson@richmond.sd38.bc.ca - Imaginology...*

Audience: K to 5, middle school teachers and teacher-librarians
Carol Wilson is currently a teacher-librarian at Tomekichi Homma Elementary School. She has taught for 23 years - teaching grades 1 through 6 over the years. Carole has been a teacher-librarian for the last 4 years. Imaginology will assist teachers in designing and implementing inspirational learning environments.

ACCOMMODATION

Here are two suggested places to stay when attending this conference.

Executive Plaza and Conference Centre
405 North Road, Coquitlam B.C.
1-888-433-EXEC

Rate: \$99 per double. Fifty rooms have been reserved for both October 19th and 20th.

Coquitlam Inn Convention Centre
319 North Road, Coquitlam B.C.
(604) 931-7298

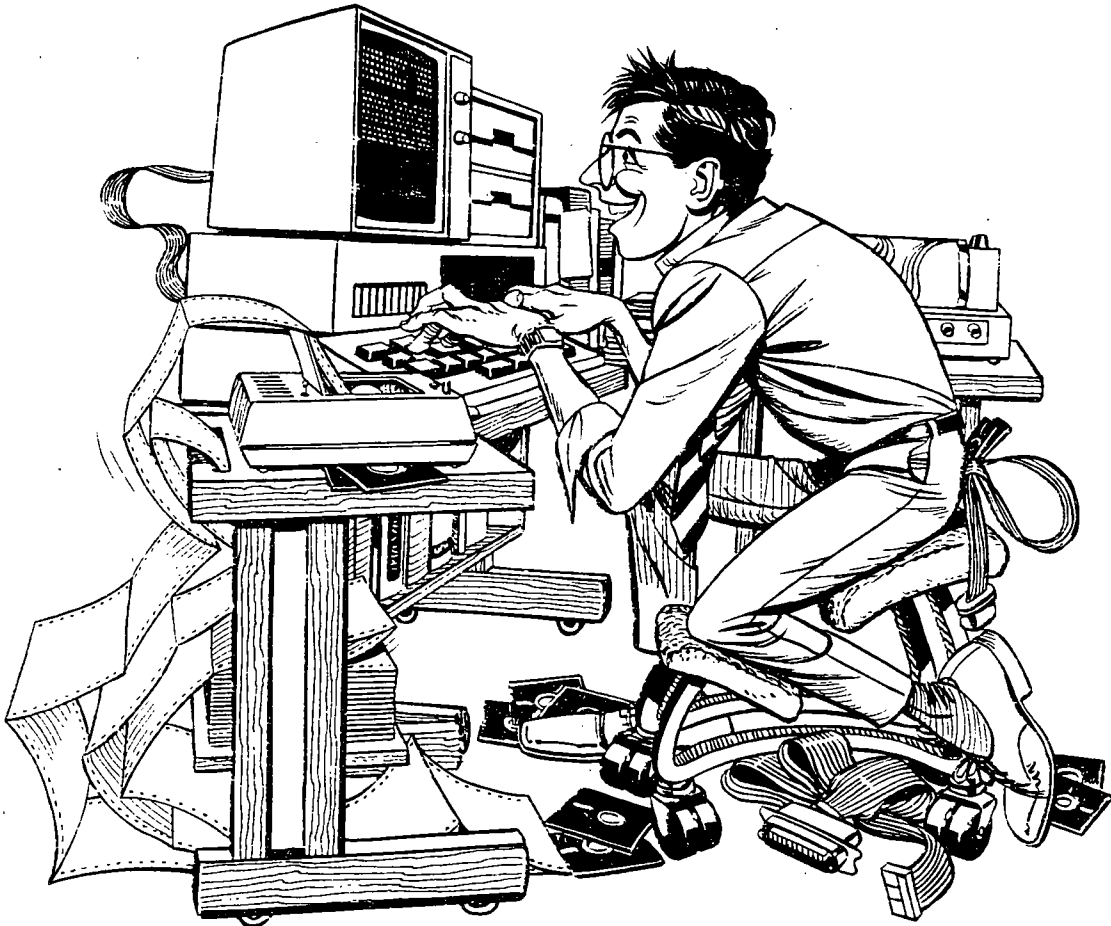
Rate: \$89.00 per double. Sixty rooms have been reserved for both October 19th and 20th.

REGISTRATION

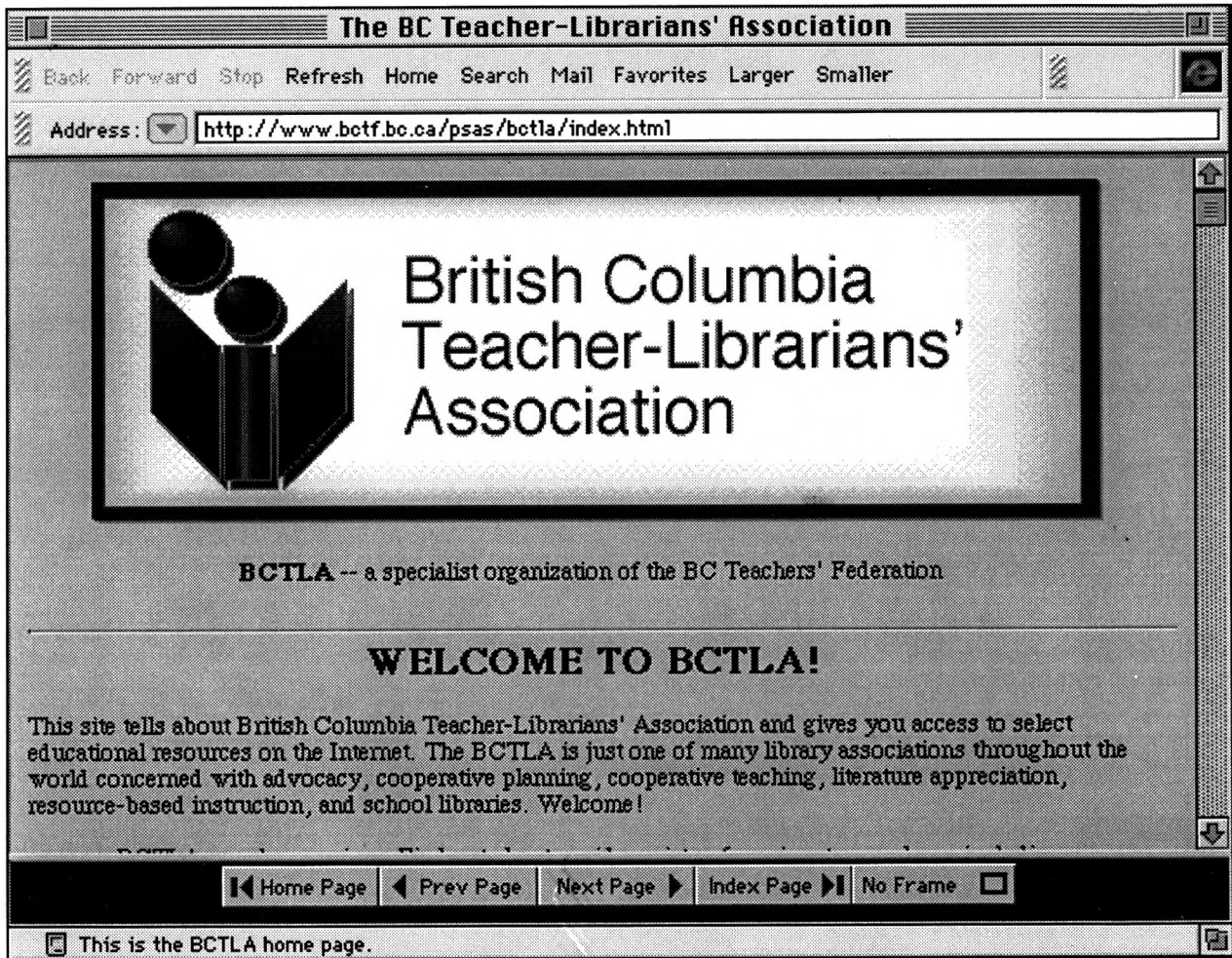
Complete the registration form and mail it to the conference registrar.

BCTLA conference registration
J. Lee
787 Spruce Avenue
Coquitlam, BC V3J 2P2

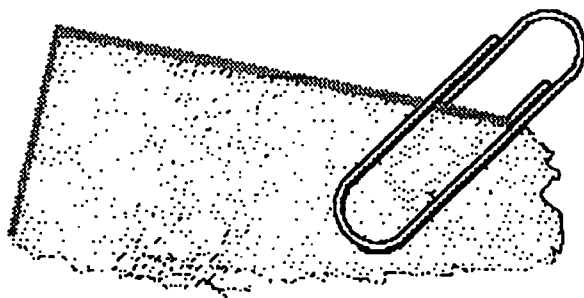
Registrations will also be accepted during the conference at the registration desk.



VISIT THE BCTLA WEB SITE ON THE INTERNET!



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



NOTES AND NEWS

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

INSTRUCTIONAL RESOURCE PACKAGES IN PDF FORMAT

The BC Ministry of Education has made many Instructional Resource Packages (IRPs) available on the web in PDF format at

<ftp://ftp.est.gov.bc.ca/public/curric/>. These are the complete documents, formatted so they can be downloaded and read offline.

These PDF files contain all the graphics and pagination information of the original paper document. To read the documents, you can use Adobe Acrobat Reader, a free program available from Adobe at <http://www.adobe.com/products/acrobat/readstep.html>.

In addition to the PDF documents, the site includes templates of the IRPs in Microsoft Word format. This resource is invaluable for developers of BC curriculum and educators who wish to know more about how curriculum documents are created.

If you want to find out if a document that you have on CD-ROM or in paper format has been superseded, you can check out the most up-to-date version of Ministry of Education professional documents at http://www.bced.gov.bc.ca/educprof_ps.htm. Many of these documents are in HTML format, so you can view them on-line with your web browser

KEN HAYCOCK'S

TEACHER LIBRARIAN

The Journal for School Library Professionals

formerly *Emergency Librarian*



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SUGGESTIONS???
COMMENTS?
NEEDS?

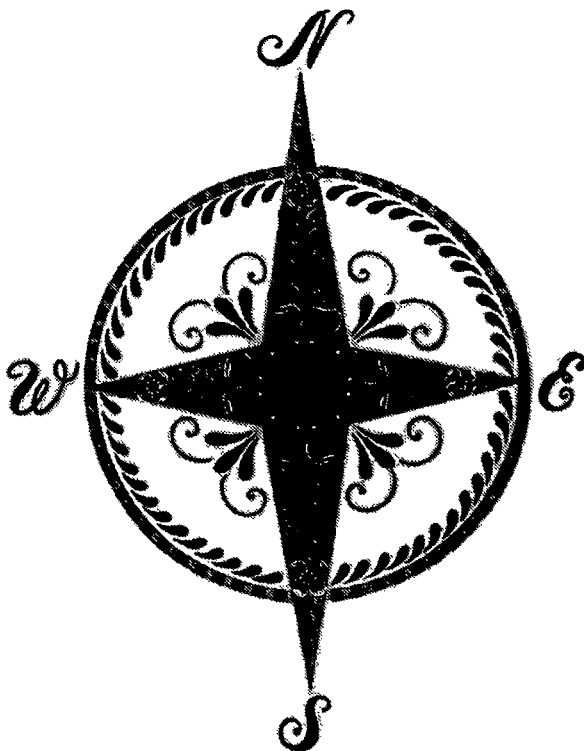
If you have any suggestions for the Editorial Board, we really want to hear them!

The Board will make decisions about next year's themes in the next couple of months, so that themes can be advertised well in advance, and teacher-librarians will have time to prepare articles, units and bibliographies. If you have any ideas, please send them to one of the editors listed on the inside back cover of this issue.

With the world of teacher-librarians changing as it is, new DIRECTIONS are very important to consider, both for the profession and for our publication.

It may be time for us to consider a new look or organization for our professional journal. If "two heads are better than one," then surely several hundred teacher-librarians have more ideas than one Editorial Board has. We will consider every suggestion sent. It doesn't take much time to fire off an e-mail, or a note. We want your input. Please let us know what you are thinking.

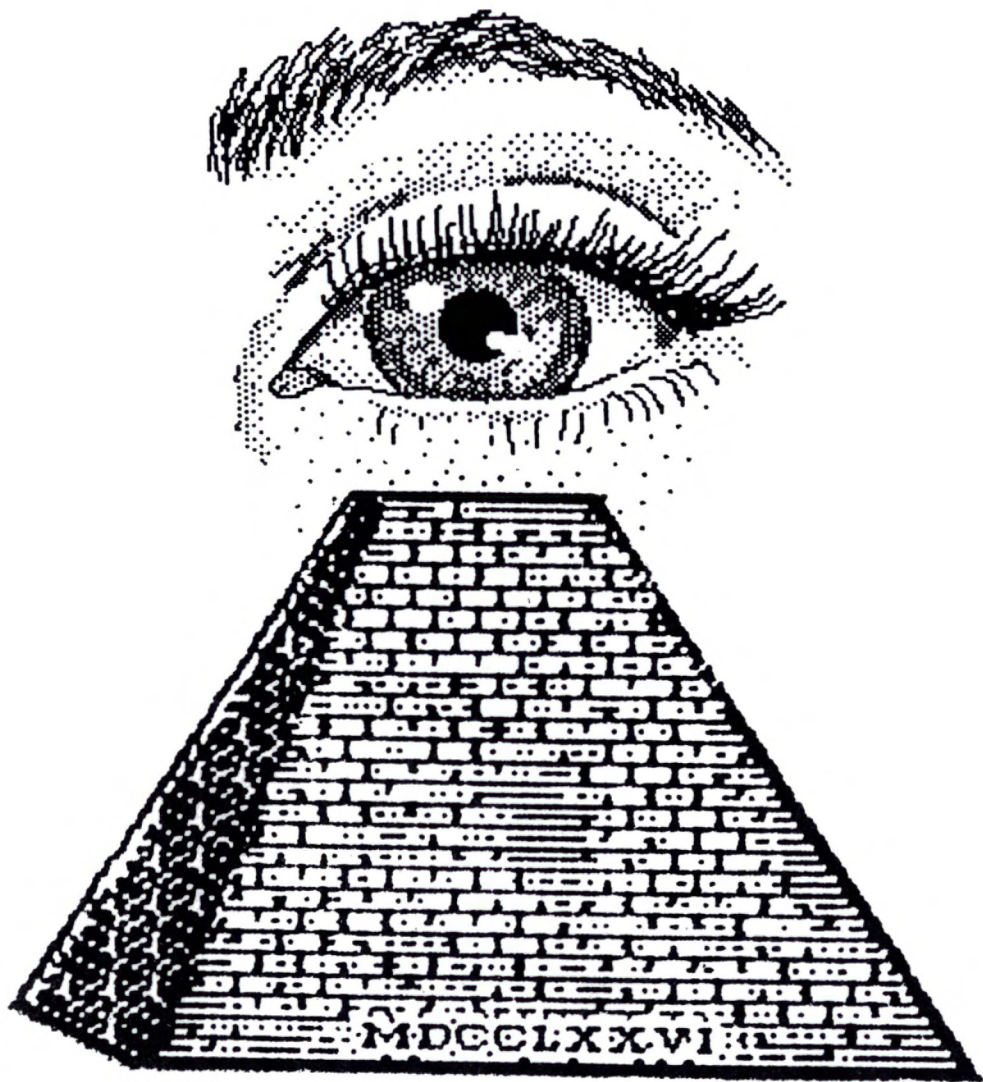
Thanks for your help!



To quote one of Ken Haycock's favourite lines —

"Blessed is he who knows where he's going, for he will know when he has arrived!"

HELP US DETERMINE
THE BOOKMARK'S
FUTURE DIRECTION



THEME SECTION

There is nothing more difficult for a truly creative painter than to paint a rose, because before he can do so he has first to forget all the roses that were ever painted.



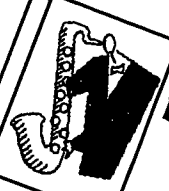
Henri Matisse (1869-1954)
French artist

Painting is a blind man's profession. He paints not what he sees, but what he feels, what he tells himself about what he has seen.



Pablo Picasso (1881-1973)
Spanish artist

Create, artist! Do not talk!



Johann Wolfgang von Goethe
1749 - 1832

I write plays for people who wouldn't be seen dead in the theatre.



Barrie Keeffe (b. 1945)
British playwright

People whose sensibility is destroyed by music in trains, airports, lifts, cannot concentrate on a Beethoven Quartet.



Witold Lutoslawski (b. 1913)
Polish composer

Art consists of limitation. . . . The most beautiful part of every picture is the frame.



G. K. Chesterton (1874-1936),
British author

Singing has always seemed to me the most perfect means of expression. It is so spontaneous. And after singing, I think the violin. Since I cannot sing, I paint.



Georgia O'Keeffe (1887-1986)
U.S. artist.

Bookmarks by Berson...

A TRIP TO THE MOVIES

A LINK BETWEEN THE FINE ARTS AND ENGLISH LANGUAGE ARTS

by **CAROL WESTMACOTT**, teacher-librarian, and **BEV McEWAN**, English 11 teacher, L.V. Rogers Senior Secondary School, SD#8 (Kootenay Lake).

INTRODUCTION

The fine arts enrich our lives, deepen our aesthetic understandings, and help us to connect to the world experience. Arts are for life! What better way to demonstrate life-long learning than to tie independent reading with a trip to the movies. As outlined in the rationale of the English Language Arts 11 and 12 Integrated Resource Package:

as students come to understand and use language more fully, they are able to enjoy the benefits and pleasures of language in all its forms — from reading and writing, to literature, theatre, public speaking, film, and other media.

For optimum understanding and appreciation, movies can be, and should be, viewed critically.

GOALS / OUTCOMES

Students will:

- choose and read one book, and view the film based on the book.
- compare and comment on the plot and characterization in both the book and the movie.
- identify, describe, analyse, interpret, and make judgements about how ideas, thoughts, feelings, or messages are communicated through film and through the written book.
- identify and evaluate the audio-visual techniques used in the film or television version of the book.
- make an effective oral presentation.

TIME ALLOCATION

- 1/2 of one class period for book selection in the library resource centre.
- one week, including the use of USSR in class time.

[Note: L.V. Rogers Senior Secondary is on the quarter system.]

MATERIALS

- At least one copy of each of the titles (additional copies are purchased depending upon demand).
- List of possible book choices available in the library (Handout # 1).
- “The Books and Movies Connection” worksheet (Handout # 2).

PREPARATION

THE TEACHER-LIBRARIAN

- makes arrangements regarding the books.
- prepares Handout # 1.
- makes arrangements with a locally owned video store for the rental of movies where available.

THE CLASSROOM TEACHER

- prepares Handout # 2.

PROCEDURE

In the library resource centre:

1. The teacher-librarian introduces the unit (including a brief discussion on censorship, movie reviews, and rating systems), and distributes Handout # 1.
2. The classroom teacher reviews characterization and plot structure.
3. The classroom teacher discusses and distributes Handout # 2.
4. Students select the novel they wish to read, and the teacher records their choices on a copy of Handout # 1.

In the English classroom or the library resource centre:

5. Students may use up to a total of ten hours to read, view, record observations, and work on the assignment. The English teacher and teacher-librarian assist individual students as needed.
6. The teacher collects the worksheet (Handout # 2) from the students on the assigned date.

In the English classroom:

7. Each student makes an oral presentation to the class (e.g., discussing one question on the sheet or a clip from the movie, or performing a reading from the book, or some other option approved by the teacher).

EVALUATION

The classroom teacher evaluates students' question sheets, with the assistance of the teacher-librarian. The oral presentations may be evaluated by the teachers and by peer and self-evaluation.

This unit could also be used as an enrichment unit with part of a class.

TEACHER RESOURCES

INTEGRATED RESOURCE PACKAGES

English language arts 11 and 12. 1996. IRP 040.

Fine arts 11. 1995. IRP 004.

BOOKS

Balczak, Bill. *Movies.* Vero Beach, FL: Rourke Enterprises, 1989:

Duncan, Barry, et al. *Mass media and popular culture.* Toronto: Harcourt Brace, 1996.

Merrison, Tim. *Films.* East Sussex: Wayland, 1990.

Muscovitch, Arlene. *Constructing reality: exploring media issues in documentary.* Montreal: National Film Board, 1993. Includes videos.

Platt, Richard. *Film.* Toronto: Stoddart, 1992. (Eyewitness Books) Includes poster and teacher's book.

WEB SITES

Books made into movies. Online posting. 2000-06-20. Available:
<http://public-library.calgary.ab.ca/nfa/bkmovies.htm>

Books made into movies. Online posting. 2000-06-20. Available:
<http://www.repl.lib.ca.us/bkmovie.htm>

British Columbia film classification. Online posting. 2000-06-20. Available:
<http://www.media-awareness.ca/eng/indus/filmvid/bcfilm.htm>

Movies from books. Online posting. 2000-06-20. Available:
<http://www.hhpl.on.ca/library/hhpl/ra/MOVIES.htm>

Pulitzer Prize books made into movies. Online posting. 2000-06-20. Available:
<http://www.tiac.net/users/write/pulitzer-fiction/pulitzer-fiction.htm>

**It is the supreme
art of the teacher
to awaken joy in
creative expression
and knowledge.**



**Albert Einstein (1879-1955),
German-born U.S. physicist.
Motto for the astronomy
building of Junior College,
Pasadena, California.**

STUDENT HANDOUTS 1 & 2:

The Novel/Movie/T.V. Connection — Handout # 1

- Hollywood has a history of turning to novels for source material.
- Producers and Directors have a choice: to do a faithful adaptation or to take the idea and do a radical departure.
- Note: 1 copy of each of these titles is available in the library resource centre. Not all of these titles are rated General (G) in video format!

