

DECEMBER 2001  
Volume 43 Number 2  
ISSN 0381-6028

**BCTLA**

# THE BOOKMARK



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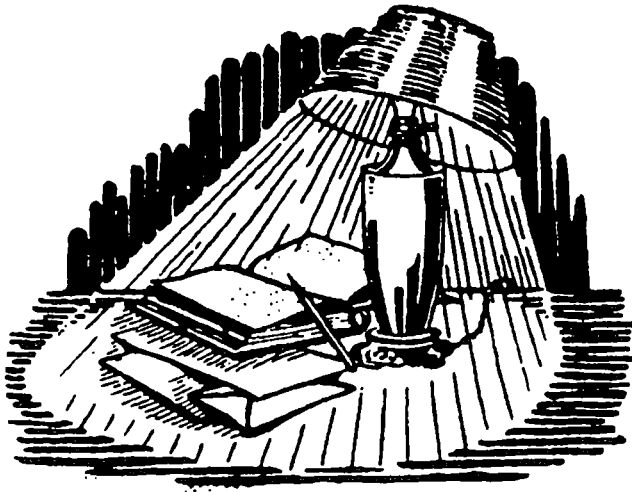
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## IN CIRCULATION

by JOAN EATON and KAY TREADGOLD

These are the best of times and the worst of times. It is a time of reflection as to who we are, and to celebrate the unique role we play in the education of the youth of British Columbia. We need to remind ourselves and others of our worth as, once again, we are front and center in contract negotiations and fighting for our very existence. Unfortunately the rules of engagement in this latest battle are not clear, are open to interpretation and, as such, are causing unrest in our own ranks. Teacher-librarians by their very nature are progressive, open to new ideas and willing to take on new challenges. This is one of the biggest challenges we have faced so far. We love to teach the skills that empower our staff and students to be independent, ethical, critical, and efficient consumers of information. We take on the challenge of opening our students' minds to the mysteries and insights of good literature and to the love of reading. All across the province teacher-librarians are having to make decisions not to offer some of those services outside of regular school hours, and it is causing us a lot of anguish.

We all need to think carefully about the stand we take and how it may affect our colleagues at school as well as our teacher-librarian colleagues around the province. Unity of purpose must be forefront. We are, after all, struggling to achieve improved working conditions for teacher-librarians and learning conditions for our students. Some inconvenience may be necessary to achieve these goals. We urge you to join BCTLAFORUM (see p. 22 in this issue) to keep up with the latest discussions or to check the BCTLA Web site for up-to-date news on job action.

On the positive side, we need to take the time to celebrate the contribution of those who have gone the extra mile and put in hundreds of hours of volunteer time on the behalf of all teacher-librarians across the province. Our most heartfelt thanks go to Jim Holgate, Liz Austrom, Jim Crook and Alwyn Pollard, who have all gone above and beyond their duty to create and maintain our wonderful, award-winning publication, *The Bookmark*. These four hardworking individuals, some of them already in retirement, have decided that it is time for a change and will be leaving the ranks of the editorial board. They have become household words and will be sorely missed by us all. With their leaving has come a time of transition for *The Bookmark*. On October 20th at the BCTLA Chapter Councilors in Victoria, a committee was set up to explore alternative ways of delivering the contents we have come to expect: reviews, recommended Web sites, articles about teacher-librarianship, course offerings and of course GREAT lesson plans and ideas. Thanks go to Glenys Galloway, our hard-working publications co-ordinator who is heading up that committee and the chapter councillors who volunteered to serve on it. If you have ideas you would like to share with the committee please contact Glenys at [glenysg@shaw.ca](mailto:glenysg@shaw.ca). As the parameters of the new publication emerge we will be offering three editions only in the present school year. We wish to welcome three new editors for *The Bookmark*: Andrea Rubin, Val Pollock, and Janet Mumford. Thank-you all for taking on this challenging task.

As your Co-Presidents we want to thank the new and former members of the BCTLA Executive who have taken on the following roles on your behalf. We feel privileged to be working with such a talented, dedicated, dynamic group of people: Mark Roberts, Past President; Liz Sherriff, Vice-President - Chapter Relations; Jan Renouf, Vice-President - Advocacy; Marilyn Lawrence, Recording Secretary; Garth Harkess, Working and Learning Conditions; Amanda Huffton, Treasurer; Bonnie McComb, Conference Chair; Mary Locke, Communications Chair; Rick Mullholland and Lynn Turner, Continuing Education Chairs; Jan Won, Liaison; Glenys Galloway, Publications Chair.

We also wish to acknowledge Val Hamilton for the tremendous job she is doing as Webmaster for the BCTLA. Check out our site at <http://www.bctf.ca/psas/BCTLA/>

# LETTERS TO THE EDITOR

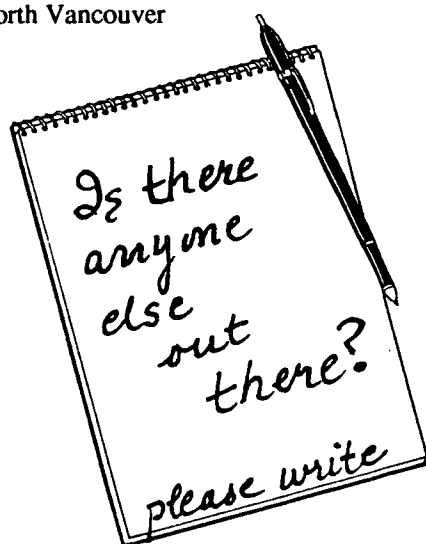
Dear Editor,

As a new teacher-librarian who attended her first BCTLA Conference this October 19th in Victoria, I felt compelled to write and tell you how much I enjoyed the experience.

I was very pleasantly surprised at the quality of the presentations and the overall organization of the day. The keynote speakers were excellent (especially Ted Harrison) and the individual workshops were interesting and informative. There were so many interesting topics offered in the workshops that it was difficult to make only three choices. The choices included individual authors speaking about their books, more broad presentations of books for various age groups and themes as well as a host of other topics that were geared toward both elementary and secondary teacher librarians. The publishers displays were also good and I was especially pleased to see French books available.

I appreciated the amount of effort that went into organizing this event and wish to thank the organizers for all their hard work. Not only did I get some fresh ideas and meet some teacher-librarians from other districts, but I came away feeling rejuvenated and excited about trying some new projects in my school. What more could I ask for?

Tracey Todd  
Teacher-librarian  
Larson Elementary School  
District 44 North Vancouver



KEN HAYCOCK'S

# TEACHER LIBRARIAN

The Journal for School Library Professionals

formerly *Emergency Librarian*



Need to stay up-to-date as a teacher-librarian?



Looking for thought-provoking articles on collaboration and student learning?



Want critical analysis of management and programming issues?



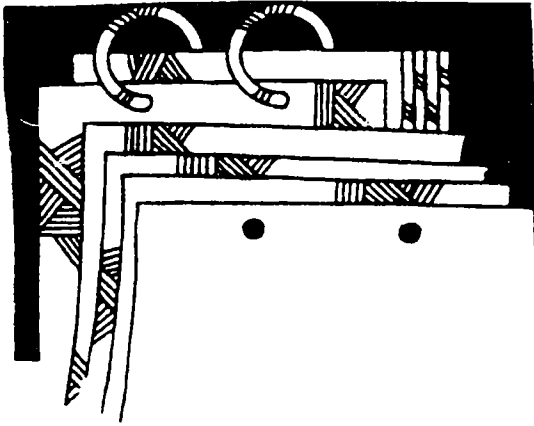
It's time to place your order.  
\$48 + GST Prepaid (Save 10%)  
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# TEACHER LIBRARIAN

The Journal for School Library Professionals

101 - 1001 West Broadway, Suite 343  
Vancouver, BC V6H 4E4  
Voice: 604-925-0266  
Fax: 604-925-0566  
E-mail: [TL@rockland.com](mailto:TL@rockland.com)

[www.teacherlibrarian.com](http://www.teacherlibrarian.com)



## EDITOR'S COMMENTS

by **JIM CROOK**, retired teacher-librarian,  
retired editor, *The Bookmark*.

It has been about sixteen years that *The Bookmark* has been a recurring event in my life. Every few months a new batch of articles would arrive in need of formatting, proof-reading, editing and layout. My job has always been to take what comes in and try to present it in a consistent format so that the other members of the editorial board can quickly and easily go about their part of the business.

I suppose that for good or ill, I will always be known as the computer guy. The reason for this extends back to the days when *The Bookmark* was a hand made item. Teacher-librarians wrote articles and produced units in much the same way as today, but the material came to the senior editor, Alan Knight, in a wide variety of formats, some typed, some hand written, others as messages by telephone. Alan would have typing classes in his secondary school type up the edited articles for printing. As a colleague of Alan and an enthusiastic reader of *The Bookmark*, I often heard stories about pasteup days and the fun the editors had putting the journal together. I also heard the horror stories of trying to get everything done right and on time.

It was at about this time that Apple Computers came out with the Apple IIe computer which quickly found its way into the school system. An early adopter myself, I suggested to Alan that an Apple IIe and a daisy wheel printer along with a copy of AppleWorks

might make his editorial work a little easier. Word processing became commonplace and contributors began to send diskettes containing their articles. *The Bookmark* took on the look of so many journals of that era — lots of type, few illustrations, consistent format — a great improvement over materials typed on many different typewriters by many different students. The clackety clack clack of the daisy wheel printer became the musical accompaniment to a day of page layout.

The advent of the Macintosh and the dot matrix printer made it possible for *The Bookmark* to change a little more. Each issue took on the look permitted by the latest innovation from the folks at Apple. Several fonts were tried and dot matrix print became the standard for a short while along with computer graphics. The music changed from clackety clack to the annoying racket of the dot matrix printer.

At about the time that I joined the editorial board, Apple came out with its first laser printer and truetype fonts. The musical accompaniment of computer printers was replaced by a variety of taped or digital music played on the Austrom stereo. It finally was possible for a group of dedicated amateurs to produce a professional appearing journal without the assistance of typesetters or specialized equipment. *The Bookmark* in its present state is the result of a twenty year evolution. We try very hard to present interesting content in a readable format without too many errors in spelling or in fact.

The process of producing a quarterly journal is both challenging and rewarding. There is always the anxiety of wondering whether or not there will be sufficient material of high enough quality ready on time to do another issue. There is always the challenge of materials that arrive in an unreadable format. Every issue seems to have at least one "unit from hell," i.e. an article that doesn't fit the pages available, requires extensive editing, or is missing a vital piece of information. But the editorial board consists of flexible, intelligent hard-working problem solvers who have always managed to get it right.

It is with some regret that I leave *The Bookmark*. However, three and one-half years' absence from the business tends to put one out of touch with the day-to-day realities of school libraries. And a variety of other interests demand the time that once was spent on your journal. So I send my best wishes to the editorial board and to all teacher-librarians who read this journal. I believe that your job can be one of the most important in the school system. Keep up your good work on behalf of children and young people.

# Getting to know your BCTLA Executive

**Members of the BCTLA executive would like to introduce themselves to you. To do so, they thought they would tell you about themselves in a brief biography and include a unit or article that reflects their work as teacher-librarian. Enjoy the read!**

## **JOAN EATON, Co-president**

Joan is currently a teacher-librarian at Glenrosa Middle School in School District 23, Central Okanagan. She has 16 years experience as a teacher-librarian, as well as 15 years as an elementary classroom teacher prior to becoming a teacher-librarian. Joan has worked on several Ministry committees over the past 12 years including the Info Tech K-7 IRP, the ICT 6-9 Technology project, and the Ethics of Information Document. Joan and Kay Treadgold are chairs of the BCTLA Information Literacy Task Force and co-presidents of BCTLA. As well, Joan has been President of her local teacher-librarians' association and is currently a Member-at-Large on the local union executive. Joan has been married for 33 years to Bob and they currently are maid and butler to their two cocker spaniels.

## **KAY TREADGOLD, Co-president.**

Kay is currently a teacher-librarian at Kelowna Secondary School. She has had 22 years experience as a teacher-librarian in secondary education, as well as 6 years as a full time classroom teacher and counselor. In 1973 she began her career at Edward Milne Secondary School in Sooke, then moved to Kelowna in 1974 where she has taught at Kelowna Secondary and Okanagan Mission Secondary. Kay has two children aged 11 and 13.

Kay has authored or co-authored:

- "Avoiding Plagiarism in the Classroom", *The Bookmark*, December, 1997.
- *Why teach information literacy skills?* A kit produced by the Central Okanagan Teacher-Librarians' Association that was distributed to every school district in British Columbia in 1996. (Co-authors: Sharon Bede, Joan Eaton, Roberta Armstrong, Pat Kirkey, Hilda Mitchell)
- "Why Teach Information Literacy Skills?" *School Libraries in Canada* Vol. 19, Number 2, 8-10 (Co-author: Joan Eaton)
- "Ethics of Information Use." *School Libraries In Canada* Vol. 20, Number 4. (Co-authors: Joan Eaton, Sharon Bede, Connie Cook)
- *Teachers and teacher-librarians: Effective partners in education* a pamphlet for Pre-Service teachers (Co-Author: Joan Eaton)

Kay has advocated for teacher-librarians while serving on the Information Technology 8-10 IRP writing team and in presentations to the BCLA, the Vancouver Public Library Board, the Ministry of Education, the BCTF and BCPSEA Bargaining teams, and her local school board. She has presented, or co-presented with Joan Eaton, numerous workshops on the role of the teacher-librarian, advocacy, incorporating information literacy and information technology into curriculum, and the ethics of information use. She and Joan Eaton were the keynote presenters at the Canadian School Librarians' Association Symposium in Victoria in July 2001.

Kay has served in various executive positions, including President, of the Central Okanagan Teacher Librarians' Association and has served as a Chapter Councilor for several years. She and Joan Eaton are co-chairs of the BCTLA Information Literacy Task Force.

Kay was awarded the BCTLA Award of Merit in 1994 and the National Book Service/Canadian School Librarians' Association Teacher Librarian of the Year for 2001.

## **MARY LOCKE, Communications officer**

I have been teaching since 1982 when I started out as a French immersion kindergarten teacher. After teaching 10 years in a few other grades and doing some work in Gifted Education, I took the advice of a friend and became a teacher-librarian. I knew immediately that this was the job I had been looking for. I loved working with the whole school and I loved having reading fiction as part of my homework! I still do

## **AMANDA HUFTON, Treasurer 2001-2002**

Amanda has been teaching in Richmond for 20 years. Her focus is in elementary education at all levels and for the last 11 years she has been a teacher-librarian at Walter Lee Elementary. Amanda has a Diploma in Teacher-Librarianship and a Masters in Curriculum and Instruction. Presently, she is enrolled in the T-LITE program at Simon Fraser University completing a degree in technology. Amanda's vision as an educator is to have students competent in using technology as an integral part of their learning environment. One of her goals is to teach and support teachers and students in their search for information

## **RICK MULHOLLAND, Co-chair ,Continuing Education**

After graduating in 1984 with my B.Ed (Elementary Education), I worked in School District #36 (Surrey) as a TOC and eventually as a primary teacher. I worked there for a number of years and then moved to Parksville for a one-year stint at Bowser Elementary. New Westminster was my professional home for most of the 90s. I spent this time teaching in a number of schools and primary grade levels; I even tried my hand as an ESL teacher. Gradually, I completed coursework through UBC and eventually received my Diploma in Education (Library Education) in 1998. In that same year, I was given the opportunity to work in Mission as a full time teacher-librarian at Albert McMahon Elementary.

For the past year and a half, I have been a part-time, distance education graduate student at the University of Alberta. The main focus of my program is resource-based instruction. I look forward to completing my M.Ed within two years.

On the personal side, I live in Surrey, BC with my partner of 6 years. In the summer of 2000, we had a commitment ceremony in our backyard where we celebrated our partnership in front of family and friends. Visit our website to find out more <http://members.shaw.ca/libearywolf/index.html> The two of us and my teenage daughter live with a husky/golden retriever named Roley.

## **JANET RENOUF 2nd Vice President (Advocacy)**

is committed to promoting use of school library resource centres and all facets of teacher librarianship; passionate about connecting readers and information seekers with books and other sources, as well as facilitating development of Information Literacy Skills

has K -12 classroom experience as well as in Primary and Secondary Libraries

- has taught in Australia and Ontario in addition to Vancouver
- holds both Teaching and Professional Librarianship Certificates
- has worked in two joint school/public libraries and been a Vancouver Public Librarian
- Children's Buyer and Manager Duthie Books

- B.C. Ministry of Education Learning Resources Evaluator Western Canadian Protocol
- B.C. Library Book Purchase Plan Evaluation Committees

BCTLA commitments have included Chapter Councilor role; Information Literacy Task Force Committees, including Chair, BCTLA/BCLA Liaison Committee; Continuing Education and University Liaison Committees; BCTLA Periodicals for School Libraries.

## **LYNN TURNER, Co-chair, Continuing Education**

I was born in Vancouver (I won't say how many years ago), and graduated from David Thompson Secondary. In university, I specialized in zoology and have a B.Sc. Following my professional year (aka teacher training), I accepted a job offer in Terrace, and have been here since 1972.

My teaching career has covered a very wide range of subjects and grade levels: Science, Math, Music, Drama, English, Literacy, and Counselling at the junior secondary level; Language Arts and Math in elementary school; GED preparation for adults; and courses in the nursing department at Northwest Community College. I've been a teacher-librarian (mainly on a part-time basis) for the past 18 years, working with students from kindergarten through to grade 10.

I met Kay Treadgold and Joan Eaton at San Diego State University, where we were all working on our M.Ed. degrees. We spent two summers reminding both professors and fellow students of the importance of the teacher-librarian!

My husband, Gary, and I have two daughters, now both grown up and living elsewhere. Instead of an empty nest, however, they bequeathed their pets to us. In any "spare" time, I enjoy crafts, music, curling and, of course, reading.

## **GARTH HARKESS, Working & Learning Conditions Chair, 1999 to present.**

I started my teaching career as a Social Studies teacher in Quesnel in 1974 and have been a teacher-librarian in Cranbrook for 22 years – first at Laurie Junior Secondary and currently at Mount Baker Secondary School. I did my undergraduate degree in History at the University of Winnipeg, went to Brandon University for my Teaching Certificate and completed a

year of library courses at UBC in 1979. In 1982 I received my Master of Education degree from Gonzaga University.

I spent three summers in Victoria in the early 1990s evaluating learning resources for the Language Arts IRPs and have been back a few times to update the resource lists.

As a representative of the Ministry of Education Resources Branch I made six trips to Regina from the fall of 1997 to the spring of 2001 to help evaluate Language Arts resources for the Western Canadian Protocol.

I was a BCTF representative for the School Library Purchase Plan from 1996 to 1998 and have been a book reviewer for *The Bookmark* since 1979. Locally, I have served as chapter counsellor, recording secretary and president of the Cranbrook branch of the BCTLA.

Organizing and reporting on the BCTLA Working and Learning Conditions surveys has been a rewarding challenge for the last couple of years. Some day it would be nice to get it 'just right'!



# KEN HAYCOCK PROFESSIONAL DEVELOPMENT AWARD

## INTRODUCTION

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

## ELIGIBILITY

To be eligible for the award an applicant must be:

1. A Canadian citizen
2. A resident of British Columbia.
3. A member of the BCTLA.
4. A holder of a valid B. C. Teaching Certificate.

## TERMS OF THE AWARD

The recipient shall:

1. Use the award monies within 12 months of presentation.
2. Provide proof of registration for the course, workshop, conference or program.
3. Submit an article to The Bookmark.
4. Receive payment of award monies upon proof of completion of the course, workshop, conference or program and submission of the article to The Bookmark.

## APPLICATIONS

A complete application shall consist of:

1. An application form.
2. A statement of purpose for taking the course, workshop, conference or program.
3. Two letters of reference.
4. An outline of the course, workshop, conference or program.
5. Application forms are available from the Communication Officer of the BCTLA.
6. Forms must be submitted by **April 1**.
7. Prospective applicants who are not BCTLA members may obtain membership by contacting the BCTF.

## SELECTION PROCESS

1. The recipient of the award shall be selected by a special committee appointed by the Executive Board.
2. The selection committee shall consist of one member of the Executive Board and two chapter councilors.
3. The selection committee shall meet in conjunction with a BCTLA Council meeting for consideration of applications. If an award is given, the decision will be made by May 15 and all applicants will be notified.

**DEADLINE: APRIL 1, 2002**

# KEN HAYCOCK PROFESSIONAL DEVELOPMENT AWARD

## APPLICATION FORM

Name of Applicant \_\_\_\_\_

School District \_\_\_\_\_ No. \_\_\_\_\_

School \_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Telephone: H: \_\_\_\_\_ W: \_\_\_\_\_ Fax: \_\_\_\_\_

Description of Activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(attach additional information, brochure, outline, etc.)

### Suggested Attachments:

- Curriculum Vitae
- Statement of Purpose
- References

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**DEADLINE: APRIL 1st, 2002**

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# BCTLA WILLIAM H. SCOTT MEMORIAL AWARD

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

## ELIGIBILITY

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

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

## TERMS OF THE AWARD

The recipient chapter shall:

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

## APPLICATIONS

A complete application shall consist of:

1. An application form which is available in the Chapter Councilors' Handbook or from the BCTLA Communications Officer, completed and signed by the Chapter President and Chapter Councilor
2. A statement of purpose
3. The proposed professional development plan for the year
4. Receipt by the Communications Officer of the BCTLA on or before the **deadline of March 31**

## SELECTION PROCESS

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

# BCTLA William H. Scott Memorial Award

## Application Form

Name of Chapter: \_\_\_\_\_

Name of Chapter President: \_\_\_\_\_

Home Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone: H: \_\_\_\_\_ S: \_\_\_\_\_ Fax: \_\_\_\_\_

Name of Chapter Councilor: \_\_\_\_\_

Home Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone: H: \_\_\_\_\_ S: \_\_\_\_\_ Fax: \_\_\_\_\_

### BRIEF DESCRIPTION OF PROPOSED PRO-D ACTIVITIES:

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### CHECKLIST OF ATTACHMENTS

1. Statement of Purpose \_\_\_\_\_

2. Proposed Plan \_\_\_\_\_

### SIGNED AND DATED

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

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

---

**DEADLINE: MARCH 31, 2002**

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**BCTLA Diana Poole Memorial Award of Merit  
NOMINATION FORM**

I, \_\_\_\_\_ attest \_\_\_\_\_  
**Signature of Nominator** **Name of Nominee**

is a BC Teacher-Librarians' Association member, and I nominate her/him  
for the BCTLA Diana Poole Memorial Award of Merit .

**NOMINEE INFORMATION**

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

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

School Address: \_\_\_\_\_

School District: \_\_\_\_\_ (# \_\_\_\_\_ )

Home Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_

**NOMINATOR INFORMATION**

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

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

School Address: \_\_\_\_\_

School District: \_\_\_\_\_ (# \_\_\_\_\_ )

Home Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_

## **BCTLA Diana Poole Memorial Award of Merit STANDARDIZED VITAE FORM**

The information on the Standardized Vitae Form will be reviewed by an awards committee. Do not add pages to this form; please be selective in choosing the information you include.

Name: \_\_\_\_\_ Home Phone: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
E-mail Address: \_\_\_\_\_  
Title (Currently employed as) \_\_\_\_\_ School Phone: \_\_\_\_\_

**OUTLINE** how the nominee has implemented an exemplary school library resource centre program:

**HIGHLIGHT** the nominee's involvement in the promotion of teacher-librarianship at the district level (e.g., offices held in local BCTLA chapter, District Committee work, workshops given at district and provincial level):

**HIGHLIGHT** the nominee's involvement in the promotion of teacher-librarianship at the provincial level (offices held, participation on Ministry of Education or other committees):

**LIST** memberships in related professional organizations

**LIST** publications and/or research

**LIST** other leadership roles and accomplishments

# DISTINGUISHED SERVICE AWARD

## INTRODUCTION

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

## CRITERIA

The award may be presented annually by the BCTLA for outstanding service in support of school librarianship. The contribution made by the recipient(s) of the award should be:

- (a) outstanding in its own field;
- (b) altruistic; and
- (c) significant in terms of the continuing history of school library service.

Consideration will be given to projects which have been completed in the previous year; or to a continuum of activities extending over a longer period and which have, currently, a positive impact on school library service at the individual school, district, provincial or national level.

## RULES

1. This award may be given annually by the BCTLA and, if given, is to be presented at the AGM.
2. Nominees must not be teacher-librarians.
3. Nominations should be forwarded to the BCTLA Communications Officer by local chapters or by individual members of the BCTLA.
4. Nominations must be submitted by **February 28**.
5. Nominations shall be considered for only the year in which they are received.
6. The BCTLA Executive Board shall establish an independent jury of three BCTLA members to adjudicate.



FEATURED IN THIS ISSUE

OFFICIAL NOMINATION FORM FOR BCTLA OFFICERS:  
2002-2003 TERM

MAIL completed form to:  
**Glenys Galloway**  
c/o 419 East 24 Avenue  
Vancouver B.C. V5V 4A4  
or  
FAX  
F: (604) 713 8232

Only members of the BCTLA may allow their names to stand for office.  
A person may be nominated by five BCTLA members.

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

Address: \_\_\_\_\_

\_\_\_\_\_ Postal Code: \_\_\_\_\_

Home phone: \_\_\_\_\_ School phone: \_\_\_\_\_

Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

Nominators' Names:	Address	SD#
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

For the position of: (CIRCLE THE APPROPRIATE OFFICE)

PRESIDENT

VICE-PRESIDENT. CHAPTER RELATIONS

VICE-PRESIDENT. ADVOCACY

COMMUNICATIONS OFFICER

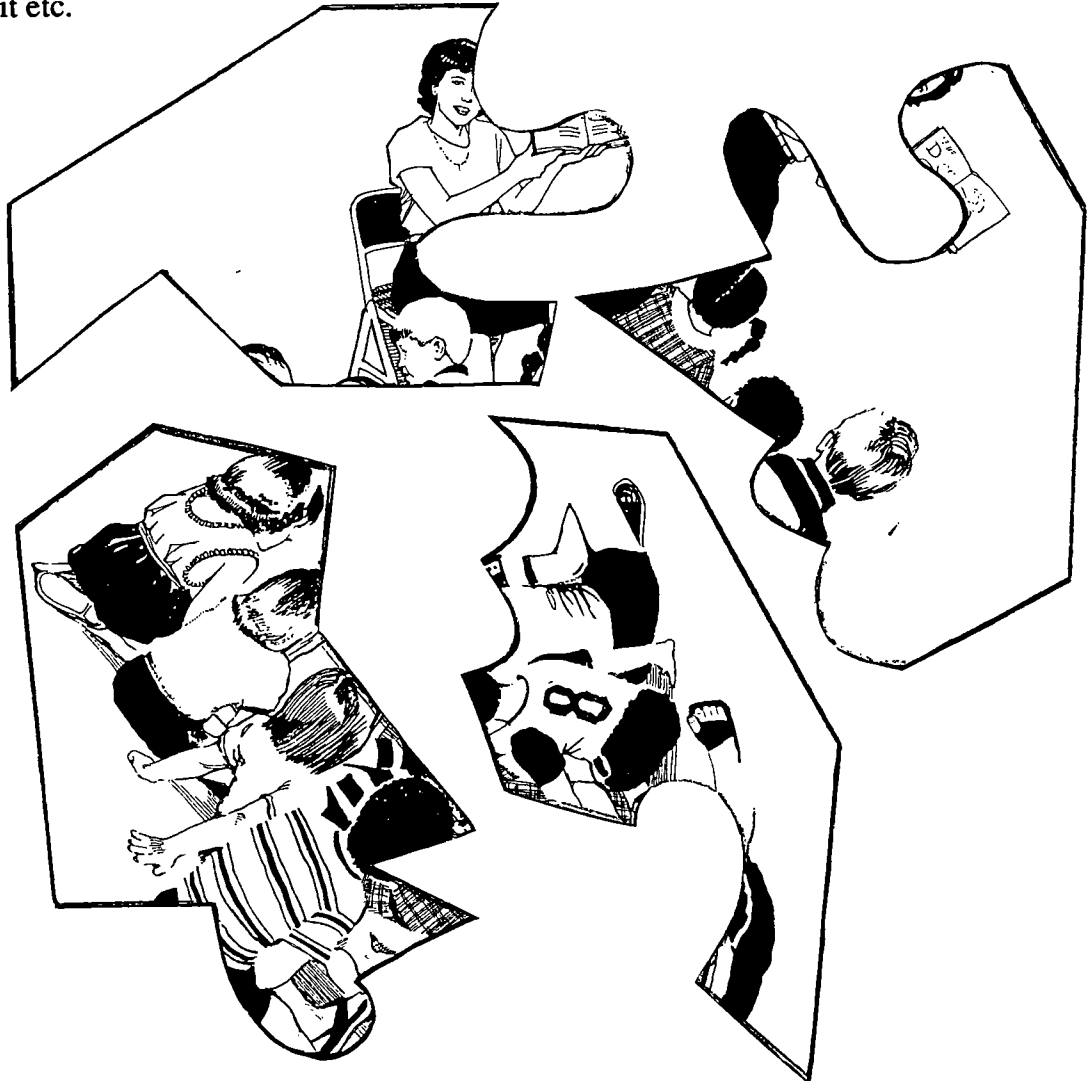
RECORDING SECRETARY

WORKING AND LEARNING CONDITIONS

# LIBRARY OPENING IDEA

by AMANDA HUFTON, teacher-librarian, Walter Lee Elementary School, SD#38 (Richmond).

Every September, I like to open the library resource centre in an exciting, yet informative way. One of my most well received lessons is using a jigsaw technique. I select 6 or 7 pictures from clip art that demonstrate something important regarding how the library runs successfully. I cut each paper/picture into 4 pieces, mix all the pieces and give each student one piece of a puzzle. Then the students stand and look for the remaining 3 pieces to make their puzzle complete. Once the puzzle is completed, students are asked to discuss why that picture is important. Then, as a class, we discuss all the pictures. I have found this lesson to be a quick, effective way of reminding students how the library runs best. Images used include: a sign out library card, a person staggering with books stacked high, an unhappy CD-ROM computer, a search station computer, a library pass, food with an X through it etc.



# YOU CAN'T DO IT ALONE!

by **LIZ SHERRIFF**, teacher-librarian,  
Heritage Park Secondary School, SD#  
(Mission).

"Let's all contribute a unit or article or something to the Bookmark," suggested a member of the executive during our September meeting. "What a great idea!" we all agreed, and then we promptly returned to our busy lives. Last week Glenys Galloway reminded us of our commitment so I began to look for something to submit. It didn't take long to determine that what we do here at Heritage Park Secondary, of which I am most proud, is the research process that we have adopted. As I thought about the process, I began to focus on all the wonderful people who have made this process possible and rather than submit a unit I thought that I might share with you a history of how I got to this point.

I started my career with an ideal situation and I am coming to the end of my career in a similar situation. Let me explain. I had the very fortunate opportunity to begin my career as a teacher-librarian in the Prince George school district in the 1970s. At that time Florence Willson, (some of you may remember that name), held the co-coordinator's position at the board office. Yes, we actually had a full-time co-coordinator's position at the District Office. Her job was to oversee teacher-librarian as well as the district resource centre. Every September, all the new teacher-librarians had a week's in-service at the District Resource Centre, which was staffed by a full-time teacher-librarian and several library technicians. Together with experienced teacher-librarians from the local schools, Florence and the DRC teacher-librarian, put on a short course in selection, budgeting, ordering (we had centralized ordering and cataloguing), programming etc. It was wonderful because we had guidance, leadership, and most of all a common purpose with expectations of resource based teaching. But best of all we had the time to do cooperative program planning and teaching.

