

MARCH 2001  
Volume 42 Number 3  
ISSN 0381-6028

**BCTLA**

# THE BOOKMARK



**FIRST  
NATIONS  
RENAISSANCE**

# BCTLA 2000-2001 EXECUTIVE BOARD

## **PRESIDENT**

Mark Roberts  
1582 St. Albert Avenue  
Coquitlam, BC V5B 5E7  
School: (604) 942-0264  
Fax: (604) 942-3157  
*mroberts@sd43.bc.ca*

## **VICE-PRESIDENT & CHAPTER RELATIONS**

Liz Shirreff  
Heritage Park Secondary School  
Box 1000, 33700 Prentis Avenue  
Mission, BC V2V 7B1  
School: (604) 820-4587  
Fax: (604) 820-4589  
*liz.shirreff@sd75.mission.bc.ca*

## **SECOND VICE-PRESIDENT (ADVOCACY)**

Gayle Milliken  
#407 - 1859 Spyglass Place  
Vancouver, BC V5Z 4K6  
School: (604) 668-6454  
Fax: (604) 668-6137

## **COMMUNICATIONS OFFICER**

Maryanne Manley  
201-5375 Victory Street  
Burnaby, BC V5J 1T2  
Work: (604) 664-8300  
Fax: (604) 664-8308  
*mmanley@southslope.sd41.bc.ca*

## **RECORDING SECRETARY**

Marilyn Lawrence  
RR Site 3, Comp 18,  
McGregor Road,  
Nelson, BC V1L 5P6  
School: (250) 825-4428  
*mlawrence@sd8.bc.ca*

## **PAST PRESIDENT**

Gerald Soon  
8662 162-A Street  
Surrey, BC V4N 1B7  
Work: (604) 946-4158  
Fax: (604) 594-6352  
*gersoon@home.com*

## **CONTINUING EDUCATION**

Jan Renouf  
Sir Alexander Mackenzie Elem.  
960 East 39th Avenue,  
Vancouver, BC V5W 1K8  
School: (604) 713-4799  
Fax: (604) 713-4801  
*jandr@telus.net*  
*jrenouf@mackenzie.vsb.bc.ca*

## **TREASURER**

Colin Chafer  
Box 5578  
Squamish, BC V0N 3G0  
School: (604) 892-5261  
Fax: (604) 815-0098  
*chaferc@mtn.net*

## **WORKING & LEARNING CONDITIONS**

Garth Harkess  
Mount Baker Secondary School  
1410 Baker Street  
Cranbrook, BC V1C 1B2  
School: (250) 426-5241  
Fax: (250) 426-6673  
*gharkess@yahoo.com*

## **CONFERENCE CHAIR**

Bonnie McComb  
10244 Ashby Court  
Sidney, BC V8L 4X8  
School: (250) 655-2700  
Fax: (250) 655-2701  
*bonnie\_mccomb@sd63.bc.ca*

## **OTHER COMMITTEES & CONTACT PEOPLE**

### **ATLC CONTACT**

Liz Austrom  
3675 West 39 Avenue  
Vancouver, BC V6N 3A6  
Home: (604) 263-3987  
*laustrom@istar.ca*

### **CSLA CONTACT**

Judith Kootte  
Work: (604) 668-6056  
Fax: (604) 668-6191  
*jkootte@richmond.sd38.bc.ca*

### **UBC CONTACT**

Marlene Asselin  
Language Education Department  
2125 Main Mall  
Vancouver, BC V6T 1Z4  
*marlene.asselin@ubc.ca*

### **SFU CONTACT**

David Bell  
Work: (604) 291-4259

### **BCTLA WEB DESIGN**

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

# TABLE OF CONTENTS

In Circulation: . . . . .	3
Editor's Comments. . . . .	4
Visit the BCTLA on the Web. . . . .	5
Coming Themes . . . . .	6
<b>THEME SECTION — FIRST NATIONS RENAISSANCE</b>	<b>7</b>
A Select Bibliography of First Nations Titles. . . . .	8
Native Issues in B.C. . . . .	9
Reflections of Aboriginal Children and Their Families in Contemporary Society: An Annotated Bibliography of Canadian Picture Books. . . . .	15
Great First Nations Articles from Previous Issues. . . . .	19
My Witness Weekend in the Squamish Nation Ancestral Lands. . . . .	21
Museum of Anthropology. . . . .	26
Museum of Anthropology — Library Research. . . . .	30
Earth Healing Ceremony . . . . .	31
Imajinations. . . . .	32
Novel Study: <i>Miracle at Willowcreek, with Connections to First Nations Culture</i> . . . . .	38
A Selection of Reviews. . . . .	45
A Legacy in the Library . . . . .	50
First Nations Studies 12 Research Presentation . . . . .	51
An Unexpected Treasure Trove . . . . .	55
Great Spirit Prayer. . . . .	56
<b>FEATURED IN THIS ISSUE</b>	<b>57</b>
BCTLA Membership Form . . . . .	58
Charismatic Cults: A Unit for Family Studies 11 . . . . .	59
Preparing a Business Plan — Developed for Business Management 12. . . . .	63
BCTLA 2000: A Literary Odyssey, Victoria, BC . . . . .	68
<b>REGULAR FEATURES</b>	<b>69</b>
Wanted! BCTLA Reviewers . . . . .	70
Working and Learning Conditions Survey, February 2001 Results. . . . .	71
Introduction and Analysis. . . . .	71
Professional Staffing . . . . .	75
Clerical Staffing. . . . .	77
Budgets . . . . .	79
Electronic Services. . . . .	81
District Resource Centre Survey, 2000-2001. . . . .	83
Ask the Experts . . . . .	85
New on the Net. . . . .	86
The Portrait: <u>DIANE SILVEY</u> . . . . .	95
Continuing Education Menu . . . . .	97
UBC Faculty of Education . . . . .	97
UBC School of Library, Archival and Information Studies . . . . .	98
University of Alberta . . . . .	98
University of Victoria . . . . .	99

## REGULAR FEATURES (continued... )

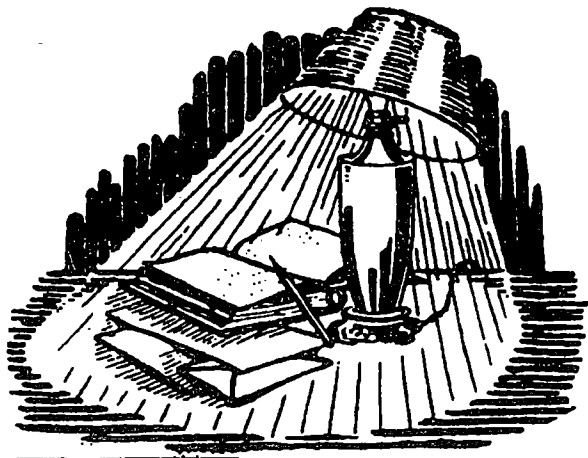
Erratum: Red Cedar Award .....	99
Chapter Reports .....	100
Notes and News .....	101
BCTLA Reviews .....	159
BCTLA 1996-97 Executive Board: Directory .....	inside front cover
<i>The Bookmark</i> Editorial Board: Directory .....	inside back cover

## ANNOUNCEMENTS & ADVERTISEMENTS

Visit the BCTLA on the Web .....	5
Coming Themes .....	6
The Best Atlas Money Can Buy! (Nystrom) .....	25
Teacher Librarian .....	29
Ronsdale Press .....	31
Support Our Advertisers! .....	44
BCTLA Membership Form .....	58
BCTLA 2000: A Literary Odyssey, Victoria, BC .....	68
Wanted! BCTLA Reviewers .....	70
Erratum: Red Cedar Award .....	99
Atlas and Atlas Program (Nystrom) .....	insert

### STATEMENT OF PURPOSE

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



## IN CIRCULATION

by **MARK ROBERTS**, President, BCTLA.

“Live a decent life. Get along with everybody.” — ‘Choppy’ Lawrence James, Sto:lo, born in 1897 on the Skwah Reserve in Chilliwack, B.C.

Welcome to the March edition of *The Bookmark*, and its theme, “First Nations Renaissance.” When I pondered this theme, I thought about the tremendous contributions of First Nations peoples. The rich traditions of all First Nations peoples have inspired me through my reading and during my travels throughout Canada. How many of us have been fortunate enough to enjoy the beautiful representations of the First Nations peoples through their art, and to learn their history and stories? I rediscovered the book, *Our Elders speak: A tribute to Native Elders*, by Karie Garnier, and reflected on the wonderful messages this resource communicates to its readers. The quotations within this column are from this title. The theme also inspired me to contribute “A Select Bibliography of First Nations Titles,” which is included elsewhere in this issue.

The 20th Annual Working and Learning Conditions Survey of our Association has been compiled. The information in this survey is certainly

useful in providing perspectives regarding the school library resource centre and teacher-librarians in both individual school districts and provincially.

Garth Harkess, BCTLA Working and Learning Conditions Chair and I have shared this recent survey with other individuals, beyond BCTLA, to increase people’s understanding and knowledge regarding the important work teacher-librarians and library resource centres have in the school instructional program. I want to personally acknowledge the tremendous efforts of Garth for his work on this project.

Val Hamilton, a teacher-librarian in Vancouver, has recently assumed the responsibility of webmaster for our BCTLA homepage. Already, Val has made some changes and additions. Check out the BCTLA homepage from the BCTF homepage:

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

>

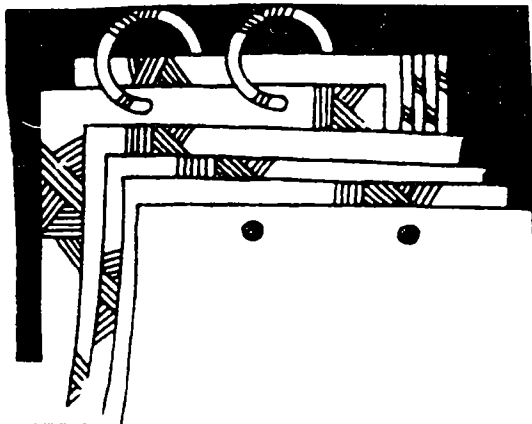
There are some very good resources here!

Membership in the BCTLA has shown a recent increase. A February 2001 count indicates that there are 691 members of our Provincial Specialist Association. Hopefully, we can continue to increase our membership, and involve more members.

I am completing my third year as President of BCTLA and will assume the role of Past-President following our Spring Council and Annual General Meetings in April. During my tenure as President, I have had the opportunity to work with you and act on your behalf. The experience has presented many challenges and has provided me with many perspectives about the importance of teacher-librarians and library resource centres. Thank you for your dedication to the important work of teacher-librarianship and information literacy! Thank you for being a member of the British Columbia Teacher-Librarians' Association.

Thanks also to the Bookmark Editorial Team for all of their work and contributions! Enjoy the issue.

“Kindness pays dividends you’ll never regret, so always be kind to others.” — Emma Joe, Squamish, born in 1902 on the Burrard Reserve in North Vancouver, B.C.



## EDITOR'S COMMENTS

by **LIZ AUSTROM**, Editorial Board.

A book that really speaks to me right now is *Counting on Frank* by Rod Clement (Gareth Stevens, 1991. ISBN: 0-8368-0358-2.). In this gem of a mathematical puzzler, the boy — always accompanied by his massive Great Dane, Frank — uses his brainpower constantly. In fact, his Dad has told him emphatically, "You have a brain. Use it!" So he does. He calculates that there is enough space in his bedroom to hold twenty-four Franks, that if he had accidentally knocked fifteen peas off his plate each night for eight years they would now be level with the table top, and that it takes forty-seven cans of dog food to fill one shopping bag. The boy never stops examining his environment and thinking about it. He does the most he can with what he sees and experiences.

As adults, we live in multiple environments that are much broader than those experienced by a young boy. We have personal, familial, professional and recreational environments to understand, utilize, serve and enjoy. Multiple environments lead to multiple demands and multi-tasking. Sometimes we simply want to shut them out and never think about anything or anyone again. Of course, that type of blue funk generally doesn't last long and we manage to get ourselves on track again, facing the world with some of childhood's curiosity and excitement.

As individuals, we need to pay attention to our own health and happiness, taking time to relax and pursue interests outside of our careers. Even a brief reprieve from stress helps. Some people choose reading or gardening as a stress reliever, others have a favourite sport or hobby. Learning something new can rejuvenate the spirit. Believe it or not, a summer school course can even do this. Good meals, the company of congenial friends, fresh air and sunny skies help — and vacations! Frank and his boy companion know all about this aspect of life.

As family members, we need to feel that we are not short changing our loved ones because of our work. Consequently, we must understand that at certain times of our lives we may have to cut back on involvement outside the family in order to do what we know we should. Inner peace is not possible if we feel conflicted about our personal lives and responsibilities. An understanding and supportive family makes our own life easier, but understanding and support are a two-way street.

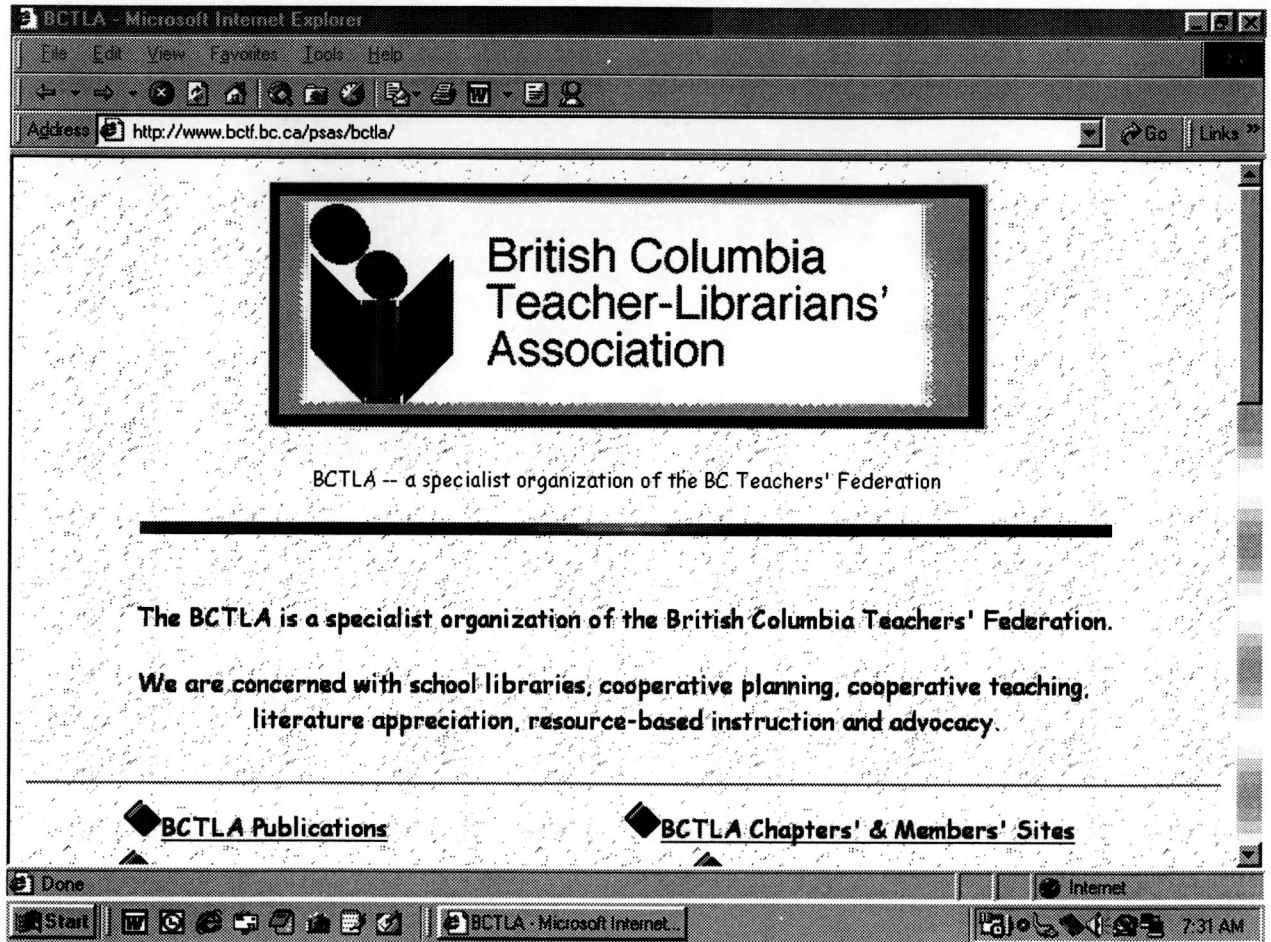
As educators, we believe in the benefits to society and to individual students of the job that we do. Pride in one's profession and doing a job well done are key elements in being satisfied with life. If we don't enjoy our work, it is hard to remain intellectually and emotionally engaged in it. When we are engaged it is easier to pursue the task of figuring things out with creativity, diligence and persistence.

As teacher-librarians, when we join with colleagues in professional associations like the BCTLA, we are expressing our commitment to jointly held values. Encouraging others to join our association or to attend the coming conference in Victoria may bring us new friends and satisfaction. As well, helping to ensure that the association remains alive and kicking is important if services like *The Bookmark* are to be there when we need them.

Like the boy and his dog Frank, we constantly count up what is around us and weigh it for possibilities. Some of what we count is worth nothing, much of it is merely interesting, and a tiny bit is really important. His curiosity and intelligence win him a trip to Hawaii. I wonder what we could win if we focused our efforts the way he does. Recognition? More money? A trip to Hawaii? ..... Why not fill in your own dream?

Have a happy (and thoughtful) spring break!

## 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>. Thank you Val for your hard work on behalf of the BC Teacher-Librarians' Association!

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)

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

## **COMING THEMES ARE:**

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

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

**Deadline: April 27**

### **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), 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, units, 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**

# THEME SECTION

## FIRST NATION STATS

**C**anada has 610 First Nations, including 52 different cultural groups and more than 50 languages.

**C**anada's total aboriginal population in 1999 is estimated at 1,377,900: 390,300 status Indians on reserve; 284,500 status Indians off reserve; 426,800 non-status Indians; 215,300 Metis and 61,000 Inuit.

**T**he native population is growing fast. The on-reserve status Indian population is growing at a rate of 2.1 per cent as the off-reserve status population grows by 2.7 per cent annually about twice the overall Canadian rate.



**F**rom 1999 to 2009 the Status Indian population is expected to grow by 19 per cent, compared to about 10 per cent for the non-native population.

**N**ative communities are relatively young, with more than 60 per cent of reserve residents under the age of 30.

**N**ative people live across Canada, but there are high concentrations in the territories and western provinces.

**S**ixty-four per cent of the communities have fewer than 500 residents, while just five per cent have more than 2,000.

**F**ifty-three per cent of the registered Indian population over age 15 reported employment income in 1995 compared to 66 per cent of all Canadians in the same age group.

**F**or status Indians to reach the average Canadian employment rate, 10,000 to 18,000 jobs annually would have to be created for the next 10 years.

[www.canoe.ca](http://www.canoe.ca)



# A SELECT BIBLIOGRAPHY OF FIRST NATIONS TITLES

by **MARK ROBERTS**, teacher-librarian, L'Ecole Mary Hill Elementary, SD #43 (Coquitlam).

- Black, Martha. *Out of the mist: Treasures of the Nuu-chah-nulth Chiefs*. Royal British Columbia Museum, 1999. ISBN 0-7718-9547-X.
- Bruchac, Joseph. *Between earth & sky: Legends of Native American sacred places*. Harcourt, 1996. ISBN0-15-202062-4.
- Bushey, Jeanne. *The polar bear's gift*. Red Deer Press, 2000. ISBN: 0-88995-220-5.
- Cameron, Anne. *How Raven freed the moon*. Harbour, 1985. ISBN: 0-920080-67-7.  
\_\_\_\_\_. *How the loon lost her voice*. Harbour, 1985. ISBN: 0-920080-55-3.  
\_\_\_\_\_. *Lazy boy*. Harbour, 1988. ISBN: 0-920080-63-4  
\_\_\_\_\_. *Raven returns the water*. Harbour, 1987. ISBN: 0-920080-19-7.  
\_\_\_\_\_. *Spider Woman*. Harbour, 1988. ISBN: 0-920080-73-1.
- Cleaver, Elizabeth. *The enchanted caribou*. Oxford University Press, 1985. ISBN: 0-19-54-1074-2.  
\_\_\_\_\_. *How summer came to Canada*. Oxford University Press, 2000. ISBN: 0-19-54-0290-1.  
\_\_\_\_\_. *The loon's necklace*. Oxford University Press, 1977. ISBN: 0-19-540278-2.  
\_\_\_\_\_. *Mountain goats of Temleham*. Oxford University Press, 2000. ISBN: 0-19-54032-7.
- Crook, Connie Brummel. *Maple moon*. Stoddart, 1997. ISBN: 0-7737-6098-9.
- Dabovich, Lydia, reteller. *The polar bear son: An Inuit tale*. Clarion, 1997. ISBN: 0-395-97567-0.
- Drucker, Malka. *The sea monster's secret*. Gulliver Books, 1999. ISBN: 0-15-20061902.
- Duncan, Lois. *The magic of Spider Woman*. Scholastic, 1996. ISBN: 0-590-46156-7.
- How the robin got its red breast: A legend of the Sechelt people*. Nightwood Editions, 1996. ISBN: 0-88971-158-5.
- Joe, Donna. *Salmon boy: A legend of the Sechelt people*. Nightwood, 1998. ISBN: 0-88971-166-6.
- Kou-Skelowh / We are the people: A trilogy of Okanagan legends*. Theytus Books, 1999. ISBN: 0-919441-81-5.
- Kusugak, Michael Arvaarluk. *Arctic stories*. Annick, 1998. ISBN: 1-55037-452-4.  
\_\_\_\_\_. *Arctic 1, 2, 3*. Annick, 1996. ISBN: 1-55037-504-0.  
\_\_\_\_\_. *A promise is a promise*. Annick, 1988. ISBN: 1-55037-008-1.  
\_\_\_\_\_. *Baseball bats for Christmas*. Annick, 1993. ISBN: 1-55037-314-5.  
\_\_\_\_\_. *Hide and sneak*. Annick, 1992. ISBN: 1-55037-228-7.  
\_\_\_\_\_. *Northern lights the soccer trails*. Annick, 1993. ISBN: 1-55037-338-2.
- McDermott, Gerald. *Raven: A Trickster tale from the Pacific Northwest*. Harcourt, 1993. ISBN: 0-15-265661-8.
- Mayuk: the grizzly bear: A legend of the Sechelt people*. Nightwood Editions, 1995. ISBN: 0-88971-156-9.
- Stewart, Hilary. *Cedar: Tree of life to the Northwest Coast Indians*. Douglas & McIntyre, 1995. ISBN: 1-55054-406-3.  
\_\_\_\_\_. *Indian fishing: Early methods on the Northwest Coast*. Douglas & McIntyre, 1977. ISBN: 0-295-95803-0.  
\_\_\_\_\_. *Totem poles*. Douglas & McIntyre, 1990. ISBN: 0-88894-701-1.
- Taylor, C.J. *Bones in the basket: Native stories of the origin of people*. Tundra, 1998. ISBN: 0-88776-450-9.  
\_\_\_\_\_. *How we saw the world: Nine Native stories of the ways things began*. Tundra, 1994. ISBN: 0-88776-327-8.  
\_\_\_\_\_. *Little Water and the gift of the animals*. Tundra, 1997. ISBN: 0-88776-400-2.  
\_\_\_\_\_. *The secret of the white buffalo*. Tundra, 1997. ISBN: 0-88776-399-5.
- Wallace, Mary. *The Inuksuk book*. Greey de Pencier, 1999. ISBN: 1-895688-91-4.
- White, Ellen. *Kwulasulwut: Stories from the Coast Salish*. Theytus, 1995. ISBN: 0-919441-45-9.  
\_\_\_\_\_. *Kwulasulwut II: More stories from the Coast Salish*. Theytus, 1977. ISBN: 0-919441-54-8.

