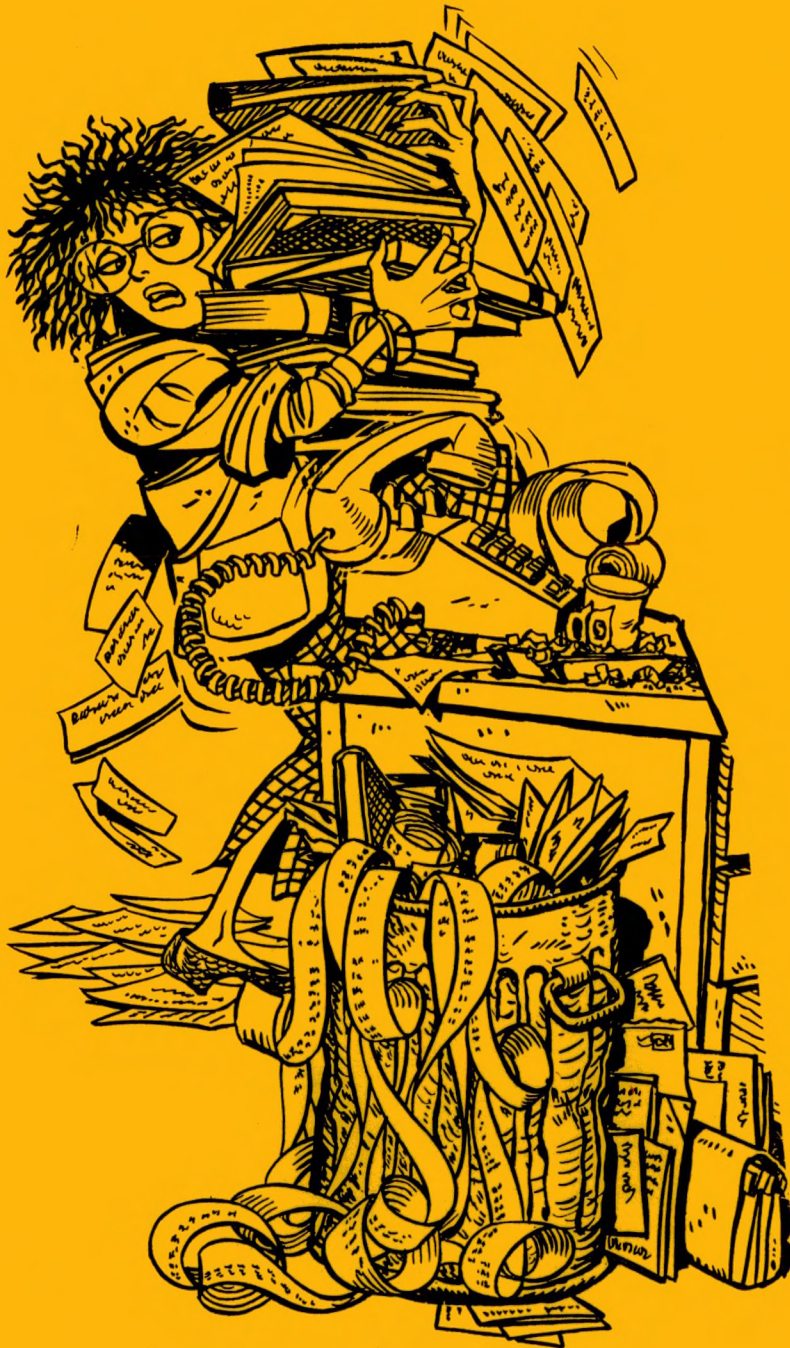


JUNE 2001  
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**BCTLA**

# THE BOOKMARK



**WORK  
SMART**

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Advertisements pay part of *Bookmark's* publication costs as well as notifying our readers of needed services and materials.

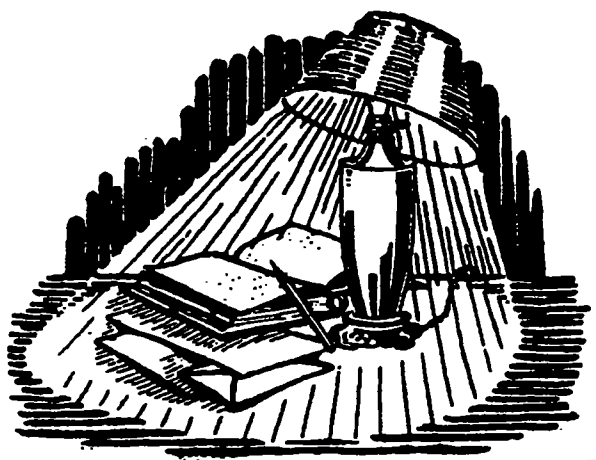
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This issue:

**Teacher Librarian  
Free Materials**

### **STATEMENT OF PURPOSE**

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



## IN CIRCULATION

by **MARK ROBERTS**, BCTLA President.

Welcome to the June edition of *The Bookmark*.

The Spring Council and Annual General Meetings of BCTLA took place on April 28th in Vancouver. The Spring Council meeting provided participants with an update on the Information Literacy Taskforce — the components of this project and its emerging work look great!

Congratulations to Joan Eaton, this year's recipient of the Diana Poole Memorial Award of Merit. Joan is teacher-librarian at Glenrosa Middle School in the Central Okanagan School District. Thank you for your continued contributions to teacher-librarianship and

library resource centres in British Columbia, Joan!

The Red Cedar Book Awards took place at Burnaby North Secondary School on May 12th. Over nine hundred students from across the province participated in this exciting day. The energy, excitement, and enthusiasm of the students upon meeting and hearing the authors who attended was super. The Burnaby Chapter of BCTLA deserves recognition for their work in organizing this very successful event.

The Fall Conference, "2001 — A Literary Odyssey," will be held in Victoria in October. The Conference Committee has been working to plan a great program. Please note that a host district is needed for the 2003 conference, and contact Bonnie McComb if your chapter is interested.

Membership in BCTLA has shown an increase during the past year; however, we must continue to identify new members and seek their participation. Please help us to do this.

This is my last column as President of BCTLA. I have enjoyed serving our association during the last three years. Thank you for the many opportunities you have given me to listen and learn. The work of our association will never be finished and I know that you will give the incoming executive your continued support and assistance in meeting the challenges of the future.

Enjoy the issue!

# 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:

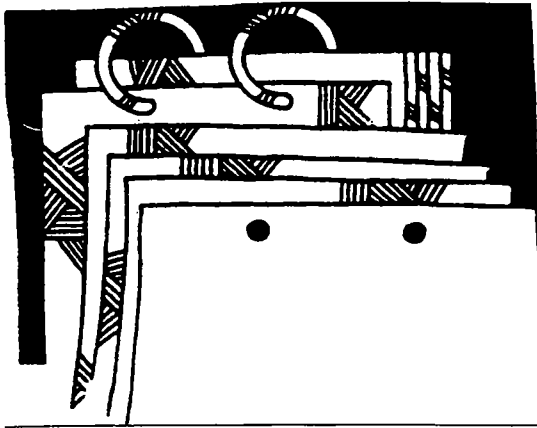
1. Address a message to *bctlaforum-request@mala.bc.ca*.
2. You can type anything in the subject line, because the automated mail server ignores it.
3. Type "subscribe bctlaforum" in the first line of the message area.
4. Type "END" in the second line of the message area. This makes the automated mail 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!**





## EDITORS' COMMENTS

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

### IS WORK FUN?

One of the pleasures of being one of the editors of the *Bookmark* has been the pleasure of working with really smart and nice people. Somehow, after working on a Saturday paste-up, I have felt that I could go back to work renewed and with a sense of "who I am" both professionally and personally.

An outside observer might look at this group and think, "Why are they just talking? Wouldn't they get finished more efficiently if they just edited and worked the computer like they are supposed to?" After having worked with these people for several years, I think differently. I think that the *Bookmark* team has truly "worked smart" – especially when they were "just chatting". Just visiting and catching up have been a key reason the same people have been coming back year after year. The conversations that developed during the quiet points of the work have given editors the opportunity to know each other and this, in turn, has built trust. The laughter and humor has been evidence that people working on the *Bookmark* have felt comfortable expressing creativity and taking risks.

Too often, we neglect this important part of our relations with people at work. For many teacher-librarians, cuts in clerical staff mean that too many of

us are spending our time with our noses glued to a computer screen rather than communicating directly with our clientele. Ken Haycock mentions in "Strengthening the foundations for teacher-librarianship" in *Foundations for Effective School Library Media Programs* (Englewood, CO : Libraries Unlimited, 1999) that the library media program rests on teacher contact, a strong and close partnership with colleagues and shared responsibility. Haycock believes, and I concur, that "the varied nature of the role of the teacher-librarian is that of initiator and change agent." To do this, we need to develop relationships and trust with our colleagues – consciously committing time and energy to this important endeavor.

You may agree in your head that developing excellent professional collaborative relationships is important, but do you agree in your heart? Are you willing to commit to it, even when you suffer setbacks and everything appears to be going in the opposite direction to what you are trying to achieve? Perhaps you are committed to the idea but not the action. How many minutes have you spent this week developing relationships with staff at school? Have you done your best to develop common purpose with parents and district staff this year?

### I BECAME A GRANDMOTHER...

One of my most interesting and revealing moments about "who I am" happened when a beginning teacher accidentally called me "Gram". It was a bit of a shock, because I don't think I have that much gray hair – and besides, I happen to be a bearded man, thank you very much, and I do not think I bear a great physical resemblance to a grandmother! However, on another level, I took it as a deep compliment, to be associated with someone as supportive and close as a grandmother.

What had happened was this. My beginning teacher came up to me and told me that she needed advice. She had attended a workshop and had learned about a reading strategy. She was supposed to listen to kids talk about books they had read, and suggest other books to read. Her problem was that she needed a way to know about a lot of books really quickly, so she could do it. Did I have any suggestions?

I rattled off some ideas about reading lists provided by public libraries, membership in a reading club like Vancouver Children's Literature Roundtable and

getting and compiling student suggestions; however, even as I did so, a little voice at the back of my head said, “there is something wrong here . . .”

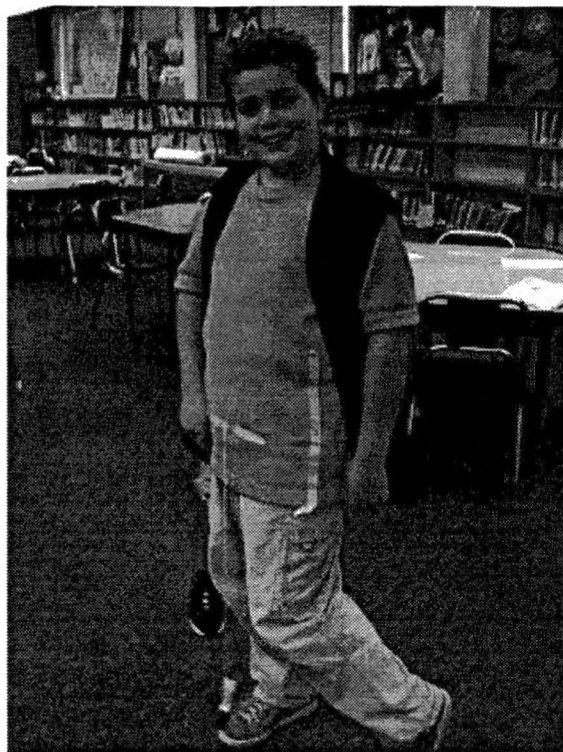
I found myself saying, “Play to your strengths. The strategy you are proposing is a good one, but it is only a strategy. Maybe it would be a good one for you in two years, but not now. What’s the goal? You want kids to love to read? You want to increase the range of books they read? We could arrange other classes to come in to give book talks, and your kids to give book talks with other classes. Begin with the goal. If the strategy is not workable in your class, then there is an alternative strategy to achieve it.”

My colleague’s real issue was not one of competence, but one of confidence. She had heard a reading “expert” and had come up feeling short. When we let “experts” rule the important parts of our life, then chances are we will feel that we come up short more often. The most important thing about working smart is to decide what is most important and do what you need to do to achieve it. To hear a workshop on a strategy, and then to try to apply that strategy without thinking about how it fits into your professional or personal goals is like putting gasoline in a car without a steering wheel.

I could have stopped at the surface question. For some reason I was dissatisfied with my answer, so I asked myself “What is she really asking? What does she really need?” I listened to the voice and responded to it.

## WHAT SHOULD A LEARNER LOOK LIKE?

I am a visual person. I have used cameras, video and student drawings to communicate what I am doing in my program. For a presentation to a district Parent Advisory Council, I took photographs with a single lens reflex camera, and videotaped the images in a timed sequence. This allowed me to talk about what we did for research in a very concrete way, using audiovisual equipment that was dependable and easy to come by. Subsequently, I used a scanner to publish images to the Internet, along with comments by children. Most recently, I have used a digital camera to record events and activities in the library and asked children to write about them. They help me to visualize what I believe about learners and to express it to others.



I asked Brock and his parents if I could publish his picture in the *Bookmark*. They consented. Before you read on, look at Brock’s picture and make a couple of hypotheses. What is he doing? Why? What can you tell about his attitude towards the library? With the information you have, what can you tell about the attitude Brock and his parents have towards school? Look at the wall. Can you tell this is an elementary school library? How? A good photograph for the purposes of communication suggests questions and makes at least one good teaching point.

Brock wore a string that hung from his balance point. We have found his balance point by lying him down on a horizontal stepladder balanced on a pole. The tape that appears vertical on his shirt has numbers equidistant from the halfway point between his head and his toes. We asked him to predict if his balance point would be above or below his halfway mark. We hung a marker from the balance point and asked him to lean as far forward as possible. We asked him to hold a heavy broom behind his back and see if a “tail” would help him balance. Some of the grade sixes who saw this simulation from the Royal Ontario Museum’s book of dinosaur activities did the activity with grade ones as part of a dinosaur unit.

The photograph itself communicates that Brock is comfortable in his skin and in the library. He feels safe taking risks. In describing the photograph, I

communicate something of the complex and dynamic nature of learning that is possible in this environment. The learner has a face – how can a viewer not believe that education is invaluable and exciting? I currently display a collection of pictures of kids reading to kids, kids involved in research, and kids doing theatre on a wall in the library. I also display samples of student written work and art. The environment visually suggests that this is a place where kids are welcome and where learning happens.

## A NEW ERA?

If you have had the opportunity to participate in BCTLA general meetings, you will know that the organization is looking for ways to reduce the cost of producing the *Bookmark*, possibly by distributing it on the Internet. In addition, several of our longstanding editors have decided to move on to other things, and will not be actively participating in the direction of the *Bookmark*.

Liz Austrom, who retired as a teacher-librarian from Vancouver five years ago, plans to enjoy more time traveling with her husband Sid. She will continue to work on BCTLA reviews, since this is something she can do by e-mail.

Trish Maskall will continue to help on paste-up day, but time demands prevent her from participating in the planning and direction activities.

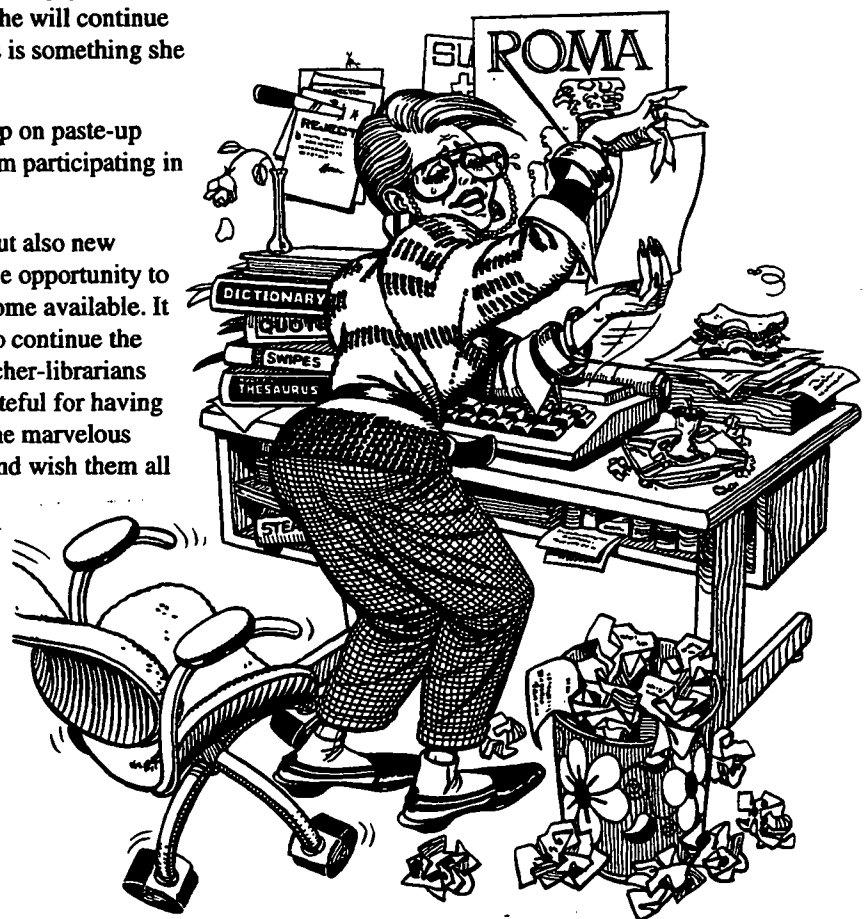
These changes bring challenges but also new opportunities to the organization, as the opportunity to find new ways of communicating become available. It is vital that new people step forward to continue the great tradition of the *Bookmark* as teacher-librarians adapt to the new millennium. I am grateful for having had the opportunity to work with all the marvelous people I have met on the *Bookmark*, and wish them all the best for the future.

## WHAT IS IMPORTANT

In everything we do, we must remember that we are dealing with people – people with hopes, dreams; needs and ideals. Ours profession must put people first and foremost. People who “Work smart” keep that in mind. Steven Covey, in *The Seven Habits of Highly Effective People* asserts that you can be efficient with things, but you should not try to be efficient with people. You should instead strive to be effective with people – too much “efficiency” can get in the way of the things that really matter.

Time efficiency is useless unless we use that freed up time in a way that leads to a better life and better relationships. As you glean working smart tips through the issue, think about how you will use the time. I hope it makes your life richer and more enjoyable.

Take care!



# BCTLA CONFERENCE REPORT 2001

Submitted by **BONNIE McCOMB**, BCTLA Conference Liaison, April 2001.

Many, many thanks to the Coquitlam Chapter for their very classy and well organized fall conference, "Teaching and Technology: Breaking the Barrier." The TNT conference was memorable for excellent sessions, smooth organization, an elegant wine and cheese, and fabulous door prizes. There are so many Coquitlam people who contributed to this conference.


The Coquitlam Chapter put together the most amazing How-to-Put-on-a-Conference Binder with all their summaries about what they did and what they would recommend future chapters do. For example, they recommend not worrying when no one signs up in September because most of the three hundred people signed up TWO days before the conference. They also had sixty walk-ins on the day, so they suggest ordering more lunch than seems needed. They've included all the costs of food, keynote speakers, program printing, transportation, rooms, and so on. They've also included all the menus, a break down of registrations by district, lists of vendors, and suggestions for how to advertise. It is a very detailed guide to add to our conference resources box. Thank you so much.

On October 19th, 2001, Victoria will be hosting the next BCTLA conference, "A Literary Odyssey," at Victoria High School. One of the keynote speakers will be Ted Harrison. Information and registration forms will be available in the next *Bookmark* or from chapter councilors. Look for Victoria's web site which will soon be linked to the BCTLA web site. We appreciate the tremendous amount of time and work that goes into organizing a conference. A special "thank you" to Victoria for stepping in and volunteering to host this conference on short notice when Delta was unable to do so.

In October 2002, we can look forward to Chilliwack Chapter hosting the fall conference at Harrison Hot Springs. They have already started organizing so mark it on your calendar.

We need a chapter to host the 2003 conference. When a chapter agrees to host a conference, the BCTLA provides a \$1,500.00 grant of seed money. This money is returned so that it can be used for the next chapter organizing a conference and the profits of the conference are shared between the BCTLA and the chapter (60% to the chapter; 40% to the BCTLA). If there is a shortfall, the BCLTA will absorb the loss. Conferences are one of the best ways we can increase our membership. Please consider hosting one in the future.



BCTLA 2001  
A LITERARY  
DYSSEY  
  
*victoria, BC*

Come to the British Columbia Teacher-Librarians' Association Conference October 18-20, 2001 hosted by the Greater Victoria Teacher-Librarians' Association at Victoria High School.

**THURSDAY EVENING:**

Registration and social evening.

**FRIDAY:**

Keynote speaker, workshops, dinner and entertainment.

**SATURDAY:**

Chapter council meeting, lunch.