<u>Author</u>	<u>Title of Book</u>	<u>Title of Movie</u>
Andrews, V.C.	<i>Flowers in the Attic</i>	same
Atwood, Margaret	<i>A Handmaid's Tale</i>	same
Auel, Jean	<i>Clan of the Cave Bear</i>	same
Austen, Jane	<i>Persuasion</i>	same
	<i>Pride and Prejudice</i>	same
Ballard, J.G.	<i>Empire of the Sun</i>	same
Behr, Edward	<i>Last Emperor</i>	same
Blake, Michael	<i>Dances with Wolves</i>	same
Bradbury, Ray	<i>Fahrenheit 451</i>	same
	<i>Something Wicked This Way Comes</i>	same
Brontë, Charlotte	<i>Jane Eyre</i>	same
Brontë, Emily	<i>Wuthering Heights</i>	same
Burnford, Sheila	<i>The Incredible Journey</i>	same
Chaiton, Sam & Terry Swinton	<i>The Freeing of Rubin "Hurricane"</i> [also: Carter: <i>Lasarus and the Hurricane</i>]	<i>The Hurricane</i>
Clancy, Tom	<i>The Hunt for Red October</i>	same
	<i>Op-Centre</i> (NBC television presentation)	same
	<i>Patriot Games</i>	same
	<i>Red Storm Rising</i>	same
Conlon, Gerry	<i>Proved Innocent</i>	<i>In the Name of the Father</i>
Conroy, Pat	<i>Prince of Tides</i>	same
Coonts, Stephen	<i>Flight of the Intruder</i>	same
Cooper, James Fenimore	<i>The Last of the Mohicans</i>	same
Crichton, Michael	<i>The Andromeda Strain</i>	same
	<i>Congo</i>	same
	<i>The Great Train Robbery</i>	same

DeMille, Nelson	<i>The General's Daughter</i>	same
Dickens, Charles	<i>Great Expectations</i> <i>Oliver Twist</i>	same same
Duncan, Lois	<i>I Know What You Did Last Summer</i>	same
Evans, Nicholas	<i>The Horse Whisperer</i>	same
Follett, Ken	<i>Eye of the Needle</i>	same
Frank, Anne	<i>The Diary of a Young Girl—Anne Frank</i>	<i>Diary of Anne Frank</i>
Galman, Kuki	<i>I Dreamed of Africa</i>	same
Gram, Dewey	<i>The Ghost and the Darkness</i>	same
Grisham, John	<i>The Client</i> <i>The Firm</i> <i>The Pelican Brief</i> <i>A Time to Kill</i>	same same same same
Guest, Judith	<i>Ordinary People</i>	same
Guterson, David	<i>Snow Falling on Cedars</i>	same
Harrer, Heinrich	<i>Seven Years in Tibet</i>	same
Harrison, Harry	<i>Make Room! Make Room!</i>	<i>Soylent Green</i>
Hawthorne, Nathaniel	<i>The Scarlet Letter</i>	same
Heinlein, Robert A.	<i>The Puppet Masters</i>	same
Heller, Joseph	<i>Catch-22</i>	same
Hemingway, Ernst	<i>A Farewell to Arms</i>	same
Highsmith, Patricia	<i>The Talented Mr. Ripley</i>	same
Hinton, S.E.	<i>The Outsiders</i>	same
Holland, Isabelle	<i>The Man Without a Face</i>	same
Hugo, Victor	<i>Les Miserables</i>	same
Irving, John	<i>Cider House Rules</i> <i>A Prayer for Owen Meany</i>	same <i>Simon Birch</i>
Keneally, Thomas	<i>Schindler's List</i>	same
King, Stephen	<i>Cujo</i> <i>Dead Zone</i> <i>The Green Mile</i> <i>Pet Sematary</i> <i>Running Man</i>	same same same same same
Kinsella, W.P.	<i>Shoeless Joe</i>	<i>Field of Dreams</i>
Kipling, Rudyard	<i>The Jungle Book</i>	same
Koontz, Dean	<i>Hideaway</i> <i>Intensity</i>	same same

Lee, Harper	<i>To Kill a Mockingbird</i>	same
Letts, Billie	<i>Where the Heart Is</i>	same
Levin, Ira	<i>Sliver</i>	same
McCourt, Frank	<i>Angela's Ashes</i>	same
McCullough, Colleen	<i>The Thorn Birds</i>	same
MacLean, Alastair	<i>Guns of Navarone</i>	same
Malory, Sir Thomas	<i>Morte d'Arthur</i>	<i>Excalibur</i>
Martin, Les	<i>X Marks the spot</i>	<i>X Files</i>
	<i>Darkness Falls</i>	<i>X Files</i>
Mitchard, Jacquelyn	<i>The Deep End of the Ocean</i>	same
Mitchell, Margaret	<i>Gone With the Wind</i>	same
Montgomery, Lucy Maud	<i>Anne of Green Gables</i>	same
Ondaatje, Michael	<i>The English Patient</i>	same
Pasternak, Boris	<i>Doctor Zhivago</i>	same
Paton, Alan	<i>Cry the Beloved Country</i>	same
Rawlings, Marjorie K.	<i>The Yearling</i>	same
Remarque, Erich Maria	<i>All Quiet on the Western Front</i>	same
Rice, Anne	<i>Interview with the Vampire</i>	same
Richler, Mordecai	<i>The Apprenticeship of Duddy Kravitz</i>	same
Sagan, Carl	<i>Contact</i>	same
Saint-Exupery, Antoine	<i>The Little Prince</i>	<i>Adventures of the Little Prince</i>
Sayers, Gale	<i>I Am Third</i>	<i>Brian's Song</i>
Shakespeare, William	<i>Much Ado About Nothing</i>	same
Shelley, Mary	<i>Frankenstein</i>	same
Steinbeck, John	<i>East of Eden</i>	same
	<i>The Grapes of Wrath</i>	same
	<i>Of Mice and Men</i>	same
Stoker, Bram	<i>Dracula</i>	same
Tan, Amy	<i>The Joy Luck Club</i>	same
Tolkein, J.R.R.	<i>The Hobbit</i>	same
Uris, Leon	<i>Exodus</i>	same
Walker, Alice	<i>The Color Purple</i>	same
Wells, H. G.	<i>War of the Worlds</i>	same
Wharton, Edith	<i>Age of Innocence</i>	same
Woolf, Virginia	<i>Orlando</i>	same
Wyndam, John	<i>Midwich Cuckoos</i>	<i>Village of the Damned</i>

The Books and Movies Connection — Handout # 2

Title of the Book: _____

Author: _____

Title of the Movie (Include rating): _____

Directed by: _____

Starring: _____

Reviewed by: _____

Date: _____

On a separate sheet of paper, answer the following questions:

1. In your opinion, should someone read this book? Provide 3 reasons, why or why not.
(/3)
2. In your opinion, should someone watch this movie? Provide 3 reasons, why or why not.
(/3)
3. Give a summary of the plot (what happened in the movie or in the book) — but without giving away the ending. Are the plots different or the same? Compare and comment.
(/5)
4. Which did you enjoy the most — the book or the movie? Write 2 - 3 sentences to support your choice.
(/3)
5. List 2 or 3 audio-visual techniques used in the film, and comment on how they added to the atmosphere or the mood of the plot.
(/3)
6. Describe how this specific book/movie supports/challenges specific beliefs/traditions, or responds to historical/controversial issues.
(/5)
7. Comment on the author/director as communicator of ideas, thoughts, feelings, or messages. Does this happen in the book and/or movie?
(/3)
8. Personal reflection: Should the arts (books and movies specifically) deal with controversial issues?
(/5)

Due date: _____ Total marks: _____

ART 10: MUSEUM MAGEE — A POP-UP PICTURE BOOK PROJECT

by **LORINDA MOREAU**, art teacher, and **LIZ AUSTROM**, former teacher-librarian, Magee Secondary School, SD#39 (Vancouver).

INTRODUCTION

This unit grew out of desperation caused by thwarted hopes and the need to laugh about all those hours of work gone out the window. It was 1995, and Magee Secondary School had been a top priority for demolition and a new building for over a decade. So many years of students had entered grade eight, had been told that they would graduate from a new Magee, and had become disappointed and cynical, that students now laughed at the suggestion that they would ever see a new Magee. Instead, they got to know the idiosyncrasies of a school with dead air, narrow staircases, leaking ceilings, exposed asbestos, insufficient electrical outlets for modern technology, and a host of other problems.

However, for the past five years things had been looking up and planning had been intensive, both by teaching staff and by an actual architect! The entire staff believed that a new building was only a year away. After all, Magee was the Vancouver School Board's top priority in the submissions that went to the Ministry, and it looked like approval was going to be given in the spring of 1995. And then, something happened — it was either the District's fault or the Ministry's fault, depending on what newspaper you read or who was interviewed on the radio. The new Magee was cancelled!

The result was that students and teachers returned to school in September with a double dose of cynicism. We were part of this discouraged group and this unit sprang to life out of our disappointment. We had both put in more time than we cared to remember on staff and committee meetings, measuring floor space, drafting plans, considering equipment and storage needs, etc., etc, and so forth — on and on — not to mention all those meetings with an architect who didn't understand our needs.

We had talked previously about our Art 10 students creating pop-up books and, possibly, sharing them with students in nearby elementary schools, but the immediacy of the Magee issue struck us as being more interesting for our students. We also thought that their creativity would be greater with a project that could have a satirical element. As it turned out, we were right and the unit was a great success.

The new Magee was eventually built, and opened in two stages in September 1999 and September 2000. As of this September, Lorinda has a wonderful new art room. Liz gave up and retired in 1996. We offer this unit with the comment that it could be applied successfully in many secondary schools, for there are always issues that can be used to generate "what ifs" and these can lead to satire — and to great art.

UNIT PLAN:

GOALS:

1. Students will work collaboratively in groups.
2. Groups will select a story frame from the six options outlined on the assignment sheet.
 - The past history of Magee.
 - Magee "Right Now."
 - Magee in use in 2020 A.D.
 - Magee as a museum in 2020 A.D.
 - The Seven Wonders of Magee.

- The “New” Magee.
3. Students will identify a message to convey that is suited to their chosen story frame, then establish the text.
 4. Students will plan, design and construct a pop-up book, revising the text if necessary.

PREPARATION:

- The classroom teacher makes resource folders for each of 6 groups, including in each folder:
 - a photocopy of pop-up handout and a photocopy of Victorian turning wheel instructions (teacher duplicates).
 - one copy of *How to make pop-ups* and one of *How to make super pop-ups* by Barbara Reid.
(Teacher-librarian borrows copies from other schools or purchases if possible).
 - assignment sheet (teacher-librarian duplicates). [Note: the assignment sheet appears at the end of this unit.]
- The teacher-librarian purchases extra resources to be shared with the class. Charani, Masahiro. *Origami architecture*. Kodanshi, 1988. pap. \$11.95
ISBN: 0-87011-837-4 (and any other books by this author).
- Hawkesworth, Eric. *Paper cutting*. Faber & Faber, 1976. ISBN: 0-571-10920-9.
- The teacher-librarian secures a variety of pop-up books for students to examine (borrowing from a nearby elementary school works best).

PROCEDURE:

In Classroom

The teacher prepares the class for the assignment by outlining the assignment, showing a sample pop-up book (*Richard Scary's biggest pop-up book ever*), and discussing the history of pop-up books.

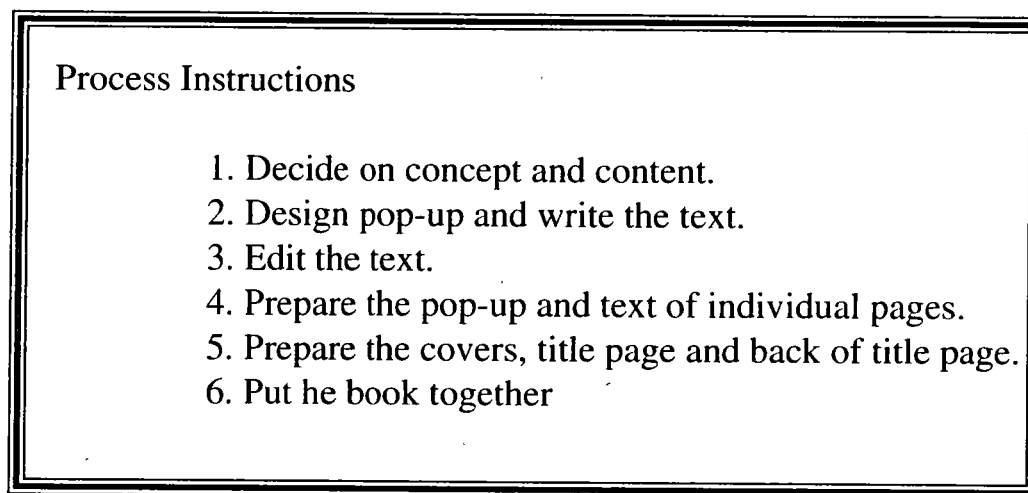
In Library Resource Centre

1. The teacher and the teacher-librarian use sample books to show the variety of pop-up illustration styles and techniques that are possible. The cover, title pages and versos of title pages are also emphasized.
2. The teacher-librarian presents the assignment sheet, discussing the story frames so that students can choose one, and getting students to elaborate on each theme (e.g., for Story Frame 2 — Magee ‘Right Now’, students suggested floors, rooms, technology and safety. Some of these were included in the pop-up, but plumbing was a bigger focus of the actual work).

The following is emphasized:

- The story frame as “concept” or “thesis.”
- Structural problem solving must be built into design process (e.g., changes in text and paper techniques may need to be done together or further research in paper techniques may be needed if the text is to be maintained).
- The role of content research in building the necessary background for the text, particularly for certain story frames.
- The KEY ELEMENT of design is the impact on the viewer/reader — the MESSAGE that is communicated.

3. The students form groups around their preferred theme. The teacher helps to adjust the groups so they are almost the same size and so everyone is satisfied with their theme.
4. The resource packages are distributed to groups and the teacher goes through the contents and their use.
5. The teacher-librarian presents the additional resources that are to be shared by the whole class.
6. The following "Process Instructions" sheet is posted (it could also be stapled to the inside cover of the resource folders or be an overhead transparency).



Both the teacher and the teacher-librarian assist groups to solve problems, find resources and complete the design stage (2-3 periods depending upon the groups). The teacher-librarian advises those groups which need to do further research. (NOTE: Use of the school annuals will be necessary for Story Frame 1.) The teacher-librarian was also available after school for students who needed additional research assistance.

In Classroom

The teacher assists students to construct their books, providing materials and giving instruction when necessary. Completed books are displayed in the library resource centre.

EVALUATION

As there were only six pop-ups to evaluate, both the teacher and teacher-librarian evaluated the students' work. Criteria for evaluation included the students' ability to convey an overall message effectively, to use six different pop-up techniques appropriately, and to integrate them with a well-written text and interesting plot line.

If we were to do it again, we would have had students develop standards to work to, and then added a component of student self-evaluation. Fortunately, or maybe unfortunately, school buildings are not frequently scheduled for demolition.

The pop-up books were a major hit at the Student Art Exhibit held in December 1995. They drew both interest and laughter, and the reaction from viewers provided very positive feedback for the students who created them.

student handout
ART 10: MUSEUM MAGEE
A POP-UP PICTURE BOOK PROJECT

During the course of this project, groups of students will work together to produce a pop-up picture book to illustrate the history of Magee Secondary school. Each picture book will have a different story frame or central concept, and each will demonstrate several pop-up construction techniques. The design and construction of the book, and the information text will be evaluated.

Your story frame carries the message you want to communicate to the viewer. Consider very carefully the impact you wish to convey by design and words. Each story frame can include material about people (e.g., their feelings about Magee, or their difficulties with antique technology) as well as observations about the building (e.g., floors, technology, heating, safety).

The Story Frames are:

1. The past history of Magee.
Research-based, this frame should include a time-line, information about students and teachers who have been part of Magee's history, and important events.
2. Magee "Right Now."
A new student from Burnaby South tours the school with a student guide. The new student claims, "Magee is a Museum!"
3. Magee in use in 2020 A.D.
The contrast between the outside world and its advanced technology and the situation within the school is the focus in this frame.
Magee was when it was a school.
4. Magee as a museum in 2020 A.D.
One or more museum visitors tour the museum with a guide, who may be serious, sarcastic or funny in "explaining" how
5. The Seven Wonders of Magee.
Seven facets of Magee as it now is are presented as though they are "Wonders of the World."
6. The "New" Magee.
A student dreams about the perfect school — what it looks like, and what students can do in it.

Process:

1. Decide on the concept or Story Frame. Brainstorm ideas to be included. Research for needed information. Look at the sample pop-up books that are provided for you.
2. Write a draft text and design the pop-up. Consult the materials on making pop-up books that have been provided for your group.
3. Edit your text so that it will fit in with your pop-up design. Make sure that spelling and grammar are correct.
4. Prepare the pop-up and text for individual pages.
5. Prepare covers, title page and back of title page.

EMILY CARR INSTITUTE OF ART AND DESIGN LIBRARY

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



Emily Carr Institute of Art and Design (ECIAD) is a postsecondary art school on Granville Island in Vancouver. They teach a wide range of visual arts including sculpture, painting, photography, animation, printmaking, ceramics and video. Currently, there is no theatre program. Prospective students must prepare an art portfolio prior to admission.

The ECIAD's library is across the road from the main campus. The library is designed to support the unique needs of students learning visual arts. Learning resources include slides, compact discs, art magazines, videocassettes and audiotapes of sound effects. There are light tables and slide stands, tape players and VCRs. There are computer workstations, with access to the library collection catalogue and the Internet. A computer circulation system is used to manage circulation of materials. The Library contains over 21,000 books and exhibition catalogues, 118,000 slides,

160 magazine subscriptions, 1800 films and videos, 700 sound recordings, a Canadian artists information file, and items on Reserve for specific courses. ECCAD library is open to the public, but only students and staff may borrow materials. There is one full-time librarian and two part-time librarians. Additionally, there are 4.5 Library Technicians and two Library Assistants.

The library is on two levels with an elevator and two staircases between the two levels. The upper level includes stacks of books, a seminar room with a video player and a slide projector and a quiet discussion area. The front stairwell includes a display space for student work. The lower level includes the circulation desk, reference collection and main study areas. It includes a color photocopier, a slide viewer, a compact disk player, an audiocassette player, a tape player, a videotape player and several computers. Study carrels are extra-wide to enable viewing of large art prints.

Slides of works of art are stored in filing cabinets in plastic sleeves stored in folders. There are lounging areas with leather and chrome chairs.

There is a very large collection of art and design journals. The listing of materials is included in binders stored near the reference collection, and is also accessible on-line at <http://portal.eciad.bc.ca:8000/>. The collection is organized by the Library of Congress classification system.



FIELD TRIP

Library monitors and I organized a field trip for elementary school library monitors to ECIAD library. First, I talked to Danuta Zwierciadlowski, a librarian at ECIAD library. We toured the library, and I generated twenty-five questions for the library monitors to answer. Library monitors used the Internet and phoned transportation companies to determine costs and plan our trip from Surrey.

1. How old is the library?
2. How many floors are there?
3. Is there a children's section?
4. Get the signature of someone who works here.
5. When you come in you see a circulation desk. Who signs out the books? How?
6. What are the seats by the windows used for?
7. How do people find out where the books are?
8. There are many magazines. What kinds of magazines are there? Why are they so important at this library?
9. Where do they keep the books?
10. What are the books about?
11. Do they have non-fiction?
12. Do they use the Dewey decimal number system?
13. Is there a lot of student work shown?
14. What are people doing in the library?
15. Do the books look mostly expensive?
16. How do they keep people from stealing books?
17. What equipment do they have that is especially good for artists? For filmmakers? For people who make cartoons?
18. Does this look like an important place? Why or why not?
19. Give three examples of signs that tell people where to go.
20. Do you have any ideas that we could copy to make our library better?
21. SFX stands for sound effects. Find the sound effects tapes. Why do some students need sound effects? Ask at the circulation desk what other sound effects they have.
22. There are color photocopiers. What are they used for?
23. What is glass used for upstairs? Why is the study area separate from the rest of the library?
24. There are some areas that seem to be designed for people to talk and some areas for people to work alone. How can you tell the difference?
25. What did a student accidentally break? What did the librarians do about it?

Students were given a tour of the library, and then were asked to complete the twenty-five questions alone or with the help of friends. Monitors who finished could look at slides, books, video or magazines, or listen to a tape or compact disk stored at the library. Afterwards, we discussed their answers. One student suggested that we undertake a media project on our visit next time using the resources at the library.

WHAT CAN A VISIT TO ECIAD DO FOR YOU?

You can get ideas for displaying materials. You can preview materials that are difficult to find that specifically support visual arts curriculum. You can look at how viewing spaces are organized to support using art materials. You can refer students to the library who have needs that cannot be addressed by a more general library collection such as one found in most schools. You can get ideas for your own art. Teachers and teacher librarians may become community borrowers. The cost is \$30 for a 6-month membership and \$60 for a 12-month membership. You can borrow books but not videos, slides, or other AV material. For more information, contact the library at:

Emily Carr Institute of Art and Design
1399 Johnston Street,
Vancouver, BC V6H 3R9
(604) 844-3807

MEDIA LITERACY :

FOCUS ON ADVERTISING AND NAME BRAND CLOTHING

Grades 8 to 10

by **CORENE WIENS**, teacher-librarian, Delta Secondary School, SD#37 (Delta).

“Advertising may be described as the science of arresting the human intelligence long enough to get money from it.”

— Stephen Leacock.

IRP CONNECTION

Mass Media include print, film and electronic communications directed to a mass audience.

The English Language Arts 8 to 10 curriculum focuses on using mass media as well as analyzing its impact on society. As students use electronic communications and examine the nature of information conveyed to the public in newspapers, magazines, radio, television programs, and other media, they learn to:

- examine and evaluate content and audience
- analyze cultural, racial, and gender roles and stereotyping
- communicate effectively using media
- select information and expand their knowledge base
- think critically about the messages surrounding them
- comprehend the role of mass media in society and their personal lives

Note: The first three learning outcomes will be reflected and evaluated more specifically in the advertising campaign for and against school uniforms, while the second three will apply to the written response called “The Ten Commandments.”

UNIT OUTLINE

DAY ZERO

For homework, students bring in their favourite article of clothing — jacket, shirt, pants, shoes, etc. (“over-” as opposed to “under-”clothing!).

DAY ONE

- In succession, students show (and possibly tell about) their favourite article of clothing.
- Have the class sort and classify the clothing, using tables, hoola hoops, etc.
- If they sort according to types of clothing (e.g., shirts, pants), say, “Yes, that’s one way of sorting it. What’s another way to sort it?”
- If they sort according to colour, similarly confirm that that is another way of doing it, and ask them if they can think of another way.
- When they sort according to brand names, either by specific names or brand names on one pile and other clothing on another pile, have students estimate the percentage of brand name articles.
- Discuss.

DAY TWO

- Explain to students that the school board is considering school uniforms for the 2000-2001 school year.
- Show illustrations of the proposed uniforms and/or dress up in the proposed uniform. (You may decide to continue to dress in the uniform for the entire unit. Note the reaction of the class, other students and staff!)
- Discuss.
- Have students brainstorm the pros and cons as well as other ideas and questions regarding school uniforms.
- Have students share their ideas with the class and add to their notes.
- Have students stand on a continuum to show where they stand with regards to this proposal.
- Discuss.
- Explain that over the next few weeks we will be examining advertising and the clothing industry and that their ongoing project will be to design a campaign to either persuade or to dissuade students to support the use of school uniforms.

DAY THREE

- As students share their favourite ads, have the class sort and classify the ad according to the advertising strategy.
- As the sorting and classification goes on, have students pin the ads to the wall.
- Move ads as students realize that an ad may belong elsewhere or in two or more categories.
- Once the activity is complete, provide students with a handout that summarizes some of the most popular advertising strategies.
- Collect their expository outlines for marking.

DAY FOUR

- Return their outlines.
- Comment.
- Their homework is to draft an expository paragraph based on their outline or to revise their outline.
- Based on their claim (if it neatly divides the class), or using some other method of division, assign advertising teams: one to advertise for the use of school uniforms without a brand name sponsor, one to advertise for the use of school uniforms with a brand name sponsor, and one to advertise against the use of school uniforms.
- Begin a series of exercises, activities and assignments that focuses on advertising and clothing.

DAYS FIVE TO X

- As a class, work on a variety of exercises, activities and assignments that engage students in the analysis and issues of advertising and the clothing industry, including using the video series *Scanning Television* and the *Adbusters* website.
- Also, have students complete their expository paragraph re: school uniforms, including outline, draft with editing, second draft with editing, and good copy.
- After every exercise, activity and assignment, allow students the opportunity to meet as a team to work on their campaign and to apply what they have learned to their campaign.
- Additionally, near the beginning of the campaign preparation, collectively construct a rubric to be used for the evaluation of the campaigns (see the attached rubric as an example).

DAY Y

- Have teams deliver their campaigns, and have students self and peer evaluate the campaigns based on the rubric developed by the class.
- Have students reflect on the unit by writing a

response in which they are the “God of Advertising” summarizing their advertising wisdom — What are “The Ten Commandments” of advertising?

DAY Z

- Students meet in small groups to share their “Ten Commandments.” Have them come to consensus as a group, write out the ten, post them, and share them with the rest of the class.
- Discuss.

RESOURCES

RESOURCES FOR THE UNIT

Video Series plus Teaching Guide

Scanning television. Toronto: Harcourt Brace, 1997.
ISBN: 0-7747-0191-9.

Web Site

<http://www.adbusters.org>

- Site for *Adbusters* magazine.
- Both spoofs and denounces advertising and consumerism.

ADDITIONAL WEB SITES

<http://www.medialit.org>

- Site for the Center for Media Literacy, a non-profit organization established in California in 1989.
- Includes a catalogue of resources, a “reading room” with articles and reviews, a questions and answer forum regarding media literacy, a calendar of events, including seminars and workshops and links to other sites.

<http://www.angelfire.com/ms/MediaLiteracy>

- Ontario Media Literacy Homepage designed by high school teachers from Eastwood Collegiate Institute in Kitchener.
- Includes activities for grades one to ten, resources for teachers and parents, and additional links.

<http://www.rmpbs.org/tvplanet>

- Promotes a television program that deals with media literacy.
- Program includes three heroes who have been abducted by aliens who have studied Earth via television programming and have built a replica of our world based on their observations from the

television.

- Site includes curriculum connections and activities related to media literacy.

<http://www.media-awareness.ca>

- Site established in 1996 “to promote and support media education in Canadian schools, home and communities.”
- Link for educators includes *Canadian Code for Advertising Standards* (including gender portrayal guidelines), articles and “teachable moments,” lesson and unit plans, resources and reviews, and other links.

<http://www.halifax.cbc.ca/streetcents>

- Promotes a weekly Canadian television program for teens that addresses media and consumer related issues and concerns, such as which of four anti-perspirant brands lives up to its claim, why does Tommy Hilfiger’s “Freedom” cologne for women cost more than the men’s version, and can a meal replacement really replace a meal.

<http://marketingmag.ca>

- an online marketing magazine that includes articles, editorials, advertising awards, etc.
- a recent publication includes the article “The Total Brand Experience,” which discusses how “retail stores, manufacturers and fashion wholesalers can surround customers with the colours, music and mood that match their brands.”