How did I land such a job? I worked in one of the larger elementary schools and worked with one of the best teacher-librarians that I have ever known, Yvonne Fournier. As a social studies teacher I worked with Yvonne for many, many units of studies for several years. My interest in resource-based teaching and my

reputation of working cooperatively with the teacher-librarian obviously spread and one spring day Florence approached me and asked if I had ever considered becoming a teacher-librarian. To be honest, I hadn't. But she planted a seed and before I knew it my decision was made. I would go to summer school and begin taking the courses. Thank you, Don Hamilton. My favourite parts of the curriculum involved resource based learning and teaching and I could get away from those yucky old art classes and physical education periods. On the stipulation that I would do the coursework, I was assigned a brand new elementary library for the fall. The core collection would be ordered for me and set up by the District Resource Centre staff in September and away I'd go. I remember a faculty advisor from UBC explaining his apprehension about putting a beginning teacher-librarian into a new school. That's all I needed to motivate me to do the best job possible. I don't think there was room for failure in the Prince George system as the support and expectations were phenomenal.

Today, I am a teacher-librarian at a small high school in Mission. I started in Mission twelve years ago at an elementary school, but when it became clear that I would be a prep teacher and not a teacher-librarian, I leapt at the opportunity to move to a high school. After five years at another high school in Mission I moved to my current school, Heritage Park Secondary. This is our sixth year of operation and I was on the planning committee for two years prior to the opening. We had many planning meetings that revolved around curriculum and teaching and learning, not just around the physical plant. As a result of all of these meetings I have a large, bright space that has two teaching areas separated by the stacks, a computer lab area with 28 computers (networked to the other four labs), and 20 individual study carrels. But most of all, I have a well-established program.

How did we get our program to where it is today? I believe it is because I am working with a very dedicated teaching staff, a wonderful full-time library assistant, and the most supportive administrative team with whom I have ever had the pleasure of working. Working with the teachers to collaboratively design lessons with criteria and rubrics, which recognize that the process of research is as valuable as the product, has been most rewarding. We are a team that is

committed to a research process that builds from grade 8 to grade 12, a program that integrates the information literacy skills in a sequential method. This is a method that requires a huge planning and marking commitment for both the teacher and the teacher-librarian. The teachers make it work. Is it perfect? Of course not. But each year we continue to assess and build based upon the skill development of our students and our changed expectations. Our principal, Ms. Bev Rundell, has been instrumental in helping establish the vision and the program. During the hiring process, she very clearly outlines our research process and the expectations. She supports the goals of the program by providing funds and technology resources. We subscribe to databases that students and teachers can access from home. Research proves that the support of your administrators is imperative to a successful program.

I'm in a district where teacher-librarians at the elementary level do between seventy and eighty percent preparation time. Consequently, the students come to me with very little skill development, or at the very most, a smattering of skills depending on which school they come from, and how much opportunity they have had to work with the teacher-librarian. Many do not even know what a call number is.

We have adopted a program that involves all the English and other humanities classes in intense, long-term projects. All grade eight students do two long-term research projects in the library each year. They are taught how to search our card catalog (Alexandria), how to take notes (with reference to their working bibliographies), make outlines and do bibliographies. Their culminating projects require them to use their research to report out in various ways - letter writing, posters, oral reports, plays etc. In grade nine, they again try to accomplish two research projects with one of them culminating with a hyperstudio project. We are currently thinking of incorporating Power Point into one of the units. In grade ten we begin the process of teaching the research essay and use APA style for citations. Grade eleven expands upon the previous year and in grade twelve we have the students use MLA style.

In the other subject areas the teachers plan with me before coming to the library. Nobody comes to the library without having planned with the teacher-librarian because my philosophy is that there is always a skill or process that needs to be taught or reinforced so that the visit is successful. The skills and expectations learned in the humanities classes are built

into all the other resource-based units of study in other subject areas. Teachers and students use the same research tools (working bibliographies, note taking sheets/styles etc.) and rubrics with the marks breakdown are always done collaboratively. All research requires that students hand in their notes so that plagiarism is not a big issue in our school. Short lessons, such as specialized references and internet searching are always built in to every project.

What have I learned in the last 30 years? I've learned that it's the people with whom I have had the opportunity to work over the years who have allowed me to have the positive experiences that I have had. They have exemplified teamwork, mentorship, high expectations, collaboration and leadership – the foundation stones of any successful program. I'm looking to see whom I can now mentor as I look forward to my last years in this profession. Thank you, everyone.



## JOIN THE BCTLAFORUM!

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

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

### TO JOIN YOU WILL NEED:

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

### STEPS TO FOLLOW:

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

### TO SEND A MESSAGE:

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

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



# LIBRARY RESEARCH ASSIGNMENT

## ENGLISH 10

by **KAY TREADGOLD**, teacher-librarian, Kelowna Secondary School, SD# 23 (Central Okanagan).

Kelowna Secondary, a school enrolling grades 10-12, serves students who come from all over the district. Our goal is to incorporate this assignment into every English 10 class in order to create a 'level playing field' for all of our students by the time they enter Grade 11. With 700 Grade 10s to teach, this is one of our major focuses. The teachers assign a variety of products: the completion of this specific assignment, an in class essay, an oral presentation, a PowerPoint presentation and a pamphlet. Some use the notes taken and have the students use the information collected for various writing exercises throughout the term or year. The assignment usually takes 2-3 classes to locate information in all of the 6 resources needed. The actual notetaking and recording of the bibliographic information can be done in class or in the library. *The Research Assignment* is easily adaptable to other subject areas, grade levels and ability levels.

**LEARNING OUTCOMES:** (These will vary according to your resources)

The student will be able to:

- Ask critical questions
- Decide on the best resource for a specific purpose
- Demonstrate the use of five different note-taking styles
- Apply a bibliographic style sheet to
  - An encyclopedia
  - An Internet site
  - A specialized reference
  - A non-fiction book
  - A newspaper article
  - A periodical article
- Access information using a variety of tools
  - Computer
  - CD
  - Card or computer catalogue
  - Encyclopedia
  - Index
  - Search Engine
  - Subscriptions online
- Use e-mail to send attachments to and from school
- Use a word processor to take notes
- Copy and save work onto a specified drive
- Send a finished product to their teacher through the e-mail or a Hand In folder on the

school network

- Apply ethical guidelines to the access and use of information

#### **METHOD:**

- The teacher spends several classes in the classroom teaching or reviewing the different note-taking styles and practicing using the *Bibliography Style Sheet*. The students come to the library with a topic already selected.
- The teacher-librarian or the teacher goes over the Research Strategy Guide with the students, partnering it with the Research Quest document.
  - The use of critical, open ended questions is stressed.
  - A discussion around “Who is your audience?” and “What is your end product?” touches on purpose, level of background knowledge, vocabulary, and learning styles.
  - The section entitled “Type of information?” helps clarify the questions and starts the process.
  - Do you need to include Footnotes? A Bibliography? This can lead into discussing the ethical use of information and the power of using quotes.
  - “Make a list of narrow and broad terms” helps students broaden or narrow their topic, think of alternate words or phrases and focus their research.
  - The final question introduces or reminds students how to narrow or broaden a topic using Boolean logic.
  - The teacher-librarian instructs students on the various methods to locate information in the library. In our library we have the class sit at the computers where they learn how to:
    - Access the library catalogue and how to apply the Dewey allocation of non-fiction materials to the specialized reference collection.
    - Access newspaper and periodical indices on CDs
    - Access newspaper and periodical indices from online subscriptions
    - Effectively use a search engine
    - Cut and paste information into a word processor
    - Identify and record bibliographic information to include from a website and how to verify the accuracy, authenticity and currency of internet based materials
    - How to save their documents onto the school network
    - How to attach and send documents to themselves via e-mail to work on at home
    - How to ‘hand in’ their work electronically

The teacher and teacher-librarian then work one on one with students as needed. The teacher-librarian makes a point of sitting down with each student over the first 2 days of the assignment to discuss, modify and mark the Research Strategy Plans. A full mark is given once the sheet is completed, with the student having posed good critical questions and having a good understanding of the how each component of the Research Strategy Plan fits into the assignment.

## LIBRARY RESEARCH & PRESENTATION PROJECT

(\*\*PLEASE NOTE THAT THE 'END PRODUCT' CHOSEN FOR THIS ASSIGNMENT IS AN ORAL PRESENTATION, BUT THAT THE TEACHER CAN CHANGE THAT TO SUIT HIS/HER LEARNING OUTCOMES)

### EACH STUDENT WILL NEED:

- A COPY OF THE ASSIGNMENT
- RESEARCH STRATEGY PLAN
- BIBLIOGRAPHY STYLE GUIDE (THE IDEAL WOULD HAVE ONE IN THE LIBRARY THAT HAS BEEN ACCEPTED BY THE WHOLE SCHOOL AND THAT IS THEN PUBLISHED IN THE STUDENT AGENDAS)
- EXAMPLES OF THE 5 DIFFERENT NOTE-TAKING STYLES

**Assignment:** There are three parts to this assignment:

1. Demonstrate your ability to do research in six different types of resources available in the school library. This includes proper referencing using the appropriate bibliography format.
2. Demonstrate your ability to take notes using all of the note-taking methods described.
3. Present your findings to the class in an interesting way. Be able to answer questions about your topic and the research process.

**Topic:** You may choose your own topic. You may not do the same topic as anyone else. First come, first served. Be sure to narrow the topic to a focus that is manageable. Try to choose a topic that you know very little about but about which you want to learn more.

**Evaluation:** You will be evaluated according to how thorough and conscientious a job you do in all three areas of the assignment. Each page of research, complete with bibliography, is worth 10 marks, for a total of 60 marks. The oral presentation is worth 30 marks.

**Library Research Areas:** You must find something connected to your topic, however loosely, in each of the following six areas:

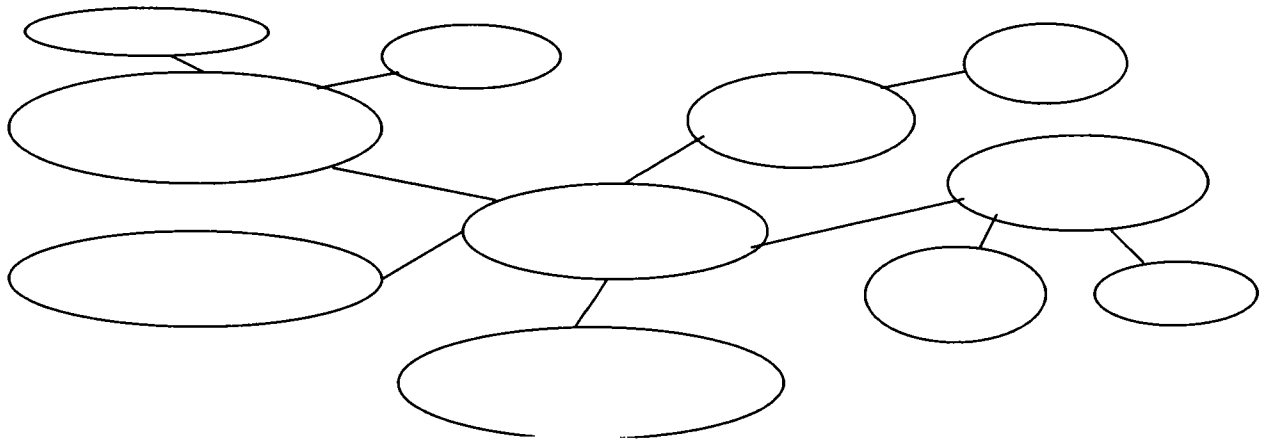
1. Regular encyclopedias
2. Special references, atlases, special encyclopedias, etc.
3. Book collection (use book catalogue on computer)
4. Magazine articles (use the Vertical File, Infotrac, Electric Library, Ebsco or other magazine indices available through the computers- Online or CD or in book format)
5. Newspaper articles (use Vertical File, Kiosk, Globe & Mail, or other newspaper indexes available through the computers- Online or CD)
6. Internet (use articles from credible, authoritative sources)

**Note taking Methods:** You must demonstrate each of the following methods:

1. **Point or Dash Form:** As you read, condense the information into short points. Remove unnecessary words and ideas the write down only what is necessary to make you remember the details, e.g.:

- 41% find public speaking intimidating
- many ways to solve problem
- fear is normal physical response
- can be used to advantage

2. **Web Diagram:** Put the title in the centre of the page and web out the main ideas from the centre, using lines. You should have a line for each paragraph, and each line should have branches. E.g.:



3. **Outline:** This is similar to point form except the information is organized into categories, according to the paragraphs. Make a heading for each paragraph, and list the information below the heading in point form. E.g.:

**I. Many find public speaking intimidating**

- 41% say is their biggest fear
- Book of Lists reports this fact

**II. Fear is a normal physical response**

- can be used to speaker advantage
- is combination adrenalin and insulin

**III. Keys to solving fear problem**

- being prepared
- practice in front of a mirror

4. **Study Guide:** These notes are formed as quiz-like questions and answers. Use who, what, when, where, how and why as the basis for your questions. Put the questions on the left side of the paper and answers on the right side. E.g.:

**Questions and Answers**

1. How many people are afraid of public speaking? ..... 41%
2. How do we know this is true?.....Book of Lists says so
3. Why does stage fright occur? ..... surge of adrenalin and insulin
4. What is this called? .....flight or fright response
5. Graph, Map, Chart, or Illustration

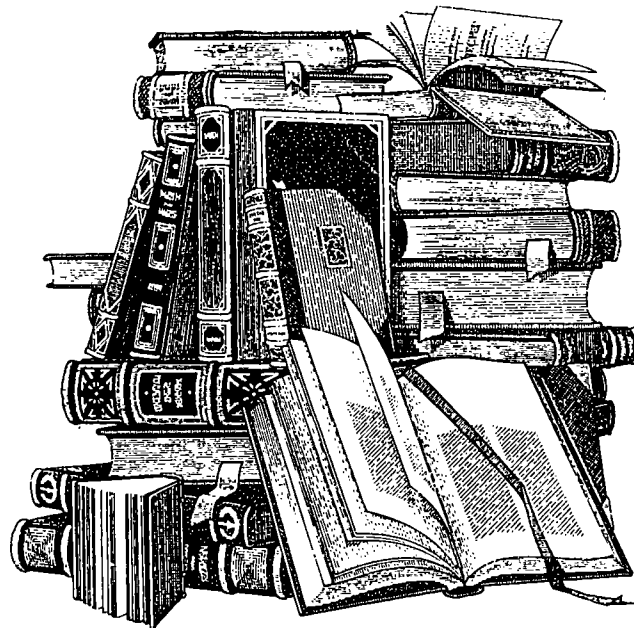
**Presentation of Written Research:**

1. Use a separate piece of paper for each of the six research areas.
2. Put your name, topic and library section on the top of the paper.
3. Put the bibliography information next.
4. List the type of note taking you plan to use on that page next.
5. Put your notes next. These should fill the page.
6. Any photocopies or computer printouts used must be submitted with your notes.

**Bibliography Style Guide:**

“Bibliographic Style Guide” sheets are in the Library They can also be found in your Student Agenda. If you haven’t used this Guide before, or you need help with the information, ask your teacher or a librarian.

**Note:** This research process is what you would use to gather information prior to writing a research essay. At a later date, you will be writing this essay, so don’t lose your notes!



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

Teacher: \_\_\_\_\_

**SEARCH PROBLEM:** What do you need to find out?

1. LIST 4-5 questions you would like answered about your topic.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

2. **PURPOSE:** to inform? entertain? \_\_\_\_\_  
Who is your audience? \_\_\_\_\_

3. **END PRODUCT:** How are you going to show what you have learned? (Report? Essay? Poster? Model? Chart? PowerPoint? Oral Presentation? Video? Story? Station? Web Page?)

4. What type of information do you need? (Statistics? Quotes? Pictures? Diagrams? Historical? Current (Most up-to-date) ? \_\_\_\_\_

5. Do you need to include Footnotes? \_\_\_\_\_ Bibliography? \_\_\_\_\_

6. Make a list of narrow and broad terms or phrases that you could use to find information.

E.g. Pyramids  
Egypt  
Ancient Egypt  
Architecture

7. Try arranging your terms into possible search statements using Boolean logic—"AND", "OR" and "NOT". To **broaden** use AND or OR // To **narrow** use NOT

- a. Example: pyramids AND Ancient Egypt
- b. Example: pyramids NOT pyramid schemes

# HIROSHIMA REPORT CARD

## HISTORY 12

by **GARTH HARKESS** – teacher-librarian and , **NEIL HILLS**, history teacher, Mount Baker Secondary School, SD#5 (Cranbrook ).

This short assignment is a follow-up to the Grade 12 History study of the ending of World War II. Students receive the report card in the library and do some quick research. Time is limited, so they often use general reference sources like encyclopaedias to get the information they need.

This assignment usually inspires some lively class discussions. Students interpret events quite differently and it is not unusual to have some students assign A's where others assign C's or F's. The comparison of grades and the discussion on how those grades are arrived at is the real value of the project. Some of the best discussion takes place informally while the students are researching and filling out the cards. At the beginning of the next class, the history teacher leads the students in a discussion on the significance and legacy of Hiroshima and students have a chance to explain why they gave the marks they did. We have found this assignment very useful for promoting critical thinking and informed debate.

### Hiroshima Report Card

In 1945 the United States dropped two nuclear bombs on Japan. Your job is to grade their effort with a letter grade from A (excellent) to F (fail) Total letter grade choices are A, B, C+, C, C-, F. Provide some intelligent and fact-based comments to support your letter grade in the Comment space. (editor's note: The student handout with the information indicated below would be spaced out to take the whole of a single page.

<b>TOPIC</b>	<b>LETTER GRADE</b>	<b>COMMENT</b>
<b>PREPARATION</b> (designing bomb) (Manhattan Project)		
<b>CHOICE OF TARGET</b> (Hiroshima & Nagasaki)		
<b>DELIVERY</b> (Dropping the bomb)		
<b>SHORT TERM RESULTS</b> (1945)		
<b>LONG TERM RESULTS</b> (1946 to present)		

# LES CULTURES

## A UNIT FOR GRADE 6 - LATE IMMERSION

by **MARY LOCKE**, teacher-librarian, General Gordon Elementary School,  
SD#39 (Vancouver).

This unit was designed for a Grade 6 Late French Immersion class. It was meant for the 2nd term, after the students had acquired some vocabulary. They loved it because they found it easy and fun and they could really see how much French they were learning/had learned. This unit involves 7 centres, 4-5 students at each centre. The three main centres are encyclopedias, the electronic catalogue, and the CD ROMs. The other 4 centres were identical. They involved note taking from the excellent series of books on cultures by Gamma. Each book focuses on 1 country from 1 continent. The language is simple and understandable even for late immersion students. If only we had more books like this!! We bought 4 copies of each book hence a whole centre on each country.

Most of the units I teach involve centres. I love using them because they allow me to isolate and thoroughly teach the basic skills/sources for research. No matter what the subject, the centres are the same: encyclopedias, locating books from the catalogue ( now electronic), CD ROMs, and the Internet. This unit uses 2 CD ROMs (25 minutes for each CD) so I have not included an Internet activity since I have only 2 computers for these purposes. (I do have 3 searching terminals for the electronic catalogue that are in a different area.)

# LES CULTURES

## L'ENCYCLOPEDIE MILLENIUM

1. Trouve le **SOMMAIRE**. C'est à la page \_\_\_\_\_.

L'encyclopédie est organisée en 6 sections. Les sections sont:

_____	page _____	_____	page _____
_____	page _____	_____	page _____
_____	page _____	_____	page _____

Quelle section a des informations sur les pays du monde? \_\_\_\_\_

2. Trouve le mot "Israël" dans le sommaire. C'est aux pages \_\_\_\_\_.

Tourne à la 1<sup>ère</sup> page.

Trouve l'entête "Jérusalem". Lis le petit paragraphe. Complète la phrase: " Cette ville qui a plus de 3,000 ans est un centre culturel et religieux à la fois pour \_\_\_\_\_"

3. Cherche "Indonésie" dans le sommaire. C'est aux pages \_\_\_\_\_ .  
Tourne à la 2<sup>ème</sup> page. Trouve l'entête "Traditions et Loisirs". Lis la légende (le petit paragraphe).  
Nomme 5 choses qui font partie de l'héritage culturel indonésien.

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4. Cherche "Australie" dans le sommaire. C'est aux pages \_\_\_\_\_ .  
Regarde la 2<sup>ème</sup> page. Trouve l'entête "Loisirs". Lis la légende (le petit paragraphe).  
Nomme 5 sports australiens.

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5. Maintenant tu vas utiliser l'index (pas le sommaire) pour trouver des informations.  
Cherche "Mexique" dans l'index. Trouve les pages doubles. C'est aux pages \_\_\_\_\_ .  
Tourne la 2<sup>ème</sup> page. Trouve l'entête "Loisirs". Lis la légende (le petit paragraphe).  
Nomme les deux principaux loisirs des Mexicains.

---

A l'endos, fais des recherches sur des pays de ton choix.

Donne 2 informations en forme de notes (4 - 6 mots) sur chaque pays.

Nom du pays: \_\_\_\_\_

Encerle l'aspect de la culture :

religion, habitations, festivals, vêtements, travail, ou loisir p. \_\_\_\_\_

---

---

Nom du pays: \_\_\_\_\_

Encerle l'aspect de la culture :

religion, habitations, festivals, vêtements, travail, ou loisir p. \_\_\_\_\_

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Nom du pays: \_\_\_\_\_

Encerle l'aspect de la culture :

religion, habitations, festivals, vêtements, travail, ou loisir p. \_\_\_\_\_

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Nom du pays: \_\_\_\_\_

Encerle l'aspect de la culture :

religion, habitations, festivals, vêtements, travail, ou loisir p. \_\_\_\_\_

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Nom du pays: \_\_\_\_\_

Encerle l'aspect de la culture :

religion, habitations, festivals, vêtements, travail, ou loisir p. \_\_\_\_\_

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## LES CULTURES CD ROM - *MON PREMIER ATLAS*

Ouvre *Mon premier atlas*. Clique sur le premier écran. A la page passeport, clique OK.  
Clique sur la carte du monde (**la planisphère**).

1. Trouve "l'Afrique". Clique sur la partie au nord du continent.

Clique sur les chameaux.

Qui sont les Touaregs? \_\_\_\_\_

Pourquoi utilisent-ils des chameaux? \_\_\_\_\_

Clique sur "nomades" Ecris la définition: \_\_\_\_\_

---

Clique sur la **planisphère** (dans la barre d'en bas).

2. Clique sur l'Afrique (au sud du continent). Clique sur le feu.

Les Bochimans, que font-ils pour manger? \_\_\_\_\_

---

Clique sur la **planisphère** (dans la barre d'en bas).

3. Trouve "l'Amérique du Sud". Clique sur la partie au nord du continent.

Clique sur la femme à la robe bleue.

Pendant le carnaval qu'est-ce qu'on fait? \_\_\_\_\_

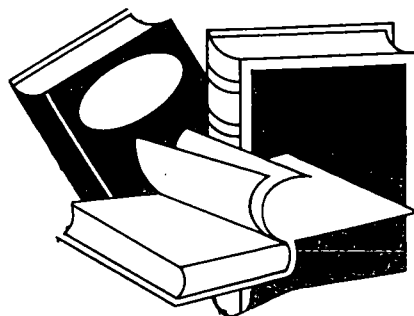
---

Clique sur la **planisphère** (dans la barre d'en bas).

4. Clique sur l'Europe (au sud du continent).

Clique sur l'homme au pantalon noir.

Quel est l'instrument spécial pour le flamenco? \_\_\_\_\_



# LES CULTURES

## LA CD ROM - ENCARTA 99

Ouvre Encarta. Clique sur **Articles de l'encyclopédie**.

1. Clique sur **“Rechercher”**. Tape **“Brésil”**. Touche **Enter**.

Les mots à gauche forment une liste. C'est le **Plan**.

Dans le **Plan**, les mots en rouge sont des médias.

Trouve le symbole pour le son et le mot **“samba”**. Clique là-dessus. Ecoute la musique.

En haut il y a une carte. Clique là-dessus pour l'agrandir. Ecris le nom de 4 villes au Brésil.

\_\_\_\_\_

\_\_\_\_\_

Lis la 1<sup>ère</sup> phrase de l'article.

Le Brésil se trouve dans le continent de

\_\_\_\_\_ .

2. Clique sur **“Rechercher”**. Tape **“Kenya”**. Touche **Enter**.

Trouve le premier paragraphe de l'article. Lis-le.

Le Kenya se trouve dans le continent de

\_\_\_\_\_ .

Nomme 2 pays proche du Kenya : \_\_\_\_\_

\_\_\_\_\_

Dans le **Plan**, clique sur le mot noir **“Population et Société”**.

La population était estimée \_\_\_\_\_ en 19 \_\_\_\_\_

.

Trouve le symbole pour le son et le mot **“Musique populaire de Kenya”**. Clique là-dessus. Ecoute la musique.

3. Clique sur **“Rechercher”**. Tape **“Japon”**. Touche **Enter**.

Trouve le symbole pour le son et le mot **“Chant bouddhiste”**. Clique là-dessus.

Ecoute la musique.

4. Clique sur **“Rechercher”**. Tape **“Pérou”**. Touche **Enter**.

Trouve le symbole pour le son et les mots **“Musique traditionnelle”**. Clique là-dessus.

Ecoute la musique.



# LES CULTURES

## LE CATALOGUE ELECTRONIQUE

1. En bas de **Enter Search Phrase** , choisis **Title Keyword**.

Cherche *La France et les Français*.

Ecris les informations suivantes :

Date de publication: \_\_\_\_\_ Auteur: \_\_\_\_\_ La cote: \_\_\_\_\_

Va chercher le livre. **UTILISE UN SIGNET !!!!**

Ouvre le livre et trouve l'**index**. Trouve "aliments et vins" .

C'est aux pages \_\_\_\_\_ Tourne à la 1<sup>ère</sup> page mentionnée.

Regarde en bas à droite. Trouve l'entête "La cuisine française". Lis la légende.

Copie les deux premières phrases.

---

---

---

---

2. Appuie sur le bouton bleu "**Quick**", choisis **Author Keyword**.

Cherche Anita Ganeri. Trouve son livre qui parle de l'Inde.

Ecris les informations suivantes:

Titre: \_\_\_\_\_ Date de publication: \_\_\_\_\_

La cote: \_\_\_\_\_

Va chercher le livre. **UTILISE UN SIGNET !!!!**

Ouvre le livre et trouve le **sommaire** . La section sur "Les sports et les loisirs" commence à la page \_\_\_\_\_ Tourne à cette page.

Regarde la grande photo. Lis le premier paragraphe. Ce paragraphe parle de \_\_\_\_\_

Copie la dernière phrase.

---

---

3. Appuie sur le bouton bleu "**Quick**", choisis **Subject Keyword**.

Cherche "Japon". Trouve le livre écrit en 1982.

Ecris les informations suivantes :

Titre: \_\_\_\_\_

Auteur: \_\_\_\_\_ La Cote: \_\_\_\_\_

Va chercher le livre. **UTILISE UN SIGNET !!!!**

Trouve l'**index**. Trouve "arts". C'est à la page \_\_\_\_\_. Tourne à la page.

Nomme les 4 formes d'art illustrées sur ces deux pages:

---

---

4. Appuie sur le bouton bleu "**Quick**", choisis **Subject Keyword**.

Cherche "Somalie".

Ecris les informations suivantes :

---

Titre: \_\_\_\_\_ Date de publication: \_\_\_\_\_

Auteur: \_\_\_\_\_ La Cote: \_\_\_\_\_

Va chercher le livre. UTILISE UN SIGNET !!!!

Trouve la page avant l'index.

Trouve la boîte "Culture".

Copie ce qui est écrit dans la boîte.

\_\_\_\_\_  
\_\_\_\_\_  
Ecris la traduction des mots suivants.

taux = \_\_\_\_\_

alphabétisation = \_\_\_\_\_

## RECHERCHE SUR LES CULTURES

Nom du Pays : \_\_\_\_\_

Continent : \_\_\_\_\_

Trouve trois informations sur chaque aspect de la culture. Ecris des notes (4 - 6 mots).

Fais un dessin pour chaque aspect.

Les aliments

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Les fêtes et les festivals


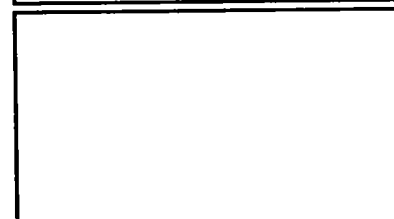
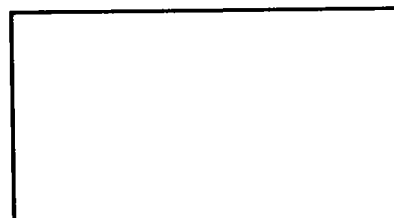
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Les vêtements

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Les \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



## Bibliographie

### Par station

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*Millénium – l'odyssée du savoir*. Nathan, 1998. ISBN 2092403621
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*Mon premier atlas super génial Nathan*. Liris interactive/Nathan, 1997
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Ganeri, Anita. *La France et les Français*. Gamma/Heritage 1994.  
ISBN 2762575133  
Matthews, Jo. *Somalie, je ne t'oublie pas*. Gamma/Ecole Active, 1995  
ISBN 2890694895  
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ISBN 0516216309  
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ISBN 2890694879
4. Prise de notes - le Brésil  
Serra, Mariana. *Brésil*. Gamma/Ecole Active, 1999. ISBN 2713018773
5. Prise de notes - le Kenya  
Kairi, Wambui. *Kenya*. Gamma/Ecole Active, 1999. ISBN 2713018781
6. Prise de notes - l'Italie  
Pirotta, Saviour. *Italie*. Gamma/Ecole Active, 1999. ISBN 2713018757
7. Prise de notes - la Chine  
Shui, Amy. *Chine*. Gamma/Ecole Active, 1999. ISBN 2713018765

### Notes

The book on Japan is very old but can still be useful for certain things such as traditional arts. The reading level of most books in French is so high and the level of French in Late Immersion is so low that one seems compelled to use some old things.

Things in French go out of print quickly. Added to this is the problem of distribution if the item is produced in France. The CD I used was bought 2 years ago through a shop in Vancouver called Wizzone. Two years ago our school bought several excellent Dorling Kindersley CDs, most of which seem to be no longer available. Wizzone is now an online-only store specializing in French software for immersion students with English parents. The owner, David King, is extremely helpful and can advise you what is available at the moment or where else you might try.

[www.wizzone.com](http://www.wizzone.com)

# EXCHANGE IN CANADA : SOME THOUGHTS FROM A WESTERN AUSTRALIAN TEACHER-LIBRARIAN

By JAN FINNING, teacher-librarian, SD#71 (Comox Valley)

First impressions were very positive. It seems that integration of technology has a very high priority, particularly in middle schools, where the ratio of computers to students is very good. The library resource centre at my middle school has 28 computers for students, with two adjacent labs, each comprising a further 28 computers. Consequently, I had to undergo a huge learning curve in relation to the new system, the network and software, and I felt initially as if my role was to be mainly a trouble-shooting technician. However I was reassured to discover that the tech support in this district was fantastic. Next bonus was the great mentor program being introduced to assist the integration of "Information, Communication Technologies" in middle schools in the district. A similar scheme was used in Western Australia a few years ago, but without the technical support which is available here it had mixed success.