# NATIVE ISSUES IN B.C.

by **LESLIE IKEDA**, teacher-librarian, Pinetree Secondary School, and **DEBBIE BOUSKA**, English and Humanities 9 teacher, Gleneagle Secondary School, SD#43 (Coquitlam).

## INTRODUCTION

Debbie and I originally worked together at Moody Junior (now non-existent since Coquitlam reorganized into a middle school structure). Although we no longer work together, we both continue to use this unit in our respective schools. There have been modifications to the unit over the years; however, the critical thinking component to it has remained essentially the same.

Debbie's students had just completed studying *I heard the owl call my name* by Margaret Craven, and she wanted an extension activity that would enable them to study current First Nations issues. After some preliminary searching, I determined that it was difficult to easily locate age-appropriate material on this topic for Humanities 9 students (this was pre-electronic databases) and suggested that we provide the students with copies of current newspaper and magazine articles. In this way, instead of spending much of their time locating information, the students would be able to focus on attempting to understand the issues. We wanted them to read the articles, devise questions using higher level thinking verbs, then respond thoughtfully to their own questions. A jigsaw approach was used with groups of students studying different aspects of the issues (e.g., fishing rights, land claims, the impact of the residential schools). In our original unit, we then had students present their findings to the class in a creative manner (e.g., skit, game show), however, this since has been modified. The culminating activity was and still remains an essay.

Throughout the unit, we stressed that there were no correct answers. We wanted students to become aware of the issues, come to their own conclusions, and to be able to support their views with reasonable arguments. Overall, we and the other teachers who have completed this unit have been pleased with the results.

## UNIT PLAN

### LEARNING OBJECTIVES:

**Content:** The students will learn about the current issues involved with First Nations in B.C.

**Skills:** The students will read, skim, and scan for information in selected articles.

The students will learn how to create higher level thinking questions and answers and will examine the issues from a variety of perspectives.

**Group work:** In assigned groups, the students will be able to summarize the native and non-native perspectives on their topic, and will present their summary to the class.

**Individual work:** Given a structure, the students will prepare for and will write an in-class five paragraph essay.

### RESOURCES:

Six file folders were prepared, each containing eight to ten current newspaper and magazine articles on the following topics:

1. Historical treatment of Natives in B.C.
2. Residential Schools
3. First Nations Identity
4. First Nations Fishing Rights
5. Land Claims
6. The Future

In selecting resources for the folders, it was necessary to balance the perspectives expressed in the articles. For instance, the Land Claims file includes "Non-natives in Nass Satisfied with Treaty" (*Vancouver Sun*, February 17/96, p. A18) and "Nisga'a Deal Worries B.C. Forest Industry" (*Vancouver Sun*, November 12/98, p.A1).

Originally, I had decided to list in this article all the resources we used; however, articles from the past might be difficult to obtain. With the high profile nature of First Nations issues in the newspapers and on the Internet, and given subscription services such as Electric Library, EBSCO's Canadian MAS Elite and KIOSK, resources should be fairly easy to obtain.

### PREPARATION

- Overhead transparency with two fairly brief newspaper articles dealing with Native issues.
- Overhead transparency with the question and answer criteria (included at end of article).

- Overhead transparency with samples of student responses (included at end of article).
- Worksheet on preparing for the in-class essay (included at end of article).
- Outline for in-class essay (included at end of article).

## PROCEDURE:

### Lesson One (In the classroom with the teacher and teacher-librarian)

1. The teacher has the students write a journal entry on "What I know about Natives." and "What I wonder?" (This can be done here or in a previous lesson.)
2. Teacher-librarian introduces the objectives of the assignment and briefly discusses the six topics.
3. On the overhead or board, the teacher and/or teacher-librarian solicit(s) higher level thinking verbs from the students. These are copied by the students.

agree	analyze	argue
assess	compare	contrast
criticize	defend	describe
determine	disagree	evaluate
explore	judge	justify
list	predict	propose
suggest	suppose	summarize

(adapted from *Marking success: A guide to evaluation for teachers of English*, by Neil Graham and Jerry George.)

4. Modelling and class practice — The class reads one of the brief newspaper articles from the overhead. The teacher asks for volunteers to suggest some questions using the higher level thinking verbs which could arise from the contents of the article.
5. Individual practice — The second article on the overhead is read. Each student is asked to write two higher level thinking questions using two of the verbs above. The teacher and teacher-librarian circulate and help those students experiencing difficulty. The students can also assist each other. Five students with well-written and thoughtful questions are asked to share their work by writing their questions on the board. These are briefly discussed.

### Lesson Two (In the classroom and/or library)

1. The teacher separates students into heterogeneous groups. Each group selects its topic. (Usually the groups select numbers. The group selecting number one is given first choice, etc.)
2. The assignment is explained once again to the students. Although in groups, each student is to write five higher level thinking questions and answers. (The students will later work together for their summary presentation).
3. Students start to read the articles, make notes, and generate responses. If desired, half the class could work in the library with the teacher-librarian or the entire class could work in the library with both teacher and teacher-librarian.

### Lessons Three and Four (In the classroom and/or library)

1. The evaluation rubric is presented to the students. Students read examples of student work on the overhead and are asked to evaluate them using the given criteria. Students learn exactly what is expected of them. They learn that the better answers generally have more detail, and quotes and facts and statistics to back them.
2. The students continue to read the articles, take notes, and devise their questions and answers. The assignment is due the next lesson.

### Lesson Five (In the classroom)

1. Using their notes, question and answers, the students in their groups summarize the main aspects of their issue in point form. Each group is provided with an overhead sheet and an overhead pen. All sides of the issue must be presented. The groups must be ready to present the next day.
2. The individual questions and answers are collected at the end of the period.

### Lesson Six (In the classroom)

1. Each group presents their summaries.
2. The teacher guides the discussion and ensures that pertinent aspects of each issue are discussed.
3. Students must take notes which will help them in the essays they will later write.

**Lesson Seven (In the classroom)**

1. The presentations are completed.
2. The format for the in-class essay is discussed. Students are given class time to prepare for their essays.

**EVALUATION:**

Five questions and answers / 25 marks  
(Marked by teacher-librarian)

The group presentation / 10 marks  
(Marked by teacher)

**Lesson Eight (In the classroom)**

1. The students are given 10-15 minutes to continue to organize their ideas and information. Assistance could be given at this time.
2. Students write an in-class essay using their sheets and notes from class.

In-class essay\* / 20 marks  
(Marked by the teacher)

[ \*This could be written as a regular essay and assigned a higher mark.]

## PERFORMANCE SCALE FOR ISSUES QUESTIONING STRATEGY

**EXCELLENT (5 MARKS)**

The student completes five questions related to the topic and uses a variety of higher level thinking verbs. The questions are thoughtful and interesting, and language is used effectively. The answer key demonstrates a careful reading of the articles, is detailed, thoughtful and well-written. Views are supported with quotes (citing sources) and specific examples.

**VERY GOOD (4 MARKS)**

The student completes five questions using higher level thinking verbs. The answer key is comprehensive but may be less thought provoking and not as well-written as excellent work.

**GOOD ( 3 MARKS)**

The student completes five questions using higher level thinking verbs. An answer key is provided but is less detailed. Some support for views is presented but not as well as in good or satisfactory answers. A little more care and detail could have been applied.

**SATISFACTORY (2.5 MARKS)**

The student completes five questions using higher level thinking verbs, but does not meet minimum requirements for open-mindedness. The answer key is incomplete, does not use examples to support views, and lacks polish (i.e., there are errors in both writing and content).

**UNSATISFACTORY (0-2 MARKS)**

The student has not completed five questions using higher level thinking verbs. The answer key is incomplete. Much more attention to detail is required in both writing and content.

**THINK-PAIR-SHARE:**

The following samples are presented on an overhead to the students, who must assign the samples a mark out of five according to the criteria discussed. The material is also photocopied and given to pairs who assign it marks. Discussion follows.

**SAMPLES OF STUDENT WRITING FOR EVALUATION**

1. **Question:** Compare the government's felling compared to the Natives' feelings about cutting down the native trees in Fort St. John.

**Answer Key:** The government wanted to down the Natives' forest but B.C. Supreme Court Justice Jacqueline Dorgan voted against the tree cutting.

2. **Question:** Discuss whether or not you agree that a public apology and a 4-year, \$350 million healing fund for victims of the Residential schools are enough to make peace between the Natives and the government.

**Answer Key:** Many Canadian people don't believe that a "quick fix" for Natives' problems is possible and that the apology made in Ottawa, January 1998, wasn't made on their behalf. Some criticized it, and others accepted it. I think that the apology and the fund are enough to make peace, because although the abuse from the Residential schools was very unfortunate, it took place a long time ago and the government is different now, and cannot turn back time. I support the government for making the apology and for making Canadians aware of the problem.

3. **Question:** Predict how big the average Natives' land claim is.

**Answer Key:** The Natives are asking for 100 acres per family.

4. **Question:** Suggest reasons why the non-aboriginals living in B.C.'s Nass Valley are feeling apprehensive about the treaty being signed there. Predict how the treaty could affect their future. Do they have just cause for feeling uneasy?

**Answer Key:** The non-aboriginals are feeling apprehensive about the treaty that is being signed in the Nass Valley because they don't know the details of the treaty and how much it will affect them. They are concerned that private property will be included, even though the government has promised them that it won't be. They are also wondering if non-aboriginals will be allowed to access the land that is under treaty. Another concern is whether or not the community watershed will be protected. I think that non-aboriginals have just cause to be concerned about the future since the Nisga'a deal is B.C.'s first modern-day treaty and there are no precedents to look to for reassurance" — *Vancouver Sun*. They also have reason to be worried because the treaty details are being kept secret. They feel that they may no longer have a voice in the community. In the future, the non-aboriginals may not be able to vote or be a part of that community's government.

## PREPARATION FOR THE IN-CLASS ESSAY

### READ THE FOLLOWING AND THEN FOLLOW THE INSTRUCTIONS BELOW.

1. "Natives must forget the past and get on with the present" (*Vancouver Sun*, July 1997, p. 63).

This statement sums up my opinion on current Native issues. While Natives were treated unfairly in the past, it is now time for them to be responsible for themselves and to quit blaming others for their poor lives. Yes, Residential schools were horrible and did ruin many lives. However, for years the government has given Status Natives special entitlements to make up for the past. The free ride has to stop. Land claims have become excessive. The Natives are asking for too much. We are all Canadians and should be treated the same.

2. Is it possible to satisfy everyone in the area of Native issues? Perhaps not, but I believe that if compromises are made by all, perhaps most parties can be satisfied. Recent treaties show it is possible. I will examine the issues of land claims, fishing rights, and entitlements for status Natives in my search for an answer.
3. The Natives were treated unfairly in the past and now it is time that we make it up to them. Considered "savages" by Governor Trutch in 1870 in B.C., the Natives were discriminated against in many ways. This discrimination continued with Residential schools until 1960. Some people say that we are all Canadian and we should be treated the same. However, they were here first and they were cheated of their land. It is now time that we make it up to the Natives and treat them with dignity. The Nisga'a Treaty shows us that it is possible to have a win-win situation. Hopefully, the future will be bright for the Native population.

### INSTRUCTIONS:

1. Underline the topic sentence in each of the above paragraphs.
2. A. Which three issues will paragraph 1 examine?: 1) \_\_\_\_\_  
2) \_\_\_\_\_ 3) \_\_\_\_\_  
B. Which three issues will paragraph 2 examine?: 1) \_\_\_\_\_  
2) \_\_\_\_\_ 3) \_\_\_\_\_  
C. Which three issues will paragraph 3 examine?: 1) \_\_\_\_\_  
2) \_\_\_\_\_ 3) \_\_\_\_\_
3. Which of the above paragraphs is the most sympathetic to the plight of Native people? \_\_\_\_\_
4. Which of the above paragraphs takes the middle ground? \_\_\_\_\_
5. What is your view of Native issues? That is, do you believe that they should be given nothing more, some of what they want, all of what they want? \_\_\_\_\_  
\_\_\_\_\_
6. What three issues will you examine in your essay to support your views? \_\_\_\_\_  
\_\_\_\_\_

### ESSAY CHECKLIST

- Is one main idea developed?
- Is there an effective introduction? (Hint: quotes, questions or statements are useful ways to start.)
- Do the developing paragraphs develop the main idea of the essay?
- Are examples, reasons and details used to support your views? Have you done your research?
- Does each supporting paragraph follow the correct structure, with topic sentence, developing sentences and concluding sentence?
- Is there an effective conclusion?
- Is language used effectively?

EXPOSITORY ESSAY OUTLINE — PREPARATION FOR AN IN-CLASS ESSAY

**MY VIEWS ON NATIVE ISSUES**

INTRODUCTION

---

---

---

---

---

---

---

---

TOPIC SENTENCE FOR FIRST BODY PARAGRAPH

---

---

---

3-4 SUPPORTING DETAILS

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

CONCLUDING SENTENCE \_\_\_\_\_

---

---

---

THIS ONE PAGE ESSAY OUTLINE FORM INCLUDES SECTIONS FOR THE "SECOND BODY PARAGRAPH" AND THE "THIRD BODY PARAGRAPH" WHICH ARE IDENTICAL TO THE FORMAT OF THE "FIRST BODY PARAGRAPH GIVEN ABOVE, FOLLOWED BY A "CONCLUSION" SECTION.

---

CONCLUSION: \_\_\_\_\_

---

---

---

---

---

# REFLECTIONS OF ABORIGINAL CHILDREN AND THEIR FAMILIES IN CONTEMPORARY SOCIETY:

## AN ANNOTATED BIBLIOGRAPHY OF CANADIAN PICTURE BOOKS

by E. ANNE ACHISON, teacher-librarian, Howard Coad / King George School, Saskatoon, SK.

With the increasing numbers of Aboriginal children (First Nations and Métis, people of mixed heritage) in our schools, it is imperative that our school systems provide books and materials that are culturally affirming for Aboriginal students and their families. Similarly to what Sims (1982) suggested in relation to African American children, it is essential that we provide Aboriginal children with "mirrors" that accurately reflect their own cultures and traditions. In addition to providing "mirrors" for Aboriginal children, it is equally important to provide non-Aboriginal students with the "windows" through which they can look at the cultures and traditions of their Aboriginal classmates. All children within our school systems need to have ready access to culturally relevant Aboriginal materials. The role of the teacher-librarian in selecting appropriate books and materials cannot be overstated.

I compiled this annotated bibliography as part of my University of Alberta MEd. Capping Exercise, which I completed under the direction of Dr. Dianne Oberg and Dr. Heather Blair. I examined a variety of picture books, written or illustrated by Canadians, which depict Aboriginal peoples in a contemporary setting. I included only those books that were recommended by at least one other source. Many of these books were recommended in several sources.

Andrews, J. (1985). *The very last first time*. Toronto: Groundwood Books.

For the very first time in her life Eva Padlyat, who lives in Ungava Bay, goes under the ice to collect mussels by herself. After collecting the mussels she goes off to explore the sea bottom and forgets about the in-coming tide.

Blades, A. (1973). *The boy of Tache*. Montreal, PQ: Tundra Books.

Each spring Charlie, a young Carrier, and his grandparents leave their home on Stuart Lake, B.C. to trap beaver. This year when Grandfather Za falls ill Charlie must find help to save him.

Bouchard, D. (1994). *The meaning of respect*. Winnipeg, MB: Pemmican.

A young Cree boy is sent to his grandfather, who lives on a reserve, for "spiritual guidance." He helps his grandfather and uncle with a variety of jobs — hunting, trapping, fishing, gathering firewood. Along the way he learns the meaning of respect.

Brownridge, W. R. (1995). *The moccasin goalie*. Victoria, BC: Orca Books.

\_\_\_\_\_. (1997). *The final game*. Victoria, BC: Orca Books.

These two books, based on the author's own childhood experiences and his love of hockey, tell the story of Danny, and his two friends, Anita and Petou, as they struggle to make the local hockey team despite Danny's club foot, Petou's small size, and Anita's gender. These books illustrate that physical differences can lead to discrimination.

Bruchac, J. (1993). *Fox song*. Toronto: Oxford University Press.

Jamie, a young Abenaki/French girl, remembers all of the things that her recently deceased Grandmother taught her about her Abenaki heritage. Bruchac, who is of Abenaki and European heritage, based this book on a story from his own family. This book is illustrated by Paul Morin who is Canadian.

The Children of LaLoche and Friends. (1990). *Byron through the seasons*. Saskatoon, SK: Fifth House.

Byron's grandfather shares his knowledge of life in LaLoche during a visit to his grandson's school. The text was written and illustrated by children and the text is in both Dene (Chipewyan) and English.

Crow, A. (1989). *The crying Christmas tree*. Winnipeg, MB: Pemmican.

Kokum's grandchildren don't like the Christmas tree that she has chosen and plan to go and select a better one. The children come to realize the effort that their Kokum has made to find this tree and

carefully decorate it for her. Crow writes from an "insider's" perspective.

Dereume, A. & Zola, M. (1983). *Nobody*. Winnipeg, MB: Pemmican.

This book tells the story of an Aboriginal family who are always looking for Nobody. Nobody is responsible for all the bad things that happen around the house.

Eyvindson, P. (1984). *Kyle's bath*. Winnipeg, MB: Pemmican.

Kyle doesn't like taking a bath so one day he decides that he will not get dirty so that he doesn't have to take a bath. Despite the fact that he stays clean he still has to have a bath so he decides that he might as well enjoy himself and get dirty.

\_\_\_\_\_. (1986). *Old enough*. Winnipeg, MB: Pemmican.

In this story of an Aboriginal family, a new father dreams of all the things he will be able to do with his son when his son grows up; however, due to his busy lifestyle he misses out on these things. As a grandfather he realizes what he has missed.

\_\_\_\_\_. (1987). *The wish wind*. Winnipeg, MB: Pemmican.

Boy learns to appreciate today after the Wish Wind grants his wishes to change the seasons and finally, when Boy becomes angry, makes him older.

\_\_\_\_\_. (1988). *Chester Bear, where are you?* Winnipeg, MB: Pemmican.

Kyle, a young Aboriginal boy, loses his beloved bear. After looking all over the house he finally finds his bear under his pillow.

\_\_\_\_\_. (n.d.). *Jen and the great one*. Winnipeg, MB: Pemmican.

An environmental theme runs through this story about a young Aboriginal girl who loves nature.

\_\_\_\_\_. (1992). *The yesterday stone*. Winnipeg, MB: Pemmican.

Anna's grandmother has a special stone which reminds her of the past. Anna loves the stone and her grandmother helps her find her own stone. Anna shares the secret of her special stone with her friend.

\_\_\_\_\_. (1993). *The missing sun*. Winnipeg, MB: Pemmican.

Emily and her mother, a meteorologist, move to Inuvik. Emily is confused about why the sun does not rise in the winter. Her mother explains the

scientific reason and her friend tells her how the raven comes and steals the sun.

\_\_\_\_\_. (1994). *The night Rebecca stayed too late*. Winnipeg, MB: Pemmican.

Two young Aboriginal girls, Rebecca and Susie are playing together. When it is time for Rebecca to walk home it is dark outside so Susie agrees to walk her home. On the way they fantasize about all the scary things they think they see in the dark.

\_\_\_\_\_. (1996). *Red Parka Mary*. Winnipeg, MB: Pemmican.

This is the story of a developing relationship between a seven year old boy and an elderly woman, Mary, who teaches him many things including the meaning of love.

Keeshig-Tobias, L. (1991). *Bineshiinh dibaajmowin=Bird talk*. Toronto: Sister Vision Press.

Polly and her family have moved from the reserve to town so that Polly's mother can attend school. Polly is disturbed when her classmates want to play cowboys and Indians. Polly's mother, in an attempt to comfort her, talks about her relatives on the reserve. She also promises to visit her classroom to talk about their culture and traditions. Text is printed in English and Ojibway. Both the author and illustrator are Ojibway.

Keeshig-Tobias, L. (1996). *Emma and the trees*. Toronto: Sister Vision Press.

Emma doesn't want to go to the store with her mother. To distract her, Emma's mother talks to her about the trees. The text is printed in English and Ojibway.

Klassen, D. (1994). *I love to play hockey*. Winnipeg, MB: Pemmican Publications.

A simple story of two friends, one Aboriginal and one non-Aboriginal, who share a love of hockey.

Kusugak, M. (1990). *Baseball bats for Christmas*. Toronto: Annick Press.

In 1955, Arvaarluk, a seven year old boy, lived in Repulse Bay. At Christmas one of the bush pilots delivered six Christmas trees to the village. No one knew what they were for so they decided to make them into baseball bats. Michael Kusugak is Inuit.

\_\_\_\_\_. (1992). *Hide and sneak*. Toronto: Annick Press.

When Alicia, a young Inuit girl, is playing hide and seek with her friends she meets an Ijiraq, a hide and seek creature, who helps her hide. At first he refuses to take her home but finally agrees. After

he leaves her on the tundra Alicia sees an inuksagaaq (inukshuk) that is near her family's tent.

\_\_\_\_\_. (1993). *Northern lights: The soccer trail*. Toronto: Annick Press.

A young Inuit girl, Kataujaq, lives in the Arctic with her family. After her mother dies Kataujaq's grandmother tells her a story about how after people die their souls go up into the heavens where they continue to play soccer just as they did when they were alive. Examples of Inuit beadwork decorate the text.

\_\_\_\_\_. (1996). *My Arctic 1, 2, 3*. Toronto: Annick Press.

This counting book features animals and scenes typical of Canada's north. In a section at the end of the book Kusugak, an Inuit, includes additional information about his family, their life, and the animals that live around them. He provides a pronunciation guide for the various Inuit words and names that he uses as well as a glossary of terms which may be unfamiliar to the reader.

Loewen, I. (1993). *My Kokum called today*. Winnipeg, MB: Pemmican.

Kokum's phone call inviting a young girl and her mother to the upcoming round dance on the reserve prompts the girl to reminisce about her Kokum and the wonderful relationship that they share.

\_\_\_\_\_. (1986). *My Mom is so unusual*. Winnipeg, MB: Pemmican.