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Judith Reid  
District Teacher-Librarian  
Greater Victoria School District Resource Centre  
923 Topaz Avenue, Victoria, BC, Canada, V8T 2M2  
Telephone: (250) 360-4302 FAX: (250) 360-4308  
e-mail: [jreid@sd61.bc.ca](mailto:jreid@sd61.bc.ca)  
<http://www.sd61.bc.ca/school/colquitz/bctla.htm>

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Teacher-Librarian  
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Telephone: (250) 388-5456 FAX: (250) 388-6702  
e-mail: [norma\\_je@sd61.com](mailto:norma_je@sd61.com)

# ***THE BOOKMARK, 2001 - 2002***

## **COMING THEMES ARE:**

### **SEPTEMBER 2001: THINK TANK**

This issue focuses on the student as thinker. One of the primary aims of education is to ensure that our children and youth become critical thinkers. Many models have been developed to teach thinking, some of them directed towards gifted students and others to all students. Several Provincial Specialist Associations, including BCTLA, have been involved with the BC development of the TC2 (The Critical Thinking Cooperative) critical thinking model, which is perfectly suited to resource-based learning. Please share your problems, successes and ideas about teaching thinking, as well as units developed in your school. **Deadline: July 27**

### **DECEMBER 2001: PIONEERS — PAST, PRESENT & FUTURE**

This topic applies to almost any subject area. Who are the people who have taken the risks and changed the way things are done or the way lives are lived? Who are today's pioneers and what are they doing that is remarkable? What fields of endeavour will require pioneers in the future? From the arts to sciences to economics to exploration — and beyond, people with initiative and vision have been at the forefront of change. Please submit units, articles, and bibliographies in any subject area, or across subject areas. **Deadline: October 27**

### **MARCH 2002: THE FIRST 2 R'S**

Reading and writing are as vitally important today as they ever were. In this issue, we are hoping to explore the link between the two as well as looking at ways to enhance learning in both areas. We need articles looking at different approaches to instruction or exploring issues like the role of non-fiction in reading instruction, units which include components like pre-reading strategies or the development of expository writing, and annotated bibliographies of key resources. In addition, if you have found a specific book or article of great assistance in refining your own thoughts about instruction in the 2R's, why not share it by submitting a précis. **Deadline: January 27**

### **JUNE 2002: PASSION FOR POETRY**

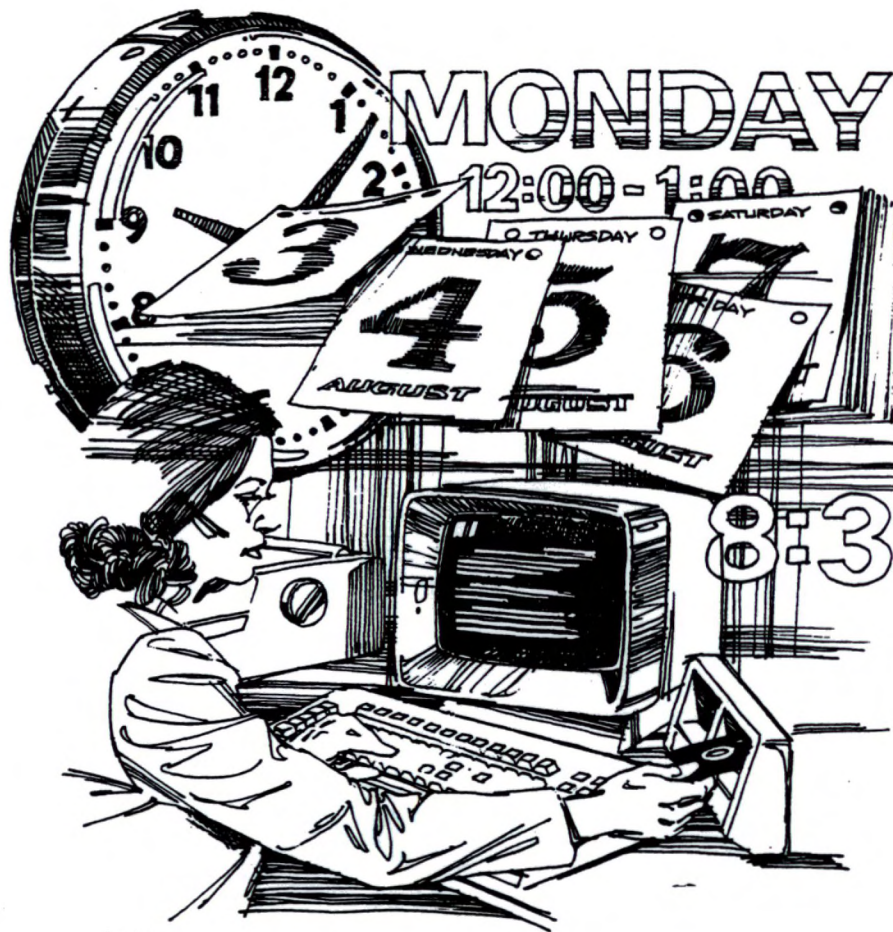
Poetry is becoming increasingly popular in elementary Language Arts and in secondary English classes. In addition, there are some marvelous contemporary poets out there. No longer is the Dead Poets Society the only game around. Today there is a Passion for Poetry that educators can build on to make poetry come alive for our youth. Share your favourite poets, poems, poetry collections, presentation tricks, units, and ideas for integrating poems into a variety of subject areas and into the total school environment. Don't forget to submit your own original poems, and ask your students to submit theirs. **Deadline: April 27**

### **SEPTEMBER 2002: RIGHTS AND WRONGS**

Our world is full of ethical issues to explore. Teaching young people to examine both sides of important questions is key to the development of involved, thoughtful and concerned citizens. Playground behaviour, community issues, environmental protection, freedom to read, treatment of the disadvantaged, international disputes and human rights are a few of the areas the Editorial Board brainstormed. We invite your articles, units and resource suggestions. These ethical dilemmas are ideal for developing critical thinking and for using Internet resources. If you have developed a unit combining these elements with any ethical issue, please share it. **Deadline: July 27**

**PLEASE SEND US YOUR CONTRIBUTIONS WELL IN ADVANCE OF DEADLINE DATES.**

# THEME SECTION



The nice thing about egotists is that they don't talk about other people.

-Lucille S. Harper

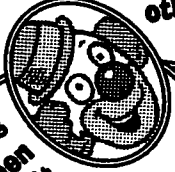


Having your book turned into a movie is like seeing your oxen turned into bouillon cubes.

-John LaCarré

Progress might have been all right once but it has gone on too long.

-Ogden Nash



Most people would sooner die than think; in fact they do so.

-Bertrand Russell



If you look like your passport picture, you're too ill to travel.

-Willkommen



The difference between genius and stupidity is that genius has its limits.

-Unknown



You appeal to a small, select group of confused people.

-Message in a fortune cookie

Ignore previous fortune cookie.

-Message in another fortune cookie



Be careful about reading health books. You may die of a misprint.

-Mark Twain



Bookmarks by Berson



# ON THE RUN BUT NOT IN CIRCLES: TIPS FOR TEACHER-LIBRARIANS

by LORNA BROWN, GERRIE GREEN, DEBBIE HARTLEY, CAROLA HUGHES,  
DONNA JORDAN, JUDY KEMP, LINDA LINES, ANNE LYLE, BEV MANKLOW,  
DAWN NYLUND, DIANE SALES and KAREN SIMMONS, teacher-librarians, SD#57  
(Prince George).

Many teacher-librarians in School District 57 (Prince George) find themselves literally "on the run", often without clerical help and with many other teaching responsibilities demanding their time and attention. Below is a collection of tips for managing libraries and teaching submitted by Prince George and District Teacher-Librarians' Association members. L

## COMMUNICATE EFFICIENTLY

Never telephone when you can email.

Have a "signature" at the bottom of your email to speed up signing off messages.

If your email software uses a flag icon to mark new messages, use this feature to remind yourself that a message will require a reply. Use your email's "Unread" function to restore a flag, or forward the message to yourself so that a new message and flag appear in your list of messages.

Keep a stack of readily recognizable papers, perhaps a single colour and a size large enough to not be easily mislaid, on which to jot ideas as they come to you. Pop the papers into the appropriate person's box or into a folder for later attention.

If you would like to promote your library through a library newsletter but have limited time, submit articles and pictures to your school newsletter. You might want to create a collage of photographs showing students involved in a variety of library activities for the newsletter's back page. Because articles, quotations and ideas of a general nature which would apply to any library are often most suitable for inclusion, share them with other teacher-librarians who are also submitting items to their schools' newsletters or creating their own library newsletters. Do this quickly by email or by sending a print copy of your published newsletter.

## NURTURE YOUR LIBRARY CLUB

Have a large and active library club. The initial training will pay great dividends.

Pair senior library helpers with juniors so that the older students mentor the less experienced, freeing you

for other tasks.

At book fair time, instead of giving free books to classrooms as prizes, allow each library club member to choose one book under a set dollar value as a bonus for work completed.

## GARNER SUPPORT FOR LIBRARY UPKEEP

Stress the concept that the library belongs to all members of the school community and ask students for input into ways to keep the library functioning. Students will take ownership with pride. Teach each class or group to tidy areas used before leaving. Other students can be asked to regularly perform such tasks as turning computers on or off, straightening displays or tidying the AV room.

## SOLVE THE DISAPPEARING PENCIL PROBLEM

At the beginning of the year, purchase at least one hundred inexpensive pencils for your library. Outdoors, lay them side by side on newspapers and quickly spray with wavy streaks of bright spray paint. When dry, turn and spray the other side. (Use the same colour every year. This will quickly come to be known as the library colour.) When these pencils stray, they can be easily identified as library pencils and returned.

## ORGANIZE YOUR WORKSPACE

Create general sections of files. For example, have a section for Forms: Forms for library club, Forms for AV room.

Have a portable, free standing file folder holder sitting on your desk for your most frequently used files so that you don't need to open filing cabinet drawers for access. If you teach in other areas of the school, have a portable file for each area. Take the file or files with you and file as you teach so that you don't bring back to your library office a deluge of paperwork.

Label shelves so you know where to quickly put

things, e.g., "To be Repaired", "To be Rebound". Set aside a shelf for books you intend to use with groups of students.

Use the bucket approach. Buy a dozen or more plastic dishpan size buckets. Label some for ongoing needs and projects (e.g., "To be Catalogued", "Items for Staff Meeting") and others for short term projects (e.g., "Red Cedar Awards", "Science Fair"). Unlike file folders, the buckets are always visible and ready to receive your books, papers and other items as you rush by. When you are about to begin teaching just nab the appropriate bucket and you'll be assured of having all your materials with you. Arrange for appropriate shelving so that buckets don't cover your work surfaces. A word of caution: bucket buying is addictive - one can never have too many.

## **SIMPLIFY YOUR CIRCULATION**

Ring a small bell five minutes before class time is up to indicate that students must stop browsing and come to the circulation counter to check out books.

If your students give you their circulation numbers verbally, provide for very young students cards with their names and numbers. These cards might be placed on a table when the class arrives or kept individually in labeled book pockets on a chart. The children bring their cards with them to the circulation desk and either give the card to the person doing the charging or read the number.

So that students are able to check out books when you are out of the room or busy teaching, create a checkout book or individual checkout sheets for them to record their names, numbers, barcode numbers and titles. A form in which a box is provided for each barcode number helps ensure accuracy. Having the child print the first two or three words of the title provides an accuracy check. Key in this information as time is available.

Create hold forms so that students are able to request holds while you are busy with other tasks.

When discharging a book on which a hold has been placed, immediately charge the book to the new user. Have a supply of brightly coloured bookmark shaped notices indicating that the book has now been charged to the new user. Write the new user's name on the notice, insert it into the book so that the student's name is visible, and have a library helper deliver the book to the appropriate classroom at a convenient time.

Give each classroom its own "Library Bucket" - a milk carton style container clearly labeled with the teacher's name and division. Each morning, students put into the bucket the library books they intend to

return and a class monitor brings the bucket to the library. This cuts down on traffic in the hallways and expedites the return of library books on a regular basis.

## **SURVIVE CIRCULATION SYSTEM CRASHES**

If your software has a backup program on disk, keep the disk and directions in a labeled zip style plastic bag in a visible location. Occasionally rehearse using this software so that you are able to do so under pressure.

Have a set of cards with student names, numbers and divisions prepared for each class. Upon experiencing a crash, hand out the cards on which students will record the barcode numbers of the books they are borrowing or have the students put the cards in the pockets of the books and charge and distribute the books when the system is up.

## **KEEP YOUR BOOKS ON THE MEND**

As books are discharged, quickly flip through their pages to find signs of wear or damage. Toss those needing cleaning and those with page tears needing mending into two appropriately labeled buckets kept under your circulation counter. For other repairs, check off the needed action or actions on a form you have previously prepared (you might include such things as "add hinge tape", "replace spine label", "erase marks"), slip the form into the book and put in a third bucket labeled "Repairs". The person completing the repairs will not need to spend time determining what repair is required.

Have children look for needed repairs as they are browsing and reading. Keep a dispenser of mending tape on the counter for quick repairs of tears brought to your attention.

## **TRACK LOST AND DAMAGED ITEMS**

If you are familiar with databases and mail merge and your circulation software doesn't support the creation of suitable letters and bills for lost and damaged items, create your own system. Create a database with fields for such information as students' names, titles of books, cost of replacement, the problem, the date borrowed and/ or returned, notes of action taken and what response was received. Create three letters that inform the parent/guardian of damaged items which require payment, warn of long overdue items and request payment for lost items. As books tend

to be lost in bunches, create space in your "overdue" and "lost" letters for up to three items. Scan your school letterhead into your documents so that a letter and record may be quickly merged and printed. Create a summary page to be stored in a file or binder if you or others may need to view the information away from your computer. As problems are resolved, records may be removed from the database with a print copy kept for future reference, or left in the database to create an ongoing record.

## **SHELVE WITHOUT STRESS**

Have students shelve Easy and Fiction books.

Have capable students sort Non-fiction books into shelving order.

Have students place a browsing card beside each item they have shelved. The T-L, library clerk or skilled senior student can then quickly check the accuracy of the placement.

Label the shelves on your book carts so that books can be pre-sorted as they are first placed on the cart. For example, have a cart dedicated to Non-fiction. Label the left side of the top shelf 0 - 535 and the right 536 - 599. Label the second and third shelves to correspond with the remaining Non-fiction stacks or areas of your library. You'll be able to quickly grab a handful of books and shelve in one area.

When shelving nonfiction, speed up the process by first placing books at the end of their appropriate shelves. Once all the books on your cart are dispersed, go back and shelve the books into their correct spaces.

When you see students who need an adult presence to calm them, grab a stack of books to be shelved in that area, set the stack beside these students and proceed to shelve. You won't have had to say anything, the students' behaviour will have improved and you will have shelved some books.

Encourage students to borrow books from the carts of books to be shelved.

Teach students to use browsing cards. No student should be at the shelves without one.

Form an Adopt-A-Shelf Team. Give interested students the opportunity to adopt shelves for which they will become responsible. After school or during spare time, team members may come to the library to tidy and "read" their shelves to ensure the books are in order. This will help make the library the best it can be and will promote pride of student ownership. It will also result in students' improved knowledge of the Dewey Decimal System, reinforce the importance of library order and allow for discovery of some very interesting materials. Incentives are important. Each time a child

reads a shelf, he or she fills out a slip and puts it in a draw box. (Shelves are scanned periodically to ensure the job is being done.) Every few weeks a team meeting is held in which students are praised for their efforts and the names of prize winners are drawn. Displaying prizes, perhaps items from a dollar store, on a cork board well in advance of the draw creates excitement and enthusiasm. Students may be further recognized at a school assembly. The presence of "adopt-a-shelvers" adds activity to the library and their efforts make a real difference to its operation.

Set up centres for specific themes. For example, keep all the Seuss or Lobel books on permanent display. Set up an area for Science fair books for the months prior to your Science fair. Pull and display in one area holiday theme books prior to that holiday. This not only promotes these books but cuts down on time spent shelving frequently used books.

## **PLAN FOR THE NEW BOOK CRUSH**

Display new books for one week with blank lined cards in their book pockets. Students and teachers may reserve items by writing their names and numbers on the cards. At week's end, move the books to the reserved section of the library. Sign out to the first name and record holds for the remaining names on each card.

Display new books for one week, providing each student with one hold form to request his/her most desired book.

## **RALLY YOUR PARENTS FOR BOOK FAIRS**

Try having parents organize and run the fair.

If you are organizing the fair yourself, involve as many parents as possible. When they come to help, they also buy!

Have parents handle the selling functions of the fair so that you are able to spend your time interacting with students and parents in promoting literature and encouraging suitable purchases.

## **CREATE BULLETIN BOARDS ON THE FLY**

Create bulletin board titles quickly and easily with an entire bucket of pre-cut letters. With parental help, cut many letters, all the same style, from coloured corrugated cardboard. Keep each colour in its own zip style plastic bag. When a bulletin board title is needed, jot the title on a piece of paper and have students sort

through letters of the chosen colour to find those required. If you haven't enough letters of one colour, mix and match. At worst, you'll have to cut only a few letters rather than many. The corrugated cardboard doesn't fade and the corrugations hide multiple staple holes. Have students remove staples and return the letters to their appropriate bags when the display is dismantled.

Create collections of useful shapes which can be reused. Long, thin triangular shapes cut from heavy black cardboard create delicate tree branches. Shorter, wider based triangular shapes cut from brown corrugated cardboard can quickly create a sturdy tree. A variety of leaf shapes in shades of green corrugated cardboard are useful as seaweed, leaves or grass, depending on their placement.

Collect sets of shapes such as stars, circles or starbursts, cut from non-fading paper, which can be reused to enhance displayed work.

Create background displays of non-fading papers or cardboard in a theme that is appropriate for your students and your space. Keep these up all year. Change only the details of the display, whether it be art work, writing or posters.

To encourage use of displayed books, use zip style plastic bags to hold books on library bulletin board displays. The books can then be readily removed for short term use or replaced with other books when students or teachers need the original item for longer periods of time.

Keep a record of what you have created. Put clear pocket style document cover sheets in a binder. When dismantling a display, put into a pocket such items as a copy of the text, directions for and a sample of student art work, and a quick sketch or photograph of the board or display. Browsing through the binder will provide inspiration for future displays as well as providing a source of previously used components.

Enlist your teachers' help in filling your library with children's art. Provide materials, clear directions and a sample of the finished project and teachers will be happy to find time to lead their students in supporting the literature and skills you have introduced.

## **SIMPLIFY SELECTION STRATEGIES**

With a spreadsheet program, create a form for a consideration list with columns for title, author, series, ISBN and other ordering information you might require. Clip several copies to a clipboard. Attach a pencil and hang within reach of your circulation desk. As you notice items that need replacing, areas of your collection that are weak or have requests for specific books or authors, jot the information in the appropriate

column. Then, when you have time, fill in missing information in preparation for ordering.

Bookmark frequently used web sites that review recent notable books. Visit them before major orders are placed.

Have your district subscribe to *Books in Print Online* for quick access to reviews.

Use commercial web sites such as amazon.com or chapters.ca to determine what is currently in print.

Use coloured sticky notes to mark catalogue pages. Colour code. For example, if you work in two schools, use one colour for one school, a second colour for the other.

As catalogues arrive, put a large white label on the spine in a location that is easily visible. Write the company name and year (e.g., NBS Spring 01). It is then easy to find and discard older items.

Group catalogues by type. For example, group by Books/English, Books/French, Videos, Maps, Software.

Keep a master list of series of books you regularly purchase with the series' publishers and suppliers.

## **SUCCEED WITH A SCOPE AND SEQUENCE**

Create a district wide scope and sequence for information skills. Include only items it might be reasonable to cover in most district teaching assignments. Distribute this scope and sequence electronically so that T-Ls can easily modify it to suit their own teaching assignments.

Create a binder with dividers for each class. Each year, copy the pages of your scope and sequence that apply to the individual divisions and place these behind the appropriate dividers. Frequently go through the binder, checking off what has been covered and noting areas requiring further teaching.

From your district's or the ministry's scope and sequence, create a scope and sequence specific to your school. From this scope and sequence create monthly previews. Include both literature and skills learning outcomes. For each month, list specific skills and the literature focus, including the books that will be shared in story time. From the monthly preview, prepare your daybook for the week. This process ensures that, throughout the year, skills are covered consistently at each grade level and the literature program is comprehensive and cohesive. It also ensures that over a several year period, children in split classes won't experience a repeated literature program but will be exposed to the library skills in a sequential manner. Examples of focuses for your literature program might include specific authors, themes, seasonal literature or specific genres.

To avoid repeating topics when children are organized in many split classes, create a multi year plan using a spreadsheet program. Label the columns by year (e.g., 99/00, 00/01). For each grade cluster (e.g., 2/3, K/1) label rows by months. Enter topics covered each month. It is a simple task to look back and review topics students may have recently covered.

During a period of several weeks, teach the same skill to many classes but adapt each lesson to an age appropriate level. Savings in time will be found in having materials for all classes or groups on a cart to be wheeled out at each lesson. This cross school teaching ensures that students new to your school will receive exposure to important skills.

### **CITE RESOURCES WITH EASE**

Adopt a district wide bibliography style. Students won't have to adapt as they move from school to school. Each teacher-librarian may then modify the chosen style to make it appropriate for the students with whom he or she is working.

Create a form, in grid style, for the collection of bibliographic data from commonly used materials (e.g. books, encyclopedia articles, web sites). Follow the format of the bibliography style your district T-Ls have chosen. Include samples of correct punctuation and spacing. Students will need only to order the first word in each entry alphabetically and follow the formatting sample to create a finished bibliography.

### **TEACH EFFICIENTLY AND EFFECTIVELY**

Never give a written assignment if an oral one will achieve the same outcomes. It is more enjoyable for the students and you save time marking.

Have students work in pairs or small groups. They develop a feeling of belonging and become more competent.

When teaching library location skills, give students cards bearing the call number of a popular author (e.g. F CLE or F PAU). Have the students work in pairs to find books matching these call numbers. Colour code these cards for ease in choosing the correct set as the children are filing in. For example, use blue strips for Easy call numbers, pink for Fiction and green for Non-fiction. Laminate them so they will last for years.

Play the "Location Game." Students play in pairs. While one student hides his eyes, the other takes his slip of paper and goes stealthily to the shelves. He writes the spine label information and title of a book on his slip of paper and gives the slip to his partner. He

then accompanies his partner as the partner tries to locate the book in the library. He can use the clues "hot", "cold" or "warm" to guide his partner. Once the first student is successful in finding the book, the two students trade places and play again. And again. And again. It is important to instruct the students to be clear and accurate in recording the spine label, since this acts as the book's "address". Allow them to include the Picture Book, Fiction, Non-fiction and Reference sections, excluding encyclopedias. Debrief their discoveries regarding the organization of the library after the first few sessions playing the game. Children love this game. It is especially effective in Grades 3 and 4.

Use the same picture book with many classes. By the end of the week, you'll have the story memorized so that you can tell it from memory the following year.

Focus on a single author for several weeks. This simplifies planning for you and the students benefit in developing a familiarity with authors whose books they are able to recommend to other students.

When reading a picture book, ensure you have a wall clock in view so that you don't have to stop to look at your watch.

Help new chapter book readers make an easy transition to finding favourite series in the Fiction section. Create a poster with the names of some popular series such as 'Jigsaw Jones', 'Magic Tree House', 'Horrible Harry' and 'Junie B. Jones'. Include the author names, highlighting last names. Short lessons with Grades 2 to 4 students, reminding them to locate books by the author's last name and modeling use of the poster, will help students find books at their reading levels and boost borrowing in those areas of the collection.

If you have young students line up in preparation for leaving the library, have them sit down rather than stand in line. This encourages them to read and share books rather than chat.

For a change in format for novels work, have students create shared response journals. Team students from one class with students in the same age range in another class. Each pair of students will read a common novel and create a shared response journal in the form of correspondence between the two students. Begin by setting out a wide variety of suitable books including Canadian and award winning novels. Have students list five books they haven't read but would be interested in reading. Choose one of the listed books for a student from Class A and match that student with a student in Class B who wants to read the same book. If you don't have duplicates of the books, borrow from another school or contact your public library. To help students start a correspondence with their partners, place a list of

suggested writing topics in the front of the response journal notebook. Some topics might include comments on the characters or plot, predictions, comparisons with other books or movies, and personal experiences triggered by the novel. As they write, have students place their class or division numbers at the top of their comments. When students have finished their novels, they may wish to present book talks to their classes.

Hold a literacy afternoon 2 or 3 times each year. Involve all staff in creating forty-five minute enrichment style sessions. Students select activities so that appropriate numbers of students can be arranged. For Primary students: dramatize Hansel and Gretel, create book marks, make Red Riding Hood puppets, have a storytelling session, learn draw and tell stories, produce a big book, do choral speaking with poems by Jack Prelutsky, create Noah's spaceship by deciding which Canadian animals should go into a spaceship, create a pop-up book, make a Franklin mobile, create a Canadian alphabet book, make a fairy tale "rumours" book, sing songs which tell a story, make author birthday cards, do pattern writing based on "Brown Bear, Brown Bear, What Do You See?" (Carle) or "If You Give a Mouse a Cookie" (Numeroff), or create art based on "The Principal's New Clothes." (Calmenson). Intermediate students might perform readers' theatre based on the books of Ann Walsh, have a Canadian poetry tea, decide on best books for rainy days, read from "Joyful Noise: Poetry for Two Voices" (Fleischman), read "Two-Minute Mysteries" (Sobol), create "I Spy" pictures, make plasticene pictures in the style of Barbara Reid, search for and read about Canadian authors online, do an on-line scavenger hunt, read Silverstein humour, watch a "meet the author" video, perform a Cinderella rap or play storybook bingo.

## **STREAMLINE SUPPORT FOR YOUR TEACHERS**

Each week teach and reinforce initial OPAC use by guiding pairs of students in locating and gathering materials for their classroom libraries and theme studies. The children search, record call numbers, find the items on the shelves, evaluate their suitability, and check out materials during a fifteen minute session.

When locating materials to support extensive classroom units, assist students from that class in creating a printout of any items that may be useful. Have students collect the items, marking each found item on the printed list, and then check out all items in the teacher's name. The students learn the importance of doing searches rather than browsing the most

obvious shelf while the teacher need only return any items outside the scope of the unit.