<http://www.mediastudies.com>

- site for the Canadian Association for Media Education.
- includes articles, conferences, listservs and links to

other sites.

<http://www.mediawatch.ca>

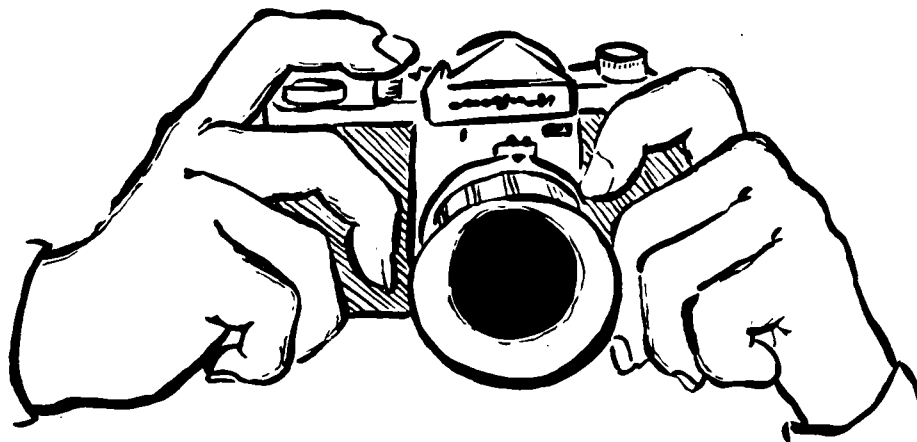
- site for the non-profit organization that works to eliminate sexism in the media with regards to women.
- includes recent studies re: women in the media, examples of both positive and negative ad images of women, lesson plans and resources.
- explains how individuals can contribute to the site or send comments to agencies regarding images in the media.

<http://www.interact.uoregon.edu/MediaLit/JCP/index.html>

- site for the Jesuit Communications Project which tries to “encourage, promote and develop Media Education in schools across Canada.”
- includes links to Canadian media resources, government agencies and other media organizations.
- includes articles and list conferences and workshops.

<http://www.interact.uoregon.edu/MediaLit/FA/MLcamebc>

- site for the Canadian Association for Media Education, which promotes media education in British Columbia and developed the following website for BC educators:
<http://www.mediastudies.com>
- encourages the participation of all BC educators.
- lists monthly meetings and workshops.



HANDOUTS: The following handouts appear in abbreviated form in order to save space. The originals of several included space for students' answers. These have been omitted.

Handout #1

English 8-10
Media Literacy

Name: _____

ISSUE: Should school uniforms be mandatory in public high schools?

✓	x	! ?
yes	no	comments, ideas, questions

English 8-10
Media Literacy

Handout #2

“Advertising may be described as the science of arresting the human intelligence long enough to get money from it.”

— Stephen Leacock.

POPULAR ADVERTISING PERSUASIVE STRATEGIES

Bandwagon Appeal: suggests buying a certain product will make you popular, or buying a product because it is a popular thing to do.

Begging the Question: takes for granted something that needs proving — “Lucky Brand Jeans — America’s most popular jeans.”

Celebrity Appeal: uses famous people.

Ego Appeal: promises you beauty, pride, individualism, strength, etc.

Emotional Appeal: uses feelings of happiness, sadness, etc.

Enticements or Teasers: offers deals — “Buy one, get one free,” “Two-for-One,” etc.

Either/Or: provides alternatives or choices with only two possible outcomes — “Either you buy our acne cream, or you will always have pimples and be a loner.”

Humour: makes you laugh at the commercial and be curious about the product or service.

Numbers: uses statistics to show acceptance and favour.

Scare Tactics: uses fear, danger, threat, loss — “Buying this car will protect your children’s lives.”

Sex Appeal: uses sexuality and sexual images.

Slogans: includes a memorable saying — “Just do it.”

Status Appeal: promises success, superiority, prestige, such as with designer labels.

Technical Appeal: uses technical jargon, such as scientific terms, data, specifications, etc.

Testimonials: relies on personalities or “experts.”

Handout #3

English 8-10
Media Literacy

Name:

ADBUSTERS — www.adbusters.org

Each of the headings below represents a link on the home page. Complete the questions for each of the links. Discuss what you read and see with people around you. Record your answers in point form.

A. Spoof Ads (15 marks)

1. Choose THREE spoof ads from the fashion category.
2. For each ad, provide the following information.
 - a. Ad # 1
 - i. Name the company and the product being spoofed.
 - ii. Briefly describe the ad (What do you see?).
 - iii. What is the main message of the ad (Explain the spoof.)?

[Editor’s Note: Sections for Ads 1, 2, and 3 take up approximately one and a half pages when combined with the heading and directions.

B. Uncommercials (5 marks) [one half page]

1. Choose either “Buy Nothing Day” or “The Product is You.”
2. Provide the following information:
 - a. Describe the ad (What happens?).
 - b. What is the main message of the “uncommercial?”
 - c. Why is it called an “uncommercial?”

C. Magazines (10 marks) [two thirds of a page]

1. Select the Spring 2000 issue. Find the article “Buy Nothing Day 2000.”
2. Read the article and provide the following information:
 - a. Publication Date:
 - b. Title:
 - c. Author:
 - d. Summary — at least 7 points:

D. Information (5 marks) [one third page]

Check out the “Submission Guidelines” information. If you were to submit an ad, what information would you need? Copy it down here.

Handout #4

English 8-10
Media Literacy

Name:

SPOOFED!

Submit this sheet with your original and spoof ads.

A. Original Ad

1. Company + Product:
2. Audience:
3. Strategy/Strategies + Explanation:
4. Message:

B. Spoof Ad

1. Spoof + Explanation:
2. Message:

C. Evaluation

- | | | | | | | | | | | |
|-----------------------------|----|---|---|---|---|---|---|---|---|---|
| 1. Ad Analysis (This Sheet) | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 2. Spoofiness (Thinking) | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 3. Layout (Art Work) | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

*** Total /30**

*** Comments**

RUBRIC FOR MEDIA LITERACY PROJECT: Advertising Campaign For or Against School Uniforms

Learning Outcomes	Outstanding 4	Good 3	Satisfactory 2	Unacceptable 1
Examine & evaluate content	Advertising clearly reflects the claim. Words, images, strategy, colour, layout, etc. effectively reinforce the claim.	Advertising clearly reflects the claim Words, images, strategy, colour layout, etc. generally reinforce the claim.	Advertising reflect the claim. Words, images, strategy, colour layout, etc. partially reinforce the claim.	Advertising does not reflect the claim. Words, images, strategy, colour layout, etc. barely reinforce the claim.
Evaluation				
Comment				
Examine & evaluate audience	Advertising clearly addresses a target audience with regards to age and gender and group (students, parents or teachers).	Advertising clearly addresses a target audience with regards to age and gender.	Advertising clearly addresses a target audience with regards to age or gender.	Advertising does not appear to have a specific audience in mind — it's for everyone.
Evaluation				
Comment				
Analyse cultural, racial and gender roles and stereotyping	Advertising is multicultural, includes both genders & avoids stereotyping, or uses it as a strategy to persuade (humour).	Advertising does two of the following three things: it is multicultural; includes both genders; avoids stereotyping.	Advertising does one of the following three things: it is multicultural; includes both genders; avoids stereotyping.	Advertising does not consider several cultures or both genders and may include stereotyping.
Evaluation				
Comment				
Communicate effectively using media	Advertising uses media that appeal to the target audience. Advertising uses images, words, strategies, colour & layout to effectively appeal to the target audience.	Advertising uses media that appeal to the target audience. Advertising uses images, words, strategies, colour & layout to generally appeal to the target audience.	Advertising uses media that generally appeal to the target audience. Advertising uses images, words, strategies, colour & layout that partially appeal to the target audience.	Advertising uses media that sometimes appeal to the target audience Advertising uses images, words, strategies, colour & layout that barely appeal to an audience.
Evaluation				
Comment				

Name / Block:

Note: Evaluation shaded to show degree of achievement (e.g., 3.75 vs 3).

ILLUSTRATIONS IN PICTURE BOOKS UNIT

by ELLEN ROTHSTEIN, teacher-librarian and LYNDIA WHITE, classroom teacher, G.T. Cunningham Elementary School, SD#39 (Vancouver).

This unit was planned by the teacher-librarian and classroom teacher for a class of grade four students. Most of the activities were done in the library resource centre with students arranged in six table groups. The unit was developed to provide students with an introduction to illustration in picture books, to develop their ability to recognize various elements of illustration, and to enhance their appreciation of picture book illustrations.

OBJECTIVES

Students will:

- understand that there is a variety of illustration styles in picture books.
- recognize different artistic elements used in illustrations.
- appreciate the art of illustration in picture books.
- have the opportunity to critique illustrations.

LESSON 1 — CLASSIFICATION ACTIVITIES

Activity 1: Have at least 10 picture books on each table.

- Students sort and classify the books any way they wish (giving reasons for their groupings).
- Students report their decisions to the class.

Activity 2: Teachers re-sort books according to groups based on illustration elements and media: collage, border design, plasticine, line, colour, texture.

- Students must decide why the books are grouped together.
- Students give reasons for their decisions.
- Students Briefly discuss different types of illustrations.

LESSON 2 — COLOUR STUDY

Introduction: Read “Black” and “Brown” poems from the book, *Hailstones & halibut bones* and introduce the idea that colours can evoke thoughts or feelings.

Activity:

- Students close their eyes.
- Teacher places a sheet of coloured construction paper in the middle of each table.
- Students open their eyes and record their immediate thoughts and feelings about that colour on an individual chart.
- Transfer students’ answers to a Class Colour Feeling Chart.

LESSON 3 — LINE STUDY

Introduction: How many different kinds of lines can you make?

Activity:

- Give chart paper to each table group; each student should have a different coloured felt pen.
- Students fill their chart with as many kinds of lines as they can make.
- Display the groups' charts.
- The class brainstorms vocabulary describing lines (e.g., curvy, wavy).

LESSON 4 — BORDER DESIGN

Introduction: Show books with border designs (there are many good examples by author-illustrator, Jan Brett, who has illustrated other authors' stories as well as her own). Then read the beginning pages of *Temper, temper* by Nicola Morgan, pointing out the border designs.

Activity:

- Each student is given a copy of one picture from *Temper, temper*.
- Each student creates his or her own border design for the picture.
- Re-read the whole book, comparing the students' work with illustrator's design.

LESSON 5 — PLASTICINE

Introduction: Watch the video on author-illustrator, Barbara Reid. Show students a number of Reid's books and discuss her use of plasticine for illustrations.

Activity:

- Students make their own plasticine picture using some of Barbara Reid's techniques.

LESSON 6 — CRITIQUES AND CONCLUSION

Activity:

- Students choose a picture book from groups of books, which emphasize the main elements studied in lessons.
- Students individually complete a brief "Book Illustration Critique" which includes:
 - book title, author, illustrator, and type of illustration.
 - reasons why they think the type of illustration was or was not effective.
 - reasons why they did or did not enjoy the book.
- Students share their critiques, then select picture books to borrow from the library resource centre collection.

RESOURCES

Barbara Reid [videorecording]. Toronto, ON: Mead Educational, 1989. (VHS) (20 min.)
Meet the Artist Series.

“Barbara Reid, illustrator of children’s books, shows how she produces her plasticine illustrations, from preliminary drawings and reference work to the finished product. She talks about her childhood, how she came to be an illustrator, and some of her other projects. Includes reading of excerpts from *The new baby calf* and *Have you seen birds?*, both illustrated by Reid.” — Vancouver Public Library.

Headstones and halibut bones [videorecording]. Pied Piper Media / AIMS Media, 1993.
(VHS) (16 min.)

Based on the book by Mary O’Neill, “This video interpretation of Mary O’Neill’s classic poem explores colours and the images they invoke. A playful romp through the spectrum examines the feelings they elicit.” — Container notes.

Morgan, Nicola. *Temper, temper*. Markham, ON: Fitzhenry & Whiteside, 1988. ISBN: 0889025592.

The borders in this book express the emotions being felt by the little girl, Mabel, as she changes from baby, to toddler, to pre-schooler to student.

O’Neill, Mary Le Duc. *Headstones and halibut bones: adventures in color*. Newly illustrated by John Wallner. New York: Doubleday, 1989. ISBN: 0385244843.

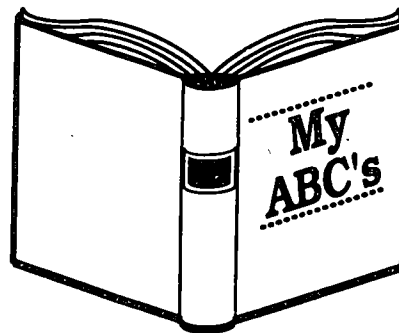
Twelve poems reflect the author’s feelings about various colours.

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FEATURED IN THIS ISSUE

To say that a work of art is good, but incomprehensible to the majority of men, is the same as saying of some kind of food that it is very good but that most people can't eat it.



*Leo Tolstoy (1828-1910)
Russian novelist, philosopher*

Fortunately, somewhere between chance and mystery lies imagination, the only thing that protects our freedom, despite the fact that people keep trying to reduce it or kill it off altogether.



*Luis Buñuel (1900-83)
Spanish filmmaker*

Bookmarks by Berson

My imagination makes me human and makes me a fool; it gives me all the world and exiles me from it.



*Ursula K. Le Guin (b. 1929)
U.S. author*

On creativity: It's like driving a car at night. You never see further than your headlights, but you can make the whole trip that way.



*E. L. Doctorow (b. 1931)
U.S. novelist*

Bad art is a great deal worse than no art at all.



*Oscar Wilde (1854-1900)
Anglo-Irish playwright, author*

We all know that Art is not truth. Art is a lie that makes us realize truth, at least the truth that is given us to understand. The artist must know the manner whereby to convince others of the truthfulness of his lies.



*Pablo Picasso (1881-1973)
Spanish artist*

The worst state of affairs is when science begins to concern itself with art.



*Paul Klee (1879-1940)
Swiss artist*

DIVERSITY: A COOPERATIVELY PLANNED, TAUGHT, AND EVALUATED UNIT FOR SCIENCE 8

by CYNTHIA CAINE, teacher-librarian, HEATHER CAMPBELL, teacher, MURRAY MOORHEAD, teacher, PETER SCHMID, teacher and DOUG SMITH, teacher Coquihalla Middle School, SD# 58 (Nicola-Similkameen).

BIOMES – SCIENCE 8

Science 8 Life Science (Diversity) projected learning outcomes (PLOs)

It is expected that students will:

- Compare the roles and inter-relationships of senses interpreting the environment.
- Describe the environmental conditions of the major biomes.
- Compare and contrast how various organisms have adapted to the conditions in each biome and how these organisms have adapted to the conditions in each biome and how these organisms interact with each other.

Pre knowledge from grade seven Science PLOs:

- Describe all organisms in terms of their roles as part of interconnected food webs
- Describe ways in which species interact with each other
- Compare and contrast the major biogeoclimactic zones of BC
- Determine the limiting factors for local ecosystems

The major biomes of the world consist of:

1. Coniferous forest
2. Deciduous forest
3. Desert
4. Grassland
5. Rain forest
6. Tundra
7. Wetland
8. Ocean
9. Seashore
10. Lake and pond
11. River and Stream

In the interest of effective group work covering all the biomes, the biomes will be categorized into seven biomes for classes consisting of 28 students with four students in each group.

1. Coniferous and deciduous forest
2. Desert
3. Grassland
4. Rain forest
5. Tundra
6. Wetland, lake, and pond, river and stream
7. Ocean and seashore

RESOURCES AVAILABLE

CD ROMS

- *National Geographic* (we have hardcopy, accessible via disk index, back to 1963)
- *World Book 2000* (French and English)
- *Encarta 2000*
- *The Canadian Encyclopedia* (French and English)

INTERNET

- Profusion meta search engine
- www.funkandwagnalls.com
- www.speciesatrisk.gc.ca (CWF Environment Canada, Canadian Museum of Nature, and Natural Resources Canada joint website)
- www.eduplace.com/ss/ssmaps.html (map required for the poster – must be black and white, and obtained from a computer) Students are to color the map by hand.
- <http://www.richmond.edu/~ed344/webunits/biomes/biomes>
- <http://library.thinkquest.org/11353/ecosystems.htm>
- http://www.panda.org/forests4life/ffl_pickmap.htm
- <http://mbgnet.mobot.org/sets/>

SUBJECT ENCYCLOPEDIAS

- *Encyclopedia of the Animal World*
- *Encyclopedia of Life Sciences*
- *The World Around Us*

OPAC PERIODICALS (ALL SUBJECT INDEXED)

- *International Wildlife*
- *National Wildlife*
- *National Geographic 1997 to present*
- *Dolphin Log*
- *Equinox*
- *Discover*
- *Faces*
- *Audubon*
- *Canadian Wildlife*
- *BC Outdoors*

BOOKS

- Our 577 includes 100 books on the various biomes, both English and French
- Our 590s includes 250 books on animals, both English and French
- Our 580s includes approximately 20 books on plants, both English and French

VIDEOS

1. Eyewitness biome series
2. A few French biome videos

ASSIGNMENT

1. Research /20
2. Poster /20
3. Presentation /20
4. Quiz /20

TIME FRAME IN THE LIBRARY (80 marks) – nine or ten library periods of 45 minutes each. Two weeks = ten classes.

1. Research – four days (20 marks) includes showing portions of several eyewitness biome videos. This may expand to five days.
2. Poster - three days – this includes discussion about the presentation - criteria sheet given at opening of assignment (20 marks)
3. Presentation – two days – each group seven to ten minutes – criteria sheet given at opening of assignment (20 marks)

4. Quiz – 20 minutes (20 marks) at end of 2nd day of presentations

This assignment will cover three of the 31 PLOs for grade eight Science. The students will do most of the teaching and quiz development, and learn valuable information locating, selecting, retrieving, recording, analyzing, classifying, organizing, communicating, group, and listening skills from this project.

VIDEOS

The teachers have decided to intersperse Eyewitness Biome videos with the research in the library, both to build on interest, and to generate interest in relatively unknown biomes. The resource center has the complete series, so teachers will show selections from several over the four days. The French immersion teacher has a poorer selection of videos from the resource center.

ASSIGNMENT

Before starting the assignment, students receive printed instructions, note-taking sheets (that they have previously worked with) and criteria sheets both for the poster and for the presentation. The marks for each section are clearly outlined on the assignment sheet. The teachers and I go over the assignment with students. I work with each teacher and class in the library, and participate in the grading of all four aspects of the assignment. This year there are five different classes, and next year there will be seven classes doing this assignment with improvements noted at the completion of this year's assignments.

1. RESEARCH (20 MARKS)

Emphasis will be placed on locating and selecting information skills development through using OPAC, the Internet, CD ROMs, and indexes. Print encyclopedias are not acceptable as a reference source, in order to encourage better locating and selecting information skills. The students have all evaluated a website using Kathy Schrock's middle school sheet, so their analyzing skills are developing well. They all are familiar with www.funkandwagnalls.com. Students will be encouraged to research a variety of sources to develop their information acquisition skills. Recording, classifying, and organizing information skills will be further developed in their poster and speech preparation. Emphasis will be placed on

communicating information skills as students make their presentations. Listening skills will be encouraged, as students will write a quiz at the completion of the presentations.

Each group will work on a separate biome. The assignment requires that two animals, and either a plant or a third animal are continuous links in a food chain. One of the three species must be a species at risk.

First the group will look up their biome either in print or at the Biome website, then consult with the CWF site or another species at risk website to determine that one of their three chosen species is at risk.

Students will take notes on prepared note taking sheets, filling in the bibliographic data for each source.

Each completed note-taking source will be worth one mark, to a maximum of 20 marks. Groups will be permitted a maximum of three marks available from each of the following sources:

- Internet
- Periodicals
- Subject encyclopedias
- CD ROMs and online encyclopedias
- *National Geographic*

That is, the students will be required to take notes from at least five books in order to obtain the full 20 marks for research. This will ensure maximum exposure to information location, acquisition, and retrieval from many sources.

2. POSTER (20 MARKS)

Each group will demonstrate their knowledge of a biome, complete with map, and food chain of three animals or two animals and a plant. One must be endangered. The students must indicate three adaptations for each animal or plant to its environment, and one adaptation for each animal must involve one of the animal's sense in interpreting the environment. Of course, we will give the students examples to speed them on their way. We will talk about feet, coloration, sight, hearing, nose and ear valves et cetera.

These animal and plant adaptations must be clearly linked to the specific biome in which the animal or plant lives.

The climate, vegetation, and animal life must all be clearly indicated on the poster. One restriction: no color

printers or photocopiers permitted for the poster. The school does not have a color printer available to the students, so students may not use color printouts. They must color the poster themselves.

Some teachers require hand drawn illustrations of the biomes to encourage greater attention to detail.

3. PRESENTATION (20 MARKS)

Each of the four members of the group will take part in the presentation. One member will explain to the class the essential features of the biome, and the other three members will discuss each animal or plant's position in the food chain. At least one of the three will be representing endangered, to further raise the consciousness of the students regarding the problem. Each student will teach the rest of the class about its animal/plant and how it has adapted to the biome.

The time frame for each presentation is seven to ten minutes. This will provide some sort of frame for the students to work around. We expect approximately three minutes on the biome and two minutes on each animal/plant and how they interconnect.

The marking will be a group mark. However, it will be broken down into:

- Biome
- Top animal on the food chain
- Second animal on the food chain
- Animal/plant next on the food chain
- Transition between sections – this encourages true group presentation work rather than four solo presentations

To ensure that the students understand the criteria for the presentation, they will receive the evaluation sheet before they start the project.

4. QUIZ (20 MARKS)

Each group, at the start of the first day of presentations, will submit to us a list of six questions that they think are significant in understanding their particular biome's characteristics. Assuming all questions are appropriate, we will choose 20 questions for a quiz windup. If not we, the teachers will construct the necessary questions.

APPENDIX

The grade seven and eight middle school is divided into three teams: 1, 2, and 3, with French immersion a part of team 1. The English teams have already completed the biome unit. However, the French teacher is very interested in developing the unit with the rest of the science teachers so that next year we will have the entire grade eight cohort of Merritt doing the same unit. The science teachers from all three teams including the French Immersion science teacher and I met to discuss the unit. The French immersion teacher will translate the final version of the assignment into French.

All the science teachers are interested in the students developing information retrieval skills, note-taking skills, and group presentation skills. These teachers are all heavy users of the library for science work, and their students are familiar with internet use for information retrieval, the OPAC system, CD ROM operation, and using print materials for research. The French students are very conversant with the translation component of Altavista (<http://babelfish.altavista.com>). All grade eight CMS students have had a three-class orientation of information retrieving skills and effective library use at the beginning of their grade seven and again grade eight years. Their grade seven unit was directed towards their social studies assignment, and their grade eight unit was directed towards a science assignment.

At the first meeting it was decided that I would identify the resources available for the unit. We discussed the PLOs and the information skills we wanted for the students for this assignment.

The teachers will assign students to groups of four. If there are 28 students, seven biomes will be studied, and if there are 30 students, then eight biomes will be studied. Each teacher will determine the makeup of the groups, and which groups study which biomes.

Once the resources were identified, we discussed what skills and what knowledge we wanted the students to obtain, and what methods we would use to ensure their success. We felt it was important that the students obtain their information from as many different types of resources as possible. We decided to allocate a

maximum of three marks per resource type, to emphasize the use of books for research (there was no limit on resource marks for books). A poster depicting the biomes, complete with student colored map is to be produced. Three animals or two animals and one plant in the food chain are to be depicted, one of which is endangered. We decided that group work was an essential skill for development, as was the skill of group presenting. However, we decided that a quiz at the end would ensure that the students who listened more intently to the presentations would have this reflected as part of the unit mark.

Two teachers drew up the criteria sheets for the posters, and the other two drew up the criteria sheets for the presentations. We circulated these, commented, and drew up final copies.

The teachers and I decided to have each group submit six questions for a post quiz pool, from which we will select 20 for a quiz. The teachers and I will select the questions. If appropriate questions are missing, we will supply them.

The teachers and I will meet again to determine the wording for the instructions for the assignment, ensuring the criteria sheets are clear for the students. Since it will be a school wide grade eight science assignment, we feel that it should look as polished as possible for the students. We hope to improve it, learning from our mistakes, and have an even better biome assignment next year.

The very good and excellent posters will be laminated in the district resource center, displayed in the library, and saved for the library. In this way, next year's grade 8s will better understand the expectations for the assignment.

We are considering videotaping the students' presentations.