A young Aboriginal girl talks about the loving relationship that she shares with her rather unusual mother.

Mamchur, C. M. & Zola, M. (1993). *In the garden*. Winnipeg, MB: Pemmican.

When her grandmother dies, Joyce, a young Aboriginal girl, is left only a small handkerchief filled with tiny seeds. While she is making a garden and as she watches it grow she often thinks of her grandmother and how she loved to garden.

Munsch, R. & Kusugak, M. (1988). *A promise is a promise*. Toronto: Annick Press.

Alicia, a young Inuit girl, goes fishing on the sea ice after promising her mother that she will fish in the lake. A Qallupilluit, a creature who lives under the ice, grabs her and takes her down to its home under the sea. To escape Alicia promises to bring her brothers and sisters to the Qallupilluit. Her mother tricks the Qallupilluit and when the children go to the sea the Qallupilluit is not there to take them. Kusugak is Inuit.

Pelletier, D. W. (1992). *Alfred's first day at school*. Regina, SK: Gabriel Dumont Institute.

\_\_\_\_\_. (1992). *Alfred's summer*. Regina, SK: Gabriel Dumont Institute.

\_\_\_\_\_. (1992). *The big storm*. Regina, SK: Gabriel Dumont Institute.

\_\_\_\_\_. (1992). *Lisa and Sam*. Regina, SK: Gabriel Dumont Institute.

\_\_\_\_\_. (1992). *Pow wow*. Regina, SK: Gabriel Dumont Institute.

These five books make up the Alfred reading series. Each book tells of the adventures of Alfred, a young Aboriginal boy, and his family. Darrell Pelletier writes and illustrates each book. Pelletier writes from an "insider's" perspective.

Plain, F. (1992). *Eagle feather: An honour*. Winnipeg, MB: Pemmican.

A young Anisinabe boy's grandfather teaches him about the plants and animals in the bush. When his grandfather is too ill to attend the pow-wow, the boy goes and, for the first time, dances alone. His proud grandfather presents him with an eagle feather. Ferguson Plain, an Ojibway, writes and illustrates his books.

\_\_\_\_\_. *Little white cabin*. Winnipeg, MB: Pemmican Publications.

A young Aboriginal boy and an Elder spend time together. The Elder shares traditional knowledge with the boy. The author has included Ojibway words in the story and a glossary at the back.

\_\_\_\_\_. (1996). *Rolly's bear*. Winnipeg, MB: Pemmican.

A young boy joins Rolly, an Elder, as he sits on the steps of the Administration Building. Rolly tells him the story about the time he shot a bear.

Sanderson, E. (1990). *Two pairs of shoes*. Winnipeg, MB: Pemmican.

Maggie, a young Ojibway girl, gets two special gifts for her birthday. Her mother gives her the longed-for pair of black patent leather shoes and her blind Kokum gives her a pair of beaded moccasins. A short glossary is included. Esther Sanderson writes from an "insider's" perspective.

Speare, J. (1986). *A candle for Christmas*. Vancouver, B.C.: Douglas & McIntyre.

Tomas, a young Aboriginal boy, is left with the nurse on his reserve when his parents have to go to help his uncle. Tomas is afraid that his parents won't be home for Christmas despite their promise

so he lights a candle and places it in the window. The candle helps guide his parents home.

Tappage, M.A. (1986). *The big tree and the little tree*. Winnipeg, MB: Pemmican.

A Shuswap story about two trees growing in the forest, this story shows the respect given by the younger tree to the older tree. Illustrations include Aboriginals and non-Aboriginals of various ages.

Thompson, S. (1991). *Cheryl's potlatch*. Vanderhoof, BC: Yinka Dene Language Institute.

In this book we follow Cheryl and her family as they get ready for the special potlatch that they have planned. At this potlatch Cheryl is given a new name and gifts are shared with visitors. Photographs illustrate this story. The text is written in both English and Carrier.

Truss, J. & MacKenzie, N. (1987). *Peter's birthday*. Edmonton, AB: Reidmore Books.

Peter Cardinal's wish for a special day comes true on his birthday. He and his friends enjoy the day playing games, eating bannock, hot dogs, cake, and ice cream, ending up at a winter carnival where they skate, snowshoe, and roast marshmallows.

\_\_\_\_\_. (1987). *Peter's moccasins*. Edmonton, AB: Reidmore Books.

Peter Cardinal, a young Aboriginal boy, doesn't want to wear the beautiful moccasins that his grandmother made him because they make him feel different from his classmates. Peter comes to realize how beautiful and special they are and happily wears them.

Waboose, J. B. (1997). *Morning on the lake*. Toronto: Kids Can Press.

This is the story of the loving relationship between a young Ojibway boy and his grandfather. As the two spend time together the grandfather teaches his grandson many things as they enjoy the day together. Examples of Ojibway beadwork are featured throughout. Waboose is Nishinawbe Ojibway.

\_\_\_\_\_. (1994). *Where only the Elders go: Moon Lake Loon Lake*.

An Ojibway boy visits Moon Lake Loon Lake and remembers a story from long ago that his grandfather (Mishomis) told him.

Waterton, B. (1986). *A salmon for Simon*. Richmond Hill, ON: Scholastic.

A young Aboriginal boy spends the whole summer trying to catch a salmon. When an eagle drops one into a water filled hole he makes a determined

effort to free this beautiful fish by digging a trench so that it can return to the water. This book won both the Governor General's Award and Amelia Frances Howard-Gibbon Award for its illustrations.

Weber-Pillwax, C. (1989). *Billy's world*. Edmonton, AB: Reidmore Books.

When Billy and his grandfather leave town to go out to the trap line Billy comes to realize how much he misses the peace and solitude of the woods.

Wheeler, B. (1984). *A friend called "Chum."* Winnipeg, MB: Pemmican.

A young Aboriginal girl, Marji May, after mistreating her dog, Chum, has a dream in which he saves her life when she falls in the water. Wheeler is of Cree, Saulteaux, and European heritage.

\_\_\_\_\_. (1992). *Where did you get your moccasins?* Winnipeg, MB: Peguis.

When Jody, a young Aboriginal boy, brings his moccasins to class for show-and-tell his classmates question him about his moccasins and how they were made. Jody's answers provide his classmates with information which reflects traditional aspects of his culture. Wheeler writes from an "insider's" perspective.

\_\_\_\_\_. (1993). *I can't have bannock, but the beaver has a dam*. Winnipeg, MB: Peguis.

A cumulative tale about a young Aboriginal boy. He asks his mother to make bannock; however, she can't because a beaver felled a tree breaking the power lines. This story incorporates traditional food, bannock, into a modern day setting. Wheeler, who is of Cree, Saulteaux, and European heritage, included a recipe for bannock.

Wheeler, J. (1994). *Just a walk*. Penticton, BC: Theytus Books.

In this humorous story a young Aboriginal boy goes for a walk. On his walk he has a number of adventures. This story is told in rhyming couplets. The Mètis author is the son of Bernelda Wheeler.

Zola, M. (1985). *My kind of pup*. Winnipeg, MB: Pemmican.

An Aboriginal boy dreams about the kind of dog he would like to own.

**REFERENCE:** Sims, R. (1982). *Shadow and substance: Afro-American experience in contemporary children's fiction*. Urbana, IL: National Council of Teachers of English.

## GREAT FIRST NATIONS ARTICLES FROM PREVIOUS ISSUES

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

While *The Bookmark* has not published as many units and articles on First Nations culture, issues and personalities as these topics probably merit, there have been several very interesting examples that merit revisiting. I have annotated the following articles and units in an effort to help busy teacher-librarians.

"Chief Seattle's Letter to the President, 1852." *The Bookmark*, December 1990, pp. 17.

Although there has been some controversy about whether or not Chief Seattle ever said these words, if he didn't he should have. So here they are if you need them.

"Differing Views of Columbus," by Judith Coffin, teacher-librarian, SD#36 (Surrey). *The Bookmark*, December, 1992, pp. 42-43.

Bias against First Nations peoples in resources is examined in a study of Columbus and his treatment of indigenous people at the time of first contact. Although this study was done in a secondary school, the comments made in this brief but important article have implications for elementary library collections as well.

"First Nations: Changing Time, Changing Resources," by Bev Price and Debra Simmons, teacher-librarians, SD# 39 (Vancouver). *The Bookmark*, September 1994, pp. 81-87.

This annotated bibliography of recommended fiction and non-fiction secondary resources about our First Nations is preceded by an excellent discussion of the difference between censorship and re-evaluation of titles in the light of changing attitudes and expectations.

"First Nations of Canada: A Study Stations Approach for Social Studies 10," by Harvie Walker, teacher, SD#39 (Vancouver). *The Bookmark*, March 1992, pp. 109-119.

Students work at twenty different stations, completing response pages for each station, to be compiled into a booklet. A variety of resources lead students to understand the perspectives of First Nations peoples as they learn about the white man's settlement of North America.

"Frozen Fire: A Canadian Novel by James Houston," by Wendy Cowley, Diane Ginther and Diane Shoemaker, teacher-librarians, for a Library Education 477 assignment. *The Bookmark*, March 1992, pp. 61-71.

This "cooperative learning" unit utilizes a variety of Key Visuals (i.e., graphic organizers) to explore the relationship between the two boys, one white and one Inuit, the contrast between their cultures, and the relationship between traditional Inuit culture and present-day Inuit culture.

"A Haida Potlatch: The Raising of the Senator Reid Totem Pole," by Melodie Brandon, teacher-librarian, SD#36 (Surrey). *The Bookmark*, March 1992, pp. 95-108.

This unit integrates Social Studies, Drama, Language Arts and Visual Arts, and uses role play extensively to build an understanding of the culture and how the Haida interacted with their environment. It also involves several teachers and classes working together as a community. The process of preparing for a potlatch is replicated in a manner appropriate to grade four students, and the culminating ceremony makes a great celebration of the learning that has occurred. Detailed lesson plans and a brief but useful bibliography are provided.

"Once upon a Genocide ... Christopher Columbus in Children's Literature," by Bill Bigelow, teacher, Portland, Oregon. *The Bookmark*, December 1992, pp. 44-52.

The author analyzes a number of biographies of Columbus that are intended for children and finds them wanting. He focuses primarily "on Columbus's relationship to Native Americans and how these accounts justify racism and other inequalities." His comments are relevant to biographies of other historical figures and should give both elementary and secondary teachers and teacher-librarians something to think about when selecting materials. Suggestions for more appropriate ways to teach about Columbus are also included.

"Opening up the West: Social Studies 10 Research Project," by Patrick Lihou and Benson Young, intern teachers, and Bonnie McComb, teacher-librarian, SD#63 (Saanich). *The Bookmark*, September 1994, pp. 21-27.

This unit is an example of how a study of First Nations history and contributions can be integrated into studies of Canadian history. The four main topics studied are Forts, First Nations, Fur Companies and Explorers. Research centred on the role of each of these in the opening of the west. Products were posters and a formal five paragraph essay.

"The Portrait: Kim Soo Goodtrack," by Ellen Rothstein, teacher-librarian, SD#39 (Vancouver). *The Bookmark*, September 1994, pp. 116-117.

Kim Soo Goodtrack's achievement is not only her remarkable book, *ABC's of our spiritual connection*, but also her own survival and personal growth. This portrait focuses on her artistic abilities and the recognition she has earned, and on her personal reliance on the beliefs and values of her traditional First Nations culture. The background information in this article, used with her book, may provide inspiration and a role-model for First Nations students.

"The Portrait: Lorna Williams," by Lina D'Onofrio, teacher-librarian, SD#39 (Vancouver). *The Bookmark*, September 1992, pp. 205-206.

Lorna Williams is the author of several books, including *Exploring Mount Currie*, *Exploring Kingfisher Lake* and *SIMA7 come join me*. Her work as a teacher and educational consultant got her involved in developing social studies curriculum about First Nations people with a focus on their contemporary life and the many unique cultural traits of their communities. Her view is that it is important to focus on the positive side of First Nations experience and to build links with other Canadians' experiences. For example, *SIMA7* is set in a camp where young people from different cultural backgrounds come together and develop greater understanding. Since the books were published Lorna has worked on videos focusing on different First Nations issues.

"Raising the Westview Banners: A First Nations Experience," by Trish Banighen, teacher-librarian, and Kristi Clifton, teacher, SD#52 (Prince Rupert). *The Bookmark*, September 1997, pp. 93-94.

In a school district where over 50% of the learners are Tsimshian, Haida or Nisga'a, this

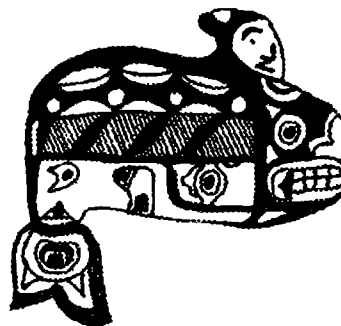
project was one school's "attempt to create learning experiences that genuinely and respectfully reflect local First Nations cultures." With the advice and help of Isabelle Hill, a local artist, drummer and storyteller, the teachers and students designed and created four banners using traditional crests. The project provided an opportunity for First Nations students to be group leaders, and culminated in a raising ceremony which was enhanced by the involvement of the First Nations community.

"Story Telling First Nations Legends: Early Intermediate," by Linda Tornroos, teacher-librarian, Pam Donald, Tracey Rodgers and Max Cucher, teachers, SD#39 (Vancouver). *The Bookmark*, March 1992, pp. 21-25.

This storytelling section was part of an integrated social studies, art and literature grade 4 unit on First Nations Peoples of Canada. Students were introduced to many legends, learned how to prepare a story for telling (including the sequencing of main ideas), prepared and practised their chosen legend, then presented it. A bibliography of 34 appropriate legends is appended.

"To Keep the Fire Going: The Challenge for First Nations Education in the Year 2000," by Jo-Ann Archibald, member of the Sto-lo Nation and supervisor of the Native Indian Education Program (NITEP) at UBC. *The Bookmark*, March 1992, pp. 13-20.

This discussion of the Year 2000 documents prepared by the Ministry of Education addresses issues related to inclusion of First Nations culture into the Primary, Intermediate and Graduation Programs. Included are a useful analysis of "First Nations' Conceptions of Culture" and historical background on the educational systems for native children that were in effect from 1850-1950, as well as thoughtful suggestions for the future.



# MY WITNESS WEEKEND IN THE SQUAMISH NATION ANCESTRAL LANDS

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

In the summer of 2000, I went on a Squamish Nation "Witness" ceremony and camping weekend near Sims Creek, north of Squamish. I had heard of the Witness weekend the year before, and had wanted to go. When I tripped over the details of how to participate at Vancouver's Roundhouse Community Centre, I jumped at the chance.

Sims Creek is an area that is being actively logged by Interfor. The Squamish Nation claims the land as their Northern Territory. The "witness weekends" include, as a significant part, a public assertion by members of the Squamish Nation of their right to be stewards of this land. First Nations communities are politically astute – this project uses innovative means to communicate the Squamish Nation's perspective to non-natives. As a non-native interested in social issues, I was and am interested in how local organizations without lavish advertising budgets, often run on a volunteer basis, can compete for "mind-share" with the slick PR put out by large corporations.

Last summer, the program organizers offered a potpourri of activities over the late spring and early summer including the politics of conservation, cedar bark weaving, interactive storytelling, ecology and medicinal plants. I chose a weekend of photography, video and strategy. The Witness brochure advertised:

**PHOTOGRAPHY, VIDEO & STRATEGY WORKSHOP** – Social change through mobilizing media with Mark Achbar, of *Manufacturing Consent*, Noam Chomsky and the Media fame, Nancy Bleck, photo-artist, and Katherine Dodds, of "Eye like a Spy Productions." Bring your cameras & lots of film. Find out how to produce an effective message that can make a difference.

The fee was fifteen dollars for the weekend. Participants were required to bring their own gear and food. However, elders, homeless and urban youth also had the opportunity to participate in a Witness weekend thanks to contribution by Scott Mason of Landsea Tours. After paying my fee, I got a receipt and more detailed instructions. I spent Friday evening after the last day of school dusting off my camp stove, finding

my insect repellent, checking my equipment and rounding up food.

Saturday at 7:30 AM, I drove my car to the Roundhouse community centre near Yaletown in Vancouver. This was the weekend of the Vancouver Jazz Festival, so the lot was filled with vans laden with festival gear. Organizers barked into cell phones with a slightly frazzled air. The pace of things inside the Roundhouse was more relaxed, as last minute arrangements were made for shared rides to the Sims Creek headwaters. Organizers included both members of the Squamish Nation and non-native volunteers. We were called to gather. Telalsemikin siyam, Hereditary Chief Bill Williams, welcomed participants. He told a little of the history of the site and told us that it was part of the traditional Squamish Nation land. The greeting was formal, measured and carefully spoken, and stood in sharp contrast to the frantic Jazz Festival organizing activities happening outside.

Those of us with cars helped those without pack their belongings into the cars for the drive up to the camping site. Although the logistics of how this would happen did not appear to be worked out in great detail prior to the day of the trip, things worked out fine, as I suppose experience had shown the organizers would happen. I had three passengers – one man from England living in BC, who was a volunteer guide, and two women, one from BC and one from Australia who was staying at the Vancouver Hostel and was in the middle of a whirlwind tour of Central and North America.

The general plan was to drive up to Squamish and meet outside the Buy-Low shopping centre and then to proceed in a convoy with Chief Bill Williams leading his black Toyota 4x4 through the back roads towards the Sims Creek headwaters camping site. Normally, loggers actively use the narrow gravel roads, so a mobile radio is almost a necessity to ensure safety. However, on the July 1<sup>st</sup> weekend, a labour dispute had shut down logging operations, so there was little risk of running into logging trucks. Before proceeding onto the logging road, we stopped at the side of the road to check our numbers, and then headed off.

Considering that the logging road is not intended for the public, they are in very good condition, and were easily negotiable even in my small two-wheel-drive car. The road was covered in coarse gravel, and had steeper curves than you find on public roads. A light drizzle fell. Conversation among my passengers was very interesting. I was surprised to realize how much people from abroad could speak knowledgeably about issues that were hot in BC – the World Trade Organisation conference demonstrations in Seattle, the effect of Asian investment, the NDP government, Canadian cultural survival, and (of course) the Internet. My English passenger commented that he had chosen to live in Vancouver because it was in many respects the last frontier – anything was possible here – and perhaps with luck and if we made the right choices, BC could be a model for other parts of the world. I had not been aware that people from other parts of the world had known or thought about our little corner of the earth in so strong terms.

We stopped at a river crossing at around noon to take a break and look at a waterfall. To get to the waterfall, there was a trail that included wooden steps like those you see in provincial parks. The sides of the road near the waterfall were littered with slash – evidence of recent logging activities. Most participants took pictures of each other, the waterfall and the logging road bridge.

We continued through the early afternoon, finally turning in to a side road at the campsite. The organizers gave participants a brief tour of the campgrounds, and showed us where to set up our tents. We needed to be ready for the Witness ceremony in a couple of hours. The task of putting up tents revealed that while many participants were avid outdoor enthusiasts some had never seen a tent, let alone tried to assemble one. It was painful to watch two young women trying to assemble their car-camper tent, following instructions that were rapidly disintegrating in the drizzle. Finally, I said something to the effect that I did not want to be the stereotype of a sexist male, and act like I knew it all, but I would help them if they wanted. They assented, and the tent finally took form.

I did not know what to expect of the Witness ceremony itself, so I felt a little bit of suspense. How long would it last? What would happen? What if I did something wrong? The leaders of the Witness ceremony prepared themselves, donned costumes unhurriedly, and joked with one another. Finally, we formed ourselves into a circle and the ceremony began.

Several of the participants were given a small ceremonial gift – a few coins. These people were told that they would be called upon to witness and comment on what they had witnessed. We were formally welcomed and we greeted one another. Several witness-participants commented briefly on what they had experienced so far or why they had come. The goal of the weekend was not to tell participants what to think, but to have them witness first hand what was going on and to draw their own conclusions. There were several activities planned, but that could change depending on the interests of the participants, and all were optional. The pace of the deliberations was slow and deliberate, and I could not help but think about the difference between the pace here and that in the urban centre we had recently vacated.

I planned to participate in as much stuff as I could. A “moderately rigorous” hike was planned through first-growth forest. Along with about half the participants, I drove a little further up the logging road to a trailhead and hiked up a steep incline to witness the forest. The participants included an eleven-year-old boy. During our hike, one of the facilitators asked us to find a still spot and just “witness” the forest without talking, and without moving. This proved too much for the eleven-year-old boy who, during the adults’ dead-serious attempts at witnessing and contemplating the natural environment, insisted on cracking off branches. Our contemplations were punctuated by hisses of “stop that!” and the sound of pieces of wood cracking as he continued his alteration of pristine virgin rainforest unabated.

Before heading back to camp, about half of the group headed up a little further along the road to a narrow bridge over a torrent of water hammering through a sheer drop of rock. The water fell so violently that a steady stream of moisture could be felt being emitted as far up as the bridge over the precipice.

Dinner was prepared in a communal kitchen, using food the participants had brought from home. Through the course of the food preparation, people who had been strangers spontaneously started to share equipment and food. We ate and talked easily around the fire in the rain. Finally, the effort of preparing for the journey on Friday night and the early start on Saturday caught up with me, and I retired to my tent early.



I awoke to a misty day, actually pretty surprised that I had not been soaked in the rain of the previous evening. The other tent I had helped erect had not fared as well. One section of the tent had slumped, and I imagined the inhabitants had got a little wet. I walked over to the edge of Sims Creek, enjoying a little quality alone time with the swift flowing water. Someone had outlined the shape of the body of a bear using small pebbles. A couple of organizers were stoking up the fire as protection and comfort against the cold.

I looked out again over the mist over the hills on the far side of the creek. Camping in the rain lacks the flashy beauty of an IMAX movie, but allows one the more subtle pleasure of contemplating something beautiful in one's own time using one's own senses. Maybe the lack of "flash" makes natural beauty and a sense of the sublime inaccessible to urbanites, like the ten-year-old boy who could not contemplate on cue during the Saturday hike. On television and in movies, something is always happening. In video game and computer "virtual worlds" you are always manipulating controls in order to "win". Maybe our insistence on surrounding ourselves with virtual worlds and easy entertainment has made us incapable of seeing the world as it really is. Suddenly, I needed coffee and the company of other people.

Next to the communal kitchen, the organizers had set up an environmental awareness display in a covered area. So, as I ate my oatmeal and drank my coffee, I looked at the brochures from Western Wilderness Committee and other environmental organizations. You really cannot get a sense of the forest looking at the cover of a brochure, no matter how beautiful the cover. You really need to spend time in it, breath the air, listen to the animals, even be uncomfortable in it before you begin to make a connection with it. I work as a teacher-

librarian. I try to sell kids on books. Maybe I should be selling them on experience.

Someone asked me if he could borrow some coffee. My car was unlocked, so I told him where my car was parked, what it looked like and where the coffee was. He came back because he could not find my car. I got the coffee for him. In the city, most people ignore pleas for money for coffee, and certainly would not leave a car unlocked. But for some reason, participants, including me, had quickly built up a community of sharing. Perhaps it is because we assumed that because people are participating in this event, they must worthy.