Keep a stock of index sized cards with teachers' names printed across the top. (Print several sheets of labels, thirty to a page, with the name of each of your teachers or create a master page for each teacher and photocopy several sheets of labels. Have helpers attach the labels to index cards or recycled catalogue cards.) When a teacher borrows books for classroom use, put a card into the pocket of each book. Wandering books can then be returned to the appropriate teacher rather than to the general collection.

## **EXPLOIT A GREAT STORYTELLING RESOURCE**

A superb source of short stories suitable for storytelling can be found at [www.drawandtell.com](http://www.drawandtell.com). This is the web site of Richard Thompson, the Prince George based children's author. These stories are easy to access, easily learned in a few minutes and can be told in under five minutes. Any of the stories is suitable for use with students from grades kindergarten to six. Drawandtell.com gives access to draw and tell stories, sand stories, Richard's books and lesson plans for use with his books. Even more stories can be accessed by subscribing to his on-line magazine, 'Stories Lines Shadows Voices'. The registration fee is \$10.00 plus \$2.00 per month for each month of access, with a minimum subscription of three months.

## **INTEGRATE!**

If your teacher-librarian assignment is coupled with a teaching assignment in the computer lab, integrate information skills and promotion of reading into your computer assignments. Have students explore online encyclopedias or search for a topic using a variety of search engines and indexes. Visit the web sites of favourite authors. Copy a short passage from the latest Newbery winner or a favorite novel and add a scanned picture of the book cover and author. Prepare a draft bibliography and have students create one in standard form. Help younger students copy and illustrate favorite poems. Introduce young children to dictionaries using complementary print and CD ROM resources, or use picture book based CD ROMs to extend knowledge of books by favorite authors.

If you have an enrichment component in your contract, focus on literature and information skills. The products of literature inspired art activities can readily be shared with all students, promoting literature throughout your school.

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# **“SURVIVOR” FOR TEACHER-LIBRARIANS: A “TEAM” EFFORT FROM VANCOUVER SCHOOL BOARD’S SECONDARY TEACHER-LIBRARIANS**

by **WENDY COWLEY**, and **SUSAN PEARSON**, teacher-librarians, Killarney Secondary School, SD#39 (Vancouver).

We have a few ideas we hope will be useful to teacher-librarians around the province:

## **1. LIBRARY CLUB ROSTER**

We have a large poster-size Library Club Roster that does not get written on. Instead, we write the students’ names on post-it tape and stick it in the space they have signed up for. This allows us to easily move the names around if the monitors switch shifts, and enables us to reuse the same Library Roster for many years.

## **2. NEWSPAPER CREW**

Most libraries have a large number of students in their library clubs. If you are like us we have many more students applying than we have space for. Instead of quelling their enthusiasm, while also simultaneously creating a pool of students for next year’s library club, create a sub-section of your library club called the Newspaper Crew. Get the Newspaper Crew to come once a week to clip out newspaper articles from the back issues of the weekly papers that they find interesting. Post them on the bulletin board outside the library. It gives students waiting for the library to open something to do, and you will be amazed at how many students actually just stop to read the articles.

## **3. PICTURES OF LIBRARY CLUB MEMBERS**

If you are like us you have 70-100 library monitors whom you only see once a week. We can never remember all their names quickly enough! At the beginning of the year take pictures of all your monitors and Community Service students. Take only about four or five students per picture so that the faces are large enough but not too large. Cut out only the students’ faces/ shoulders so there is no distracting background. Type up names for all your monitors and paste the appropriate name on

the bottom of each picture. Label a poster with headers: Before School, Break... and label the side margin with Monday, Tuesday...Then organize the pictures according to shift times and days of the week, staple them up on the poster (so you can reuse the poster every year) and put it up near the circulation desk.

## **4. RECORD KEEPING**

For schools in large districts who have school accountants who often phone to find out if an invoice belongs to the library, this idea might be useful. In our file folder for order invoices we have headers for: the invoice number, amount, date received, and number of books (or supplier’s name). It makes it much easier and faster to reconcile accounts than flipping through all the invoices.

## **5. WEBLINKS ON YOUR HOMEPAGE**

It is definitely a time-saver to add your best web links to your library webpage rather than bookmarking them at every terminal. You don’t need to be an html master to do this. We use Dreamweaver and it works well.

## **6. HARDBOUND FICTION**

We aren’t able to purchase many hardbound novels with budgets reduced so much, but we do add some annually to our already large collection. We interfile the paperbacks to which we have assigned a genre with the hardbound fiction, so that the hardbound area does not become a “dead” room. We find that once the students are in the area, their browsing tends to lead to circulation of the hardbounds. All other paperbacks without a genre are located on spinners.

## **7. GENERAL PURPOSE COMPUTER LAB (FLEXIBLY SCHEDULED LAB)**

Having the booking form for the computer lab in the library provides an opportunity to suggest to the teacher that they might like to further the research experience with some print materials. It is just good public relations.

## **8. STUDENT WORKTABLE**

We receive many requests for staplers, hole punches, scissors, etc. If we were to stop what we were doing every time to get the item requested we would never get any work done! We have a student worktable which has (bolted down with a chain!) scissors, hole punch, stapler, a paper cutter and scrap paper in a tray. The students find this very useful, and it cuts down on your interruptions.

## **9. HAVE NOTHING TO DO WITH AV EQUIPMENT IN YOUR SCHOOL!**

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## **IDEAS FROM OTHER TEACHER-LIBRARIANS**

We asked Giovanna Bombino at Kitsilano Secondary School also has a number of time-saving ideas:

### **1. SIGN-IN BOOK (FOR STUDENTS ON SPARE BLOCKS, OR STUDENTS SENT TO THE LIBRARY FROM CLASS.)**

In a binder put sheets with headers indicating the date, name, block and reason for visit. It serves as an emergency check during fire or earthquake drills to make sure everyone is accounted for. I actually use it to periodically check on students who have a tendency to skip classes. It also has cut down on the unexpected drop-ins. Students with regular study blocks need to sign in also. I also have a small drop off box for any administration slips or notes from teachers. We do the same thing here at Killarney with the same headings, but we also ask for student numbers. Sometimes it is difficult to read the student's writing so having the extra piece of information is useful. It is also easier

to look up the students in our administration system (SIS) to find out what class they should be in!

## **2. SHELF FOR NEW ARRIVALS!**

I have an area set up where I showcase all new materials. When new items arrive I send a monthly "NEW ARRIVALS" list to the Teacher-Leaders to share with members of their department, or if things are busy I just put a "new arrivals" message in the bulletin for teachers to come down and check out what's new! Highlight the books relevant for each Teacher-Leader, especially if the list is multiple pages. Teacher-Leaders receive so much paperwork, so make it as easy as possible for them to see the information we want to convey.

## **3. QUICK JOBS JAR FOR MONITORS**

Well it's actually a box with file cards, describing a quick five or ten-minute task that monitors or Community Service (CS) students can do if they have time. Jobs range from tidying the magazine shelves, watering plants, to replenishing the scrap cards on top of the card catalogues, etc.

## **4. C.S. 11 STUDENT TRAINING VIDEO AND PROCEDURES MANUAL.**

I have a training video showing my students how to check materials in and out. A few years ago I had a block with three CS students and decided the best use of their time would be to put together an information video for prospective CS students. The video is far from complete but the section on checking out materials has been a time saver. All library monitors and CS students view the video as an introduction, and then get a show and tell either from an experienced monitor or myself. I also have a procedures manual that covers all these and other basic tasks. The tasks are arranged alphabetically, and the students refer to it if they get stuck. Instead of going through the steps for the hundredth time, I just tell them to skim through the section in the manual. It usually answers their question and it does save time.

## 5. STUDENTS WITH WHEELCHAIRS EXITING THE LIBRARY

If you still have turnstiles, any student using a wheelchair obviously has difficulty leaving the library. Students will have to exit via the gate but if they wheel over the mat the sensor locks the gate closed and often the teacher-librarian has to run over to hold the gate open. Instead, tie a piece of string to the gate and leave it draped in a place accessible to the wheelchair students so that they can open the gate themselves without wheeling onto the mat.

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**Pat Parungao** from Magee Secondary School suggests you get your Bibliography Style Guide information, and other library "forms" printed in the student agenda. This saves on school paper costs, and is great for the students as it is readily accessible even weeks after their "bibliography lesson" in the library. It may also improve standardization of format in your school.

**Karen Cordiner** at Prince of Wales Secondary has her school's bibliography style guide on her library web page. She also suggests you use the Ken Haycock

rule for speeding up clerical work; handle something as few times as possible, and do not look at something unless you intend to deal with it. Karen also recommends that you have no miscellaneous file. If something is worth keeping, it deserves an easily identifiable file (and you then may be able to locate it again in the future). Lastly, learn to say NO.

**Roberta Kennard** from King George Secondary takes a little extra time and expense to cover (plastic wrap) any fiction paperbacks that she wants to last for more than a year. She also sends any non-fiction paperback books out to be rebound while they are new, before they start falling apart.

**Moira Ekdahl**, and **Richard Beaudry** from Gladstone Secondary glue the slide-grip spine from report covers (cut to size) to their computer monitors. Students then need to slide their library cards into the plastic spine before they start using the Internet. Supervising librarians can easily see at a glance if students have the proper sticker on their library cards indicating that they have submitted their Internet Permission Form, with parent signatures, to the library. (We use a similar system at Killarney but instead of a slide-grip spine we tape up a clear plastic credit card "envelope" for the students to slide their card into, or behind.)



# FIVE MINUTES TO SUCCESS

by **KIRSTY GOURLAY**, Sales Director, Kids Only Clothing Company.

To be more organised takes about five minutes a day.

**SHORTLIST:** At the end of each day, step back and take a look at what you are doing now and what needs to get done. Make a list of things to do for the next day...**only five items** are allowed. If you need help weaning yourself from the list of everything you need to do for the rest of the year, try putting a recipe card in your daybook that has five items on the front and all the rest on the back. Throw it away at the end of each day and write a new one for the next day. You will soon tire of writing everything and get to the heart of the matter.

## **PRIORITISE:**

A - Must do.

B - would like to get done.

C - on a perfect day, would get this done too.

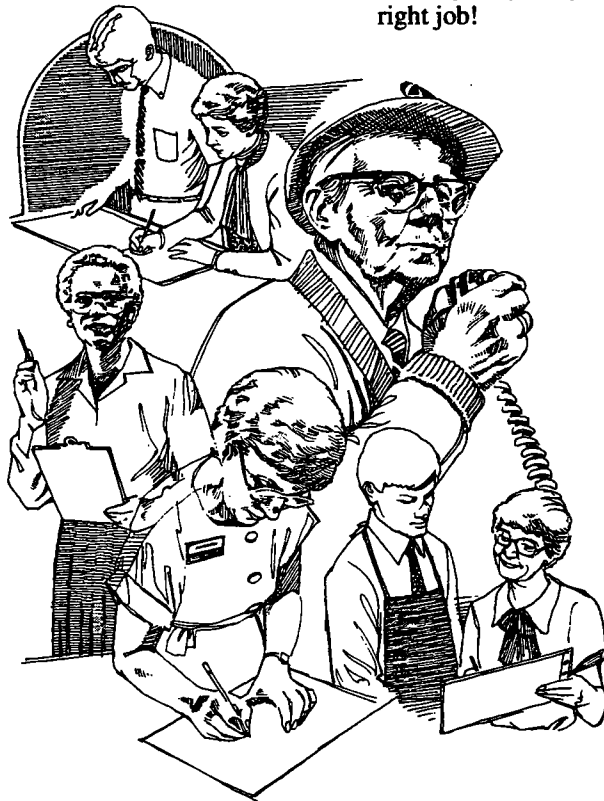
**PIGGYBACK JOBS:** Group jobs so that you are more efficient. If you have to go out on the Internet for some information, search for other web sites, order books etc. at the same time to save having to repeat a task later in the day.

## **PLAN:**

1. Look at where you could create pockets of time in your day and have in mind short jobs that fit these breaks in your schedule.
2. As you work through your list keep in mind these tips:
3. Handle every piece of paper only once and TRAF it:
  - T - Toss it,
  - R - Refer it,
  - A - Action,
  - F - File it.

If you can't TRAF a piece of paper but you still can't part with it, then put it into a Slush file. Date the items when they go in and weed the file out every two weeks.

**LAST BUT NOT LEAST:** If there is an elephant in your office, something big that is in your way, like a messy desk, or a file system that doesn't work, look after it first. Getting rid of your elephant may solve your time management problems. Remember efficiency is doing the job right, but effectiveness is doing the right job!



# IS TIME MANAGING YOU?

by LIZ AUSTROM, retired teacher-librarian, Vancouver.

Sometimes it seems that time is our enemy — that we never have enough time to accomplish everything we want to, or to enjoy relaxing with our friends and family. The perception is that things are getting worse, not better, and that workers in almost every field of endeavour are suffering from more and more stress. Teachers are no different than any other group dealing with our complex world.

Time management has not always been the major issue that it is today. Books, articles, and newspaper columns have proliferated in the past decade as business administration experts have pushed executives to manage their own time and their employees' time more effectively. Now, seemingly everyone is devoted to mastering time.

Time management specialists have a thousand solutions, including delegating responsibilities, using daytimers to maximize every minute, and going electronic. Many of the solutions proposed have negative sides to them. For example, going electronic can lead to constant connection to the world through cell phones and the Internet, and a too hectic reality of data overload. Using a daytimer can lead to increased frustration at never being able to complete the tasks deemed critical, never mind those listed as merely "important." Individuals need to find the solutions that work for them and for their own situation.

Multi-tasking teacher-librarians probably do a better job of managing time than do most other professions, but it is easy to get buried in the plethora of tasks that go with both administering a library resource centre and planning and teaching a resource-based learning program. The old cry, "my time is not my own," is one that teacher-librarians feel, even if they don't articulate it. And then there is the guilt we can't help feeling when we can't get everything done! If we want to find our own solutions, seeking advice from people in similar roles and situations is probably the most effective action we can take.

If you find it difficult to get together with teacher-librarian colleagues, then the next best thing is to read professional journals. *The Bookmark* is designed for collegial sharing. Check out the regular "Chapter Reports" feature, which often describes great collaborative efforts by teacher-librarians in different districts. *Bookmark* has also published a

number of articles specifically intended to assist teacher-librarians in using their time effectively. For your convenience, they are listed below. If the "time question" is one of your prime concerns right now, it may be worthwhile for you to track these down and see what they have to say. If you have questions that you need answers to that these articles don't cover, then consider submitting a question to our "Ask the Experts" column.

If you are an experienced teacher-librarian and you have a new teacher-librarian colleague, consider photocopying some of these articles and sharing them, perhaps offering to answer questions as well. And do introduce new teacher-librarians to *The Bookmark*. Sharing professional concerns, skills and ideas is a fruitful way to deal with time constraints. Every moment invested will yield returns.

## BOOKMARK ARTICLES

Austrom, Liz. "Timesavers Revisited." September 1997: 64-68.

Guiding principles to follow and examples and techniques to implement the principles are given in three categories: Administration, Clerical Tasks Related to the Teaching Program, Planning and Teaching Timesavers, and Professional Networking.

Cooper, Barbara. "Ask the Experts." December 1997: 148.

These hints for how to deal with junk faxes may make you more proactive.

Goldsmith, John. "New on the Net." December, 1999: 99-106.

The first section of this column (pages 19-102) is a detailed examination of how to deal with e-mail effectively. A "must-read."

\_\_\_\_\_. "New on Net." June, 2001: 45-??.

The first section in this month's issue (pages 45-47) deals with utilizing the Internet effectively by focusing attention on specific sites. Excellent!

Hay, Leslie. "Time Management = Survival." September, 1992: 77-78.

Concise, point form tips are provided by Prince George teacher-librarians.

Hilland, Carol and Barb Preston. "Around the World with Humanities 8." December, 1994: 49-52. When students enter secondary school, they often find themselves overloaded due to the new experience of having several teachers, each expecting assignments to be completed. These teaching partners use a detailed "Daily Checklist" to help their students learn how to manage time effectively.

Smith, Barbara. "Administration Time Reality Check." March 2000: 28-30. This article looks at what research studies say about the way teacher-librarians use their time, breaking activities into fourteen different categories. It offers no solutions to problems of time management, but provides a thoughtful examination of the realities.

\_\_\_\_\_. "Ask the Experts: Teacher-Librarian Administration Time." March 2000: 103. This is an attempt to deal with the question of how much time should be devoted to library administration. Barbara advises, "If you can get administration down to 40% you're beating the average, 30% would be exemplary, 20 % utopian."

\_\_\_\_\_. "Ask the Experts: Time Management and Publishers' Catalogs." December, 1999: 124-125. The definitive article on this topic, covering handling, storing and weeding of these sometimes useful items.

\_\_\_\_\_. "Changing Needs for Experts." December 1996: 51-56. This article presents some questions from previous *Bookmark* issues, including "time" or "efficiency" questions, and discusses how changes in technology have produced changes in the answers that satisfy the needs.

Werner, Walt. "There's Never Enough Time." June 1996: 52-54. Six social trends that have forced changes in schools are tracked, then the implications for teacher-librarians are addressed in a thought-provoking, yet comforting way. Highly recommended, particularly for its overview of today's educational reality. No wonder lack of time is so prevalent.

KEN HAYCOCK'S

# TEACHER LIBRARIAN

The Journal for School Library Professionals

formerly *Emergency Librarian*



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

Doing a thing well is often a waste of time.

-Robert Byrne



I always imagined that Paradise will be a kind of library.

-Jorge Luis Borges



My doctor gave me two weeks to live. I hope they're in August.

-Ronnie Shales



I hate women because they always know where things are.

-James Thurber



# Bookmarks by Berson

Originality is the art of concealing your sources.

-Unknown



The trouble with the rat race is that even if you win you're still a rat.

-Lily Tomlin



This book fills a much-needed gap.

-Moses Hadas in a review



Talk is cheap because supply exceeds demand.

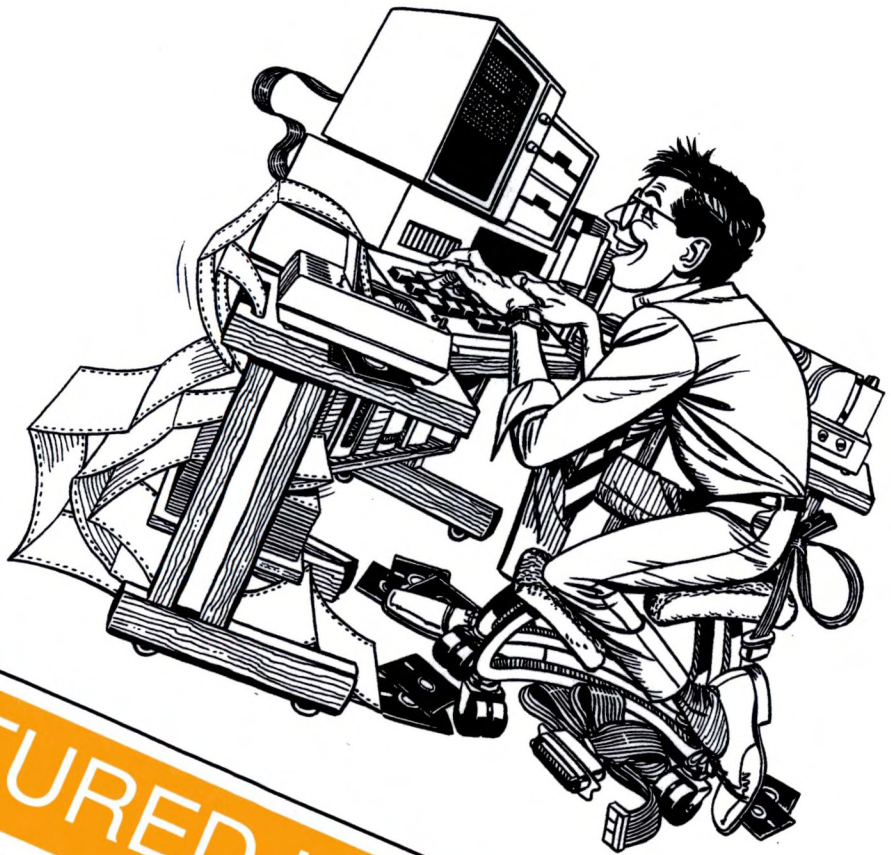
-Unknown



It is only possible to live happily ever after on a day to day basis.

-Margaret Bonnano





FEATURED IN THIS ISSUE

# 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):

<input type="checkbox"/>	Bookmark, (BC Teacher-Librarians' Association professional journal)
<input type="checkbox"/>	BCTLA publication (specify) _____
<input type="checkbox"/>	Electronic publication (i. e.: Internet, Multimedia presentation, CD ROM)
<input type="checkbox"/>	Poster, bookmark, or other publicity
<input type="checkbox"/>	Video (specify) _____
<input type="checkbox"/>	Other (specify) _____

## Restrictions

<input type="checkbox"/>	I do not want my child to be identified by name.
<input type="checkbox"/>	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*

# A BOOKMARK STYLE GUIDE

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

## PRACTICAL ARTICLE WRITING

*Bookmark* editors received a question whether *Bookmark* editors could use WordPerfect as their word processor. Our published position is that we prefer documents in Microsoft Word or Rich Text (RTF) format. We use both Macintosh and Windows computers to format the documents.

You can use pretty much any "office level" word processor program and get results that look pretty good. This document was created using WordPerfect for Linux, using Corel Linux 1.2. The manufacturer claims that the program is compatible with WordPerfect for Windows. WordPerfect 9 can convert RTF, and recent versions of Word, but it cannot convert Word 5 for Macintosh.

## FORMAT

Most documents use two columns because the format wastes less paper. Normally, this text is written in ten point Times. For worksheets, tables and the like, you may prefer to use a single column. Twelve point Times looks good for single columns.

I suggest using tabs or tables to align text. As Robyn Williams points out in *The Mac is not a typewriter*, using spaces to align text results in uneven spacing. We use single spaces after sentences, and curly quotes around quotations. If you are not sure about what our preferred style is, have a look at a recent issue of the *Bookmark*.

It is sometimes hard to predict how the text will look until you print it on the actual printer that you are going to use. Most PostScript printers give results that are very similar to the printer used on paste up day. Many Windows printers substitute fonts that give a similar appearance to PostScript output, but have slightly different spacing. This can be enough to throw your page breaks out of alignment. It is always a good idea to include hard copy with your original

disk, so that your document comes out looking okay.

One problem when translating files between platforms is that sometimes special symbols like bullets, accented characters and curly quotes come out looking funny. Different systems handle special characters in different ways. Additionally, computers use different sets of fonts, and when you transfer a file, often the font changes.

## TECHNICAL CONSIDERATIONS

RTF (Rich Text Format), also known as file interchange format, files retain some formatting such as italics and bold text. However, depending on the word processor, using RTF may result in the loss of some of the fine formatting or spacing on the document.

WordPerfect and Microsoft Word can produce excellent results; however, each program has its own peculiarities. The most recent version of Word includes an automatic correction feature that converts tabs to paragraph indents. The grammar checkers may flag passages differently. Different versions of the file format convertor may fail when converting complex files, especially files that include embedded elements. Plan to keep the formatting of the document as simple as possible when the file will ultimately be converted to another format.

I name documents with the last name of the main author followed by the first few words of the real title. (i. e.: *Fortes Style guide.doc*). I store the documents in a folder on my hard drive labelled with the name and date of the journal it is to appear in. On a Windows computer, I store a file as *C:\My documents\Jim\Bookmark\December 2000\Fortes Style guide.doc*. I avoid saving directly to a floppy disk. Disk failure is a relatively frequent occurrence when the disk is used as the primary storage medium. When you are ready to distribute a document to someone else, use File + Save As... to save a copy of the original onto a floppy disk.