Having left an old library resource centre that desperately needed renovation it was refreshing to see a new facility that had been created in the centre of the school. The library resource centre is obviously valued as an important centre in the school. The staff has made a determined effort to value the process of information retrieval and has developed a school-based research process with notetaking and bibliography formats to be used by all staff and students. I realize that teacher-librarians in this district are well regarded and have gained some positive arrangements with their staffing formula. The district group of teacher-librarians has provided great professional support to me as a newcomer.

Ideologically the role of the teacher-librarian appears, in my limited experience, to be the same in Western Australia and British Columbia. I was lucky enough to have the opportunity to go to a workshop by Ken Haycock in the first few weeks of working in Canada, and found amazing similarities in the direction we were heading in this information age. Many of the problems or concerns mentioned at this workshop related to timetabling and availability of teacher-librarian time in the library resource centre. Developing collaborative programs is also a continuing concern as time for planning with teachers is a problem in our busy schools. Another concern was the need to develop

a shared understanding of the value of the research process by the whole school before teacher-librarians can assist students to become information literate and independent learners. However it was a most rewarding workshop and gave me a great insight into the work of teachers and teacher-librarians in British Columbia.

Working in a middle school in contrast to a senior high school provides an interesting change. It would appear to provide a great opportunity for cross-curricula learning activities, as many teachers are teaching several subjects. However this doesn't seem to be happening to any great extent at the moment, from my observation. The curriculum appears quite rigid as is Western Australian curriculum in upper school. In lower school the new outcomes curriculum being introduced in Western Australia seems to be providing more flexibility in our learning programs, which is an interesting contrast to the outcomes curriculum here. I am still discovering the BC system and may well change my views and understanding as time progresses.

My next revelation was the relatively small collection of print resources, but I realize the comparisons are unfair due to the differences in school populations. The literature program at my school in Australia is well entrenched and is closely aligned with the English department. At my Canadian school it will take time to introduce the same sort of program.

Living and working in another country has provided the whole family with some amazing experiences. We love the mountains, the snow and skiing, have enjoyed the differences (ice hockey, Tim Horton's, maple syrup, coffee mania) and are really looking forward to the summer and some warmth. Anyone considering an exchange should definitely explore further, as it is a fantastic opportunity for professional and personal development.

## RED CEDAR BOOK AWARDS

*named by children for  
B.C.'s provincial tree*

Don't miss this opportunity for your intermediate students to take part in an exciting new reading and decision-making adventure.

The Red Cedar Book Awards encourages children to read a selection of recent books by Canadian authors, and to vote for their favourites. Unlike most book awards that are selected by groups of adult experts, the Red Cedar Book Award will reflect the tastes of young readers themselves. Your students, together with children from all parts of the province, will choose the winners of this prestigious award.

### HOW DOES THE RED CEDAR BOOK AWARD PROGRAM WORK?

Each year, a Red Cedar Book Award will be given to one fiction and one non-fiction Canadian author whose books receive the most votes from young readers. Voters are obliged to:

- read at least five books from each of the selected fiction and non-fiction lists;
- discuss the books with their peers and adult leader;
- learn about the authors.

Children are encouraged to read all or most of the titles from both lists, which are of general interest to students in grades 4 to 7.

The program will begin during Canadian Children's Book Week, November 1 to 8. After registering, groups of young readers will receive a voting kit and a program kit containing suggestions and ideas on running the program. Students have three to four months to read the books and form their opinions. A Red Cedar web site contains interesting bits of information and offers a way for different reading groups to connect and share their experiences. ([http://204.239.32.230/Red Cedar/redcedar.html](http://204.239.32.230/Red%20Cedar/redcedar.html))



On voting day in April, official votes will be collected, then tallied by the chartered accountant firm of Deloitte & Touche. The Red Cedar Awards will be presented at a gala Awards Ceremony on May 9, when representatives from the reading groups will share in all the excitement with the authors themselves.

### HOW CAN YOU GET INVOLVED?

Contact the Young Readers' Choice Awards Society of B.C. for registration forms between October 1 and January 31.

YRCAS-BC  
Hillside Postal Outlet  
P.O. Box 35023  
Victoria, B.C., V8T 5G2  
e-mail: [redcedar@pinc.com](mailto:redcedar@pinc.com)

The registration fee is \$20.00 per institution plus \$5.00 per reading group (maximum of 35 students in each). The fee covers a program kit filled with author information, a poster and lots of activity ideas, and a voting kit including ballots, a tally form and return envelopes for voting day.

The books on the awards list must be available for children to read during the program. United Library Services is the official distributor of all Red Cedar Award titles. Free MARC records are offered. Please contact ULS for special promotion pricing for various processing options. To order, phone (604) 421-1154 or send a fax to (604) 421-2216.

### QUESTIONS?

Contact Wayne Swanson, President of the YRCA-BC, at (250) 477-9398 or, in Vancouver: Emiko Morita, Canadian Children's Book Centre rep, at (604) 488-0830.

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web site: [http://204.239.32.230/Red Cedar/redcedar.html](http://204.239.32.230/Red%20Cedar/redcedar.html)

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# GROUP PROJECT ON SOCIAL JUSTICE

## ENGLISH 9

Unit Developed by the late **ROGER TRIANCE** with the assistance of **JOAN EATON**, teacher-librarian, Glenrosa Middle School, SD#23 (Central Okanagan).

The teacher and the teacher-librarian communicate the following to their students.

We will be working in groups and in pairs to complete a project on the topic of Social Justice. Justice is one of the topics in our textbook, *In Context III*, and several of our stories are related to this theme, *Perez Escapes to Canada*, *Fighting for Freedom*, and *The Rosa Parks story* are all tied to the theme of social justice. Along with this, we will be viewing a movie called *Cry Freedom*, which is the story of a South African by the name of Steven Biko who died fighting for his particular social justice issue. The project will be our form of creative research, reflection, and personal publication on the topic.

### PROJECT CONTENT

Content Mapping (groups of 6)

Internet Research (Pairs)

Newspaper Creation (Pairs, Microsoft Publisher) Vocabulary List (Pairs, 20 Buzz Words)

Collage (Pairs)

### STORIES TO READ

*Perez Escapes to Canada*

*Rosa Parks*

*Fighting for Freedom*

## GROUP PROJECT ON SOCIAL JUSTICE

### CONCEPT MAP (WEBBING)

As an introduction to the topic, social justice, work in groups of six to create a concept map. A concept map is simply a free form web created as a brainstorming activity by all the members of a group.

#### Materials:

- Felt pens
- Large paper

#### Organization:

- Groups of six sit in a circle
- Choose a captain (task keeper)
- Choose a web writer
- Everyone brainstorms (stays on topic)

#### Mapping Method:

- Write "Social Justice" in the middle of the page
- Draw a link to the first topic related to social justice
- Link sub topics to the first and so on

Each group must create a web with as many ideas as you can brainstorm. When you have completed the web, two or three members of the group are chosen to give a verbal explanation of the web to the class. The idea is to show the scope of the topic and to generate ideas of personal knowledge of the miscarriage of justice. Topics of social justice include things such as racism, bullying, gender issues, war, revolution, political repression, immigration, terrorism or even genocide.

**Alternative:** Rather than using pens and paper to construct the web, students may choose to use a computer and the program *Inspiration* to do their mapping. When presenting to the class, a video projector will be used to present the computer concept map. All other requirements of this exercise remain the same.

## GROUP PROJECT ON SOCIAL JUSTICE

### INTERNET SEARCH

Work with your partner to complete the following internet searches. The material that you find will be needed to complete the newspaper project that follows. All of the searches are related to the topic, social justice .

1. Find the Yahoo search engine. Enter the topic "Social Justice".  
How many hits did you get?\_\_\_\_\_

2. Try three other search engines. What were they?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Follow some of the links. How many?
- Name three web sites that interested you.

3. Search for “Amnesty International”.

- How many hits did you get?
- How many web sites are reviewed?
- Follow some of the links. How many?
- Find a site that discusses the history of A.I.
- Find a link to a specific issue or case.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Search for “Steven Biko”.

- How many hits did you get?
- How many web sites are reviewed?
- Follow some of the links. How many?
- Find a site that tells about Biko.
- What search engines did you use?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Search your top five Canadian social justice issues. If you are having trouble choosing some issues, refer to the web that you did with your group. Use that to help you find issues to research. List five issues here.

6. Search your top five International issues of social justice.

7. Search for a quote about social justice. What is the quote and where is it from?

8. Find and list the names of five people involved in issues of Social Justice.

## GROUP PROJECT ON SOCIAL JUSTICE

### CREATE A NEWSPAPER

Work in pairs. Using *Microsoft Publisher*, create a newspaper about issues of social justice. The research that you do will be closely tied to the article, “Fighting for Freedom” in the ‘Justice’ section of our textbook, *In Context III*.

For your newspaper:

1. Create a title for the newspaper with the word **Justice** in it.
2. Write an article that informs your readers about "Amnesty International". The article should provide background information about Amnesty International and explain what they do, who is involved, and how they go about achieving their goals. (One Article)
3. Choose one Amnesty International issue and write an article about it, explaining the role Amnesty International plays or played in the event. (Two articles)
4. Find an issue of social justice that interests you. It may be Canadian or International, and not necessarily related to Amnesty International. Find an issue of social justice that strikes your curiosity and write a newspaper article about it. (Two articles)
5. Find out who Steven Biko was and write a newspaper article about him. Include a photograph of Steven Biko with your article.
6. Write a list of your top five Canadian and top five international social justice issues, or your ten wishes for social justice to have been achieved by the year 2010. (Two separate lists)
7. Publish a quote that you think makes a strong statement, either good or bad, about social justice. Acknowledge the author and the source of the quote and place it effectively in your newspaper. (2 quotes)
8. Make a 'Want Ads' section that includes a series of ads related to issues of social justice. The ads may be humorous though they must not be crude or offensive. More importantly, they should indicate an awareness of current issues of social justice. (Minimum 2 ads each)

Examples:

**Wanted Immediately:** Free ride from Kosovo to San Francisco. 1 child refugee, lost parents in Yugoslavian bombardment, seeks asylum in sunny American climate.

**Employment:** Needed immediately, immigration officer with training in the Immigration Act of Canada, to help with the processing of large numbers of illegal immigrants. Must have marine experience, and should be conversant in Cantonese. All qualified and interested applicants should apply to the Canadian Department of Immigration.

9. Choose one of the following:
  - a human-interest event related to social justice and write a **short story account** of the event.
  - a person who interests you and who is involved in issues of social justice and write a **short biography**.
  - create a **cartoon** using a computer draw program of any sort. The cartoon should be about an issue of social justice. (One each)

- create a **cartoon** using a computer draw program of any sort. The cartoon should be about an issue of social justice. (One each)

Your newspaper should reflect a newspaper's style of presentation. Use one of the templates in 'Publisher' to set up your newspaper. Newspapers use headlines and catch phrases to attract their readers' attention. Graphics in the form of pictures taken from the internet or clip art related to the topic will make your paper better.

## **GROUP PROJECT ON SOCIAL JUSTICE**

### **VOCABULARY OF SOCIAL JUSTICE**

Create a vocabulary list with definitions of words that you have come across during your searching and reading which seem to you to be the buzz words of social justice. These do not have to be words that you do not already know, but some should extend your vocabulary. Others may be in a context that you have not seen before.

#### **THE TWENTY**

- 1.
- 2.
3. etc.

## **GROUP PROJECT ON SOCIAL JUSTICE**

### **COLLAGE OR POSTER**

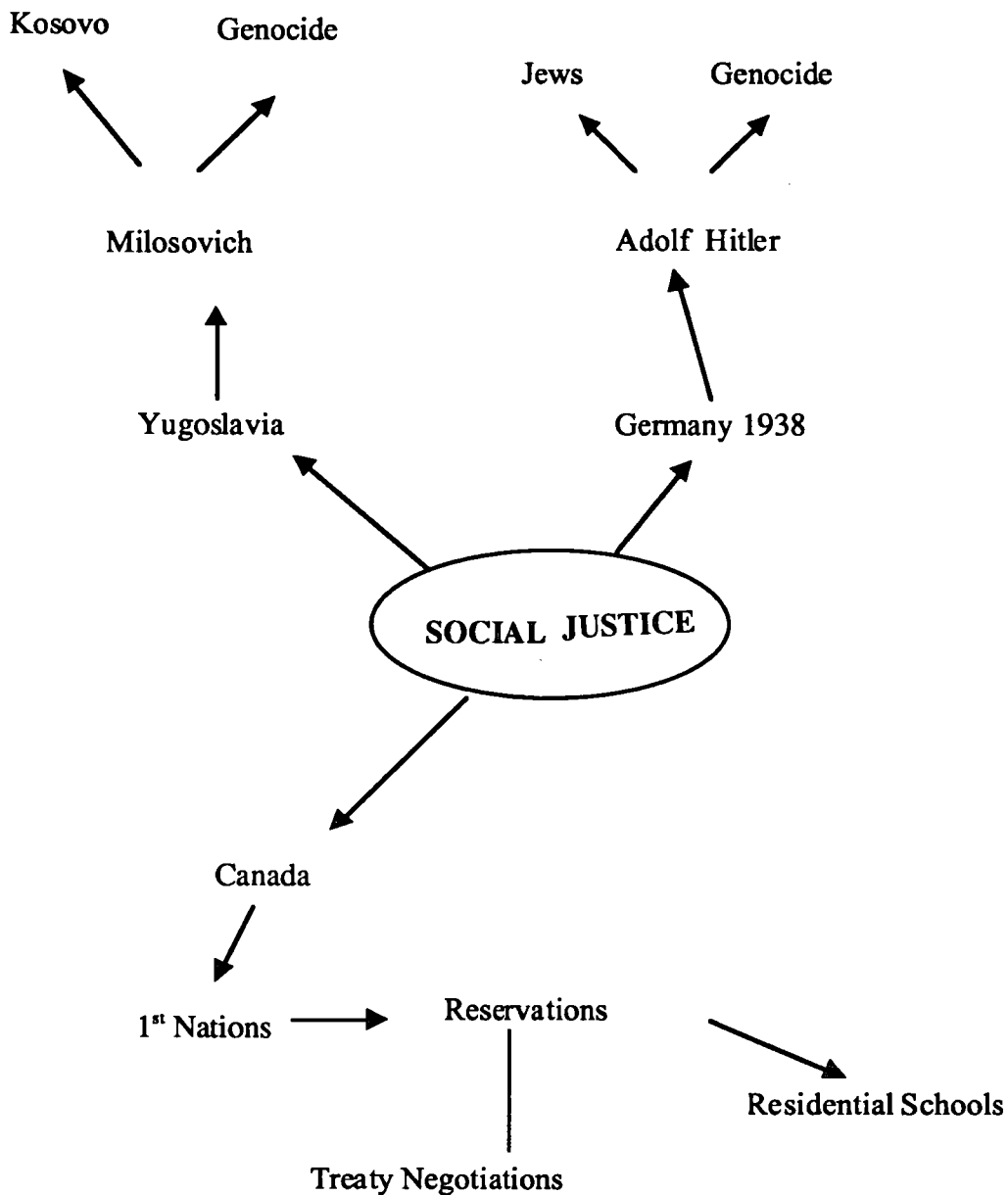
As a way of completing your project, you and your partner need to create either a collage or a poster that represents some of the issues, or one that depicts an especially powerful issue that you have come across in your search. Reflect on the issues you have encountered during your research. Issues of racism, gender, child abuse, international war, poverty, terrorism or even genocide are possible choices. Choose the issue that was most striking for you and your partner and create a poster or collage that depicts it.

The collage or poster should include the following:

1. A title that depicts the topic.
2. A definite theme that can be seen in the pictures.
3. Words that should be used. They can be cut from magazines.
4. A written explanation of the way the arrangement of pictures and words creates the theme you are trying to depict. Attach the explanation to the collage or poster.

# GROUP PROJECT ON SOCIAL JUSTICE

## SAMPLE CONCEPT MAP



# FOOD STUDIES 12

## SPECIAL DIETS ASSIGNMENT

by **FREDA HOFF**, teacher and **COLIN CHAFER**, teacher-librarian, Howe Sound Secondary School, SD#48 (Howe Sound).

**TASK:** Investigate a **medical condition, lifestyle disease, or lifestyle choice** that influences the diet. Work with a partner.

Using resources on the **Internet** find related information under the following headings for your choice of topic:

**Causes, Incidence, or Reasons**

**SYMPTOMS, COMPLICATIONS, CONCERNS**

**DETAILS OF PARTICULAR DIET AND LIFESTYLE**

**Diets, Menus, Recipes**

### LEARNING OUTCOMES

1. Students will evaluate and modify diets for a variety of physiological needs.
2. Students will learn about judging the authenticity of information on the Internet, e.g., authority, currency, comprehensiveness, objectivity, accuracy.

### SUGGESTED INSTRUCTIONAL STRATEGIES

Invite students to investigate various medical problems that influence diet, e.g., allergies, diabetes, heart disease. Students share the information they found relating to diet and prepare and present a meal to the class as a sample of the specific diet they have chosen.

Your Food Studies 12 teacher and your teacher-librarian will guide you through the process of locating information, writing the assignment, and presenting the meal. Have fun!

### TOPICS:

Lactose Intolerance

Heart Disease and Strokes

Diabetes

Obesity

Pregnancy

Ovo-Lacto

Iron Deficiency

Osteoporosis

Celiac

Cancer

Vegan

Names \_\_\_\_\_

Topic \_\_\_\_\_

Date \_\_\_\_\_

1. Why did you choose this topic?
2. What were the steps in getting information about this topic?
3. Who did what? List the steps and who was responsible.
4. After your project is completed, rate each of the following components:

EXCELLENT    VERY GOOD    GOOD    SATISFACTORY

A. Written Report

B. Menus

C. Meal Recipes

D. Meal Preparation                                                                                       

E. Presentation and Explanation                                                                        

5. List comments made by the audience.                                                                     
                                                                 

6. What did you learn from this assignment?

**TEACHERS' EVALUATION AND COMMENTS:**

- /20    Written report in point form using the given headings, cover page, and bibliography
- /10    Menus for three days on attached menu chart
- /10    Recipes for one meal attached to assignment
- /5     Food order for the meal handed in two days prior to the cooking lab
- /10    Preparation of the meal in class
- /5     Explanation to the class of the special diet and condition

**/60    TOTAL**

**SPECIAL DIETS ASSIGNMENT WEB RESOURCES**

**DIET AND NUTRITION SITES**

Dieting Cyberdiet <http://cyberdiet.com>

General American Dietetic Association <http://www.eatright.org>

Guidelines Food and Nutrition Information Centre <http://www.nal.usda.gov/fnic/>

Mayo Clinic <http://www.mayohealth.org/home>

## **GENERAL HEALTH**

Healthfinder <http://www.healthfinder.gov/>

Health A to Z <http://www.HealthAtoZ.com/>

Healthyway <http://www.sympatico.ca/Contents/health/>

Jefferson Health System <http://www.jeffersonhealth.org/>

Martindale's Health Sciences Guide <http://www-sci.lib.uci.edu/HSG/HSGuide.html>

The Merck Manual [www.merck.com](http://www.merck.com)

## **SPECIFIC DIETS**

American Heart Association <http://www.americanheart.org/>

Canadian Celiac Association <http://www.celiac.ca/eframes.htm>

Canadian Diabetes Association [www.diabetes.ca](http://www.diabetes.ca)

Cancer Research Society [www.cancer-research-society.ca](http://www.cancer-research-society.ca)

Celiac.com <http://www.celiac.com>

Creighton University Osteoporosis Research Center <http://osteoporosis.creighton.edu/>

Diabetes.com <http://www.diabetes.com>

Heart and Stroke Foundation of Canada [www.na.heartandstroke.ca/index.html](http://www.na.heartandstroke.ca/index.html)

Heartpoint <http://www.heartpoint.com/cholesterolmain.html>

Lactose Intolerance <http://www.niddk.nih.gov/health/digest/pubs/lactose/lactose.htm>

Low Fat Recipes [http://directory.google.com/Top/Home/Recipes/Low\\_Fat](http://directory.google.com/Top/Home/Recipes/Low_Fat)

National Women's Health Information Centre – Pregnancy <http://www.4woman.gov/x/faq/preg-diet.htm>

Osteoporosis Online <http://www.osteoporosis.ca/>

Vegetarian Resource Group <http://www.vrg.org/index.htm>

Osteoporosis Society of British Columbia [www.lookup.com/Homepages/55773/home.html](http://www.lookup.com/Homepages/55773/home.html)

## SPECIAL DIETS

Names \_\_\_\_\_

Date \_\_\_\_\_

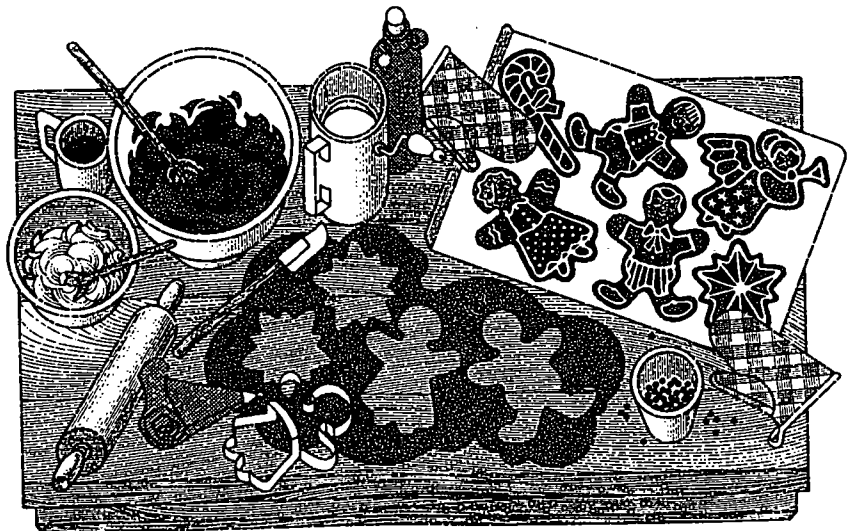
Menu \_\_\_\_\_

Attach recipes for the menu. Reduce amounts to serve 2-4 people. Make sure that the meal is nutritionally balanced.

The Canada Food Guide is available on the Internet at the following address:  
<http://www.hc-sc.gc.ca/nutrition>

or contact:

Publications  
Health Canada  
Ottawa, Ontario K1A 0K9  
Telephone: (613) 954-5995



# ADRIFT AT SEA: THE RESCUE PART I

## A REVIEW OF PROFESSIONAL LITERATURE

by RICK MULHOLLAND, teacher-librarian, Albert McMahon Elementary School, SD# (Mission).

In *Building Information Literacy* (2000), Alvin Toffler is quoted as describing an illiterate person thusly: "The illiterate of the year 2000 will not be those who cannot read and write but those who cannot learn, unlearn and relearn." Probably the most significant example of what Toffler is saying is in the area of information literacy. As such, teaching information literacy to students is vital. This is best done in a program where the teacher-librarian works collaboratively with classroom teachers.

Teacher-librarians must begin an aggressive program of advocacy in order to convince teachers, administrators, and trustees that school library programs, under the direction of professional teacher-librarians, are a vital component of a school's education program. This advocacy program must include information on:

- quality library programs (including resource-based teaching)
- the responsibilities of all participants
- how a successful school library program will benefit all the stakeholders.

### QUALITY LIBRARY PROGRAMS

In British Columbia, successful school library programs find their foundation in the resource document *Developing Independent Learners: The Role of the School Library Resource Centre* (Province of British Columbia Ministry of Education: 1991). This resource document for teacher-librarians reflects similar information from the Canadian School Librarians' Association's *Guidelines for Effective School Library Programs* (1988). Both documents describe successful school library programs as those that are founded in resource-based teaching, are an integral part of the instructional program of the school as shaped by local and provincial policy and are taught jointly by the teacher-librarian and the classroom teacher within a flexible schedule.

The documents go on to state that students are able to retrieve, evaluate, organize, share and apply information effectively and independently when taught in a developmental and sequential order which enables students "to become competent users of information" (CSLA: 1988). The students become information literate people.

Since the release of these documents, provincial curriculum and policy have changed. But as noted by Doiron (1998) "new curriculum policies have incorporated resource-based learning, information skills and information technology skills but these documents only rarely acknowledge the role of the teacher-librarian." The Ministry of Education in British Columbia has shown a small but important note of support in a recent release of *The Primary Program: A Framework for Teaching*. In this resource document, the Ministry of Education can be seen as showing a renewed commitment to teacher-librarians with this statement:

"An effective school library resource center program promotes the development of lifelong independent learners. The teacher-librarian, as director of the school library resource center, supports the major goal of lifelong independent learning in three key ways:

- providing reading/learning materials
- planning and implementing resource-based learning experiences
- providing instruction in information literacy (how to seek, find and evaluate information)" (2000, pp. 79 - 80)

Information literacy can be simply defined, as in *The Primary Program: A Framework for Teaching*, as "how to seek, find and evaluate information" (2000) or more completely, as in Prince Edward Island's *Building Information Literacy*, as the "ability to access, interpret, evaluate, organize, select, produce, and communicate information through a variety of texts, media, technologies, and context to meet diverse learning needs and purpose" (2000). These definitions continue to support what was written over a decade ago.

### RESOURCE-BASED TEACHING

Resource-based teaching is defined as "planned educational programs that actively involve students in the meaningful use of a wide range of appropriate print, nonprint and human resources." (SSLA: 1998) Support for this is noted in recent publications such as *The 4<sup>th</sup> R*. In this document, The Saskatchewan School Librarians Association (SSLA), with support from the Saskatchewan Teachers' Federation (1998,) writes "resource-based education promotes, and is crucial to, the achievement of [lifelong learning]." In the joint

publication, *Students' Information Literacy Needs in the 21<sup>st</sup> Century: Competencies for Teacher-Librarians* (1997), The Association for Teacher-librarians in Canada (ATLC) and the Canadian School Librarians Association (CSLA) support resource-based teaching in many of the professional and personal competencies for teacher-librarians.

"With a flexible schedule the program dictates the schedule; with a fixed schedule the schedule controls the program." (VanDuesen:1994) This flexible scheduling is encouraged by the ATLC/CSLA:

- "the district insists on flexible scheduling [the teacher-librarian is not the preparation time or "relief" for classroom colleagues] ;

- the principal encourages collaboration and team teaching through this flexible schedule." (1997)

### ROLES OF THE PARTICIPANTS

The described necessary participation of the principal, classroom teacher, and the school district in support of a flourishing library program has changed little over the last decade. This issue has been addressed in *Developing Independent Learners* (1991) and *The 4<sup>th</sup> R* (1998). In *Students' Information Literacy Needs in the 21<sup>st</sup> Century: Competencies for Teacher-Librarians*, the ATLC/CSLA has written "the [library] program is recognized as a partnership of the principal, teacher, and teacher-librarian, supported by the school district and community" (1997).

The above publications describe the roles of all the participants. The teachers' role, among other minor roles, is to cooperatively plan and teach with the teacher-librarian and to support the position and role of the teacher-librarian.

The principal's role is crucial. He or she should be a supporter and encourager of the school library program by recognizing the teacher-librarian as an equal professional in the school's education program. The principal should provide time for the teacher-librarian and the classroom teacher to plan and teach information skills within a flexible schedule.

The most current description of the role of the teacher-librarian is presented by ATLC/CSLA (1997). Among other qualities, the teacher-librarian is to:

- "provide leadership in collaborative program planning and teaching
- develop and promote the effective use of information and imaginative resources in all formats through cooperative professional activities
- manage library programs, services and staff to support stated educational goals of the school."

### BENEFITS OF A QUALITY LIBRARY PROGRAM

Saskatchewan's *The 4<sup>th</sup> R* details the many benefits to all stakeholders, including:

- the school is able to achieve goals and objectives of the core curriculum
- teachers are provided with support to teach
- the school will benefit from a spirit of collaboration and collegiality
- the school will benefit from a welcoming and positive school climate
- students are active learners
- promotes concept of life-long learning (1998)

Students are the people who benefit the most by having a quality library program. ATLC/CSLA (1997) state that "students read more, enjoy reading more, write better, access and use information more effectively and excel in academic content areas." In the introduction of the same document, they state "There is a significant body of research that demonstrates that a qualified teacher-librarian has a positive impact on ... student achievement." (1997). The most notable of these studies have been in Alaska, Colorado and Pennsylvania (Manzo: 2000). All three studies concluded that student achievement improved when students have access to a strong library program that includes increased information literacy instruction and the teacher-librarian and classroom teacher spending more time planning and teaching collaboratively.

Armed with this information, a successful advocacy program undertaken by teacher-librarians becomes possible. For all involved, it is essential.

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# THE LEADERSHIP ROLES OF A TEACHER-LIBRARIAN

by LYNN TURNER, teacher-librarian,  
Thornhill Junior Secondary School, SD#82/88  
(Coast Mountains/Terrace).

Over the past fifteen years, teacher-librarians have emerged as leaders in education. School libraries have changed from warehouses to information and curricular centres. And school librarians have changed from clerks to educational partners (Farmer, 1995, p.1). Some teacher-librarians are making their voices heard as they serve on school, district, and provincial curriculum committees. Many others are making less obvious but equally important contributions to their schools.

According to Farmer, Leadership is the crucial factor in creating a quality library media programme that is an integral part of the school curriculum (p.1.1). In keeping with the steps toward leadership in any organization, the teacher-librarian must first understand the culture of her school so that suggested changes and developments will be acceptable. In many cases, she is in an enviable position to study her school's culture, for the library is the one place where all groups come together. Beyond the administration, the teacher-librarian is possibly the only person in the school who sees all the students, has the potential to work with all the staff, and is cognizant of the curriculum followed by and teaching methods used by the staff (Woolls, p.25).

The teacher-librarian has several spheres of influence. The first is within the library itself. The teacher-librarian, in collaboration with the library assistant, student or parent volunteers, and any other professional or clerical staff assigned to the library, must develop a vision. Aligned with the mission and vision of the school, the library vision should be a statement of the long-term plans for the library and its programs, should include criteria for measuring success, and must be powerful, achievable, and coherent (Farmer, p. 6.2). It must also be service-oriented (McCombs, p.219). The teacher-librarian is a leader in the systematic development of the resources, is a central figure in the technological advances in the school, and is a team builder. The climate that is created within the school library must be conducive to research and learning, because, as Spitzberg(1992) stated, Librarians lead, in part, by guiding scholars and students to sources of knowledge...Ó (p. 381).

The second level of influence of the teacher-

librarian is within the school. The teacher-librarian is an agent of change within her organization. New curricula are being developed, and the Integrated Resource Packages for many subject areas advocate resource-based learning. This is a new concept to many teachers, but with her knowledge of the curriculum content, the available resources, and the need for students to have materials that appeal to variety of learning styles and abilities, the teacher-librarian can be both a leader and a mentor in this field.

The key to success is effective communication: to the principal, about the relationship of the library programme to student achievement (Eaton, 1997); to teachers, about the importance of resource-based learning and cooperative planning and teaching in developing skills that the students will need and use throughout their lives.

The third level of influence is in the community. Farmer (p. 8.5) and Hartzell (p. 13) stated that it is important to promote the school library with the district administrators and the school board. They should be provided with the results of research that show the relationship of a strong school library programme to student achievement. Teacher-librarians must become pro-active rather than reactive; they must provide solutions, not just complain about problems. Hartzell (p. 13) suggested that teacher-librarians should also interact with parent groups. The teacher-librarian should attend some Parent Advisory Council meetings to inform the group of library activities, policies, and needs. It is important to remember that the parents elect the school trustees. The teacher-librarian can also be a leader in forming liaisons with the public library, with businesses, and with the media. These groups may provide alternate sources of funding, donations, and expertise. Edwards (1991, p. 20) emphasized the importance of communicating in different ways to different audiences, and of remembering that persuasion always involves an element of risk (p. 28).