We will all mark the four parts of the unit: each teacher and I for each class. There are four teachers, and seven classes. Unfortunately, I will not be able to evaluate as fully in the French immersion unit.

This assignment will be done in the first two weeks of May.

PROMOTE LITERACY: START A STAFF BOOK CLUB

by **WENDY COWLEY**, teacher-librarian, Killarney Secondary School, SD#39 (Vancouver), **BETSY MUIR**, teacher-librarian, Killarney Secondary School, SD#39 (Vancouver) and **KEN ERRICO**, teacher-librarian, Switzerland.

In the fall of 1997, the *Vancouver Sun*, the Vancouver Grizzlies and the Vancouver Canucks began a literacy campaign. Two pages in *The Sun* were devoted to literacy. They asked many prominent British Columbians what their favourite books had been when they were children. Many of the books were picture books - although Glen Clark was a fan of the Hardy Boys. We wanted to promote literacy and reading with our secondary students, so we took our survey to our teachers. We asked all the staff what their favourite book had been during their teen years and what was their current favourite. We got about 35 replies - about a third of our staff. We typed the replies and made a display of them, wherever possible we displayed library copies of the books mentioned. It was a really popular display - with both kids and teachers - and lots of students borrowed the books. Continuing with this theme in the spring we asked students to tell us what their favourite book was and why. Every student who filled out a form, detailing which book they had read and what they thought of it, received a Snoopy or Garfield bookmark and an entry form for a gift certificate at Chapters. These forms and the books named were also displayed. Staff and students were talking about reading!

The next step was to start a staff-reading club. A small group of staff met to choose the first book to read. By vote the book chosen was *Fall on your Knees* by Ann-Marie MacDonald. Staff members were responsible for getting their own copies of the book. Once the name was published teachers started reading. We set our discussion meeting for about six weeks later. As teachers began reading the book, they began talking to one another about it. At the first meeting we had about ten teachers present, but at least twice as many teachers had read the book. Some people loved the book; others hated it - but everybody enjoyed talking about it!

We have never been able to schedule a meeting time when everybody who has read the book can come, but that just keeps the discussion going. Those who

have read the book, but couldn't make the meeting want to know what was said and to share their own feelings. Reading has become a common topic of conversation in the staff room. Teachers drop into the library to discuss these books and others. Some staff members who did not read the books initially have read them after the meeting because they are intrigued by the talk. (We have even been asked for a list of all the books that we have read so a teacher could catch up!) When the book chosen has been appropriate for our collection, we have purchased at least one copy for the library, so that when students hear teachers talking about a book, they will have access to it.

Organizing the reading club was really simple. We have no executive and the books were chosen by draw from all those suggested. As the librarians, we facilitate the meetings by providing tea and goodies and putting the notices in the bulletin of the selected book and of the meeting time. We meet in the staff room, not the library, partly because we view this as a staff activity, not a library one, and partly because the chairs are more comfortable! Staff members who are just passing through have been known to become intrigued by the discussion (after they have come over for a cookie) and joined the group.

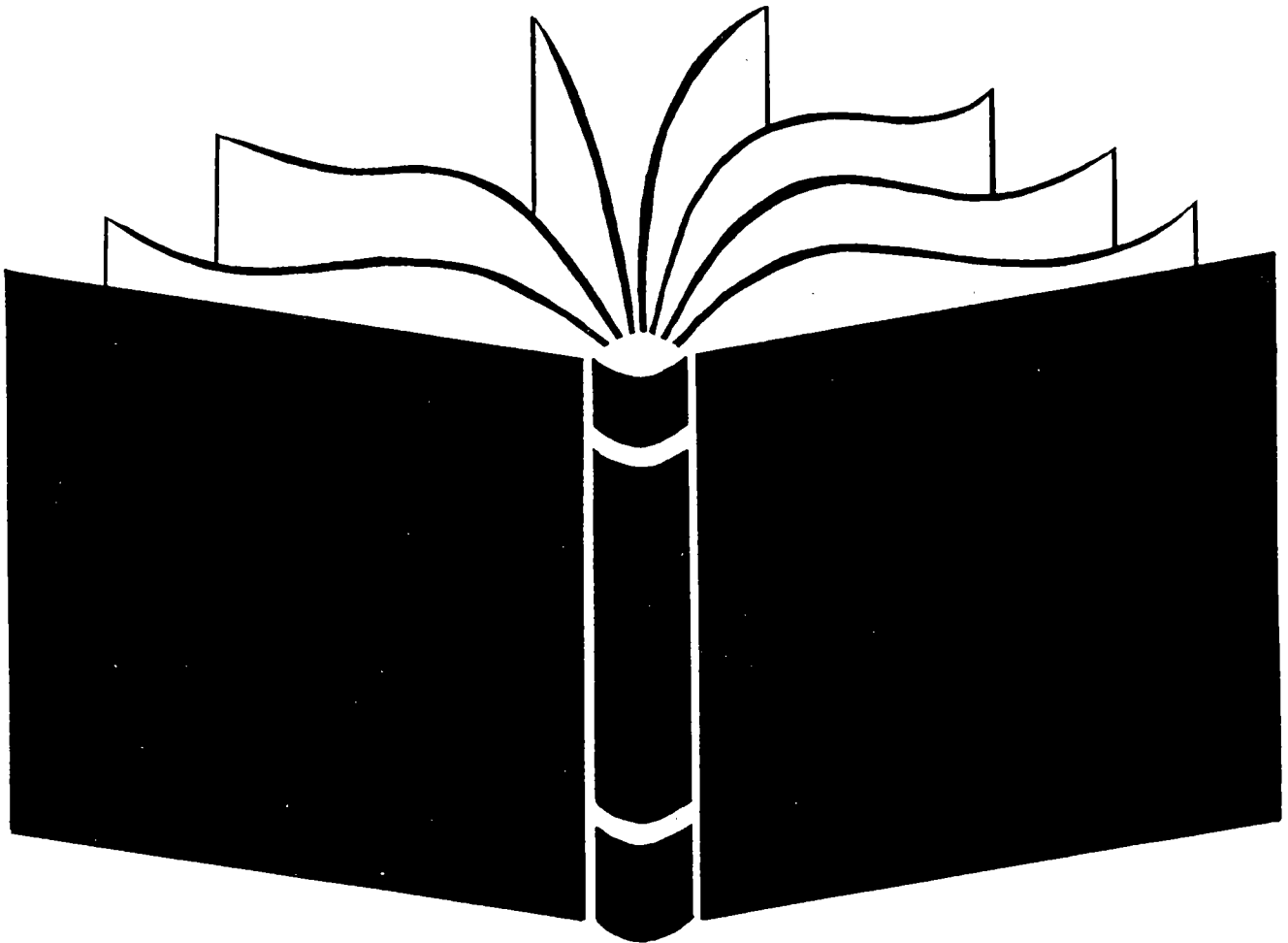
For our millennium celebration this year, we did another staff survey. This time we attached the "teen favourite choice" to the form of those who had completed them before and asked for their current favourite. New staff members and those who had not replied before got the original survey. We took photographs of the teachers and put them up with their recommendations. Once again this was a very popular bulletin board. Many of the teachers have asked, "Why isn't my picture up there?" We were not quick thinking enough to give them the form to fill out then and there, but we are planning on putting the display up again in September and sending out the survey again. We thought it would be of special interest to the Grade 8 students as it would help them to identify the staff.

Our staff book club is now heading into its third

year. In the summer of 2000 we are reading *The Electrical Field* by Kerri Sakamoto and *The Poisonwood Bible* by Barbara Kingsolver. We have read over 20 books and are still going strong, although we don't operate in exactly the same way as when we began. We have continued to select our books by drawing the titles from all those suggested. In the fall of 2000 we are changing this somewhat - to suggest a book, you must have read the book and be prepared to be the discussion leader for our meeting. This change has come about primarily because we have read books that nobody liked, including the person who suggested it. We have definitely decided that the fact that the book has won an award does not mean that we will enjoy it or find it worthy of discussion; indeed, we have been known to ask who selects these award winners because none of us would have given it a prize! Next year we have decided to add a second book more often, but

what we are looking for in this second book is not necessarily a work of great literary merit. Members are going to suggest the books that they read purely for entertainment. Hopefully, this will introduce us all to some new authors whose books we can pick up and enjoy when we take a half hour off from marking. We had continued to select the next meeting time at our discussion. This method worked well until we were derailed by a one-week strike that seemed to put everybody about a month behind. Scheduling became a real problem. We have decided to set a regular monthly time for next year. We still expect that everybody will not be able to attend each meeting, but everybody will at least know when the meeting is.

Our staff reading club is enjoyable and has served to promote talk about books and reading throughout the school. Why not try one in your school?



Teacher Friendly Web Sites

Curriculum links

<http://school.discovery.com/schrockguide/index.html>
<http://www.education-world.com/>
<http://www.kn.pacbell.com/wired/index.shtml>
<http://lii.org/>

B.C. Ministry of Education

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

Reference

<http://www.refdesk.com/facts.html>
<http://ca.yahoo.com/reference>

The Educational Technology Journal

<http://fno.org>

Questions To Ask Your Teacher-Librarian

- ✓ Where can I find, or how can I access

- ✓ What can you do to help me and my students...

- ✓ What resources would you...

- ✓ What information skills can we incorporate...

What Teacher-Librarians can do for you!

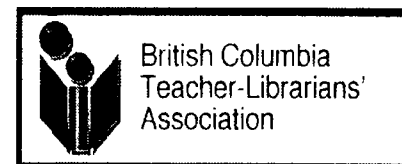
- ✓ Be team teachers and a sounding board
- ✓ Collaboratively plan/teach lessons or units with you
- ✓ Instruct your students in information literacy skills, including searching techniques, organizational techniques, note taking, presentation techniques
- ✓ Suggest ways to introduce various technologies into your curriculum as well as be a source of knowledge and expertise for the implementation of the Information Technology IRP
- ✓ Recommend reading material at appropriate levels
- ✓ Locate relevant materials, including audiovisual and Internet sites, for your unit or lesson
- ✓ Coordinate the purchase of materials to assist you in the classroom
- ✓ Provide access to additional resources by networking with other teacher-librarians
- ✓ Help you access district resources

Teachers &

Teacher- Librarians

Effective Partners In Education

A Guide For Student Teachers



Teacher-librarians, through collaboration with teachers, have an impact on academic achievement in research and study skills, or 'information literacy', and in content areas as measured by teacher assessment, standardized tests and scholarship examinations. Haycock, K. (1998). Reinventing school libraries: Alternatives, models and options for the future. *Education Canada*, 38, (1), 44-52.

Collaborative Planning/Teaching With Your Teacher-Librarian.

Collaborative Planning

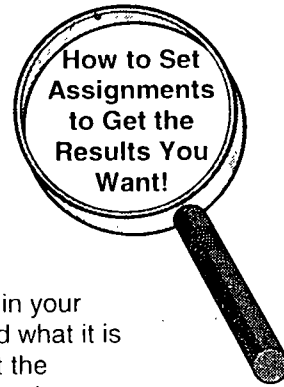
- ✓ Collaboration in the planning of lessons or units with colleagues

Things to Think About!

- ✓ What do you want the students to learn? (research skills/curriculum)
- ✓ How do you want the students to demonstrate what they have learned? (end product)
- ✓ How are you going to evaluate the learning?
- ✓ What resources do you anticipate needing?
- ✓ Have you structured your lesson/unit to avoid plagiarism?
- ✓ How long do you anticipate the lessons/unit will take?
- ✓ How would you like the Teacher-Librarian to be involved?

What to Bring to the Collaborative Planning Session

- ✓ Appropriate IRPs
- ✓ Existing lessons that might be relevant
- ✓ Your curricular outcomes for the unit/lesson
- ✓ Ideas for final products



- ✓ Be clear in your own mind what it is you want the students to learn and demonstrate
- ✓ Be able to clearly demonstrate and communicate how the assignment meets curricular outcomes as well as the criteria for evaluation
- ✓ Discuss the relevancy of the assignment to the student and the curriculum
- ✓ Construct the assignment so students create new information or demonstrate information learned in a new format (this goes a long way to preventing 'copy and paste' or plagiarism)
- ✓ Have students turn in their rough work with their finished product
- ✓ Always request some form of bibliography with assignments
- ✓ Encourage the use of a variety of sources and resources (books, reference, Internet, CDROMS, personal interviews, periodicals)
- ✓ Check resources used for currency, relevancy and bias

End Products: Some examples.....



- ✓ Create displays (models, dioramas, stations, posters, demonstrations)
- ✓ Use other media formats to display knowledge (Video, power point, hypercard stack, audio presentation, web page...)
- ✓ Have students teach other students what they have learned (jigsaw, audio, station study...)
- ✓ Have students apply what they have learned to their own lives (personal relevance)
- ✓ Create information in a new form (poetry, games, role-play, skits, collages...)
- ✓ Consider the process as your end product (notes, bibliography, group skills, annotated bibliography, types of resources or variety of resources used, presentation skills, organizational skills, work habits...)

For further information or suggestions please contact your teacher-librarian, or checkout the BCTLA website
<http://www.bctf.bc.ca/psas/BCTLA>

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*

CHALLENGING HOMOPHOBIA:

VIDEO RESOURCES ON HOMOPHOBIA AND HETEROSEXISM

compiled by **GALE-BC** (Gay and Lesbian Educators of BC).

[EDITOR'S NOTE: This listing is the second part of the GALE-BC resource listing. Part I, which listed print resources, was published in the June issue of *The Bookmark*. Our thanks to GALE-BC for sharing this information.]

It's elementary. San Francisco, CA: Women's Educational Media, 1996.

(78 min.) + Viewing Guide (24 pages).

Level = Elementary / Middle School

Described as "funny, touching and fascinating," "groundbreaking" and a "must see," this award-winning production presents a powerful case for making anti-gay prejudice an educational issue. Featuring project work by elementary/middle school classroom students and interviews with teachers of varied sexual orientations, it demonstrates how elementary schools can successfully address this sensitive area of teaching respect for all. Students involved are in Kindergarten to Grade Nine classes.

OUT: Stories of lesbian and gay youth. Ottawa, ON: National Film Board, 1995.

(39 min.) + Learning Guide (inside video jacket).

Level: Secondary +

Issues of discrimination, racism and homophobia are sensitively addressed in this Canadian video, filmed in Toronto, Thunder Bay. It provides awareness, understanding and hope to gay and lesbian youth, parents, counsellors and educators. In candid interviews, young lesbians and gays talk about their struggle with personal identity, made more difficult by societal and familial conflicts. Additional educational resources are included in the comprehensive learning guide. The video is divided into two parts, for classroom use.

NOTE: This video is also available in a closed caption format (decoder is required).

School's out! Ottawa, ON: National Film Board of Canada [distr.], 1997. (24 min.)

Level: Secondary

In an honest and often humorous production intended to provoke discussion about homosexuality and

heterosexism, writer and activist Jane Rule and five members of TEACH (Teens Educating and Confronting Homophobia) talk about sexuality and the issue of sexual orientation in today's society and in our high schools in particular. A TEACH member is quoted on the video jacket cover: "TEACH means having a positive attitude about your sexuality, be it lesbian, gay, bi, straight or queer. It means there is nothing wrong with having a same-sex relationship and nothing wrong if you decide not to."

Teaching respect for all. New York, NY: GLSEN, 1996. (52 min.)

Level: Professional

Gay, Lesbian and Straight Educators Network (GLSEN) Director and former high school history teacher Kevin Jennings explains why "teachers, administrators, parents and schools need to care about issues of sexual orientation." GLSEN "works to create schools where all people are valued and respected, regardless of sexual orientation."

Both my Moms' names are Judy. San Francisco, CA: Lesbian and Gay Parents Association, 1994. (10 min) + Workshop Manual. [A project of the Lesbian and Gay Parents Association, c/o 6705 California, St. #1 San Francisco, California 94121. Ph.: 415-387-9886 Email: lgpasf@aol.com]

Level: Professional

The video is part of a "powerful" anti-homophobic workshop presentation for elementary educators. In candid interviews, elementary schoolchildren (ages 7 - 11) of gay and lesbian parents talk about their families, share their experiences of being teased and express their wishes for an open and accepting environment at school. The manual lays out the considerations and processes for setting up a homophobia program in elementary schools.

Ballot Measure 9. New York, NY: Toots Crackin Productions [distr.], 1995. (72 min.)
Level: Secondary, Social Studies

This video is particularly good for a comparison of current and historic social justice movements and the struggles they face. Good analogies can be drawn between this award winning documentary and the U.S. civil rights movement. The documentary exposes the hate politics unleashed after the Oregon anti-gay initiative, Ballot Measure 9, was filed in 1992. The ensuing rise in anti-gay terrorist activities and agenda of lies and misinformation created an acrimonious public debate that divided communities and families. To counter this development, a coalition of church and community leaders, human rights activists, families and friends of gays and lesbians mounted their own campaign to defeat the ballot. Even after its defeat at the state level, the Oregon Citizens' Coalition (OAC) which originally sponsored Ballot 9, passed 23 additional local anti-gay ballot initiatives in spite of Oregon's legislation of non-enforcement. Similar ballot initiatives have been filed in nine other states following Oregon's Ballot 9.

Maman et Eve (Mum's the word). Toronto, ON: Mediatique, in cooperation with the National Film Board of Canada, with the participation of Telefilm Canada, 1996. (53 min.)
Level: Professional

The camera follows four middle-aged mothers from Sudbury as they set out for a Caribbean holiday and an opportunity to discuss their journey of personal growth and decision to "come out." Candid inter-views with some of their family members are also included. "What does it mean to finally admit your true sexuality after years of marriage and motherhood at a time in life when we expect identities to settle?" These mothers put it all on the line, providing viewers with a personal and honest perspective.

[Note: For professional development use only. Public performance rights does not permit this video to be used for classroom viewing. In French with English subtitles.]

Setting the record straight. New York, NY: GLSEN, 1996. (11 min.)
Level: Professional + Adult

Produced as a direct response to anti-gay initiatives, this video, which features lesbian, gay and straight teachers and youth, puts a human face on the issue of

homophobia and its importance as an educational topic. GLSEN Executive Director Kevin Jennings comments on this production: "It's basically a tool to start a conversation among friends and communities, hopefully on a small scale, where fears can be addressed and overcome. We plan to use it to win our friends and co-workers over, one heart at a time."

Shaking the tree. Vancouver, BC: British Columbia Teachers' Federation [distr.], 1995. (55 min.) + Discussion Guide (38 pp.)
Funded by the BC Ministry of Education, the BCTF and others.
Level: Intermediate

"What is social responsibility in education and is it necessary?" Noam Chomsky keynotes this provocative documentary that examines how various social issues are addressed or ignored in public education. The program is broken into sections: racism, First Nations, poverty, gender and sexism, gender and homophobia, violence prevention and the environment.

Trevor. Water Bearer Films, 1992.
17 min. (and 5 min. of introduction and follow-up by Ellen Degeneres)
Level: Middle School / Secondary +

This short video won a 1994 Academy Award for its focus on the issues of self-esteem and identity, for gay youth. A series of diary excerpts are narrated by the 13 year old author, who loves to lip-sync to Diana Ross songs, and experiences a crush on a popular boy. Trevor, quite flamboyant, is quickly branded a "fairy" by his classmates. The video is alternately sad and humorous, as it reveals many of the issues which even young gay/lesbian teens face every day — being isolated, ignored, humiliated and harassed, and then patronized by adults in their lives. Fortunately, Trevor is resilient, and shows how some gay youth survive.

NOTE: It is very important to have a thorough discussion of the many issues raised (led by someone knowledgeable about LGBT youth), after a class viewing of this video.

Taking charge. Ottawa, ON: National Film Board of Canada, Studio D and Regards de Femmes, in collaboration with the Federal Women's Film Program and with the assistance of Agriculture and Agri-Food Canada Farm Women's Bureau [et al], 1996. (25 min.) + User's Guide jacket insert.
Teens Against Violence Collection.
Level: Secondary

This production shows teen activists "taking charge" of their lives in an increasingly violent society. Through role-playing, theatre, peer discussion groups and anti-violence collectives, they're educating their peers about the many faces of violence and its effects as manifested in sexism, racism and homophobia. The message to their contemporaries is that by re-examining their own attitudes and actions, they can play an important role in changing this environment.

Talk to me. Vancouver, BC: British Columbia Teachers' Federation [distr.], 1995. (45 min.) + Discussion Guide.

Level: Secondary

High school students from varying socio-economic and racial backgrounds discuss issues of race, gender and poverty/class. This production is intended to provoke discussion, critical thinking and reflection about stereotypes and discrimination.

Note: Caution. This material is sensitive and the discussions have not been edited for socially acceptable language and comments. The facilitator should caution viewers to recognize stereotyped statements and treat them as points of discussion. Copies have been distributed to Program Against

Racism (PAR) and Status of Women (S/W) district coordinators and are also available from BCTF Lesson Aids.

We love our children. Northbrook, IL: Film Ideas, 1995. (28 min.) ; 1.2"

While sharing their personal and often painful accounts of coming to terms with their children's homosexuality, parents of gays also stress their unconditional parental love and support.

Eric's video. Wild Ginger Productions, 1991. 24 min. Available from Moving Images Distribution, 604-684-3014.

Eric's video focuses on interviews with different people concerning discrimination stemming from the HIV virus and sexual orientation. It includes candid interviews with straight, gay and lesbian individuals and couples and the ignorance they face.

Loving yourself. Available from the National Film Board, 1-800-267-7710.

Frank discussions about relationships, sexuality, sexually transmitted diseases, birth control, and sexual orientation are presented through the

dramatization of a family with four deaf teenagers who are struggling to understand their own sexuality.

Too close for comfort. Wild Ginger Productions, 1990. 27 min. Available from Moving Images Distribution, 604-684-3014.

This short drama addresses the issues of homophobia and discrimination. While David is working at a local video store, he overhears his friend Nick being fired by a supervisor who has discovered that Nick is HIV positive. Word spreads quickly in the small town. David and his friend are challenged by their fears of AIDS, homophobia and discrimination.

Fresh talk — youth and sexuality. Vancouver, BC: Start Productions, 1991. 85 min. + guide to interview content.

Thirty young Canadians, ages 15-24 years, speak out with humour and insight on how their sexuality is influenced by family, gender roles, sexual orientation, economics, media and more.

NEW VIDEOS COMING IN 2000 - 2001

The National Film Board is working on a series of films for classroom use to be released in 2000/1. The series will include two productions for elementary use, one of which is a story driven with three animated sequences and the other which looks at family, gender and language through the eyes of young students.

Two films are being produced for high school level: a drama dealing with homophobia and a female student's coming to terms with her sexual orientation and a documentary that looks at the lives of nine youth, issues of diversity, and the power of language with animated sequences of the history of words. A teacher's guide and video will also be produced.

Contact the National Film Board for more information at: www.nfb.ca
Or phone: 604-666-3838, and ask for Al Parsons.
Customer Service Centre 1-800-267-7710.

REGULAR FEATURES



PROVINCIAL SPECIALIST ASSOCIATIONS 2000-2001

Only BCTF members (active, associate, affiliate, or honorary) can be members of a PSA; all others must become subscribers.
FORM VOID AFTER DECEMBER 31, 2000.

Enclose your cheque or money order, made payable to the B.C. Teachers' Federation. DO NOT MAIL CASH.

Print your name, address, etc., below. Check the appropriate association(s).

Social Insurance Number _____ Mr. Mrs. Miss Dr. Ms.

Surname _____

Given Name(s) _____

Former Name _____

Address _____

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Home telephone () _____ Fax () _____

School telephone () _____ Work telephone () _____
(if different from school)

Name and address of school/institution/business _____

School district number _____

e-mail address _____

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- 70 \$30.00 Alternate Ed \$15.00
- 71 \$25.00 First Nations \$15.00
- 72 \$20.00 Co-operative Learning \$10.00
- 73 \$35.00 Dance \$12.50
- 74 \$20.00 Adult Educators \$10.00
- 75 \$30.00 Culinary Arts \$16.00
- 76 \$20.00 Educators Against Racism \$10.00

STUDENTS/ RETIREES

Subscriptions to PSA publications are available to non-BCTF members or institutions. Fees include GST.