When you are sending a file from a Macintosh as an enclosure via e-mail, it helps if you include a three letter extension that identifies the type of file for recipients who use Windows. (Microsoft Word uses *.doc*, WordPerfect uses *.wps* and Rich Text Format uses *.rtf*.) In the body of the message, you should indicate the name of the program and the platform you created it in.

## STYLE

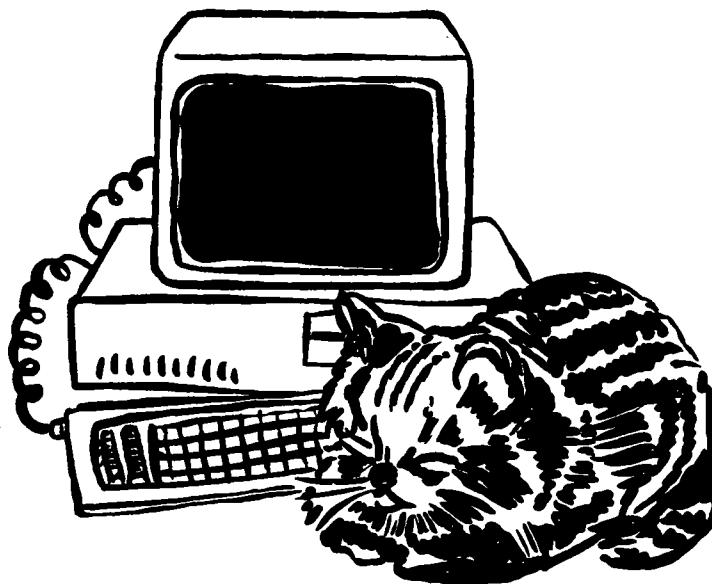
Try not to worry too much about showing too much cleverness. Our goal is to communicate concisely and simply. Effective writing keeps the needs of the readers in mind. Bear in mind that *Bookmark* subscribers may share your document with others who are not as conversant with the ins and outs of teacher-librarian jargon and acronyms as you are. Please spell out acronyms the first time they are used and follow the first full spelling with the acronym in parentheses.

Goals from Instructional Resource Packages (IRPs) may be cited in units without a detailed footnote reference; otherwise, use the American Psychological Association (APA) format for all citations. Internet addresses include the full address, including the prefix, in the form: *http://www.atlc.ca*. The BC Teachers' Federation (BCTF) style guide specifies that web links are italicized but not underlined. Unfortunately, both Word 2000 and WordPerfect 9 automatically format Internet links as underlined text. You can either turn off the feature, or manually undo the automatic formatting link immediately after typing it. (Use Control + Z for Windows and Linux or Command + Z for Macintosh.)

It is sometimes easier to catch grammatical errors if you read you writing aloud before submitting it. If you have a Macintosh, you can copy the text into SimpleText, and choose Sound > Say All (Command +J) to get the computer to read your piece aloud. Some versions of Corel WordPerfect include a read-aloud feature as well.

Style	Alignment	Size
Main title	Centre	18 pt
Author	Left	12 pt
Subheading	Left	14 pt
Body Text	Left. First line indented 0.25"	10 pt with vertical spacing of 12 pt
Handouts	As required	12 pt
Footnotes or Bibliography	Left indented 0.25". First line indented 0". (Hanging indent)	10 pt
Footer	Flush left or flush right	14 pt bold

Your submissions are read by teacher-librarians across the province and even in other countries. Teacher-librarians keep their *Bookmarks* for years. We appreciate your many and varied contributions. If you are a regular contributor, you will probably find yourself referring to articles you have written for years to come, because the articles are bound and indexed, making them easily accessible. When people comment on how useful the *Bookmark* is, it is not because of false modesty that we say that it the quality of the publication simply reflects the quality of our contributors' submissions.





## Technology Lesson Plans

### Call for Submissions

The Association for Teacher-Librarianship in Canada is proposing the publication of a collection of technology lesson plans, along the lines of the very popular and award-winning *WINNERS: Resource-Based Units Cooperatively Planned by Teacher-Librarians and Teachers* published in 1996. This new collection will feature lesson plans which incorporate technology, information literacy and curricular outcomes in any subject area from Kindergarten through Senior High School.

In this regard, we are asking for submissions from teachers and teacher-librarians across the country for consideration for inclusion in this publication which we hope to have ready for distribution in the fall of 2001. Submissions may be a lesson plan that has already been developed and used or it may be something brand new specifically developed for this project.

Lesson plans should be submitted, following the guidelines indicated below, by June 30, 2001, at which time they will be evaluated by a cross-Canada committee and selections for inclusion in the publication will be made.

Submissions can be made in print or electronic form to:  
Victoria Pennell, ATLC Publications Coordinator, P. O. Box 9, Pouch Cove, NF A0A 3L0. Phone: 709-335-2393; Fax: 709-335-2978; e-mail: [vpennell@nfld.com](mailto:vpennell@nfld.com)

### Guidelines for Technology Lesson Plans

These lesson plans are meant to incorporate technology tools and resources as a means of addressing information literacy skills and, more especially, curriculum outcomes for students in today's highly technological school environment. We do not, however, want to focus on lesson plans which highlight technology for technology's sake. With this in mind, the lesson plans should be organized within the following categories.

#### General Goal(s)

General goals determine the ultimate purpose for the learning experience in which

students will be engaged. What will students be expected to do at the end of this lesson?

### **Learning Outcomes**

These objectives should be drawn from curriculum guides for various subject areas, and technology and information literacy outcomes documents. They should focus on the specifics of the knowledge and skills which students are expected to acquire as a result of this particular lesson.

### **Prerequisites**

This section may be useful in considering if students have the necessary skills to undertake this particular lesson. It will be helpful also for other teachers who will want to replicate the lesson. This section should identify specific skills and concepts which students should have mastered in order to proceed with the outcomes identified for this lesson.

### **Materials**

List here any and all materials which will be needed to carry out this plan. Include full citations for books, audio-visual, computer, Internet based, etc. materials to make it easy for others to find these or similar materials. Indicate all equipment which will be needed. It is also helpful here to indicate which materials need to be prepared in advance so that adequate planning and preparation time can be allowed.

### **Lesson Description**

Provide a short description of the lesson - what is the main focus? what kinds of activities are involved? what level of learning is involved (eg. Bloom's Taxonomy; Multiple Intelligences)? how long will the lesson take? how did your students react if you have already used the plan?

### **Instructional Strategies**

This section should provide a detailed step-by-step description of the activities involved in the lesson. Include a description of each activity - how it will be introduced? what is the main activity? how will you bring about closure? what follow up lessons or activities will be used? You should include here any worksheets, blackline masters, etc. which you have developed for this particular lesson.

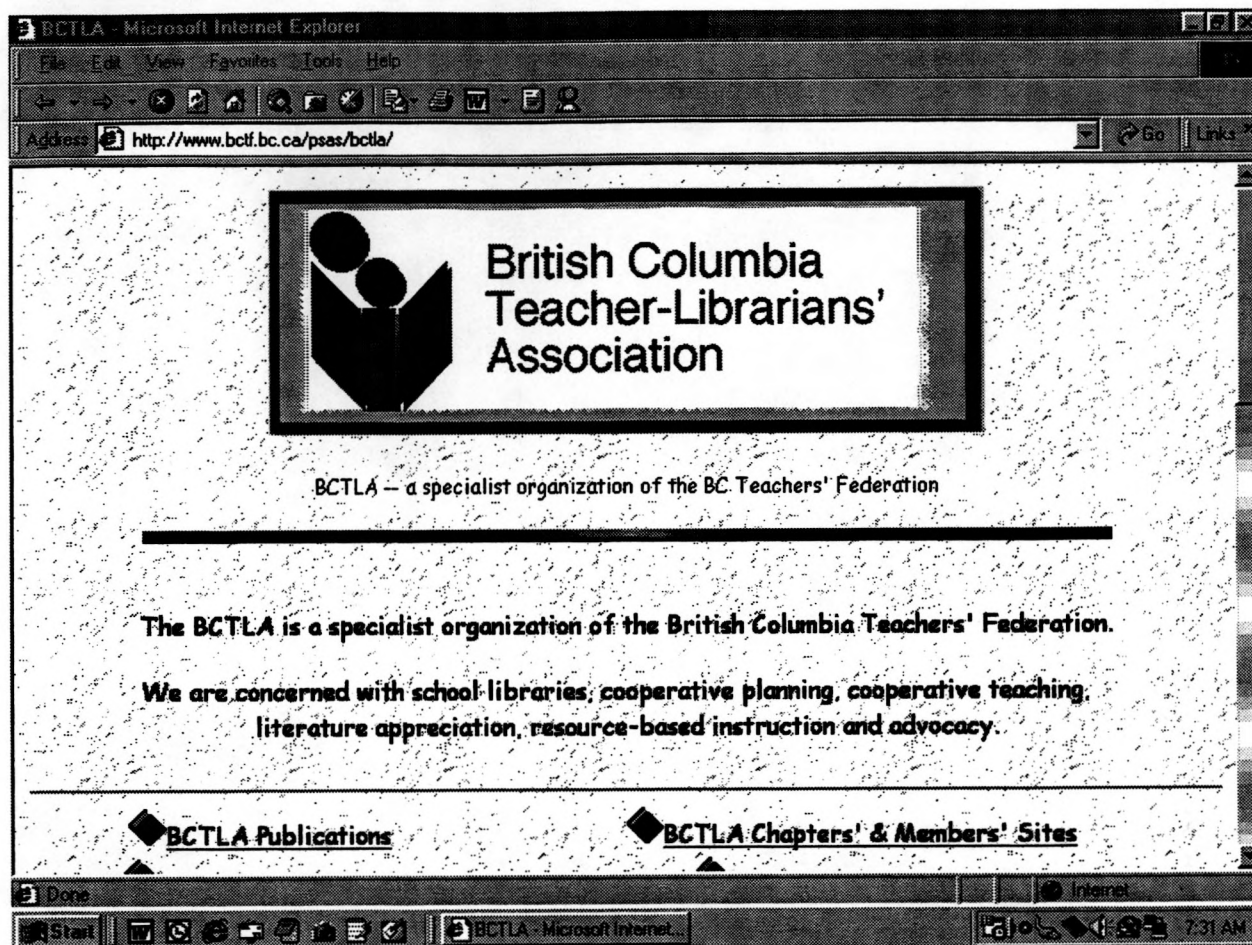
### **Evaluation**

This section should outline the evaluation procedures which will indicate that students have achieved the outcomes specified. Evaluation rubrics, activities, etc. should be included.

### **For further information contact:**

Victoria Pennell, ATLC Publications Coordinator, P. O. Box 9, Pouch Cove, NF A0A 3L0. Tel: 709-335-2394; Fax: 709-335-2978; E-Mail: vpennell@nfld.com

## 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)

## 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 \_\_\_\_\_  
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 City \_\_\_\_\_  
 Telephone \_\_\_\_\_ Fax \_\_\_\_\_ E-mail \_\_\_\_\_  
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**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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REGULAR FEATURES

# Bookmarks by Berson

I only know two pieces - one is *Clair-de Lune* and the other one isn't.  
-Victor Berge



There is no money in poetry, but then there is no poetry in money, either.  
-Robert Graves



Copy from one, it's plagiarism; copy from two, it's research.  
-William Miller

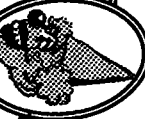


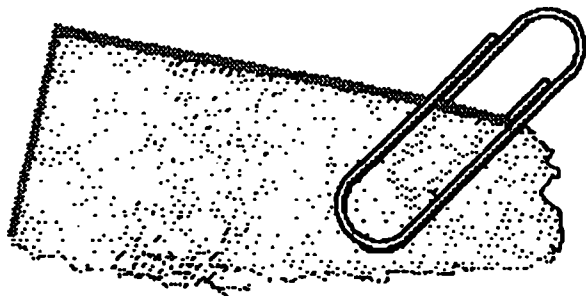
He who laughs, lasts.  
-Mary Pettibone Poole

The cure for writer's cramp is writer's block.  
-Inigo Dalton



If you don't take care of your body, where will you live?  
-Unknown





## NOTES AND NEWS

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

### FROM UNIVERSITY OF VICTORIA INFORMATION LITERACY INSTITUTE

Summer's coming! For some, that means time to relax!!! For others, it means time for serious study!! Some may have a chance to do both: have a vacation and an interesting learning experience!!

During the week of July 8-13, 2001, the University of Victoria hosts the Canadian School Library Association's program, 'Information Literacy: an In-Service Institute for Teacher-Librarians'. Low cost housing is available at the University. 60 teacher-librarians from across Canada will attend.

A few areas of focus include:

- Integrating information skills into classroom strategies
- Sources of appropriate learning resources
- Ethical use of information
- Supporting student research processes.

The organizers are eager to know the number of interested participants. If you are interested, please contact:

Don Hamilton  
Phone 252-383-5448 or fax 250-995-1461 or email [dhamilto@uvic.ca](mailto:dhamilto@uvic.ca).

## AND FROM UBC...

The School of Library, Archival and Information Studies (SLAIS), now offers four graduate degrees: in Library and Information studies (MLIS), in Archival Studies (MAS), in Teacher-Librarianship (M.Ed) and in Children's Literature (MA).

In addition, the senate has recently approved a doctorate program. For more information, visit <http://www.slais.ubc.ca>

Dr. Ken Haycock, professor and director of UBC's graduate School of Library, Archival, and Information Studies, once again put Canada on the map. This time he allowed his name to stand for the presidency of the American Library Association. Even though Dr. Haycock was not successful, many of us feel that there were other positive outcomes, such as the continued high profile that he has given to teacher-librarians and librarianship in Canada and North America.

At the ALA annual conference in San Francisco in June, Dr. Haycock is to receive the Herbert and Virginia White Award for 2001. The award recognizes an individual who has "contributed significantly to the public recognition and appreciation of the profession of librarianship". Congratulations, Dr. Haycock!!!

## PROJECT 6-9

Some teacher-librarians are becoming involved with this Ministry of Education initiative. Its purpose is to integrate technology into the curriculum. One of the keys to the project is collaboration, a skill at which teacher-librarians often excel. Teacher-librarians may want to explore how the project is being implemented in their district.

## BCTF NEW LESSON AID BC HUMAN RIGHTS DOCUMENTARY

Gary Marcuse announces the availability of [Pride and Prejudice, the Road to Human Rights and Multiculturalism in British Columbia](#) (1999). The is 58 minute video produced for the Knowledge Network in consultation with BC educators and students examines the history of multiculturalism in BC. As Marcuse notes it shows "an interesting progression as BC evolves from a clearly racist past to a multicultural present".

## **FOLLOW-UP TO FIRST NATIONS RENAISSANCE ISSUE:**

### **WE APPRECIATE THE INPUT AND INTEREST**

Note from Lorna Mathias, District Learning Services, Schhol District #39 Vancouver

Consider the First Nations 12 IRP. Want to get started on a novel study featuring First Nations authors? She recommends a unit developed by Lyn Daniels, a Cree from School District #41 Comox Valley, and featured in Appendix C (pages 17-21) of the IRP. As well as scales to assess student writing, it offers a bibliography of novels .

Note from Lynda Atherley of the Marian Learning Resources Center in School District #41 Burnaby. Consider these resources focused on the potlatch.

*Cheryl Bibalhats / Cheryl's Potlatch* Thompson, Sheila. Yinka Dene Language Inst., 1990. Written in both Carrier and English, Cheryl the narrator tells of the extensive preparation by her family and the community and of the potlatch ceremony held in her honor.

*Potlatch Perspectives.* Clark, Karin. Greater Victoria School District, First Nations Education Division, 1995. This unit looks at the original potlatch and its eventual banning from various perspectives.

*Potlatch: A resource guide for Hosting and Teaching about the Potlatch* Brown, Marjean. Burnaby School District 41, 1998. Brown, Burnaby's Aboriginal Resource Teacher, explores the potlatch, from the past to the present, and provides full instructions for hosting a potlatch in your school..

Note from Wendy Smith, of the Marian Learning Resources Centre of School District 41 (Burnaby), Consider these relatively recent film titles. She recommends these as the "best of the best".

#### **\*THE LITTLE TRAPPER**

NFB, 1999, video, 24 min, Robert Grandjambe Jr., is a 13-year-old boy who is continuing the traditions of his Cree forebearers by hunting, fishing and learning to live off the land. He explores the beliefs of his ancestors. (National Film Board \$39.95)

#### **\*SHEENA AZARK OF CANADA**

Rainbow, 1995, video, 12 min, guide,

Nine year old Sheena Azark lives with her family in Canyon City, a small isolated village near Terrace. Her father, Chief of the Nisga's Wolf Tribe, works long hours helping his children understand their rich heritage. The film takes careful note of mainstream Canadian culture so that students will come away with a realistic overview of Sheena's life (Omega Films)

### **ANNOUNCEMENTS:**

#### **CORA LEE HAS RECENTLY BEEN APPOINTED BC'S REGIONAL OFFICER OF THE CANADIAN CHILDREN'S BOOK CENTRE.**

Since 1976, CCBC, a national non-profit organization has encouraged reading, writing, illustrating and publishing quality Canadian children's literature.

Cora Lee seems to have a busy time ahead of her, devoted to encouraging reading. During Children's Book Week every November, she will arrange tours of authors, illustrators and storytellers around the province. Further, she will be working with the Vancouver Children's Writers and illustrators of BC (CWILL-BC), the Young Readers' Choice Awards Society of BC and other reading enthusiasts to promote Canadian children's books.

She would be pleased to be contacted at tel: 604-831-9392 or fax: 604-301-0993 or email: [ccbc@look.ca](mailto:ccbc@look.ca).

#### **BC TEACHERS FOR PEACE AND GLOBAL EDUCATION PSA IS SEEKING NEW MEMBERS.**

Lucia Wolfe, editor of PAGES, the journal of the PSA, sends an invitation to our membership to join the Peace and Global Education PSA.

This PSA now in its 16<sup>th</sup> year provides

- new ideas about incorporating peace education into curriculum
- networking opportunities with teachers with similar interests
- lesson plans in PAGES

If interested, send \$25 to the BCTF (100-550 West 6<sup>th</sup> Avenue, Vancouver, V5Z 4P2) and specify your wish to join the organization.

## THE PORTRAIT: DEBORAH HODGE

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

“Bears in the wild often live for 20 or more years. A scientist can tell how old a bear is by counting the rings in a tooth.”

This is one of the many interesting facts about bears in *Bears: polar bears, black bears and grizzly bears* (Kids Can Press, 1996) the first book written by Deborah Hodge. The book became the impetus for Hodge’s popular wildlife series that now numbers seven titles. All the books are aimed at a grade 3-4 audience and are written to be “user friendly”—easy-to-read text and accurate illustrations that enable young students to independently access information. During her years as a primary teacher, Deborah told me she was often frustrated by the lack of interesting resources available to children doing their own research. Hodge states in her biographical information “A child’s thinking level is usually above his or her reading level, so the children’s non-fiction writer must operate on two different planes—providing interesting, thought-provoking information that is accessible through words the child won’t stumble over.” Deborah has achieved this balance in all her non-fiction works.

Deborah Hodge was born in Moose Jaw, Saskatchewan but grew up in Burnaby, British

Columbia. Attending Simon Fraser University, Hodge studied psychology with her future goal to be a psychologist. However, she changed her career path

and became a teacher instead. Hodge then taught elementary school for the next 12 years and raised her own three children. In 1991, Deborah took a leave of absence from the classroom to work for the provincial Ministry of Education. Her assignment was to write and design curriculum related modules for Open Learning, the distance education component of the ministry. She discovered her enjoyment for writing and continued with the ministry appointment until just last year. One of the people Hodge worked with at the ministry job was the well-known Vancouver



author, Linda Bailey. Linda encouraged Deborah to submit a proposal for a non-fiction book to Val Wyatt, senior editor for Kids Can Press. The completed manuscript became the book, *Bears: polar bears, black bears and grizzly bears*.

The other books in her wildlife series are about animals Hodge has chosen based on her knowledge of ‘kid appeal’. Deborah wrote the next book, *Wild cats: cougars, bobcats and lynx* entirely on speculation but

Kids Can Press did publish it in 1996. The other titles in the Kids Can press series are: *Wild dogs: foxes, wolves and coyotes* (1997); *Whales: Killer whales, blue whales and more* (1997); *Deer, moose, elk and caribou* (1997); *Beavers* (1998) and *Eagles* (2000). In our interview, Deborah divulged that the publisher suggested the topic of eagles to appeal to the American market. Many of the books have been awarded Parents' Choice approval by the U.S. Parents' Choice Foundation; Pick of the Lists by *American Bookseller* and Our Choice Awards from the Canadian Children's Book Centre. An eighth title, *Salmon* is in the works and is due to be published in spring, 2002. In all cases, Deborah said that she does extensive research through books, videos and first hand observation. She also enlists the advice of expert consultants on the final manuscript. Hodge told me that in writing non-fiction for young children, the "trick is what to leave out and then you have the essence".

Hodge was also asked by Kids Can Press to write for one of their other non-fiction series. *Simple Machines* (1996) is part of the *Starting with Science* series, activity books written for children aged five to nine. The book explores the use of simple machines through thirteen safe and easy science experiments. The experiments are laid out with clear directions and explanations. *Simple machines* was honoured with a Parents' Choice Approval award from the U.S. Parents' Choice Foundation and a Parent's Guide to Children's media Award for Outstanding Achievement in Activity Books.

Deborah Hodge's most recent book is *The Kids book of Canada's railway and how the CPR was built* (Kids Can Press, 2000). Deborah said she proposed a book on the CPR based in part on her own family history. She related to me that three of her grandparents worked on the CPR and the railway's historical influence in Canada was of great personal interest. Hodge told me she had originally written a ninety-six-page manuscript for this book. However, Kids Can Press wanted the title to be part of their *Kids Book of...* series, a forty-eight page illustrated format. Working in this required format, Deborah has skillfully managed to capture the essence of the historical facts while describing in dramatic detail the enormous challenges faced by the people who built and operated

the Canadian Pacific Railway in its early days.

Deborah stated that a good editor is extremely important for a non-fiction writer. She also said that the non-fiction market involves a great deal of waiting for acceptance of proposed manuscripts. Her aim is always to be working on something—"past, present and future" projects. Hodge adheres to a disciplined writing regime. A typical writing day begins shortly after her children have left for school and continues until mid-afternoon.

At present Hodge is working on a new series on insects aimed at a younger audience, kindergarten to grade two. Kids Can Press is developing the series in partnership with the Denver Museum of Science and Nature. The series will be published in large format and include photographs and close-ups of the insects. The first title will be on bees. The series is to be introduced as companions to an already proposed adult series on insects.

A future project is an historical account on Canadian immigration. Deborah told me her research has involved perusing the archives for first-hand accounts of arrivals to Canada. Hodge also indicated to me that she has thought about writing fiction and has already sent out a picture book manuscript to various publishers.

Deborah has stated, "Every day when I wake up I have more ideas for books I want to write. Aside from spending time with my family, there isn't anything I'd rather do than pick up a good book or put a few words down on paper."

Although Hodge never returned to teaching, she still enjoys talking to school groups about her books and finds the feedback from the children inspires her to continue writing. Deborah told me that she finds writing and researching mentally challenging. She loves learning about new things and delights in discovering obscure facts—"like a treasure hunt". Young children also love discovering new information about real topics. I think all children would benefit by seeking out the books written by Deborah Hodge for they really are the "true treasures".