The plans for the day were announced. Unfortunately, Mark Achbar, of *Manufacturing Consent*, Noam Chomsky and the Media fame could not make it, but the workshop would go on regardless. Participants could also opt for a hike or for doing nothing at all. I chose to participate in the photography, video and strategy workshop. We started by introducing ourselves and why we were attending. Participants included a First Nations community worker, an independent filmmaker, a disaffected former advertiser, an art photographer and environmental activists fresh from a logging road blockade in the Elaho Valley near Whistler, BC. The conversation was intense and wide-ranging, but a few points stand out:

1. Start the project, even if you don't have the means. It will take advocacy and tenacity to complete, but if you don't start you won't go anywhere.
2. Look at the interests of the target and try to see things from their perspective. A community activist working on sexual assault prevention (date rape) knew that the topic would cause many teens' eyes to glaze over. She phrased the "info bite" in her project, "How do you consent to sex?" Implicit in the phrase is the idea that consent is important. The question was concrete and phrased in a way that engaged the target audience and laid out the issue unambiguously. She was able to involve a national music network to actively involve young people in producing her project.
3. Cable television means that there is a market for well-made documentaries. Funding, however, is dependent upon meeting funding criteria. Canadian Film Development Corporation funding requires Canadian talent and a story line that includes "Canadian culture." This can work against artistic and political integrity.

4. One way to communicate a message without boring the audience is to embed it in entertainment. For example, a film about adventure sports can carry an implicit message that underscores the recreational and spiritual values found in the wild, and of the recreational potential of virgin forest.
5. The best goal for an advocacy program is not simply to get other people to agree with you – rather it is to open discussion and start a process that recognizes the needs of different groups. In the ongoing Squamish Nation Witness weekend project, some of the most interesting and productive discussion has happened when loggers, First Nations and environmentalists all met in discussion together. People recognized common concerns as well as differences.

The workshop left me with a vague question in the back of my mind that I found difficult to articulate until I read Jerry Mander's *Four Arguments for the Elimination of Television* [New York : Quill, 1978. ISBN 0688082742]. Mander is a former advertising executive who became disenchanted with television. Television news features sums up complex struggles in a brief easy-to-digest capsule. First Nations people, to become media savvy, must give up their sense of historical time, and become less "Indian." Mander's subsequent book entitled *In the Absence of the Sacred: The Failure of Technology & the Survival of the Indian Nations* [Toronto: Random House, 1992. ISBN 0871565099] further articulates how modern technology undermines indigenous culture and way of life. I worry that in the rush to embrace the most "effective" communication media, First Nations people may dilute the distinctiveness of the message that they have to offer. What is essential cannot be communicated well in sound bites. The Witness Weekend was a more culturally appropriate and effective means of communication.



In the afternoon, we went on a photographic tour of fresh clear-cut. I took pictures and hopped over stumps and slash. The first hand experience was emotionally powerful for some of the participants, some of whom had never seen clear-cut logging close up. I did not have a strong emotional reaction, but was moved more by how effective the weekend was as an integrated and authentic educational experience.

After driving back to the campsite, sculptor and cultural worker Aaron Nelson Moody led a closing circle. The organized part of the weekend was over, but a couple of volunteers and participants planned to stay an extra evening. The tranquility of the surroundings and the excellent company were invigorating. My Australian travelling companion was travelling to Central America on Monday and had to leave. One of the original passengers in my car elected to stay at camp for an extra day. As we drove back to Vancouver, we agreed that the weekend was a complex experience that is hard to adequately describe. I can only recommend that if First Nations issues are of interest, try participating in a similar program.

**Why do you take by force  
what you could obtain by  
love? Tell them  
how we loved all  
that was beautiful.  
Have a vision not  
clouded by fear. We will be  
known forever by the  
tracks we leave.**



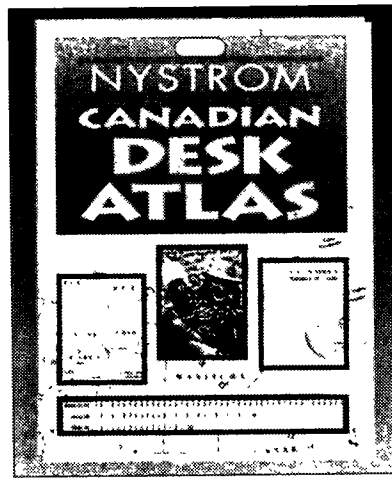
*-Native Indian Proverb*



# The Best Atlas Money Can Buy !

Last

Chance !



10 "Free"  
WORLD Desk

Maps  
\$350 Value !

## "Offer Ends April 27/01"

### 10 World Raised Relief Desk Maps "Free"

\$ 350.00 Value Free when your School orders the;

- Atlas Program + Desk Maps = \$860 You Pay Only \$510
- IRP Listed- Nystrom Canada/World Desk Atlas Program
- You Receive: 30 Atlases, 1 Activity Program, 10 Free Desk Maps
- **Ordered District Wide by Burnaby, Maple Ridge & Dawson Creek School Districts**
- **170 Pages, special 25 page Canadian section, charts, graphs, photographs**
- **92 Reproducible Student Activity Pages & Comprehensive Teacher's Guide**
- **Special Desk Atlas Web Site " WorldAtlases.Com " available call for details !**
- **Recommended District Wide and purchased by over 800 schools in B.C.**
- **Up-dated with NUNAVUT and printed in B.C. !**

(All Nystrom Maps, Globes and Atlases are Nunavut up-dated )

To Order Call: 604-922-8409 or 1-800-461-6277 Fax 604-926-3727

School \_\_\_\_\_ School District \_\_\_\_\_ Attn: \_\_\_\_\_  
Quantity: \_\_\_\_\_ programs x \$ 510.00 = \$ \_\_\_\_\_ + Frt/Gst Extra



**E. F. WILLIAMS LTD. - NYSTROM CO.**  
Canada's Map & Globe Headquarters Since 1952  
4032 Ripple Road  
WEST VANCOUVER, B.C. V7V 3K9  
(604) 922-8409 1-800-461-6277 Fax (604) 926-3727

# MUSEUM OF ANTHROPOLOGY

by **JILL BAIRD**, education consultant, Museum of Anthropology, and **SUSAN PEARSON**, teacher-librarian, Killarney Secondary School, SD #39 (Vancouver).

MUSEUM OF ANTHROPOLOGY  
6393 N.W. Marine Drive,  
Vancouver, B.C. V6T 1Z2  
Telephone: (604)-822-5087

The Museum of Anthropology, situated on the UBC campus in Vancouver, is a "teaching museum" which offers many programs for schools. These vary from onsite Educational programs with observation, hands-on experience and discussions to outreach teaching kits and exhibits that can be sent throughout the province.

The on-site programs where trained docents guide the students through the museum will be most useful to schools in the lower mainland. Schools outside the lower mainland will probably find the outreach kits and photograph exhibits more practicable.

Outreach teaching kits designed for use in the classroom are available for ten day loans at a cost of \$30.00 each (includes GST). Teachers are required to pick up and drop off kits at the Museum Administration office.

Exhibits are specially created for display in classrooms, libraries or hallways, for the whole school to learn from and enjoy! They do not include objects, but are attractive photographic panels with informative texts. Exhibits are available for ten to thirty days. Ten day loans: \$30.00; thirty day loans: \$50.00 (GST included).

Both the outreach kits, and the photograph exhibits can be couriered to schools outside the lower mainland at the school's expense. Not all programs are offered every day; therefore teachers need to call ahead for booking information and to make a reservation.

## ON-SITE EDUCATIONAL PROGRAMMES

### ELEMENTARY SCHOOL PROGRAMMING

#### **Musqueam Museum School (Suitable for grades 3-5).**

After two years in development by MOA staff, Musqueam educators, and local teachers, this program is ready to go! Through a series of weekly workshops, students learn about the community of Musqueam as it is today, as well as about its history through focusing on its weaving tradition. Students use the museum as a classroom, and have opportunities to meet Musqueam resource people in their own community, at the school, and at the museum. To support this unique program, *Weaving worlds together: Musqueam weaving*, a new CD ROM teaching resource, is available for in-class use.

#### **Behind the Masks (Suitable for grades 2-4)**

This program explores the use and significance of Kwakwaka'wakw masks. Using comparative photos and a "touchable" collection, students handle the masks and learn about why and how they are used. As part of the program, students will work in cooperative groups. This program is a favourite with students and teachers alike.

#### **Pole Walk (Suitable for grades 4-6)**

The Pole Walk explores a variety of poles originating from BC First Nations. The focus is on the way poles are made, the figures they display, and their significance to coastal cultures. A tour of the outdoor poles and two new Musqueam houseposts is included, so please ensure your students are dressed appropriately in case of inclement weather.

## **The Roots Speak (Suitable for grades 2-4)**

This program introduces students to the large variety of Northwest Coast objects made from cedar. It includes the use of MOA's "touchable" collection for students to learn about tools and carving techniques. Emphasis is placed on the importance of cedar to the First Nations people and its changing, but continuing role in their cultural lives.

## **Archaeology of the Northwest Coast (Suitable for grade 7)**

Be an archaeologist for a day! See and touch 3,500-year-old objects discovered in southwestern BC! This behind-the-scenes program includes a visit to the archaeology lab, a hands-on introduction to current tools and technologies, and a slide show featuring archaeologists at work in the field. During a self-guided walk through the museum, students complete a related assignment that will test their listening, observational, and identification skills.

## **Debra Sparrow: Weaving Two Worlds Together (Suitable for grades 4-7)**

This program, developed in collaboration with weaver and educator Debra Sparrow, introduces students to the local First Nations community of Musqueam through her work. Using video, photos, maps, and Salish weavings, students will discover how one Musqueam artist has come to appreciate Musqueam history and culture through learning and teaching weaving.

## **SECONDARY SCHOOL PROGRAMMING**

### **Continuity & Change: B.C. First Nations (Suitable for grades 9-12)**

This new program offers high school students opportunities to learn about BC First Nations through studying MOA's Northwest Coast collections. Designed as a three-part unit linking classroom work to an in-depth guided Museum tour, the program focuses on issues of continuity and change among local and regional First Nations.

## **OUTREACH TEACHING KITS FOR THE CLASSROOM**

### **From Under the Delta: An Introduction to Wet Site Archaeology in the Lower Mainland of British Columbia (Suitable for grade 7)**

This teaching kit focuses on unique archaeological sites — known as wet sites — preserved in local wetland and estuary habitats. Maps, photographs, replicas of objects found on-site, activities, and a teacher's guide introduce the importance of wet sites and the evidence they provide about the cultural history of Sto:lo, Musqueam, Katzie, and Tsawwassen First Nations. The kit includes hands-on projects for students to try their hand at weaving and cordage techniques.

### **The Quipu Kit — Ensemble de Quipu (Suitable for grades 4-7)**

The quipu is an ancient Peruvian knotting system used by the Incas to record information. This popular kit includes teachers' guides in English and French, maps, resource books, posters, diagrams, and several quipu devices. Students learn through hands-on experience to solve math and word problems using the exercises included.

### **Nunavut Kit (Suitable for grades 4-6)**

This hands-on kit includes a teacher's guide, maps, resource materials and objects to introduce students to the Inuit and Nunavut. The kit focuses on the formation of the new territory, while demonstrating the vitality of Inuit life today. The objects included have both historical and contemporary meanings for the Inuit.

## **EXHIBITS FOR THE SCHOOL**

### **Cannery Days: A Chapter In The Lives of the Heiltsuk (Suitable for grades 5-12)**

Using archival and contemporary photographs and maps interwoven with personal histories, this

exhibit by Pam Brown of the Heiltsuk Nation examines the way in which fisheries occupy a crucial role in the lives of the Heiltsuk people. In a series of 27 panels, Brown explores the special relationship between central coastal people and their fisheries, particularly the cannery at Namu, located in traditional Heiltsuk territory. The exhibit mainly describes the post-war years up to 1967 when the cannery was closed, but it also gives a brief glimpse of Heiltsuk life today.

### **For Our Daughters (Suitable for grades 5-12)**

Through the eyes of Gurjit Gill, Gurcharan Kaur Sandhu and Bachan Kaur Sidhu, this exhibit opens a window into the lives of three generations of Punjabi-Sikh women. Developed by Gill, "For Our Daughters" explores issues of immigration, community, cultural continuity and change, and family relations from the perspectives of three vibrant women. This is a bilingual exhibit with text in English and Punjabi.

### **Proud to be Musqueam (Suitable for grades 5-12)**

Verna Kenoras and Leila Stogan created this exhibit of photographs and texts showing images of individuals and families from their Musqueam community. Musqueam is a 9,000-year-old First Nation community at the mouth of the north arm of the Fraser River. The exhibit covers the period 1890-1970 through photographs, maps and quotes from community members.

### **Transforming Image**

By focusing on Northwest Coast paintings on wood, this exhibit illustrates a variety of technologies used as research tools. One such technology uses infrared photography to "recover" painted images on wooden surfaces, which have been obscured by accumulations of dirt, grease, and ash. The recovery of these images allows researchers and First Nations artists to see — in some cases for the first time — the uniqueness and beauty of historical paintings. Eight exhibit panels document this process, giving students a rare opportunity to witness the "transforming image."

### **Written in the Earth**

Created in partnership with local First Nations communities, this exhibit introduces students and teachers to the history of the area from the perspective of First Nations and archaeologists. A series of panels shows how tools and techniques for heavy woodworking and fine engraving have ancient roots. Many of the objects illustrated through photographs or drawings are between 1,400 and 2,500 years old. The exhibit incorporates First Nations words and phrases, giving students valuable exposure to ancient languages now enjoying widespread revitalization.

### **BOOKING AND FEE INFORMATION**

Reservations are accepted starting the first day of school in September; the programs will start at the beginning of October.

For information: call (604)-822-4643 Monday to Friday from 8:30 a.m. - 4:30 p.m.; or e-mail the Bookings Coordinator at:  
gtimmers@interchange.ubc.ca.

For bookings we recommend you fax your request to (604)-822-2974. Please be prepared with the following information:

1. Your program selection(s).
2. A choice of several dates and times.
3. The number of students and their grade level.
4. The school name and COMPLETE address, including postal code.
5. Your name, telephone and fax number.

The costs are \$3.00 per child. Groups of 10 or more receive our group rate of \$3.00 per student (GST included.) The Museum requires a minimum of one supervising adult for every seven students. Teachers and accompanying adults are admitted free. (Note that supervising adults must stay with their group for the duration of the visit.)

Fees are due upon arrival. School cheques, VISA, MasterCard and cash are accepted. A \$15.00 cancellation fee will be levied on all schools that do not give three working days cancellation notice.

After booking, teachers will be sent a confirmation package to prepare them for their visit. The package contains suggestions for pre- and post-visit activities; one free pass to help you familiarize yourself with the Museum before the class visit; and facilities

information about the Museum, parking, and public transportation.

The Museum is open Wednesday to Sunday 11 a.m. to 5 p.m. and Tuesdays from 11 a.m. to 9 p.m. In order to ensure a full and complete program, it is important that groups arrive on time. Museum hours change in the summer season.

There are no eating facilities inside the Museum. Adjacent grounds are suitable for picnicking in good weather, and there are cafeterias within walking distance of the Museum (10-15 minutes). UBC campus parking rates are \$2.70 per hour. Machines accept quarters, loonies, Visa and MasterCard. Parking rates are in effect from 7:00 a.m. to 11:00 p.m. daily.

For information on any of the programs call the Education Coordinator, Jill Baird at (604)-822-5978 or email her at:


[jilbaird@interchange.ubc.ca](mailto:jilbaird@interchange.ubc.ca)

or visit the MOA website for excellent teacher and student resources, at:

<http://www.moa.ubc.ca>

There are a number of Virtual Exhibits that could be incorporated into units and used in schools if classes have access to computers. These include:

- The Honour of One is the Honour of All
- The Raven and The First Men
- Whittling for a Living: Doug Cranmer's Work
- From Bush Life to Urban Living — Max Deranger
- Boatbuilders of my Family — Adelynne Claxton
- Indian Cowgirls
- Prelude to the Study of a Totem Pole



**"Treat The Earth Well,  
It Was Not Given To  
You By Your  
Parents, It Was  
Loaned To You By  
Your Children."  
-Native Indian Proverb**

KEN HAYCOCK'S

# TEACHER LIBRARIAN

The Journal for School Library Professionals

formerly *Emergency Librarian*



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



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



Want critical analysis of management and programming issues?



It's time to place your order.  
\$48 + GST Prepaid (Save 10%)  
\$54 + GST Billed

# TEACHER LIBRARIAN

The Journal for School Library Professionals

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

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

# MUSEUM OF ANTHROPOLOGY - LIBRARY RESEARCH

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

This assignment was created for my Comparative Civilizations 12 classes as background information for our field trip to the Museum of Anthropology, but it could be modified and used at any level before a tour at MOA.

The students are to divide into groups and research the following information on one of the northwest coast ethnic groups. They are then to create a poster showing where their ethnic group is located on coastal British Columbia, with information from each category represented on the poster. After presentations from each group, a discussion can take place as to the similarities and differences amongst the various ethnic groups.

## MAJOR ETHNIC DIVISIONS OF COASTAL BRITISH COLUMBIA: (CHOOSE ONE PER GROUP)

1. Nootka (Nu'chal'nulth)
2. Kwakiutl
3. Haida
4. Salish
5. Tlingit
6. Tsimshian

## ORGANIZE YOUR RESEARCH IN THE FOLLOWING CATEGORIES:

(All groups must research all of the categories below for their one ethnic group)

1. Patterns of subsistence
  - Diet
  - Material culture:
  - Cooking/preparing tools
  - Storage vessels
  - Clothing
  - Decoration/jewelry
  - Housing
  - Transportation

2. Kinship and descent
  - Family organization
  - Marriage
  - Social stratification
3. Economic organization
  - "Currency"
  - Division of labour
  - Food gathering/production
4. Political organization
  - Authority figures
  - Social control - law
  - Defense strategies,
  - Military institutions
5. Belief system
  - World view/creation stories (myths)
  - Religion/magic (shamans)
  - Medicine (healers)
6. Art
  - Music
  - Sculpture
  - 2-D.



Both volumes have a separate Teacher's Guide, with abundant resource materials.

## HURRICANES OVER LONDON

Charles Reid

0-921870-82-5 5-1/4 x 7-5/8 152 pp \$8.95 pb (with discounts for libraries)

When fourteen-year-old Jamie, of Red Deer, Alberta, finds his grandfather's diary of growing up in East End London during WW II, his life is changed as he discovers the realities of the Battle of Britain and the Blitz. Jamie also re-discovers the story of Willie McKnight, the Canadian flying ace, and becomes involved in an adventure to restore a Hurricane fighter to flying condition.

*"Between these covers, history comes dramatically alive."*

— JOHN WILSON

## TERRA INCOGNITA

Anne Metikosh

0-921870-76-0 5-1/4 x 7-5/8 144 pp \$8.95 (with discounts for libraries)

A YA historical novel set in New France in 1670 that tells the story of Madeleine Hébert, a young girl who disguises herself as a boy, to make the canoe trip from Montreal to Fort Michilimackinac. Contains much material about the early days of New France, the fur trade and the Native peoples. Released Fall 2000.

*"An exciting story of a once proper young lady of France now disguised as an apprentice coureur de bois."* — CONSTANCE HORNE



## EARTH HEALING CEREMONY by Medicine Grizzly Bear

**I** come before you in a humble manner and offer you this sacred pipe.

With tears in my eyes and an ancient song from my heart

I pray.

To the four powers of Creation,

To the Grandfather Sun,

To the Grandmother Moon,

To the Mother Earth,

And to my ancestors.

I pray for my relations in Nature,

All those who walk, crawl, fly, and swim,

Seen and unseen,

To the good spirits that exist in every part of Creation.

I ask that you bless our elders and children and families and friends,

And the brothers and sisters in prison.



I pray for the ones who are sick on drugs and alcohol

And for those homeless and forlorn.

I also pray for peace among the four races of humankind.

May there be good health and healing for this Earth,

May there be Beauty above me,

May there be Beauty below me,

May there be Beauty in me,

May there be Beauty around me.

I ask that this world be filled with Peace, Love and Beauty.



Spokane, Washington, 1990

# IMAGINATIONS

by **BARBARA COOPER**, teacher-librarian, and **CAROLYNN ELLIOT**, art teacher, Fleetwood Park Secondary, SD#36 (Surrey).

It all started innocently enough, with a simple get-together over lunch to share ideas with a new staff member. Carolynn's work on using art in an innovative way to promote history and culture had recently been recognized with an award, and I wanted to find out more. She also had information from a workshop on promoting creative thinking, and I had a file of co-operatively planned art projects (most of which were culled from this very publication) which I hoped would prompt future use of the library. Who could have guessed this brief encounter and the discovery of shared interests and philosophy - a collision of the minds, Carolynn says - would lead so quickly to ImagINations, a major schoolwide event that took almost a year from conception to realization.

## DESCRIPTION

Four main components comprise ImagINations. The *Opening Ceremony* started the focus week with a bang. Moderated by a student, the assembly featured brief comments from some of the invited guests: the Minister of Multiculturalism, elders and chiefs from area bands, and various school board dignitaries. As well, it featured aboriginal student dancers and a ceremonial presentation by an aboriginal student to the chiefs. Guests and student participants were invited to a reception in the library following the ceremony.

During the *Focus Week*, fifty presentations were offered. We were fortunate to find presenters of such high caliber. Many of them had performed or had exhibits nationally or internationally. Several have had their achievements honored with awards. All but one of our eighteen presenters were aboriginal. Their occupations included:

- Printmaker and painter
- Carver
- Weaver
- Animation artist
- Photographer
- Sculptor
- Button blanket artist

- Illustrator
- Author
- Historian – Aboriginal and Canadian
- Anthropologist
- Museum curator
- Television program host and producer
- Film director and producer
- Drummers
- Singers & songwriters – traditional/rap

Just as important, though not as high profile as the other components, were the three weeks that followed the Focus Week. This was the time for *Interdisciplinary Exploration*. Ideas and techniques presented during the Focus Week were developed and applied in various subject areas and other cultures.

Finally there was the *Closing Celebration*, marking the official end of the event. Held in the evening, this was an opportunity for students to showcase what they had learned, expressing themselves through the visual arts, storytelling, poetry and other writing, a video production, and dance. Of course there was food, prepared by students in the Home Ec department.

ImagINations focused on images and imagery of First Nations Peoples, then expanded to reinforce the concept of Canada as "1 Nation" enriched by many cultures. It was a vehicle for exploring contemporary First Nations issues, the complexities of living in a multicultural society, various art forms and the expression of personal identity. The factsheet which follows outlines the project.