NON-BCTF MEMBERS

- 41 \$56.18 Art
- 42 \$56.71 Business Education
- 44 \$61.53 Counsellors
- 45 \$56.18 Immersion/Cadre
- 46 \$56.18 English Language Arts
- 47 \$56.18 Home Economics
- 48 \$56.18 Intermediate
- 49 \$61.53 Teacher-Librarians
- 50 \$56.18 Mathematics
- 51 \$50.83 Modern Languages
- 52 \$56.18 Music

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- 54 \$50.83 Physical Education
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- 57 \$56.18 Science
- 58 \$50.83 Technology
- 59 \$45.48 Social Studies
- 60 \$50.83 Special Ed
- 62 \$56.18 Drama
- 63 \$56.18 Gifted
- 64 \$45.48 Distributed Learning
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- 67 \$40.13 Rural
- 68 \$45.48 Peace & Global Ed
- 69 \$45.48 ESL PSA
- 70 \$50.83 Alternate Ed
- 71 \$45.48 First Nations
- 72 \$40.13 Co-operative Learning
- 73 \$56.18 Dance
- 74 \$40.13 Adult Educators
- 75 \$50.83 Culinary Arts
- 76 \$40.13 Educators Against Racism

Total number of associations _____ R 106779291 Total fees enclosed _____

Your membership/subscription will run for one year from the date this form is processed. The expiry date appears on envelopes bearing publications. Six weeks before expiry of membership/subscription, you'll be sent a renewal form. PSA fees are not tax deductible. **If, in the course of the year, you change your name or address, please be sure to let the BCTF know.** Retain a photocopy of your completed application for your records.

B.C. Teachers' Federation, 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 (604) 871-2283 or 1-800-663-9163



www.bctf.bc.ca

CONTINUING EDUCATION MENU

by **JAN RENOUF**, Professional Development and Continuing Education Chair.

Experienced teacher-librarians, as well as new or “wanna-be” teacher-librarians should be able to find in the range of courses offered by the University of Victoria and the University of Alberta at least one to counter the winter blahs. Sink your mental teeth into a real-time or virtual experience. If you consider signing up for an on-line course you will experience first hand the convenience and rewards, as well as challenges of “any time; anywhere” learning. I did a couple of years ago, to force myself to use e-mail and the Web regularly. The learning curve was steep, but the experience invaluable.

Please share the following course information with colleagues who don't yet subscribe to *The Bookmark*

University of Victoria, Faculty of Education

Beginning October 27, 2000
TL438 (1.5) - Problems and issues in teacher-librarianship

Student Research: Critical Challenges

Addresses the current problems and issues facing teacher-librarians in delivering programs that support the development of critical challenges and problem solving for students. Based on the materials developed by TC2 (The Critical Thinking Cooperative) the course will provide both practical and theoretical strategies. The course evaluation will consist of the presentation of a school-based project. (Prerequisite: Professional year) (May be repeated for credit.) (3-0)

Beginning Friday, October 27, 2000 this course will be offered on Saturdays in the period October 28 to December 9. *Some flexibility in developing the course times will be discussed at the first session.

(*Students are expected to attend the 2-day workshop on Critical Challenges offered on October 27/28. This workshop will also provide the core text material for this course) (Students are urged to have completed at least one of TL 432, 433 or 434 or gain permission of the Instructor before enrolling in this course.)

Dates & Location: TBA (Probably U. Victoria.),

Initial Workshop - S.J. Willis Centre, 923 Topaz Ave., Auditorium. The class schedule will be discussed in class and flexible arrangements made whenever possible. Some of the course requirements may be covered through on-line communication.

Instructors: John Caldwell, Coordinator, Elementary Programs Greater Victoria School District #61, (250)360-4318

Judith Reid, District Teacher-Librarian Greater Victoria School District #61, (250)360-4302

Dr. Roland Case, Simon Fraser University

Fee: \$266.50 plus materials

*This course is offered subject to a minimum enrollment requirement.

University of Alberta

Teacher-Librarianship by Distance Learning “Any Time, Any Place Learning” at <http://www.quasar.ualberta.ca/tl-dl/>

Courses - Winter Session 2001

The program continues to grow, classes are frequently filled, early registration is more important than ever - and now four courses are being offered in the January to April term for your continuing education and professional development!

EDES 445 / LIS 598 Canadian Literature for Young People

Instructor: Gail de Vos

A survey of Canadian children's literature, from books for babies to books aimed at the young adult market with a focus on contemporary works. Consideration of trends in both publishing and content and of current issues such as censorship, multimedia forms, and the Internet. Assignments include a virtual seminar, a webography, an analysis of a picture book, and regular participation in the computer conference of the course. In 1998, this course won an AMTEC Award of Merit.

LIS 540 School Media Centres

Instructor: Kaye Steward

This course examines the concept and organization of school library media resource centres in elementary and secondary schools. Includes policies and policy development; program development and scheduling; processes for acquiring, cataloguing and circulating materials; facilities planning; budgeting and staffing.

EDES 501 Information Technologies for Learning

Instructor: Kaye Steward

This course will focus on effective teaching strategies for helping students develop information literacy and critical thinking skills using technology and for integrating technology, especially the Internet, into the K -12 curriculum. Managing information technologies in schools and implementing staff development programs about integrating technologies will be addressed in order to help teachers and teacher-librarians develop and enhance technology-rich learning environments for their students.

EDEL 595 Leadership In Information Literacy

Instructor: Kaye Steward

This course examines issues and strategies related to the development of information literacy programs in schools through case-based learning. In the first third of the course, students work together on a case developed by the instructor - the case of a teacher-librarian who is assigned to a school that has never had a teacher-librarian before and who needs to decide how to introduce that role as well as the school library program to the staff and community. Then the students work on cases of their own, based on their professional concerns, with the help of their classmates and instructor. Open to students who have already completed some courses in teacher-librarianship.

It is important to begin the registration process for all courses by early November for the Winter Term. This is especially important for Open Studies and Special students, that is students who are not enrolled in a University of Alberta Diploma or Master's program!

Registration Information

Teacher Librarianship by Distance Learning website at <http://www.quasar.ualberta.ca/tl-dl/> or contact Kaye Steward at ksteward@ualberta.ca or 492-4273, ext. 242 for more info.



RED CEDAR FICTION NOMINEES FOR 2000-2001

Annotations by VERONICA ALLAN, teacher-librarian Mt. Brenton Elementary School and Somenos Elementary School, SD#79 (Cowichan Valley).

In 1996, Wayne Swanson initiated this Young Readers Choice Award after he had seen the excitement and enthusiasm of 650 school children at Ontario's Silver Birch Award. These children had gathered to honour their favourite Canadian authors. The Red Cedar Award's aim is to encourage students ages 8 to 14 to read often and read more Canadian materials. A jury of BC educators, librarians and writers established the list of books from submissions, recommended lists, and nominations from the public. All titles must be Canadian and published currently by established publishing houses.

The Red Cedar Awards program, named after BC's provincial tree, gives students the opportunity to vote in either the fiction or non-fiction category. Students must read five books from each category. To vote, each school must purchase a \$15 kit of support materials. Purchase of the kit allows 30 students the opportunity to vote for their favorite book, by mid-April each year. Some students will also be able to travel to Victoria in May to participate in the award ceremony

Titles with an asterisk are ones I have read, and for the others I found reviews. The Red Cedar nominations committee should be congratulated on its choices. I think this list is far better balanced than the last. It has five books with girls as the central characters, five with boys, two with boys and girls and one with an animal. There is a good variety of genres and a wide reading-age range. There are at least five books that are short and easy and could be read by younger and/or less able readers, but still enough to challenge and satisfy our better readers. I have listed titles alphabetically by author.

*Janey's Girl by Gayle Friesen – contemporary fiction.

Claire, a 14-year-old girl travels with her mother, Janey, to visit her grandmother after the death of her grandfather. Claire has often wondered about her mother's relationship with her grandparents, why she left home and never returned, and on this visit gradually uncovers some family secrets. This book is a first novel and was nominated for the Governor General's award. It is reviewed in *The Bookmark*, June 1999. I enjoyed it and would

recommend it to girls in grades 6 and up. A slight warning: Claire's illegitimacy is the reason for her mother's difficult relationship with her grandparents – this is handled well in the context of the story and shouldn't pose problems.

The Story Box by Monica Hughes – fantasy. Central characters: Colin, a boy from Ariban, an island community that does not allow contact with the outside, and Jennifer, who arrives from another part of the world. This book is reviewed in *Resource Links*, February 1999 and rated G+. (G = good, even great at times, generally useful!) As I read the review it made me think of Lois Lowry's *The Giver*, as it is about a community that doesn't allow stories or memories of the past. The word "disturbing" is used in the review and it sounds like a book that would make a great launch pad for discussion of censorship and human rights. It is recommended for grade seven and up.

*Janey's Choice by Bernice Thurman Hunter – historical fiction. This is a sequel to the first Red Cedar fiction winner *Amy's Promise* and continues the story of the Phair family, growing up in Toronto in the 1930's. At the conclusion of *Amy's Promise*, the family's baby sister, Janey, returns to live with them having lived for eight years with her aunt and uncle in Winnipeg following the death of her mother. Now Janey, aged 11, is invited to stay with her uncle again. All my grade four, five and six girls love this book as much as they loved *Amy's Promise*. *CM online* (March 1999) (<http://www.umanitoba.ca/cm/>) recommends it for grades four to seven.

The Invisible Harry by Marthe Jocelyn – fantasy/humour. This book is reviewed in *Resource Links*, February 1999 and rated E (excellent). It is a short, illustrated book (133 pages) and a sequel to *The Invisible Day*. Its central character is a girl named Billie who has an invisible dog that has to be kept a secret from her mother. It is recommended for grades four to six.

*The 6th Grade Nickname Game by Gordon Korman – humour. The central characters in this book are 6th

graders, Jeff and Wiley: This book is reviewed on *CM online*, April 9, 1999 and highly recommended for grades four to eight. It is an entertaining read and “typically Korman”.

The Wreckers by Iain Lawrence – historical/adventure. Set in 1799 with John Spencer, a 14 year-old boy as the central character. John survives a shipwreck off the coast of Cornwall only to discover that the locals are wreckers. Reviews by *Kirkus* and *Horn Book* can be found on <http://www.amazon.com>. It is highly recommended as being in the grand tradition of Robert Louis Stevenson: “Introducing the conflict swiftly and dramatically, Lawrence creates an edge-of-the-chair survival/mystery story...” *Amazon* puts the reading level at age 9-12 and *Kirkus* recommends it for age 10-15. There are several five star reviews by ecstatic readers! A sequel, *The Smugglers* was published in 1999.

The Quebec City Crisis by Roy MacGregor – sport fiction. This book is recommended on *CM Online*, November 13, 1998 (three stars out of four) for grades three to six. “Action in *The Quebec City Crisis* highlights three of the Screech Owls in particular, Travis, Sarah and Nish. Both boys and girls will enjoy this book, as the hockey sequences are clear and exciting while the writing allows all three of the characters to shine. The kids are not perfect: they have dreams, make mistakes and try to rectify the misunderstanding that is at the centre of the plot. *The Quebec City Crisis* has a timely aspect and touches on issues of significance such as French/English relations and Quebec history.”

**The Nose from Jupiter* by Richard Scrimger – humour/fantasy. Although the central character in this hilarious book is a 13-year-old boy, it is highly readable and entertaining for younger students. A review on *CM Online* highly recommends it for ages 8-12. The unlikely plot involves Allan, who is not big or strong and hates sports, suddenly realizing that an alien called Norbert has taken up residence in his nose! The consequences are hysterical, and help Allan to attain a new level of confidence. A must-read for boys and girls, and a short, easy read for slower readers.

The Dark Tower by Sharon Stewart – historical. The central character is Marie Therese Charlotte de France, daughter of King Louis XVI and Queen Marie Antoinette, who writes a diary from age 11 to 17 during the French Revolution. A review on *CM online*, rates this book three stars out of four and recommends it for grade six and up. Sharon Stewart is the author of *My Anastasia*, which was

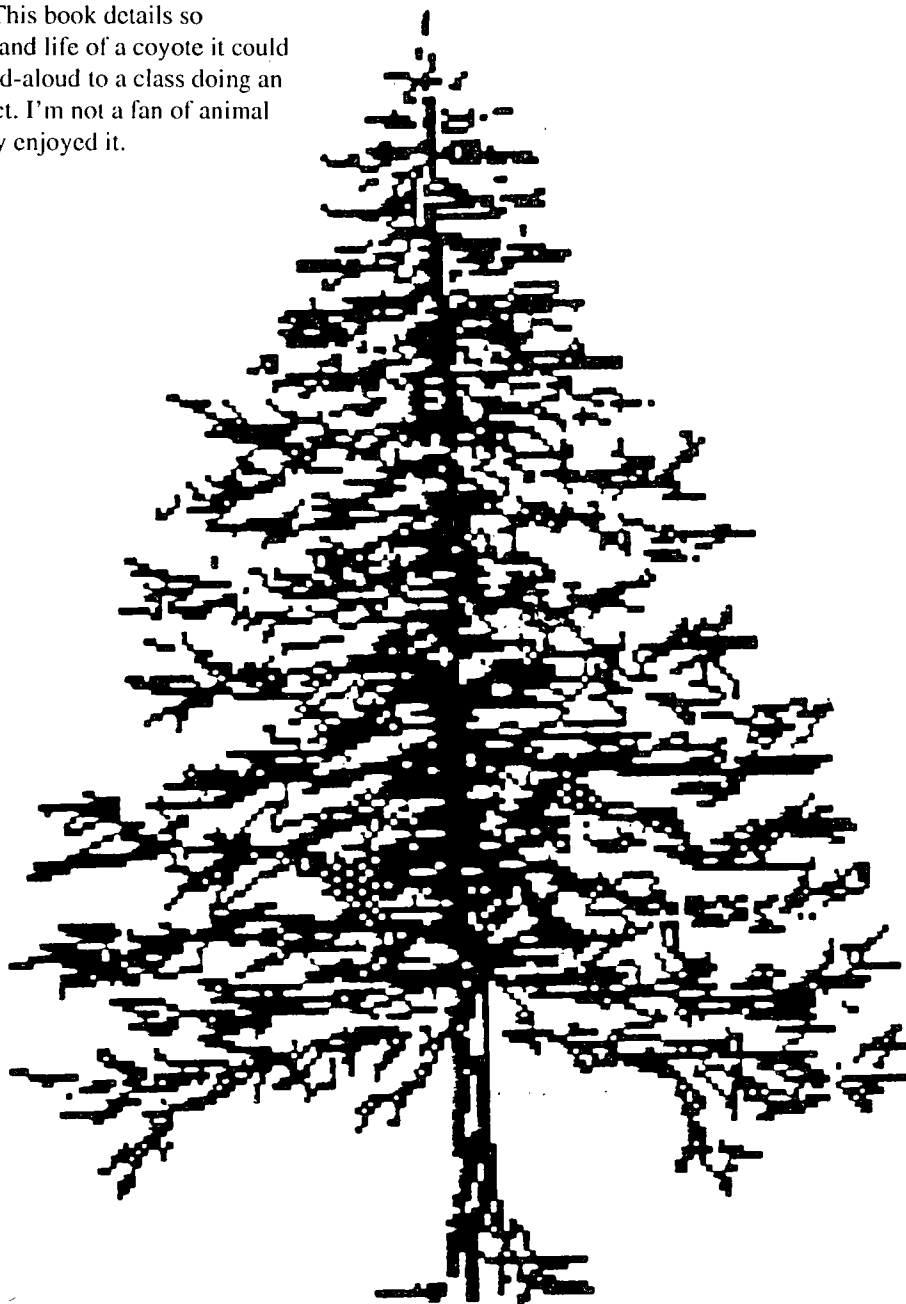
in Scholastic Book Fairs last year.

**The Secret of Devil Lake* by Robert Sutherland – historical/adventure. This is the story of 14-year old Will Martin whose father is about to be hanged for a crime he didn’t commit. Will has two weeks in which to prove his father’s innocence and sets off on what seems like a wild goose chase to find a talking parrot that was apparently at the scene of the crime. I can’t find any reviews for this book but I enjoyed it. The story is set in mid-19th century Ontario and is fast-paced if somewhat far fetched! It has a couple of murders and lots of action and should appeal to boys in grade five to seven.

War of the Eagles by Eric Walters – historical/adventure. The central characters are a boy of Haida/Tsimshian/British heritage and his friend, a Japanese boy. The setting is Prince Rupert during WWII. It is reviewed in *The Bookmark*, December 1998 and also *CM Online*, November 27, 1998. This quote is from the latter: “Both subject matter and writing style demand maturity and commitment from readers whose reward will be a well-constructed yet unsettling glimpse into Canada’s past. Young readers may find the hunting scenes too graphic and may be appalled by the cruel and crass behaviour of some of the soldiers and town’s people.” Both reviewers recommend the book - one for grades six to eight and the other for grades seven to ten. One reviewer comments on the cover, which depicts a gun-toting teenage boy and may help attract boy readers! I would recommend the reading of one or both of the reviews before purchasing this book.

**Goodbye Marianne* by Irene Watts – historical. Set in Berlin in 1938 with a Jewish girl as the central character. The story opens when eleven-year-old Marianne arrives at school to find that she is no longer allowed to attend because she is Jewish. This short (104 pages) book is easy to read and chronicles the life of an ordinary girl during extraordinary times. The story is not overly sentimental, but more a matter-of-fact recording of the events in one family as they struggle to adjust to their life-threatening situation. The ending is a bit difficult, as you feel relieved when Marianne arrives in England having been smuggled out of the country by Kindertransport, a relief effort that rescued over 10,000 Jewish children, but you never find out what happened to her parents. There is a review for this book on *CM online*, October 1998, which gives it three stars out of four and recommends it for grades four to seven.

**Black Nell: The Story of a Coyote* by Shirley Woods – animal fiction. This book is a short, easy read that is sure to be enjoyed by animal lovers. It is only 88 pages long and the font is large and well spaced. There are several full-page illustrations by Celia Godkin (Wolf Island). There is a review in *The Bookmark*, March 1999, which recommends the book for grades three and four. I think older students would also enjoy the quick, easy read as it chronicles the difficult life of a young coyote in the Ontario countryside. This book details so accurately the habitat and life of a coyote it could easily be used as a read-aloud to a class doing an animal research project. I'm not a fan of animal books but I thoroughly enjoyed it.



JOIN THE BCTLAFORUM!

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

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

TO JOIN YOU WILL NEED:

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

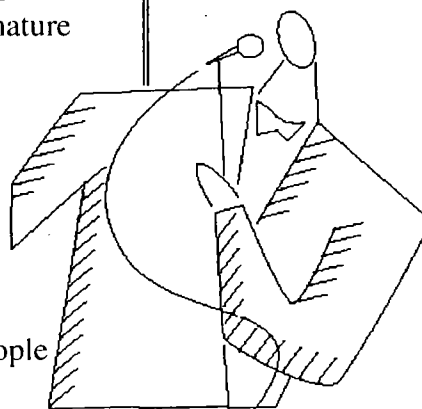
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THE PORTRAIT: DELLA BURFORD

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



The Dodo bird once lived on the Earth but, because people laughed and teased him, he decided to move to the place called Dodoland. Here he could be whatever he wanted to be. He became the "Elemental Dodo", part bird, part fish, part camel and part dragon and taught anyone who came to Dodoland all about loving the earth.

This is the story of *Journey to Dodoland* (Bird Helmet Productions, Los Angeles, 1977), the first award-winning book of author-illustrator Della Burford. Della's journey to become an author-illustrator is just as interesting as her first story.

Della Burford grew up in Ottawa, Saskatchewan and Edmonton. In 1965, she studied in New York at the New York School of Interior Design and then

returned to Canada to receive her Bachelor of Science degree in textiles from the University of Alberta in 1968. After exploring the architecture and art of Europe, Della came back to Canada to teach design at Humber College in Toronto. In her spare time Burford worked on the paintings that would become the basis of the story, *Journey to Dodoland*.

In our interview Della told me that even though *Journey to Dodoland* started as pictures, the story was always there. She said her first love is "telling the story" whether through art or writing. It was at a storytelling session for elementary children that Burford realized its potential as a children's book. Della told me the route to publication was an author's dream. She was given total creative control over the project and helped design the finished book. The book received an award from the Printers Institute of America. *Journey to Dodoland* was published in the United States but has never been available in Canada.

However, *Journey to Dodoland* did not end its life as a book. Soon after its publication, the story was developed into a play. Della informed me that again she was given creative control over the play format and she helped write, direct and design the sets and costumes. The play was an integration of music, movement, art and drama. Burford told me that she encouraged and enjoyed audience participation during the performance. The play was first performed in New York in many venues such as the American Museum of Natural History and the Brooklyn Academy of Music. Della was also very proud that the play, through a National Endowment Grant, was shown to all the children in East Harlem schools in New York. The play was performed for seven years to over 100,000 children in New York, California, Guatemala and Italy. Children in Canada were also introduced to the characters through Burford's participation in a number of artists-in-residence programs of local school boards across the country. From 1977- 1994 Della gave workshops and storytelling sessions in schools through the Inner City Angels project in Toronto.

Burford also continued with her own education and in 1990 received her Bachelor of Education specializing in English and art from Queens University in Kingston, Ontario. She also took children's literature courses and E.S.L. teacher training at the University of Toronto.

Della's second story actually began as a play before it was published as a book. In our interview Burford told me the idea for *Magical earth secrets*

came from a dream. She mentioned that she is a strong believer in the power of dreams and has been interested in the philosophy of Carl Jung and dream wheels for many years.

Magical earth secrets is the story of a young eagle child, Rainbow Wings, who loses its power because of the earth's pollution. The eagle child's power can only be restored if it discovers the secrets of how to love and care for the earth.

"With fully coloured wings, Rainbow Wings flew up out of the cave and up, up far, far into space. Seeing the whole planet Earth at once, like a blue and green jewelled ball, made Rainbow Wings stare in awe. "It's the most magical thing I have ever seen," Rainbow Wings shouted deep into space. "I will try really hard to love and take care of my home the beautiful Earth."

Quickly the eagle child flew back home to its human family and taught them the magical earth secrets. All those who learn these words do everything they can to help the Earth."

Imaginations Unlimited, the improvisational troupe that did the productions of the play *Journey to Dodoland*, again performed *Magical earth secrets* in New York. It has since been performed in Sweden and in many schools across Canada as school productions. Della told me she deliberately did not introduce eagle child as either male or female and is therefore always interested, when the play is performed, to discover what decision the children have made as to its gender. She finds this gives the children a stronger attachment to the character and they can identify with it any way they choose.

The Western Canada Wilderness Committee published the picture book, *Magical earth secrets* in 1990. Della Burford and her husband, author-illustrator Dale Bertrand, created the paintings for the book. Della and Dale then co-authored *The environmental activity guide* (Azatlan publishing, 1992), a teacher's guide to help introduce environmental protection to children.

Burford and Bertrand now make their home in British Columbia dividing their time between the Kootenays and Vancouver. They have spent the last five years taking the themes of the *Journey to Dodoland* onto the internet. Originally launched in 1995, Dodoland in Cyberspace (www.swift.com/azatlan) was one of the first online magazines for children. It began in Victoria as part of the Swiftsure Project, which was underwritten by the BC and federal governments to showcase BC culture using internet

technology. The site is based on Burford's three books, *Journey to Dodoland*, *Magical earth secrets* and *The environmental activity guide*. It is described as a "fun place for 4 to 14 year olds to create, be happy and learn about the arts and the environment". This interactive play and learning center for children is filled with stories and activities. The site also has a guide for teachers that includes its rationale, objectives, strategies and a table of contents explaining the themes and activities. Della told me that the site has had as many as 10,000 hits/requests a day. Dodoland in Cyberspace has been chosen to be in Planet Oasis, a virtual interface to the Internet for many computers and is "hot linked" to over 1,100 sites around the world.

This year, Della and Dale have also added the Story Helmet Store to their site. This was made possible through support from the Community Futures Development Corporation in the central Kootenays. The store sells posters, toys, art and books. It states that 50% of the funds from the sale of wilderness posters and books will go to wilderness preservation, and from each item a

donation will be made to the Earthchild Environment Foundation. The Store also has information about workshops and storytelling sessions that Della can provide around the province. Although the website has been designed and maintained as a "labour of love" for Della and her husband, she wanted me to be aware that there were many people that have given their support and help, some being listed as "angels" on the site.

In our interview Burford told me she would like to add an online learning component to her website, perhaps expanding to courses on the environment and writing for children. In addition Della said she is presently working on another story, to be called *Stone Journey*. This story will take the reader to ancient stone sites, such as Stonehenge, around the world.

The theme for this issue's Bookmark is "The Eye of the Beholder", focusing on the integration and importance of the arts in education. The works of author-illustrator Della Burford are the epitome of that integration.