The final level of leadership is perhaps the most natural for teacher-librarians. This involves participation in professional organizations (Farmer, p.9.1). But participation alone is not sufficient. Teacher-librarians as professionals should become involved with the

training of new teachers; they should act as mentors to other teacher-librarians; they should share their expertise with other teachers and administrators through workshops and professional development. An individual can undertake advocacy; it becomes more powerful when undertaken by a group.

In her keynote address to the Iowa Library Association in October 1993, Pat Schuman stressed the importance of libraries and librarians to society in general by showing the relationship of libraries and democracy. When we are at risk she stated, when library services are threatened, when librarians are not valued, then the very basis of our democracy is endangered (p. 43).

To be an administrator, to serve her school community, and to arouse in others an interest in resource-based and life-long learning, the teacher-librarian must develop the skills of an effective leader.

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# 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) \_\_\_\_\_

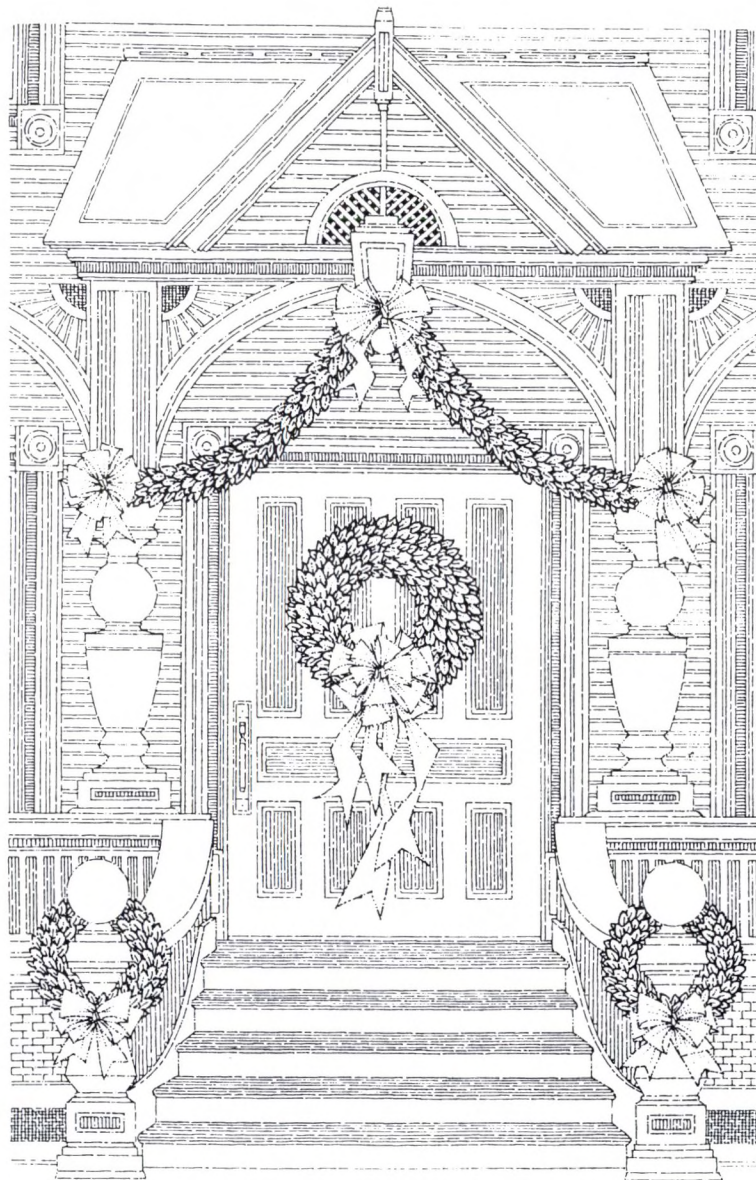
Address \_\_\_\_\_

Signature \_\_\_\_\_

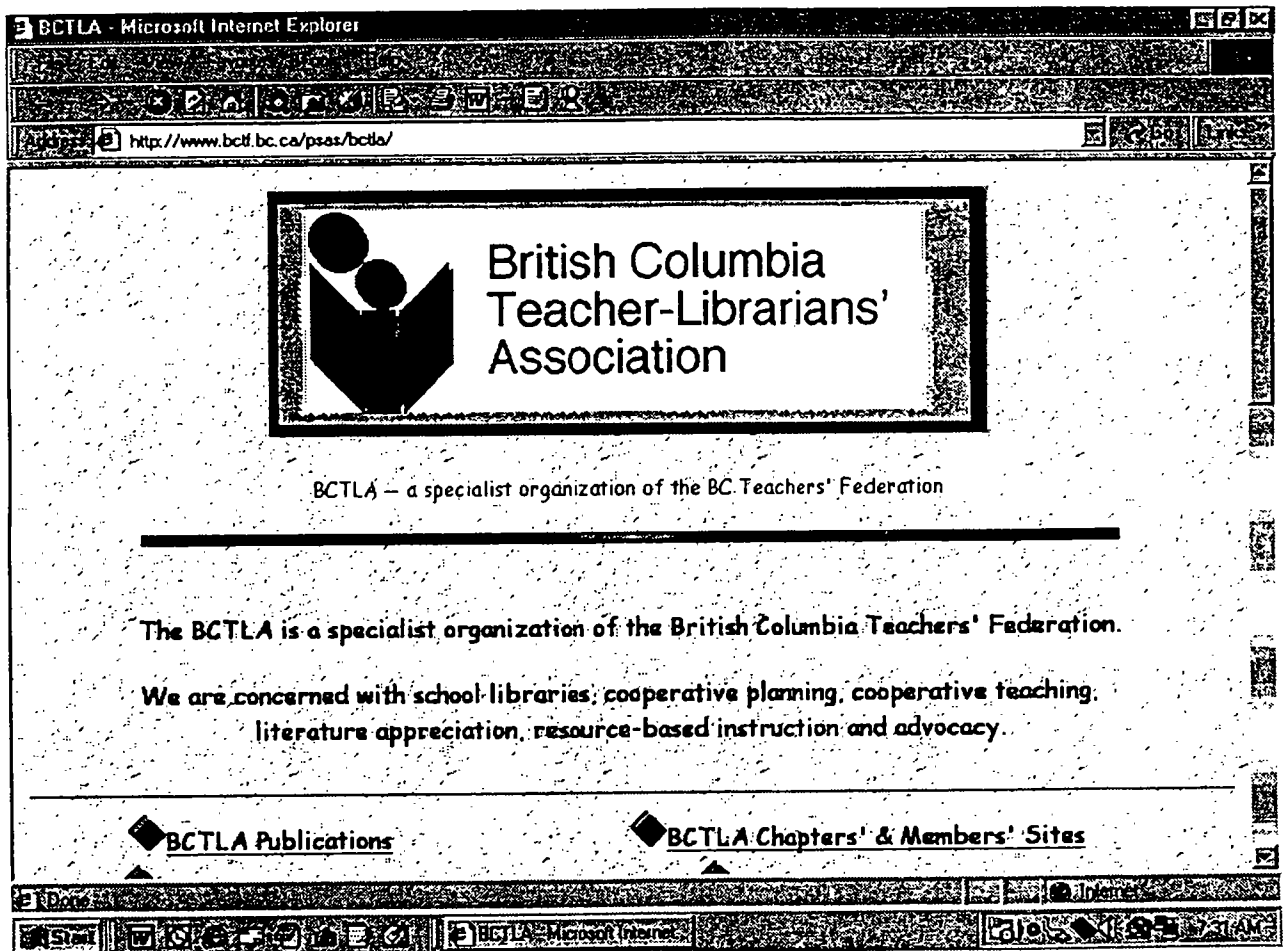
*Note to teacher-librarian: Please submit the form(s) with the picture(s) and retain a copy for your records.*

*Publications Coordinator  
British Columbia Teacher-Librarians' Association  
c/o BC Teachers' Federation  
550 West Sixth Avenue, Suite 100  
Vancouver, BC V5Z 4P2*

# REGULAR FEATURES



## VISIT THE BCTLA ON THE WEB



Do you have access to the Internet? If so, check out the BC Teacher-Librarians' Association website managed by Val Hamilton. The address is <http://www.bctf.bc.ca/psas/bctla>. Visit today!

Val Hamilton  
Teacher-Librarian  
Dr. George M. Weir Elementary School  
2900 E 44th Ave,  
Vancouver, BC V5R 3A8  
School (604) 713-4771  
Fax (604) 713-4773  
E-mail: [vhamilton@telus.net](mailto:vhamilton@telus.net)

# 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

## Topical Issues

I don't usually write on topical issues. By the time this journal hits the streets, the issue has become passe and information about it seems stale and dated. It reminds me of the friend who promises to help with some task, then shows up months later, long after the job is done. Good thought - bad timing.

The issues surrounding the very tragic events of September 11th are different and will not pass quickly from our consciousness and attention. And that will mean that these same issues will likely become the nucleus of many teacher directed, teacher-librarian assisted research projects.

Which issues do I mean? One that comes to mind is the growing attitude of intolerance and suspicion towards people of Arabic descent or the Islamic faith. It is very tempting to view these people as cruel, violent and oppressive, based on the actions of a few fanatics. That attitude is not helped by the numerous negative images shown night after night on the evening news.

To avoid the trap of stereotyping many based on the actions of a few, students need a balanced and realistic and factual view of Islam and it's followers. They need to learn much more about this faith and its tenants to dispel and eliminate many of the myths and misconceptions which surround it. Here, the web can help.

Let's begin with the US television network, PBS which recently aired a marvelous documentary called, "Islam: Empire of Faith". Along with the on-air series, PBS also created a wonderful web site (<http://www.pbs.org/empires/islam/>) containing a variety of information, resources and lesson plans for teachers. The site is very attractive, well laid out and easy to navigate. The content is easy to understand and very appropriate for Middle School students or above.

Islamicity (<http://islamicity.com/>) is another great site from which to gather information and resources about Islam. Far more detailed and comprehensive than the PBS site, Islamicity not only contains a very readable

history of this faith and its followers, it also lists several primary information resources such as the Koran (the Qur'an).

The Muslim community at the University of Southern California (<http://www.usc.edu/dept/MSA/>) has been very active in creating and maintaining a large and extensive web site on the topic of Islam. More scholarly in tone than the previous sites, it has a timely section entitled "10 Misconceptions About Islam" which is invaluable when dealing with many of the stereotypes surrounding this faith. For example, one of the misconceptions about Islam is that it is a cruel and warlike religion which tolerates terrorists and killers. Not true. The Qur'an (the most holy of Muslim writings) states that, "*if any Muslim kills an innocent person, that Muslim has committed a grave sin, and certainly the action cannot be claimed to have been done 'in the name of Islam.'*"

This section also addresses several other Islamic myths such as the notion that slavery is accepted, women are inferior and that other beliefs are not tolerated.

Yet another source of Islamic information is the Muslim Student Association of the University of Houston. While this site may lack some of the refinement and polish of the UCLA site, it is very forthright and up front with its information and message. Right there on the home page are the pronouncements of Islamic scholars on, "Hijacking planes and kidnapping", "Hijacking planes and ships", "Attacking the enemy by blowing oneself up in a car" and "Committing suicide". According to the scholars, none of these actions are condoned or approved.

"100 Question And Answers About Arab Americans: A Journalists Guide" (<http://www.freep.com/jobspage/arabs/index.htm>) is another web site which attempts to go beyond the myths and simplistic notions about Islam held by many North Americans and present a truthful and accurate picture of the people and their faith. While not nearly as colourful and appealing as earlier sites and more US centered, it is still an excellent source of information, broken down into bite size chunks.

Another excellent site for gathering information about the Islamic faith is Al-Islam (<http://www.al-islam.org/>) Although comprehensive in scope and filled with information, the site is easy to navigate and the content is presented in an attractive, easy to read manner.

As well as focusing on one particular faith, it is often helpful to compare and contrast Islam to other religions with which students may be familiar. Rutgers University (<http://religion.rutgers.edu/vri/index.html>) maintains a massive web site called the Virtual Religion Index. Included on this site are links to virtually every major religious group and organization on the planet.

Two sites which are similar in nature to the Rutgers University web site but not as comprehensive or as well designed are the religion section of the "Links2go" web site (<http://www.links2go.com/topic/Religion>) and the Religions of The World web site ([http://www.nmhschool.org/tthornton/world\\_religions\\_websites.htm](http://www.nmhschool.org/tthornton/world_religions_websites.htm))

The National Social Studies Organization, an American Association of Social Studies Teachers has added to its web site, several sections dealing with the tragedy of September 11th. (<http://www.socialstudies.org/resources/moments/articles.shtml>). When most of the links and resources focus on the tragedy itself there is a very good section on racial tolerance. Of particular interest is the parallel drawn between the Japanese Internment during the Second World War and the feelings toward Arab American people today.

And finally, to end on a positive note of sorts, one of my favourites is a site called, "Rumours Of War". It contains a compendium of myths, half truths, hoaxes and urban legends surrounding the events of September 11th. While there are literally dozens of tall tales and incredible stories on this site, the one that definitely scores a 10 out of 10 on the weird meter is the following press release, supposedly made by President Bush.

*"The President has asked that we unite for a common cause. Since the Islamic people cannot stand nudity, they consider it a sin to see a naked woman that is not their wife. Tonight at 7:00, all women should run out of their house naked to help weed out the terrorists. The United States appreciates your efforts, and applauds you. God bless America. "*

Perhaps if we can still laugh or at least smile, when all is said and done then we really will come through this, okay.

## "SEPT 11, 2001" WEBSITES

ACADEMIC INFO - AFGHANISTAN STUDIES  
<http://academicinfo.net/afghan.html>

A huge compendium of links and resources on Afghanistan, its people, its leaders and their way of life. (LM\_NET)

AFGHANISTAN MAPS  
<http://www.lib.utexas.edu/maps/afghanistan.html>

Do you need some maps of Afghanistan for a project or just for your own edification? This site gives you access to the University of Texas Perry-Castañeda Library Map Collection. (Netsites)

AFGHANPEDIA  
<http://www.sabawoon.com/afghanpedia/default.shtm>

Basic information about Afghanistan, including land, people, government, and history (to the end of the 1990s). From Sabawoon Online, an Islamic news service. (LIWEEK)

AMERICA'S FUND FOR AFGHAN CHILDREN  
FACT SHEET  
<http://www.whitehouse.gov/news/releases/2001/10/20011012-2.html>

U.S. President George W. Bush has announced the creation of America's Fund for Afghan Children, a program which will provide needed food, shelter, and medicines to refugee children of Afghanistan. This site is a fact sheet explaining the purpose of the humanitarian relief effort, the location for contributions, and the organizations delegated to coordinate and administer the program: the American Red Cross (ARC) and the U.S. Agency for International Development (USAID). (CARR-L)

CHILD RESEARCH NET  
<http://www.childresearch.net/>

How are young people affected by recent events in a borderless world? Concerning children and education, a window on Japan is the Child Research Net (CRN). (Netsites)

## GLOBAL SECURITY

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

GlobalSecurity.org is focused on innovative approaches to the emerging security challenges of the new millennium. (CARR-L)

## THE SEPTEMBER 11 WEB ARCHIVE

<http://september11.archive.org/>

This site represents an extraordinary effort to create an archive of digital data related to the events and aftermath of September 11, 2001. Visitors may submit sites. A collaboration among the Library of Congress, the Internet Archive, and WebArchivist.org. Subjects: World Trade Center-Pentagon Terrorist Attack (CARR-L)

## TARGET AMERICA

<http://www.pbs.org/wgbh/pages/frontline/shows/target/>

Part of the Frontline television series, this program explores America's "first war on terrorism," initiated by President Ronald Reagan in the 1980s. Includes a timeline covering attacks on Americans from 1979 to 1988, interviews with officials such as Caspar Weinberger and Bud McFarlane (also in Lessons Learned from the 1980s), and an overview of the Evolution of Islamic Terrorism, starting from 1968.

## TELEVISION ARCHIVE: A LIBRARY OF WORLD PERSPECTIVES CONCERNING SEPTEMBER 11TH, 2001

<http://client.alex.com/tvarchive/html/>

An incredible project that has put online the video and audio recordings from television broadcasts worldwide of the events of the September 11, 2001 tragedy. Currently coverage is through September 17 with a program guide allowing selection of specific dates and times. Broadcasts are from the US, the UK, Greece, Canada, China, Iraq, Qatar, France, Japan, Russia, Palestine, and Mexico. Also included is a chronology of events, analyses of the crisis coverage from experts, and a page of links to "scholarly, journalistic and advocacy-oriented perspectives on television news, the events of September 11 and their consequences, and broadcasting in the Arab world."

## WEBARCHIVIST

<http://150.156.112.3/main.plx>

WebArchivist.org, in conjunction with the Library of Congress and The Internet Archive, has announced the release of an archive of September 11th materials. (Netsites)

## ARTS & CRAFTS

### ANIMAL ACCORDIANS

[http://www.sandiegozoo.org/wildideas/kids/craft\\_2in1.html](http://www.sandiegozoo.org/wildideas/kids/craft_2in1.html)

Using some of your favorite animal prints (or have your students create their own colorful animal paintings), students will create a two-for-one accordion style animal montage. (Classroom Flyer)

### BUILD A T-REX MODEL

<http://www.kid-at-art.com/htdoc/lesson22.html>

Upper elementary students will love this dinosaur project. They will create a Tyrannosaurus Rex using a wire coat hanger and papier mache. Challenge your students to model other dinosaurs as well. (Classroom Flyer Newsletter)

### COFFEE GROUND FOSSILS

<http://www.kidsdomain.com/craft/fossil.html>

Students can create their own fossils using coffee grounds and flour. Think about using autumn leaves for imprints. (Classroom Flyer Newsletter)

### COLOR THEORY FOR KIDS AND TEACHERS

<http://members.home.net/mrsparker2/>

Color Theory covers the color wheel, mixing, schemes and mood. Student and masterwork examples, lesson plans, a host of activities and online and printable vocabulary, puzzles and quizzes are included. (Great Sites For Kids Newsletter)

### CRAFTS FOR KIDS

<http://www.enchantedlearning.com/crafts/>

"These crafts projects are for preschool, kindergarten and elementary school children. The crafts use materials found around the house like egg cartons, cardboard, paper, boxes, string, crayons, paint, glue, etc." There are over forty different craft topics, such as dinosaurs,

holidays, and thank you gifts. Each craft includes the supplies needed, complete instructions (which an adult might need to interpret), and pictures of each stage of construction. (LIWEEK)

#### FARM ANIMALS

<http://www.kiddyhouse.com/Farm/>

Find information and activities on a wide variety of farm animals. Scroll down to find printables, including a New England farm. Simply print, cut, and fold to make a New England style farm; primary level. (Classroom Flyer Newsletter)

#### THE GUGGENHEIM MUSEUM

<http://www.guggenheim.com/index2.html>

A virtual gateway to global culture including; painting, sculpture, dance, theatre, music, architecture and more... (Netsites)

#### HOW TO PAPER MACHE

<http://familycrafts.about.com/library/weekly/aa051500a.htm>

A very nicely done, "How To" guide to the paper mache making and art technique. (Classroom Flyer Newsletter)

#### INTRODUCTION TO READING MUSIC

<http://datadragon.com/education/reading/>

This site introduces topics in reading music in a way that is easy to understand. The examples and explanations will help you to understand better. You'll learn about clefs, time signatures, types of notes, types of rests, basic counting, symbols and shaping. (Great Sites For Kids, Newsletter)

#### MOUSE MOBILE:

<http://www.teachingideas.co.uk/art/makingmice.htm>

Perfect for studying any Leonna books. Only simple procedures and materials required to create these mobiles. (Classroom Flyer Newsletter)

## EDUCATION

#### 20 WAYS TO FOSTER CREATIVITY:

<http://www.enc.org/topics/inquiry/ideas/document.shtm?input=FOC-000715-index>

An experienced middle school teacher shares her ideas for inspiring creative responses from her students. (Classroom Flyer Newsletter)

#### 21ST CENTURY SCHOOLHOUSE: MULTIPLE INTELLIGENCES

<http://www.coedu.usf.edu/~morris/multiple.html>

This site contains activities and materials that correspond with each of the eight multiple intelligences. (LM\_Net)

#### CAMPUS CHAMPS

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

CampusChamps.com is a website dedicated to providing student athletes information about playing sports while attending college. (Netsites)

#### FACULTYSHACK

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

FacultyShack.com is a resource for the teaching profession and education community that is irreverent, uncompromising, intelligent, and humorous. (Netsites)

#### THE GLOBAL EARLY INTERVENTION NETWORK

<http://www.atsweb.neu.edu/cp/ei/>

The community is dedicated to high quality information, peer support, problem-solving assistance, continuous learning, and research related to early intervention. Our hope is that this community will serve as a model for how the Internet can be used to enhance collaboration and the sharing of knowledge in early intervention. (Netsites)

#### GUIDELINES FOR RUBRIC DEVELOPMENT

[http://edweb.sdsu.edu/triton/july/rubrics/Rubric\\_Guidelines.html](http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Guidelines.html)

Print out this page for guidelines on developing your own middle to high school student project assessments. (Classroom Flyer Newsletter)

**HELPING YOUR STUDENTS WITH HOMEWORK  
— A GUIDE FOR TEACHERS**  
<http://www.ed.gov/pubs/HelpingStudents/>

Establishing your expectations at the beginning of the year, varying your assignments (this simple suggestion will keep your students interested), aligning your assignments with current work-in-progress, addressing problematic homework concerns, and more. (Classroom Flyer Newsletter)

**KID INFO (STUDENT INDEX)**  
<http://www.kidinfo.com/SchoolSubjects.html>

Designed to provide students with links to homework help resources, this directory is organized into twelve subject areas: American history, art, computers, current events and newspapers, foreign languages, geography and social studies, health, English language skills, mathematics, music, sciences, and world history. Also includes reference resources: almanacs, atlases, calendars, career information, dictionaries, encyclopedias, library and ask-an-expert sites, museums, quotations, and study skills. Other sections include search engines for kids and fun sites (comics, hobbies, games, etc.). (LIWEEK)

**L2ED**  
<http://www.l2ed.com/>

A bilingual educational resource for parents and children alike. A mosaic of songs, stories, animation, teacher aids, ESL, FSL, Canadian history, and much more. (Netsites)

**LEARNING STYLES & MULTIPLE INTELLIGENCES**  
<http://www.ldpride.net/learningstyles.MI.htm> This page offers short

This contains explanations of learning styles as well as an interactive learning style quiz that could be completed by the child, with help from a parent or teacher if needed. (LM\_NET)

**THE MODULE MAKER**  
<http://questioning.org/module/module.html>

This tutorial guides teachers step-by-step through creating an online research and learning module for their students. (Classroom Flyer Newsletter)

**MRS. M'S STUDY SKILLS PAGE**  
<http://www.angelfire.com/oh/gidi2/index.html>

Want more time and better grades? Tips on Mrs. M's Study Skills pages will give you both. (Netsites)

**MULTIPLE INTELLIGENCES: A RESOURCE GUIDE**  
<http://www.ridgewood.k12.nj.us/WWW/EdCenter/Ci/potentials/main.html>

This New Jersey school district created a straightforward site which takes each intelligence, lists famous people with that strength and what kids with that intelligence may like to participate in, be challenged by and drawn to. Several websites, software programs and activity examples are given for each intelligence. (LM\_NET)

**MULTIPLE INTELLIGENCES PRODUCT GRID**  
<http://www.rogertaylor.com/migrd.html>

Gives examples of what students may produce (diary, petition, poster ...) based on their interests and strength in a particular intelligence area. (LM\_NET)

**PROJECT BASED LEARNING WITH MULTIMEDIA:**  
<http://pblmm.k12.ca.us/PBLGuide/Activities/Activities.html>

Find several sets of guidelines to introduce your students to the creation of presentations with a focus on the use of multimedia. Topics walk you through style, purpose, interviews, creating rubrics, brainstorming, etc. (Classroom Flyer Newsletter)

**SCHWABLEARNING.ORG**  
<http://www.schwablearning.org/>

Parent's Guide to Helping Kids With Learning Differences, Educator's Guide, Assistive Technology Guide, High School Student Guide, State Guides, Bulletin Boards.

SchwabLearning's Learning Differences Approach to children with learning disabilities starts with evaluating the student's strengths and weaknesses. The strengths are then built upon to build up the weaker areas. Their website contains full information about this approach for parents and teachers as well as an assistive technology guide and other resources. (Great Sites For Kids, Newsletter)

**TEEN LEARNING NETWORK**  
<http://www.teenlearningnetwork.com/>

The Teen Learning Network (TLN) provides High School Students with help planning for college and careers. Online test preparation, homework help, career information, the College Finder and personal assessments make life more manageable. (Netsites)

**UNIVERSITY OF NORTH CAROLINA: STUDY HABITS & THE TEN TRAPS**  
[http://www.unc.edu/depts/unc\\_caps/TenTraps.html](http://www.unc.edu/depts/unc_caps/TenTraps.html)

The appeal of top ten lists is universal, and the Ten Traps of Studying doesn't disappoint. Here's one I remember from college: "I'm Gonna Stay Up All Night 'til I Get This." Unfortunately exhaustion takes its toll both physically and mentally, and recall improves when study time is spread out over time (not crammed into a single session.) Whenever you study, remember to take plenty of breaks; the experts seem to agree on ten minutes every hour. (Surfing The Net With Kids)

**USING SERVICE LEARNING TO ENHANCE YOUR CURRICULUM**  
<http://www.teachervision.com/lesson-plans/lesson-4961.html>

Service learning and community projects for students are hot topics these days. Here are some guidelines to get your students involved in such projects, and how you can use them to supplement your curriculum and provide real-life benefits in citizenship to your students at the same time. (Classroom Flyer Newsletter)

**VIRGINIA TECH: STUDY SKILLS SELF HELP**  
<http://www.ucc.vt.edu/stdysk/stdyhlp.html>

Although written for college students, high school students will also benefit from these study tips. Best clicks are the five Online Study Skills Workshops (including Seven Strategies for Improving Test Performance) which are self-paced slide shows that pop up in their own windows. I suggest starting with the Study Skills Inventory. After answering thirty-two questions on a sliding scale from "Very true" to "Not true at all," you'll be directed to various sections of the site (such as articles on time management or note taking) based on your own weaknesses. (Surfing The Net With Kids)

**WHAT'S MISSING IN EDUCATION?**  
[http://www.edweek.org/ew\\_newstory.cfm?slug=04elias.h21](http://www.edweek.org/ew_newstory.cfm?slug=04elias.h21)

In his article for Education Week on "Preparing Children for the Tests of Life, Not a Life of Tests", author Maurice Elias argues that by placing emphasis on testing and standards, we are missing out on teaching important behavioral traits to foster civic responsibility. He proposes that on every level, social, emotional, and academic skills must be taught in order to help students fulfill democratic principles. (Classroom Flyer)

**WIZZKIDZ.COM**  
<http://www.wizzkidz.com/>

Sharpen up your skills at Wizzkids.com. There are sections here for students ages 4 to 11 to learn and then explore games in Math, Science and Language Arts. In each subject area there are a range of topics from which to choose. For example, in the Maths 10-11 section you can learn about statistics or play statistics, multiplication or division games. There is also a series of interactive general information quizzes that are available from the main Wizzkidz.com webpage. (Great Sites For Kids, Newsletter)

## ENGLISH

**NEWSPAPER BOOK PROJECT**  
<http://www.geocities.com/SoHo/Workshop/8405/Newspaperproject.html>

Encourages creative book reports and reviews. This particular project engages students in creating a newspaper based on various aspects of their book—take different settings, characters, points-of-view, and conflicts for each segment. (Classroom Flyer Newsletter)

**PAGE BY PAGE: CREATING A CHILDREN'S BOOK**  
<http://www.nlc-bnc.ca/pagebypage/>

Interviews with Two Authors and an Illustrator, Explore the Story Behind Two Books, Bookmaking Unit Plan with Activities, Books and Links, Also in French.