This one pager proved invaluable. In developing it, we were forced to clarify our own ideas and to put boundaries on what the project would and would not encompass. Because the scope of the ImagINations was hard to convey and to grasp quickly, the factsheet proved to be a helpful communication tool. We used it in presentations to our administration, the staff, students who assisted with the event, and parents. We also sent it to potential presenters, other invited guests, possible funding sources and to media outlets.

Following is an overview of some other key components that contributed to the success of ImagINations. We also consider the event and its outcomes from various perspectives, then finish with some personal reflections.

## KEY CONSIDERATIONS

As we began to make our plans we knew we had to build ownership in the event not only by staff, but by students as well. We had to offer a roster of interesting and varied presenters, and we needed to make it easy for participants to become involved. Additionally, we had to figure out a budget and a way to raise the necessary funds. In short, all the things one considers when organizing a conference.

## PLANNING

The planning committee soon expanded to include the school's Aboriginal Support Worker, Glenda Lavallee, and the Multicultural Worker, Sherry Mann. Starting in November, we met on average about once a month until the following September. Most meetings took place during the school day and were scheduled to take advantage of Carolyn's prep. block (as the rest of us had some flexibility in our timetables). When longer sessions were required, we applied for release days. By January we had roughed out enough of a plan to present it to staff and get from them an indication of interest and commitment.

## TIMING

In determining the optimum time for the event we had several factors to consider. First we had to decide how long ImagINations should last, then we had to find a time in the school year to accommodate it. The focus week with guest presenters would be a week, but for how long could we reasonably expect teachers to undertake the important work of extending the learning to other cultures? We thought the maximum time interest could be sustained would be a month, and settled on October after checking the school calendar and getting approval from the staff.

In October the staff would still be somewhat rested from the summer and have the energy to plan something different. Students wouldn't be overwhelmed with exams, nor teachers with marking them. In terms of student behaviour, benefits resulting from ImagINations could be reaped as the school year unfolded.

The choice of October, however, was not the best for the planning committee. It meant that

the normal pressures that accompany school start-up would be amplified by tending to last minute details. As well, we would have to meet during the summer.

## FUNDING

We were successful in soliciting funds through grants and by making requests to organizations found in most school districts. Sources included district program areas (art, multiculturalism and aboriginal education), the accreditation school growth plan, school PAC, principal's fund and a local art gallery. As well, we received a grant from the BCTF to continue our goal of sharing the project with other educators.

## PRESENTERS

The majority of our planning time centered around identifying potential presenters and pursuing contact with them. Ideas came from many sources, including:

- Richmond Art Gallery's "Embracing the Visionaries" brochure
- Workshops and conferences
- Personal contacts
- ArtStarts for Schools
- The media – newspapers, television
- Library books
- Publishers' catalogues and reps
- Preview* – a community art events guide
- The Internet
- Presenter recommendations

We probably contacted two to three times the number of presenters we eventually ended up with – by phone, fax, mail, and the Internet.

## LESSON PLANNING SESSION

Teachers were invited to create lessons to share with their colleagues. We saw this as a way to share ownership of the project and to make it easier for greater numbers of teachers to be involved during the event itself. The promise of release time wasn't enough to lure most hardworking teachers away from pressing year end duties, but we did get representatives from several different departments. So many ideas were generated as they perused resources on display in the library. These were later formatted and shared with staff. A list of lesson plan titles accompanies this article.

## PROGRAM SCHEDULE

In addition to obvious considerations like matching available venues to anticipated audience size and offering a variety of presentations each day, we also attempted to synchronize presentations with particular classes to which they would be of most interest. Our plans for a fashion designer were flummoxed by no appropriate classes being offered in first semester. In general, the program meshed with the usual school day in a seamless way.

## PRESENTER HOSPITALITY

Students needing service hours for their tourism class took on the responsibility of hospitality for our guests. They acted as guides or greeters, set out and served food, kept the goodies and beverages topped up in the hospitality room, and did general clean-up as needed. They also prepared a welcome package for presenters and assembled nametags for all participants.

## PRO-D FOR STAFF

At the first Pro-D session of the year we presented information to the staff. We reviewed the goals and the staff's previous commitment to the project. We provided for each teacher a resource package containing the one page factsheet, program schedule, bibliography of library resources, list of presenters, list of all lesson plans sorted by curriculum area, and several generic lesson plans. We also distributed to each department a copy of all related lesson plans. Teachers then had an opportunity to sign up their classes for the guest workshops. Afterwards, department heads were encouraged to discuss ideas for Imag1Nations with department members. Once again the resources were displayed in the library, along with the "Art Bag" of supplies which was available for sign out. The planning committee made themselves available throughout the day to assist teachers.

## STUDENT INVOLVEMENT

In addition to the Tourism 12 students and those directly involved in the Opening Ceremony, we involved students in other ways. An ad hoc group from Student Council did in-school promotion, most notably a skit over the

in-house broadcast system. Students from the Film and Video Production course spent much time and effort capturing hours of footage, then editing it to render a 10 minute lively video. This was aired in the school just prior to the Closing Celebration in order to promote it. Students in the band played at the Opening Ceremony, and some ace library students with a decorative flare created eyecatching displays in three showcases around the school.

## PERSPECTIVES

For **teacher-librarians**, being centrally involved with a program like Imag1Nations offers many opportunities to demonstrate in a very visible, grand scale way the kinds of things we do best: co-operatively working with staff to design resource-based learning projects. It's also a chance to show off what a great collection is at hand. The bibliography produced did not include the standard resources on First Nations tribes or on Canadian history. Instead it focused on aboriginal peoples in terms of:

- Art
- Current issues
- Legends
- Literature
- Media
- Mythology
- Spiritual Beliefs

During the Focus Week the library was used extensively. An added bonus is that the teacher-librarian gets to see many of the major presentations!

For the **art teacher**, a big plus was the integration of Fine Arts into other subject areas, and the chance to further the legitimacy of art as a vehicle for communicating ideas and personal imagery. In art classes, Imag1Nations offered another occasion to teach culture and history as part of art, and to explore different media. In addition, students were exposed to people working in art related careers.

For support staff in the areas of **Aboriginal Education and Multicultural Education**, Imag1Nations was a golden opportunity to integrate their individual programs into the regular curriculum. As with the teacher-librarian, the project was an opportunity to demonstrate their role as resource people and to plan with teachers. As well, it created an entrée into classrooms for dialogue with students.

## OUTCOMES

Did we achieve what we set out to do? If success can be measured by involvement, the answer would have to be yes. Over 80 classes were involved, under the stewardship of about 25 teachers. Not only did they participate in the Focus Week, the overwhelming majority of them followed through with extension activities and contributed to the November celebration event.

Another indicator of success was the broad spectrum of subject areas represented. In addition to the predictable courses, students in areas as diverse as senior chemistry, the BASES program and Info Tech were able to benefit from presentations. Other involvement happened less directly. For example, the cafeteria teaching chef worked hard to give menus during the focus week a distinctly First Nations flavour. (The cedar plank salmon was a big winner!)

More importantly, however, is the evidence we saw or heard that students began to take pride in their cultural heritage. Self-concept was positively developed and identities forged, facilitating the important work of adolescent development. As students reflected on their cultural traditions they found many ways to express what was important to them and to incorporate the personal into their school work. Some teachers reported that ImagINations was a catalyst for students connecting with the curriculum and learning, an academic turning point.

For some teachers, ImagINations served as a springboard to new learnings and perspectives as they made unfamiliar curriculum connections, tried different projects or saw students progressing in different ways. Some learning experiences will continue as these positive experiences are repeated in semesters to come.

On a less positive note was the uncovering of some bigoted, even hateful thinking. ImagINations provided a vehicle for airing these notions, getting them out in the open and addressing them. Having the multicultural worker as part of the committee proved to be invaluable.

Presenters were clear about our goals. They often shared personal history and ideas which illuminated and strengthened our purpose to students. Many presenters said ImagINations was an excellent forum for them to talk about why they make art. They remarked that the

goals were the very thing they were pursuing through their own art.

## REFLECTIONS

Would we do it again? Although there is some indication that staff would welcome a repeat performance, we think there should be a lengthy intermission before a project of this magnitude is repeated. Not only does the students' appetite for this kind of event need to be taken into account, just as crucial is the energy required to mount such a project. The format seems to be workable, but perhaps a different theme could be considered. We were pleased with the way the whole school embraced the project and with the learning that took place.

There were also some odd coincidences or serendipitous experiences. Who could have anticipated that one of our guest presenters would be related to one of our vice-principals (it was hard to tell who was more surprised once the discovery was made). Or that another presenter would shortly go on to be honored with an important music award.

The coincidence we like best, however involves artist Robert Davidson. The day after he spoke at the school, he unveiled a new limited edition print for the Artists for Kids Trust entitled "Looking Back at Where We Came From". We determined that in all likelihood he was creating his print as we were envisioning ImagINations, each of us pursuing a similar idea in totally different ways. While not a "collision of minds", it was perhaps a gentle bump on a shared wavelength.

**A** wee child toddling in a  
wonder world, I prefer  
to their dogma  
my excursions  
into the natural  
gardens where  
the voice of the  
Great Spirit is heard in  
the twittering of birds,  
the rippling of mighty  
waters, and the sweet  
breathing of flowers.  
If this is Paganism, then at  
present, at least, I am a  
Pagan."



*Zitkala-Sa*

## **Imag1Nations**

Artists, poets, designers, actors, and authors are being invited to share their art and expertise, and to explain how they incorporate their traditional heritage and culture into their contemporary works.

### **GOALS:**

1. To experience how cultural traditions and issues are expressed through the contemporary arts.
2. To examine how our perception of a culture can be affected by imagery in media and the arts.
3. To reflect on and discover the traditions and/or issues of one's own culture, and to express them through the arts.
4. To build an appreciation for the diverse cultures of our school, surrounding community and nation through sharing and celebration.
5. To share with other educators the experience of Imag1Nations through presentation and publication.

The week of October 2 to 6<sup>th</sup>, 2000 is designated as a time for special activities, which will focus on how First Nations culture has been and currently is expressed through the arts. During this week students will participate in presentations, readings, workshops, demonstrations and other hands-on activities.

In the weeks that follow students will examine their own culture and represent some aspect of it through writing, the visual or performing arts, or some form of technical design. We hope to compile and/or showcase their efforts in a celebration for our own diverse school community sometime in November, and later to share it with the community at large.

For further information, contact a member of the Imag1Nations committee:  
Carolynn Elliot Barbara Cooper Glenda Lavallee Sherry Mann

Fleetwood Park Secondary School 7940 – 156<sup>th</sup> Street, Surrey B.C.  
Phone: (604) 597-2301 Fax: (604) 597-6481

Editor's note: Many of these lessons can be found in *Shared learnings* or in the teachers' guide to *From time immemorial*.

## LESSON PLANS

### GENERAL

- Time History of Aboriginal Peoples in B.C.
- Prescribed Learning Outcomes (in *From Time Immemorial*)
- Design Elements in NW Coast Art
- Aboriginal Role Models
- My Extended Family
- Stereotyping of Aboriginal People in Media & Checklist
- Stereotypes English 11/12, & *The Token Indian*
- Shadowcatcher – Stereotypes in Photographs
- Personal Planning/Conflicts Between Groups

### THE ARTS

- Sacred Circle Images
- ABCs of My Family/Snapshot of a Culture
- Drama Role Play
- Expressing a Culture – Art, Drama, Music & Games
- First Nations Artist

### HOME EC./TECH ED.

- First Nations Holidays & Celebrations
- Woodlinks
- Tech Ed. – Carving
- Family Structures
- Aboriginal Teaching and Learning
- Children Learn in Different Cultures

### INFO TECH

- Evaluate Websites and Home Page Design
- Web Searches
- Using Internet to Learn about Aboriginal

Peoples

- Web Sites
- Aboriginal Business/Advanced Searching

### LANGUAGE ARTS

- First Nations Myths & Legends
- Analyze Poetry
- Compare/Contrast Myths from Different Cultures
- Using Symbols in Storytelling
- Storytelling Using Different Perspectives

### MATH/DRAFTING

- SYMMETRY: THE BUTTERFLY
- First Nations Mask
- Geometric Basket Weaving Design

### PE


- What's in a Name (Team Names & Logos)
- Canoeing
- Lacrosse

### SCIENCE

- An Aboriginal View of Science
- Circle Lesson: The Interrelatedness of Everything

### SOCIAL STUDIES

- Overview of First Nations Unit (S. Medley)
- Linking Past & Present: Railway Metaphor
- Losing Rights and Freedoms – Legislation and Discrimination (includes Universal Declaration of Human Rights)
- Stereotyping
- The Indian Act
- The Indian Act: A Historical Perspective
- Universal Declaration of Human Rights and First Nations Rights Infractions



**Prayer with Music**  
There is no death. .  
.Only a change of  
worlds. . .Only a  
change of worlds.

# **NOVEL STUDY: *MIRACLE AT WILLOWCREEK* WITH CONNECTIONS TO FIRST NATIONS CULTURE**

by **FAYE MEEK**, teacher-librarian, Glenwood Elementary, SD#42 (Maple Ridge).

## **INTRODUCTION**

### **SUMMARY OF THE NOVEL**

*Miracle at Willowcreek* by Annette LeBox. (1998). Second Story Press.

A young girl and her friends stand up against a developer who plans to build a theme park on the marshlands surrounding their home. The three friends attempt to raise a sandhill crane chick to bolster a dwindling crane flock on the brink of extinction. Aboriginal myths, environmental and political issues abound in this adventure story based on reality. Set in the Pitt Polder marsh of British Columbia.

### **GOALS**

- Students will read the novel
- Students will expand their knowledge and awareness of the following areas:
  1. Mapping skills; ecology of bird life in Pitt Polder
  2. Criteria for racism; reflection and personal growth
  3. Aboriginal culture and legends
  4. Conservation and environmental issues
  5. Provincial or local political issues

### **CURRICULUM CONNECTIONS: GRADES 4 - 7**

- Language Arts - creative and expository writing, critical thinking
- Social Studies - First Nations culture, political issues, environment, mapping
- Science - ecology, natural history,
- Personal Planning - reflective thinking
- Fine Arts - drama, art, music, dance

### **LENGTH OF TIME NEEDED**

- Five library periods
- Classroom time at discretion of teacher

### **MATERIALS NEEDED**

- Preferably a class set of novels, or one novel for teacher read-aloud
- Novel study handouts one to four
- *Shared Learnings, Integrating BC Aboriginal Content K - 10*. (1998). BC Ministry of Education.
- *A Novel Study for Miracle at Willowcreek*. (1999). Jill Tasman. Copyright by Burns Bog Conservation Society.

- *Tomorrow's Classroom Today*. (1990). Faye Brownlie, Susan Close, and Linda Wingren. Pembroke Publishers Ltd.

## PREPARATION

- Teacher-librarian ensures there are enough novels for entire class
- Teacher-librarian prepares the handouts based on suggestions in this unit
- Teacher photocopies the handouts for distribution
- Teacher ensures students have a response journal or learning log

## ACTIVITIES

### PERIOD ONE: SETTING

- For suggested approaches, see *Shared Learnings (SL)* Appendix D, First Nations Peoples of BC, Map and Mapping Activities, p.164 - 165
- Display a map of the physical geography of BC, pointing out the locations of traditional settlements and population centres, *SL* p.56.
- See websites in Reference section of this unit
- In the library, teacher-librarian and teacher introduce the novel
- Ask students "What is a polder? a sandhill crane?" Use the "What do I Know-Wonder-Learn" (KWL) strategy to determine present knowledge levels; make a list of questions
- Discuss the setting; locate Pitt Meadows, Maple Ridge, Pitt Lake, Pitt Polder, and the Katzie [KAYT-zee] Reserve on the handout map of lower Fraser Valley

### Handout One: Map of Lower Fraser Valley (contact the author for a copy)

The novel's setting is the Pitt Polder in the north-east sector of Pitt Meadows, BC. Throughout Chapters 1 to 5, try to visualize a polder. For a virtual visit go to [www.pittpolder.n3.net](http://www.pittpolder.n3.net)

- Using an atlas and the map found in the Metro-Vancouver phone book locate:  
Fraser River, Pitt River, Pitt Meadows, Pitt Lake, Maple Ridge  
Pitt Polder is located east along the Pitt River toward Maple Ridge  
Katzie Reserve is actually located west of Port Hammond on 340 hectares
- Compare and contrast the setting in the novel to the area where you live.
- Do you have wetlands, parks, city life, wildlife, streets, dikes, plants, marshes? How is it the same? How is it different? Create a Venn diagram and explain your entries.

### Jigsaw Strategy

- Divide class into five groups.
- Each group chooses (or teacher assigns) a different bird taken from the list in the novel, pages 280-285, Glossary of Birds i.e. sandhill crane, blue heron etc.
- Each group researches one bird and compiles the information for presentation
- Students form new groups with a rep from each of the first five groups
- Each student will then teach about his/her bird to the members of the newly formed group, thus ensuring accountability by all participants

### **Crane Research**

- Gather information about the sandhill crane from *Miracle at Willowcreek* and record page numbers to reference your information
- For additional information use other sources such as [www.savingcranes.org](http://www.savingcranes.org)
- Include the most interesting and surprising details about these birds to hook your reader; present your findings to your classmates in an oral presentation
- Use diagrams for reference
- Students create an acronym poem describing the sandhill crane

### **Bird Notebook**

Tess, the main character, keeps a bird notebook. Using a bird field guide, students can record bird sightings near their home or school.

- Compile a list from individual sightings or from class outings
- Record and graph on a chart the number of sightings and location of each

### **PERIOD TWO: RAISING AWARENESS OF RACISM**

- For suggested approaches see Appendix B, Stereotyping of Aboriginal People in Media, Sample Lesson Plans, *SL* p.139 - 141
- The Aboriginal concept of respect has importance and a specific meaning — the concept of family is based on respect *SL* p.44 - 46
- After reading chapter 3, teacher distributes handout two
- Class discusses criteria for racism listed in the handout
- Personal feelings may enter the discussion and must be carefully considered
- Students answer the questions in notebook and/or reflect in response journals

### **Handout Two: What is Racism?** (Source unknown, possibly BCTF workshop)

"Racism is us against them." Racism is a set of assumed beliefs, attitudes, overt and covert behaviours that allow a person or group of individuals to judge themselves to be in a superior position over another group. The beliefs, attitudes and behaviours based on stereotypical ideas are discriminating, prejudiced and damaging. Racism is superiority, differences, conflict, hierarchy, fear/power, misunderstanding, and overt or subtle pre-judgement.

After reading chapter 3 answer the following questions:

1. Does Rowena and Gail's treatment of Sally on the school bus fit the criteria for racism? Why or why not?
2. Why do you think that Tess remained silent?
3. What else might Tess have done?
4. Have you ever witnessed racism? What did you do?

### **Follow up Activity**

In Chapter 26, Tess must make a decision between a yearning for acceptance and being loyal to her friend, Sally. On p.226 of the novel, the narrator states, "For the next hour, Zak and Sally stayed to talk. They talked about bullying and popularity and how some kids would go to any length to please their friends. Sally said that one part of her had no respect for

Rowena, but another part of her wanted to be accepted. Tess and Zak said they felt the same way.” (Think of a Time 1, 2, 3: Recipe in *Tomorrow’s Classroom Today*, p.133)

- Think of a time when you had to decide between loyalty and popularity
- What choice did you make and why? what were the consequences of that choice?
- Students create a diamante poem describing racism

### **PERIOD THREE: ABORIGINAL LEGENDS**

- Did you know that Aboriginal legends are stories of a specific culture blending the real and the supernatural? *SL* p.23
- Storytelling is an Aboriginal teaching strategy for passing culture, knowledge, beliefs, values, and history to the new generation *SL* p.193
- Many instructional strategies for grades 4 -7 are available on *SL* p.40 - 41;
- For more suggested approaches, see Sample Lesson Plans, Appendix B, Aboriginal Storytelling, *SL* p.136 - 137

### **Handout Three: Aboriginal Legends in *Miracle at Willowcreek***

#### **The Crane Sisters**

In Chapter 5, p.60 - 61, Sally tells Tess the legend of the crane sisters. Review the legend, then demonstrate your knowledge of it by choosing one below:

- Retelling the story orally to a group or to the class
- Creating a picture or diorama
- Creating a song, poem or dance

#### **Other Katzie Legends in the novel**

p. 39 The Ghost Owl

p. 59 The Story of Swaneset

p.161 The Lightning Snake

p.176 The Salmon People - Swaneset’s gift to the Katzie people

- Create your own story based on the story line and on what you know about the Katzie culture
- Relate your story to the land and culture in a meaningful way

### **PERIOD FOUR: ENVIRONMENTAL ISSUES**

Relatedness of all things in the natural world is at the heart of the Aboriginal culture. Aboriginal people identify and hold in high regard the things in the environment that sustain them. Often the land and animals become part of the spirituality of the people. The land is so important that it is woven into the culture of the inhabitants. The people and the land are part of the same whole.” *SL* p.151

- to illustrate the above concept of relatedness, read to students or photocopy the aboriginal legend, The Moose, *SL* p.150

### **Handout Four: Comparative Character Study**

- In the legend of The Moose, how is the Aboriginal view of the natural world different from and similar to that of the following characters in the novel?
  - Create a chart, grid or spreadsheet with headings such as:
-

## Character Comparison to Aboriginal Concept of Relatedness

Name of Character      Attitude: Same or Diff?      Page in Novel

### **Tess**

Although neither Tess nor her late Grandfather is of aboriginal heritage, they both hold nature in high regard. Through her grandfather's teachings, Tess develops a deep connection to the natural world. "Slowly, she had fallen under the spell of the marsh so that now, even now in her grandfather's absence, she couldn't turn her back on it" (p.50). Tess sees the cranes dance and "in the song she feels part of all the living things around her" (p.180).

### **Marjorie**

At first Tess' mother, Marjorie, has little connection to the natural world. Tess describes her mother as 'not exactly an outdoorsy kind of person.' (p.49). As a result of a family tragedy, Marjorie inherited her own mother's fear and she, in turn, became overly protective of Tess. (p.144, p.256). At the conclusion of the novel, Marjorie regains her connection to the natural world through Tess who teaches her to become a birder (p.264).

### **Randall**

In stark contrast, Tess' uncle believes that money supersedes the protection of the environment. During the public hearing, he asks, "Because a few birds die we're supposed to stop a million dollar project? Come! Come!..." (p.186). Later, Uncle Randall admonishes Tess for opposing the rezoning application. "And you, Tess De Boer, you are about to learn a lesson about progress. It stops for no one, especially not for little girls too big for their britches" (p.229).

### **Sally's Grandfather**

Sally's Grandfather worries about the birds dying in the Pitt Polder. The polder, and the creatures that live there — the salmon, eagles, and sandhill cranes — are part of his spirituality. He dreams of the Crane Sisters and tells Tess and Sally that the sandhill cranes are their guardian spirits.

## **PERIOD FIVE: POLITICAL ISSUES**

### **Town Meeting - Role Drama**

After reading the novel, divide the class into three groups. One group will be pro-development while a second group will be anti-development. For the third group, appoint several students to represent the mayor and council. Students take on the roles of various stakeholders at the town meeting, i.e.. a farmer, a scientist, a land developer, a company man or woman, a reporter, a naturalist, a housewife or a realtor. Students give themselves fictitious names and prepare their arguments. The town meeting begins and students debate in role.