## CHAPTER REPORTS

### POLITICAL ACTION AND ADVOCACY

#### COQUITLAM

- Letters and articles to administrative officers, staff budgeting chairs, and board members.
- Teacher-librarians active on staffing committees
- Teacher-librarians on accreditation committees

#### COWICHAN VALLEY

- Maintained an advocacy committee
- Arranged for Jamie McKenzie to come to our district professional development day in May, as keynote speaker.
- BCTLA pamphlet "*Teachers and teacher-librarians: effective partners in education*" included in the resource package distributed at the professional development conference.

#### SAANICH

- Some elementary teacher-librarians were involved in the Balanced Literacy initiative through a release time programme for elementary teacher leaders. We tried to have all teacher-librarians included but were not successful.

#### SHUSWAP REVELSTOKE

- North Okanagan Shuswap teacher-librarians were devastated in November when it was announced that all library clerks would be discontinued effective January 1, 2000. This represents 319 hours of clerical time per week for 16.8 FTE teacher-librarians. This cut was the result of budget shortfalls and will continue indefinitely.
- Our chapter has been pro-active on several fronts in order to bring our concerns to various groups.

- Presentation at local BCTF forum
- Local union president attended several of our meetings
- Delegation to board budget meetings.
- Attended and made presence felt at board and district parent advisory council (DPAC) meetings.
- Video presentation to the board introducing school library resource centres, the role of the teacher-librarian, the duties of the library clerk, and why library clerks should be reinstated.
- Continuing issue: teacher-librarians providing preparation time. We have had meetings with district staff but...
- Generated letters to DPAC, the board and administrative officers regarding effects of library clerk cuts.
- Many meetings with senior staff in an effort to work together to solve problems.
- Regretfully withdrew sponsorship of district programme "Battle of the Books" — teacher-librarians just don't have the time.
- Limited success: ten hours of clerk time per school, \$10,000 budget for fall of 2000 compared to \$139,000 formerly.
- We feel we are a voice to contend with and when the next round of cuts came in June, teacher-librarians and book budgets were not cut directly, although some music was cut and some teacher-librarians will be expected to do more preparation time.
- We felt a sense of working together and helping each other.
- We know where we must do additional advocacy.

### CURRICULUM AND PROGRAMME DEVELOPMENT

#### COQUITLAM

- Literature circles
- In-service for staff on the Alexandria library programme
- In-service for staff on using the Internet
- Web page construction

#### COWICHAN VALLEY

- A committee is gathering information literacy learning outcomes from the information resource packages (Provincial curriculum guides) in order to produce a district scope and sequence.
- Many schools participate in the Red Cedar Book Awards programme and have developed accompanying resources.
- Several teacher-librarians attended a series of workshops aimed at encouraging a problem-based

approach to the teaching of social studies.

## **OKANAGAN-SKAHA**

- Teacher-librarians find that so much of the working day is devoted to providing preparation time for classroom teachers that there is little opportunity for co-operative programme planning and teaching.

## **SAANICH**

- A district team of middle school teachers, including two teacher-librarians, published the *Middle School Resource*, and gave a workshop to introduce the extensive binder and chart.
- Teacher-librarians reviewed the Saanich Research Model, developed several years ago and promoted widely through our programmes, as well as other research models, to ensure that our model worked with the new middle school document, and to provide input for the B.C. research model.
- Secondary teacher-librarians provided orientation on co-operative programme planning and teaching for interns and new teachers.

## **SHUSWAP REVELSTOKE**

- Teacher-librarians are preparing lessons for specific skills and sharing these ideas.

## **MEETING IDEAS OR SPECIAL PROGRAMMES**

### **COQUITLAM**

- Two-year professional development programme funded by the district; chapter meetings follow these sessions.

### **COWICHAN VALLEY**

- Meeting over dinner in a restaurant or holding a publisher's display in conjunction with a monthly meeting is a great way to ensure a good turnout.
- At year-end we have a speaker, usually an author, and invite guests who have been "friends of the library" to join us.
- We have draws for books, posters and other door prizes.

## **OKANAGAN-SKAHA**

- Our chapter has not been meeting regularly over the past two years. Automation of library resource centres has been a high priority, but business of interest to teacher-librarians is generally carried out via e-mail.

## **SAANICH**

- We are lucky to have Pat Miller of Storyline Books as a part-time teacher-librarian in the district. She often brings wonderful ideas about resources to our meetings. She also presented an excellent mini-workshop about favourite selection journals.
- Secondary teacher-librarians joined social studies teachers at a series of workshops on critical thinking with Roland Case.
- We held social functions at Christmas (a restaurant dinner) and at year-end (a garden party) to which we invited all library technicians and aides as well as retired teacher-librarians.

## **SHUSWAP REVELSTOKE**

- Our chapter co-hosted the BCTLA fall conference with the Vernon chapter.

## **SPEAKERS AND WORKSHOP LEADERS**

### **COQUITLAM**

- Sandy Treit on Web pages
- Alice Marquardt on literature circles
- Sharilyn Hunter on "Implementing information literacy and information technology in an elementary school."
- Courtney Robinson on "Inspirations"
- Karen Frederickson and Nancy Gleeson on WebQuest

### **COWICHAN**

- Several members attended a two-day workshop in Victoria presented by Carol Koechlin and Sandi Zwaan, authors of *Information power pack* and *Teaching tools for the information age*. They came away with techniques they could implement immediately.

### **SAANICH**

- John Caldwell, district resource centre co-ordinator for Victoria, gave a very informative half-day workshop on the research process.
- Judith Reid, elementary teacher-librarian from Victoria and University of Victoria instructor who

has worked extensively with co-operative programme planning and teaching, gave an inspiring workshop on running library resource centre programs that make a difference, in spite of a small teacher-librarian assignment. Some of our teacher-librarians have 0.2 FTE assignments, and no one has enough time to meet all the needs.

- Joy Paquin, a Saanich teacher who recently co-published *Brain-based learning with class*, with Colleen Politano, delighted teacher-librarians from all levels with her humour, passion for facilitating student learning, and storytelling skills, at a workshop centred on ideas from her new book.

## SHUSWAP REVELSTOKE

- Author-illustrator presentations in the schools: Joan Weir, Ishbel Moore and Diane Swanson

## PUBLIC RELATIONS

### COQUITLAM

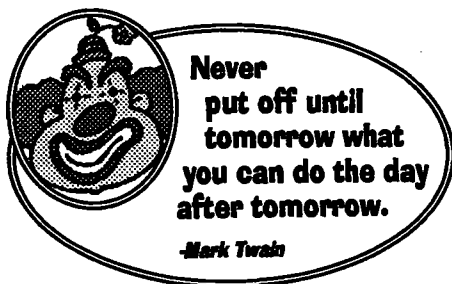
- Book fairs
- Trivia Challenge
- Silent Auction
- Student work published on the Internet
- Parent Night (Books and Beans)
- Take a cake to department meetings and get on the agenda
- Invitations to parents and public to visit during Education Week

### COWICHAN

- Most elementary library resource centres host Scholastic book fairs in conjunction with parent-teacher interviews. This brings parents into the library resource centre and builds interest in literature.

### SAANICH

- Many members worked with parent advisory councils to promote library programmes and develop special projects.



## AUTOMATION AND INFORMATION TECHNOLOGY

### COQUITLAM

- Upgraded to Alexandria in schools
- DRC upgraded to the Web version of Alexandria
- Implementing Macintosh Manager for networking in some libraries
- Many cooperative project products are developed with AppleWorks, HyperStudio and KidPix
- All libraries are connected to the Internet
- Five small rural schools share a travelling lab of iMacs. The DRC librarian works with teachers and students.

### COWICHAN

- During 1998-99 we had a full-time clerk working on automation of school library resource centres, completing five schools and upgrading three others. In June of 1999 we lost our automation clerk and have only been able to automate one and part of another since then. We have made presentations to the board for restoration of funding. We still have ten schools not automated, out of a total of 33.

### OKANAGAN-SKAHA

- District library resource centres are heavily involved in automating, mostly with L4U.
- District-wide in-service for L4U.
- The district resource centre and 18 of 19 library resource centres are automated.
- The district is considering another automation programme which is networked to a central server; teacher-librarians are very involved in this decision-making process.

### SHUSWAP REVELSTOKE

- Previewed L4U, Alexandria and Gateway software at the request of senior staff; our district is using many different programmes.
- Alexandria recommended.
- One teacher-librarian is serving on the district technology committee.

# PROVINCIAL SPECIALIST ASSOCIATIONS 2001

Only BCTF members (active, associate, affiliate, or honorary) can be members of a PSA; all others must become subscribers.  
**FORM VOID AFTER JUNE 30, 2001.**

Enclose your cheque or money order, made payable to the B.C. Teachers' Federation. **DO NOT MAIL CASH.**  
 Print your name, address, etc., below. Check the appropriate association(s).

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Given Name(s) \_\_\_\_\_

Former Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Postal code \_\_\_\_\_

Home telephone ( ) \_\_\_\_\_ Fax ( ) \_\_\_\_\_

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

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

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

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

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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
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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
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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"/> \$45.48 Social Studies	71 <input type="checkbox"/> \$45.48 First Nations
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50 <input type="checkbox"/> \$56.18 Mathematics	63 <input type="checkbox"/> \$56.18 Gifted	74 <input type="checkbox"/> \$40.13 Adult Educators
51 <input type="checkbox"/> \$50.83 Modern Languages	64 <input type="checkbox"/> \$45.48 Distributed Learning	75 <input type="checkbox"/> \$50.83 Culinary Arts
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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**B.C. Teachers' Federation, 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 (604) 871-2283 or 1-800-663-9163**



[www.bctf.bc.ca](http://www.bctf.bc.ca)

# 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.fvrcc.gov.bc.ca](mailto:jgoldsmi@rainbow.fvrcc.gov.bc.ca) For daily web site updates try, "Catch Of The Day" at <http://catch.fvdes.com>

## SHORT CUTS ON THE JOURNEY OF A THOUSAND MILES

Over the past few years, I've had the privilege of presenting many workshops to teachers and teacher-librarians throughout the Lower Mainland and beyond. At virtually every session, at least one person (and usually many more) has expressed the following sentiments:

- The web is huge
- The tools for searching the web aren't great
- I don't have enough time to look for the "good stuff".
- I don't have the skills or knowledge to find the "good stuff" quickly (if at all)
- Where do I go? How do I start? What do I do?

Utilizing the web, especially within an educational setting, can be a tough proposition at the best of times especially for a novice user. The Net is so vast and finding anything useful seems to take forever. Nevertheless, the 'Net can be a wonderful asset provided one adopts the attitude typified by the ancient Chinese proverb, "The journey of a thousand miles begins with the first step." And that usually leads to the next question, "What is the first step?" and more importantly, "Does it have to be a thousand miles?" What I hope to provide within the next few pages are a couple of good "first steps" and perhaps a short cut or two that will make the journey a little less arduous and a bit more enjoyable. These first steps and short cuts are web sites which should provide some immediate usefulness for teacher-librarians struggling to incorporate the Internet within their library program.

What makes these sites especially useful are their content and focus. They are not big, glitzy and impressive American locations which often overwhelm and confuse. Instead, they are sites within BC and in some

cases sites that were created and maintained by colleagues you may already know. In choosing these sites, I hope to accomplish two things:

- To demonstrate that even though the web may be huge, it need not be overwhelming or discouraging
- To showcase some excellent resources being developed by friends, associates and colleagues right here in BC

The fact that these resources are developed by BC educators for BC educators with BC curriculum in mind makes these sites even more appealing and useful.

So, here they are... A couple of good first steps and short cuts on the thousand mile Internet journey.

### The Ministry Of Education Web Site

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

If there is one web site that you should definitely have book marked, it's the Ministry of Education's web site. Over the past few years, the BC Government and all its ministries have made an extraordinary effort to make as much information as possible available to the general public via the 'Net and the Ministry of Education is no exception. On their site you'll find such things as a complete list of IRPs, ILOs, and information on various grants and funding initiatives. While most of this information may have no direct benefit to work that occurs in your library, it is still an important site to obtain first hand information on various programs and initiatives.

### Community Learning Network Web Site

<http://www.cln.org>

My all time favourite education related web resource is the Community Learning Network Web Site. The Community Learning Network (CLN) was created over a decade by the technology branch of the Ministry of Education. Even back then, many decision makers within the ministry anticipated the importance of the Internet to education and began putting in place organizations and facilities which would assist educators in learning about and utilizing this digital resource. For

many of us, CLN provided us with our first taste of the Internet; our first e-mail account, our first experience with FTP and our first look at what the Internet could provide through technologies such as Gopher, Veronica, and Jughead.

Since those early days, CLN has changed and evolved in many ways. Today for example, it now maintains an impressive array of over 200 "Theme Pages" - web resources on a particular topic or theme which have been vetted and scrutinized by CLN staff for content, reading level and appropriateness. The themes are those identified by BC teachers and matched to BC curriculum. For teacher-librarians who are gathering resources for a co-operatively planned unit, these theme pages can be invaluable. Here's an example of what I mean. Assume for a moment that you are a middle school teacher-librarian who has been asked to help plan a unit on "The Middle Ages". A quick web search reveals approximately 750,000 pages on the search term, "Middle Ages" and double that on the search term "Medieval". The CLN "Medieval Studies" theme page, on the other hand, lists approximately 50 sites containing information about this period which would be appropriate for use in a middle school class setting.

As well as theme pages, the CLN site provides a variety of resources for other areas as well, such as information on how to integrate the Internet within the classroom, tutorials and resources to help teachers improve their knowledge and skills in using the Internet, and a large area of information to assist teachers in understanding how information technologies can assist K-12 student learning.

Unfortunately, the funding to support CLN has been significantly reduced over the past few years. While those who remain strive mightily to maintain the same level of service, the CLN site is, in many ways, showing its age with a dated interface, plain pages and no site search facility. Coincidentally, the Technology Branch of the BC Ministry of Education is currently in negotiation with a consortium of corporations to provide an "Educational Portal" for (among others) BC educators. If approved, this portal will cost the Ministry hundreds of thousands of dollars. No doubt the portal will be very impressive and offer a wide range of services. However, I wonder if that money might not be better spent on a facility and organization which has a long and distinguished track record of service to educators.

**The British Columbia Teacher-Librarians Web Site**  
<http://www.bctf.bc.ca/psas/BCTLA/>

Another web site often overlooked by teacher-librarians is our very own British Columbia Teacher-Librarians' Web Site, the online presence of the British Columbia Teacher-Librarians' Association. As you'd expect, the site is filled with links and information of interest to BCTLA members. As well, it contains the constitution of the BCTLA, advocacy materials and indexes for the BCTLA publication, *The Bookmark*.

**Central Okanagan School District Teacher Library Links**  
<http://sd23.bc.ca/library.html>

A growing number of district teacher-librarian chapters are also creating web pages with links and resources of interest and assistance to their members. As these pages are accessible via the Internet, teacher-librarians from around the province may also access and benefit from their information. One such example is a resource page created by and for the teacher-librarians of School District No. 23, Central Okanagan (Kelowna). No doubt, there are others. Perhaps at some future date a central directory of these pages might be created on the BCTLA web site. It would definitely make finding and accessing these pages much easier.

**The Dr George M. Weir Library Web Site**  
<http://weir.vsb.bc.ca/library/library.htm>

During the past few years, there has been an on going debate on a couple of e-mail discussion groups over school library web sites; should they be part of a library program, should they be expected of a teacher-librarian and most importantly, what should they contain? An excellent example of a school library web site can found as part of the Dr George M. Weir School Web Site. Teacher-librarian and Web administrator, Val Hamilton, has done an excellent job in creating a site filled with resources and information of interest to students, parents, staff members and other teacher-librarians. Her parents' area alone contains links on everything from Internet safety to *Robert's Rules of Order*. Even though I don't have any children attending this school, I have definitely bookmarked this site.

**The Information Technology Curriculum Consortium**  
<http://www.itcc.bc.ca>

Up to now, most of the sites mentioned focus on some aspect of school libraries or teacher-librarianship. This

one is a little different. The Information Technology Curriculum Consortium (ITCC) is a group of 12 Lower Mainland (and surrounding area) school districts which formed in 1997 in response to new curriculum guidelines from the BC Ministry of Education for information technology. It was felt by many educators that the Ministry documents do not contain practical, tested lesson plans to integrate Information Technology across the curriculum. As a result, this consortium was formed to allow teachers a way to share lesson plans and ideas and at the same time save unnecessary duplication of effort in meeting the new guidelines. From this consortium's efforts came the ITCC database, a database of lesson plans written in common format to integrate Information Technology across the curriculum from Kindergarten to Grade 10. Each of the lesson plans, contributed by teachers throughout the 12 districts contains, among other things, prescribed learning outcomes (taken verbatim from Ministry documents), instructional strategies and assessment rubrics. While of limited use to teacher-librarians, these lesson plans could provide the core of foundation around which a cooperatively planned unit could be organized.

#### Other Web Sites

In addition to the BC sites already mentioned there are many more sites across Canada which deserve attention. For example, there is the Manitoba School Librarians Association (<http://www.mbnet.mb.ca/~msla/>), the Ontario School Librarians Association (<http://www.accessola.org/about/assoc/osla.html>) and the Prince Edward Island School Librarians Association (<http://www.edu.pe.ca/peitla/index.htm>). As well, there is also a national school library association, The Association For Teacher-Librarianship in Canada (<http://www.atlc.ca/>) whose web administrator is our very own Jim Holgate, editor of the BCTLA publication, *The Bookmark*.

## NEW WEB SITES

### ART

#### ARTSEdge

<http://artsedge.kennedy-center.org/>

(Sec) "The main purpose of ArtsEdge is to support the place of arts education at the center of the curriculum through creative and appropriate uses of technology." Most of the information is in two areas. The Profes-

sional Resources include contacts (e.g., organizations, government agencies, and schools), standards (links to showcase programs and state and national sites about art education), overviews and reviews (articles, papers, and reviews of teaching materials), advocacy resources, and practical guides and FAQs. Teaching Materials has information on getting published and lesson and activity ideas for teaching the arts and standard school subjects. (Netsites)

#### THE EDUCATIONAL THEATER ASSOCIATION

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

(Sec) The Educational Theater Association website is a wonderful web site for teachers involved in drama and theatre arts. On this web site are also found links to drama magazines, teaching theatre journals, and the Super Trouper newsletter. (LM\_NET)

#### MASK MAKING BASICS

<http://www.fxsupply.com/mask/mask.html>

(K-12) "Below are written instructions on how to create your own Halloween type masks. Please don't confuse this technique with foam latex as these are two completely different techniques. Liquid Latex Mask making is also called "Slush Casting" because you pour liquid latex into a mold and swish it around, the latex clings to the mold walls and forms a skin, it is this skin that becomes the mask. Foam Latex is much more complicated and is the kind of technique that's used in film work. Quality masks and molds are only constructed after knowledgeable experience, get some good books or a video on the subject if you intend to seriously pursue this discipline." (Netsites)

#### MUSIC NOTES

<http://library.thinkquest.org/15413/>

(Sec) "Music Notes: An Interactive Online Musical Experience goes in-depth into Music Theory, Music Styles, Music History, Musical Instruments, Music Professions, Games, and more!" (Netsites)

#### NATIONAL ART GALLERY VIRTUAL TOUR

<http://www.nga.gov/onlinetours/onlinetr.htm>

(K-12) For the art lover in all of us, the Internet can bring wonderful treasures into the comfort of your home. Log on to the Web and take a virtual tour of the National Gallery of Art. The site features tours of collections, in-depth studies of various artists, and a listing of resources and events, as well as help in planning a non-virtual visit to the Gallery. This is a site

that the whole family can enjoy. Click on “nga kids” for art-related activities and projects. (Dummies Daily)

**THE NEW YORK PHILHARMONIC KIDSZONE**  
<http://www.nyphilkids.org/>

(Elem) This is a useful interactive site. “Users can hear instruments, watch interviews with musicians and follow the orchestra around the world” as well as learn about composers, create their own music, and read about the symphony’s conductors. There is also a teacher resource center with curriculum ideas and lesson plans. (Netsites)

## EDUCATION

**ACTIVITY VILLAGE**  
<http://www.activityvillage.co.uk/>

(Elem) “This is Activity Village, offering fun for children and activities galore! We believe that busy kids are happy kids and do our best to provide things for them to do! Visit here regularly, and your children need never be bored again.” (Netsites)

**ATTENTION DEFICIT DISORDER: DIAGNOSIS, TREATMENT AND STRATEGIES**  
[http://trackstar.hprtec.org:80/main/display.php3?track\\_id=10038](http://trackstar.hprtec.org:80/main/display.php3?track_id=10038)

(K-12) “This ADHD resource is for parents, teachers, and students. All sites have research-based facts from recognized medical experts. All information is either written by physicians who specialize in the diagnosis and treatment of ADHD, or the articles have been reviewed and approved by the doctors who oversee that website. The Internet contains hundreds of Web sites on ADHD, many of which are helpful. However, others [may] contain misleading, unsubstantiated opinions which [might] confuse and frighten those seeking help for an ADHD child. Others [may] exist only as a forum to promote an unqualified individual’s ‘miracle’ treatment. Users of TrackStar may rest assured that information contained on these websites is accurate and unbiased. These sites contain information covering the description, history, causes, symptoms, diagnosis, prognosis, and treatment of ADHD and ADD (attention deficit without hyperactivity). Educational, organizational, and emotional strategies are included for teachers, parents, and children to help them cope with, and successfully overcome, the negative effects of the disorder. The first section of the Track Star lists comprehensive sites which cover all aspects of the

disorder. The next [section] gives search engines designed for research in medical journals, and the last section consists of individual articles which are especially useful in the areas of parent information, medication, and teaching strategies.”(Classroom Flyer)

**DEAF EDUCATION WEBSITE**  
<http://www.deafed.net/>

(Staff) The Deaf Education Website provides resources for educators, including employment news, events calendar, and links. It’s purpose is to enhance the preparation of new teachers, to support the ongoing professional development of existing teachers, to expand the array of learning resources and opportunities that are available to deaf/hard-of-hearing (d/hh) students and to increase collaborative activities between all those individuals involved in the education of d/hh students. (Net-Happenings)

**ELECTRONIC SCHOOL**  
<http://www.electronic-school.com/>

Electronic School is an award-winning technology magazine for K-12 school leaders. Electronic School is published quarterly as a print and online supplement to American School Board Journal, in cooperation with ITTE: Education Technology Programs, a program of the National School Boards Association.