Many people think that children's picture books are easy to write and put together but, according to picture book authors, that is not the case at all. Extensive work

is done writing and rewriting the pages in addition to constructing the illustrations for the book. Here you will meet author Tim Wynne-Jones and illustrator Eric Beddows who talk about their work on the book "Zoom at Sea." Author/Illustrator Ginette Anfousse is also featured talking about her book "School." Find out all they went through to get their works published. (Great Sites For Kids, Newsletter)

#### POETRY CLASS

<http://www.poetryclass.net/>

Resource site for teachers of poetry: "The Poetry Society and the DFES join forces to take the fear out of teaching poetry. A team of poets, well versed in the problems associated with teaching poetry, advise teachers through INSET training on how to overcome preconceived ideas of poetry as 'stuffy' 'dry' and 'difficult'." (Netsites)

#### SHARP WRITER

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

This site is a great resource for writers! You'll find lots of links for dictionaries, grammar, punctuation, thesauri, capitalization, quotations and more. (Great Sites For Kids, Newsletter)

#### TEEN INK

<http://teenink.com/>

"Teen Ink is a magazine, website and book series written by teens for teens. Any student may submit nonfiction, fiction, poetry, art, photos, music, reviews, and more. In its thirteenth year, the magazine has 3.5 million readers and more than 25,000 teens have been published." (Netsites)

#### LIBRARY

##### AILEENA

<http://www.aileena.ch/>

The world's leading media index with over 5500 Links to Newspapers, Radio and TV Stations in 174 countries. (Netsites)

#### AUTHORS ON THE WEB

<http://www.people.virginia.edu/~jbh/author.html>

This page is an attempt to bring together literary author biographies available on the World Wide Web. (Netsites)

#### THE CANADIAN ENCYCLOPEDIA

<http://thecanadianencyclopedia.com/>

The Canadian Encyclopedia is a comprehensive reference work on all subjects relating to Canada. (Netsites)

#### CORPWATCH: HOLDING CORPORATIONS ACCOUNTABLE

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

This site provides news and analysis of corporate activity around the world, as well as information on various CorpWatch campaigns, including the Alliance for a Corporate Free UN, the Climate Justice Initiative, and the Greenwash Awards. It also contains a guide to online research on multinational corporations. CorpWatch seeks to counter "corporate-led globalization through education and activism...for human rights, labor rights and environmental justice." (LIWEEK)

#### DISABILITY SEARCH

<http://www.disabilitysearch.net/>

Disability Search is the one stop area where you can find everything you need to make your search easy. A whole range of information from details of charities, suppliers of disability and mobility equipment, to religious contacts and health information. (Netsites)

#### ENCYCLOZINE: A CONCISE ILLUSTRATED ENCYCLOPEDIA, AND A COMPENDIUM OF DIVERSIONS

<http://encyclozine.com/>

Indexed and searchable information related to Gallery, Puzzles, Games, Illusions, Science, Web design, Humanities, Space, Life, History, Technology, and Knowledge. (Netsites)

#### FIRSTGOV

[http://www.firstgov.com/index.html?ssid=1002323751105\\_172](http://www.firstgov.com/index.html?ssid=1002323751105_172)

Working to connect the world to all U.S. government information and services is no easy task, but this web site does an amazing job. The government "portal" contains over 47 million pages of government information, services, and online transactions. An amazing repository of information, the site offers links to an enormous number of government sites — from information on agriculture and food to facts about money and taxes. And if you're hoping to find more information on the recent tragic events and subsequent U.S. policy, don't miss the U.S. in the World section. (Yahoo Picks)

#### MULTI-MEDIA BOOK REPORT RUBRIC

<http://www.ncsu.edu/midlink/bk.rep.fic.htm>

Specially designed for middle grades, fiction texts, and multimedia reports. (Classroom Flyer Newsletter)

#### NON-FICTION REVIEWS

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

Features reviews and news for nonfiction books of all types. (Netsites)

#### OPINION PAGES

<http://www.opinion-pages.org/>

Editorials, opinions and commentaries, columns and columnists from English newspaper and magazine Web sites. (Netsites)

#### PICTURING CHILDHOOD: THE EVOLUTION OF THE ILLUSTRATED CHILDREN'S BOOK

<http://www.library.ucla.edu/libraries/special/childhood/>

This essay on the history of illustration in books for children shows many examples from early editions of Aesop's Fables, alphabet books, pop-up books, and paper dolls. From the Special Collections Department of the University of California. (LIIWEEK)

#### STREET LIBRARIAN

<http://www.geocities.com/SoHo/Cafe/7423/>

Excellent lists of links to alternative library collections, zines, online comics, and ethnic meta-sites. Includes progressive commentary, cultural criticism, bibliographic essays, and autobiographical quirks written or compiled by Utne Reader columnist and librarian Chris Dodge. (Netsites)

#### SUNLINK WEED OF THE MONTH CLUB

<http://www.sunlink.ucf.edu/weed/>

An excellent resource for all librarians, this site includes tips for making weeding decisions, an archived list of past months' weeding topics, and links to other weeding resources. Stories about unusual items found while weeding round out this useful site from SUNLINK, Florida's K-12 public school union catalog. (LIIWEEK)

#### TRUESEARCH

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

A new generation of search engine for the World Wide Web. (Netsites)

#### WHO NAMED IT?

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

This biographical dictionary of medical eponyms is an attempt "to present a complete survey of all medical phenomena named for a person, with a biography of that person. Eventually, this will include more than 15,000 eponyms and more than 6,000 persons." There are currently more than 4,000 eponyms described, with biographical material on close to 2,000 people. The site can be searched or browsed by person's last name, category of medical condition, or eponym. There is also a list of women whose names have been used to name medical conditions. (LIIWEEK)

#### WOMEN INVENTORS

<http://www.inventorsmuseum.com/women.htm>

Women inventors and their inventions throughout history. (Netsites)

#### WORLD ALMANAC FOR KIDS

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

Explore the people, places and things on this great world we live. Fun and games and lots of learning experiences. (Netsites)

#### MATHEMATICS

##### MATHLETICS!

<http://www.richmond.edu/~ed344/webunits/math/sport.html>

You never thought math was in sports? Just think about it.... Every sport uses numbers in some way, whether

it's for scoring, determining averages, or figuring percentages. And when numbers are involved, it usually means math is as well. Find out how math is used in baseball, basketball, bowling and football! (Great Sites For Kids, Newsletter)

**TEACH R KIDS MATH**  
<http://www.teachrkids.com/>

Math for elementary school children with problem solving worksheets, drills, addition, subtraction, division, multiplication, counting, number sense etc. (Netsites)

**ONLINE MATH APPLICATIONS**  
<http://tqjunior.thinkquest.org/4116/>

This site teaches kids of all ages a simple and interesting approach to math that applies to real world situations. You'll learn about the history of math, what math has to do with music, math and science and how math can help you when you are going on a trip. This site also has a simulated stock market game. (Great Sites For Kids Newsletter)

## MISCELLANEOUS

**A GUIDE TO THE BUSINESS OF BABYSITTING**  
<http://www.urbanext.uiuc.edu/babysitting/>

Everything you need to know about being a successful babysitter is available on this site, from planning play activities to great business practices. Topics include basic childcare issues as safety, bathing, diapering, feeding infants and children, and respecting family values. Also available is a template for a flyer to advertise babysitting services. (LIIWEEK)

**MY BC DIRECTORY**  
<http://mybcdirectory.com/>

Your one stop portal and guide to information, resources & business & community directories throughout British Columbia. (Netsite)

**EXTREME KIDS**  
<http://www.extremekids.com/>

The #1 Web Portal for Kids, with thousands of links from education to games!

## SCIENCE

**15 ONLINE SCIENCE TESTS**  
<http://www.gooseholler.com/main/soft/testpg.html>

Test your middle school students online with these multiple choice questions. Most quizzes contain around 30 questions on relevant science topics, with immediate feedback. (Classroom Flyer Newsletter)

**ALL SPECIES**  
<http://www.all-species.org/>

All Species is "a new organization that is attempting to catalog every living species on earth within one generation (25 years). A complete inventory of all species on our planet will greatly enhance our capacity to conserve essential biodiversity. This survey, which will include microbes, will enlist the support and cooperation of scientific organizations around the world. (Netsites)

**ARS SCIENCE 4 KIDS**  
<http://www.ars.usda.gov/is/kids/>  
Grade Level: 3-10

Brought to the web by the Agricultural Research Service, the Science 4 Kids website features science research stories for children in grades 3 through 10. These stories are written in a captivating manner and also include pictures. The topics include agriculture, food science, nutrition, farming, environment, animals, insects, plants, soil, and transportation. Student activities can be found in the Teacher's Whiz Kid Activity Packet as well as the Teacher's Desk. (Great Sites For Kids, Newsletter)

**BIOLOGY CORNER**  
<http://www.biologycorner.com/>  
Resources for biology teachers: lesson plans, internet lessons, and webquests. (Netsites)

**THE BONE ZONE**  
<http://www.mun.ca/science/inquisitor/features/bonezone/>

Let our guide Rickety Rick show you around and teach you all about the human skeleton. When you're done, you can take a look at some more great sites about the skeleton, test your knowledge by taking one of our quizzes, or have a laugh at some of our hilarious skeleton jokes! (Netsites)

**DELIGHTS OF CHEMISTRY**  
<http://www.chem.leeds.ac.uk/delights/>

Chemistry demonstrations performed at the University of Leeds. Movies, photos and text that explains our chemical reactions are available within this site. (Netsites)

**AN INTRODUCTION TO ESTUARIES**  
<http://inlet.geol.sc.edu/nerrsintro.html>

Estuaries come in all shapes and sizes, each unique to their location and climate. Bays, sounds, marshes, swamps, inlets, and sloughs are all examples of estuaries." This site offers an introduction to the fascinating estuaries and explains their importance and what they provide. (Classroom Flyer Newsletter)

**FOLIAGE NETWORK**  
<http://www.foliagenetwork.com/>

Autumn is the best time of year for exploring the beauty of trees! On this site you'll learn about foliage - why the leaves change color, how to preserve leaves and there is also a guide to leaves that is coming soon. Learn about the foliage network and view some amazing pictures! (Classroom Flyer Newsletter)

**HEALTH-RELATED HOAXES AND RUMORS**  
[http://www.cdc.gov/hoax\\_rumors.htm](http://www.cdc.gov/hoax_rumors.htm)

The Centers for Disease Control and Prevention (CDC) offer facts and relevant links with accurate information to refute rumors and hoaxes circulating in the media and via e-mail. Breast cancer caused by underarm deodorant, air-borne HIV, hantavirus on soda cans, and children dying of heroin overdoses after being stuck by discarded needles on playgrounds are examples of current hoaxes and rumors. (LIIWEEK)

**HOW MUCH DO YOU WEIGH & HOW FAR CAN YOU JUMP ON OTHER PLANETS**  
<http://www.serve.com/chunter/index/info/aweigh.html>

Mass, gravity, averages... your middle school students will apply all of these learned concepts as they compute how far they can jump on all the planets. Two students worksheets form the lesson. (Classroom Flyer Newsletter)

**MIND OVER MATTER**  
<http://www.nida.nih.gov/MOM/MOMIndex.html>

This series is designed to encourage young people in grades five through nine to learn about the effects of drug abuse on the body and the brain. (Netsites)

**NIFTY ASTRONOMY FACTS**  
<http://users.aol.com/usgoju/nifty.html>

One great big list of interesting astronomy facts. (Netsites)

**ORBITAL FORCES DEMONSTRATION**  
[http://www.soest.hawaii.edu/SPACEGRANT/class\\_acts/OrbitsTe.html](http://www.soest.hawaii.edu/SPACEGRANT/class_acts/OrbitsTe.html)

This activity will dynamically illustrate the orbital path of planets. Click on "Student Pages" at page bottom for student instructions and worksheet. Materials are common and the procedure quite simple. (Classroom Flyer Newsletter)

**PERIODIC TABLE OF ELEMENTS CALCULATOR**  
<http://www.kerryoet.utvinternet.com/web/periodic.html>

Snazzy javascript periodic table of elements. Click onto an element for characteristics. (Netsites)

**PLANETARY PATHS**  
<http://btc.montana.edu/ceres/html/58orbits.html>

This lesson plan will help middle school students understand the planetary motion laws of Kepler and Newton through a series of five classroom activities.(Classroom Flyer Newsletter)

**POLAR ICE CAPS — WEBQUEST**  
<http://edweb.sdsu.edu/courses/EDTEC596/Units/Pole/Intro.html>

How do polar ice caps affect the balance of life on earth? High school students investigate polar environments through polar explorers and historical explorations, data analysis, cold weather regimes and dangers, and through literature focusing on these regions. (Classroom Flyer Newsletter)

## SCIENCE PORTFOLIO GUIDES FOR STUDENTS & TEACHERS

<http://www.accessexcellence.org/21st/TL/CGSE/>

If you have considered having students create science portfolios, check in here for a fairly comprehensive guide on getting started. Also find formatting advice to tailor portfolios specifically to suit your needs. (Classroom Flyer Newsletter)

## SOLAR MUSIC

[http://www.noao.edu/education/ighelio/solar\\_music.html](http://www.noao.edu/education/ighelio/solar_music.html)

Download a solar music file and have your students combine a music and astronomy lesson with the activities at this site. Students will also build their own musical instruments. (Classroom Flyer Newsletter)

## SPACE SHUTTLE LAUNCH SIMULATION

<http://pao.ksc.nasa.gov/sim/index2.html>

Let your students try a simulation shuttle launch at this NASA interactive presentation site. They will need to prepare first, through a series of learning and exploring exercises, then prepare for lift-off. (Classroom Flyer Newsletter)

## TOUR OF BIOMES

<http://www.cotf.edu/ete/modules/mse/earthsysflr/biomes.html>

This site has basic information on six biomes for elementary school students. Learn about the tropical rain forest, tropical savanna, desert, Arctic tundra, deciduous forest, and subarctic taiga and their plants, animals, and climate. It also shows how to read a climograph for average temperatures and precipitation of a particular location during the year. Part of the Exploring the Environment (ETE) online series from NASA's Classroom of the Future Program. (LIIWEEK)

## U.S. GOVERNMENT SCIENCE AND TECHNOLOGY RESOURCES

<http://www.scitechresources.gov/>

This site provides a gateway to U.S. Government Science and Technology Resources, for the scientist, engineer, and science aware citizen. It offers the web site locates thousands of U.S. Government science and technology resources on the web that let you tap into government expertise, services, facilities, and know-how. (Netsites)

## WEATHER PREDICTION

<http://www.athena.ivv.nasa.gov/curric/weather/hsweathr/index.html>

A series of six lesson plans explore the science of weather forecasts. Several online resources prepare students to read and then create their own weather maps for various locations across the United States. (Classroom Flyer Newsletter)

## SOCIAL STUDIES

### 18TH CENTURY HISTORY

<http://www.history1700s.com/>

History1700s.com is your guide to some of the most informative and useful Web sites that cover the 18th century in all its glory. (Netsites)

### BLANK & OUTLINE MAPS

<http://geography.about.com/cs/blankoutlinemaps/>

This collection includes printable outline maps of the world, continents, regions, countries, the states of the U.S., and the provinces of Canada. Maps are free "for educational or personal use at home or in the classroom." (Netsites)

### CROMWELL, OLIVER

<http://www.cromwell.argonet.co.uk/>

The Oliver Cromwell Association was founded in 1935 to commemorate and "stimulate interest in Cromwell and the general history of the British Isles and dependent territories from his birth to the time of the Restoration." This site offers biographical information, quotes by and about Cromwell, and a suggested bibliography of books and articles. There is a link to the Cromwell Museum's Web site, as well as links to re-enactment societies, historical organizations, and museums. (LIIWEEK)

### DAVID RUMSEY HISTORICAL MAP COLLECTION

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

An excellent example of how well digitization of images can be done. This ever-growing collection of thousands of images focuses on 18th and 19th century North and South American cartographic materials and includes "atlases, globes, school geographies, maritime charts, and a variety of separate maps including pocket, wall, children's and manuscript maps." Images can be

viewed in any browser. Advanced functionality is available via special software available for free download on the site. (LIWEEK)

**ELIZABETH I, QUEEN OF ENGLAND (1533-1603)**  
<http://www.elizabethi.org/>

Detailed and thorough, *The Life and Times of Queen Elizabeth I, 1533-1603*, contains information about her early life, major events of her reign, even her wardrobe. There is also material covering life in Elizabethan England, including the status of women, the church, and the structure of the government. Glimpses of Elizabeth the person are revealed in the FAQ and through a collection of quotations. Includes bibliographies and film listings. Searchable. (LIWEEK)

**THE FASCINATING WORLD OF MAPS AND MAPPING**  
<http://oddens.geog.uu.nl/index.html>

Comprehensive maps and mapping resources. (Netsites)

**GIGALAW.COM**  
<http://www.gigalaw.com/>

Provides legal information for internet and technology professionals, internet entrepreneurs and the lawyers who serve them. This searchable site includes daily news, up-to-date articles, archived articles sorted by date and topic, interviews, and free newsletters. Topics covered in depth include intellectual property, copyright, privacy, and identity theft. (LIWEEK)

**THE LEGACY PROJECT**  
<http://www.legacy-project.org/>

The Legacy Project revisits the tragedies of the 20th century in the hopes that positive, creative, and cathartic dialogue can flourish today through an examination of our past. To that end, the organization provides a global compendium of conflicts and holocausts, complete with historical overview and related visual art presentations of each culture. One exhibition, "The Art of Afterwards", discusses the art inspired by years of grappling with the consequences of catastrophe. The numerous works housed in the Filmography and Library sections convey a simple, yet pertinent message for people today: Humanity, in all its diversity, is inherently the same in its self expression. We may choose different colors to paint our pictures, but we all grieve, remember, hope, and dream for the same things. (CARR-L)

**THE NATIONAL WOMEN'S HALL OF FAME**  
<http://www.greatwomen.org/>

The National Women's Hall of Fame serves to "honor in perpetuity these women, citizens of the United States of America whose contributions to the arts, athletics, business, education, government, the humanities, philanthropy and science, have been the greatest value for the development of their country." (Netsites)

**SIGMUND FREUD**  
<http://freud.t0.or.at/>

The home page of the Sigmund Freud Museum in Vienna offers virtual guided tours through the museum, a biography of Freud, an audio library, a database of quotations and a lot more. (Netsites)

**SOCIAL STUDIES FOR KIDS**  
<http://www.socialstudiesforkids.com/>

Social Studies for Kids gives you articles, fun facts, glossaries, and tons of links for all subjects of social studies, with a focus on what kids and their teachers and parents are learning. (Netsites)

**YOU BE THE HISTORIAN**  
<http://americanhistory.si.edu/hohr/springer/index.htm>

Historians study the everyday lives of people who lived in the past by looking at clues: the objects and documents that people left behind and that have somehow survived. One day in the future, historians interested in the history of the late 20th century may study your family. By studying the clues on this site you can see what life was like for the Springer family 200 years ago. (Great Sites For Kids Newsletter)

## **TECHNOLOGY & THE INTERNET**

**20 QUESTIONS ON HOW THE NET WORKS**  
<http://www.scotfinnie.com/20quests/hownet.htm>

Scot Finnie, formally of WinMag.com fame, gives the newcomer to the Internet some of the most basic concepts they need to understand how the net works. (Netsites)

**A COMPLETE ILLUSTRATED GUIDE TO THE PC HARDWARE**  
<http://www.karbosguide.com/>

A complete illustrated Guide to the PC Hardware, Logic and Architecture. 500 easy-read articles about the modern PC. Understand the basic architecture of CPUs, busses, drives, digitizing and so on. (Netsites)

**THE CYBERLAW ENCYCLOPEDIA**  
<http://www.gahtan.com/cyberlaw/>

A computer, information technology and e-commerce law reference source. (Netsites)

**THE FONT FAIRY**  
<http://208.233.94.70/fontfairy/>

High quality commercial fonts designed mainly for Macintosh users. (Netsites)

**RESOURCES FOR CREATING WEB SITES**  
<http://home.netscape.com/browsers/createsites/>

This is a guide for using Netscape Composer to create websites. (Netsites)

**TEACH YOURSELF TCP/IP IN 14 DAYS**  
<http://docs.rinet.ru:8083/TCP-IP/>

By following the online lessons in the second edition of 'Teach Yourself TCP/IP in 14 Days' you can learn about all the technical processes and protocols that make the Internet run. (Netsites)

**WACKY, WILD AND JUST PLAIN WEIRD**

**BIZARRE NEWS**  
<http://www.bizarrenews.com/>

Bizarre News spans the globe for news of the weird, the strange, and the plain stupid. (Netsites)  
**THE BOOK OF CLICHES**  
<http://utopia.knoware.nl/users/sybev/cliche/>

Things to say in times of trouble. Clichés for many situations. (Netsites)

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

A hilarious lineup of true stories of actual crimes committed by clumsy crooks and foolish felons. Get your daily dose of humor today. (Netsites)

**DO IT YOURSELF COUNTRY WESTERN SONG**  
<http://lolfun.com/funpages/doityourself/index.cfm>

Are you hankering to write yourself a Country and Western song, partner? Well sirree, this here site will make it as easy as a cotton-eyed joe. Just see if there is an achey breaky heart in you. :- ) (Netsites)

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Did you know that those precious back issues of *The Bookmark* are available on microform? If you missed an issue when you forgot to renew, or you have just joined and want to purchase back issues, contact:

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# THE PORTRAIT: CONSTANCE HORNE

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

Stop, thief! Hold that girl!"

A man grasped Ellen's arm..."The little varmints! Always stealing me bangers. Three times this week alone! Ah well, I've caught you now, eh?"

No, no," Ellen said. She tried to pull away from him. "I didn't steal anything I tell you!" Tears filled her eyes and she tightened her grip on the handle of the basket...

It's the workhouse for you this time, and no mistake!" said the butcher. "Ah, see there! The copper's caught the lad!..."

Ellen blinked to clear the tears from her eyes. The boy winked at her. She tensed herself for flight. Suddenly, the boy kicked the butcher's shin and swung his free fist hard into the man's middle. The butcher dropped both children and grabbed his stomach. Ellen lurched ahead and raced toward the waterfront...

Pausing for breath, she found herself beside the launch loaded with orphans...

Ellen leaped in the boat.

This is a passage from *The Accidental Orphan*, one of my favourite novels by author Constance Horne. In the story, Ellen is wrongly accused of stealing but fears her ability to prove her innocence. In desperation she hides in a boat of orphans ready to set sail for Canada. Her attempts to disembark before leaving England are unsuccessful and Ellen finds herself unwittingly en route to Canada. Once in Canada a family takes her in to help with the work on their Manitoba homestead. Horne's books are all historical fiction about Canada's past. Accounts of pioneer life on the prairies, in a BC coal mining town in 1916 and on a logging camp on Vancouver Island in 1943, all come alive through Constance's skillful portrayal of the events and characters of those times. *The Accidental Orphan* was nominated for both a Silver Birch Award and a TORGI Award. A number of Horne's other novels have been recognized for Canadian literary awards. *Emily Carr's Woo* (Oolichan, 1995) was short listed for the Sheila Egoff Award and *Nykola and Granny* (Gage, 1989) and *Trapped by Coal* (Pacific Educational Press, 1994) were both short listed for the Geoffrey Bilson Award.

Constance Horne was born and raised in Winnipeg. She graduated from United College in 1948 and later taught high school in Minnedosa, Manitoba and Nelson, BC. Horne was married in Nelson and moved with her husband, first to Vancouver, and later to Victoria. Constance told me she became a stay-at-home mother to her four children and only began to write seriously in 1973. Her first book was published in 1989.

All of Horne's work shows a passion for Canadian history. I was able to ask Constance about her love of history and her writing career through our e-mail communications. The following excerpts, in the form of my questions and Constance's answers, are derived from our e-mail messages. I have retained the informal nature of such communications.

Q: What prompted you to start writing? When was it?

A: As a child I was an avid reader, and I dreamed from an early age of one day being a writer. When I began to teach Canadian History fifty years ago, I was frustrated by the lack of material, other than the textbook, that was available to my students. One day when I was complaining to the class that we needed more books about Canada, one boy challenged me with, "Why don't you write one?" I was not able to take up the challenge for many years, not until 1973 when my last child went to kindergarten and I had two hours every day to myself to actually try to write for publication.

Q: For which age group do you prefer to write?

A: I prefer to write for the eight to twelve age group, although *Emily Carr's Woo* and *Lost in the Blizzard* are for primary school children.

Q: What books have you published?

*Nykola and Granny*, (Gage, 1989)

*The Jo Boy Deserts and Other Stories*, (Pacific Educational, 1992)

*Trapped By Coal*, (Pacific Educational, 1994)

*Emily Carr's Woo*, (Oolichan, 1995)

*The Accidental Orphan*, (Beach Holme, 1998)

*Lost in the Blizzard*, (Hodgepog, 1999)  
*The Tenth Pupil*, (Ronsdale, 2001)  
short stories in *Winds Through Time* (Sandcastle, 1998)  
and *Beginnings: Stories of Canada's Past* (Ronsdale, 2001)

Q: Most of your novels are historical fiction which obviously require a lot of research into those time periods. How do you do your research? Do you enjoy doing research?

A: Yes, I enjoy research very much. Usually an idea for a story will come from some history book or biography that I'm reading. I begin in a library and read extensively on the period and the topic, often as many as thirty books. If possible, I visit the site of the story. In some cases I visit the Archives and read contemporary accounts of the people who lived at the time and place. Old newspapers, usually on microfiche, are a good source to get the flavor of the period. I look at as many pictures as I can find. While I do not use the Internet in the initial stages of the research, I find it very helpful for checking facts. For example, who won the World Series in 1934 (*The Tenth Pupil*)?

Q: How do you get your ideas? Are there specific times or events in history that interest you?

A: As I said above, an idea usually comes when I'm reading a history book. All of Canadian history interests me, but I choose subjects that have some importance to me personally. For example, *The Accidental Orphan* was sparked by Kenneth Bagnell's, *The Little Immigrants*, which I found very moving. Because I had children of my own, I empathized with the lonely children being sent far from home and family. Because my mother came from the North of England, I set the beginning of the story there, and because I had taught in Minnedosa, Manitoba, Ellen goes to a farm near there.

Q: In *Emily Carr's Woo* your book is a fictionalized account of a real person. Do you have plans to write more books using actual recognizable people from the past?

A: No, not as a main character. For over six years, I was a docent at the Art Gallery of Greater Victoria. We often hosted groups of children to see Emily Carr exhibits. One way of introducing Carr to the children was through her animals and I noticed that they were always fascinated by the monkey. That was the inspiration for *Emily Carr's Woo*.

Q: I really like how you are able to bring your characters to life in your writing. I particularly enjoyed Ellen (great name!) in *The Accidental Orphan*. Have you ever considered sequels for any of your books?

A: Ellen is named for my mother's sister who was my favorite aunt. *The Accidental Orphan* is the only book for which I have considered a sequel, but it is not yet in the works. It would have to be for slightly older readers.

Q: Do you have a writing regime?

A: Yes, I try to write five days a week. In the morning I do new creative work for at least two hours and then, in the afternoon, I do editing, typing, research, and attend to the business side of writing.

Q: What are you working on right now?

A: I have done a lot of research for a book about a boy employed in a glass factory in Manitoba, but the writing is going very, very slowly, as I am involved in promoting *The Tenth Pupil*.

Q: What authors influence you? Any special favourites?

A: As a child, my favorite authors were L.M. Montgomery and Louisa May Alcott. Later, I read all of Dickens. I admire them all for their creation of believable characters. As an adult, my favourites include Robertson Davies, Alice Munro, Jane Urquhart and Carol Shields.

Constance Horne still lives in Victoria and clearly still enjoys writing full time. She recently was a presenter at the BCTLA conference in Victoria. Constance is a member of CWILL and is available for author talks and readings to school groups.

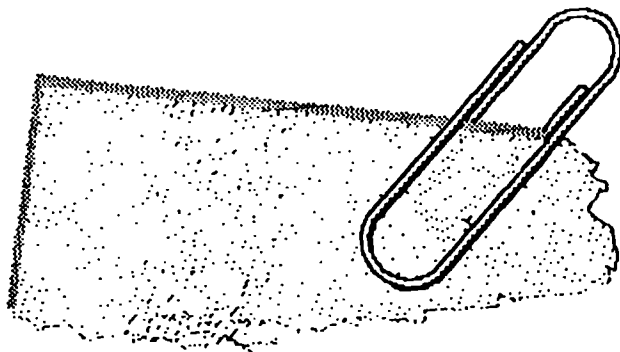


# NEXT ISSUE

## MAY,

## 2002

This school year there will be only three issues of *The Bookmark*.



## NOTES AND NEWS

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

Hello everyone!

As you can imagine, getting an issue of *Bookmark* together in a 'year of transition' can be a challenge. However, with so many willing contributors of both articles and ideas, the task becomes much more 'do-able'.

A **BIG THANK YOU** to those who took the time to send in articles to *The Bookmark*.

The editorial board is a-changing

This is the last issue that Jim Crook, our patient and dedicated 'formatter' will be producing. Thank you Jim for all your years of service.

This is also the last issue for which Alwynn Pollard will be coordinating the advertising and the art work. Thank you, Alwynn, for all you have contributed to the *Bookmark* over the years.

And Debbie Hartley will be stepping down as the Reviews Coordinator, effective January 2002. Our thanks to you, Debbie, for your very efficient coordination of the review team.

At the same time as we are sad to see these long time members of the *Bookmark* depart, we are also pleased to welcome newcomers to the editorial board.

In the future, Val Pollock will be coordinating the production of the Book Reviews. Janet Mumford and Andrea Rubin have joined the editorial team.

## AWARD WINNING LEADERSHIP

Congratulations to our Co-Presidents! As well as leading the Executive and the Chapter Council meetings with verve and efficiency, each of our presidents has received recognition for their activities within the school library community.

Joan Eaton was awarded the BCTLA Diana Poole Memorial Award of Merit (formerly BCTLA Award of Merit) for 2001. Her commitment to teacher librarianship is extensive. To name but a few of her activities, Joan, together with co-president Kay Treadgold, played a major role in the Information Literacy Task Force producing the kit, titled 'Why Teach Information Literacy Skills' She is currently President of the Central Okanagan Teacher Librarian Association and its chapter representative.

Kay Treadgold was awarded 'Teacher Librarian of the Year' presented by the National Book Service and the Canadian School Library Association in Winnipeg in June 2001. Certainly, this award acknowledges her service at the local, provincial and national levels. Over the years, she has presented workshops for the Vancouver Public Library, and to the Kelowna School Board. She was President of the Central Okanagan Teacher Librarian Association. In 1995-1996, she led the B.C. Information Literacy Task Force, resulting in the formation of the Information Technology IRP for grades 8-10. With Sharon Bede and Joan Eaton, she formulated the 'Ethics of Information' for School Libraries in Canada. This last summer, she led a Symposium at the University of Victoria sponsored by the Canadian School Library Association, drawing participants from across Canada.

Obviously, these two are quite a team!!!! And together they are leading quite an executive – all working on behalf of the teacher-librarians of B.C.

## SPEAKING OF AWARDS

At BCTLA recent conference, 'A Literary Odyssey', Jim Holgate was acknowledged for all his work on the *Bookmark*. Nine years on the editorial board, including four years as editor of the *Bookmark* are part of the contribution he has made to B.C. teacher librarians. He started and maintained the BCTLA web site. Check it out at <http://www.bctf.ca/bctla>. Thank you, Jim.

"Revision of the *Bookmark*" Committee

With an almost completely new editorial board and the need to develop new procedures for production, the *Bookmark* will go through a 're-formation' The task of

this committee will be to formulate revisions of the Bookmark. We already have several members ready to give their input. However we would like to include your ideas. Please send any general comments to [ggalloway@vsb.bc.ca](mailto:galloway@vsb.bc.ca) or [glenysg@shaw.ca](mailto:glenysg@shaw.ca). Thank you.

An Internet Café presented by: District 71's teacher-librarians  
by JAN WON, teacher-librarian, Vanier Secondary School, SD#71 (Courtenay).

On a Monday evening in February, 2001, Vanier Senior Secondary Library hosted an 'Internet Café'. The District Parent Advisory Committee (about 75 moms and dads), the Education Committee of SD#71 and the District #71 Management team were invited. After a brief welcome and introduction by the teacher-librarian, the participants were served coffee and biscotti and invited to visit the displays. The 'Internet Café' was open from 8:00-9:30 pm.

Teacher-librarians throughout the district K-12 participated in the planning and presentations. Some presented on-line products; others curricular units. Some students presented their own work. The following list will give some idea of the variety of presentations. Most were presented on tables around the library – wherever there were computer stations.

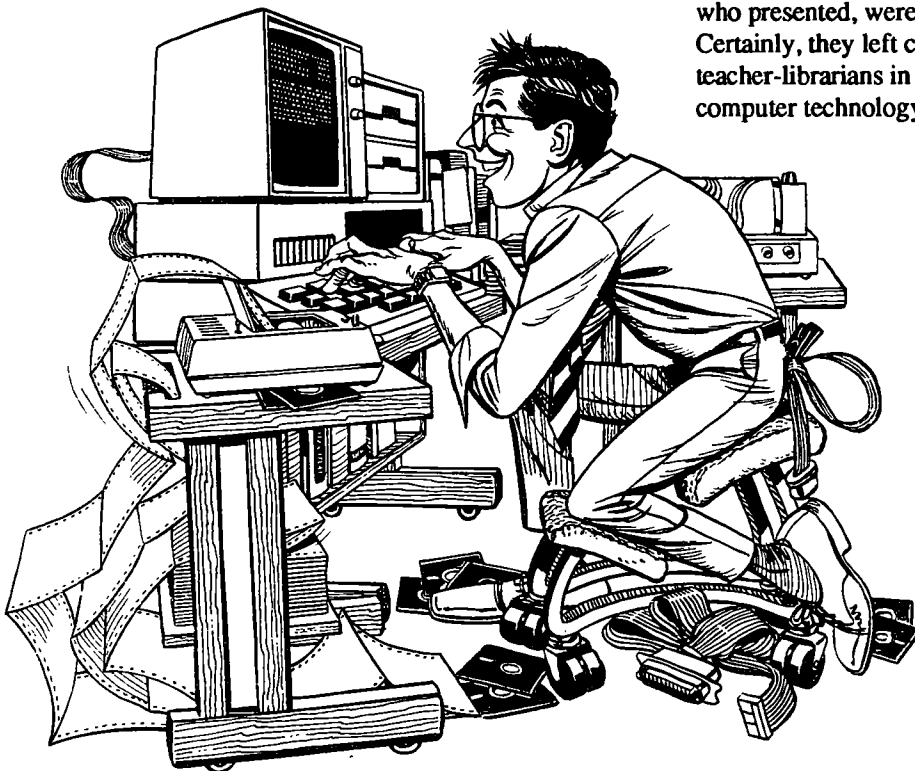
Stations that related to elementary curriculum were:

- Grade 3: Display of Student Work
- Grade 5: Curriculum Unit: "BC and Technology"
- Grade 6: KidPix Presentation/Artists of France
- Grade 7: Hyperstudio Presentation: Poetry
- Elementary Curriculum Unit: "Triumphs and Tragedies of the 20<sup>th</sup> Century"
- Red Cedar Book Award
- Internet in the Elementary Library
- Student Developed Webpages

Stations that related to secondary curriculum were:  
Internet training in the secondary  
Overview of Online Resources for Secondary School:

- (EBSCO, Britannica, Electric Library, NovelList)
- Grade 8: Hyperstudio Presentation: "*Les Religions Mondiales*"
- Powerpoint Presentation: "B.C.'s Economy"
- Powerpoint Presentation: "Black Holes"
- Powerpoint Presentation: "The Battle of Ypres"
- Junior Secondary: "Developing Effective Researchers"
- Connecting to the World on the World Wide Web
- A 'Tour' of the Vanier Library Webpage
- Book Display from teacher-on-exchange "An Overview of Literature from Down Under"

All participants, both those who visited and those who presented, were enthusiastic about the evening. Certainly, they left convinced about the pivotal role of teacher-librarians in fostering information literacy with computer technology.