### **Extending the Drama into Persuasive Writing**

Students write to the mayor and council or to the newspaper in order to convince a reader why the Pitt Polder should or should not be developed.

## EVALUATION

- Students share their answers to worksheets and discuss same
- Students videotape their role drama and discuss their parts
- Students will demonstrate their understanding of the novel through various ways such as writing a book report, a story map or a story picture board
- Repeat the KWL strategy and compare with the original notes and questions
- Students review “What have we learned? Any new questions?”
- Students write in their response journals or learning logs

## FOLLOW UP ACTIVITIES

- Invite Annette LeBox as a visiting author, ph. (604) 467-9863
- Invite local Aboriginal community members to the classroom to introduce students to the local language(s) and culture(s) i.e.. give art demonstrations and lessons; traditional aboriginal dance and storytelling
- Go on a field trip to the longhouse at the Katzie Reserve . Contact: Katzie Band Office, Pitt Meadows, ph. (604) 465-8961
- Go on a field trip to Pitt Polder; walk along the dikes to enjoy the beauty of the wetlands; contact Burns Bog Conservation Society for suggestions (604) 572-0374
- Go on a field trip to Reifel Bird Sanctuary on Westham Island in Delta to observe the sandhill cranes (permanent residents) at close range and to gain a better understanding of why these birds are so magnificent.
- Read *The Princess Who Danced With Cranes* by Annette LeBox; write your own short story about habitat destruction and how it affects the species that live there. From *A Novel Study for Miracle at Willowcreek* , Jill Tasman, p.10.

## WEB SITES

### **[www.pittpolder.n3.net](http://www.pittpolder.n3.net)**

See the Pitt Polder Preservation’s website for photographs of the Polder and cranes, history and political issues that have direct references to the novel. Teacher resources (student worksheets) available online free of charge.

### **[www.savingcranes.org](http://www.savingcranes.org)**

International Crane Foundation, shows photographs and information on the fifteen species of cranes in the world.

### **[www.aaf.gov.bc.ca/aaf/](http://www.aaf.gov.bc.ca/aaf/)**

Listing of all BC bands and tribal councils. To find Katzie band, add following to URL: nations/katzie/katzie.htm

### **[www.cln.org/themes/fn\\_history.html](http://www.cln.org/themes/fn_history.html)**

This “Theme Page” has links to curricular resources (information, content) to help students/ teachers learn about the History of First Nations People.

## TEACHER REFERENCE BOOKS

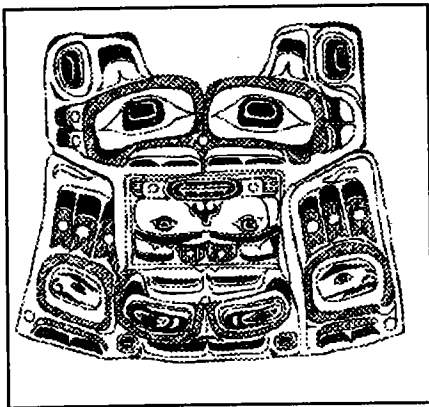
*A Teacher's Guide to Burns Bog* by H. Atwal & J. Tasman. Although this is a specific guide to Burns Bog, it may be used as a guide for a theme on wetland study in general. To order the teacher's guide by phone: (604) 572-0374 or send \$29.95 plus \$5.00 shipping and handling and 7% GST to Burns Bog Conservation Society, #202-11961- 88th Avenue, Delta, BC. V4C 3C9.

*A Teacher's Resource Guide to Sandhill Cranes*, Jill Tasman, Carrie Davidson, 1998, Burns Bog Conservation Society. This guide informs students about cranes around the world as well as the ecology of the local sandhill cranes. The volume serves as a textbook on mathematics, arts and crafts, and literature with the theme of cranes.

## OTHER BOOKS BY ANNETTE LE BOX

*The Princess Who Danced With Cranes*. 1997. Second Story Press. Princess Vivian almost loses her beautiful marsh and beloved birds until she realizes that she can help save her environment. The story is set in the Pitt Polder marsh of Pitt Meadows, BC

*Wild Bog Tea*. 2001. Groundwood Press. A boy and his grandfather gather Labrador tea and wild cranberries to make wild bog tea. The changing relationship between the young boy as he grows up, and his grandfather as he ages, parallels changes in the nearby bog. The setting is Blaney Bog in Maple Ridge, BC.



## SUPPORT OUR ADVERTISERS!

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

Please let our advertisers know that their advertising dollars get results. When you contact one of the following companies, tell them, "I saw your ad in *Bookmark*."

This issue:

**Nystrom  
Ronsdale Press  
Teacher Librarian**

## A SELECTION OF REVIEWS

by JAN RENOUF, teacher-librarian, MacKenzie Elementary School, SD#39 (Vancouver).

Check out the First Nations Book list on the Association of BC Publishers Website for additional titles and prices. The reviews that follow are of titles I personally found made a strong impact on me, educated me or altered my understanding of historical events. All but the review of the Douglas & McIntyre version of *Legends of Vancouver* can also be found on that site. I especially recommend *Where the Rivers Meet* for students and *The Unjust Society* for teachers and teacher-librarians. The first three titles are more suited for Elementary Schools and the others for Middle and Secondary Schools.

### *Arctic stories*

Author(s): Michael Arvaarluk Kusugak  
Vladyana Krykorka (illustrator)  
Thoda Karetak (decorative borders)  
Annick  
Fine Arts, First Nations Studies, Language Arts,  
Science, Social Studies - Grades 1 - 8  
Softcover, 21 cm x 26.5 cm, 40 pp, watercolour  
illustrations, coloured pencil line drawings  
ISBN. Order : 1-55037-452-4  
Price: \$6.95

General description: Glimpses of life within the Arctic Circle in the late 1950s in three stories: "Agatha and the Ugly Black Thing", "Agatha and the Most Amazing Bird" and "Agatha Goes to School". The first story, about the impact of the August 7, 1958 flight of the mapping and sovereignty-asserting ZPG-2 airship on terrified polar bears and frightened people, introduces ten-year-old Agatha, whose hobby is sleeping. She becomes a hero to her village when she alone stands under the scientific balloon, shaking her fist and yelling angrily at it. In the second story, Agatha learns to appreciate ravens. In the third Agatha is sent away to residential school where "the nuns did not make very good mothers, and the priests...did not make very good fathers" and where the choir sang like angels. "But they were not angels." Yet, she manages to find some good in the experience and keeps her capacity for laughter and having fun.

Comments: Author and illustrator have teamed on *Baseball bats for Christmas*, and others. In the prologue and afterword Kusugak, in a sometimes gently sardonic

tone, shares the story behind the stories. The word list gives meaning and pronunciation for Inuit words used.

Index: No

Bibliography: No

*Houses of wood* © 1992

Author/Illustrator: Bonnie Shemie

Tundra

First Nations Studies, Social Studies Grades 2 - 4

Physical format: Hardcover, 23.5 cm x 21 cm, 24 pp,  
colour illustrations, line drawings, map (end papers)

ISBN. Order : 0-88776-284-0

Price: \$13.95

General description: The process of building the "spectacular wood houses" of the Northwest Coast peoples from Oregon to Alaska is described in alternating viewpoints, that of a young "Kwakiutl" boy and the writer-representative of the European visitors-who-never-left. Based on archaeological records and books by Hilary Stewart, George MacDonald Donald, the Smylys and others, facts about the appearance, dimensions, and building process, from tree selection to celebratory potlatch, are presented. Two pages of text alternate with two page spreads of full colour paintings. Other topics include: "Styles of houses", "Totem poles" (Haida), "Houses in summer and winter" and "Other uses of wood".

Comments: One of the series, *Native dwellings*. Ohio-born, Montréal-based author/illustrator acknowledges assistance of BC and Oregon archaeology professors, Jennifer Carpenter of the Heiltsuk Cultural Education Centre in Waglisla, BC, staff at the McCord Museum and McGill Libraries and others. Published in French as *Maisons de bois*. Though the language is dated ("Kwakiutl" is now replaced by "Kwakwaka'wakw", this being a closer approximation of the spoken word), information is useful for young students.

Caution: In all pictures, except for dancers and the chief's family, village people are dressed in identical garments of yellow, with no decoration. Illustrations closely resemble Stewart's of the Nuuchahnulth in her edition of Jewitt's Journal Kept at Nootka Sound.

Index: No

Bibliography: Yes, on verso of title page

*How we saw the world; nine Native stories of the way things began* ©1993

C.J. Taylor

Tundra

First Nations Studies, Language Arts Grades 2 - 5

Physical format: Softcover, 21.5 cm x 28.5 cm, 32 pp, colour illustrations

ISBN. Order : 0-88776-373-1

Price: \$9.95

General description: In the introduction Taylor explains that she chose to paint and share these particular stories because they convey aspects of First Nations' spirituality and close relationship with the natural world in ways that children would find exciting or humorous as well as informative. In short tales of one or two pages, using direct language with few adjectives or adverbs, she retells legends from the Algonquin, Tohono O'odhan, Bella Coola, Micmac, Blackfoot, Oneida, Kiowa, Mohawk and Cheyenne. Accompanying tales of the creation of Niagara Falls, the origin of the islands off the Northwest Coast, the first tornado and forest fire, how horses came into the world, why dogs are people's best friends, why rabbits and owls look as they do, why butterflies are beautiful but can't sing, how people learned to keep warm in winter and how the world will end are paintings in vivid colours.

Comments: Background information on "The tribes", including original territories and current locations, is on the last page. Title is also available in French as *Et le cheval nous a été donné: légendes amérindiennes sur la création*. Other titles include: *How Two-Feather was saved from loneliness*, *The ghost and lone warrior*, *Bones in the basket*, *Little Water and the gift of animals*, *The monster from the swamp*, *The messenger of spring*.

Index: No

Bibliography: Yes, on verso of title page.

*First fish, first people: salmon tales of the North Pacific rim* ©1998

Editor(s): Judith Roche and Meg McHutchison

One Reel/ UBC Press

Environmental Studies, English Language Arts, First Nations Studies, Social Studies Grades 10 - 12

Physical format: Softcover, 20.3 cm x 22.9 cm, 199 pp, b/w photographs, line drawings, maps (endpapers)

ISBN. Order : 0-7748-0686-9

General description: A "charanke" (an impassioned plea) for preservation of the wild salmon in tales, poetry and essays by 13 contemporary writers and storytellers from the North Pacific Rim salmon-

dependent cultures of the Ainu of Northern Japan, the Ulchi of Siberia, the Nyvkhs of Sakhalin Island off the Russian coast, the Makah and Spokane of Washington, the Wyampum of the mid-Columbia River, the Okanagan and Coastal Salish of BC and the Tlingit of Alaska. Through these "breath tracks", as contributor Jeannette Armstrong labels writing, each echoes the conviction that "where salmon is the most important source of life and the outward expression of God, the spirit of a whole peoples becomes wounded beyond expression when that source is annihilated." The importance of all of us adopting the fundamental principle of "living off the interest" of the natural world is emphasized initially by Ainu writer, Shigeru Kayano, and eloquently argued by all.

Comments: One Reel is a Seattle based "non-profit producer of arts, festivals and special events", linked with Dr Jane Goodall and her 'Roots and Shoots' program. Funded by the McGregor Family Fund, the Japan-U.S. Partnership for the Performing Arts program of the Japan Foundation and the Norcliffe Foundation, this book is the first step in the "Wild Salmon Project", an attempt to understand "the salmon culture of which we are the inheritors and stewards" and to "link children and save the planet". The next phase of project will be connecting children and elders in salmon communities around the Pacific Rim. All contributors, Sherman Alexie, Jeannette Armstrong, Gloria Bird, Mieko Chikappu, Nora Marks Dauenhauer, Nadyezhda Duvan, Shigeru Kayano Shiro Kayano, Lee Maracle, Ito Oda, Sandra Osawa, Vladimir Sangi, Elizabeth Woody, are award-winning writers, professors, artists, scholars.

Index: No

Bibliography: Not per se, but several essays include lists of references cited

*Food plants of interior first peoples*; Royal British Columbia Museum. Handbook Revised edition c1997  
First edition title: *Food plants of British Columbia Indians*; Part 2: *Interior peoples* (1978)

)Nancy J. Turner

UBC Press/Royal British Columbia Museum

BC First Nations 12, Environmental Studies, HomeEconomics - Food Studies, Science, Social Studies Grades 4 - 12

Physical format: Softcover, 14 cm x 21.5 cm, 215 pp, colour and b/w photographs, map

ISBN. Order : 0-7748-0606-0

General description: Written mainly for "non-professionals", the author's stated goal is to publicize the extensive variety of edible plants in BC and to share

information relevant to understanding aboriginal history and culture. She is mindful especially of the need for upcoming generations of aboriginal people to know which groups used particular plants, to share directions for locating and harvesting as well as traditional recipes for preparing or cooking which might be lost as elders die. She emphasizes that the "gathering grounds functioned as gardens"; people pruned, tilled, weeded patches of root vegetables and replanted smaller roots. After a comprehensive Introduction, the guide is arranged by major plant groups: lichens, mushrooms and fungi, ferns, conifers, flowering plants (monocotyledons and dicotyledons). Conifers and flowering plants are grouped alphabetically by families. Each entry gives scientific name, common name(s), botanical description, habitat, distribution in BC and aboriginal use. Identification is aided by colour closeups.

Comments: Author is widely recognized as a leading ethnobotanist, is professor of Environmental Studies at University of Victoria and a research affiliate at the Royal BC Museum. Majority of photos taken by author and husband, Bob Turner. Essential for any school with First Nations students or a Native Plants gardening curriculum. Includes 5 Appendices: Coastal Food Plants; Casual Edibles, Tea and Tobacco; Some Non-native Food Plants; Some Plants Considered Poisonous or Inedible; Scientific Names of Plants and Animals.  
Glossary.  
Index: Yes  
Bibliography: Yes

*INUIT; glimpses of an Arctic past* ©1995  
David Morrison Georges-Hébert Germain  
Frédéric Back (illustrator)  
Canadian Museum of Civilization  
First Nations Studies, Science, Social Studies Grades 7 - 12  
Physical format: Hardcover, 23.5 cm x 29.5 cm, 159 pp, colour, b/w photographs, line drawings, maps  
ISBN. Order : 0-660-14038-1

General description: Morrison's scholarly, yet readable, description of the life and culture of the Copper Inuit of the central Canadian Arctic in the early 1900's alternates with Germain's story in 8 chapters of Kahina and Akuluk, a young fictional couple in 1909 - 1910, just prior to the arrival of the permanent visitors, scientist-explorers, fur traders, Royal NW Mounted Police and missionaries. The archaeological or historical information, testifying to Inuit intelligence, resourcefulness and cooperation, is accompanied by excellent full-colour illustrations and photos in sub-

sections such as: People of the Cold; Women's Clothing; Marriage of Necessity; Building with Snow; Sex and Friendship; Men's Clothing; The Animals of Winter; Capturing the Seal; War and Justice; The Protocol of Sharing: Fear of Famine, Illness and Death; The Sled; The Techniques of Fishing; Big Game Hunting; The World of Summer; Childbirth; A Child's Wardrobe; The Sound of the Drum; The End of a World.

Comments: This glossy, lavish production was translated and adapted from, *INUIT, les peuples du froid*, published by Éditions Libre Expression, 1995. Morrison, curator of Northwest Territories Archaeology at the Canadian Museum of Civilization, is author of many scientific papers and several books on Inuit culture and history. The 1909 story line is by recognized Québec journalist Germain and the Oscar-winning illustrator of "The Man Who Planted Trees", Back contributed drawings of aspects of daily life. Photos include some taken by Diamond Jenness and G.H. Wilkins of the first Canadian Arctic expedition, V. Stefansson and his partner Anderson, Harry Foster and others.

Though the effect may have been intentional, to show the shadows of past figures, a few pages are difficult to read because the images and print from the previous page shows through.

Caution: The necessity for infanticide, suicide, murder and abandonment of those too old or infirm to care for themselves or contribute to the welfare of the group is explained, as is the rationale for so-called 'wife-sharing'.  
Index: No  
Bibliography: Yes

*Legends of Vancouver* © 1997  
E. Pauline Johnson (Tekahionwake)  
Douglas & McIntyre  
First nations Studies, Social Studies Grades 7 - 12  
Physical format: Softcover, 13 cm x 19 cm, 138 pp, b/w photographs  
Price: \$ 14.95

General description: A nine page introduction by Robin Laurence sketches Johnson's life (daughter of a Mohawk chief and English Quaker mother, poet, performer) and the fund-raising efforts that resulted in the publication of the first edition in 1911. Each of the fifteen legends included in this edition is preceded by an historical photograph from the files of the Vancouver Public Library, City of Vancouver Archives or the Brant Historical Society. Opening with "The Two

Sisters", a story about The Lions she believed "absolutely unknown to thousands of Palefaces", Johnson reveals some of the foundations of the ancient customs and beliefs of the Squamish Nation, as told to her by Chief Joe Capilano and others. While acknowledging the stories are "but the shadow" of the originals, she astutely anticipated that "perhaps those who read (these) little legend(s) will never look again at (familiar natural features of Vancouver) ...without thinking (of them)".

Comments: Apart from the style of writing and terms like those noted below, this work has not obviously dated. In fact the lessons to be gleaned from "The Sea Serpent" and "The Lost Salmon Run" about the disease of greed are timely and relevant. Terms like, "primitive races" p 39, "a certain savage coquetry" p 78, "savage races" p 130, "strange wild formula of induction" p 133, are jarring even though their usage was common at the time.

Walter McRaye, who toured with her giving joint recitals wrote in Town-Hall Tonight "her natural grace and force ... a splendid sense of humor and dramatic art...her reading of her fiery verse dealing with some Indian wrong or injustice still lives in the memory of those who heard her"

Index: No

Bibliography: No

*People from Our Side; a life story with photographs*

Eber c 1993 (reprinted edition)

Peter Pitseolak and Dorothy Harley Eber

McGill-Queen's University Press

English Language Arts, First Nations Studies, History, Social Studies Grades 4 - 12

Physical format: Softcover, 21.5 cm x 26.5 cm, 163 pp, photographs, line drawings, map, family tree

ISBN. Order : 0-7735-1118-0

General description: Translated from Inuit syllabics by Ann Hanson, Pitseolak's story was originally written, and the photos taken, for his grandchildren, "to show how for the future". The italicized sections are from tape-recorded interviews conducted by Eber to clarify meanings of the "beautiful sentences" in "archaic Eskimo" in the original manuscript. Eber "aims to tell in Pitseolak's written and spoken words how things used to be and how, over one lifetime, the forces of change - the missionaries, the traders, the law, the government, schools and alcohol came to Baffin Island". The first Inuit photographer, this Cape Dorset man bequeathed this unique and invaluable documentation of his community, Seekooseelak, as it left behind nomadic camp life. While Pitseolak was "happy" about

the ready availability of white man's food, the steady heat in houses, and access to education for the children, he concluded, "it's not happier living in today's world."

Comments: A five-page "Preface to the 1993 Reprint" provides information on several exhibitions of Pitseolak's photographs and drawings, as well as information on Pitseolak's relatives who assisted with the project. Eber is also author of "When the Whalers Were Up North". Original edition of *People from Our Side* published by Hurtig in 1975, two years after Pitseolak died. First American edition published by Indiana University in 1977. Interpreters included Annie Manning, Pitseolak's granddaughter, also his great-nephew and great-nieces.

Index: Yes

Bibliography: No

*Tsimshian, from time immemorial: the history and culture of the Tsimshian-speaking peoples of British Columbia* ©1995

Libby Kirby and Nancy Ruddell

Canadian Museum of Civilization

First Nations Studies, Social Studies Grades 4 - 12

Physical format: CD-ROM computer file, IBM (386, 486 or later) and Mac ( LC or higher) compatible.

System requirements 4 MB of RAM, 4 MB available hard disk space; Photo CD-compatible CD-ROM

General description: "Welcome to the world of the Tsimshian...", begins Geoff Winter's narration in this unusually formatted slide-show of historical and contemporary photographs from BC's North Coast, Skeena and Nass River valleys. With the goal of "greater understanding of the accomplishments of the Tsimshian people", slides from the Museum's and others' collections show customs and lifestyles which evolved over 5,000 years and which "continue to find expression in the modern world." Alternate narrator is Dianne Laursen. Main Menu options, accessible in any sequence, are: Introduction, Archaeology, Women's Activities, Men's Activities, Trade and Warfare, Wealth and Rank, Shamanism, Artifacts. Under each category are two options: "menu", which returns the user to the sub-menu and "continue", which begins the narration and slide show. Clicking "size" on the top of the screen at any time enlarges the photo being viewed to full screen. Clicking on the forward chevrons returns one to the Main Menu.

Comments: Issued also in French as *Les Tsimshians, du fond des ages*, this program could be

used in classroom or library as a supplemental learning resource, but there are no teacher options for learning management or record keeping. Screen layout is uncluttered and navigational features are easy to use. Loading instructions are given inside the sleeve, but nothing directs the first time user to look for these.

Index: n/a

Bibliography: Photograph and illustration sources are given

*The unjust society.* © 1999; originally published by Hurtig ©1969

Harold Cardinal

Douglas & McIntyre

First Nations Studies, Law, Political Science, Social Studies Grades 10 -12

Physical format: Softcover, 13.9 cm x 21.5 cm, 146 pp  
ISBN. Order : 1-555054-483-7

Price: \$19.95

General description: Following the new 21 p stock-taking Introduction, the 16 original chapters reveal life behind the "The Buckskin Curtain" in the late '60's, "document betrayals of trust...ignorance and bigotry" and reveal the First Nations' aspiration, "to be colourful red tiles (in the Canadian mosaic), taking our place where red is both needed and appreciated". In chronicling for the current generation the "Indian Nations" thoughts, actions and experiences when confronted with the MacDonald-Chrétien White Paper's proposed Indian Act changes, Cardinal also aimed to "open the eyes of the Canadian public to its shame". "The white man has some good qualities... some quite acceptable concepts of morality, justice...equality, none of them new to the Indian, but all, decent, solid thinking." Though some observations have this acerbic, tongue-in-cheek quality, nonetheless, non-natives are graciously invited to open curtains, "We are interested in your culture and your heritage; we want you to discover ours."