All in all, the creative act is not performed by the artist alone; the spectator brings the work in contact



with the external world by deciphering and interpreting its inner qualifications and thus adds his contribution to the creative act. This becomes even more obvious when posterity gives its final verdict and sometimes rehabilitates forgotten artists.

Marcel Duchamp (1887-1968), French artist.

UNIVERSITY OF BRITISH COLUMBIA SCHOOL OF LIBRARY, ARCHIVAL AND INFORMATION STUDIES

THE MASTER OF LIBRARY AND INFORMATION STUDIES (MLIS)

We will offer three courses during Term 2 of 2000-2001 Winter Session (January 2 - April 5, 2001) that may be of interest to teacher-librarians. Course descriptions are available on the School's website: www.slais.ubc.ca

LIBR 522A

Literature and Other Materials for Children: An Introduction (3 credits)
Instructor: SLAIS Professor Judith Saltman
Wednesdays, 1:30 - 4:30 PM
SLAIS Classroom 839

LIBR 524

Literature and Other Materials for Young Adults (3 credits)
Instructor: Allison Haupt, Coordinator of Children's and Young Adult Services
Tuesdays, 6:00 - 9:00 PM
SLAIS Classroom 835

LIBR 569A

Current Issues and Trends in Library Services and Information Science: The Instructional Role of the Librarian (3 credits)
Instructor: SLAIS Professor Richard Hopkins
Thursdays, 1:30 - 4:30 PM
SLAIS Classroom 839
Experience with classroom teaching and/or experience in a school library is desirable, but not essential.

These courses are available for credit towards the UBC MLIS (Master of Library and Information Studies) degree and hold prerequisites as noted on the course descriptions for students in the MLIS program. Potential applicants who may be teachers or teacher-librarians will be handled as special cases, and will require permission of the instructor and SLAIS.

If applicants are not already registered as a graduate student at UBC, they must apply for admission as an Unclassified student. Forms and

information on procedures are available from Dale Yamaura:

tel: 822-2446, or

e-mail: dale.yamaura@ubc.ca)

or from the Registrar's Office. Information for prospective students is also available on UBC's website: www.ubc.ca.

Tuition fees for graduate courses taken for credit as an Unclassified student are assessed a fee of \$194 per credit; student society and service fees will be additional. SLAIS courses are offered for three credits, therefore, for Unclassified students, tuition fees will be in the range of \$600 for each course.

The Master of Library and Information Studies (MLIS) program at UBC is now available year round for both full and part-time students. Students may begin the program in September, January or May. For an information portfolio, applicants may contact the SLAIS Admissions Secretary at:

voice: 822-2404,

fax: 822-6006, or

e-mail: slais.admissions@ubc.ca.

There are two kinds of truth; the truth that lights the way and the truth that warms the heart. The first of these is science, and the



second is art. . . . Without art, science would be as useless as a pair of high forceps in the hands of a plumber. Without science art would become a crude mess of folklore and emotional quackery.

Raymond Chandler (1888-1959)
U.S. author

NEW ON THE NET

by **JOHN GOLDSMITH**, counsellor, technical support person (and former teacher librarian), Fraser Valley Regional Correspondence School, SD#33, Chilliwack (E-mail) jgoldsmi@rainbow.fvracs.gov.bc.ca (Web) <http://www.fvracs.gov.bc.ca/goldsmith/welcome.html>

THE PATRON SAINT OF THE INTERNET

The Vatican recently decreed that the Internet needed a patron saint. I'm not sure why — perhaps one too many crashes on the Information super highway. Whatever the reason, virtual voyagers will soon have their own spiritual guardian to watch over them during times of digital distress (which, given the present state of the Internet is almost always), just as travelers of old had St. Christopher as their spiritual protector during problematic pilgrimages and vexing voyages.

Having made this commitment, the Catholic church must now find a suitable candidate. But, who? Last time I checked, the list of Internet martyrs was pretty slim. That doesn't mean there aren't worthy candidates. In my opinion there are many and had the Holy Father asked me, I could have suggested a few. While they may not be saints in the traditional sense, to Internet users they are heavenly.

For example, I could have suggested Saint Tim Bernes-Lee, the person generally credited with creating the "World Wide Web." An academic who simply wanted an easier way to transmit pictures over the Internet, St. Tim inadvertently formulated the foundations upon which the Web was built. And, being a true scholar, St. Tim realized very little financial reward for his monumental achievement. St. Francis would be proud.

Or, there's Saint Marc Andressen, best known as the creator of "Netscape Navigator" — once the most popular Web browser on the Internet. While that achievement alone should be grounds for canonization, St. Marc did something else far more important and far more saintly. As a way to ensure wide distribution of his program, St. Marc gave it away to educational and other nonprofit institutions (including churches). While other companies had tried similar strategies in the past, St. Marc and Netscape more or less established the precedence for the free distribution of Internet software which is still enjoyed today. Think about it for a minute. How many Internet programs (Web browsers, E-mail clients, ftp clients, telnet clients, web authoring

programs, plug-ins, etc.) have you actually purchased? You can thank St. Marc.

Then there's Saint Michele Fuortes, my personal favourite. While not as well known as St. Tim or St. Marc, St. Michele's deeds are no less impressive and no less saintly. By day a researcher at the Johns Hopkins medical centre: at night St. Michele is a gifted computer programmer who gives his programs away! No monetary compensation is asked for, no donation expected, no gift to a favourite charity suggested.

His best known program is "Majordomo," an Internet E-mail lists serve program used for hosting E-Mail lists similar to the BCTLA Forum. Unlike many other free Internet programs, this one is simple to install, easy to setup, trouble free to operate and is widely used across the Internet. Technical support, also provided at no charge, is usually quick and helpful. Here's an example.

Recently I attempted to install Majordomo on a very old Macintosh computer and ran into trouble. I e-mailed St. Michele for help. He responded almost immediately and explained that he had originally written the program on a newer computer. To allow it run on an older machine he would have to make some modifications. He then apologized for not making them right away but he was on vacation in Italy! Could I wait a couple of weeks until he was back home? Remember, I had not paid this man one cent for the program, for technical assistance or for anything else. True to his word, St. Michele sent me a modified copy of the program a few weeks later. Of course it ran perfectly — albeit slowly — on my older Mac. Would that Microsoft provided such products and service.

Finally there's St. Linus Torvald, creator of Linux and champion of something called the "Open Source" movement. Linux is a version of Unix (a computer operating system popular with mini and mainframe college computers) which has been modified for use on home computers. Had St. Linus been an entrepreneurial lad (he was only 21 when he wrote the program) like Bill Gates or Steve Jobs, he could have made a lot of money with his program but he didn't. Instead, he gave it away to anyone who

wanted it. Not only did he give the program away, he also gave away the, "Source Code" — the blueprint or recipe showing how the program was built. With the Source Code, other programmers could quickly see how the program was constructed and make additions, modification or copies.

This action is generally considered to be the beginning of "The Open Source" movement — programmers who freely make available the Source Code to their programs. As one programmer remarked, "Open Source is the ultimate peer review." Not surprisingly, most of the computer programmers who are Open Source advocates also use Linux.

What do the big software companies like Microsoft, Apple or Adobe think of Open Source? They hate it and go to extraordinary lengths to safeguard the source codes of their own programs. They also tend to dismiss Open Source advocates generally and Linux users specifically as naive, unworldly computer geeks who are living in "la la" land. In the real world, it's all about profits, competition and winning, not sharing and helping.

Nevertheless, like Ancient Rome coming to terms with the early Christians, these large companies can no longer ignore the growing popularity of Open Source movement generally and the Linux operating system specifically. Linux now has a larger installed base than Macintosh and continues to make inroads on the Microsoft software hegemony. Some predict it may even eclipse Windows as the operating system of choice for home computers. Given the, "David & Goliath" nature of the task, Microsoft's proven predatory practices and Linux's own quiriness, desk top dominance seems somehow unlikely but this is after all the Internet and this is a discussion of patron saints. Should a miracle be that surprising?

NEW WEB SITES



ART OF CHINA

<http://pasture.ecn.purdue.edu/~agenhtml/agenmc/china/china.html>

Purdue University has published a very nice collection of Chinese art from many time periods. (Netsites)

ARTSOURCE ELECTRONIC EXHIBITIONS

<http://www.ilpi.com/artsource/exhibitions.html>

Artsource, the creator of this site acts as a gathering point for diverse networked resources on Art and Architecture. Included on this site are pointers to resources around the net as well as original materials submitted by librarians, artists, and art historians. (Netsites)

ARTSTAR

<http://www.artstar.com/library.html>

"The Artstar Library is the art resource for those interested in visual arts. Read original articles in the online magazine, *Everything Art*. Look up artists, artworks and organizations in the *Art Explorer*, *Who's Who in American Art*, *American Art Directory* and a comprehensive art glossary."

CARTOON NETWORK

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

This site calls itself the home of cartoons online and claims to have the best cartoons from the past and best new cartoons, on TV and on the web.

CGFA- A VIRTUAL ART MUSEUM

<http://sunsite.auc.dk/cgfa/>

A comprehensive site full of many quality artwork scans, sponsored by the University of Denmark. (Netsites)

DIA CENTER FOR THE ARTS

<http://www.diacenter.org>

For over twenty years, Dia Center for the Arts (formerly the Dia Art Foundation) has played a vital and original role among arts institutions in New York, as well as nationally and internationally, by initiating, supporting, presenting, and preserving projects in nearly every artistic medium, and creating a primary locus for interdisciplinary art and criticism. The name Dia, taken from the Greek word meaning "through," suggests the center's role in enabling the realization of extraordinary artistic projects.

THE ELECTRIC GALLERY

<http://www.egallery.com/index.html>

The Electric Gallery — the Premier Art Source on the Web since April, 1994 — has searched worldwide to bring you this unique collection of artworks. While some of these 200+ artists hang in prestigious galleries and museums and others are as yet relatively unknown, each helps us understand our world where

art is one of the few things joining us together in a common understanding. (Netsites)

FIND-ARTS GALLERIES

<http://www.find-arts.com/>

With more than 2000 artists listed on this site, it is certainly an easy way to find and connect with fine artists. The site is divided by the various fine categories such as painting, sculpting, pottery, etc. (Net-Happenings)

LA TROBE UNIVERSITY ART MUSEUM

<http://www.latrobe.edu.au/www/glenn/Museum/ArtMuseumHome.html>

The La Trobe University Art Museum hosts a number of exhibitions throughout the year. With the help of Glenn College we have made available an exhibition of the Australian artist Clifton Pugh. The online exhibition is from the exhibition brochure, which includes a number of paintings and an essay by Christopher Heathcote. (Netsites)

LOS ANGELES COUNTY MUSEUM OF ART

<http://www.lacma.org/>

The Los Angeles County Museum of Art (LACMA) is the premier visual arts museum in the Western United States. Its holdings include more than 150,000 works spanning the history of art from ancient times to the present. (Netsites)

MUSEE

<http://www.musce-online.org/>

MUS...E, an organization which works with cultural institutions around the world to provide services to museums, schools, and the general public has created an interactive directory to museums' collections including art, science, history, zoos, archaeology and aquariums, etc. providing links to their educational, entertainment, archive and shopping features. (Netsites)

THE MUSEUM OF BAD ART

<http://glyphs.com/moba/>

The Museum of Bad Art is a community-based, private institution dedicated to the collection, preservation, exhibition and celebration of bad art in all its forms and in all its glory. (Netsites)

THE MUSEUM OF INTERNATIONAL FOLK ART

<http://www.state.nm.us/moifa/MOIFAhome/MOIFAHome.html>

The Museum of International Folk Art, with over 125,000 objects from 100 nations in its collection, has the largest cross-cultural collection of folk art in the world. (Netsites)

THE MUSIC EDUCATION LAUNCH SITE

<http://www.talentz.com/MusicEducation/index.mv>

The creators of the Music Education Launch Site have developed the site to serve as a starting point on the Web for anyone interested in music. The site has a lot to offer music teachers and has two main sections, Resources and Services. The Resource section features the Mr. Note unit plan and a complete set of animated lesson plans complete with the transparency masters to be downloaded. Students will enjoy Mr. Note's Gameland, where they will find interactive games, quizzes, and puzzles. Included in this section are lesson plans for all grade levels as well as chorus or choir, band or orchestra, and cross-curricular plans submitted by music teachers from around the world. Users can share their own plans by completing an online form. The Services include Music Ed Mentors, who answer your music questions. If you are in the mood for a little humor, visit That's Funny, a collection of jokes about musicians. (EW-Reviews)

NORMAN ROCKWELL MUSEUM OF VERMONT

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

Nationally recognized collection of Rockwell's illustrations commemorating entire span and diversity of his career. Chronological display of over 2,500 covers, advertisements, and illustrations. The online catalog and shop offers many reproductions, collectibles and gift ideas. (Netsites)

THE PORTLAND ART MUSEUM

<http://www.portlandartmuseum.org/>

The Portland Art Museum, founded in 1892, is the region's oldest and largest visual and media arts center and one of Oregon's greatest cultural assets. The Museum's treasures span 35 centuries of international art, and offer one of the most comprehensive collections on the West Coast. (Netsites)

WORLD ART TREASURES

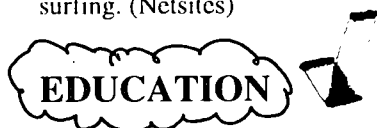
<http://sgwww.epfl.ch/BERGER/>

The principal purpose of World Art Treasures is to promulgate the discovery and love of art. Thanks to the 100,000 slides belonging to the Jacques-Edouard Berger Foundation, all of them devoted to art, and including the main civilizations, such as Egypt, China, Japan, India, Europe, its purpose is to offer a different approach to art through Internet via the World Wide Web. (Netsites)

THE WORLD OF ESCHER

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

The web site to explore the great M.C. Escher artworks. Each image has commentary and a zoom mode. Online tessellation contests, reading material and secure shopping area for the 170 Escher related products, make this the best web site for M. C. Escher surfing. (Netsites)



EDUCATING JANE

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

Calling itself the place, "Where smart girls go to learn" this site boasts a study hall with information, career stats and organizations within many fields; links to mentors, organizations, and programs all for girls. There are also tips on getting the most out of girls' education, discussion lists for girls, parents and educators. Women are celebrated, mentors are praised and girls are the focus of EducatingJane.com. (NetHappenings)

THE GATEWAY TO EDUCATIONAL MATERIALS

<http://www.thegateway.org/>

The Gateway to Educational Material provides the key to one-stop access to high quality Internet lesson plans, curriculum units and other education resources. (Netsites)

GLOBAL ONLINE ADVENTURE LEARNING SITE

<http://www.goals.com/index.htm>

Time for an expedition — a virtual expedition. Tap into the exploits of several different adventurers from your computers. Join the Ingalls family's as they sail around the South Pacific learning about oyster cultivation, pearl farming, and island cultures. Drop by the Cold Oceans expedition as they sail their Trimarans from Japan north and west to Alaska. See

how far Expedition 360 has traveled in their quest to circle the globe via human powered transportation. Another attempt to circumnavigate the globe is the Trans-Oceanic Rowing Expedition which is currently in hiatus while more funding is arranged for the 8,000 mile leg from Australia to Africa across the Indian Ocean. In addition to these current programs, there is also information and teacher guides for previous journeys and expeditions. (Education Planet Newsletter)

K-5 CYBERTRAIL

<http://www.wmht.org/trail/trail.htm>

It's time for K-5 teachers to hit the CyberTrail, especially those that are new to the Internet or uncertain of the Internet's value for K-5 education. The K-5 Cybertrail is a fantastic guide to the Internet and its uses in elementary education. Along the way you will see great school web sites, examples of student web publishing, virtual web tours of local sites authored by students, and you will learn about E-Mail Exchange and Global Collaboration projects. Other highlights include topic specific sites that are great resources for student researchers as well as educational web site directories and search engines. You can even learn to make your own web page. So spend some time on the trail and then put the Internet to work in your classroom. (Education Planet Newsletter)

KIDSBANK

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

KidsBank, presented by Sovereign Bank, is the place for children to find answers to their money-related questions. This site is divided into five sequential parts. Each section is hosted by a cartoon character, such as Penny, Dollar Bill, or Checks, ready to take users on the tour. The concepts of saving, checking, interest, and other banking terms are presented in language that young children will understand. The Professor is available in each section for a more in-depth look at the concepts for older students. The Game Room offers interactive quizzes at two levels of difficulty. Students will especially enjoy the online Calculators for determining how long it will take to become a millionaire or save enough to buy a car. Children may also post their money-related questions to the Ask Mr. Money message board. Included are links to other useful and interesting sites for children and their parents. (EW-Reviews)

SEARCHEDU

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

SearchEdu.com is a new Internet search engine devoted to university and education related web sites. SearchEdu.com applies powerful new search engine technology, including better results ranking and page caching, to an extensive index of over 20 million pages of academic materials from universities, schools, and libraries. SearchEdu.com also provides convenient access to other reference tools, including dictionaries, thesauri, encyclopedias, and biographies, directly from the home page. Because the search engine is limited to educational materials, it creates a safe and focused environment for online research. (Netsites)

LAURA CANDLER'S TEACHING RESOURCES

<http://home.att.net/~teaching>

Classroom teacher and author Laura Candler shares her ideas on cooperative learning as well as her teaching resources. If you are interested in cooperative learning, literary circles, or finding free teaching resources on the Web, you should visit this site, created by teacher Laura Candler. It offers a wealth of free activity work sheets, blackline masters, literary lessons, and teaching ideas. Teachers can join the Cooperative Learning Network to share their own teaching strategies and plans with other interested teachers. Included on the site is an archive of cooperative learning strategies. (EW-Reviews)

WANT TO TEACH

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

"Want to Teach" is a free service whose focus is to assist prospective teachers with locating their first or second teaching job throughout the USA. The site contains links to most school districts throughout the United States. (Netsites)



EVERYDAY SPELLING

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

Do you know what words kids misspell the most? Here you can find lists of the top 25 misspelled words and spelling strategies by grade level for grades 1 through 8. Take a look at the Cross-Curricular lessons area for examples of how to integrate spelling and vocabulary lessons with other subjects. In the Workout Room there are crossword puzzles, information about words in the news, ideas for

writing prompts, and interesting language facts. The Reference Area contains a list of links to other Language Arts sites. There are also summaries of research into the teaching of spelling. (Education Planet Newsletter)

THE HISTORY OF HAIKU

<http://www.big.or.jp/~loupe/links/ehisto/ehisinx.shtml>

Written by Ryu Yotsuya in Tokyo, Japan, this site contains the history of the Haiku verse from Basho Matsuo to Koi Nagata. (Netsites)

MERRIAM-WEBSTER WORD CENTRAL

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

This fun site is aimed at junior and younger senior high students who love words and want to know more about them. Its graphic metaphor is the two-story Word Central building. The opening screen provides for quick look-ups of words. The first floor includes a Daily Buzzword and Buzzword Archive, a rhyming dictionary, and an interactive verse composer. The second floor includes a Build-Your-Own Dictionary, and ways to transform and play with sentences or to encrypt them. The games only work if JavaScript is enabled. (LJIWEEK)



APPS.COM

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

Apps.com lists an incredible array of Web-based programs or applications (Web apps) including online calendars, fax, games, finance and mortgage calculators, photo albums, ASPs and free software without downloads and more. (Netsites)

THE CANADA INFORMATION OFFICE

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

The Canada Information Office, a department within the Government of Canada, is responsible for improving communications between the Government of Canada and Canadians. This office works with other government departments and agencies to tell Canadians about the programs and services available to them from their government. (Netsites)

MAPLE SQUARE

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

Maple Square is Canada's Internet Directory. It catalogs Canada's Web sites and creates and promote Canadian content. (Netsites)

NETWORK SECURITY

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

The SANS Institute has created this web site with resources and information on how to eliminate the ten most critical internet security threats. This highly technical article lists ten ways to help protect a school's network from hackers. You may not know how to implement these recommendations, but you can use them as a checklist when working with a network security expert. (Blue Webin')

RADIO FREE WORLD

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

The 'e'Net has become a venue for radio stations to overcome the limitations of transmitter strength, geographic location and government bureaucracy and reach out to audiences all over the world.

Broadcasting over the Internet, these stations provide a variety of music, talk and information from all parts of the world. But, how to find these stations. The Radio Free World site features many varieties of music, plus comedy and talk radio. They link to sites all over the world that their editors have picked for high entertainment value and cultural diversity. (Netsites)

RAGING SEARCH

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

Raging Search is one of the latest search engines to become available on the Internet. Created by the makers of Altavista, Raging Search is similar to Google in appearance and format. Boasting a database of over 350,000,000 Web pages, this search engine claims to be one of the most comprehensive search engines on the eNet. Searches are fast and the results customizable. Up to 50 listings can be displayed on one page and there is also a filter to keep out adult content. (Netsites)

THE WEB ZONE

<http://www.sev.com.au/webzone/>

The Web Zone provides step-by-step beginner guides and resources on all aspects of Web publishing, programming, design and marketing, enabling Web publishers to create and promote their own, interactive sites. (Netsites)



"DO WE" REALLY KNOW DEWEY?

<http://tjunior.thinkquest.org/5002/index.shtml>

A wonderful site created by 5th and 6th grade students of Nettleton Intermediate Center (which is located in Jonesboro, Arkansas) and their teacher-librarian, Ms. Suby. The site was created to help other student learn more about the Dewey Decimal System. (JG)

ENCYCLOPEDIA MYTHICA

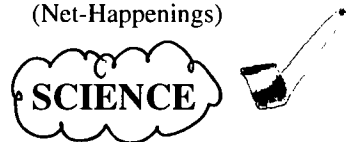
<http://pantheon.org/mythica/>

The Encyclopedia Mythica is an on-line encyclopedia on mythology, folklore, and legend. It contains hundreds of definitions of gods and goddesses from all over the world. (Netsites)

KIDSBOOKSHELF

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

KidsBookshelf is a children's literature website dedicated to encouraging creativity and imagination in kids and to help children discover the enjoyment of reading. This site features book reviews, recipes, articles, and direct links to authors and illustrators. (Net-Happenings)



ASTRONOMY UNBOUND

http://www.herts.ac.uk/astro_ub/

Astronomy Unbound is a virtual astronomy text, "An electronic book at School and Undergraduate University level for those who may be taking courses and particularly for anyone with a general interest in astronomy." (Netsites)

CELLS ALIVE

<http://www.cellsalive.com>

An incredible site with an extensive array of information on cells of all type such as bacteria cells, blood cells, plants cells, etc. As well as factual information, the site also contains an impressive amount of pictures and graphics (which can be downloaded and used for educational purposes) plus games and lesson planes. (JG)

eNATURE GUIDES FOR NORTH AMERICA

<http://www.enature.com>

How many times have you wanted to identify some plant or animal but found that you did not have a field guide that matched? Or have you just wanted to look up information about a specific plant or animal?