# WANTED! BCTLA REVIEWERS

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

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Street Address \_\_\_\_\_  
 City \_\_\_\_\_  
 Telephone \_\_\_\_\_ Fax \_\_\_\_\_ E-mail \_\_\_\_\_  
 School \_\_\_\_\_ District \_\_\_\_\_ Position \_\_\_\_\_

**LEVEL** (Check all that apply)

Primary \_\_\_\_\_ Intermediate \_\_\_\_\_ Young Adult \_\_\_\_\_

**SUBJECTS** (Circle all that apply)

- |                    |                  |                    |                   |
|--------------------|------------------|--------------------|-------------------|
| Agriculture        | Ecology          | Hobbies            | Physics           |
| Archeology         | Economics        | Home economics     | Physics           |
| Architecture       | Education        | Humour             | Picture books     |
| Art History        | Fiction          | Industrial arts    | Poetry            |
| Astronomy          | First Nations    | Law                | Political science |
| Biography          | Folklore         | Local history      | Psychology        |
| Biology            | French immersion | Multiculturalism   | Religion          |
| Botany             | Gay and lesbian  | Music              | Science fiction   |
| Business education | Gender equity    | Mysteries          | Sociology         |
| Chemistry          | Geography        | Nature             | Space science     |
| Computers          | Handicapped      | Outdoor education  | Sports            |
| Consumerism        | Handicrafts      | Performing arts    | Teacher resources |
| Cookbooks          | Health           | Photography        | Travel guides     |
| Drama              | History          | Physical education | Visual arts       |

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

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please send this form to the

<p><b>BCTLA REVIEWS COORDINATOR</b>          Debbie Hartley          2911 Ridgeview Drive          Prince George, BC V2K 3T5          School: (250) 962-9211          Fax: (250) 962-8636          E-mail: <a href="mailto:hartley@mag-net.com">hartley@mag-net.com</a></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: <a href="mailto:laustrom@istar.ca">laustrom@istar.ca</a></p>
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Surname \_\_\_\_\_

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School telephone (        ) \_\_\_\_\_ Work telephone (        ) \_\_\_\_\_  
(if different from school)

Name and address of school/institution/business \_\_\_\_\_

School district number \_\_\_\_\_

e-mail address \_\_\_\_\_

Visa number \_\_\_\_\_ Expiry date \_\_\_\_\_

Approval number \_\_\_\_\_

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42 <input type="checkbox"/> \$35.00 Business Education	<input type="checkbox"/> \$23.00	54 <input type="checkbox"/> \$30.00 Physical Education	<input type="checkbox"/> \$15.00	67 <input type="checkbox"/> \$20.00 Rural	<input type="checkbox"/> \$10.00
44 <input type="checkbox"/> \$40.00 Counsellors	<input type="checkbox"/> \$25.00	55 <input type="checkbox"/> \$42.00 Primary	<input type="checkbox"/> \$21.00	68 <input type="checkbox"/> \$25.00 Peace & Global Ed	<input type="checkbox"/> \$ 5.00
45 <input type="checkbox"/> \$35.00 Immersion/Cadre	<input type="checkbox"/> \$15.00	57 <input type="checkbox"/> \$35.00 Science	<input type="checkbox"/> \$10.00	69 <input type="checkbox"/> \$25.00 ESL PSA	<input type="checkbox"/> \$15.00
46 <input type="checkbox"/> \$35.00 English Language Arts	<input type="checkbox"/> \$15.00	58 <input type="checkbox"/> \$30.00 Technology	<input type="checkbox"/> \$20.00	70 <input type="checkbox"/> \$30.00 Alternate Ed	<input type="checkbox"/> \$15.00
47 <input type="checkbox"/> \$35.00 Home Economics	<input type="checkbox"/> \$16.00	59 <input type="checkbox"/> \$30.00 Social Studies	<input type="checkbox"/> \$15.00	71 <input type="checkbox"/> \$25.00 First Nations	<input type="checkbox"/> \$15.00
48 <input type="checkbox"/> \$35.00 Intermediate	<input type="checkbox"/> \$15.00	60 <input type="checkbox"/> \$30.00 Special Ed	<input type="checkbox"/> \$15.00	72 <input type="checkbox"/> \$20.00 Co-operative Learning	<input type="checkbox"/> \$10.00
49 <input type="checkbox"/> \$40.00 Teacher-Librarians	<input type="checkbox"/> \$15.00	62 <input type="checkbox"/> \$35.00 Drama	<input type="checkbox"/> \$20.00	73 <input type="checkbox"/> \$35.00 Dance	<input type="checkbox"/> \$12.50
50 <input type="checkbox"/> \$35.00 Mathematics	<input type="checkbox"/> \$15.00	63 <input type="checkbox"/> \$35.00 Gifted	<input type="checkbox"/> \$18.00	74 <input type="checkbox"/> \$20.00 Adult Educators	<input type="checkbox"/> \$10.00
51 <input type="checkbox"/> \$30.00 Modern Languages	<input type="checkbox"/> \$15.00	64 <input type="checkbox"/> \$25.00 Distributed Learning	<input type="checkbox"/> \$10.00	75 <input type="checkbox"/> \$30.00 Culinary Arts	<input type="checkbox"/> \$16.00
52 <input type="checkbox"/> \$35.00 Music	<input type="checkbox"/> \$17.50	65 <input type="checkbox"/> \$35.00 Computer	<input type="checkbox"/> \$15.00	76 <input type="checkbox"/> \$20.00 Educators Against Racism	<input type="checkbox"/> \$10.00

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42 <input type="checkbox"/> \$56.71 Business Education	54 <input type="checkbox"/> \$50.83 Physical Education	67 <input type="checkbox"/> \$40.13 Rural
44 <input type="checkbox"/> \$61.53 Counsellors	55 <input type="checkbox"/> \$89.88 Primary	68 <input type="checkbox"/> \$45.48 Peace & Global Ed
45 <input type="checkbox"/> \$56.18 Immersion/Cadre	57 <input type="checkbox"/> \$56.18 Science	69 <input type="checkbox"/> \$45.48 ESL PSA
46 <input type="checkbox"/> \$56.18 English Language Arts	58 <input type="checkbox"/> \$50.83 Technology	70 <input type="checkbox"/> \$50.83 Alternate Ed
47 <input type="checkbox"/> \$56.18 Home Economics	59 <input type="checkbox"/> \$50.83 Social Studies	71 <input type="checkbox"/> \$45.48 First Nations
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52 <input type="checkbox"/> \$56.18 Music	65 <input type="checkbox"/> \$56.18 Computer	76 <input type="checkbox"/> \$40.13 Educators Against Racism

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This form is void after December 31, 2001.



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**NOTE:** The ad for *Resource Links* which appeared in the September issue was included in error and contained outdated information. *The Bookmark* apologizes for any inconvenience this caused to our readers. The ad above contains correct information.

# CONTINUING EDUCATION REPORT

by RICK MULHOLLAND and LYNN  
TURNER, co-chairs, Continuing Education.

Since assuming this position in late June, we have wrestled with how best to report the information on continuing education. We have concentrated on a number of areas and will report them here.

## ONGOING CONTINUING EDUCATION:

We have decided to add a page to the main BCTLA website that provides members with up-to-date contact information for a number of universities offering courses of interest to teacher-librarians.

This site will also have links to some Professional Development sites of interest as well.

## DATABASE OF CONTACT PEOPLE

We are in the process of developing a list of teacher-librarians who will be willing to speak on behalf of teacher-librarians and teacher-librarianship at a variety of venues such as PAC, DPAC or BCCPAC meetings, in-service opportunities and Pro-D day events. We are looking for members who will be willing to speak to pre-service teachers at the various locations around the province. This database is being set up in order to facilitate advocacy around the province. The BCTLA executive is unable to travel around the province on behalf of the association and we would like to involve our members in this endeavor. If you are interested in becoming part of this database, please contact Rick Mulholland or Lynn Turner (contact information is on the cover of *The Bookmark* and on the BCTLA website).

As part of the database we would like to develop a presenter's package of information. If you have any wonderful materials that you have used in the past and you would like to share, please send them to either Rick or Lynn.

If you have any further ideas you would like us to pursue, please contact us.



# CHAPTER REPORTS

## 2000/2001

Note: In these reports the term “chapter” refers to the local chapter of the BCTLA which is reporting, although these groups are also known elsewhere as LSAs or Local Specialist Associations; the term “local association” here refers to the BCTF local in which the BCTLA chapter is situated; the term “board” refers to the local board of trustees for the school district in which the chapter is situated.

### POLITICAL ACTION AND ADVOCACY

#### Alberni

- Library time has been cut throughout the district although the ratio of students to teacher-librarians remains within contract guidelines.
- Teacher-librarians have been working to encourage young teachers to take library courses in anticipation of a teacher-librarian shortage.
- There is still concern in the district that non-qualified teachers are awarded teacher-librarian positions over teachers committed to taking course work.
- Teacher-librarians meet monthly and discuss ways of educating administration, students, teachers and parents the value of having teacher-librarians.
- Budgets seem to remain stable but vary greatly from school to school.

#### Burnaby

In April, the chapter participated in a presentation to the board. The presentation included an overview of the range of activities that occur in our school library resource centres, and two PowerPoint presentations, one of which focused on the goals of our school library resource centre programs and another on the Red Cedar Book Awards ceremony. To augment the PowerPoint presentations, an elementary teacher-librarian and two of her students described the Red Cedar reading program in her school and a secondary teacher-librarian described her library orientation for grade eight students.

A letter was written to the board in June regarding the cutbacks of CUPE staff in the district. It cited, in particular, the elimination of one position in the district’s automation team and the reduction of time of library assistants.

#### Campbell River

- Our membership in BCTLA has almost doubled and this is encouraging. The chapter’s goal is to have qualified teacher-librarians in all district library resource centres, and being part of the provincial association is an important step toward this goal.
- Teacher-librarians are represented on district technology committees and learning resource committees. We hope to have input in the decisions made in these areas.
- Teacher-librarians are now required to fill out and sign forms as part of their input in school learning resources committees.
- The first district library assessment in five years was presented May 10<sup>th</sup> to the District Learning Resource Committee. This report will be shared with all district teacher-librarians, administrative officers, and District Education Centre personnel. Collections were examined using our new automation software and areas of the collection mentioned in weeding guidelines from our *District Teacher-Librarians' Handbook* were assessed. The District Teacher-Librarian met with all teacher-librarians and their administrative officers and examined facts and figures about library resource centres and some areas of focus for the future.
- District purchases included reviewing materials such as *Resource Links*, *Horn Book*, and *School Library Journal*. As well, the new Dewey and Sears were purchased for all library resource centres. We have requested that the district purchase an updated encyclopedia set for each school.

#### Cariboo-Chilcotin

In November, our association sent a letter to the board expressing our deep concern over proposed cuts to library aide time. As this was ignored and not even discussed at the November board meeting, we followed this up by sending a delegation and making a presentation at the board’s December meeting. We were informed that no change would be made at this time and that the cuts would go ahead as planned effective January 1, 2001. The cuts have been implemented and we are all feeling the effects. This spring we sent a letter to the IUOE executive regarding the impact of library aide cuts on students, urging that increased

library aide time be considered a bargaining objective in their next contract negotiations.

A second letter was sent to the board, the superintendent of schools, the district administrators' association and the Cariboo-Chilcotin Teachers' Association, asking that a set dollar amount per student be allocated to the school library resource centre budget so that all students in the district have equal access to resources.

### Central Okanagan

- Meetings with Superintendent Ron Rubadeau for discussions on the demise of Policy 4310 and the ramifications for library programs and teacher-librarians
- Members helping with different aspects of the Task Force
- Completion of the "Ethics of Information" document for the Ministry by Kay Treadgold, Joan Eaton, Sharon Bede (COTLA members) and Bonnie Cooke from Grand Forks

### Chilliwack

- Our chapter began the school year with an enthusiastic presentation at a board meeting in September 2000. Seven teacher-librarians did a quick acrostic presentation on the word 'library'. Then we read the book *If you give a mouse a cookie*, and read the parody of it, *If you give a child a book*. Lastly we gave each board member a freshly baked mouse cookie. We felt it was a successful event.
- We put together a statement that we forwarded to the local association, for consideration in upcoming bargaining. The statement was, "Libraries should be staffed by qualified teacher-librarians; CUPE or non-teaching staff shall not assume the responsibilities of nor replace the teacher-librarian."

### Coquitlam

- The chapter focussed primarily on library resource centre advocacy this year. A committee was formed which met monthly throughout the year.
- At the February district professional day, teacher-librarians staffed a table promoting the role of teacher-librarians and school library resource centres in our district. The table had promotional materials such as co-operative program planning and teaching planning guides, a binder, which contained ready-to-use cooperative units, and our district's *Information Literacy Learning Outcomes* document, which is available in both French and

English. Throughout the day "I Support My School Library" pencils were handed out to our colleagues as they passed by. Three advocacy workshops were presented: how to entice classroom teachers into the library; library advocacy; and "So you want to become a teacher-librarian?"

- The chapter purchased "I love my school library" t-shirts which were available to purchase and were given out as draw prizes at the February ProD day.
- A professionally developed advocacy brochure is in the works and will be available in the fall.
- A presentation to the board on the importance of library resource centres and teacher-librarians was made at a board meeting.

### Comox Valley

A committee of teacher-librarians and administrators met for six days over a period of six months to review library automation software and recommend a short list to submit as a future budget item. The programs presented by sales representatives were LAU, Follett, Alexandria, Spectrum, Horizon, Athena, Insignia, and Winnebago.

A committee of teacher-librarians and administrators met for four days over a period of four months to review district reorganization and recommend funding for textbooks and library resources for new schools.

New library collections were developed and ordered for Mark Isfeld Secondary and Robb Road Elementary. A new reference collection was developed and ordered for Courtenay Middle School. Cape Lazo Middle School library was augmented.

The chapter made presentations to elementary Parent Advisory Council meetings.

### Cowichan Valley

We have an advocacy committee and are planning a presentation to the local Education Committee on the role of the teacher-librarian with a view to informing and educating the members of our new board. We have also made a very successful presentation to the Finance Committee, which is struggling with a million-dollar deficit.

## Cranbrook

Many schools have seen further reductions in library time. Every time a new teacher goes into a library resource centre position, it is taken as an opportunity to further reduce teacher-librarian time. Some schools are below the provincial ratio. The rationale that is used is that the ratio is being met district-wide, rather than on an individual school basis. The outlook for next year is not bright. There is already talk that some schools are being further reduced. Our district faces declining enrolment.

Budgets for materials and clerical time are very tight and some schools have seen them cut even further. Despite this, all the elementary teacher-librarians are still generously donating their time to providing book fairs. One teacher-librarian who is at two schools organized two book fairs.

## Delta

- Again the board took aim at teacher-librarians and mandated that elementary teacher-librarians would give 75% relief time to the detriment of both library resource centre programs and the specialty programs such as music, P.E. and French. It was ironic that the cuts equalled the money to be spent on a new district literacy program.
- Teachers, teacher-librarians, pupils and parents jammed the board meeting protesting the budget move, and teacher-librarians gave an excellent presentation. We left with some hope.
- The following week the budget was presented and again the meeting was packed but to no avail. The board in its wisdom cut library resource centre time by requiring elementary teacher-librarians to do 60% coverage. Parents and teachers expressed outrage but to no effect.
- Several of our teacher-librarians are taking early retirement because of this move, and others are leaving the library resource centre for the classroom.

## Grand Forks

- High school teacher-librarian replaced by computer teacher with experience in libraries but no training. Library resource centre is renamed resource centre – third year this library resource centre has had part of its teacher-librarian time used by others to do maintenance on the school computer network.
- No library aide time available in district. A number of our small schools have no library staffing at all.

- For the second year in a row teachers have been put into teacher-librarian positions without any request for training.
- Accreditation team made library and technology services a goal to help restore the library as the heart of the school; the teacher-librarian and a core group of staff and students worked hard to gain support of team.
- Chapter Councillor has met a number of times with local Grievance Committee chair to discuss the situation in the district.
- Chapter Councillor worked on the Ethics of Information Committee.
- The role of the teacher-librarian in relation to the management of technology is a heated issue in this district. The very position of teacher-librarian is being coveted by people with a computer background but no interest in traditional library services. As this district continues to assert its desire to be the high tech district in the province, this issue will only continue.
- Our district teacher-librarians have not been very active as we are in survival mode. The Chapter Councillor was not able to provide any funding information for the budget portion of the working and learning conditions survey; staffing is not solid either. The survey forms couldn't be used because they disappeared when the Chapter Councillor's library resource centre became a resource centre (SEE note above).

## Greater Victoria

- The chapter once again participated in the BCTLA survey of working and learning conditions for teacher-librarians.
- Chapter members were encouraged to join the BCTLA to demonstrate our professional commitment and maintain our status as a chapter.
- The constitution of the Greater Victoria Teacher-Librarians' Association (GVTLA) was revised and updated on April 5, 2000, and adopted on October 26, 2000. The GVTLA is an active, viable local association with a dynamic role in communication, professional support and upgrading, and advocacy for its members. We look forward to the day when we have achieved district and provincial contract language as a validation of the important role we play in the education of students and colleagues.

## Kamloops Thompson

- We lost Central Stores due to cutbacks; ordering now more school-based. Problem finding AV lamps, etc.
- Cutbacks to library assistant time. Letters to board to support library assistants.

## Kitimat

We celebrated International School Library Day, Oct. 16, with a five-day display in the local mall. Book reports and posters by students, writing by students about "Why I love my school library" (real ego booster), and a variety of library resources were included in our displays. An article with photos in the local newspaper highlighted the special day.

Other advocacy events were Read In Day (May 10) and Education Week. During these events several guest readers came into the schools to read with students. Some of the celebrity readers included school board administration, local authors, firemen, school administrators, an RCMP officer, a local minister, and representatives from local businesses and industry.

All schools but one had a book fair; some had two. Not only do these events raise money for the library resource centre but they also encourage parents to come into the school and the library resource centre and allow parents to meet us.

Some of the teacher-librarians had the opportunity to work with student teachers. This was a great way to demonstrate how the teacher-librarian can help with lesson planning and student research.

Various promotional activities and contests were discussed and highlighted at assemblies throughout the year, with parents in attendance.

## Kootenay Columbia

Our District Resource Centre had been turned into an old video distribution site. The opening hours had been cut; there was no professional teacher-librarian time assigned to the program; the clerical aide hours were almost nonexistent at five hours per week and there was little or no budget. Through a plan of action the teacher-librarians formed a committee to publicize the need for a District Resource Centre. We took information from *The Bookmark* along with the Colorado study backing the need for resources to a board budget meeting. The committee was successful in

resurrecting the District Resource Centre, including a .2 teacher-librarian, six hours clerical time and a \$15,000 budget. The District Resource Centre opened in a new venue with an up-to-date computer replacing the old one.

The committee established a mandate and a mission statement for the District Resource Centre and it is now entering its third year of operation. The benefits are beginning to show as up-to-date resources are getting into the hands of teachers and students. Secondly, these resources are shared across the district, making utilization and economic return a priority.

## Kootenay Lake West

- During the year we continued to maintain a professional focus on what teacher-librarians do in their library resource centres and the services that are lost by using teacher-librarians as prep time providers. Discussions at regular chapter meetings reviewed the need for advocacy and ideas to promote our role and our needs prior to bargaining. We reminded our local association that the scope of our job is huge and that the imposition of preparation time on teacher-librarians results in diminished administration time and co-operative planning and teaching time. Our programs and services have greatly suffered.
- A new library clerk job description was developed to keep up with the changes in the way our library resource centres give service.
- There is continuing representation on the District Technology Committee.

## Langley

Our advocacy committee has composed *Library service in Langley School District: a report*, which will be presented to our new superintendent near the beginning of the new school year. We will also be submitting copies of this document to the board. Our goal is to present it during a board meeting. However, our requests to be put on the agenda of their meetings have gone unacknowledged in the past.

## Maple Ridge Pitt Meadows

- Teacher-librarian representation on most local association committees: Agreements, ProD, Bargaining and Negotiations, local association Executive Committee, Technology.
- Teacher-librarians continue to be concerned about our library resource centres. A letter was sent to our District Education Office focusing on the low

budget of \$5.35 per student. A brief reply was e-mailed, explaining the 5% cuts handed out by the Ministry of Education, and that the district puts many dollars into funding for Special Education.

- There are still administrators operating library resource centres in smaller schools, a fact that raises a concern that a professional teacher-librarian is not being hired for these positions.

### **Mission**

Elementary teacher-librarians provide 80% prep time for classroom teachers through regularly scheduled classes. However some teacher-librarians have been able to reduce this time through creative scheduling by individual school principals. Secondary teacher-librarians are not required to provide prep time.

### **Mount Arrowsmith**

- Presentation to a meeting of administrative officers
- Requested funding from the district technology fund for the purchase of Alexandria for each school, received a positive response.

### **Nanaimo**

- Most of our time and energy this year has been devoted to meeting with our new district administrator. We have been alerting him to issues and concerns surrounding library resource centres in our district, and have developed flow charts to outline the responsibilities and chain of authority for library services.
- Through our local association, we submitted a brief to the board requesting a consistent and equitable budget for library materials.
- We have submitted a staffing proposal to elementary administrators and upper management that would reduce the frequent small adjustments in library resource centre staffing at schools with increasing or decreasing enrolment. This would avoid some of the need to shift teacher-librarians on an almost annual basis.

### **North Vancouver**

At the request of the district administration, a joint committee of five local association members, four administrators, and three resource personnel conducted a review and created a comprehensive 28-page library services review document. This was almost a year in the making. The chapter membership enthusiastically

endorses it.

It includes:

- Strategic directions for North Vancouver school library resource centres
- Provincial and district mission statements
- Research findings
- Components of an exemplary library program
- Roles and responsibilities that support school library resource centres
- Recommendations
- Bibliography

Those wishing to look at a copy may contact Hazel Clark at the Leo Marshall Curriculum Centre in North Vancouver, or e-mail [hclark@nvsd44.bc.ca](mailto:hclark@nvsd44.bc.ca). Our district seconded Hazel, a secondary teacher-librarian, to become a helping teacher. Her position terminates in June 2001; the chapter has recommended that her position be continued.

The rich backgrounds of committee members generated considerable discussion around research findings. The findings are written right into the document mentioned above. Committee members unanimously supported the final recommendations. Built into the recommendations are processes to provide exemplary library resource centre services that will meet the needs of students as they progress into an information-rich society.

### **Okanagan-Skaha**

Our board has not been emphasizing the upgrading of qualifications required for teacher-librarians in the district. We would encourage the provincial negotiation team to include this topic during their discussions.

### **Peace River North**

We were devastated by a cut to our clerical time. Effective January 1, 2001, we lost all clerical time in the district. Our response included the following.

- BCTF local association president attended several of our meetings.
- Meetings with secretary-treasurer and former superintendent before cuts took effect.
- Meetings and presentation to board members and new superintendent to explain and present the role of the teacher-librarian.
- Many informal meetings between senior staff and our executive.
- Letter writing campaign to local newspapers, local politicians, MLAs, Ministry of Education.
- Meetings with parent groups who were already onside and very upset with the disruption to library services.

Participation in ongoing arbitration between the non-teaching union and the school board. Unfortunately, all this was to no avail and the prospect for reinstatement of any clerical time is unlikely at this time.

### Prince George

Our chapter continued to address the issue of teacher-librarians and contract language, in particular, teacher-librarian time to not include prep time, and teacher-librarian staffing ratio to be based on the BCTF minimum standards. As a result our local teachers' association included both items in bargaining objectives recommended to the BCTF. We also met with representatives of the BCTF bargaining team to outline our concerns and to emphasize the importance of contract language for teacher-librarians.

We continued to advocate for the District Resource Centre. In November teacher-librarians, teachers, parents and other concerned community members attended open forums throughout our district regarding the DRC. At this forum the Board committee presented its interim report that emphasized decentralizing and changing both the services and location of our current DRC. The main result of the public meetings was the overwhelming support by the public for maintaining the DRC in its present form. At the November 21, 2000 board meeting, the board passed a motion to delay implementation of the interim report regarding the DRC. In July 2001 the board rescinded all earlier motions regarding the DRC. The DRC is alive and well.

### Rocky Mountain

We distributed a summary of the BCTLA survey to administrators and senior management. It showed comparisons among schools and noted special interest items.

### Saanich

Advocacy was a yearlong topic of discussion at monthly chapter meetings. Following the guidelines Pat Cavill gave at the fall BCTLA Chapter Council, a three-person committee prepared and delivered an excellent presentation to the district Education Directions Committee in June, on the state of the district's school library resource centres. As a direct result, a special, one-time funding grant was given for the 2001-2002 year.

### Shuswap Revelstoke

Teacher-librarians continued to lobby for clerical assistance after library clerks were eliminated in January 2000. We maintained a high profile with senior staff and our local union president, with participation on committees, letter writing and phone calls, and had a representative attend each school board and district PAC meeting. We did a PowerPoint presentation at a board meeting, giving a historical overview of library resource centre programs and co-operative teaching models, sharing some of our pilot project results, and illustrating the changing role of the teacher-librarian from managing the library to co-operative program planning and teaching information literacy.

### Surrey

Letters were sent to the Director of Instruction and the Surrey Teachers' Association president outlining our concerns about clerical time, in that some library resource centres had little or no time allocated. The Director of Instruction requested more information so a follow-up survey was done in April to compare fall and spring allocations of clerical time. In many cases the clerical time had decreased. The chapter instructed the executive to write a letter to the District Administrators' Association with our concerns about clerical time.

A committee has been struck to organize a presentation to the board to provide information about our concerns about clerical time and to elicit their understanding and support.

### Vancouver

The Vancouver Teacher-Librarians' Association (VLTA) put a lot of energy into preparing for the BCTF Bargaining Conference, encouraging members to participate at the school level in putting forward our priorities. Chapter Councillor Daryl Sturdy became a member of the local bargaining team to further this. He also attended the BCTF Bargaining Conference as a local association delegate.

Ken Haycock is preparing a review of Vancouver's library resource centre programs. He has met with the chapter executive and is at present meeting with groups of teacher-librarians around the district to elicit their opinions and ideas. Ken hopes to have his report to the board by June.

A group of secondary and elementary teacher-librarians has been meeting with Val Overgaard, a member of the board's senior management team, and with Marlene Asselin, of the Education Faculty of UBC, to design a program of studies for Vancouver teachers who would like to become teacher-librarians. This is to address the problem of not having enough qualified teacher-librarians for our schools.

The chapter executive undertook an extensive mail and phone campaign to encourage district teacher-librarians to join the BCTLA.

The BCTF local association sponsored a public meeting to allow individuals and groups to have input into the board's budget process. Some of the chapter executive met and wrote a skit presenting in a humorous way the main concerns of our chapter: prep time and budget cuts. It was well received, as a change to the usual speeches. Working TV filmed the meeting and it will be aired locally.

#### Vernon

- We have not really been very active this past year. Attendance continues to be poor at our monthly meetings so we didn't have many. We continue to lose qualified teacher-librarians to the classroom because of the awful working conditions and lack of support from district staff.
- More and more prep coverage is being foisted onto teacher-librarians and we are finding the teachers are using the library resource centres less because prep classes are always booked into the space.
- The jobs of the teacher-librarians are being taken by unqualified teachers and in some cases administrators take on the job to fill their teaching assignment. This year the district is using the allotted number of teacher-librarians in the district as a whole to calculate library staffing, so if some schools have given extra time to the teacher-librarian, another school could lose teacher-librarian time. In fact this has happened; in one school the new, unqualified teacher-librarian has been asked by teachers to do prep and to teach the Information Technology curriculum and give marks for it. The time lost from the library resource centre program at this school was given to the music teacher for prep coverage.

## CURRICULUM AND PROGRAMME DEVELOPMENT

### Burnaby

The Burnaby Teacher-Librarians Association, with support from the district, hosted the 2001 Red Cedar Book Awards Ceremony Gala. The ceremony was held on May 12th at Burnaby North Secondary School. Sixteen of the possible 24 authors were present and one thousand students and chaperones attended. This event could not have taken place without the commitment and hard work of chapter members. Besides implementing successful Red Cedar reading programs in their own schools elementary teacher-librarians spent many hours organizing for the ceremony. Although the Red Cedar reading program is for grades 4 to 7 the secondary teacher-librarians were also very involved in hosting the event. Over thirty members of the chapter, twenty-four district staff and numerous student volunteers assisted in many ways before, during and after the ceremony. Fund-raising for the ceremony was extensive with many personal contacts made for financial support. The final total was almost \$10,000 raised for the Young Readers Choice Awards Society of BC, plus in-kind donations.

An ad-hoc work group of teacher-librarians, teachers and administrators adapted the provincial *Research Quest* model for Burnaby use. The draft model was distributed to teacher-librarians who were asked for feedback. In January, this draft model was given out to elementary teachers attending district literacy evenings. The response so far has been positive.

Burnaby teacher-librarians continued to encourage teachers and students to participate in the Pacific Northwest Young Readers Choice Award program. This year 1094 Grade 4 to 12 students from 18 schools voted. The majority of B. C. participants in the reading program are from Burnaby.

### Campbell River

Following the PIMA conference, the *Research Quest* model was shared with teacher-librarians.

### Cariboo-Chilcotin

A number of our elementary schools are registered in the Red Cedar Awards program and will be taking students to the awards ceremony in Burnaby in May.

## Central Okanagan

- Update on CIMS training for teacher-librarians.

## Comox Valley

- A committee of teacher-librarians and administrators met to discuss aligning a research framework with K-12 technology learning outcomes.
- Stew Savard attended two meetings in Vancouver and upon return reported to chapter members regarding: the ethics of information use; *Research Quest*; the Ministry of Education lesson plan templates; a summary of ministry technology initiatives; and a brief overview of the BC Education portal.
- To implement teaching and technology, teacher-librarians are co-operatively planning units so that students are able to access their assignments in their teacher's network folder in a shareable directory.
- We have more co-operative units to be added to the Ministry database.
- Middle school teacher-librarians and twenty teachers are participating in the 6-9 ICT initiative.
- Chapter publications: Generic novel study activity sheets; *Seed Behind Trees* novel study; *Poppy* novel study; *War of the Eagles*; *Application for Library Study* (secondary).