Comments: Of the Sucker Creek Cree First Nation the author was the leader of the Alberta Indian Brotherhood. Vancouver Public Library selected as one of the 113 most significant Canadian books this exposé of the "sordid facts" that forced Trudeau's Liberal government "to account publicly for its mishandling of the native people"

Index: No

Bibliography: Yes

*Where the rivers meet.* © 1988

Don Sawyer

Pemmican

English Language Arts, First Nations Studies, Personal Planning,

Social Studies Grades 7 - 12

Physical format: Softcover, 15.2 cm x 22.9 cm, 147 pp  
ISBN. Order : 0-921827-06-7

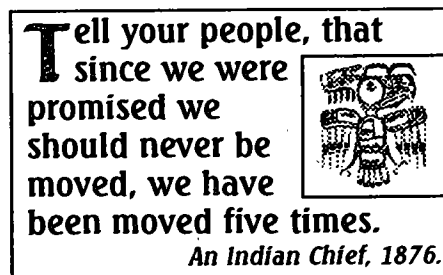
General description: When her social studies teacher asks where today are there people with courage, vision and willingness to face issues like the Confederation Fathers, high school senior Nancy Antoine finds herself speaking out about the need for a walkway and handrail for the railway trestle bridge that links her side of the clear, green river to the town. As slights, injustices, an attempted rape and a friend's suicide all gnaw inside her, three months before the high school graduation she has endured so much to earn, Nancy risks expulsion to follow home economics teacher Bernice Wu's advice and, with the help of an elder, reconnect with the ways that sustained her people, the Shuswap, for 10,000 years. Like the two rivers "boiling and foaming" as they collide, but not mixing immediately, the two cultures clash and recoil, to the detriment of the Shuswap until Nancy returns from her spirit quest.

Comments: This story deals with issues all middle and high school students can relate to, but intensified by unfolding through First Nations' experiences. Sawyer, who also wrote the non-fiction book, *Tomorrow Is School*, has devoted his career to Native education, first as a high school teacher, later as Curriculum Director of the Native Adult Education Resource Centre of Okanagan College, Salmon Arm. A portion of the royalties is donated to the Lytton and Mt. Currie Stein Preservation Fund and to the Stein Natural and Cultural Heritage Rediscovery Society.

Caution: p 44 - 47 gang rape attempt is described, but not graphically and is pivotal to the story.

Index: No

Bibliography: No



# A LEGACY IN THE LIBRARY

by **JEAN KIEGERL**, teacher-librarian, Merritt Secondary School, SD#58 (Nicola Similkameen).

Imagine someone coming into your library in May, just when your budget is on its last legs, and giving you \$5000 for resources with a specific curricular focus. That was my experience last year and it got my immediate attention! This was the brilliant idea of the Local Education Authority, a committee of Board and First Nations representatives, that oversees the School District's targeted First Nations education funding. A similar allocation, depending on school size, was provided to every library in the district, including the District Resource Centre. Specifically directed to improving the resources on First Nations culture and history, this one-time investment will pay dividends for years to come.

Under the guidance of John Chenoweth, this is one of a series of innovative ideas that the Local Education Authority has found to address the education needs of local First Nations children. First, they worked on creative solutions to address the attendance, marks and graduation rate for their children, and these have improved remarkably during the past decade. Next, the committee turned its attention to improving understanding of and access to First Nations culture. After assisting in the implementation of First Nations language programs and secondary school curricula, they looked for other ways to support their students.

They wisely chose school libraries as the route for improving access to their cultures' knowledge and history. After the decision to dedicate significant funding to the project, John set up a District book fair and invited the local bookstores and United Library Services to set up displays of their First Nations materials one evening. He invited representatives from the local Bands, parents, local First Nations authors and other interested people to attend and give suggestions to the schools' librarians on resource purchases. This got the project off to an excellent start. These purchases made an immediate improvement in the book and reference collections, but audio-visual resources such as film collections and CD-ROM resources also got a boost. In addition, some librarians engaged their students in cultural field trip experiences and others brought in First Nations authors such as David Bouchard (winner of the Red Cedar Award for *The Great Race: Legend of the Chinese Zodiac*.)

In November, implementing another good idea, the LEA and School Board hosted a dinner social for local First Nations education leaders, Trustees, school administrators and teachers involved with First Nations programs, including teacher-librarians. The event was to improve communication among these groups and happened to be held at my school. In my library across the hall were displayed our new First Nation materials, which covered every counter, table and shelf. It was apparent that people were not used to seeing so many excellent First Nations materials in one place - several asked if this was the collection from the whole District. The visitors spent almost two hours after dinner, browsing and chatting, with the benefits of their special funding project clearly in view and a major topic of discussion. Some gave me the names of other First Nations authors and sources for hard-to-find local materials. These contacts have been very useful as many good materials are difficult to identify and locate, often being limited printings or regional publications.

What a difference the resulting collection has made! Students now select First Nations topics for assignments in a number of courses, not just Social Studies, and expect to find good information, even when their topic is quite esoteric. First Nations students spend more time in the library this year, read more books, and are more willing to ask for assistance with research problems. This LEA project has helped the schools to support their children both academically and culturally. What a legacy the First Nations targeted fund has created here - a positive connection between their children and libraries and a long-lasting cultural resource that links the school to its First Nations communities.

“One of the best ways to make good things happen is to find the people who are creative and energetic and passionate about the issues, then just do whatever you can to support them in making their ideas work. Like librarians, for example, ...”

- John Chenoweth, District Vice-Principal for First Nations Education, School District #58 Nicola-Similkameen

# FIRST NATIONS STUDIES 12 RESEARCH PRESENTATION

by **PENELOPE KALOPSI-KENNEDY**, First Nations teacher and **COLIN CHAFER**, teacher-librarian, Howe Sound Secondary School SC#48 (Howe Sound), **DALE HARRY**, language and cultural teacher, Squamish Nation, **PAUL WICK**, Howe Sound Secondary School First Nations support worker.

## LEARNING OUTCOMES

Selected from *BC First Nations Studies Integrated Resource Package 2000*

It is expected that students should

1. demonstrate research, oral, and written presentation skills
2. analyze the relationship of First Nations people with the land, including life style patterns, and use of plants and animals
3. analyze the forms of social organization and forms of government of First Nations people during the pre-contact period.
4. explain the intent and impact of various government policies relating to First Nations people after European contact and colonialism (e.g. Royal Proclamation of 1763, Indian Act of 1858)
5. demonstrate an understanding of contemporary negotiations and agreements pertaining to aboriginal self-determination
6. examine and predict important issues relating to First Nations people in their self-determination
7. explain artistic expressions of their culture group (e.g. art, music, dance,...)

## ASSIGNMENT

With a partner choose a First Nations group in British Columbia (or Canada) and research the four main topics below for the cultural group you have chosen.

## PART A

### TRADITIONS OF FIRST NATIONS (PRE-CONTACT WITH EUROPEANS)

1. What was their relationship to the land and what was the land's relationship to the First Nations people? (e.g. What were their uses of plants and animals? What were their seasonal patterns of living?)
2. What was their form of social organization and form of government?
3. What were their traditional values and beliefs (e.g. potlatch, pow-wow, sundance, sweatlodge, winter dances, shamanism)?
4. What were the forms of artistic expression of your culture group (e.g. masks, musical instruments, totem poles, ceremonial regalia...)?

## PART B

### EUROPEAN CONTACT AND COLONIALISM

What was the impact of contact between your First Nations culture and Europeans?

1. How did their relationship to the land change? How did the Royal Proclamation of 1763 affect the First Nations people?
2. What was the effect of the Indian Act of 1858 on their social organization, form of government, education, relationship to the land, and traditional values and beliefs?
  - a. Social Organization: How did the roles of men and women change? What happened to the family unit? How did their language and culture change? How did the education change with the introduction of residential schools and missionaries?
  - b. Spiritual Practices and Beliefs: How did the

healing of their culture change? What role did the churches play in the First Nations community?

## **PART C**

### **CONTEMPORARY ISSUES**

1. What is a treaty?
2. What is currently happening with your First Nations group with respect to the treaty process (e.g. treaty negotiations, land claims, self-government)

## **PART D**

### **FUTURE**

1. What form of relationship do you think First Nations peoples will have with provincial and federal governments in the future?
2. What do you see as the most important issue facing First Nations people (language, culture, treaty, government, health...)?
3. How do you see yourself making a difference in this issue in the future?

## **PROCEDURE**

Parts A, B, C, and D will be researched and presented on separate dates.

## **METHODS OF PRESENTATION**

All parts of the assignment must be presented orally.

Oral presentations may consist of the following or a method of your choice.

- a. posters (pictures or illustrations)
- b. poster boards (pictures or illustrations with text)
- c. video footage
- d. power point presentation
- e. books
- f. overhead transparency
- g. slides
- h. storytelling
- i. drama skits
- j. dance
- k. music
- l. guest speaker

## **FIRST NATIONS GROUPS**

You may choose **one** of the following cultural groups from British Columbia or one of your own from Canada.

- Champagne and Aishihik
- Comox
- Dene-thah
- Dakelh
- Dunne-za
- Gitxsan
- Haida
- Haisla
- Halq'emeylem
- Heiltsuk
- Homalco and Klahoose
- Hul'qumi'num
- Kaska
- Ktunaxa
- Kwakwaka'wakw
- Net'oot'en
- Nisga'a
- Nlaka'pamux
- Nuu'chah'nulth
- Nuxalk
- Okanagan
- Oweekeno
- Sechelt and Sliammon
- Secwepemc
- Sekani
- Stl'atl'imx and Lil'wet'ul
- Straits-Salish
- Squamish and Tsleil Waututh
- Tahltan
- Taku Tlingit
- Tsilhqot'in
- Tsimshian
- Wet'suwet'en

Choose a partner to work with and choose a culture to research. You will be responsible for the research, presentation, and self-evaluation.

## MY PARTNER IS:

---

## OUR CULTURAL GROUP IS

---

## MARKING CRITERIA

### TEACHER EVALUATION

- Organization (10 marks)
- Comprehensiveness (10 marks)
- Creativity (10 marks)
- Group Cooperation (5 marks)
- Bibliography (10 marks)
- Self-evaluation (5 marks)

### STUDENT EVALUATION

How would you rate your presentation?

5 4 3 2 1

Did you organize your time well?

5 4 3 2 1

Did you cover all the topics that you were given?

5 4 3 2 1

Did you use various methods of presentation?

5 4 3 2 1

Did all members of your group contribute equally?

5 4 3 2 1

Dear Elders, Parents, and Guardians,

Our First Nations Studies 12 class has been researching various cultural groups of British Columbia and Canada. The students have been giving presentations throughout this quarter on their cultural group— Traditions of First Nations – Pre-contact With the Europeans, European Contact And Colonialism, Contemporary Issues, and the Future of Their Cultural Group. The students are giving their final presentation, and they cordially invite you to join them.



HOY CHEWX A!

**Thunderbird** printed with permission from the Squamish Nation

## RESOURCES

### BOOKS

- Friesen, John W. *Rediscovering the first nations of Canada*. Calgary: Detselig Enterprises Ltd., 1997.
- Green, Rayna and Melanie Fernandez. *The encyclopaedia of the first peoples of North America*. Toronto: Douglas and McIntyre, 1999.
- King, J. C. H. *First peoples first contacts: native peoples of North America*. Cambridge, Massachusetts: Harvard University Press, 1999.
- Kirk, Ruth. *Wisdom of the Elder: Native traditions on the Northwest Coast*. Vancouver: Douglas and McIntyre, 1986.
- Livesey, Robert and A. G. Smith. *Native peoples (Discovering Canada)*. Toronto: Stoddart, 1994.

McKee, Christopher. *Treaty talks in British Columbia: negotiating a mutually beneficial future*. Vancouver: UBC Press, 2000.

McLennan, Bill and Karen Duffek. *The transforming image: painted arts of Northwest Coast first nations*. Vancouver: UBC Press, 2000.

Morrison, Bruce R. ed. *Native peoples: the Canadian experience*. Toronto: Oxford University Press, 1986.

Muckle, Robert J. *The first nations of British Columbia*. Vancouver: UBC Press, 1998.

Shearer, Cheryl. *Understanding Northwest Coast art: a guide to crests, beings, and symbols*. Vancouver: Douglas and McIntyre, 2000.

Wyatt, Gary. *Mythic beings: spirit art of the Northwest Coast*. Vancouver, B.C.: Douglas and McIntyre, 1999.

## NEWSPAPERS

*Kahtou: the vVoice of B.C.'s first nations* (K'watamus Publications Inc., 5526 Sinku Drive, PO Box 192, Sechelt, B.C. VON 3A0 Phone: 604-885-7391 Fax: 604-885-7397)

*Western native news* (Suite 330, 10115 100A Street, Edmonton, Alberta T5J 2W2 Phone: 780-421-7966 Fax: 780-424-3951)

## WEB SITES

Aboriginal Claims in Canada  
<http://www.ualberta.ca/~esimpson/claims/BritishColumbia.htm>

Aboriginal Youth Network  
<http://www.ayn.ca/>

Assembly of First Nations  
<http://www.afn.ca>



Bill's Aboriginal Links  
<http://www.bloorStreet.com/300block/aborl.htm>

British Columbia Treaty Commission  
<http://www.bctreaty.net>

Canada's Native Peoples  
<http://www.pch.gc.ca/csp-pec/english/about/native/index.htm>

Canadian Indian Treaties (University of Alberta Library)  
<http://www.library.ualberta.ca/subject/nativestudies/treaties/index.cfm>

First Nation Information Project  
<http://www.aboriginalcanada.com/firstnation/>

Indian and North Affairs Canada  
[http://www.inac.gc.ca/index\\_e.html](http://www.inac.gc.ca/index_e.html)

Ministry of Aboriginal Affairs  
<http://www.gov.bc.ca/aaf/default.htm>

Native Law Centre of Canada  
<http://www.usask.ca/nativelaw/>

Nisga'a Nation  
<http://www.ntc.bc.ca>

Oh Canada: First Nations: Aboriginal Canadians  
<http://www.ualberta.ca/~bleeck/canada/firstntn.html>

Residential Schools and Abuse  
<http://www.total.net/~niichro/womhealth/wohealth6.html>

Royal Commission on Aboriginal People  
<http://www.indigenous.bc.ca/rcap.htm>

Squamish Nation Network  
<http://www.squamish.net>

Treaty Negotiations of B.C.  
<http://www.aaf.gov.bc.ca/>

Village of First Nations  
<http://firstnations.com/welcome.htm>

## AN UNEXPECTED TREASURE TROVE: INFORMATION ABOUT OUR FIRST NATIONS PEOPLES

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

In the fall of 2000, Harbour Publishing's *Encyclopedia of British Columbia* became the hot bargain at a number of discount retailers in the lower mainland. I became a "Frequent Buyer" as I realized what an incredible resource it was. My first purchase (at regular price) was quickly followed by three more (at about 55% of regular price), then a slower, but desperate purchase of two more (at 75% of regular price when I couldn't find a better deal). We ended up giving them as Christmas gifts to our four children and a family friend, and keeping one for ourselves. If we had truly recognized what we had we would have sent copies to more people.

In the December issue of *The Bookmark*, reviewer Marcus Nipp gave a positive review of the encyclopedia, and drew attention to some of the topics covered which relate to First Nations peoples. I am writing this article to expand on his review and because I have become besotted by this quality reference work and its accompanying CD-ROM.

Back in November, when we only had the copy we purchased for ourselves, we looked up the places we had lived — North Bend, Vernon and Revelstoke, then took sidetracks through the embedded cross references. It was an interesting journey, even though at that point we didn't know there was a CD-ROM inside the back cover.

Then the browsing started, quickly leading to a realization that we had never seen such good coverage of First Nations' cultures, settlements, languages and personalities. For example, the Haida, Haisla and Heiltsuk people are all accorded separate articles, while *The Canadian encyclopedia* only covers the Haida, and in a shorter article. Naturally, one can find complete volumes on the Haida that are more complete than this article, but the same cannot be said about many smaller First Nations.

In addition, many bands are now asserting traditional names rather than names given to them by non-natives. A good example of this is the Secwepemc Nation (Shuswap) group formerly called the Alkali Lake band, but now known as the Esketemc band. I have already had occasion to refer

to the four page listing of the Nations and Bands, after encountering "T' Sou-ke" in a newspaper article (I was chagrined to see that it referred to the "Sooke" band, which I should have been able to guess). In addition, excellent maps in the "First Nations" article will help adults and students to place the locations of Nations such as Haisla, Heiltsuk and Secwepemc.

There are articles on many noteworthy individuals, some familiar and others who are not. The system of embedded cross references will lead the interested reader to most of them, however, there is an article on Ellen NEEL, a Kwakwaka'wakw artist who made her living carving totems in the 1940's and 1950's, creating several full-size poles as well as many miniature poles. Try as I might, I couldn't find my way to this article without simply "happening" upon it or already knowing her name. Knowing a name has always been half the battle. With a name it is possible to check indexes in probable sources for more information and to determine if it is possible for students to research an individual successfully.

If I were still working in a school, I would use the encyclopedia to begin building a list of researchable personalities, so that I could add the names of B.C. First Nations people, past and present, to those biography projects that turn up in Social Studies (e.g., leaders and politicians), English / Language Arts (e.g., heroes and authors) and Fine Arts (e.g., artists, dramatists and dancers). Embedding noteworthy achievements by First Nations role models into larger studies is one way to improve the majority group's understanding of the incredible richness of First Nations' culture and to reinforce the pride and feelings of self worth that many First Nations students feel about their own history and heritage.

Anyone who is curious about land claims and fisheries issues will find that political questions are covered in a straight-forward, unbiased manner. The bones of treaties and court decisions are presented with sufficient background information to enable students to assess and understand all the contrary opinions, articles and letters to the editor that appear

so frequently in the newspapers. Indeed, the fact that the encyclopedia provides background information on a wide range of British Columbia topics will make it an essential starting point for research in non-aboriginal topic areas as well.

Embedding a variety of information about First Nations contributions to BC into curricular areas should not be too difficult, as the encyclopedia itself can demonstrate. Truly, information about the province's First Nations peoples permeates this work. The following is a ten page sample:

- Page 1: ABALONE. "First Nations people harvested abalone to eat the meat and to use the shells for ornamentation."
- Page 2: More than half the page is devoted to articles on ABORIGINAL DEMOGRAPHY and ABORIGINAL RIGHTS.
- Page 3: A brief article on Haida activist Alfred ADAMS, plus information embedded in articles on ADAMS LAKE and ADAMS RIVER.
- Pages 4-6: major article on Agriculture does not include First Nations peoples.
- Page 7: A brief article on AH-CHEE-WUN, a legendary Coast Salish chief, plus information embedded in an article on AHOUSAT.
- Page 8: A reference from AIYANSH to GITLAMDAMIKS, and place name information in an article on AKAMINA PASS.
- Page 9: Article and maps of ALASKA HIGHWAY take up most of the page. No mention of First Nations.
- Page 10: The Nuu-chah-nulth (Nootka) appear in articles on ALBERNI, PEDRO DE and ALBERNI INLET.

Looking carefully at this wonderful reference book shows us how important First Nations people have been and continue to be in BC history and culture. From Amelia Douglas, whose mother was Cree, and who became the wife of James Douglas, first Governor of British Columbia, to the current crop of accomplished artists, including such stellar talents as Susan Point, Joe David and Robert Davidson, remarkable individuals have both sustained First Nations culture and transformed the larger culture.

This encyclopedia deserves to be promoted and used widely. Although I have always advised parents not to purchase an encyclopedia because they date quickly, but to encourage their children to borrow them instead, I have no hesitation in suggesting that the *Encyclopedia of British Columbia* is a wonderful resource to have in both home and school libraries. Sometimes you can't have too much of a good thing!

**Great Spirit Prayer (origin unknown). Attributed to Martin J. Shutt  
mshutt@lynx.bc.ca**

**O**h, Great Spirit, whose voice I  
hear in the wind,  
Whose breath gives  
life to all the world.  
Hear me; I need your  
strength and wis-  
dom.



Let me walk in beauty,  
and make my eyes ever  
behold the red and purple  
sunset.  
Make my hands respect the  
things you have made and my  
ears sharp to hear your voice  
Make me wise so that I may  
understand the things you  
have taught my people.  
Help me to remain calm and  
strong in the face of all that  
comes towards me.  
Let me learn the lessons you  
have hidden in every leaf &  
rock.  
Help me seek pure thoughts &  
act with the intention of help-  
ing others.  
Help me find compassion with-  
out empathy overwhelming  
me.  
I seek strength, not to be  
greater than my brother, but  
to fight my greatest enemy -  
Myself.  
Make me always ready to come  
to you with clean hands and  
straight eyes.  
So when life fades, as the fad-  
ing sunset, my spirit may  
come to you without shame.



FEATURED IN THIS ISSUE



# 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).

Social Insurance Number \_\_\_\_\_  Mr.  Mrs.  Miss  Dr.  Ms.