Here's a real bonanza for you. At eNature, all the resources from the Audubon Nature Guides are now available via the Internet. There is information about over 4800 species including trees and wildflowers. You can search for a specific species or browse the guide books. If you want information about local birds, amphibians, reptiles or mammals, just type in your email address and your zip code and a local wildlife guide will be emailed to you. Teachers can set up a wildlife sightings records for their classrooms that can be updated from any Internet station. There are also habitat guides, a basic guide to birding, discussion boards and an Ask-the-Expert area. (Education Planet Newsletter)

THE DNA LEARNING CENTER

<http://vector.cshl.org/resources/resources.html>

The DNA Learning Center (DNALC) is the world's first science center devoted entirely to public genetics education and is an operating unit of Cold Spring Harbor Laboratory, an important center for molecular genetics research. The DNALC extends the Laboratory's traditional research and postgraduate education mission to the college, precollege, and public levels. Its multi-disciplinary staff has experience in elementary, secondary, and collegiate instruction; biochemistry and molecular biological research; design, photography, and fine arts; science journalism; public relations and development; and opinion research. (Netsites)

ENDANGERED SPECIES PROGRAM

<http://endangered.fws.gov/index.html>

The Endangered Species Program site, sponsored by the U.S. Fish and Wildlife Service, contains links to the Endangered Species program, policies, listing activities, recovery activities, outreach activities, publications, and frequently asked questions of the U.S. Fish and Wildlife Service. (Netsites)

EXPLORING PLANETS IN THE CLASSROOM

http://www.soest.hawaii.edu/SPACEGRANT/class_acts/

This site contains hands-on science activities for inquiry learning developed by K-12 teachers in

Hawaii through the Hawaii Space Grant Consortium. The site contains engaging information on; the process of identifying landforms on Mars, the study of geology with "edible rocks," or the process of digital imaging using crayons and paper. Exploring the Planets in the Classroom provides the activity pages for these and many other topics, such as Planetary Properties, Volcanology, Impact Craters, Gravity Forces, and Rockets and much more. The site includes printable, ready-to-use activity pages and teacher and student background pages. The site also provides an annotated list of additional resources. (EW Reviews)

GLOBAL TREES CAMPAIGN

<http://www.wcmc.org.uk/trees/>

The World Conservation Monitoring Centre has "identified over 8000 tree species which are threatened with extinction at a global level." Species information is provided in the Tree Conservation Database and includes the "IUCN red list category, information on distribution, uses, ecology, threats and conservation measures." Searches can be carried out by family, genus, species, country, red list category, or assessor. Species in Trade contains a list of forty species and a report on sustainable use of trees. The introduction and appendices to the print title The World List of Threatened Trees is also available. (LIIWEEK)

GRAY'S ANATOMY OF THE HUMAN BODY

<http://www.bartleby.com/107/>

Where would anyone involved with medicine or health care be without Gray's Anatomy? This is a great guide to the structures of the human body. Here is the entire text from the 20th edition of this classic text as published in 1918 complete with 1247 engraved illustrations. This online edition is better than owning Gray's in book form since you can search the text for specific , browse through thumbnails of all the illustrations, see the illustrations as expanded full page diagrams, or consult the detailed subject index (LIIWEEK)

GREATEST ENGINEERING ACHIEVEMENTS OF THE TWENTIETH CENTURY

<http://www.greatachievements.org/>

How many of the 20th century's greatest engineering achievements will you use today? A car? Computer? Telephone? Explore our list of the top 20 achievements, and learn how engineering has shaped a century and changed the world. (Newsites)

INTRODUCTION TO THE BACTERIA

<http://www.ucmp.berkeley.edu/bacteria/bacteria.html>

Bacteria are the oldest known fossils, over 3.5 billion years old. Information is provided about their Fossil Record, Life History and Ecology, Systemics (different bacterial groups), and Morphology (form and structure). Images are included. The site and information are from the University of California Museum of Paleontology. (LIWEEK)

INSECTS ON THE WEB

<http://www.insects.org/>

The fascinating stories of insects and the roles they play in our lives. Cultural entomology, insect macrophotography, educational resources and links to other web sites. (Netsites)

THE MALFORMED FROGS PROJECT

<http://www.pca.state.mn.us/hot/frogs.html>

This site was created by the Minnesota Pollution Control Agency (MPCA) to draw attention to very troubling problem which has been growing rapidly in Minnesota (and elsewhere) over the past decade — deformed frogs. Researchers from MPCA and elsewhere (including students from state high schools) have noted an alarming increase in the number of deformed frogs. To date there is no explanation as to why however, this Web Site has become a centre for information and research on the problem. (NET-HAPPENINGS)

THE NATURAL HISTORY MUSEUM OF LONDON

<http://www.nhm.ac.uk/>

The Natural History Museum is the United Kingdom's national museum of natural history, and a centre of scientific excellence in taxonomy and biodiversity. (Netsites)

PAPER AIRPLANE

<http://www.zurqui.com/crinfocus/paper/airplane1.html>

Paper airplane claims to have the best paper airplane designs in the world. This site will provide instructions on how to design a great paper airplane how to build it and how to fly it. (Netsites)

THE POLLINATION HOME PAGE

<http://pollinator.com/>

Pollination by honeybees or other insects is essential for the production of many major food crops. These

invaluable critters are currently under great pressure from the threats of diseases, pesticides, and voracious new parasites. This site provides general information on bees and pollination as well as links to practical resources for growers and beekeepers. Areas covered include management, alternative pollinators such as bumblebees and orchard mason bees, and an account of how plants achieve pollination. (LIWEEK)

WHAT IS PHOTOSYNTHESIS?

<http://photoscience.la.asu.edu/photosyn/education/learn.html>

A hot hotlist on photosynthesis, courtesy of Arizona State University. Some articles are geared to elementary and middle school, while other articles are appropriate for college students. Learn about photosynthetic pigments, starch slides, and how photosynthesis rates are measured in nature. (Blue Webin')

WIRED ANTARCTICA

<http://www.geophys.washington.edu/People/Students/ginny/antarctica/>

Learn about the people doing research in Antarctica, what it's like there and how their research is important. Learn also how glaciers work in a series of lesson plans. (Education Planet Newsletter)

SOCIAL STUDIES

ANCIENT STONES OF SCOTLAND

http://www.stonepages.com/ancient_scotland/

This site provides a fascinating journey through the ancient monuments of Scotland. Here you can find information, images and panoramic movies of 182 sites, ranging from the earliest settlements (dating from about 3500 BC), through the stone circles and standing stones, to the defence towers called brochs, built about 2000 years ago. (Netsites)

THE CHICO PROJECT

<http://www.si.umich.edu/CHICO>

CHICO, the Cultural Heritage Initiative for Community Outreach, is based at the University of Michigan School of Information. The goal of CHICO is to make cultural heritage materials accessible to a broad array of audiences. Our projects incorporate images, sound and video to enrich museum visits, classroom instruction, and independent research. By extending learning beyond the bounds of the classroom into other areas of the community, by providing remote access to the riches of cultural heritage materials available on the World

Wide Web, and by helping people exchange ideas and creativity through online communication, we hope to redefine the cultural heritage experience for many.

Found on this site is information on; traditional and contemporary Yup'ik culture, Mummies of Ancient Egypt, Monet at Vetheuil: The Turning Point and Stylistic Journey, a virtual "gallery" created by middle school students to demonstrate how technology is revolutionizing a visit to the museum. (LIIWEEK)

EYEWITNESS ENCYCLOPEDIA

<http://eyewitness.dk.com/>

The Dorling Kindersley company has created another great treat for kids of all ages. Not only have they produced awesome Eyewitness books and CD-ROMs but now they have created an utterly fantastic Eyewitness Encyclopedia Web Site with all the pictures and text from their books — over 2 million words and over 40,000 pictures. This site is arranged as a series of online books so that you can just browse through them by title and page. There is also a central search engine so you can locate information throughout the entire book collection. Just click on a picture to open it up in a separate picture window complete with instructions on how to save the picture on your computer. Clicking on text passages opens a file with all the text from the current pages which can be easily printed or copied for transferal to other programs. These pictures can be used at no charge for educational purposes. (LIIWEEK)

THE INTERACTIVE ANCIENT MEDITERRANEAN PROJECT

<http://iam.classics.unc.edu/>

The Interactive Ancient Mediterranean Project is an on-line atlas of the ancient Mediterranean world designed to serve the needs of anyone interested in classics, ancient history, geography, or related fields. (Netsites)

TIMELINES OF HISTORY

<http://members.theglobe.com/algis/>

This site delivers on its promise to provide timelines of world history, starting with the Big Bang and up to the present. Each entry provides a bibliographical record, with an explanation of abbreviations under References. Browse by spans of years or specific dates, country, states and a few U.S. cities (including some in the San Francisco Bay Area), or subject (Education Planet Newsletter)

WACKY, WILD AND JUST PLAIN WEIRD



ARCHIVE OF EMAIL FORWARDS

<http://bl.net/forwards/menu.html>

The classics are well represented in this simple, text-only collection of urban legends, one liners, and drinking games. The Neiman-Marcus Cookie Story continues to annoy, Bart Simpson's Chalkboard Exercises still features several zingers, and Things You Would Never Know Without The Movies remains a delight. And you can always count on Interesting Facts for clever cocktail party banter: goldfish have three second memories, it's impossible to sneeze with your eyes open, an ostrich's eye is bigger than its brain, etc. Browse and enjoy, but whatever you do, don't forward. (Yahoo Picks)

THE BEST PUBLIC TOILETS

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

The location of clean accessible toilets in New York City, Boston, Washington DC, Chicago, Atlanta, Los Angeles, Philadelphia, San Francisco and Denver (no Canadian cities are listed. Perhaps all our washrooms are clean). Toilets are listed by neighborhood for convenience. (Newsites)

BINGOSEEK

<http://www.emdsmedia.com/bingoseek/pages/>

Meeting all of your bingo seeking needs. Everything the Bingo devotee needs to know about, including; bingo cruises, bingo directories, bingo halls, bingo online and bingo supplies. (Newsites)

WEIRDNJ

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

A compendium of weird, strange, bizarre, and otherwise unexplained stories and tales found in New Jersey. Weird New Jersey is your Travel Guide to New Jersey's Local Legends and Best Kept Secrets. (Netsites)

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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LEVEL (Check all that apply)

Primary _____ Intermediate _____ Young Adult _____

SUBJECTS (Circle all that apply)

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

Please send this form to the

<p>BCTLA REVIEWS COORDINATOR Debbie Hartley 2911 Ridgeview Drive Prince George, BC V2K 3T5 School: (250) 962-9211 Fax: (250) 962-8636 E-mail: hartley@mag-net.com</p>	<p>Send completed reviews by e-mail, postal mail or fax to: Liz Austrom 3675 West 39 Avenue Vancouver, BC V6N 3A6 Fax: (604) 264-1595 E-mail: laustrom@istar.ca</p>
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BCTLA REVIEWS

“BCTLA Reviews” is coordinated by:

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Prince George, BC
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In writing songs
I've learned as
much from
Cézanne as I have
from Woody Guthrie.

Bob Dylan
US pop artist

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,
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Reviews are edited by Ruth Allman and Liz Austrom.

The Canadian Education Index regularly scans and indexes “BCTLA Reviews” which is published in *The Bookmark*..

Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter; and should have been published within the last three years.

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

E GAY

Gay, Marie Louise. *On my island.* — Groundwood, 2000. — 32 p.: ill. — ISBN 0-88899-396-X. — \$16.95.

Reviewed by: Gerrie Green, teacher-librarian, Malaspina Elementary School, SD#57 (Prince George).

Montreal's award winning author-illustrator has created another delightful children's book with innovative illustrations and simple text that will appeal to early primary readers. The story is based on that age-old refrain, "There's nothing to do." A child lives all alone on an island with a wolf, two cats (with false noses), three ants and a swooping bat, and complains that there's not much to do on the island. However, each page has illustrations which definitely conflict with the text. When the text says, "We drift around and around ... nothing happens. It's hot," the picture shows a sea monster swimming around the island shooting flames from his mouth.

Marie Louise Gay uses word play when she writes, "We pass the time of day," and then she draws pictures of time pieces floating by on the ocean. The text is large and easy to read, but she has made it more interesting by incorporating the text into the illustrations in the form of circles and waves and wind and other fantastical shapes.

She has used a variety of techniques in her illustrations, including line drawings, newspaper collage and textured fabric. The book will appeal to the younger reader, but can be enjoyed by the parent or teacher for the understatement of the text and the subtle humour in the illustrations.

Recommended for kindergarten and early primary.

E MAR

Marlowe, Pete. *The trailer park princess.* — Annick Press, 2000. — 32 p.: col. ill. — ISBN 1-55037-616-0. — \$7.95 paper. ISBN: 155037-617-9. — \$16.95 bound.

Reviewed by: Gerrie Green, teacher-librarian, Malaspina Elementary School, SD#57 (Prince George).

Pete Marlowe, a young Vancouver writer has created a delightful fantasy about two little girls who are sure that they are princesses. They tell each other the story of how they came to live in a trailer park and, of course, begin the tale with the traditional, "Once upon a time...." Included in their fantasy is some time travel as well as a little reality when they head off for school. On their way to school they meet an old woman who convinces them that they are not the only royalty in their school and that any one of the students might be a prince or princess.

The story has repetition in both language and plot. Illustrations by Leanne Franson are simple and colourful, giving readers a sense of fun. However, when readers take a closer look, they discover that there are little picture clues throughout the story which connect the time travel with the present. This story makes a good read-aloud for younger children and most grade twos and threes could handle the language on their own.

The Trailer park princess is the ideal modern story to use when comparing traditional fairy tales to modern fairy tales. It gives students some inspiration when creating their own fractured fairy tales. The only drawback to the book is the small type. However, the story can be enjoyed by all primary students and has enough detail to use with early intermediate students.

Recommended for kindergarten through grade five.

E SKA

Skarmeta, Antonio. *The composition*. — Greenwood, 2000. — 32 p.: ill. — ISBN 0-88899-390-0. — \$16.95.

Reviewed by: Pat Parker, teacher-librarian, Arthur Hatton / Dufferin Elementary School, SD#73 (Kamloops/Thompson).

This work is a translation of *La composición*, which was originally a radio play that won awards in Germany and Italy. Antonio Skarmeta also wrote *Il Postino*.

Pedro lives in an unnamed country assumed to be Chile. All Pedro wants to do is play soccer. His parents listen to the radio every evening, tuning in to foreign stations to find out what is going on in their country. When his friend's father is arrested because he is against the dictatorship, Pedro wonders if he, too, is against the dictatorship. An army captain visits the school and orders all the children to write a composition titled "What My Family Does at Night." Pedro would like to win the prize, but also realizes that the truth might be harmful to his family. The topic of dictatorship is explained at the end of the book.

The stark illustrations by Alfonso Ruano are realistic and in keeping with the text. The artist's viewpoint changes periodically so that we have a normal game of soccer in one scene and a desolate brick wall almost overpowering Pedro in another.

The volume is a well-bound hardcover book with a removable jacket.

I recommend this book for all grades. Students in grade three and up could read it for themselves, but younger students will need it to be read aloud for the vocabulary and the topic. Hopefully, the topic should be open for discussion at all grade levels.

F CUL

Culver, Dan. *My little Everest*. — Sono Nis Press, 2000. — 47p.: ill. — ISBN 1-55039-105-4. — \$14.95.

Reviewed by: Colin Chafer, teacher-librarian, Howe Sound Secondary, SD#48 (Howe Sound).

Dan Culver accomplished a great deal during his short life. An outdoor enthusiast, he achieved success in a number of areas, and his love for the outdoors manifested itself in the creation of whitewater, sailing and whale watching enterprises. As well, Dan climbed Mt. Aconcagua, South America's highest peak, and he became the fifth Canadian and first British Columbian to ascend Mt. Everest. Tragically, Dan Culver, the first Canadian to reach the summit of K2, died on his descent of the mountain.

My little Everest, written in 1992 but not published until this year, is a story focusing on the relationship between eleven-year-old Ryan Connor and his Uncle Martyn. It is loosely based on the relationship that developed between Dan and his own stepson Ryan. Through Uncle Martyn's stories of his ascent of Mt. Everest, Ryan learns how to overcome his fears both at school and on a treacherous canoe trip he takes with his uncle across Indian Arm. Uncle Martyn explains to Ryan how he was able to face his fears when climbing Mt. Everest. Speaking of the technique of "visualization" he says, "instead of thinking of all of my problems, I show my mind pictures of things working out successfully. I do this over and over again until my mind believes it." Ryan, of course, puts his uncle's advice into action, and creates his "own little Everest."

Although the conclusion to the story revolving around Ryan and Uncle Martyn is predictable, one cannot dismiss the powerful

message that Culver communicates — that everyone can create “their own little Everests” through a positive mind-set and self-determination.

As well, young readers will enjoy Culver’s description of his ascent of Mt. Everest and the constant dangers he and his companions faced (e.g., Khumbu Icefall, inclement weather, oxygen deprivation). In addition, they will learn something of the culture of Nepal (e.g., Sherpas, prayer flags). As a bonus, the book is sprinkled with simply stunning photographs of the Mt. Everest expedition.

Proceeds from sales of this book will go to the Dan Culver Follow Your Dream Foundation (www.island.net/dcdreams). Through the foundation and funds from his estate, Dan Culver’s dream has lived on with the purchase of Jedediah Island, a marine park, which will be used in years to come “in protecting the environment and promoting youth leadership.”

My little Everest is a charming and heart-felt book that many elementary students will enjoy reading, and, most importantly, students will benefit from learning something about Dan Culver’s remarkable life.

F HRD

Hrdlitschka, Shelley. *Tangled web*.
— Orca Publishers, 2000. — 240 p.
— ISBN 1-55143-178-5 — \$8.95
paper.

Reviewed by: Patricia Parker,
teacher-librarian, Arthur Hatton /
Dufferin Elementary Schools, SD#73
(Kamloops / Thompson).

This sequel to *Disconnected* continues the story of Tanner and Alex, fifteen-year-old twins who were separated at birth and adopted by different families. In *Disconnected*, Alex runs away from home and his abusive father. Alex is befriended by some street people who, in reality, want to get him addicted to drugs and involved in their criminal activities. He says no, but Hap, the leader of the group, doesn’t take kindly to his refusal. Tanner is beaten up and left for dead when he is mistaken for Alex, and the boys are reunited through the unusual circumstances created by this terrible crime.

In *Tangled web*, Tanner and Alex are again thrown into a dangerous adventure involving Hap, the evil drug-pusher. Tanner is visiting Alex, Alex’s uncle and Alex’s adoptive mother in Vancouver, while he attends hockey school. Alex is subjected to threatening phone calls and anonymous letters, suggesting that Hap is after him. The boys have a telepathic relationship which is helpful when Tanner is kidnapped by Hap’s goons. Hap is scheduled to go on trial for attempted murder and is trying to eliminate any witnesses, which include both Alex and his friend Maureen. Eventually Tanner is rescued through a combination of events involving pepper spray and positive thoughts.

This is an exciting read that will be enjoyed by most young adults, however, the elements of the abusive father, drugs and attempted murder are not for the novice reader. The author’s style, which includes current fads and sayings as well as realistic characters, makes the novel relevant to young people. Supporting story lines about a twin study at the University of British Columbia, the search for a birth mother, and girlfriends for the boys are interesting additions.

The mature themes preclude *Tangled web* from being recommended for elementary schools, but the story, attractive cover and sturdiness of the binding make this a good choice for junior secondary school library collections.

Highly recommended for grades seven to ten.

F KER

Kernaghan, Eileen. *The snow queen*.
Thistle-down Press, 2000. — 158p. —
ISBN 1-894345-14-2. — \$14.95
paper.

Reviewed by: Liz Austrom, retired
teacher-librarian, Vancouver.

The author is an accomplished novelist and poet whose work has won many awards. Previous works include *Journey to Aprilioth* (1980), *Songs from the drowned lands* (1983) and *Dance of the snow dragon* (1995), all popular with readers. This reworking of the classic Hans Christian Anderson fairy tale should be read on its own, without comparison to the original story, for they are likely to appeal to different readers.

Kernaghan accomplishes a significant feat in this novel, blending such opposing elements as Christian and Scandinavian mythologies, scientific knowledge and traditional faith, fantasy and realism, and eighteenth century subservience of women and the need for individual independence. She does this in a way that enriches the plot line rather than bogging it down in details and messages.

Gerda's friend, Kai is entranced by a sophisticated, wealthy and mysterious woman who visits their Danish town, and accepts her offer of patronage. Kai leaves with promises to return soon, but does not, nor does he communicate with his family or with Gerda, who has always thought him to be the one she would marry. Tricking her own family, Gerda sets out on a quest that will take her into the far North, to the home of the Snow Queen. She receives help from many individuals along the way, including Ritva, who lives in squalid conditions in the forest with her shaman mother and a really disreputable robber father. Ritva has never accepted her future as the family shaman when her mother dies, and she decides that her escape and adventure both can be achieved by joining Gerda's quest. Surviving their many adventures together and completing the three tasks set them by the Snow Queen before she will free Kai are only possible because of the way they work together. The hazards of their long journey lead Gerda and Ritva to trust one another, and to understand that they each have strengths and skills to share. Both young women help to solve the puzzles posed by the Snow Queen, and then to escape when she treacherously refuses to abide by their agreement. They are successful in their joint quest to save the less than admirable Kai, and Gerda comes to realize that her future is not limited. She and Ritva part as friends, but the open ending makes it clear that they are looking forward to future adventures together.

This novel will be most appreciated by female readers who want a central female character who is strong and resourceful. The strength of this portrayal of heroism is in its acknowledgement of the fact that quite ordinary people can behave bravely and its incorporation of females' talent for working together into the ethos of heroism.

The large format paperback has an attractive cover and sturdy binding. Fortunately, the typeface is sufficiently small and sophisticated enough that it doesn't scream out that it is intended for younger readers.

Highly recommended for grades six and up.

E LAW

Lawson, Julie. *Bear on the train*. — Kids Can Press, 1999. — unp.: col. ill. — ISBN 1-55074-560-3. \$15.95 cloth.

Reviewed by: Robin Johnson, primary teacher, Southridge Elementary School, SD#57 (Prince George).

This is a delightful story about a bear who, while searching for food prior to going into hibernation, ends up in the hopper car of a west-bound train, where he eats his fill and falls asleep. Only Jeffrey, a young boy, sees the bear and he repeatedly tells the bear to get off the train.

The bear spends the winter criss-crossing the country and each time the train passes through Jeffrey's town he tells the bear to get off the train. Finally the smells of spring awaken the bear and he gets off the train in the same town where his journey began. Once again, only Jeffrey sees the bear leave the train.

Julie Lawson has written seventeen books for children and young adults, as well as two award winning historical novels. *Bear on the train* is an excellent story to use to introduce children to the concepts of hibernation and the changing of the seasons. Her use of vividly descriptive language and the repetitive refrains "Nobody saw him but Jeffrey" and "Hey bear! Get off the train!" catch and hold the reader's and listener's interest and attention, as the bear travels back and forth from the prairies to the west coast.

Brian Deines' beautiful oil paintings add to the appeal of the story. With the illustrations covering one and a half pages, and the text being off-set to one side, the paintings become a focal point for young listeners and readers alike.

This book is recommended as a read aloud for children between the ages of five to eight years of age. It has a Grade 3 readability level.

E LAW

Lawson, Julie. *Midnight in the mountains*. Orca Books, 1998. — 30p.: col. ill. — ISBN 1-55143-113-0. — \$17.95 cloth.

Reviewed by: Nannette Hill, teacher, Southridge Elementary School, SD#57 (Prince George).

This is a beautifully illustrated and written winter story book. Sheena Lott's watercolour illustrations on each page bring to life the characters and the winter setting.

The story is about a family that goes to a cabin in the mountains. The main character is a young girl who is experiencing her first visit to the mountains. She, her brother and their dog Trouble have fun exploring this new frozen environment together. They make snow angels, slide on the ice, touch icicles, cross-country ski and go on a dog sled ride. She even has the experience of becoming frightened by the wolves howling in the middle of the night.

The text is written in a poetic style with repeated verses such as, "It's quiet in the mountains. So quiet, I hear..." It beautifully portrays the sights, sounds and feelings of winter. It allows the older reader to

experience winter again for the first time through the eyes of a child. Rich vocabulary helps to recreate the wonderful images of winter.

This is a good book to share with children in the primary grades as a read-aloud. It would also make a great addition to a unit on winter and winter activities.

Recommended for Kindergarten to grade five.

F MAT

Matheson, Shirley Smith. *Keeper of the mountains*. — Thistle-down Press, 2000. — 148pp. — ISBN 1-894345-13-4. — \$14.95 paper.

Reviewed by: Marv Worden, retired elementary teacher and teacher-librarian, SD#68 (Nanaimo-Ladysmith).

This well-told historical story is set in the Peace River country of British Columbia in 1934. Charles Bedaux of France plans to travel 600 roadless miles from Fort St. John to the Pacific Ocean with five Citroen cars, 138 horses and a party of socialites complete with champagne, caviar, luggage and chefs.

The central character, fifteen year old Chris Haldane, whose Danish-born father and First Nations mother operate a trading post, feels at home in the wilderness but is at a watershed year after having spent a year attending school in Vancouver. Romantic interest and a second model of strength and resourcefulness are provided by Jessie Watson, who is working as a waitress to help finance her plans to become a teacher. Romance and emotional and physical challenges are provided by tough guy, Billy Turner, who is sweet on Jessie. He takes a job wrangling horses with the Bedaux Expedition. During the unsuccessful trip, the young characters and the reader are made aware of the amount of falsity — including moving picture shots of phony bucking broncos and forest fires — that is part of reportage covering such ventures.

The author prepares well for the final chapter in which Chris climbs the Two Mountains That Sit Together on a spirit quest by which he accepts his responsibility for the environment, and becomes the “keeper of the mountains” as he had promised his maternal grandmother.

The book appears thoroughly researched and deals well with the contributions to the settlement of the North made by First Nations people, though using the term Indian rather than First Nations. It should be well received by junior high readers experiencing their own watershed years.

Recommended for grades seven to eleven.

F SLA

Slade, Arthur G. *The Loki wolf*. — Orca Publishers, 2000. — 186p. — ISBN 1-55143-145-9. — \$8.95 paper.

Reviewed by: Judy Cottrell, teacher-librarian, Lord Beaconsfield Elementary School, SD#39 (Vancouver).