Electronic School chronicles technological change in the classroom, interprets education issues in a digital world, and offers readers — some 80,000 school board members, school administrators, school technology specialists, and other educators — practical advice on a broad range of topics pertinent to the implementation of technology in elementary and secondary schools throughout North America. (WWWEDU)

**ELECTRIC TEACHER**  
<http://www.electricteacher.com>

(Staff) This page was designed to help teachers integrate technology into their classroom. Use elementary links to search for the website that matches what you are teaching. Browse the thematic resources to find excellent sites for incorporating into your teaching. Look at exemplary sites that teachers have created to get ideas for creating sites of your own. Learn how to work with graphics. Use the online tutorials to help you in using Microsoft programs like Word, PhotoDraw, PowerPoint, Photodraw and Frontpage. And much more too!!! (Netsites)

## **GRADESAVER CLASSICNOTES**

<http://www.gradesaver.com/ClassicNotes.html>

(Sec) Free literature summaries and analyses written and compiled by "Harvard-educated" essayists. Detailed summaries, character information, information about the author, links, and literature references. Includes instructions on citing the Web page. Not affiliated with Harvard College. Some study guides include e-text and quiz questions. (LIWEEK)

## **HISTORY OF EDUCATION: SELECTED MOMENTS OF THE 20TH CENTURY**

[http://fcis.oise.utoronto.ca/~daniel\\_schugurensky/assignment1/](http://fcis.oise.utoronto.ca/~daniel_schugurensky/assignment1/)

(Staff) Department of Adult Education, Community Development and Counselling Psychology, The Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) has created a Web site dedicated to "The History of Education: Selected Moments of the 20th Century"

This is a non-comprehensive site about education during the 20th century, organized by decade. It includes short descriptions of a variety of 'educational episodes' that took place in each period. An episode might be a policy, a court case, a piece of legislation, a research report, an incident, the release of a book, a speech, an empirical finding, a conference, the opening or a closure of an institution, a movie, an anecdote, or anything, big or small, that tells us something about education theory, policy, politics, research and practice during the last century. Arguably, some episodes have probably been more historically significant or influential than others, and some may be better known than others, but each uncovers a piece of the immense puzzle that was 20th century education. Education is here understood in its broad sense, not only as schooling. Although its current emphasis is on North American educational developments, there is an ongoing effort to include more international content. (Netsites)

## **K-12 ON THE NET**

<http://www.k12onthenet.org>

(K-12) K-12 On the Net is an online periodical for educators interested in learning how to best incorporate the Internet into their lesson plans and other teaching strategies. The Internet is changing how your students learn and how you teach. Half of all learning in the 21st century will be online. This is an exciting time in education. We'll show you how to help your students learn online and how the Internet can enhance and

supplement your classroom teaching. (Netsites)

## **KIDS' SITE FROM NADDA**

<http://www.add.org/content/kids1.htm>

(K-12) A website for kids aged 7-12, produced by the National Attention Deficit Disorder Association. Written in a simple, factual style, articles explain the nature, symptoms, and physiology of the disorder. The site lists strategies a child can do at school to become successful, things to do at home to make homework easier and to get along with family members, and tips for interacting with friends. Articles also detail the good points of ADHD, and list famous people with the disorder. There is also a bibliography of helpful books written for ADHD children and a great story to help kids who are self-conscious about taking their medication. (Classroom Flyer)

## **NATIONAL ATTENTION DEFICIT DISORDER ASSOCIATION:**

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

(K-12) The directors are physicians, many of whom are also noted authors and educators. It is a very comprehensive site with information on all aspects of ADHD in articles by doctors, parents, and adults with ADHD. There is a section just for kids [ages] 7-12, a family issues forum with advice from healthcare professionals and parents, educational strategies, personal success stories, a section which addresses legal issues, and links to other websites. (Classroom Flyer)

## **THE NATIONAL YOUTH VIOLENCE PREVENTION RESOURCE CENTER (NYVPRC)**

<http://www.safeyouth.org>

(K-12) "The National Youth Violence Prevention Resource Center (NYVPRC)" is a central source of information on prevention & intervention programs, publications, research, & statistics on violence committed by & against children & teens. (Multiple agencies) (Net-Happenings)

## **SCHOOL VIOLENCE PREVENTION**

<http://www.mentalhealth.org/schoolviolence/>

(K-12) In an effort to reduce violent behaviour in schools, this site provides a comprehensive community wide and school wide approach "to promote the development of healthy behaviors, competence, and resilience in school-aged children and youth." It includes samples of model programs, information and links about violence prevention, publications about kids'

behavior and emotions for parents, and guides to dealing with emergencies. From the Center for Mental Health Services (CMHS), a component of the Substance Abuse and Mental Health Services Administration (SAMHSA). (Netsites)

### **SIGN LANGUAGE**

<http://www.surfnetkids.com/signlanguage.htm>

(K-12) American Sign Language is a rich language of gestures and hand symbols. Each gesture represents a concept, a word or a letter. In cases where a gesture doesn't exist for a particular idea, a word can be spelled out, letter by letter, using finger spelling. Want to learn some sign language? Better than a printed book, the following sites use animation and movies to illustrate the many subtleties of signing. (Netsites)

### **STEPS IN BUILDING A UNIT OF STUDY:**

<http://www.servtech.com/~germaine/Steps.html>

(Staff) While this template for building a unit of study does contain all the necessary steps to take you through building your own, what I like about it is that it includes analyses, checklists, and assessment criteria as well. (Classroom Flyer)

### **U.K. TEACHERS WEBSITE**

<http://www.byteachers.org.uk/>

(K-12) The Association of UK teachers' websites (atw) launched a new web site. In their drive to get learning materials online, the UK government may well be overlooking its most valuable asset.

The ATW aims to showcase the huge range of high quality online teaching materials available free of charge in the UK at websites created by and run by the real experts—teachers. It will also offer a powerful collective voice for teachers on the Internet and will help develop and encourage best practice in the classroom. The founding members' websites represent around 20 of the best online primary and secondary focussed teaching websites in the UK across all curriculum subjects. The ATW will also be managing and building an extensive network of interactive online lessons in all subjects to create a large Teachers' Virtual School. (Netsites)

## **ENGLISH**

### **BIG DOG GRAMMAR**

<http://www.gabiscott.com/bigdog>

(K-12) "A bare bones approach to English grammar designed for beginning students and as a quick review. It includes a Quick Guide to MLA citation and interactive online exercises." (Netsites)

### **CAROL HURST'S CHILDREN'S LITERATURE SITE**

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

(Elem) "A collection of reviews of great books for kids, and classroom activities and lesson plans for teachers about particular subjects, curriculum areas, themes and professional topics." (Netsites)

### **CHILDREN'S LITERATURE**

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

(Elem) Books, Books, Books... But which ones to choose? Here are some great resources to help you out. Although the full book database and the newsletter are available only by paid subscription, there are many free resources at this site to choose from. Of particular interest are the Themed Reviews which include fact, fiction and activity books as well as computer CDROMs. If you are looking for Author/Illustrator information be sure to check out the Meet the Authors/Illustrators section and the teaching materials section. (Education Planet Newsletter)

### **CURIOUS GEORGE COMES TO HATTIESBURG**

<http://www.lib.usm.edu/~degrum/virtualtour/opener.htm>

(Elem) This exhibition, drawn from the de Grummond Children's Literature Collection at The University of Southern Mississippi, examines the lives and work of H.A. and Margret Rey, creators of the world's most beloved inquisitive primate: "Curious George". In addition to providing a history of the cheeky monkey, the site explores some of the other characters created by the married couple. From their early books and advertising to their later work with needlepoint, astronomy, and pottery, the couple's commitment to heartwarming stories and images is evident throughout. (Yahoo Picks)

## **DAHL, ROALD — 1916-1990**

<http://www.roalddahl.com/index2.htm>

(Elem) The Official Roald Dahl Website relies heavily on Flash for its elaborate tribute to this children's author. Choose your guide from one of Dahl's characters. What's New contains excerpts from his biography, *My Year*. "Treats" is written specifically for kids, with word games and other features. "The Works" has information about his books, including those produced in music, film, and video. "The Man" contains a biography, a quiz, and an interview. There are Tips for Teachers that include lessons plans, activities, and more. See also this fan site. (LIIWEEK)

## **KID AUTHORS**

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

(K-12) "Kid Authors is a creative place for kids like you. Here you can share your stories and poems with people around the world, including your friends and family. You can also read stories and poems written by kids around the world." A clean interface, a good search tool, and an easy-to-use submission form make this site first class. Published works are available not only to read, but also to rate on a scale of one (okay) to five (excellent.) Top rated works get a spot on the site's front page along with the editors' top choices. (Surfing The Net With Kids)

## **THE OFFICIAL JEAN CRAIGHEAD GEORGE WEBSITE**

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

(Elem) "Jean Craighead George, a Newbery Award winner, is a writer of more than 80 children's books. Animals, birds and ecosystems are her forte. She has three children and five grandchildren and has raised 173 wild pets." (Netsites)

## **A PARAGRAPH A WEEK — YEARLY PROGRAM:**

[http://www.knownet.net/~ackley/paragraph/par\\_week\\_program.html](http://www.knownet.net/~ackley/paragraph/par_week_program.html)

(Elem) These paragraph activities can be used in several ways—as journal topics throughout the year, as class examinations of various types of paragraphs, as story starters, or as homework assignments to create excellent writing habits. While the subjects per week follow a logical progression and include holiday topics, many can be used out of sequence as well. (Classroom Flyer)

## **THE READ IN!**

<http://www.readin.org>

(K-12) "This is an online literacy project that brings together language arts and telecommunication. The site has lesson plan ideas and suggested reading and writing activities and lots of resources for teachers. There is an area for kids with word searches, bookmarks and pictures to color. On May 10th, twenty-three noted authors will be online chatting with students from around the world! Everything is FREE but you need to register to join the author chats!" (Surfing The Net With Kids)

## **LIBRARY**

### **CYBERSLEUTH KIDS K-12 SEARCH ENGINE**

<http://cybersleuth-kids.com/>

(K-12) CyberSleuthKids is a K-12 Homework Helper, Educational Search Engine and Directory. (Netsites)

### **IBIBLIO**

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

(K-12) "Welcome to ibiblio.org - the Public's Library - home to one of the largest "collections of collections" on the Internet. Ibiblio is a conservancy of freely available information, including software, music, literature, art, history, science, politics, and cultural studies." (Netsites)

### **THE INFOSEARCHER**

<http://www.infosearcher.com>

(K-12) Infosearcher is the online complement to Information Searcher, a print newsletter started 12 years ago by Pam Berger, a library media specialist and educational technology consultant. It is the longest published newsletter in K-12 education designed specifically for professionals working to integrate technology into the curriculum. Information Searcher offers lively and relevant feature articles that explore current issues.

Special columns: CyberSites, written by Phyllis Di Bianco and Linda Chapman, which is an annotated listing of current websites focusing on a particular curriculum topic; Pipeline, written by Heather Daniel, which explores telecollaborative and interactive websites and projects to encourage active learning; and The Stacks, written by Susan Kinnell Carty, which reviews the latest books on the Internet and other pertinent technology topics. (LM\_NET)

## **THE INTERNET LIBRARY FOR LIBRARIANS**

<http://itcompany.com/inforetriever>

(Staff) The Internet Library For Librarians is a comprehensive Web database created by Bowker and designed to provide a one-stop shopping center for library staff to locate Internet resources related to their profession. It provides links to about 3,000 Internet sites. All the Internet resources that are included in this site have been reviewed. Each entry has a full description of the goals and/or scope of the resource, as well as the contact information if provided. Internet Library for Librarians is a handy and useful tool for both novices and experienced library staff. The site is updated monthly. (Netsites)

## **LIBRARIANS AND INFORMATION SCIENCE - SUITE101.COM -**

[http://www.suite101.com/welcome.cfm/librarians\\_information\\_science](http://www.suite101.com/welcome.cfm/librarians_information_science)

(Staff) A great place for librarians and other information professionals to check for weekly articles on current topics of interest. Recent topics covered include the "Invisible Web," "How to Find Literary Criticism on the Internet," "Competitive Intelligence and Librarianship," and a series on "Librarians Making a Difference." The other major component of the site is the list of annotated links about librarianship covering such topics as searching, weeding, cataloging, reader's advisory, and employment. Additionally, there's an occasional bulletin highlighting an interesting book or news item and a forum encouraging discussions on article topics. Maintained by librarian Gillian Davis. (LIWEEK)

## **RESEARCHVILLE**

<http://www.researchville.com>

This site provides preconfigured navigation to over 100 categorized search sites, including multimedia and current news, with user-customizable features and a minimalist design. Factors in development were simplicity, innovation, and usefulness. The Virtual Chase says "It's so simple, in fact, one wonders why someone didn't think of it sooner!". (Net-Happenings)

## **RESOURCE DISCOVERY NETWORK**

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

(Sec) "The RDN is a free Internet service dedicated to providing effective access to high quality Internet resources for the learning, teaching and research

community. The service is primarily aimed at Internet users in further and higher education. Others will also find the service to be of value for personal and professional development." (Netsites)

## **STRANGE AND UNUSUAL DICTIONARIES**

<http://blueray.com/dictionary/>

(Sec) Subtitled "Resources for Scrabble games, bar bets, and other trivial pursuits", this site contains three online dictionaries that cover single-letter words, all-consonant words (mostly sounds), and all-vowel words. Also has links to related word sites. (LIWEEK)

## **MATHEMATICS**

### **A PLUS MATH GAMES**

<http://www.aplusmath.com/games/>

(Elem) Math games you can play include java games and non-java games of concentration, hidden pictures, multiplication, addition and division, flash cards, worksheets to print, and a homework helper that allows you to input your problem and answer. Click the correct? button and it will tell you if the answer is right or wrong. (Great Sites For Kids, Newsletter)

### **IMPROVING DEDUCTIVE REASONING SKILLS:**

<http://www.col-ed.org/cur/math/math22.txt>

(K-12) Problem solving skills very early materialize into a necessary function of ongoing mathematical success. Students will participate in highly creative activities, starting a la Sherlock Holmes, to improve their own deductive reasoning abilities. (Netsites)

### **LOGIC PUZZLE PAGE**

<http://www.halcyon.com/clifford/puzzle/INDEX.HTM>

(Sec) Logic puzzles, interactive orpPrint-out; Logic worksheet for each puzzle, solution explanations and summaries. Do your students need more practice with logic problems? If so here is the site for you. There is a long list of logic problems posted here as part of a puzzle of the month project. Puzzle subjects range from holidays to literature to history. Most of the puzzles are one step problems but there are a few that have up to 5 different parts. So come online and put your brain to work solving all these problems. Be sure not to peek at the answers until you are finished or thoroughly stumped. (Education Planet Newsletter)

## **MATH REALM**

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

(K-12) This site offers hundreds of math lessons, learning tools, and activities for grades 4-12. Parents and teachers can create worksheets and tests for students to do online and they will automatically be graded. (Great Sites For Kids, Newsletter)

## **THE NATIONAL MATH TRAIL**

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

(K-12) With the philosophy "math is all around you," the National Math Trail project challenges K-12 teachers and teams of students to observe their surroundings, and create math problems about what they see and what they want to figure out. Teachers can find examples of math trail projects and other resources on this site. (LIIWEEK)

## **SCIENCE**

### **1001 PERIODIC TABLE OF ELEMENTS AND SCIENCE QUIZ QUESTIONS**

<http://www.1001-periodic-table-quiz-questions.com>

(K-12) "This website has over 1000 Science and Chemistry quiz questions classified per grade level and topic for grades 3 to 9. Students can do 290 of these quiz questions for free." (Surfing The Net With Kids)

### **BECOMING HUMAN**

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

Seldom have I come across such an amazing site as "Becoming Human" which documents the work of paleontologist Donald Johanson as he attempts to uncover the origins of man. While paleontology may not sound like the stuff of exciting web sites, this one will definitely convince you otherwise. The combination of sound, voice, and music combined with compelling pictures and visual effects make this site as captivating and engaging as any I have encountered lately. While the subject matter may seem a bit beyond the average high school history student, it is treated in such a way that even younger students can follow along and comprehend.

On the negative side, all that multimedia requires huge bandwidth. A 56 Kps connection might work but to fully enjoy all that this site has to offer, a digital connection (ISDN, DSL or Cable) is a must.

## **THE BIOLOGY PROJECT**

<http://www.biology.arizona.edu/default.html>

(Sec) "Online interactive resource for learning biology developed at The University of Arizona. Content includes Biochemistry, Cell Biology, Developmental Biology, Human Biology, Molecular Biology, Mendelian Genetics, and Immunology." (Netsites)

## **A LOOK INSIDE THE HUMAN BODY**

<http://users.northnet.com.au/~amcgann/body>

(K-12) An educational site designed for school children that explains how some of the major systems in the human body operate. This site has been operational for nearly 3 years and has attracted over 800,000 hits. Give your children the opportunity to experience this valuable site. It's ideal for school projects or homework. (Net-Happenings)

## **VISIBLE EARTH**

<http://visibleearth.nasa.gov/>

(K-12) NASA's Visible Earth site is a solid and easy-to-use collection of images and animations of our planet. At present, the database holds 1,610 records and may be searched by keyword or advanced search options or browsed by category and topic. Initial returns include a large thumbnail which links to a several-paragraph description and the full-size images or animations. A nice resource for both teachers and interested general users. (Netsites)

## **THE WHY FILES**

<http://whyfiles.org/>

(K-12) "Online science magazine for middle schoolers and up. Great site for teachers, students and parents. The Why Files reports on the Science Behind the News with a new feature or short story every week, covering the science behind a current news story (Mad Cow disease, population, climate changes...) Easy and fun to read, the site is written with humor but is also fact-checked by scientists, and has lots of fun images that make the visitor want to find out more!" (Surfing The Net With Kids)

## **SOCIAL STUDIES**

### **ANTHEMS AND FLAGS OF THE NATIONS OF THE WORLD**

<http://www.copcity.com/anthems/anthems.html>

(K-12) Provides photographs of national flags and MIDI recordings of national anthems. Lyrics are included for most countries, with English translations and transliterations where needed. Clear flag illustrations will help librarians faced with the perennial "I need a picture of the flag for Country X." (LIWEEK)

### **CANADIAN HERITAGE INFORMATION NETWORK (CHIN) -**

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

(Sec) CHIN is an electronic gateway to Canadian museum and heritage information. It includes the Virtual Museum of Canada, Artefacts Canada, databases and reference tools such as the Artists in Canada Database, the Ship Information Database, the Directory of Canadian Museums, the online journal Heritage Forum, and many other resources of interest to educators, researchers, and tourists. CHIN is a Special Operating Agency within the federal Department of Canadian Heritage. (LIWEEK)

### **EARTH HISTORY RESOURCES**

<http://seaborg.nmu.edu/earth/>

(Sec) "In Earth History Resources you will find many graphic images designed for use in the development of either an online Internet or interactive multimedia project related to Earth History. These images consist of photographs of dioramas, fossils and models, and computer generated images and drawings." (Netsites)

### **HISTORY MYSTERY**

<http://teacher.scholastic.com/histmyst/index.asp>

(K-12) Content: Online Mystery Quizzes, Teacher's Guide. Improve your students' research skills while they learn about history by playing one of these History Mystery games. Topics range from Ancient History to US History to Inventions to Government. There are over 30 different mysteries to choose from. Students can use online as well as offline reference sources to solve the mystery. Can they solve the mystery without getting more clues or can they solve it at all? Be sure not to miss the teacher's guide at the bottom of the page. (Education Planet Newsletter)

### **HISTORY OF EATING UTENSILS**

<http://www.calacademy.org/research/anthropology/utensil/>

(K-12) Learn about the history of common eating utensils. This site covers knives, forks, spoons, chopsticks, and portable cutlery. Includes graphics and a bibliography. See also A History of Eating Utensils in the West: A Brief Timeline. From the Rietz Food Technology Collection in the Anthropology Department at the California Academy of Sciences. (LIWEEK)

### **HISTORY OF JEANS**

<http://www2.gol.com/users/bobkeim/Garment/jhistory.html>

(K-12) "Denim and jeans— where do the names come from? The word jeans comes from a kind of material that was made in Europe. The material, called jean, was named after sailors from Genoa in Italy, because they wore clothes made from it. The word 'denim' probably came from the name of a French material, serge de Nimes: serge (a kind of material) from Nimes (a town in France)." (Netsites)

### **NAPOLEON BONAPARTE INTERNET GUIDE**

<http://www.napoleonbonaparte.nl/>

(Sec) "If you are looking for the best Napoleonic sites in the world, you are at the right address. I have created this page to make it easier for you to find things concerning Napoleon and the Napoleonic Era. Within this site you will find some of the finest Napoleonic sites on the internet. I continue to add links, so if you know of some nice sites that really should be added to this guide, please send them to me. Together with the links, there are also the articles written by readers of this site and the newspaper articles of NEWS FROM THE FRONT edited by Beryl Bernardi." (Netsites)

### **THE STORY OF AFRICA**

<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/>

(Sec) "Tells the history of the continent from an African perspective, from the origins of humankind to the end of South African apartheid." There are 14 sections covering each period in African history, as well as the people, their religions, and contact with the rest of the world. "Each section has on average six chapters, as well as a timeline, reading list and a list of external links." There are many pictures and over 40 sound recordings. Online edition of the radio series

from the British Broadcasting Corporation (BBC) World Service. (LIWEEK)

## TECHNOLOGY/INTERNET

### ALL HTML

<http://www.all-html.com/>

(K-12) 7 Easy HTML lessons with the beginner in mind. (Netsites)

### BUILDING INTEGRATED TECHNOLOGY PROJECTS

<http://www.essdack.org/building/>

(Sec) From designing a framework to task prompts, to outcomes and evaluation tools, use this technology-specific guide and template to help you design your own integrated projects. Next step, apply for a technology grant to see your project through to completion. Several grant resources have been compiled by The Learning Company School Division as a service to educators. (Netsites)

### BUILDING A SCHOOL WEB SITE

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

Offered as both a book and a web site, Wanda Wigglebits welcomes you to her guide for Building a School Web Site (now also available in book form from Duomo Press). It's a learn-as-you-go, hands-on project that teachers and kids can do together. It covers both the Big Picture - the power of publishing, basic HTML (how the files work, words, pictures, color, and linking), using a web editor, search engine placement, standards, bandwidth, animation, and more. (Classroom Flyer)

### CLARISWORKS GRAPHS

<http://mathforum.com/alejandre/spreadsheet.html>

(K-12) Use ClarisWorks spreadsheets to create bar graphs, pie charts, pictograms, and more. (Classroom Flyer)

### CLARISWORKS SPREADSHEET TUTORIAL

<http://www.life.uiuc.edu/hughes/prairieflowers/tutorials/spreadsheet.html>

(K-12) Your students will create spreadsheets with ClarisWorks while handling some math problems at the same time: means, modes, graphs, calculations, and axes.

(Classroom Flyer)

### DATABASE AS AN EDUCATIONAL TOOL:

<http://home.earthlink.net/~ohora/database/Dbintegration.html>

(K-12) Find several ideas using Clarisworks to integrate databases into your lesson plans, across the curriculum. Some down-loadable files are included, such as a reading database, or class creative writing. (Classroom Flyer)

### INTEGRATING SPREADSHEETS IN YOUR CLASSROOM

<http://home.earthlink.net/~ohora/spreadsheet/ssintegration.html>

Some easy to use ideas for using spreadsheets within a classroom program. As well, some handy templates are also provided. (Classroom Flyer)

### FREE TEACHERS TOOLBOX!

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

(Staff) "Free gradebook and education courseware software includes attendance, exam creation, crossword puzzles, reports, discussion forums, distance learning, and more." (Netsites)

### TEACHERLINE

<http://www.pbs.org/als/tk/>

(K-12) "TeacherLine" offers a lifeline for novice technology users. TeacherLine, from PBS, is a professional development web site designed for K-12 teachers, college instructors, and future teachers. Funded by a grant from the U.S. Department of Education, TeacherLine is a series of modules produced by leading educators, education institutions, and companies. The video-rich, web-enabled modules guide educators toward integrating technology into their learning and teaching and are individualized, self-paced, and sequenced at various skill levels. The modules also can be used to earn certificates based on national and state technology standards. (Net-Happenings)

### USING CLARISWORKS AND APPLEWORKS FILES

<http://www.geocities.com/SiliconValley/Lakes/8613/filescw.html>

(K-12) Both spreadsheet and database activities are included here, with projects available in such varied topics as compounding interest, nutritional facts, reading, writing, and more. (Classroom Flyer)

## WRITING FOR THE WEB

<http://www.ids.ac.uk/gdn/tools/writing.htm>

(Gen) The internet age has changed the face of publishing. The ever increasing spread of internet access and usage may provide huge opportunities for the dissemination of research. Technology means research can be shared faster, and with more people than ever before. However the new electronic channels of dissemination require different approaches to communicating your work. Posting research on the world wide web is one thing— ensuring that people actually read it implies further challenges. Making the most of the opportunities the web can offer means recognising differences, understanding how people use the web and presenting your work accordingly.