## Cowichan Valley

Our district has established a scope and sequence of technology skills for K-9 with an emphasis on information literacy. We have an increasing number of schools participating in the Red Cedar Book Award program and have developed accompanying resources. Some schools also participated in the Young Authors' Conference organized by our district on a bi-annual basis.

## Cranbrook

Reduced enrolment in Professional Specialist Associations is a concern province-wide. We are also seeing this at a district level. There has been decreased membership in our chapter. This may be in part due to the fact that most teacher-librarians see themselves less and less as a teacher-librarian and more as a French or Social Studies or Music teacher because that takes up the majority of their assignment. The eroding of positions is demoralizing especially to those who have devoted so much time to building up a strong library resource centre program. One of our teacher-librarians is a member of the BCTLA executive.

## Delta

Developed *Resource Manual for Reflective Research*.

## Kootenay Columbia

Three areas of program development have been addressed over the past three to five years. Firstly, the resurrection of the District Resource Centre has led to improved resources to support curriculum and programs within the district, especially in those schools undergoing declining enrolment and the resulting reduction in budgets. Secondly, the information technology emphasis has meant that information and skill strands in *Developing Independent Learners* (1991) were becoming dated and required revision. The teacher-librarians were divided into elementary and secondary committees to update the "sample district information skills continuum" and make it relevant to local users by threading in the skill strands from the *Information Technology* resource guide learning outcomes. In addition, this revised copy was given to the Computer Science Leadership Team for review. This process took approximately one year to accomplish. The resulting continuum is now in the hands of teacher-librarians to use in conjunction with unit planning. The third area of program development concerns the current emphasis on literacy. Our Teacher-Librarian Leadership Team has taken steps to ensure inclusion of teacher-librarians on the district literacy committee. As information becomes available and the program directives are established, it is hoped that teacher-librarians will provide expertise and leadership in this core movement.

## Kamloops Thompson

Some schools taking on the *Accelerated Reading* program.

## Kootenay Lake West

- The Library Resource Centre and our district librarian, Wendy West, became involved in supporting the early intervention initiative within the district. Early literacy resources were purchased and kits were developed.
- The Library Resource Centre purchased resources and prepared kits to support the *Social Studies Integrated Resource Package*.
- New novel sets were purchased as recommended by teacher-librarians.

## Langley

Five elementary teacher-librarians and a grade seven teacher developed *The teacher-librarian's idea handbook: what teacher-librarians should try to teach in those 30-minute preps*. It is an extensive document, covering library basics, gathering information, processing information, and creating bibliographies, for students from kindergarten to grade 7. The five teacher-librarians will lead a four-evening seminar, open to any interested party, in Langley during October and November 2001.

## Maple Ridge Pitt Meadows

- Teacher-librarians involved at school level with implementation of Integrated Resource Packages, and ProD committees.
- Some teacher-librarians doing collaborative units with teaching staff, for example a grade 6/7 unit called *Bookmarks in my life*.
- Issues of *School Library Journal*, which are received through a subscription funded by the district, are brought to each meeting for sharing. Also shared are copies of *BookBag*, along with ideas to use in the library.
- Teacher-librarians bring lesson ideas that are one-page multi-copies for all, helping support new teacher-librarians.
- Secondary teacher-librarians meet four times a year to share ideas, technology concerns, and more efficient use of teacher-librarian time. Concern was expressed regarding the collective agreement ratio of 1:702.

## Mount Arrowsmith

Ken Ryan gave a presentation on copyright law. During 2001-2002 we will work on developing units concerning copyright that teachers could use with classes K-12.

## North Vancouver

The new teacher-librarian mentorship program is into its second year. Audrey Hobbs Johnson, who is a resource person for the district and oversees teacher-librarian concerns, directs this program. Mentors and 'mentees' received release time to visit each other's library resource centres and share ideas and expertise. Participants met as a group three times to discuss teacher-librarian mentorship issues. The program will continue next year with mentors and mentees narrowing their focus to three areas of information literacy: critical

challenges in selection of resources for students; critical thinking in student research; evaluation rubrics for student research.

## Okanagan-Skaha

During one district ProD day teacher-librarians will explore the ways that Internet sites can be used in relation to library resource centres. We want to develop and catalogue a core curriculum data bank of Web sites for easy student access in library resource centres.

## Peace River North

Because of the upheaval caused by the elimination of library clerks, most teacher-librarians have had little time for teaching since January. However, in meetings with the new superintendent we have set a goal to work on evaluation and improvement of collections. This will begin with in-service for chapter members to be arranged in conjunction with the superintendent's office.

## Peace River South

- We continued to work on two outcomes set last year: that the Peace River South Teacher-Librarians' Association (PRSTLA) formulate and implement an information literacy curriculum for SD#59 by June 2001; and that PRSTLA members are knowledgeable about children's literature, and promote reading and literature in our schools for our students.
- After learning that BCTLA has adopted a BC research model called *Research Quest* that is similar to Big6, we decided to adopt *Research Quest* and fit our work with Big6 into it.
- We participated in literature sharing sessions aimed at the promotion of reading and literature. Both professional and children's literature were included. Each participant was required to bring along a selection of readings to share with the group.
- We attended a one-day workshop on "Understanding by design." The purpose was not only to introduce UBD but also to draw connections between it and strategies we have already been using such as "backward design" and Big6.
- We held a workshop devoted solely to the celebration of the successes we have had in our library resource centres. We toured library resource centres, gave presentations on reading programs and cooperative units and exchanged ideas.

## Prince George

- Some schools participated in the Red Cedar Book Award programme and Battle of the Books.
- We are in the process of developing a mentorship program for new teacher-librarians for this fall, with the support of our local teachers' association.
- Our chapter is making a donation of books for 'Hands up for Nunavut' sponsored by IBBY Canada. We are encouraging individuals and schools to contribute as well.

## Rocky Mountain

- Many schools hold school-wide DEAR times daily and regular cross-grade buddy reading groups.
- In Kimberley, the United Steel Workers of America Local 651 donated \$4,800 for the purchase of books to support DEAR.
- Four schools in the Windermere zone use the *Accelerated Reader* program.
- All elementary schools have one or two book fairs annually. Several hold fairs in conjunction with open house, in order to have parents attend.
- Representatives from the Community Literacy Committee in two communities visit the school regularly to read stories and do related activities with preschoolers and parents. The Family Literacy group is also involved with schools in Kimberley.
- Evening family readathons in a few schools; in one case the local dentists donated toothbrushes to send home with the children at the end of the readathon.
- Nikki Tate, visiting author, attended one evening readathon. Family and pyjama readathons also were held during the school day.
- In a community without a public library, parents are invited to bring preschoolers to the school library at any time.
- Four schools in this zone have collaboratively developed a unit that integrates technology and the theme of the "Wings over the Rockies" annual community bird festival. One teacher-librarian participated in the project team.
- Ivanhoe project, a multi-disciplinary study of medieval times at McKim Middle School in Kimberley, was ranked in the top ten of A&E contest: [www.sd6.bc.ca/mckim](http://www.sd6.bc.ca/mckim)
- Invitation to graduating grade seven students to purchase a book for the library resource centre, with an appropriate bookplate marking the event.

## Saanich

At the chapter's September 2000 meeting, Linda Coupal reported that the Saanich Research Model has been accepted, after some minor modifications, as the Provincial Research Model.

## Shuswap Revelstoke

- District teacher-librarians established a pilot project to integrate learning outcomes for information literacy and technology with curriculum learning outcomes. With the leadership and mentorship of teacher-librarian Nadina Dearing of Shuswap Junior Secondary, teacher-librarians participated in monthly professional development to develop skills to access and work with electronic information. These teacher-librarians then worked as mentors with teachers, working collaboratively and focusing on specific curriculum learning outcomes.
- Teacher-librarians will also share units and themes developed with each other and with classroom teachers.
- We worked with Jamie McKenzie's program "How to use the Internet in the classroom".
- A web site was established to assist teacher-librarians and teachers in navigating the information highway. Visit us at [www.sjs.sd83.bc.ca/lib/SD83Web/InfoCentre.htm](http://www.sjs.sd83.bc.ca/lib/SD83Web/InfoCentre.htm).
- Three teacher-librarians and two teachers participated in the Ministry of Education initiative "6-9 Information Communication Technology Integration". They are now working with a group of teachers to increase information literacy, integrate technology, and promote critical thinking skills.

## Surrey

An all-day orientation session for new teacher-librarians was held in early October during which time the Director of Instruction provided teachers-on-call for both presenters and participants, totalling nineteen people-days. The committee has already planned a session for the fall of 2001, and this session has been broadened to include representation from the local association as well as the chapter.

A mentorship program was initiated. New teacher-librarians were paired with experienced teacher-librarians to offer support and guidance.

## MEETING IDEAS AND SPECIAL PROGRAMS

### Alberni

Teacher-librarians continue to hold book fairs and school-wide reading incentive programs regardless of severe cutbacks in time.

### Burnaby

As always, one of our monthly meetings is held at the Burnaby Public Library where the head of children's services talked about library services, introduced new children's reference materials and displayed new books in the collection.

### Campbell River

- Although teacher-librarians have always met at the District Resource Centre, we decided to move out and have our monthly meetings at a different school each month. This, of course, gets us all out to share ideas and see various library resource centres with their displays and floor plans.
- We facilitate communication by using our list-serve as well as by participating in the BCTLA forum.

### Cariboo-Chilcotin

- We average only three meetings a year due mainly to distance and climatic conditions. This builds a barrier to a regular exchange of ideas and concerns.
- One of our members presented a workshop on plagiarism and the internet at our district spring convention. Other members assisted with organization of the workshop.

### Central Okanagan

- Phyllis Simon from Vancouver Kidsbooks: "What's new in children's and young adult literature"
- Coordinated book display by various publishers
- Regional meetings within our chapter
- Guest author Andrea Spalding
- Creating and sharing the 'Cinderella Stories' database

### Chilliwack

- We organized a supper workshop by Ken Haycock for administrators and teacher-librarians in our district, with excellent attendance. We funded the presentation with the W. H. Scott Award received

from BCTLA; the district provided the supper. This event was considered a success.

- We solicit donations of books and videos from book vendors and use these as door prizes at our meetings.
- We have started a sharing time called "Library Locker" at our meetings. Someone makes a quick presentation of some useful hint or idea.
- We have committed to hosting the BCTLA conference in October 2002, so we have had several extra meetings to plan all the activities that we need to have in place for that event. We have a very active and energetic group!

### Comox Valley

- Visit from author Nikki Tate
- Saunders book display
- Local bookstore presentation
- Professional Day presentations: World religions and critical thinking in humanities (Mary Whyte and Lisa Chase); Multi-tasking made easy with multi-media (Sheila Kenny and Marty McCrick); Triumphs and tragedies of the 20<sup>th</sup> century (Kim Logan and Stew Savard); and Beyond the novel: integrated activities for the new library resource centre novel sets (John Gair and Joan Pearce).
- Other workshops and conferences attended by chapter members: making best use of the Internet to enhance your school library program; strengthening the foundations for teacher-librarianship: collaborative program planning and teaching (presented by Ken Haycock, January 2001); critical challenges (UVIC course); BCTLA Conference 2000; francophone group workshop (in Quebec); critical thinking; and Dreamweaver.
- Members visited schools in Greater Victoria and Saanich.

### Coquitlam

- The chapter met on a monthly basis at different library resource centres throughout the district, during which teacher-librarians shared ideas, resources, and concerns.
- We hosted the BCTLA fall conference in October 2000, at Pinetree Secondary. The conference was a great success, with well over 300 delegates attending. Keynote speakers were Steve Dotto and Michelle Cederberg.

## Cowichan Valley

We continue to enjoy meeting over dinner or holding a publisher's display in conjunction with monthly meetings. This ensures a good turnout! At year end we have a dinner with a visiting author and invite guests who have been 'friends of the library' to join us. We have door prizes and draws for books and other materials.

## Cranbrook

Our chapter continues to meet on a monthly basis. We have had many valuable sharing sessions where teacher-librarians present books or materials that they have found particularly good and useful. Because many teacher-librarians are finding it very difficult to find the time to read book reviews and go through preview boxes, this is considered valuable. It is also an important support resource for teacher-librarians new to the library resource centre. We have two socials per year.

## Delta

- During district ProD day in February, teacher-librarians have a special workshop for a sharing of assignments.
- For year end, we have a picnic and a bocce tournament.

## Greater Victoria

- BCTLA Fall Conference, October 2001. The chapter has been involved since September 2000 in planning of the fall conference that we will host. It will be held at Victoria High School on the October Professional Development Day. All members of the chapter are involved in some aspect of the planning with various sub-committees hard at work with planning.
- In-service with the public library: overview offered by Colleen Stewart of services provided by the public library system to complement the school library resource centre.
- Ken Haycock: January 25<sup>th</sup> presentation to Parent Advisory Council members and administration on the impact of effective library programs on the success rate of students, followed by workshops for teacher-librarians.
- Professional upgrading: teacher-librarians are kept informed through District Librarian Judith Reid of the status of courses offered by the University of Victoria, and the membership is actively canvassed

for participation in these offerings. As well, Norma Jee has offered information on courses that may be taken through the University of Alberta's librarianship program. Courses are also available online through the University of British Columbia. As practicing teacher-librarians continue to pursue professional upgrading and take on such issues as availability of courses at UVic, transferability of UVic courses to other recognized institutions are resolved. It is hoped the provincial and district qualification standards will be the standard for hiring practices in the district. The chapter believes in the validity of these standards.

- Information and Communication Technology (ICT) update: Trish Main represented the chapter in determining conditions for application for the ICT mentorship grant. Claire Atkinson, Jeff Orme, Trish Main, and Mitch Barnes are teacher-librarians from the district who have applied to be involved in this opportunity to advance communication and technology skills in grades six to nine.

## Kamloops Thompson

- Displays from National Book Service and Knowbuddy.
- Split into elementary and secondary groups for meetings.

## Kitimat

- The chapter met seven times throughout the year. Two of these times were dinner meetings with the Terrace teacher-librarians.
- Topics at meetings: report from the fall conference; technology and automation; prep time coverage; sharing of favourite books and lesson plans; advocacy; reports from the BCTLA spring chapter council; continuing education.
- With several members working towards master's degrees or library diplomas there has been a variety of projects that promote libraries and reading.
- One non-instructional day a teacher-librarian shared with less experienced teacher-librarians her knowledge and expertise in cataloguing and in using the automated library system.

## Kootenay Columbia

The chapter meets approximately five times per year in addition to professional development activities and special committee inclusions. This is an amalgamated district that has blended its teacher-librarians to become a strong functioning group as part of a leadership team.

## Kootenay Lake West

In conjunction with the district gifted and enrichment program, teacher-librarians supported the Red Cedar Book Award program. This involved a kick-off and culminating meeting for teacher-librarians and the students who participated.

## Langley

Once again Peggy Sharp came to the district to present the best new children's literature of 2000, and there was a huge turnout, including most of the elementary teacher-librarians in the district. This event was organized by the board, and was open to teachers from all districts. The district arranged for three UBC library courses to be taught at Milner Education Centre, and all were well attended by new or aspiring elementary and secondary teacher-librarians, and a few veterans refreshing their knowledge, from Langley, Surrey, Abbotsford, and Chilliwack. The courses and instructors were very good.

## Maple Ridge Pitt Meadows

"Multicultural Children's Literature", given by April Gill during a district-wide ProD day.

## Nanaimo

- Demonstration of *Accelerated Reader*.
- Publishers' displays.

## North Vancouver

- Judging by teacher-librarian turnout, we have had a wonderful year of successful meetings set up by our chapter executive, led by president Sheilagh Martin.
- "What's new in reference?" Also, guidelines for weeding. All attendees received a free copy of Daniel Francis' *BC Encyclopedia* for their school, provided by the district at the chapter's recommendation.
- Young adult reads: teacher-librarians met at the public library where Alison Haupt, outstanding head children's librarian for North Vancouver District Public Libraries, showed us the newest and best YA reads.
- Indigo Opening: a new Indigo store opened at Lynn Valley Mall in North Vancouver, and we had a tour and were provided with a special discount on books, etc.

- Christmas social: members met for dinner at the home of our president who had gathered some free books from Vancouver Kidsbooks, Indigo and others for a book draw.
- ProD day: met to discuss the new "Reading 44" program that is in place in every district school, to see how teacher-librarians might enhance this comprehensive program.
- Alison Haupt from North Vancouver District Public Libraries gave a talk and read from some excellent new multicultural books.
- Met with local association executive members to discuss the North Vancouver prep time grievance which was abandoned by the BCTF, and the impact on the local collective agreement of opening library resource centres at lunch hour.
- Presentation of library services delivery model: well received by chapter members with a great show of appreciation for those who worked so diligently on it.
- Technology in our libraries: overview of how two teacher-librarians collaborated online with students and teachers during a student research project, to choose the best local stream in which to release salmon fry raised in the schools.
- Short demo of new Seycove Secondary Web site with how-to advice and a list of best new Web sites.
- June social
- Special interest groups held meetings in the areas of critical thinking, automation, Web in the classroom, and Web site creation.

## Peace River North

- Superintendent-initiated meeting during school time presented an opportunity to discuss the situation and set a more positive direction.
- In-service needs survey conducted by chapter members was presented to superintendent at this meeting.
- Dinner meeting in May with senior district staff to discuss in-service for the coming year.
- Set date for a September meeting to deal with the problems of a clerkless year beginning.
- Commitment on the part of the district to provide in-service on the Eloquent automation program.
- Year-end dinner as a windup for the year and a send-off for retiring members.

## Prince George

Professional development is an important aspect of our monthly meetings. Highlights for this year included contributing to the "Work Smart" issue of *The Bookmark*, sharing Kaleidoscope happenings, ways to cope with stress with Sandra Nadalin, science fiction with Jeff from the public library, and "Getting Technical" with presentations by Carrie Yuen-Lo and Jan Saltman.

## Saanich

- Ken Haycock workshop, presented by the Greater Victoria School District; two district teacher-librarians attended.
- ECT Mentorship Training; two district teacher-librarians attended.
- Critical Thinking (TC2) Initiative; Holly Mair taught this course at UVic along with Saanich district's Judith Reid. Holly Mair and Bonnie McComb are working with Roland Case and others from around the province, including a group of Saanich district teachers and teacher-librarians, to develop resource-based units using the TC2 critical thinking framework.
- Literacy Focus Group: two teacher-librarians attended the district meeting.
- Balanced Literacy Group: several teacher-librarians are involved in this group.
- SD63 Book Club: several teacher-librarians are involved, along with classroom teachers.
- Literacy Conference, Victoria READ Society: a district teacher-librarian attended and gave a report at the following chapter meeting.
- ProD day workshop on how to build a Web site.
- ProD day workshop on creating lesson plans related to local museums.
- Afternoon or release time for elementary teacher-librarians to do research and compile a list of relevant and useful Web sites.

## Surrey

- Phyllis Simon of Vancouver Kidsbooks gave a workshop on young adult literature.
- An "authorfest" was held, featuring Laura Langston and holocaust survivor Lillian Boraks-Nemetz.

## Vancouver

Our annual Winter Tonic was held in February, at Killarney Secondary School. It took place from 4:00 to 7:00 and was a professional development activity with a social component, including pizza and wine for dinner. Mark Roberts presented a number of picture books with suggestions on how to use them across the curriculum. Avis Harley, retired teacher and poet, shared some ideas for getting students started on poetry. Janan Carr, from the Vancouver Public Library, introduced us to the VPL Book Club, its Web site and some of the book sets available. She introduced us to several books and presented some book lists.

An idea that worked well was a book swap, where people brought books that didn't fit into their programs. Anyone was free to take what they thought would be useful in their school. This was an attempt to make up for the loss of the district depository that we used to have. It was another casualty to the budget cuts of a few years ago.

Our year-end dinner was held in early June. At that time we honoured retiring teacher-librarian, Bette Clark, had a report from outgoing president, Claire Smythe, and were entertained by the three people who put on the budget presentation skit. We honoured two elementary principals, Bev Price and John Beech, with the Vancouver Teacher-Librarians' Association Award of Merit, for their support of school library resource centre programs.

## Vernon

- We had no one to take on the job of organising author visits, so people had to organise their own, and in many cases no visits occurred.
- On a positive note, we did have a successful Battle of the Books program last year and it will continue this year.
- We ended the year with a potluck and AGM that was poorly attended. As of writing there are only two executive members: Past President and Treasurer/Chapter Councillor.

## SPEAKERS AND WORKSHOP LEADERS

### Central Okanagan

- "Designing a Library Web Page" presented by Jim Gillett, on our February ProD day.
- Joan Eaton & Kay Treadgold presenters at BCTLA Conference in Surrey

- Literacy the focus of local Professional Development Day in October
- Joan Eaton and Kay Treadgold presenters at the CSLA Symposium at UVic, July 2001

#### **Cowichan Valley**

- In connection with our automation program, most teacher-librarians have been to training session put on by Kelowna Software.
- Our district also hosted a very successful seminar by Renaissance Learning, which was attended by local teacher-librarians and those from other districts. This seminar tied in very closely with the goals of literacy in our district by advocating a whole-school approach to the development of literacy, using the *Accelerated Reader* software as a motivational, diagnostic, and monitoring tool.

#### **Kamloops Thompson**

Pam Richmond (early intervention resource teacher for First Nations) presented First Nations materials.

#### **Kootenay Lake West**

Ann Alma and Vivien Bowers are local authors who have participated in promoting reading and writing.

#### **Langley**

Several of our members attended workshops led by Jamie McKenzie, and they raved about the high quality of the information and his dynamic presentation style.

#### **Maple Ridge Pitt Meadows**

- David Bird presented Flash science materials and free booklets were given to all elementary schools.
- Gumdrop Books and Permabound provided displays
- Many publishers displayed their materials at the local conference in February.

#### **Mission**

Lucinda Lockwood held a copyright workshop that was attended by teachers and teacher-librarians.

#### **Mount Arrowsmith**

Colleen Hannah, First Nations curriculum resource teacher, is preparing K-12 First Nations resource packages and Coast Salish 3-D displays for the district.

#### **Peace River North**

Plans to host David Bouchard as a visiting author, which were derailed by the clerical strife, are now in the works for the new year.

#### **Prince George**

- Sarah Ellis was our guest speaker for District Day in March. Her workshop on "Writing and plumbing: a creative model for intermediate grades" was excellent.
- Authors Margriet Ruurs and Diane Swanson were guest speakers at Children's Literature Roundtable meetings.
- Jackie McQueen from Scholastic put on a workshop on how to host a book fair.

#### **Rocky Mountain**

- Marilyn Lund presented a workshop on cooperative program planning.

#### **Saanich**

For the second year in a row, Joy Paquin, author of *Brain-based learning with class*, and storyteller extraordinaire, shared some of her favourite stories and strategies with teacher-librarians. She provided an afternoon filled with magic, laughter and some great ideas to try out in library resource centres at all levels.

### **PUBLIC RELATIONS**

#### **Burnaby**

Every year in November, during Children's Book Week, the chapter sponsors an author presentation. This after-school event is open to all Burnaby students. This year students had the opportunity to hear Gayle Friesen and Deborah Hodge, whose books were nominated for the Red Cedar Book Award program.

In the spring, to celebrate the culmination of the Red Cedar Book Award program, the chapter sponsored another author event at the Michael J. Fox Theatre. Students had the opportunity to hear Monica Hughes and Elin Kelsey speak about their nominated books. It was at this event that Burnaby announced the results of their Red Cedar vote.

### **Campbell River**

- Dropping enrolment will be the cause of two elementary schools losing their teacher-librarians. This was front-page news in our community. Losing teacher-librarians in these automated schools raises the issue of qualified access to the union catalogue.
- Created a digital video *Libraries are...* as a continuous loop for display at open houses, etc.
- *Libraries & literacy* video created by Terri Chalaturnyk outlines the role of the library resource centre and the teacher-librarian. The video uses *Research Quest* as part of the presentation.

### **Cariboo-Chilcotin**

- Once again we conducted a very successful Family Reading Night (Turn Off the TV and Read Day) with a total of 199,776 minutes spent reading by nineteen participating district schools.
- Our chapter presented a copy of *Harry Potter and the Philosopher's Stone* to the Williams Lake Public Library in recognition of the grand opening of that facility.

### **Central Okanagan**

- \$100 given to Teresa Brinton for the purchase of reading materials to take to teachers in Grenada this summer
- Joan Eaton re-elected to COTA executive and attended AGM over spring break
- Welcomed Lori Kordaj, an Australian exchange teacher-librarian to our district
- Joan Eaton recipient of Diana Poole Award of Merit
- Kay Treadgold recipient of NBS/CSLA Teacher-Librarian of the Year Award

### **Comox Valley**

- Presentation to the district parents' association: Internet Café, a K-12 program.
- Elementary school reading night
- Middle school Celebrity Readers' Week

### **Cowichan Valley**

- Most elementary library resource centres host a Scholastic Book Fair once or twice a year in

conjunction with parent-teacher interviews. We find that this is a great way to bring parents into the library and interest them in literature.

- Many schools have developed library Web sites that students and their families regularly access from home. These feature curricular links to aid students with research and have proven a popular way to involve parents in their children's learning. Some Web sites include library news and links to other sites of interest to families.

### **Cranbrook**

Teacher-librarians are hosting an author visit in June. We eagerly anticipate a visit from Margaret Ruurs. She will meet primary and early intermediate classes on two afternoons, and she will do a writer's workshop with students at one of the schools.

Our chapter is meeting with public and college librarians in order to co-ordinate some purchasing. They were receptive to knowing how they could support teachers and teacher-librarians. We also met to discuss current staffing situations and why some students were getting less access to the school library resource centre due to decreased teacher-librarian time.

### **Kamloops Thompson**

- Battle of the Books
- Red Cedar Award
- Heritage Fair
- Teacher-librarians' Web site developed.

### **Kitimat**

Members have developed a variety of projects that promote library resource centres and reading, including newsletters to teachers and parents, surveys on what boys like to read, and regular articles in the local newspaper about literacy and reading.

### **Kootenay Lake West**

- The Red Cedar Club and the Nelson Public Library worked together to encourage students to become involved in reading. The public library and a teacher-librarian formed an after-school club that meets once a month for interested students to meet, exchange ideas, and to do related book activities.
- During Family Literacy Week each school supported events or contests. The District Resource Centre provided books for contest winners.

- Book fairs are a popular event at most schools.
- Publishers' displays are held several times a year, organized by the District Resource Centre.

### Langley

Langley schools and Langley public libraries once again got together for the Langley Book of the Year, a promotion whereby students read a minimum number of the 12 selected novels and then vote for their favourite book. This year's winner was *Holes*, by Louis Sachar.

### Maple Ridge Pitt Meadows

- BookFest was held with 17 schools participating. Guest author was Linda Bailey. Two stations involved "Jeopardy" trivia questions and "Wheel of Fortune". Many book prizes were donated by Scholastic, book certificates came from Black Bond Books, and special bookmarks were made for all participants. Coffee and snacks were provided for parents and teachers, cookies for the kids. Local newspaper coverage was provided.
- Some teacher-librarians are still able to create celebration days in their library or school with guest speakers and special activities. One school had a "Kaleidoscope of Arts" with visiting author Margriet Ruurs and illustrator Diane Bondar, among other presenters. Ms. Ruurs also visited four other schools in the district.
- Official opening of the Fraser Valley Regional Public Library in Maple Ridge in March. There were many school tours and activities promoted by the public library, and schools promote the public library summer reading program.

### Mission

- A number of elementary teacher-librarians are involved in an early literacy project called "Books for Breakfast" which encourages parents to read regularly to their children from an early age.
- During April elementary teacher-librarians worked with the Mission RCMP to promote the "Top Cops Home Reading Program".

### Nanaimo

Newspaper coverage of special events such as author readings, and celebration of newly automated libraries.

### Peace River North

- Although many book fairs were cancelled due to loss of all clerical staff in January, some members persevered and held fairs as planned.
- Letter writing campaign by teacher-librarians, supportive parents, and community members to highlight the need for effective library programs and the need to keep libraries open.
- Pre-school programs were unfortunately cancelled in January.

### Prince George

- At our monthly meetings we continue to share short, snappy advocacy ideas.
- Many teacher-librarians publish their own school library newsletter or contribute to the school newsletter with library events and highlights.
- We partnered with the Prince George Public Library, the Prince George Spruce Kings, and other sponsors in "Skate for Literacy" again this year. Money raised is used to purchase the book "Pat the Bunny" for each new baby born at the Prince George hospital.
- Many schools host book fairs once or twice during the school year.

### Saanich

Pat Miller's brainchild, "Celebration of Island Authors", was a highly successful presentation to district parents and students, to celebrate Canadian Books Week. A group effort by the chapter, this opportunity to listen to local children's authors discuss and share their works was very well received. Special thanks to local publishers, without whose help this event would not have been possible.

### Shuswap Revelstoke

Teacher-librarians mounted a display of student work at a local mall during Education Week, including examples of pilot project items, with the caption: "The 3 T's: Teachers, Teacher-librarians, and Technology."

### Surrey

The 2000-2001 "Surrey Book of the Year" was *Holes*, by Louis Sachar; second place went to *A Bad Beginning*, by Lemony Snicket.

## Vancouver

Friends of the Library was started two years ago by Joanne Naslund, a librarian at the UBC Education Library, and the parent of two students in Vancouver Schools. It is an organization of parents who wish to support teacher-librarians and library resource centre programs.

This year Joanne organized an event to mark International School Library Day, the third Monday of October each year. Various speakers were featured: local teacher-librarians, a librarian from the Vancouver Public Library, and Mark Roberts. Doris Harley, a Vancouver poet, wrote a poem for the occasion and orchestrated a recitation of the poem by all present.

## CENSORSHIP AND CHALLENGED MATERIALS

### Central Okanagan

*East of Eden* by Ann Rice went through the challenge process and was removed.

### Kamloops Thompson

*Matilda*, by R. Dahl: challenge withdrawn.

### Langley

*The Baby project* by Sarah Ellis was officially challenged in one elementary school. The challenge failed and this wonderful story remains on library shelves.

### Maple Ridge Pitt Meadows

*BANG!* Magazine suggested as being inappropriate for elementary schools.

### Mount Arrowsmith

A committee completed a review of board policies regarding selection of materials, complaints and challenged materials.

### Shuswap Revelstoke

The Harry Potter books were challenged by a parent at one school. Our district has a process to address challenges; Harry Potter remained alive and

living on SD83 school library bookshelves at the end of the process.

## Surrey

Two books were challenged in one school: *Tales of a fourth-grade nothing*, and *After fifth grade the world*. Because of political action on the part of the Surrey Teachers' Association, no teacher-librarians sat on the Challenge Committee. Parents on the committee spoke so well against censorship that the challenges were not successful.

## INFORMATION TECHNOLOGY

### Burnaby

This past year a new secondary school, Burnaby Mountain, opened and Follett was chosen as the library's automation program. At the elementary level, the district initiated a pilot project to provide schools with school-wide access to library databases. This was done through the SchoolVista network. The District Teacher Librarian and the District Education Technology Teacher offered two series of workshops. One series focused on the integration of information and communication technology skills with the research process and the other focused on integrating technology and critical thinking. Teacher-librarians at both the elementary and secondary levels were given release time to attend the workshops.