The Loki wolf is the third in Slade’s “Northern Frights” series, following *The haunting of Drang Island* (1999) and *Draugr* (1998). These sagas are all eligible for the horror genre and are based on the author’s familiarity with Icelandic mythology.

Fifteen-year-old Angie, her two cousins, Sarah and Michael, and their Grandpa Thursten journey to Iceland for the Christmas season. Always the storyteller, Grandpa Thursten is brimming with Norse

myths and legends which he loves to relate to anyone who will listen. When Grandpa describes a particular story involving a “Loki”, a trickster god, and mythical creatures who shift or change shape, it is obvious the stage has been set for the novel. Indeed, as soon as the group arrives peculiar things begin to happen. Grandpa Thursten’s brother fails to meet them at the prescribed location and they are forced to make their own way to his house. Upon arrival, they discover Uncle Thordy acting strangely, a malodorous smell permeates the air, weird noises fill the night, and sheep mysteriously disappear.

Exploring the settlement with Mordur, the hired hand, twists into a spine-tingling adventure and a narrow escape for all involved. The group discovers it is being stalked by a four or five foot tall creature, covered in dark gray fur with a canine-like snout. While trying to make sense of these occurrences, they find themselves in many life-threatening situations.

The Loki Wolf, like Slade’s other novels, is fast paced and full of adventure. Complete with heroes, suspicious character, horrific events and terrifying situations, the novel promises fright and delivers. The chapters are short, easy to read and replete with gore. A glossary is provided for the Icelandic terms.

This is a good selection for inclusion in a comparison of myths and legends from various countries. It should also be considered in a study of the horror genre.

Recommended for grade six and up, ages eleven and over.

F THO

Thompson, Margaret. *Eyewitness*. —
Ronsdale Press, 2000. — 190 pp. —
ISBN 0-921870-74-4. — \$8.95
paper.

Reviewed by: Rosemary Anderson,
teacher-librarian, W.L. McLeod
Elementary School, SD#91 (Nechako
Lakes).

This powerful historical novel takes place in the 1820’s at Fort St. James, the main northern outpost of the Hudson’s Bay Company in New Caledonia, (later to become British Columbia). Peter Mackenzie is left an orphan at age six, after his mother died of measles, and his father drowned while transporting supplies by dogsled to Fort Fraser. Peter becomes a ward of the Hudson’s Bay Company, and struggles with the cold and hardships of life in the “Siberia of the fur trade” at Fort St. James. Peter witnesses a murder and, while assisting the factor at the HBC fort with the furs and supplies, tries to find out more information about the murderer. The story ends in a fight between the natives and the HBC employees. The Company Governor Simpson arrives and decides to send James Douglas to Fort Vancouver, with Peter going along as his apprentice.

This is wonderful adventure and a great book for learning about history. The adventures of Peter are solidly based in historical fact, creating a living, breathing voice from the past. Although Peter and some of the other characters are not real, they could be. The reader learns of life in the service of “la Compagnie” and of the Carrier people who taught the newcomers survival skills. The book provides insight into a way of life that has long disappeared, and addresses the impact of the contact between First Nations people and

European traders. It is also a coming-of-age story.

Eyewitness provides many opportunities for learning in several different subject areas, such as English, Social Studies, Visual Arts, First Nations studies, Life Skills and Personal Development. There is a rather extensive novel study and teacher guide kit with referenced chapter notes, topics for discussion or composition, suggested activities, author notes, copies of photographs and drawings, as well as a list of other resources. The author is also available for school visits.

Recommended for grades four to ten.

F WAL

Walters, Eric. *Caged eagles*. — Orca Publishers, 2000. — 256p. — ISBN 1-55143-139-4. — \$8.95 paper.

Reviewed by: Judy Cottrell, teacher-librarian, Lord Beaconsfield Elementary School, SD#39 (Vancouver).

This is a novel about social injustice.

When Canada declared war against Japan, all people of Japanese descent were forced to evacuate the coastal areas of British Columbia. Families were given little time to choose and assemble the goods they could take with them. Their lives were to change forever, having been stripped of both their rights as citizens and their belongings.

Caged eagles follows fourteen-year-old Tadashi Fukushima and his family as they are forced to vacate their home. All the displaced people are detained in Hastings Park, a guarded area surrounded by chain link fencing topped with barbed wire. Their deplorable living quarters are actually animal stables affording little privacy and their facilities are communal. The men are separated from their families, having contact only during meal times. Tadashi and his friends, having been born in Canada, experience a difficult time with life in the camp and the reasons for their treatment. A few secret adventures outside the fenced-in area reveal further discrimination and racism.

Many hard decisions must be made regarding their future in abandoned towns in the mountains or on farms in Alberta. Either way will be arduous as they restart their lives in a new area and a new way of life. Tadashi and his family are “lucky” to remain together as a unit. Despite all the hardships, he manages to hold onto his hopes and dreams for the future.

This poignant account of the abhorrent treatment of Japanese-Canadians is recommended for grades six to twelve.

306.089 MAU

Maud, Ralph. *Transmission difficulties. Franz Boas and Tsimshian mythology*. — Talon Books, 2000. — 160p. — ISBN 0-88922-435-8. — \$16.95 paper.

Reviewed by: Liz Austrom, retired teacher-librarian, Vancouver.

There are heated disputes and longstanding controversies in most human endeavours, and this book demonstrates that anthropology is no exception. For more than twenty years Dr. Maud has actively researched the stories of Northwest Coast First Nations, collecting the works of early ethnographers, Charles Hill-Tout (*The Salish People*, Talon, 1979) and Oliver Wells (*The Chilliwacks and their neighbours* (Talon, 1987). Dr. Maud wrote a book examining the motives of the individuals who collected myths (*A guide to B.C. Indian myth and legend*, Talon, 1982). He also collected and ana-

lysed some of Henry Tate's original stories in *The porcupine hunter and other stories* (Talon, 1994).

Dr. Maud's work has led him to a firm belief that Franz Boas, who has long been regarded as the "father of America anthropology," did not follow correct procedures when collecting stories from his principal source, Henry Tate, and consequently the stories as published by Boas cannot be regarded as culturally and ethnographically authentic. Maud is not alone in this opinion for Marius Barbeau first pointed out the problems in his 1917 review of Boas' *Tsimshian mythology*.

Several key lapses on Boas' part are identified. From the outset, the collaboration between Boas and Tate was unequal, with Boas asking for specific types of stories, and Tate censoring the tales so that they would not offend Boas' sensibilities. Indeed, some changes were probably caused by Tate's Christianity, for he worked as an interpreter and assistant teacher at Thomas Crosby's mission school in Port Simpson. In addition, Tate first wrote the tales in English, then translated them into Tsimshian, after which Boas had someone else translate some of them from Tsimshian into English. Boas ended up "editing" the stories, sometimes with strange results, such as eliminating Tate's already watered-down sexuality from stories in a way that changes meaning and ignores a strong aspect of Tsimshian culture. *Transmission difficulties* is an apt title, for the result of this convoluted process is that the stories Boas published were not the stories originally told by the Tsimshian. Finally, as if these errors were not sufficient, Boas failed to acknowledge his sources, giving the impression that he had translated all the stories personally, and he failed to keep copies of key communications with Tate. This omission was important, for Boas was not conducting his research "in the field," but rather "by mail."

In the end, this exposé is a cautionary tale about research that may lead readers to be more skeptical about accepting what an "authority" says without examining the research process and the sources cited. Dr. Maud is careful to provide such background in the extensive analysis within his text, in ten pages of Notes (pp. 235-144), in three Appendices, and in an extensive Bibliography. In the Epilogue, he laments the fact that Boas has "deadened these lively stories and ruined them for readers for over eighty years."

It is regrettable that there is no index and that the Table of Contents provides no clue as to the contents of chapters. For example, Chapter Seven could have been titled "Boas as a Literary Critic." On the other hand, the book is attractively printed and well-bound.

This is a fascinating, detailed read that will appeal most to English and Social Studies teachers, especially if they teach or use mythology in their courses, and to teacher-librarians who are considering revitalization of the mythology section (there are hazards I never considered!). Secondary students engaged in First Nations studies or courses may find this useful reading, particularly if questions about

cultural appropriation are discussed, and their teachers will value it highly.

Recommended for Professional Collections, and for senior secondary students who need this type of information. This book should definitely be purchased by public, college and university libraries.

328.71

Wyatt, Rachel. *Agnes Macphail: Champion of the underdog*. — XYZ Publishing, 2000. — 166p. — ISBN 0-9683601-5-7. — \$15.95 paper.

Reviewed by Marilyn Clements, retired teacher, Courtenay.

This well-written and inspirational story traces the life of this remarkable woman from her hard-working girlhood days on an Ontario farm, to her achievements as a student gaining a teacher's diploma, to her election as the representative for the United Farmers of Ontario. She was the first woman elected to the House of Commons, and we are shown how she championed the plight of farmers throughout her years in Parliament. Not just farmers received her support. She worked tirelessly to improve the lot of prisoners and the downtrodden. She introduced reforms that would be shockingly progressive even today. She constantly pushed for full medical/dental care for all Canadians and equal pay for women, to mention just two of these reforms.

Agnes Macphail was a strong pacifist who experienced real anguish when she felt it necessary to vote in favour of Canadian participation in World War II.

Rachel Wyatt has created a wonderful portrayal of this admirable woman. She shows us her professional side, but she also describes her human and fun-loving side. She writes of Agnes' lifelong love of dancing and her great parties. She describes how attractive Agnes was, with her deep voice, love of clothes — especially her capes, and her gift-giving generosity to family and friends.

Agnes Macphail accomplished a great deal in her many years in the House of Commons and she earned much respect from her colleagues. Her later years were somewhat sad, but she never gave up her ideals. This biography will be of great interest to many young Canadian women.

Recommended for grades seven to eleven.

338.4 YES

Yesaki, Mitsuo and Sakuya Nishimura. *Salmon canning on the Fraser River in the 1890's* — Yesaki, Nishimura and Yesaki, 2000. — 35p.: ill. — ISBN 0-9686799-0-0. — \$12.00 paper.

Available from: book jobbers and some local bookstores, including Kidsbooks in Vancouver. For bulk purchases, contact Mitsuo Yesaki,

Having the opportunity to read through *Salmon Canning on the Fraser River in the 1890s* was a welcome change of pace and focus from reviewing the several harrowing books on the Japanese Internment that we've incorporated into our schools' Social Studies 11 curriculum.

Yesaki and Nishimura, with the help of many fine pen and ink and watercolour drawings by Duke Yesaki, give us a clear "how-it-worked" description of a typical cannery located at the mouth of the Fraser River near Steveston. This is not a "political" work, nor an exposé of working conditions or racial tensions. The intended audience is upper elementary (although the information would be of

Apt. 1105, 1740 Comox St., Vancouver, BC, V6G 2Z1.

Reviewed by Gerald Panio, teacher, Crawford Bay School, SD#8 (Kootenay Lake).

use to high school students researching the early B.C. fishing industry), and the authors' aim is simply to provide a clear picture of how a typical cannery operated.

Each page of text is faced with a full-page illustration documenting the text. The authors drew heavily from an unpublished manuscript in Japanese describing the salmon canning operations at the Inverness Cannery on the Skeena River in 1894, with an accompanying diary for the year 1895 and 1896. *Salmon canning* begins with a one-page history of the Pacific Coast Cannery and an outline of a typical cannery layout, and then goes on to describe each stage in the canning process, from the collection by gillnet fishermen in company scows to the final varnishing, labeling and boxing of cans. The canning industry was strongly marked by a reliance on skilled human labour over mechanization. Also unique was the multicultural work force — a standard ten-hour work day would see expert Chinese slitters butchering four to five large fish a minute, Native and Japanese women cleaning the fish, Chinese workers cutting up the carcasses and trucking them around and cutting them into can-sized steaks, Native women and girl apprentices filling the cans at the rate of three one-pound cans a minute, and Caucasian workers operating steam retorts and nailing together shipping crates.

For anyone with a "show me" kind of curiosity, Yesaki and Nishimura are up to the challenge. There is a lot of fascinating detail — from the identification of simple tools such as the peu, to the description of how, to ensure against spoilage, each can ended up going through five separate checks before being finally packed for shipment.

The only drawback of the authors' approach is that they do open the door to the more political kinds of questions I referred to earlier. We end up wanting to know more about the lives of these workers. That information is likely to be found in some of the books listed in the References section, and in other works such as Daphne Marlatt's *Steveston recollected*. I wouldn't hesitate to use *Salmon canning on the Fraser River in the 1890s* in a classroom context, but I would supplement it with further research to find social and personal narratives.

Recommended for students in upper elementary and junior secondary.

PROF. 371.1 BRO

Brownlie, Faye, and Judith King.
Learning in safe schools. —
Pembroke Publishers, 2000. — 160p.
— ISBN 1-55138-120-6. — \$18.95
paper.

Reviewed by: Marilyn Aldworth,
district librarian (on leave), Leo
Marshall Curriculum Centre, SD#44
(North Vancouver).

Faye Brownlie has done it again. This prolific writer and educational consultant has coauthored another immensely practical and valuable resource book that addresses an issue germane to all schools, safe learning environments for ALL students. Both Brownlie and Judith King bring a wealth of knowledge and teaching experience to this publication.

This is a very practical book with concrete examples of the precise steps and procedures needed to reach the goal of creating classroom

cultures that promote belonging, and thus safety. There are realistic scenarios that offer different ways of resolving issues with students who don't fit in. Included are examples of meeting with teams including parents, students, counsellors, resource teachers, school nurse and principal. Reproducible charts and plans are provided, and numerous resources are identified that will enable readers to develop the confidence to undertake the process of having a totally inclusive and safe school.

The book is organized in three major sections:

- I. Building an inclusive school — How to develop a school code of conduct that can be created, enforced and supported.
- II. Teaching so all students can learn — A viable model for planning for productive learning so that all students can be accommodated. Gives examples of adapted curriculum and a checklist.
- III. Taking "ownership" of all students — Strategies for building collaborative resource teams and examples of effective approaches to problem solving.

This book is not only highly readable but very thorough and will likely answer any questions readers may have. The authors' combined years of classroom experience definitely comes through in a very positive way. This would be a wonderful book for a school staff to use as a focus for a year, with the goal of implementing the process articulated in the book.

Highly recommended for professional libraries.

372.4 HAR

Hart-Hewins, Linda, and Jan Wells.
Better books! Better readers!: How to choose, use and level books in primary grades. — Pembroke Publishers, 1999. — 128 p. — ISBN 1-55138-105-2. — \$18.95.

Reviewed by: Gloria Reinheimer,
teacher-librarian, Bear Creek Elementary School, SD#36 (Surrey).

Last week a colleague placed an old *Dick and Jane* reader on the staff room table. This reader is belied by every idea that Hart-Hewins and Wells put forth in their informative handbook for classroom teachers and teacher-librarians.

Both Hart-Hewins and Wells have tested their ideas in the classroom. By using reading logs with real books, not readers, these teachers believe children will become literate and, from there, writers and lovers of books. They also believe in having extensive classroom libraries that meet students' needs. Books must suit beginning readers and writers, developing readers and writers, plus independent readers and writers.

The authors include many helpful ideas. They have designed checklists for each reading level that will help teachers to assess children's reading. Ideas for promoting reading included shared, guided, independent and buddy reading.

The latter part of the book contains a lengthy bibliography of books that the authors consider old favourites and new additions. Like all lists of books many may not be available, so Hart-Hewins and Wells have given the reasons for their selections and teachers can use these examples to find comparable books. There are so many concepts in

this excellent resource book that it needs to be read more than once, pencil in hand.

Highly recommended for the private collections of elementary teachers and for teacher resource libraries.

591 YOU

Young, Dianne. *A world of difference*. — Whitecap, 1999. — unp.: col. ill. — ISBN 1-55110-955-7. — \$8.95 paper.

Reviewed by: Barbara Garneau, learning assistance teacher, Southridge Elementary School, SD#57 (Prince George).

Dianne Young holds a diploma in Biological Science and is a research technician at the University of Saskatchewan in Saskatoon. In this, her third book, she presents seven pairs of animals which are similar and are familiar to young children. Vivid photographs, informative text, and fact boxes containing interesting facts, all highlight the similarities and differences of each pair. How many of us know how to tell the difference between the bobcat and a lynx? The easiest way to tell the difference between an elk and a caribou is by colour. And did you know that hares change colour in the winter, but rabbits do not?

This is a beautifully illustrated soft cover book complete with fourteen large glossy photographs, large print and a detailed index.

This book is interesting, informative, and useful to students in the elementary grades. Although the reading level is grade three to four, this book will appeal to all ages. It may be browsed through, read for pleasure, or used as a resource for research. Recommended for purchase by all elementary school libraries.

811.54 MAC

MacInnes, Judy, Jr. *Snatch*. — Anvil Press, 2000. — 100 p. — ISBN 1-895636-27-2. — \$12.95 paper.

Reviewed by: Ruby McBeth, teacher-librarian, Bert Bowes Junior Secondary School, SD#60 (Peace River North).

Snatch is a suitable title for this hand-sized book of short poems and prose pieces giving glimpses into the life of a woman from ages eight to thirty plus. The author includes 22 poems and 26 prose pieces, and sometimes it is hard to determine whether the item is prose or poetry. The tone is light and the topics range from girlhood adventures to sexual adventures to death. There is an undercurrent of philosophical musing on the meaning of urban life.

While *Snatch* as a whole has no positive message, it is more watchful than judgmental. A few individual items do reach a conclusion as at the end of the poem "Stagette": "Remember who you are before you become someone else" (p.55). Another line, this time from her longest prose piece ("Prayer for Her Future Husband"), may hold the key to MacInnes' purpose in choosing poems for *Snatch*. "Perhaps, she thought, somewhere down the line, a wrong turn was made. And she surely wasn't going to grow up until she backtracked and set things right." The book does seem to "backtrack" through the life of a woman. Many selections deal with such ordinary aspects of life that they are dull on first reading; others are easier to get involved with. Such a comment is, of course, highly subjective. Readers will no doubt connect with items depending on their own experience.

The sexual content, especially of the poems, makes *Snatch* unsuitable for elementary and junior high libraries. The targeted audience is adult.

Although this book cannot be recommended for school libraries it does hold merit. Recommended for senior high creative writing classes or for college libraries.

813.54 AMA

Amado, Elisa. *Barrilete. A kite for the Day of the Dead.* — Greenwood, 1999. — unpaginated. :col. ill. — ISBN 0-88899-366-8. — \$15.95

Reviewed by: Elaine Crawford, classroom teacher, Southridge Elementary School, SD#57 (Prince George).

Elisa Amado is a Guatemalan currently living in Toronto. Like the children in her story, she was once a kite flier in Santiago, Guatemala.

Joya Hairs is a photographer who has lived in Guatemala for thirty years and presently lives in Jamaica. The collections of photos used in this book were taken in the 1970s before the civil war in that country. She visited the village called Santiago Sacatequequez many times during the Day of the Dead held on November 2nd each year. The village people would prepare large, beautiful kites to be flown on that day. During the civil war, the kites did not fly much so the photos could not be published. Now, once again, the kites fly on November 2nd and now the story can be published.

The story is simple in content. It follows one family, particularly a young boy, who must carry on the making and flying of a kite after his grandfather dies earlier in the year. The story goes through the preparations for kite making. Juan and his brothers are shown gathering materials for the kite, making it according to Grandfather's instructions, and finally flying the kite along with the many other kites in the village.

There is a good marriage of the print to the array of photographs chosen to tell the story. The variation in using both colour and black and white photographs helps to capture the timeless quality of the preparations for this cultural festival. Without reading of the time frame in which these photographs were taken, readers will be unaware that the photos are not recent shots unless they have visited the country recently or closely followed its history. This is a credit to both the author and the photographer.

This fascinating book will be an excellent addition to any elementary school library. Younger students can easily follow the pictorial story, and much information about Guatemalan rural culture can be gleaned from the pictures. Intermediate students will find this an easy read so will be able to research this aspect of a culture in depth. The language of the people is introduced and shown in italics — hence the title "Barrilete" which means "kite." At the end of the book is a one page history of the people of the area.

There are endless research possibilities to be investigated and integrated into such areas as Social Studies (the extended family, culture, life styles, festivals, multiculturalism), Language Arts (exploring the language of another country) and Art (making a similar kite), using this book as a resource.

Recommended for grades four to six.

917.19 HAR

Harris, John. *Tungsten John*. — New Star Books, 2000. — 288p. — ISBN 0-921586-70-1. — \$19.00 paper.

Reviewed by: Larry Little, chief librarian, Penticton Public Library.

Without a doubt, this captivating read showcases the splendour of Nahanni Park, which is located along the Yukon and Northwest Territories border. The dynamic duo of John Harris and Vivien Lougheed mounted four expeditions by bicycle and foot in the South Nahanni River region. The focal point for the trekkers was the former mining town of Tungsten, and the history, myths and tales of the area are colourfully brought to life in this book. On their journeys, the authors met a host of characters that enriched their travels.

John Harris is a hiking enthusiast and author of two short story collections, *Other art* and *Small rain*. Vivien Lougheed is a seasoned hiker, having written three guide books and contributed to numerous outdoor magazines.

Although not a necessary purchase for school resource centres, public libraries will want to purchase for the armchair adventurer.



THE BOOKMARK INDEX TO VOLUME 41 SEPTEMBER 1999 - JUNE 2000

by **LIZ AUSTROM**, retired teacher-librarian, SD # 39 (Vancouver), **JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD # 36 (Surrey) and **BARBARA SMITH**, retired teacher-librarian, SD # 44 (North Vancouver).

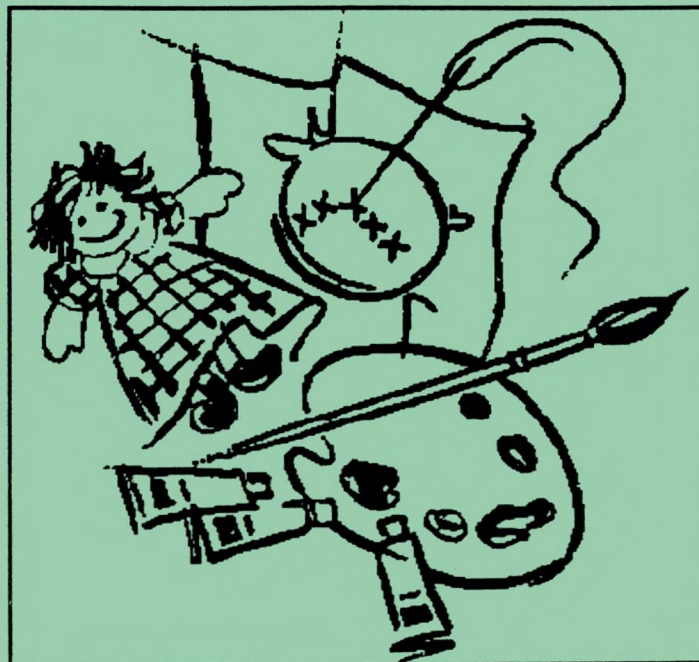
The British Columbia Teacher-Librarians' Association (BCTLA) publishes *The Bookmark* in September, December, March and June of each school year.

Annual reports of the officers of the BCTLA are located through the "annual reports" subject heading. Reports on conferences, workshops and seminars are found together under "conferences."

Articles and units that include substantive bibliographies include the word "Bibliography" in the citation. Articles which are primarily bibliographies are listed in the subject index under "Bibliography." Articles and units that include substantive Internet listings include the word "Web sites" or are listed in the subject index under "Information sources."

Cooperative units include or imply a role for the teacher-librarian in planning and teaching. These units have the potential to be modified to fit the model of planning and teaching suggested in Part I of *Fuel for change*. Units are listed under the "best guess" of the indexers. They are often adaptable to other courses, levels and programs.

The *Canadian Education Index* regularly scans and indexes *The Bookmark*.



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**A musician must
make music, an
artist must paint,
a poet must write, if he is
to be ultimately at peace
with himself. What a man
can be, he must be.**



**Abraham Harold Maslow
1908 - 1970**

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**For the things
we have to
learn before
we can do them, we learn
by doing them.**

*Aristotle Greek philosopher in
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**A work of art is
above all an
adventure of the
mind.**

*Eugène Ionesco (b.
1912), Rumanian-born
French playwright.*

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**It is the child in
man that is the
source of his
uniqueness and
creativity, and
the playground is
the optimal milieu for the
unfolding of his capacities
and talents.**



***Eric Hoffer (1902-83)
U.S. philosopher***

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