This web site examines the differences between on paper and online communications. We look at how people use the web and consider the implications for the writing and content delivery of research. Whilst much of the work on best practice for web strategies is about commercial sites trying to sell their products, here we provide an introduction to the aspects that are relevant to developing a successful electronic dissemination strategy for your research. (Net-Happenings)

## WACKY, WILD AND JUST PLAIN WEIRD

### MUSEUM OF QUESTIONABLE MEDICAL DEVICES

<http://www.mtn.org/quack>

(K-12) “Devious Displays of Quackery, Fraud, Deceit and Deception — the largest collection of medical chicanery and mayhem ever assembled under one roof!”

(Netsites)

### MUSEUM OF UNNATURAL MYSTERY

<http://unmuseum.mus.pa.us/unmuseum.htm>

(K-12) A slightly bizarre science museum for all ages. Visit exhibits like the Hall of UFO Mysteries, the Mad Scientist’s laboratory, and the Dinosaur Safari. (Great Sites For Kids, Newsletter)

### YOUR COFFIN

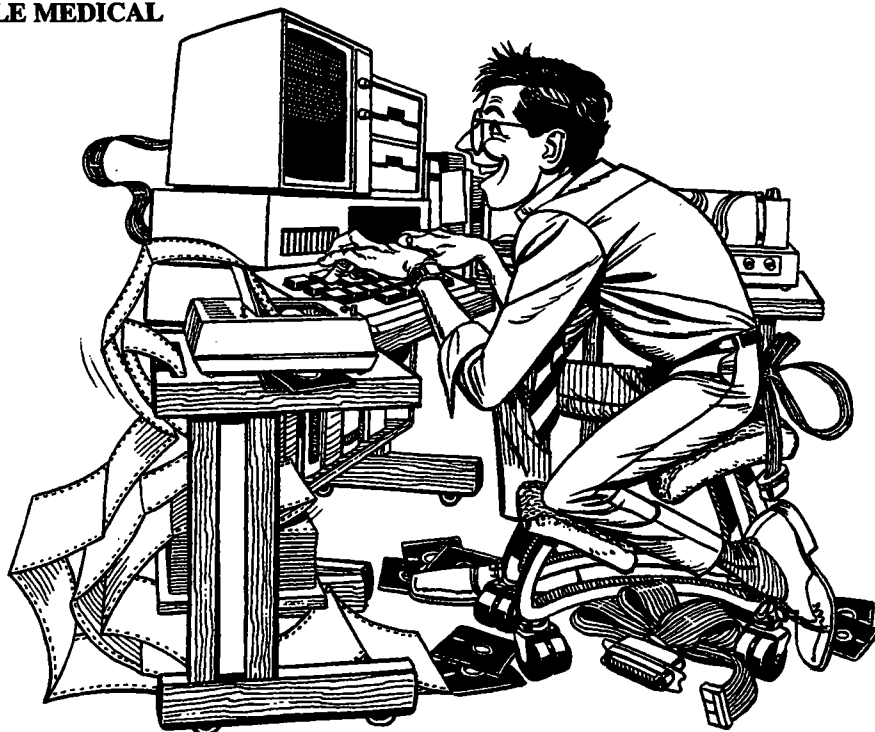
<http://www.yourcoffin.com>

(Gen) Your Coffin - It’s the last thing you’ll ever need - and more! Your Coffin Company has created not only the ultimate conversation piece, but also the most functional piece of furniture ever envisioned. (Netsites)

### YUGOS NEXT

<http://www.cruisin66.com/std/yugonext.html>

(Gen) Great site where \$100 was paid for each old Yugo, an automobile which was built in the former Yugoslavia and tended to fall apart faster than its country of origi). A sculpture was made from them. Very imaginative, and probably the best use for the things since they were marketed! (Netsites)



# BCTLA REVIEWS

“BCTLA Reviews” is coordinated by:

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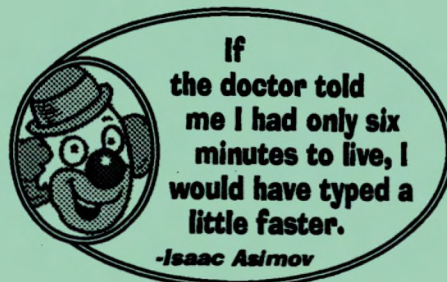
*The Canadian Education Index* regularly scans and indexes “BCTLA Reviews” which is published in *The Bookmark*.

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

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Publishers are requested to send materials they wish to have reviewed to the Reviewing Service  
c/o Debbie Hartley, 2911 Ridgeview Drive, Prince George, BC, V2K 3T5

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## E BUS

Bushey, Jeanne. *The polar bear's gift*. — Red Deer Press, 2000. — 32 p.: ill. — ISBN 0-88995-220-5. — \$18.95 cloth.

Reviewed by: Jennifer Delvecchio, teacher-librarian, Blundel Elementary School, SD#38 (Richmond).

Pani lives in an igloo with her grandmother. She is now old enough to help provide food for the household, but instead of fishing she wants to hunt the polar bear — as her parents did. As a matter of fact, Pani covets the very thing that took her parent away from her.

Of all the animals the Inuit traditionally hunted, Nanook the polar bear was the most prized. Consequently, only great hunters — men — were allowed to hunt them. Pani does not accept this, as her mother was considered a great hunter. Armed with her mother's magic lure, she proclaims, "Someday I will hunt Nanook like my parents did."

Pani's dream is halted when she runs into the other village children, who mock her magic lure and her intentions of becoming a great hunter. When she runs off, she finds a wounded baby polar bear. She is faced with a moral dilemma. If she waits, the polar bear will die from its wounds and then she could bring the bear home and be revered by all. Or she could help the polar bear she feels is calling out to her.

She helps the bear and, after some time, the bear rises to its feet and talks to Pani, thanking her and inviting her back to the bears' igloo to meet its mother. Once there, Pani notices that the great bears stand upright. The mother bear thanks her, saying "Only a great hunter would have shown such kindness." As a reward she is given a magic bag with pieces of fur in it and told to use them whenever hungry or cold. Pani and her grandmother are provided with enough meat and fur for the rest of their lives.

This book is consistent with Inuit legends of strange polar bear men that lived in igloos, walked upright like humans, and were able to talk. The Inuit believed that polar bears shed their skins in the privacy of their own homes. According to Inuit legend, a dead polar bear that was properly treated by a hunter would pass along this news to other bears. The animals would then be eager to be killed by such a man, while the bears would avoid a hunter who failed to pay respect.

Pani's magic lure is not the only magical thing in this book — the pastel landscapes by Vladlyana Langer

Krykorka are chillingly beautiful, conveying both the brutal weather and warm connections of these Arctic communities. The book teaches many lessons and provides a discussion point on morality, use of legend among cultures, women's role in traditional societies, and respect for living things and traditions. It is a welcome addition to what seems like a trend of books being published on the Inuit and the polar bear.

Kid tested, and highly recommended for kindergarten to grade seven.

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## CAR

Carver, Peter. *Close ups. Best stories for teens*. Peter Carver (ed.) — Red Deer Press, 2000. — 224 p. — ISBN 0-88995-200-0. — \$12.95 paper.

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

This collection of short stories by Canadian authors is directed at a teen audience. Characters in the stories range from an eleven year old through to students nearing the end of high school, and topics covered include many of the issues faced by teens. The authors, chosen for the way they connect with teens, include such notable writers as Martha Brookes, Brian Doyle, Sarah Ellis, Kevin Majors and Tim Wynne-Jones.

In the opening story, "Beginnings" by Alison Lohans, Tara experiences the fears and frustrations of teen pregnancy and introduces the many ways that teens are connected to the rest of humanity. Several of the stories explore the connection between youth and the elderly, including "Babysitting Helen" by Kathy Stinson, which focuses on the subject of Alzheimer's. The connection of students with teachers is touched on in two contrasting stories, "The Metaphor" by Budge Wilson and "Three People and Two Seats" by Kevin Majors. No teen collection would be complete without the subject of young love and the choices some teens must make when they become involved in a relationship turned bad. Sex, drugs, runaways and death all appear in one or another of these stories that will connect with both boys and girls.

The stories are short so that reluctant readers can get the satisfaction of completing a story, but each story has enough content to keep the best readers interested. For students who enjoy reading, this book can be an introduction to a variety of writers that they might want to investigate further. For teachers, many of these

stories can be used as introductory lessons in different areas of the school program.

Recommended for students from grade seven and up.

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CIT

Citra, Becky. *The freezing moon*. — Orca, 20001. — 96 p.: illus. — ISBN 1-55143-181-5. — \$6.95 paper.

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

This sequel to *Ellie's new home* can be read as an independent novel about pioneer times in Canada in 1835. Ellie has moved out to the wilderness with her five year old brother Max and her father. There is no mother with this family and Ellie must learn to be the woman of the house with all the responsibilities that entails. The story opens with Ellie coming face-to-face with a bear while she is searching out in the blueberry patch for the family's cow.

Readers are introduced to daily life in pioneer times with amusing incidents such as Ellie burning the bread, and through the descriptions of the hardships faced by pioneers in trying to establish a home for themselves out in the wilderness. Although many people in those times thought the Indians were a threat, this story shows the compassion demonstrated by the Indian people living in the area where Ellie's family settled.

This novel is suitable for strong readers in grade two as well as lower level readers up to grade five. Several black and white illustrations by Stephen McCallum give the reader some visual connections with the story as well as adding interest for the struggling reader.

Recommended for grades two through five.

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E DWY

Dwyer, Mindy. *Quilt of dreams*. — Whitecap Books, 2000. — 32 p.: ill. — ISBN 0-88240-521-7. — \$22.95.

Reviewed by: Corinne Paravantes, teacher-librarian, Henry Grube Education Centre, SD#73 (Kamloops-Thompson).

"Traditions are a gift from one generation to the next."

This may be a rather daunting theme to convey to

today's children, who live in a transient society sometimes lacking in family values or any kind of tradition. However, Mindy Dwyer uses the making of a quilt to explore this theme very effectively.

After her grandmother dies, Katy is comforted by the love and memories that have been sewn into the many quilts Grandma has made for her. In the mountains, where winter came early and stayed late, this was the time for sewing. One day Katy finds a bundle of fabric triangles labelled "Kate's Quilt" but only one quilt patch has been completed. What was Grandma's theme for the quilt going to be? Kate finally remembers the day she and Grandma watched the cranes flying north, the sign of spring. This was what the triangles represented and the memory Grandma wanted to give to Katy.

Ms Dwyer's wonderful illustrations are full of the Alaskan landscape, the colour and warmth of quilts, and the close, loving relationship between mother and daughter inside their winter home.

The text is suitable for reading aloud to primary children but challenging enough to be good independent reading for eight to ten year olds. This delightful book would be an excellent start for a quilt-making project, to introduce a research project into the history of quilts or a trip to the local museum — and don't forget its obvious relationship to the study of frontier and pioneer life.

Recommended for grades two to four.

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E GRE

Gregory, Nan. *Wild Girl and Gran*. — Red Deer Press, 2000. — 32p.: ill. — ISBN 0-88995-221-3. — \$18.95.

Reviewed by: Eleanor Elliott, retired teacher-librarian, Vancouver.

This story gives us a glimpse of three generations of women and their love for each other. It also reflects their feelings about life and death. When Gran comes to live with Wild Girl and her mother it takes but a brief time for Gran to integrate herself into the magical world that her granddaughter sometimes inhabits.

At times the text is poetic, with Wild Girl (the granddaughter) and Gran carrying on a question and answer game that sounds almost like a chant:

I am the princess in the Castle Keep.  
I am a pirate on the high seas.  
I am a cowboy on the lone prairie.

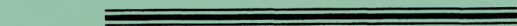
The Castle Keep is in reality a large Garry Oak that Wild Girl loves to climb and to spend time in, with Gran comfortably knitting below.

This idyllic time is shattered when Gran is hospitalized and then dies. Initially Wild Girl is disconsolate and withdrawn, but, with the coming of spring and all the beautiful wild flowers that they loved together, she is able to accept the loss. It is also a time when the relationship between mother and daughter becomes closer as they scatter Gran's ashes, and remember how special she was to each of them.

The wonderful habitat of the Garry Oak meadow is brought to life through Ron Lightburn's stunning full page coloured illustrations. The recurring patterns of the trees are exceptional.

The story fills the need for books on family relationships and particularly on the subject of death and grieving, but it is an enchanting story, not to be put aside just for "bibliotherapy."

Recommended for grades two to five, and for elementary school library collections.



GRI

Griggs, Terry. *Cat's Eye Corner*. — Raincoast, 2000. — 163 pp.— ISBN 1-55192-350-5. — \$9.95 paper.

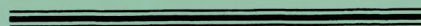
Reviewed by: Elizabeth Salle, preparation teacher & teacher-librarian, Mountview Elementary School, SD#27 (Cariboo Chilcotin).

This fantasy is set in a mansion called Cat's Eye Corner. Oliver goes to visit his grandfather and his step stepgramma, whom his family suspects is a witch. When he arrives at the house the taxi driver, upon seeing which house he is going to, offers to return him to the station for free. Oliver refuses and looks forward to the opportunity to solve the mystery surrounding his new gramma. Once he gets settled she sends him on a scavenger hunt and the fantasy adventure begins.

The story is fast-moving, the conflict is convincing and the writing style is interesting and readable. The many characters are entertaining. This is a good read-aloud

for grades four or five as it explores the idiosyncrasies of the English language. Word fairies known as "inklings" change the language, causing the reader to have a second look at words we take for granted. The vocabulary includes many interesting words such as "fathom" and "omniscience." The scavenger hunt is really about the tricks in our language using puns, homonyms, etcetera.

Recommended for grades four and five. It lends itself to a fun approach to the study of many areas of our language.



KEL

Kellerhals-Stewart, Heather. *Witch's fang*. — Raincoast, 2000. — 168 p. — ISBN 1-55192-368-8. — \$8.95 paper.

Reviewed by: Marilyn Clements, retired teacher, Courtenay.

This high interest action novel tells the story of three teens who set out to climb a tricky unconquered peak in the vicinity of the Black Tusk in the Mount Garibaldi region of BC's coastal range. We get to know seventeen year old Todd, his sister Jess and their best friend Howie well. Having spent a rough year in physiotherapy after a brutal car accident, Todd doubts his ability to climb again. Then his dad tells him about a group planning to scale the peak that Todd has always dreamed he would be the first to climb. Friend Howie is a supportive guy. He loves to spend time at Todd and Jess's place because he has a romantic interest in Jess and because his mom has left him with a "problem drinker" dad. Jess is a fine climber, and her love of ballet has made her fit for the physical challenge.

These three young people are impressive role models. They are very skilled in all facets of mountain climbing thanks to years of training with Todd and Jess's father, Sam. He has drilled the techniques, methods and use of climbing equipment into them. They know the safe way to climb a mountain and they know how to respond to emergencies, danger and injury and how to minimize all three. And even though Todd chafes at the "close interest" of his parents, he knows how they acquired their mountaineering skills. Importantly, the teens have learned to support one another physically and emotionally on and off the mountain.

This is a good read with a positive portrayal of teens. It

also adds interest to have a “local” setting.

Recommended for grades six to nine.

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E REY

Reynolds, Marilyn. *A present for Mrs. Kazinski*. — Orca Publishers, 2001. — 32 p.: ill. — ISBN 1-55143-198-X. — \$8.95 paper.

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

Frank and his mother live in an old house that has been divided into suites. On the top floor lives Mrs. Kazinski. Her face is wrinkled from smiling, she smells good from lavender, she loves books, and she is Frank’s best friend and the wisest person he knows.

Mrs. Kazinski is turning eighty and has invited all her neighbours to a party. Frank wants to get her a very special present. He asks everyone, but they all suggest something they would like to receive — flowers, perfume and food. Frank doesn’t think these things are special enough and he continues searching until he finds a kitten to keep her company. However, Frank becomes attached to the kitten and finds it hard to give her away. Wise Mrs. Kazinski comes up with a solution.

Marilyn Reynolds says she spent her childhood in multi-family dwellings across Canada. Many of these homes had a Mrs. Kazinski in them or in the neighbourhood. This is a story of friendship. No one in the house seems to have many material possessions. Frank does not focus on what he may lack but uses all his energy to make someone else happy.

Lyn Smith-Ary’s illustrations are a departure from the true to life illustrations we have become used to in Marilyn Reynolds’ previous books. Smith-Ary says Mrs. Kazinski reminded her of her Scottish nanny.

Highly recommended for grades one to three.

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E SIS

Sis, Peter. *Madlenka*. — Greenwood, 2000. — 32p.: col. ill. — ISBN 0-88899-415. — \$19.95, cloth.

Reviewed by: Eleanor Elliott, retired teacher-librarian, Vancouver.

In this story, Madlenka has a very important event in her life to share with the people in her neighbourhood. The fact that she has a loose tooth is given proper recognition by the shopkeepers that she visits. Clearly, they know each other well; there is a strong sense of community. And what a community! Madlenka lives “In the universe, on a planet, on a continent, in a city.” And the city is New York.

Peter Sis’s drawings overflow with details. The perspective often shifts; in fact, the text and small pictures around the border flow continuously, inviting the reader to turn the book around to better view the elements included on the page. Madlenka’s neighbours represent a variety of cultures and it is through the detailed, intricate drawings that we share her discovery of far off lands. In fact some pages have a cut out “window” that gives a glimpse through to the following page that reflects the culture and mythology of the country.

This book is best shared with an adult. There is much to be appreciated by those who are familiar with these cultures. Yet, Madlenka the child is always present in the story. It is her world and it is great fun to explore it with her.

Highly recommended for elementary school libraries and for sharing with kindergarten to grade three.

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STA

Stanton, Ted. *Forgive us our Traverses*. — Red Deer Press, 2000. — 64 p.: ill. — ISBN 0-88995-207-8. — \$6.95 paper. (The Kids from Monkey Mountain)

STA

Stanton, Ted. *The Monkey Mountain monster*. — Red Deer Press, 2000. — 64 p.: ill. — ISBN 0-88995-206-X. — \$6.95 paper. (The Kids from Monkey Mountain)

STA

Stanton, Ted. *Two false moves*. — Red Deer Press, 2000. — 64 p.: ill. — ISBN 0-88995-205-1. \$6.95 paper. (The Kids from Monkey Mountain)

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

The *Monkey Mountain* series digs into the lives of the children of Hope Springs, a small town with more than its share of quirky characters, daring intrigues, and troublesome mysteries.

In *Forgive us our Traveses*, whether it's spraying the Sunday congregation with his water bottle or taking other kids' pencils, Travis Bee is somehow always at the centre of mischief. *Monkey Mountain* mischief occurs when Travis Bee must be on his best behavior during the dedication service for his father's renovated church.

In *Monkey Mountain monster*, Lindsey accepts a dare from Mouthy Mona to sleep in Lindsey's backyard, but the Ooly-Gooly monster is on the prowl. Can Lindsey fight off her fears — and the Ooly-Gooly — to make it through the night? When the monster finally shows up, chaos and panic set in with lively results.

In *Two false moves*, Nick is paired off with his arch enemy, Lucky Lindsey, for a school science project. The two finally decide to put their differences aside and get to work, but a series of hilarious misunderstandings helps Nick realize that, despite all Lindsey's advantages, he may have a few blessings of his own.

This trio of beginner novels will attract students because of the mischief that the kids in the stories get into, and how they get out of the situations. They are very realistically written, with humor and understanding of kids and their problems and activities. The reading level and illustrations will attract students who are just beginning to read novels.

Definitely recommended for elementary school libraries.

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TAT

Tate, Nikki. *No cafés in Narnia: A Tarragon Island novel*. — Sono Nis Press, 2000. — 174 p. — ISBN 1-55039-107-0. — \$6.95 paper.

Reviewed by: Deborah Graham, itinerant teacher-librarian, SD#71 (Comox Valley).

In this sequel to *Tarragon Island*, winner of the Book 2000 award, Nikki Tate has created another contempo-

rary story likely to hold the interest of the more contemplative readers in the grade four to seven range. Tate has given her thoughtful heroine, Heather, some new challenges as she continues to struggle to find her place in her new Gulf Islands home after moving from Toronto. Heather joins a writers' group, where she meets some interesting characters and develops a crush on a boy given to writing murder mysteries.

The plot is loosely structured around a mystery involving some stolen stamps, but the real subtext revolves around the challenges presented to Heather's family when her usually upbeat and cheerful mother plunges into a serious depression at the beginning of the novel. Tate handles the subject of depression skillfully, keeping it in the background and portraying it from the point of view of the family members it affects. She portrays a loving family contending successfully with a very real problem, and growing stronger for it.

Tate continues the practice, established in *Tarragon Island*, of heading each chapter with a quotation about writing, and it is through the persona of "Writer Girl" that Heather makes her observations about life and explores her own feelings and thoughts. Tate depicts island life quite skillfully and has created believable characters who engage the reader's interest and empathy.

Written in simple prose at a grade six level on the Fry reading scale, I recommend this book for purchase for grades four to seven.

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305.235 LLO

Lloyd, Tanya. *Canadian girls who rocked the world*. — Whitecap Books, 2001. — 128 p. — ISBN 1-55285-203-2. — \$12.95 paper.

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

This book contains a series of stories about Canadian women. There are the famous (Emily Carr) and the not-so-famous (Sylvia Estes Stark), the current (Manon Rheaume) and the historical (Catherine O'Hare Schubert), the musical (Alanis Morissette) and the sporty (Marilyn Bell), the young (Larissa Jarenko) and the old (Helen Gregory MacGill). According to the introduction, the purpose of the book is to encourage girls to pursue their dreams. A comment and picture of a contemporary girl accompany each of the vignettes.

They answer the question of how these contemporary girls will “rock the world.”

This is an easily read book with fascinating stories of ordinary women who took chances and succeeded in one way or another. The table of contents lists: Serious Sweat: Girls Who Rocked the Sports World; Frontier Femmes: Girls Who Rocked the New World; In the Limelight: Girls Who Rocked the Arts World; Brainy Babes: Girls Who Rocked the Scientific World; and Great Girl Achievements: Girls Who Rocked to Their Own Drummers. The chapter headings might seem somewhat lighthearted, but the stories are not. With each story we are given the URL of a website in order to access further information on related topics of interest.

Tanya Lloyd has authored and been photo editor for a number of travel books (*Canada* series and *America* series).

Although the suggested audience is 8 to 12 year olds I would not hesitate to recommend it for older readers. Highly recommended for all libraries.

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334.089 IGL

Iglauer, Edith. *Inuit journey*. — Harbour Publishing, 2000. — 250 p.: ill. — ISBN 1-55017-223-9. — \$18.95 paper.

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

*Inuit journey* gives readers an inside view of the Canadian Arctic. The first edition, published in 1979, was a collection of Iglauer's *New Yorker* articles on Inuit Cooperatives. In 1961, she visited the George River Cooperative, which was concerned with selling Arctic char to restaurants in Montreal. Later Cooperatives took on different projects: Eskimo art prints, sculpture, fishing, canning traditional Inuit foods, boat building and clothing. Iglauer retained her interest in the Canadian North, and when she knew that Nunavut was in the works she chose to update her book.

This new edition begins with a map of North America showing Nunavut and Nunavik (northern Quebec) and another map of the Canadian North showing the Inuit settlements. They are followed by a six page introductory essay, “Nunavut,” in which Iglauer tells of the establishment of Nunavut, the role of cooperatives in

leading to Inuit self-determination and, finally, a mention of the George River (Kangiqsualujjuaq) tragedy on January 1, 1999. The main part of the book tells of Iglauer's trips to the Arctic in 1961, 1963, 1964 and 1994. Each time her focus was the Inuit Cooperative Movement.