### Campbell River

- All schools in the district have been automated; the final school was in the union catalogue this past fall. We share a centralized database; updating and maintaining this is a challenge.
- A .3 FTE district librarian manages the database, including correcting duplicate entries, clarifying subject heading issues, updating training documentation, and co-ordinating the two district library clerks.
- Five teacher-librarians have become involved in an information and communication technology integration initiative and will be creating units with teachers. Three teacher-librarians are part of teacher-librarian/teacher/mentor teams. Hopefully, teacher-librarians can be viewed as a necessary part of technology integration.

## **Cariboo-Chilcotin**

Technical support remains a problem throughout the district due to few technicians and a multitude of needs.

## **Central Okanagan**

- All library resource centres now automated using either Mandarin or L4U software
- District move to IBM (PC) technology

## **Coquitlam**

District library resource centres are in the midst of year one of conversion to Follett library automation system. This will replace the outdated Eloquent system. Four teacher-librarians attended a weeklong training session in Richmond. They then met to develop workshops and training materials for district teacher-librarians. Ten training sessions were offered between February and May of this year.

## **Comox Valley**

- To facilitate the integration of information skills, Vanier library purchased Microsoft Office Suite 2000.
- Newly built schools: Cape Lazo Middle School and Aspen Park Middle School each have a new attached lab and 28 student computers in their library resource centres.
- Renovations: Lake Trail Middle School has two new attached labs and 28 student computers in the library resource centre; Brooklyn Elementary School has a new library lab, and Glacier View Elementary has a lab attached to the library resource centre.
- New automation systems are in Brooklyn, Airport, Courtenay, Puntledge and Comox Elementary School library labs.

## **Cowichan Valley**

- We continue to struggle with the cutback in clerical support to our automation program.
- 2000-2001 has seen two schools automated with another due to begin automation in April.
- One secondary school completed conversion to L4U.
- The District Resource Centre is researching new software for processing.
- Two more library resource centres are slated for

conversion next year and hopefully two others for full automation.

- Should we receive clerical support in 2002-2003, the remaining four schools should be automated.

## **Cranbrook**

All library resource centres have been automated for a few years now. Although there are networks being set up in schools, none of the automation programs are part of the network as was originally planned.

## **Delta**

- Follett has been installed in most of the library resource centres, and each school received one day on-site training.
- The chapter had a demonstration lesson on new district e-mail software.

## **Greater Victoria**

L4U Users Group: Trish Main chaired support meetings for those requesting specific support and guidance in use of the L4U system in their library resource centre.

## **Kamloops Thompson**

All schools' search and circulation are automated with Follett Unison. A number of schools have purchased the Windows version.

## **Kootenay Lake West**

- We will be phasing in a new program throughout our amalgamated district. L4U was the choice to replace Eloquent and Mandarin. This will be a three-year project with the first library resource centres beginning this spring. ProD on the project will be ongoing.
- Ongoing development of library resource centre Web pages.

## **Kitimat**

- All schools are now operating the Windows version of the automated library system. Unfortunately much of the money for these programs had to be raised or donated by parent groups.
- A continuing problem is the cost of the support agreement for this program. For elementary schools it must come out of library budgets, costing slightly more than 25% of our budget.

## **Kootenay Columbia**

As a chapter we are proud that almost all schools in the district have been automated. While the drive to accomplish this has been underway for many years, finally a co-ordinated effort was put in place to see software programs upgraded, the necessary administrative backing to support new hardware, the inclusion of many creative ways of accomplishing entering data, and having an online catalogue. These have been major accomplishments as the blending of two districts resulted in a number of variables that had to be addressed: many computers, many platforms, many programs, and many questions. Consensus building has been strengthened and the group is working as a team to finally get as many schools online and communicating beyond the physical school.

## **Langley**

Parkside Elementary and Langley Meadows Elementary have created school Web sites, and our chapter has received funding from the district for the creation of a Langley School Libraries Web site.

## **Maple Ridge Pitt Meadows**

- Application for a grant by the Joint Educational Committee to Improve Curriculum (JECIC) was approved for a third year. The JECIC grant provides release time for teacher-librarians for implementation of existing library automation programs. The district also provided a LibraryPro workshop for teacher-librarians using this system.
- District Tech Tuesdays (one meeting per month) for teachers interested in using or learning more about technology that can be applied to their school programs.
- The new e-mail system was not functioning properly and communication was difficult; our association implemented a phoning tree.
- A workshop was given demonstrating how to download MARC records through the Internet, using Total Knowledge Management software. The process involves accessing an online server such as Library of Congress, selecting the necessary data, and then importing it into the library resource centre automation program.
- A booklet was created to explain to students and teachers how to search library resource centre data using the LibraryPro system.

## **Mission**

All district schools are now automated. One secondary/college, one secondary, and seven elementary schools are using COMPanion's Alexandria program. One secondary and nine elementary schools are automated with Chancery's MacSchool LibraryPro 2.1.

## **Mount Arrowsmith**

Automation was the focus of our efforts this year. We thoroughly reviewed L4U and Alexandria software. This included visiting a school using Alexandria, a demonstration by Alexandria representatives, and travelling to Comox to listen to an L4U presentation. In the end the committee chose Alexandria as the district standard. Over the next several years, Alexandria will be installed in schools throughout the district.

## **North Vancouver**

At the initiative of chapter membership, the district has six (out of thirty-three) elementary school teacher-librarians and one (out of eight) secondary teacher-librarians working towards automation, using LibrarySoft by New Generation Technologies. Unfortunately the district will provide no financial or technical support for this endeavour, although central cataloguing and processing is continuing. Consequently, teacher-librarians are finding it highly time-consuming.

## **Okanagan-Skaha**

Teacher-librarians and their library assistants spent a day viewing and evaluating a new library automation program called Insignia. This program is capable of being implemented district-wide on the fibre-optic network which should be completed early in the fall of 2001. Several schools and the District Resource Centre are running this program as pilot projects. Most elementary schools in the district have been using L4U for the past several years.

## **Peace River North**

- Lack of clerks has left many new teacher-librarians in need of in-service in the use of Eloquent Librarian; the district has committed to host and fund in-service in the new year.
- A training self-help manual was written by one of our members and produced with district funds.

## Peace River South

Several schools updated to Alexandria 5 this year. The upgrades were supported by the district with the purchase of G4 computers to act as servers.

## Prince George

- All library resource centres and the District Resource Centre are automated. We use Sirsi (Unicorn system) for our union database. The majority of schools are on local area networks and the wide area network.
- Our district is committed to providing continuing technical support.
- Our chapter has a conference folder as part of our district's e-mail system. This conference folder is highly used and valued by teacher-librarians.
- Some schools have developed their own Web page.
- Elementary and secondary teacher-librarians have developed a scope and sequence chart that includes technology skills.

## Rocky Mountain

- L4U in use in three Kimberley zone schools, five Golden schools and three Windermere schools, all at the elementary level.
- At the secondary level, Golden uses Eloquent, David Thompson uses Sirs Mandarin M3, and Selkirk in Kimberley uses L4U.

## Saanich

- Three elementary schools that had never been automated had CHILDS implementation and training.

- Several teacher-librarians attended the Bureau of Educational Research workshop featuring Peter Milbury, in Vancouver, titled "Making best use of the Internet to enhance your school library program", leading to a workshop presentation at a subsequent ProD day.

## Surrey

As of June 2001, all but five library resource centres have initiated or completed the process of automation. A district committee will be previewing library software to determine a suitable replacement or upgrade of the current MultiLIS system currently used in Surrey.

## Vancouver

Vancouver is continuing to increase the number of automated schools. The first schools to be automated several years ago used the Dynix system. All new schools coming online will be web-based, using Horizon; the Dynix schools will switch to that system over the summer.

## Vernon

- The district purchased the rights for Electric Library for all schools at no cost to the schools.
- The elementary schools all have L4U systems but are bothered that the cost of this is borne by school library resource centre budgets, which are poor to begin with.

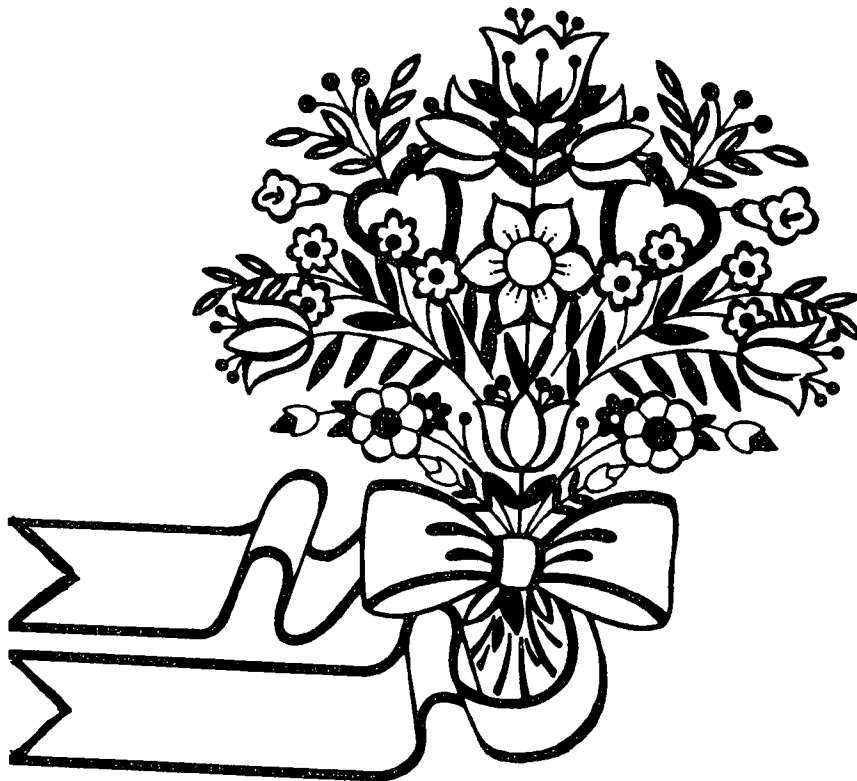


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# BCTLA REVIEWS

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

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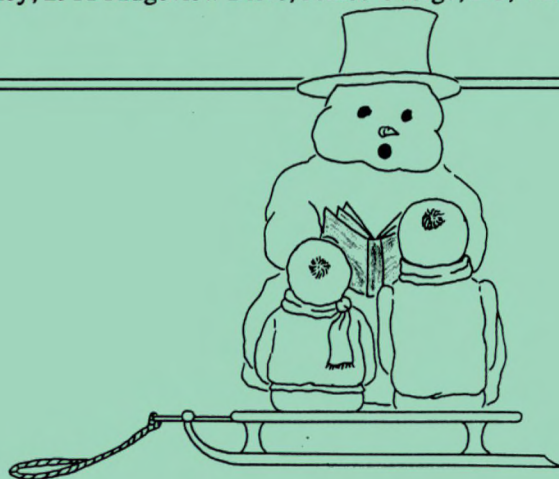
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Publishers are requested to send materials they wish to have reviewed to the Reviewing Service c/  
o Debbie Hartley, 2911 Ridgeview Drive, Prince George, BC, V2K 3T5

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#### F CAR

Carter, Anne Laurel, *In the clear*. — Orca Publishers, 2001. — 176 p. — ISBN 1-55143-192-0. — \$8.95 paper.

Reviewed by: Deborah Graham, itinerant teacher-librarian, SD#71 (Comox Valley).

Readers will easily empathize with Pauline, the heroine of this novel, as they share her memories of her struggle with polio, her dreams and her strong feelings. This story is written in clean unaffected prose, allowing for a easily accessible story line and immediate sympathy for the heroine of the story. Carter switches back and forth effectively between the current life of Pauline in the Toronto of 1959 to 1961, and her memories of five years previously when she was struck with polio at the age of seven.

Pauline recalls her time in an iron lung and in rehabilitation hospital, the physical pain, the feelings of isolation and her experiences with kind and unkind nurses. It is an ordeal that seems to be defining her life, which she describes her life as “having a mountain in the middle” of it, with life before polio on one side of it and everything since on the other side. Pauline struggles to overcome this mountain of pain and loss and to deal with the changes she has experienced.

Pauline’s dream is to play hockey with her father in their backyard rink. Carter captures a sense of Toronto in the fifties, the neighbourhood sense of community and the enthusiasm for hockey. She brings to life the passionate elbow jostling between the Toronto Maple Leafs and the Montréal Canadiens, recalling a time when hockey and French/English rivalry were inextricably linked facets of Canadian culture.

Pauline’s anger and resentment toward her concerned and overprotective mother, whom she sees as a “dream squelcher,” is palpable and believable. She struggles with her feelings toward her mother and with her feelings of loss and regret over her former best friend, Henry, whom she has rejected since her illness.

With great determination and the love and support of her father, her kind and inspirational “Tante Marie,” and her friend Henry, Pauline is able to realize her dream. She is able to play hockey in her wheelchair, and begins to consider attending junior high. As she struggles to pursue her dreams and gains some success, she gains some knowledge of her need to forgive her mother, herself and others for her polio. There is no miracle cure for Pauline, but she goes a long way to

climbing her mountain of pain, and begins to understand that it is she, and not polio, who will define her life.

Readers in grades four through seven will admire Pauline’s courage and enjoy this book.

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#### F HOR

Horne, Constance. *The tenth pupil*. — Ronsdale Press, 2001. — 162 p. — ISBN 0-921870-86-8. — \$8.95 paper.

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

Trudy Paige can hardly wait for school to start. She lives in an isolated logging community on Vancouver Island in 1934. Train logging is just about to give way to truck logging. Trudy and the other children must wait until the train engine passes and then they must beat out any sparks that could start a brush fire.

The community school only has a teacher if there are ten pupils, but one student drops out to work for the logging company. Fearing their funding will be cut, Trudy’s mother and the teacher hatch a scheme that may work until the superintendent pays a surprise visit. Shigi, a Japanese logger’s son, saves the day and becomes the tenth pupil, but not all the students are as happy as Trudy. Shigi is a very good student, but he encounters bullying and racism. His family and the other Japanese loggers are not really part of the community. Trudy tries to be Shigi’s friend but both sets of parents discourage the friendship.

Constance Horne gives us a look into a logging history, but also shows us different glimpses of racism. Trudy’s blonde, blue-eyed mother explains how she was laughed at as a child because she ate fish sandwiches. Music is ridiculed because it is not what the loggers are used to hearing, while whites are not trusted to help during a riot. We do not accept what we do not understand. This story would be a great read aloud for a unit on immigration.

Recommended for grades four and up.

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## F HOR

Horvath, Polly. *Everything on a waffle*. — Groundwood, 2001. — 179p. — ISBN 0-88899-442-7. — \$8.95 paper.

Reviewed by Anne V. Lyle, teacher-librarian, Ecole College Heights, Quinson School, SD#57 (Prince George)

This lighthearted story deals with a serious topic. The main character, eleven year old Primrose Squarp, is sure her parents are not dead, they are merely lost at sea. However, she is given into the care of her bachelor Uncle Jack, who leaves the navy and has a real estate development business that Primrose tries to help with through her baking. Primrose Squarp finds sanctuary for her ideas regarding her parents' disappearance at a restaurant called "The Girl on the Red Swing," where wisdom is dispensed by the proprietor. Food plays a dominant role throughout the story, including recipes suitable for students to try at the end of each chapter.

This lighthearted, improbable novel will delight students in the grade four to six age group. Recommended for both school and public libraries serving this age group.

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## E MAR

Marlowe, Pete. *Mallory & the Power Boy*. — Annick, 2001. — unpag.: ill. — ISBN 1-55037-688-8. — \$7.95 paper.

Reviewed by: Tanya Rahn, teacher-on-call, SD#57 (Prince George).

Mallory is a young girl who loves to dance, but thunderstorms spoil her fun. Her music stops, the lights go out and her house grows cold. Where did all the power go? Only the Power Boy knows! By climbing a "staircase of lightning ... up, up, and upper," Mallory and the Power Boy find a way to capture the energy they need to restore power to Mallory's home.

Designed as a picture book, this fantasy is most noteworthy for Cindy Revell's acrylic artwork. Revell's use of primary colours is bound to capture the attention and imagination of young readers. She not only captures Pete Marlowe's story pictorially, but also brings the characters to life. She even adds a character of her own — a polka dot cat for Mallory.

The story, however, is recommended with reservations.

Although it is well suited to grade six readers and the grade six science curriculum, the writing is grammatically awkward and requires a great deal of concentration to read aloud. Instructors will likely need to ask comprehension questions to ensure students understand the story. The picture book style of the story may also "insult the intelligence" of grade six readers.

If you choose to invest in Pete Marlowe's *Mallory & the Power Boy*, spend an extra ten dollars for the hard cover edition. The soft cover bindings are visibly weakened after only a few readings.

On the positive side, *Mallory & the Power Boy* may be a way to introduce and discuss fantasy fiction, power failures, the use of quotation marks in creative writing, or the poetic device of onomatopoeia. Recommended with reservations.

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## F STE

Stewart, Sharon. *City of the dead*. — Red Deer Press, 2001. — 224 p. — ISBN 0-88995-229-9. — \$9.95 paper.

Reviewed by: John J. Jackson, Professor Emeritus, School of Public Administration, University of Victoria.

*City of the dead* includes ten short stories written for a teenage audience, probably appealing most to younger to middle teens.

The Egyptian god of death lurks in neighborhood streets, a replica of a sphinx comes to life and takes vengeance on a predator of street kids, an ethereal presence types messages on a home computer screen. These are among the topics that animate the "spine-tingling tales that lead to the hazy middle ground between reality and imagination, shadow and light, science and superstition." The stories explore a twilight zone of people and events that defy explanation as they scratch at the surface of fear and challenge preconceptions about what is real.

Born in Kamloops, the author studied history at university before embarking on her childhood ambition to be a writer. She has worked as an editor and writer for twenty years and has had several novels published, as well as having had her stories and poems appear in many anthologies. Such experience is apparent in this beautifully crafted and presented book. Apart from

engaging young people, the book could well encourage them to express their own imaginative ideas with the clarity Sharon Stewart has achieved.

Recommended for upper elementary and junior secondary students.

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F WIT

Withrow, Sarah. *Box girl*. — Greenwood, 2001. — 181 p. — ISBN 0-88899-436-2. — \$7.95 paper.

Reviewed by: Marilyn Clements, retired teacher, Courtenay.

*Box girl* is an interesting pre-teen girl's novel. Gwen is thirteen years old and in grade eight. Five years ago, her mom ran off, and now Gwen begins to receive postcards from her from France. The cards promise to send for Gwen and every night she takes them from their hiding place and makes a box around herself. Gwen is an intelligent, creative girl but she has decided this year to become a loner — to box herself in — because her former girlfriend turned against her when the friend discovered that Gwen lived with her gay Dad and his boyfriend. When a new girl, Clara, pushes hard to be her friend, Gwen rejects her. As would any thirteen year old, Gwen thinks she is the only person who lives in a not-so-normal family but discovers that Clara also has an embarrassing problem.

The book is well-written and very readable. The author certainly knows how this age group thinks and relates to others. It is a positive and realistic story, for the family relationships are caring and loving but not without their problems. Gwen is realizing more about herself, understanding how she is using the cards/box to help her cope with the loss of a mother, learning that friendship works both ways, and realizing that she has a leadership role in her classroom.

Recommended for upper elementary and junior secondary.

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158.1 SHA

Shaw, Matthew. *To live deliberately. Ten secrets to a successful and fulfilling life*. — Trafford Publishing, 2001. — 229 p. — ISBN 155212553-X. — \$19.95 paper.

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

This is a book-length parable which delivers ten "truths" to us. It is the same genre as *The Celestine prophecy* and Robin Sarma's *Family wisdom*. While these later books deal with middle-aged spiritual enlightenment, Shaw's book seems to be aimed at material success for the young adult. *To live deliberately* tells the story of a young man from Walla Walla, Washington, who is dissatisfied with his life. His rescue comes in the form of ten truths delivered to him by an affluent young couple whom he meets through his work as a gardener. There is something creepily cult-like in the way the couple flatter him to get his attention and in the way he rejects his family and acquaintances once he becomes enlightened.

Shaw's writing is jerky and his message simplistic. Near the end of the book his main character says, "Everything always works out if a person wants it to" (p. 228). While some of Shaw's truths sound valid (#1: A person must have a strong internal vision for the future), others are more questionable (#6: "In order to be free a person must become independently wealthy early in life").

Perhaps one of the biggest problems with this book is that we only begin to learn "the truths" halfway through the book. If I had not been a reviewer, I would have stopped reading before I got to truth #1. The book could have been redeemed by even a spark of humour, but the author is serious throughout.

Not recommended for school libraries.

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305.083 HIL

Hill, Linda. D. *Connecting kids: exploring diversity together*. — New Society Publishers, 2000. — 192 p.: ill. — ISBN 0-86571-431-2. — \$25.95 paper.

Reviewed by Anne V. Lyle, teacher-librarian, Ecole College Heights, Quinson School, SD#57 (Prince George).

This resource book is intended for teachers' and leaders' use in diffusing bullying, racism, rejection and other forms of intolerance. Through the universal language of fun, children learn to communicate together. In this book the over 400 games and ideas

could be used almost anywhere or anytime there is a need for interactive fun. The ideas are divided into twenty skills listed in the Table of Contents for easy reference.

*Connecting kids* is well illustrated, with ink drawings and black and white photographs showing children and adults from around the world playing the games. The many diagrams and short quotes help to make this a most positive, worthwhile and easy to use resource. Included also are an index, and lists of additional resource books and supportive organizations.

Recommended for all leaders and teachers. *Connecting kids* should be in all school library professional collections and all public libraries.

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387.2 HEN

Henry, Tom. *Westcoasters. Boats that built BC.* — Harbour Publishing, 2001. — 192.p.: photos. — ISBN 1-55017-233-6. — \$28.95 paper.

Reviewed by: Larry R. Little, chief librarian, Penticton Public Library, and school trustee, SD#67 (Okanagan Skaha).

Originally published as a hardcover in 1998, *Westcoasters* was a BC bestseller, winning the 1999 Bill Duthie Bookseller's Choice Award for "Best BC Book of the Year."

From Captain Vancouver's Discovery to the Looataas, a Haida dugout canoe, author Tom Henry describes fourteen of British Columbia's famous coastal boats. As Henry explains, these vessels played an integral role in the history of the West Coast, helping shape our province. The author is a former radio columnist, reporter, tugboat and logging camp worker, and writer of several books.

This is a well-researched study that is a delightful read, featuring 120 black and white archival photos, a select bibliography and index. It is certainly a recommended purchase for all BC public libraries. School libraries will want to purchase where demand warrants.

Recommended for secondary school libraries.

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610.092 HUM

Hume, Stephen. *Frederick Banting: hero, healer, artist.* — XYZ Publishing, 2001. — 192p.: photos. — ISBN 0-9688166-3-0. — \$15.95 paper.

Reviewed by: John J. Jackson, Professor Emeritus, School of Public Administration, University of Victoria.

Surgeon and decorated war hero Dr. Frederick Banting was responsible for one of the greatest achievements in medical history — the discovery of insulin. He had observed diabetes mellitus and was very troubled by it. Sometimes called juvenile diabetes, it struck children and young people, who first developed an insatiable hunger and thirst then, as the disease progressed, lost almost all their body weight. Death usually occurred within a year or two, but sometimes a child was dead within a week. There were one million people with diabetes in North America in 1920 and countless more around the world. The disease had never been conquered.

Banting knew from his reading that some cells in the pancreas, known as The Islets of Langerhans, had something to do with controlling blood sugar. He thought if he could isolate the internal secretions of the cells it could be turned into an extract which could be used to save diabetics. With a small group of collaborators, and using a trial and error method of research in a small laboratory at the University of Toronto, insulin was produced in 1922.

As the principal discoverer of insulin, Banting was showered with awards, money, and the unending gratitude of diabetics. In 1923, he became the first Canadian to receive the Nobel Prize, and he was knighted in 1934.

Hume recounts Banting's story in an interesting and engaging manner by also including the personal and human aspects of his life. This is a really important biography that should be brought to the attention of all young Canadians.

I have noted previously that this Quest Library series of Canadian historical biographies is most attractively produced and it does, as it claims, present "a lively way to read Canadian history." It is some of the ways it achieves that objective that I find troubling; for example, there are too many direct quotations and comments on how Banting felt that could not be known. Certainly none are referenced specifically. Indeed, all the "Sources Consulted" are simply at the end of the

book. Consequently, it is not a scholarly written biography, but it does achieve what it sets out to do. Readers who are very interested may then choose to read related works by Michael Bliss, which are listed in the "Sources Consulted."

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811 LIV

Livingston, Billie. *The chick at the back of the church*. — Nightwood Editions, 2001. — 80 p. — ISBN 88971-177-1. \$16.95 paper.

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

Billie Livingston's poems drive straight for the sharp edge — from the rough, self-assured and brash voice of a woman who poses nude at seventeen while considering the 40-year-old photographer as her guinea pig, to the confidante of relatives and friends grappling with the torturing frustration of love, sexuality, adultery and death. These jagged realities also collide with the innocence of childhood — a toddler being offered LSD by the next-door neighbour, a Catholic schoolgirl being dropped into the front lines of a fierce abortion protest and a young woman trying to relax with a book in a park but instead facing an unwelcome exposure. Livingston also includes a selection of poems written from the disparate voices of a self-destructive family that eventually developed into her popular novel *Going down swinging*.

These poems are very raw and frank — probably very disturbing to some, and cathartic to others. Suitable for senior secondary students and adults, the reader has to be prepared for unpleasant imagery and brutal honesty. The poetry seems written more for emotional release, than for literary excellence.

This collection of poetry could be a part of a senior secondary library, but careful review of the contents should be undertaken before circulating it among the students.

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811.54 LAN

Landale, Zoe. *Blue in this country*. — Ronsdale Press, 2001. — 88p. — ISBN 0-921870-81-7. — \$13.95 paper.

Reviewed by Anne V. Lyle, teacher-librarian, Ecole College Heights, Quinson School, SD#57 (Prince George)

This remarkable collection of poems gives a true reflection of British Columbia's beauty and Landale's poignant love of people and situations. In the first poem, titled "Creed," Landale begins:

I believe in the spiritual rootedness  
of mountains, that they extend  
far beyond the blue, treed slopes we recognize,

that the dead know streams  
not as we see them, burbling between  
banks of fern and horsetail  
but weightless as a cello concerto,  
fragrant as strawberries (p.11).

The poems are warm, comforting, clear and articulate. Landale weaves into them an element of surprise with her accurate descriptions of feelings, which delight and refresh the reader. For example in the poem, "David and his Father at Calgary Airport," which is about a father and his sixteen month old son, Landale concludes, "The father laughs, just a little, as his son keeps reeling him in" (p. 29).

Zoe Landale teaches creative writing through Continuing Education at North Island College in Courtenay. Her writings reflect her knowledge of the sea and her experiences with commercial fishing, which she did for six years. Her writing style and presentation are clear and scholarly, as well as popular among those who reverence British Columbia's beauty and women's relationships.

Recommended for grade seven through to adults.

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843.54 PLA

Plante, Raymond. *Jacques Plant: behind the mask*. — XYZ Publishing, 2001. — 240 p.: x. — ISBN 0-96881662-2. — \$15.95 paper.

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

This work follows the life of a man who loved hockey so much that not even poverty could stop him from playing. Jacques Plante's father carved his first stick and sacks were his first pads. Because of asthma, Plante could only play in goal. He was an unusual man who knit, did embroidery and read a lot. He was also notoriously careful with his money.

Plante studied hockey and its players. Unlike other goalies, he left the crease and kept up a steady banter with the players. Some coaches were unnerved by his style. He had only imagined himself as a Montréal Canadien but after a number of Vezina trophies he was traded to New York. During his career he played for other teams, did scouting and even tried coaching. His greatest contribution to hockey was donning a mask after an injury. It is hard to imagine a goalie without a mask now, but Plante faced a great deal of opposition and persevered.

When I began this book I wondered if it would appeal only to those of us who grew up knowing the names of the players Plante writes about, the Richards, Beliveau and Bathgate. However, Jacques Plante's contribution is more than his playing ability. More emphasis today is on safety, with helmets, face shields and neck guards to help protect players from slap shots and much faster play. Plante began that change.

This well written biography will appeal to secondary students and to upper intermediate students, especially those that play hockey. I found the statistics a little tiresome, and there are a few unanswered questions that could have been addressed. For example, if he was such a devoted family man, what happened to his first wife? The day I finished this book CBC TV ran a biographical special on Plante that could have been made from it. In that program, my question was answered. However, hockey enthusiasts will likely be more interested in the statistics than details about his first wife.

The most unusual part of his story is Jacques Plante's rise to stardom from poverty — something very unlikely to happen today when young players are not allowed near an arena without proper equipment. If such restrictions had existed then, poverty would likely have stopped all of Plante's dreams from coming true.

Recommended for upper intermediate to Secondary school

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920.72 NEE

Neering, Rosemary. *Wild west women: travellers, adventurers and rebels* — Whitecap, 2000. — 255p.: ill. — ISBN 1-55285-013-7. — \$19.95 paper.

Reviewed by Anne V. Lyle, teacher-librarian, Ecole College Heights, Quinson School, SD#57 (Prince George)

This is an amazing, inspiring and awesome selection of individual women's lives spanning various occupations. All the women depicted were independently determined and persistent in meeting their goals. The factual stories are almost unbelievable. For instance how many women today, would think of walking from New York to Alaska and then on to Siberia, as did Lillian Alling in 1927? Neering's biographies reveal women from every corner of BC from Ft. St. John to Victoria. Many of the women portrayed lived outside the boundaries of cities, with their limiting conformities and social norms. Some of these women were Alice Spilsbury, of Savary Island, Capi Blanchet, who motored on a small boat in the Georgia Straight, Elsie Lubcke of Ootsa Lake, Olive Frederickson of the North West Territories, and Mrs. W.F. Brydon, a lighthouse keeper. Other women preferred city life to follow their dreams, such as Ma Murray, Emily Carr, and Pauline Johnson.

Rosemary Neering is a well known BC author of books about the Canadian west, and is a frequent contributor to the periodical, *Beautiful British Columbia*.

This volume of biographical sketches includes an index, and bibliography, along with black and white illustrations. It is most suitable for BC history courses and women's studies, as well as biography assignments in social studies and English classes.

Recommended for all schools from grade six through university, and for all public libraries.

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971.1 MAR

Marriott, Harry. *Cariboo cowboy*. — Heritage House, 1994. — 192 p.: ill. — ISBN 1-895811-08-2. — \$16.95 paper.

Reviewed by Anne V. Lyle, teacher-librarian, Ecole College Heights, Quinson School, SD#57 (Prince George)

This is an autobiographical history of the development of the OK Ranch, located near Clinton, BC. Harry Marriott, an immigrant from England, began his ranching life in BC at the famous Gang Ranch. *Cariboo cowboy* depicts Marriott's ranching life from his arrival in Ashcroft in 1912 by freight wagon, through the ranching days of cattle drives, round-ups and stagecoaches, to 1955.

Although he is not a polished and accomplished writer, Marriott describes the harsh life of a rancher with its joys and frustrations. He uses the rancher's vocabulary of the times and locale, thus capturing a historical perspective, for instance, "...we came on to a little tent, and a campfire outside the tent, and an Indian 'klootch' with three kids..." (p. 52).

The book has pen and ink illustrations at the beginning of each chapter which portray typical Cariboo scenes. *Cariboo cowboy* will be enjoyed by any person interested in the history of the interior of BC.

Recommended for grades eight to twelve social studies and history courses as well as for public libraries.



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**DECEMBER 2001**  
**Volume 43 Number 2**