Although *Inuit journey* is the story of cooperative stores in the Arctic, it can become our own journey through the Canadian Arctic. With myriad details, this talented writer enables us to visit the places and meet the people of the area. We learn about the changes that occurred in the lifestyle of the Inuit in the last half of the 20th century. There are thirteen pages of photographs in the middle of the book. Lack of an index is regrettable, and references to such topics as Inuit syllabic writing will need to be added to the bibliographic entry if the information is to be accessed.

Recommended for junior and senior secondary school libraries and for interested individual teachers.

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551.092 CHA

Chalmers, William. *George Mercer Dawson: Geologist, scientist, explorer*. — XYZ Publishing, 2000. — 184 p.: ill. — ISBN 0-9683601-8-1. — \$15.95 paper.

Reviewed by: John J. Jackson, professor, School of Public Administration, University of Victoria.

According to the information on the back cover, George Mercer Dawson was “the finest field scientist of his time.” As geologist and botanist to the North American Boundary Commission in the summers of 1873 and 1874, Dawson gathered information on the geology and mineral resources of the 49th parallel from the Lake of the Woods to the Rockies. In 1875, he joined the Geological Survey of Canada and each summer left Montreal for several months of exploration in the West, returning each fall to write his reports. He witnessed wildfires and buffalo stampedes on the Prairies, bushwhacked through the mountains, paddled wild northern rivers, and photographed remote coastal villages. His work influenced government decisions and he reported on the Klondike gold fields ten years before the “rush of '98.” Dawson City was named for him. His achievements were made more remarkable by the fact that a debilitating childhood illness left him no taller than a boy.

The book is physically attractive, with a fine design and good photographs. It forms part of editor Rhonda

Bailey's Quest Library series of Canadian historical biographies. The author is at present the head guide for Tofino Expeditions and has a great deal of practical experience in the wilds and as a college instructor. He also has degrees in English and Creative Writing.

The primary sources for this biography were Dawson's diaries. The Preface states, "Such was his reserve, in all of these texts, that only very occasionally does he display his feelings about people or places other than in a professional manner...the challenge...was to discover the personality of George Dawson, his sense of humour, his fears and his hopes, without speculating or making fiction." It is here, perhaps due to the Creative Writing background of the author, that this book largely fails as an objective biography. There are far too many directly quoted conversations that William Chalmers could hardly have known about. For example:

"George!" Dan shouted.

"Aaargh!" growled George as he dragged himself ashore. "It's cold! Really cold!"....

"George! What happened to you?!" his mother exclaimed.

"Fell in," he mumbled....

"Oh, George," said Anna. "What have you done this time?"

"Nothing, Sis. Just got wet...."

Or:

"You ever ridden a horse?"

"No."

"Me either."

"Guess we'll learn, won't we?" said George, a twinkle in his eye.

There are many more such conversations that may seemingly bring the book to life but must be mainly speculation.

The subject is worthy for inclusion in school libraries but the final product leaves too many unanswered questions for me to recommend it.

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591.4 LYN

Lynch, Wayne. *Whose nose is this?* — Whitecap Books, 2001. — 32 p.: ill. — ISBN 1-55285-174-5. — \$8.95 paper.

Reviewed by: Susan Lambert, teacher-librarian, Lochdale Community School, SD#41 (Burnaby).

This slim paperback is the author's fifth title in the Critter Quiz Series. Two of these have been previously

reviewed in *The Bookmark* — *Whose feet are these?* (September 1999, p. 132) and *Whose bottom is this?* (March 2001, p. 118).

As with others in the series, the layout is bright and inviting, with playful frames and a large, clear font. The format consists of pairs of two-paged spreads. The first gives clues: a close up photograph of the animal's nose, some facts about the animal's life, and a "Who am I?" challenge. The second consists of a photo of the animal in its habitat and about 100 words of text. The full-colour photos are by the author. The information is inconsistent from entry to entry. Sidebars often give gruesome details that would appeal to middle grade youngsters (e.g., "A lion usually kills an animal by biting its throat, so that it cannot breathe.").

It is difficult to determine the intended audience. The guessing game and first person text are most suited for one-on-one sharing with preschoolers as most answers are quite evident. However the text is laced with details middle schoolers will find "gross". There is not enough information here for report writing and the lack of a table of contents limits the book's usefulness for research. The index inexplicably includes entries on all the continents and words like 'leaves', 'forests' and 'diving'. Obvious choices for a book on animal noses (elephants, anteaters) are missing. There are no examples of fish, amphibians or insects, and there is no discussion of the anatomy of noses or the sense of smell.

This title will interest browsers and may be useful for teachers introducing animal units to primary children. However it does not address the needs of young or emergent readers looking for information to support research.

Recommended for primary grades.

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610 SWA

Swanson, Diane. *The doctor & you.* — Annick Press, 2001. — 32 p.: ill. — ISBN 1-55037-672-1. — \$8.95 paper [reinforced library bound copy \$19.95, 1-55037-673-X].

Reviewed by: John J. Jackson, professor, School of Public Administration, University of Victoria.

The intent of this book is to familiarize children with many of the tools and instruments they are likely to encounter during a visit to a doctor or medical clinic so

that they will be more comfortable during the visit. It shows how specific instruments are used to examine or treat children, and explains what children can do to help with the procedures, thus providing them with a positive and active role in their own health care. As well, "Points for Parents" offer ideas for discussing the book with children before and after a trip to the doctor's office.

There are twenty-three photographs taken at a children's hospital, several attractive line drawings, and a useful index.

As the author of over thirty books for children, Diane Swanson really knows how to capture and hold children's interest. In this title, she provides useful guidance for parents and children who may be concerned about such issues.

Recommended for children aged four to seven.

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641.5 JON  
Jones, Bill. *Sublime vegetarian*. — Douglas & McIntyre, 1999. — 164 pp.: ill. — ISBN 1-55054-741-0. — \$26.95 paper.

Reviewed by: Mary Kushniryk, teacher-librarian, McCammon Elementary School, SD#33 (Chilliwack).

Written by Bill Jones, chef of the Sooke Harbour House, this cookbook focuses on seasonal, organic and regional ingredients for a wide array of gourmet vegetarian dishes. The first twenty pages are a primer of cooking techniques and pantry "basics" to keep on hand. Clear descriptions of "how" to accomplish specialized cooking tasks are featured in this section. Also included are interesting explanations of "why" certain techniques are appropriate depending upon the results required for a particular dish.

Nearly 150 recipes are included in twelve sections ranging from Appetizers, Sushi, and Soups, to Salads, Potatoes and Desserts. Each recipe has a clear list of ingredients and measures and step-by-step directions, including arrangements for serving. As well, every recipe is accompanied by a hint about shopping, cooking or ways to vary the recipe depending upon the seasonal availability of ingredients. The index is cross-referenced and detailed.

It's an excellent resource for senior secondary students in Foods programs. As there is no such thing as a cookbook with too many pictures, the one short-coming

of the *Sublime vegetarian* is the mere eight pages of photographs.

Recommended for the senior secondary library collections.

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812.54 MOD  
*Modern Canadian plays, volume 1*. (4th edition). Jerry Wasserman (ed). — Talon Books, 2000. 464 pp. — ISBN 0-88922-436-6. — \$29.95 paper.

Reviewed by: J. Patrick Romaine, teacher-librarian, A. L. Fortune Secondary School, SD#83 (North Okanagan-Shuswap).

Editor Jerry Wasserman is a professor at the University of British Columbia and a theatre critic for the CBC. This anthology includes twelve plays that were first performed between 1967 and 1986. They are: *The ecstasy of Rita Joe* by George Ryga; *Fortune and men's eyes* by John Herbert; *Les belles-soeurs* by Michel Tremblay; *Leaving home* by David French; *1837: The farmers' revolt* by Rick Salutin and Theatre Passe Muraille; *The St. Nicholas Hotel* by James Reaney; *Zastrozzi* by George F. Walker; *Billy Bishop goes to war* by John Gray with Eric Peterson; *Balconville* by David Fennario; *Doc* by Sharon Pollock; *Drag queens on trial* by Sky Gilbert; and *The occupation of Heather Rose* by Wendy Lill. In essence, this publication is an overview of Canadian theatre during these twenty years.

Each play is preceded by a biography of the playwright and information about each play. The reader is provided with a background to the play, a discussion of its significance at the time it was written, and some information about its first production, including the date and theatre where it opened and the names of the actors, directors and producers involved. In instances where the play has been revised (e.g., *Billy Bishop*) it is the original script that is included in this anthology.

This collection is particularly useful for a school with a strong theatre/drama department or Canadian Literature program. Both *Billy Bishop goes to war* and *1837: The farmers' revolt* could be used in Social Studies 11 classes. Some of the plays (e.g., *Drag queens on trial* and *Fortune and men's eyes*) could be problematic in some schools or districts because of the language and subject matter. The reading and content make this title most suitable for senior secondary students.

Recommended for grades eleven and twelve.

812.54 TAY

Taylor, Drew Hayden. *The boy in the treehouse. Girl who loved her horses.* — TalonBooks, 2000. — 144 p. — ISBN 0-88922-441-2. — \$16.95 paper.

Reviewed by: Anne Lansdell, retired teacher-librarian, Victoria.

These two plays have removed some of the difficulty of teaching Drama to students in grades six to eight. In both plays, Taylor, an Ojibway from the Curve Lake Reserve in Ontario, has taken inspiration from his First Nation's culture and gives the reader insight into ways of increasing understanding and tolerance. The problems highlighted in these two half hour plays bring to light "an issue long forgotten in our 'post-historical' age: the nature of, and the necessity for, rites of passage in all cultures."

The boy in the treehouse is Simon, the son of a British father and an Ojibway mother. With his mother's death, Simon worries that he will lose contact with his Ojibway roots. After reading a book about vision quests, Simon decides to follow the directions in the book and seeks privacy in the unfinished treehouse behind his home. "It's a Native thing," he explains to his worried father. Patty is a young girl who travels through the trees to visit him. She questions him about his reasons for his quest and tries to persuade him to rethink his position. Threats from the police, the concern of his father, his hunger from fasting, and help from his mother's brother make Simon realize that he probably would not recognize a vision even if he saw one.

In *Girl who loved her horses*, the opening scene finds Ralph, a young Native man, looking at a large picture of a horse drawn on the side of a building in a run down urban area of Toronto. He recognizes the picture of the stallion although it has changed. "... its eyes...which once gleamed exhilaration and freedom...now glared with defiance and anger. Danielle has clearly been forced to grow up." Ralph goes to the reservation to meet his sister Shelley and his childhood friend William, who is now Shelley's husband. He tells them what he has found. Flashbacks are used to tell the story of how these three, as children, meet Danielle, a tiny, quiet child "from the non-status community across the tracks" and invite her to come and draw on the wall in their kitchen — the wall Ralph and Shelley's mother refers to as "the EVERYTHING WALL." The children discover that Danielle has the power "to draw the horse every human being on the planet wanted but could never have." Daniele leaves the reservation with her

mother and stepfather but the drawings on the wall remain and continue to bring strange sensations to the viewers. At the end of the play, Ralph, William and Shelley go to Toronto to view the new picture and Ralph decides to find Danielle.

The mystique of the horse is portrayed through dance and its relationship with Danielle might be difficult to create unless strong imaginations are brought into play. *The boy in the treehouse* would be a much simpler production as there is only one main set. However, both plays are very readable and could create good research and discussion opportunities on a variety of topics, including vision quests, the differences between visions and dreams, mystical theories, and scene writing. Set designs would be a good challenge, as would voice projection and character acting. Both plays could be used as directing assignments for senior drama students working with younger students.

Recommended for grades six to eight.

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912 WRI

Wright, Nicola. *Kids' Canadian atlas.* — Whitecap Books, 2000. — 40 p.: ill. — ISBN 1-55285-159-1. — \$14.95 hardcover.

Reviewed by: Eleanor Elliott, retired teacher-librarian, Vancouver.

This book has childlike appeal, yet serves as a good introduction to the "atlas" as a research tool. The Table of Contents and Index give easy access to the location of continents and countries of the world. The atlas shows all countries and capital cities, but in the case of continents such as Africa gives additional information on only a few countries. Each map includes a Fact File, which gives information on population and important geographical facts.

The "All About Maps" section is particularly good at introducing the legend. The symbols are explained in words and illustrations. As this is a Canadian atlas there are pages that describe the history, wildlife and points of interest throughout Canada. The illustrations are simple and support the text. Teachers will find this a useful book when teaching beginning mapping skills. and students will find it easy to use when making maps and doing research. Children will also enjoy browsing through it for pleasure in learning about the world where they live.

Recommended for purchase by elementary school libraries, specifically for grades two to five.

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955.05 EBT

Ebtekar, Massoumeh. *Takeover in Tehran: The inside story of the 1979 U.S. Embassy capture.* — Talonbooks, 2000. — 256 p. — ISBN 0-88922-443-9. — \$18.95.

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

Massoumeh Ebtekar obtained a Ph.D. in Immunology and held a cabinet portfolio in Iran's government. However, in 1979 she was a chemical engineering student who joined the young university students who captured the American Embassy and had the care of over fifty hostages for more than a year. She was a translator for the students and a media spokesperson because of her language abilities, developed when she lived in the States as a child, and through her studies at the International School in Tehran.

Ebtekar was unable to interest Western publishers until she met co-author Fred Reed in 1996 and the book came together. Reed's ten page Foreword explains the history of the times and how the book came to be written. A lengthy preface by Seyyea Mohammad Mousavi Khoeiniha (a former representative of Ayatollah Khomeini) presents his views on Iran-American relations, which are very critical of the USA and the Shah's government. Ebtekar's introduction explains why she felt it necessary to write this book. Many books had been written from the American viewpoint, and she felt the Iranian voice needed to be heard.

When chapter one begins on page 39 we are introduced to an almost chronologically told story of the 444 days of captivity of the American hostages, including the background of how the students organized, met, and proceeded with their plans. Ebtekar justifies everything they did as following the Muslim religion. Imam Khomeini said in a speech, "It is incumbent upon students in the secondary schools, the universities and the theology schools to expand their attacks against America and Israel. Thus America will be forced to return the criminal, deposed shah." The students thought his statement was the go-ahead for the takeover.

The early days in the embassy after the takeover are described, as are the CIA intelligence headquarters and a number of its spying activities. According to papers found, the CIA had infiltrated the highest ranks of Iranian government. Although many papers were shredded and microfilms turned to powder, a number of students spent thousands of hours recreating the shredded messages, periodically releasing summarized documents. We are also told of problems with different media and the fact the students felt their message was not getting out.

Early on most of the female and black Americans were released at the Imam's request. His reasoning was that these people represented the discrimination that still took place in the United States. He stated that the other hostages would not be released until the Shah was extradited from America. One chapter describes the personalities of a number of the hostages and their captors.

Throughout the book America is referred to negatively. Carter and Reagan were fighting an election. It was felt that Carter needed to gain points so he approved a rescue attempt, but a sandstorm in the Iranian desert created problems for the rescue mission and some of the helicopters and planes crashed and burned. The Imam said, "Those sand particles were divinely commissioned." The remaining hostages were dispersed throughout Iran with their student guards. Eventually they were returned to Tehran, but kept in secret locations.

The author feels that America underestimated Iran's spiritual strength. Eventually guidelines set down by the Majlis were approved for the hostages' release, Algerian mediators came up with a plan of action, and finally the release day came. The students, dispersed throughout the country for various reasons, were summoned to a final meeting at the "Den of Spies" (the American Embassy). Some believed a political party should rise out of the ashes of the "Students Who Followed the Line of the Imam," but the group dissolved because it had accomplished its task.

In an Epilogue, the author reviews the last twenty years, concluding that although "barriers still stand between us, the way is now open for understanding and dialogue among equals." The book is a fascinating look at another culture. Ebtekar admits that the spiritual motivation of Iran is hard to grasp, but comments that the Shah's family sold off Iran's wealth: "Such in fact, is the continuing reality in most 'underdeveloped'

countries where politicians and wealthy elites succumb to the alluring promises of foreign powers to the detriment of national interest.”

There are a few black and white photographs and copies of letters written by the Pope and Imam Khomeini, as well as an extensive bibliography.

Recommended with reservations for high school libraries as only one side of a volatile issue is presented.

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971 MAJ

Major, Kevin. *Eh? to Zed.* — Red Deer Press, 2000. — 32 p.: ill. — ISBN 0-88995-222-1. — \$18.95 cloth.

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

It is difficult to justify purchasing one more ABC book. Those charged with guiding an early reader in selecting books from the E shelves are well advised to pass these books in favour of those with richer texts or more rewarding story lines. However, this ABC book fits a different niche in that it guides the reader on a tour of historic and contemporary Canada.

Both the front and back flyleaves contain the complete verse of thirteen rhymed couplets; each line being made up of only four words having strong connections with Canada and beginning with the same letter. The following couplet is one example:

Wheat, walleye, Wawa, waxwing  
Xenon, xylograph, X-country, X-ing

Each line is then attractively set across the top of a page and illustrated by Alan Daniel as a full-colour collage of paintings of folk art objects, travel mementos, or toys. A four page glossary at the back of the book, “The Choice of Words, The Choice of Images,” cleverly uses tiny reproductions of the illustrations as a quick way for the reader to check his or her opinion as to a word’s meaning or to find out why the word was included. Some pages include jokes or information not verified by the glossary. For example, the “Greene” explained is Nancy, but another head pictured appears to be that of First Nations actor Graham Greene on a torso that could be Lorne Greene complete with Ponderosa Pines in the background.

Despite its small print, it is the glossary that makes this book more valuable for Canadian children and adults

than are most ABC books. Many words name important contributions made by Canadians’ efforts and ingenuity, exemplify Canada’s natural beauty, or point out distinctly Canadian applications of some term shared with the world. This book could help non-Canadians become more aware of Canada, as well as reminding Canadians of reasons to celebrate our country.

Recommended for upper primary and intermediate.

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971.1 PRO

Province Staff. *The way we were: B.C.’s amazing journey to the millennium.* — Harbour Publishing, 2000. — 156 p.: ill. — ISBN 1-55017-230-1. — \$21.95 paper.

Reviewed by: Garth Harkess, teacher-librarian, Mount Baker Secondary School SD#5 (Cranbrook).

No one will be disappointed with this collection of images and stories from BC’s colourful past. The book is based on the eleven part series *The Province* newspaper staff published in 1999 to celebrate the twentieth century at the dawn of a new millennium. Black and white archival photographs are accompanied by interesting captions of varying length. Terry Fox running the Marathon of Hope in 1980, the Lion’s Gate Bridge under construction in 1938, the Komagata Maru in Burrard Inlet before it and the Sikh migrants aboard were ordered out of Canadian waters in 1914 — these and hundreds more intriguing photos are included. Sidebars give the highlights for every decade from 1900 on. Each decade is introduced with a summary of the main events by chief writer Damian Inwood and concludes with a few ‘Letters To The Editor’ that graphically illustrate how profoundly attitudes have changed in the last century. Major events in the world beyond British Columbia are also noted — Paul Henderson’s famous 1972 goal, John Kennedy’s assassination, and the Halifax Explosion to name a few. There is a twelve page segment at the beginning on pre-1900 British Columbia.

This is a great browsing book and will be very useful for students seeking information on events, attitudes and fashions of decades past. There is no index, but the chronological arrangement makes it relatively easy to find major events, as long as students know some dates. (Make sure you have *The encyclopedia of British Columbia* handy!)

Some colour pictures would have been nice. The older pictures don't suffer but Expo 86, Princess Di and Kim Campbell would have benefited from a bit of colour.

Recommended for all elementary and secondary school libraries.

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971.2 WRI

Wright, Richard Thomas. *Overlanders*. — Winter Quarter Press, 2000. — 316 p. — ISBN 0-9696887-3-3. — \$27.95.

Reviewed by: Marilyn Clements, retired teacher, Courtenay.

With meticulous detail, Wright chronicles the treks overland from eastern North American settlements to the gold fields of the BC Cariboo. This is an extremely well-researched and well-documented account of all the overlander groups from 1858-1862. The author lists the supplies needed and their costs, gives detailed descriptions of clothes worn and transport used (horse, buggy, cart, raft, canoe, oxen, walking, swimming) and includes diary/letter excerpts in which we read of the beauty, starkness and abundance of the strange new passing territory.

Through Wright's descriptions, we realize the manic power of the quest for gold, we see the HBC forts and the dying fur trade, and we get a real feeling for a Canada of the mid 1800s — of endless game and huge herds of buffalo, as well as a portrait of the Indian peoples — the intertribal relationships and the warring between tribes. We see the Indian peoples' contributions to these passing "white" people, how mostly they assisted and guided them but sometimes tricked and cheated them (deserting them, stealing their horses). Some overlander groups were well-organized with fine leadership, others were so bad it was like comic opera. The problems faced were immense: hunger, starvation, ice, snow, frostbite, desertion, fraud, fording and rafting wide swift rivers, getting lost and facing the unknown. The grisly account of the tragedy that befell the Rennie party on the icy Fraser in 1862 is riveting.

The text is 246 pages followed first by a historical perspective, an appendix listing all the overlander rosters and years of their trek, then by a second appendix roster with details of each member of the group, their birthplace, occupation, death, spouse, children and what, if known, happened to them. Some, like Robert McMicking (later a general manager of BC Telephone),

became prominent BC citizens. The appendices and the notes at the end are both interesting and informative. A comprehensive bibliography follows.

There were three "Wright" overlanders and there is mention at the beginning of a 1977 National Film Board production that retraces the journey of the Wright family and that the author was able to travel the Fraser River portion of the trek. So, he is a descendant of one of the Wright overlanders, but probably not the one who perished with the Rennie party in 1862.

This book will be a great resource for the Grade 11/12 social studies teacher who could enthrall students by telling them stories gleaned from the text. Assigning it to students as reading material could overwhelm them. It is certainly a welcome resource for any college library.

Recommended as a professional resource and for advanced students in grades eleven and twelve.

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#### NON PRINT MEDIA

574.92

Sefton, Nancy. (writer/producer). (1999). *The world between the tides* [Videorecording]. Seattle, Washington: Triton Video Productions.

#### INTERTIDAL ZONE – INVERTEBRATES

Video Presentations Inc.

100 W. Harrison North Tower Suite #520

Seattle, WA 98119

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1 206 284-5500

FAX 1 206 284-6611

Reviewed by Laverne Rummelg, teacher-librarian, McBride Secondary school, SD#57 (Prince George).

This video describes an overview of the intertidal zone of the Pacific Northwest coast.

There is no teacher guide with the video.

The information presented in this 23 minute long video is accurate and current. In an orderly progression the video discusses the hazards for creatures living in an intertidal zone, reasons for the intertidal zone being crowded with invertebrates and other organisms, and the "tools and tactics", or adaptations, that enable

organisms to survive in this "tough neighborhood". High and low tides are explained with accompanying time-lapse photography for illustration. Splash, high tide, mid tide and low tide zones are discussed with a short explanation of the organisms that live in each of these zones. The last 10 minutes of the video goes on to describe in more detail some of the creatures that live in the intertidal zone and how we can protect them from damage by humans.

The video was filmed on the east and west coasts of Vancouver Island and along the Lower Mainland coast and into Puget Sound.

This quality video contains some excellent macro-photography. The color is bright and the images are clear.

The biology teacher who also viewed this video remarked that it is an excellent summary for the invertebrate unit in Biology 11. This video would be especially useful for classes from the Province's interior that do not have easy access and exposure to the Pacific coast. This video is recommended for purchase.

The video is available for \$22.50(US) at the address listed above.

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