Surname \_\_\_\_\_

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 \_\_\_\_\_

## PSA MEMBERSHIP

BCTF MEMBERS	STUDENTS/ RETIREES	BCTF MEMBERS	STUDENTS/ RETIREES	BCTF MEMBERS	STUDENTS/ RETIREES
41 <input type="checkbox"/> \$35.00 Art	<input type="checkbox"/> \$20.00	53 <input type="checkbox"/> \$35.00 Learning Assistance	<input type="checkbox"/> \$10.00	66 <input type="checkbox"/> \$25.00 Environmental Ed	<input type="checkbox"/> \$15.00
42 <input type="checkbox"/> \$35.00 Business Education	<input type="checkbox"/> \$23.00	54 <input type="checkbox"/> \$30.00 Physical Education	<input type="checkbox"/> \$15.00	67 <input type="checkbox"/> \$20.00 Rural	<input type="checkbox"/> \$10.00
44 <input type="checkbox"/> \$40.00 Counsellors	<input type="checkbox"/> \$25.00	55 <input type="checkbox"/> \$42.00 Primary	<input type="checkbox"/> \$21.00	68 <input type="checkbox"/> \$25.00 Peace & Global Ed	<input type="checkbox"/> \$ 5.00
45 <input type="checkbox"/> \$35.00 Immersion/Cadre	<input type="checkbox"/> \$15.00	57 <input type="checkbox"/> \$35.00 Science	<input type="checkbox"/> \$10.00	69 <input type="checkbox"/> \$25.00 ESL PSA	<input type="checkbox"/> \$15.00
46 <input type="checkbox"/> \$35.00 English Language Arts	<input type="checkbox"/> \$15.00	58 <input type="checkbox"/> \$30.00 Technology	<input type="checkbox"/> \$20.00	70 <input type="checkbox"/> \$30.00 Alternate Ed	<input type="checkbox"/> \$15.00
47 <input type="checkbox"/> \$35.00 Home Economics	<input type="checkbox"/> \$16.00	59 <input type="checkbox"/> \$25.00 Social Studies	<input type="checkbox"/> \$10.00	71 <input type="checkbox"/> \$25.00 First Nations	<input type="checkbox"/> \$15.00
48 <input type="checkbox"/> \$35.00 Intermediate	<input type="checkbox"/> \$15.00	60 <input type="checkbox"/> \$30.00 Special Ed	<input type="checkbox"/> \$15.00	72 <input type="checkbox"/> \$20.00 Co-operative Learning	<input type="checkbox"/> \$10.00
49 <input type="checkbox"/> \$40.00 Teacher-Librarians	<input type="checkbox"/> \$15.00	62 <input type="checkbox"/> \$35.00 Drama	<input type="checkbox"/> \$20.00	73 <input type="checkbox"/> \$35.00 Dance	<input type="checkbox"/> \$12.50
50 <input type="checkbox"/> \$35.00 Mathematics	<input type="checkbox"/> \$15.00	63 <input type="checkbox"/> \$35.00 Gifted	<input type="checkbox"/> \$18.00	74 <input type="checkbox"/> \$20.00 Adult Educators	<input type="checkbox"/> \$10.00
51 <input type="checkbox"/> \$30.00 Modern Languages	<input type="checkbox"/> \$15.00	64 <input type="checkbox"/> \$25.00 Distributed Learning	<input type="checkbox"/> \$10.00	75 <input type="checkbox"/> \$30.00 Culinary Arts	<input type="checkbox"/> \$16.00
52 <input type="checkbox"/> \$35.00 Music	<input type="checkbox"/> \$17.50	65 <input type="checkbox"/> \$35.00 Computer	<input type="checkbox"/> \$15.00	76 <input type="checkbox"/> \$20.00 Educators Against Racism	<input type="checkbox"/> \$10.00

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

NON-BCTF MEMBERS	NON-BCTF MEMBERS	NON-BCTF MEMBERS
41 <input type="checkbox"/> \$56.18 Art	53 <input type="checkbox"/> \$56.18 Learning Assistance	66 <input type="checkbox"/> \$45.48 Environmental Ed
42 <input type="checkbox"/> \$56.71 Business Education	54 <input type="checkbox"/> \$50.83 Physical Education	67 <input type="checkbox"/> \$40.13 Rural
44 <input type="checkbox"/> \$61.53 Counsellors	55 <input type="checkbox"/> \$89.88 Primary	68 <input type="checkbox"/> \$45.48 Peace & Global Ed
45 <input type="checkbox"/> \$56.18 Immersion/Cadre	57 <input type="checkbox"/> \$56.18 Science	69 <input type="checkbox"/> \$45.48 ESL PSA
46 <input type="checkbox"/> \$56.18 English Language Arts	58 <input type="checkbox"/> \$50.83 Technology	70 <input type="checkbox"/> \$50.83 Alternate Ed
47 <input type="checkbox"/> \$56.18 Home Economics	59 <input type="checkbox"/> \$45.48 Social Studies	71 <input type="checkbox"/> \$45.48 First Nations
48 <input type="checkbox"/> \$56.18 Intermediate	60 <input type="checkbox"/> \$50.83 Special Ed	72 <input type="checkbox"/> \$40.13 Co-operative Learning
49 <input type="checkbox"/> \$61.53 Teacher-Librarians	62 <input type="checkbox"/> \$56.18 Drama	73 <input type="checkbox"/> \$56.18 Dance
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

Total number of associations \_\_\_\_\_ R 106779291 Total fees enclosed \_\_\_\_\_

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

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



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

# CHARISMATIC CULTS

## A unit for Family Studies 11

by **JUDITH COFFIN**, teacher-librarian and **MARILYN ROBERTS**, home economics teacher, Elgin Park Secondary School, SD#36 (Surrey).

### GOAL

- Students will learn about the beliefs, leaders & recruitment techniques of cults.
- Students will evaluate the portrayal of cults in fiction books.

### LENGTH OF TIME NEEDED

- 2 periods in the library

### MATERIALS NEEDED

- Multiple copies of fiction books about cults on Handout 1C.
- Multiple copies of the non-fiction books about cults on Handout 1B.

### TEACHER PREPARATION

1. Teacher-librarian secures the resources on cults.
2. Teacher reserves the library for two periods.
3. Teacher photocopies a class set of Handouts 1A and 1C.

### CLASS PROCEDURE

1. Before coming to the library the teacher introduces the assignment to the students.
2. Teacher-librarian introduces the non-fiction resources and presents book talks for the fiction books.

### EVALUATION

1. Researched information from question 3 on Handout 1A can be evaluated.
2. Visual presentation can be evaluated.
3. Verbal presentation can be evaluated.
3. Book talk discussion can be evaluated

## FAMOUS CULTS (Handout 1a)

### Section I

### What is a Cult?

70 marks

1. Using the resources in the library you are to investigate one of the following cults:  
Symbionese Liberation Army  
Charles Manson and the Manson family  
Ron Hubbard and the Church of Scientology

Divine Light Mission  
 Reverend Sun Myung Moon and the Unification Church (Moonies)  
 Jim Jones and the People's Temple in Jonestown, Guyana  
 David Koresh and the Branch Dividians in Waco, Texas  
 Luc Journet and the Order of Solar Temple  
 Satanic Cults  
 Heaven's Gate  
 Freemen of Montana  
 Hare Krishna

2. Your research should include consulting a variety of resources in the library including: the Online Public Access Catalog for books and videos, pamphlet file for pamphlets and newspaper clippings, Electric Library Canada for magazine and newspaper articles, and the Internet.

3. Your written report should include the following information:
- |                                                                                                                        |          |
|------------------------------------------------------------------------------------------------------------------------|----------|
| What is the name of the cult?                                                                                          | 2 marks  |
| What are the beliefs of the cult?                                                                                      | 10 marks |
| What is the name of the founder? Who is their current leader?                                                          | 2 marks  |
| How would you describe the leader or founder's style and the techniques he or she uses.                                | 10 marks |
| Where is the cult located? What techniques are used to recruit members? Describe the building where the cult worships. | 5 marks  |
| Is the cult is involved in legal and/or illegal activities?                                                            | 5 marks  |
| Have any recent stories appeared in the media on the cult?                                                             | 6 marks  |
4. Your report should have a written, verbal and visual component:
- |                                                                                                                              |          |
|------------------------------------------------------------------------------------------------------------------------------|----------|
| The written report should include the answers to question three in several well constructed and well written paragraphs.     | 40 marks |
| The visual presentation could be a collage, poster or mobile.                                                                | 15 marks |
| The verbal report should be a 5-10 minute class presentation presenting your research from question three with visual aides. | 15 marks |
| Total                                                                                                                        | 70 marks |

**Section 2      The Cult Book Club      30 marks**

- Form a group consisting of 4-5 students called a book club. Each book club will choose one of the following books. Members of the book club will read the same book. **DO NOT** talk to each other about the book until **CULT BOOK CLUB DAY**.

*Ratface* by Gary Disher  
*Leaving fishers* by Margaret Patterson Haddix  
*If I should die before I wake* by Han Nolan  
*Armageddon summer* by Jane Yolen  
*The unbeliever* by Robert Swindells  
*Behind a bedroom wall* by Laura E. Williams

- Your reading of the book should be completed by \_\_\_\_\_.
- When you are reading the book, think about the following questions:  
Has the author created a realistic story about a cult?  
Has the author depicted the cult accurately?  
Has the author depicted the techniques of recruitment accurately?  
Compare the cult you researched with the cult created in the book?
- \_\_\_\_\_ is **CULT BOOK CLUB DAY**. On that day you will divide into your book clubs and discuss your book. Did you like book? Are the characters believable? Is the story believable? Is the cult depicted accurately? Is the book well written?
- You can bring treats for your book club including coffee, tea, muffins and cookies.
- After 20-30 minutes discussion, your club will make a brief presentation to the class summarizing a) the strengths and weakness of your book and b) the highlights of your discussion. Tell the class how many stars you would give this book.
 

*****	5 stars	Excellent well written story & characters
****	4 stars	Good but.....
***	3 stars	Average story and characters
**	2 stars	Poorly written with weak characters & story
*	1 star	Boring story and characters
- Evaluation will be based on:
 

A one-page written review of the book	10 marks
Participation in your book club discussion	10 marks
Club's presentation to the class	10 marks
<b>Total</b>	<b>30 marks</b>

### **NON-FICTION BOOKS ABOUT CULTS (Handout 1b)**

Barden, Renardo. *Cults*. Vero Beach, Florida: Rourke Corporation, 1990. ISBN 0865930708.

Barghusen, Joan D. *Cults*. San Diego: Lucent, 1998. ISBN 1560061995.

Boyle, James. *Killer cults*. New York: St. Martin's Press, 1999. ISBN 0312952856.

Cohen, Daniel. *Cults*. New York: Millbrook Press, 1994. ISBN 1562943243.

Galanter, Marc. *Cults*. New York: Oxford University Press, 1989. ISBN 019506310.

Jordan, Michael. *Cults: prophecies, practices and personalities*. Britain: Dubai Press, 1996. ISBN 1858681677.

Lane, Brian. *Killer cults: murderous messiahs and their fanatical followers*. London: Headline, 1996. ISBN 0747255148.

Miller, MaryAnn. *Coping with cults*. New York: Rosen Publishing, 1990.  
ISBN 0823911780.

Streissguth, Thomas. *Charismatic cult leaders*. New York: Oliver Press, 1995.  
ISBN 1881508188.

Zeinert, Karen. *Cults*. New York: Enslow Publishing, 1997. ISBN 0894909002.

### **FICTION BOOKS ABOUT CULTS (Handout 1c)**

Disher, Garry. *Ratface*. New York: Ticknor & Fields, 1994. ISBN 0395694515.

Max and Christina have been adopted by a white supremacist cult as young children. When they realize that they and a younger victim named Stefan, have been kidnapped from their natural parents, they plan a daring escape.

Haddix, Margaret Patterson. *Leaving fishers*. New York: Simon & Schuster. 1997.  
ISBN068981125X.

A chilling portrait of an insecure teenager who gradually relinquishes her autonomy to a religious cult.

Nolan, Han. *If I should die before I wake*. San diego: Harcourt Brace. 1996.  
ISBN 0152380418.

A high school student rebels against her fundamentalist Christian mother and begins hanging out with a group of Neo-Nazis. After a motor cycle accident leaves her unconscious in an intensive care ward, she travels back in time to the Lodz ghetto and the Auschwitz extermination camp.

Yolen, Jan. *Armageddon summer*. San Diego: Harcourt Brace. 1998. ISBN 0152017674.  
Reverend Raymond Beelson is gathering 144 Believers atop Mount Weeput in Massachusetts to camp, pray and await the Armageddon of July 2000.

Swindells, Robert. *The unbeliever*. [no bibliographic information supplied]

When her father joins a fundamentalist Christian sect called The Little Children and begins to impose the sect's ideas at home, Annabel is stunned.

Williams, Laura E. *Behind the Bedroom Wall*. Minneapolis: Milkweed Editions. 1996.  
ISBN 157131606X.

Karina is a loyal member of the Hitler Youth in Nazi Germany when she is appalled to discover that her parents are hiding a Jewish family in their home.

# **PREPARING A BUSINESS PLAN**

## **Developed for Business Management 12**

by **JUDITH COFFIN**, teacher-librarian and **KATHY MURDOCH**, business education department head, Elgin Park Secondary School, SD#36 (Surrey).

**Goal:** Students will learn how to develop a business plan.

**Length of Time Needed**

2 periods in the library

**Materials Needed**

Handouts 1A & 1B

Multiple copies of the pamphlets and books on Handout 1C.

**Teacher Preparation**

- Teacher photocopies a class set of Handouts 1A & 1B.
- Teacher reserves the library for 2 periods.
- Teacher-librarian secures the resources on Handout 1C.

**Class Preparation**

1. Teacher introduces the project to the students the day before the class comes to the library.
2. Teacher-librarian introduces the books and pamphlets on Handout 1C to the class.

**Evaluation**

Business plan can be evaluated.

**Handout 1A**

### **THE BUSINESS PLAN**

Create a business plan which includes the following information. Note that although each business plan is unique a similarity in content exists.

**1. Format**

The **plan** should include a table of contents and a tab for each section; use 8 1/2" x 11" paper; include charts, graphs, diagrams, maps and other visual aids.

**2. Cover or Title Page**

The first page of the business plan should contain the following information: company name, address, and phone number; logo; names, titles, addresses and phone numbers of the owners and key executives; date on which the plan is issued.

**3. Executive Summary**

The **Executive Summary** is crucial for getting the attention of the potential investor and should: convey a clear and concise picture of the proposed venture; include a mission statement; be written last.

#### **4. General Company Description**

The **General Company Description** is a brief description of the company, its history, the type of business being proposed, the firm's objectives, where the firm is located, the market it is serving (local or international), the legal form of the business (partnership, sole proprietorship, etc.)

This section should consider the following questions:

- What is the basic nature and activity of the business?
- When and where was this business started?
- What achievements have been made to date?
- What changes have been made in structure and ownership?
- What is the company's stage of development – seed stage, full product line?
- What is the company's mission statement and objectives?
- What is the primary product or service?
- What customers are served?
- What is the company's form of organization?
- What is the industry's current and projected state?

#### **5. Products and/or Services Plan**

The **Products and/or Services Plan** discusses the products and/or services to be offered to the firm's customers and should include:

- A working model, prototype, or photograph
- A demonstration of what products have been developed or tested and shown to work
- The identification of any innovative features and the explanation of any patent protection
- The identification of any special features

#### **6. Marketing Plan**

The **Marketing Plan** should identify:

- The user benefits
- The type of market that exists
- How the user will save by using the product or service
- How the product is an improvement in attractiveness, safety, and health, etc.
- That a market exists and that the customers are ready to buy the product or service
- Reasonable estimates of demand
- A marketing strategy outline specifying the type of sales force, methods of promotion and advertising, etc.

#### **7. Management Plan**

The **Management Plan** describes the key players in a new firm and their experience and qualifications. The team should be well-balanced with financial and marketing expertise; production experience and innovative talent; and previous and start-up experience.

#### **8. Operating Plan**

The **Operating Plan** offers information on how the product is produced and the service provided including location, facilities, equipment, and inventory.

## 9. The Financial Plan

The **Financial Plan** projects the company's financial statement over the next 5 years and should include:

- Balance sheets, income statements and cash flow statement
- Cash budgets on a monthly basis for the first year and quarterly statements for the second and third years and annual statements for the fourth and fifth years.
- Projections that are supported with assumptions and explanations of how these figures have been determined.
- Cash flow statements identifying the sources of cash and how much will be raised by investors and how much will be generated from operations
- Statements showing much money will go towards investments, such as inventory and equipment.
- Statements showing how much money is needed from investors and the intended purpose of the money
- Information showing when and how investors will relieve cash out of the investment

## 10. The Appendix

The **Appendix** contains various extra material, information and attachments that help the reader understand the plan better including:

- Items that are referenced in other sections of the business plan
- Resumes of the key investors and managers
- Photographs of the products
- Buildings
- Marketing research studies
- Magazine or newspaper articles that are relevant
- Signed contracts of sale

## Handout 1B

### YOUR BUSINESS PLAN PROJECT

1. Using the resources in the library, create a 30-50 page business plan based on the format and content found in **The Business Plan** (Handout 1A).
2. Create a new product(s) or service, or buy an existing business or a franchise.
3. Make your research costs and value of items realistic.
4. Evaluation will be based on:

Presentation		50 marks
Format		20 marks
Contents	<b>20 marks each for Sections 2-10</b>	180 marks
	<b>Total</b>	<b>250 marks</b>
5. Consult a variety of resources in our library including: Online Public Access Catalog for books and pamphlets; and Electric Library Canada for magazine and newspaper articles

6. Consult a variety of resources in the community including: Internet BizPlanBuilder at <http://www.jianusa.com/>; Surrey Public Library; Small Business Ministries in the Federal and Provincial Governments
7. The project is due on: \_\_\_\_\_.

## Handout 1C

### BIBLIOGRAPHY

- Braidwood, Barbara. *Start and run a profitable a tour guiding business*. Vancouver: Self-Counsel Press, 1998. ISBN 1551800659.
- Bly, Robert. *Start and run a profitable mail order business*. Vancouver: Self-Counsel Press, 1998. ISBN 1551800659.
- Business planning and cash flow*. British Columbia: Ministry of Small Business, 1995.
- Cook, Peter D. *Start your own business: The Canadian entrepreneurs guide*. Toronto: Stoddart, 1989. ISBN 0773753095.
- Erdosh, George. *Start and run a profitable catering business*. Vancouver: Self-Counsel Press, 1996. ISBN 0880087725.
- Exploring business opportunities*. British Columbia: Ministry of Small Business, 1994.
- Fanson, Barbara. *Start and run a profitable desktop publishing business*. Vancouver: Self-Counsel Press, 1996.
- Foster-Walker, Mardi. *Start and run a profitable gift basket business*. Vancouver: Self-Counsel Press, 1995. ISBN 088908862.
- Godin, Seth. *You're clueless about starting your own business and want to know more*. Chicago: Upstart Publishing Company, 1996. ISBN 1574100939.
- Gray, Douglas A. *The complete Canadian small business guide*. Toronto: McGraw Hill Ryerson, 1994. ISBN 0075516616.
- Gross, Daniel. *Forbes greatest business stories of all times*. New York: Wiley, 1996.
- Hagan, Louise. *Start and run a profitable office service business*. Vancouver: Self-Counsel Press, 1995. ISBN 1551800284.
- Harper, Stephen. *The McGraw-Hill guide to starting your own business*. New York: McGraw, 1991. ISBN 0070266875.

*How to prepare a business plan.* New Brunswick: Atlantic Canada Opportunities Agency, 1995.

Hynes, William. *Start and run a profitable craft business.* Vancouver: Self-counsel Press, 1996. ISBN 1551800713.

James, J. D. *Starting a successful business in Canada.* Vancouver: Self-counsel Press, 1992. ISBN 0889085420.

Kelley, Mike. *Solutions for small business.* British Columbia: Ministry of Small Business, 1995.

Matsen, Thomas. *Start and run a profitable coffee bar.* Vancouver: Self Counsel Press, 1997. ISBN 1551800985.

Pruissen, Catherine. *Start and run a profitable home day care center.* Vancouver: Self-Counsel Press, 1999. ISBN 1551801132.

Rogak, Lisa Angowski. *The upstart guide to owning and managing a bed and breakfast.* New Hampshire :Upstart Publishing, 1995. ISBN 0936894652.

Schincariol, David. *Start and run a profitable student-run business.* Vancouver: Self-Counsel Press, 1995. ISBN 1551800268.

Sheedy, Edna, *Start and run a profitable home based business.* Vancouver: Self Counsel Press, 1998. ISBN 1551801485.


Tiffany, Paul. *Business plans for dummies.* California: IDG Books Worldwide INC., 1996. ISBN 1568848684.

Touchie, Roger D. *Preparing a successful business plan.* Vancouver: Self Counsel Press, 1998. ISBN 0889082987.

**"Not to be aware  
of the past is to be  
forever a child, but  
those of us who  
forget the past are con-  
demned to repeat it.  
Mankind IS the sum of his  
ancestors."**



**-Native Indian lore;  
Author unknown**

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:**

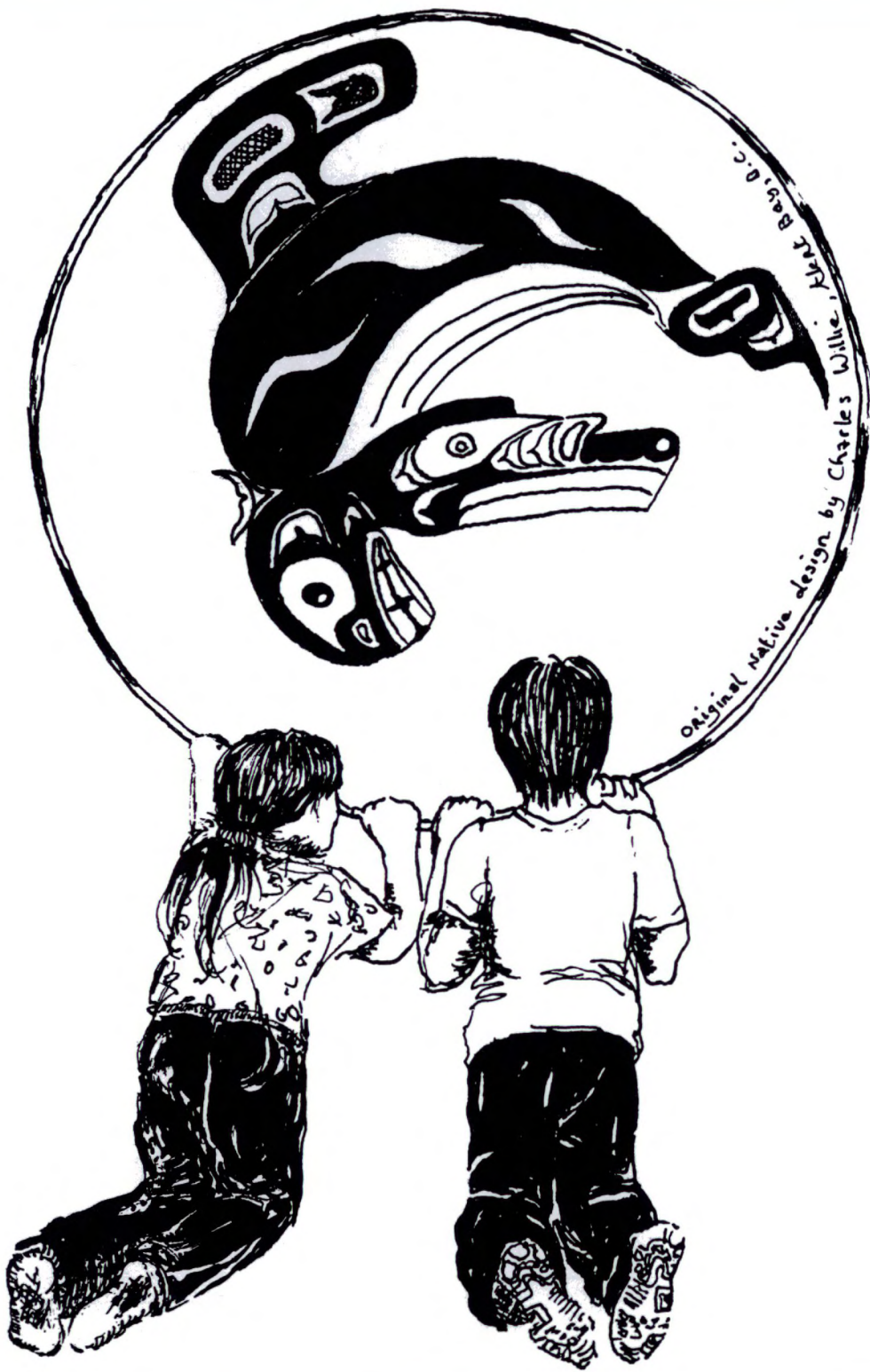
Chapter council meeting, lunch.

**CONTACT:**

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>

**CALL FOR PRESENTERS:**

Norma Jee  
Teacher-Librarian  
Victoria High School  
1260 Grant Street, Victoria, BC, Canada, V8T 1C2  
Telephone: (250) 388-5456 FAX: (250) 388-6702  
e-mail: [norma\\_je@sd61.com](mailto:norma_je@sd61.com)



REGULAR FEATURES

# WANTED! BCTLA REVIEWERS

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

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

**LEVEL** (Check all that apply)

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

**SUBJECTS** (Circle all that apply)

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

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

---

---

---

---

Please send this form to the

**BCTLA REVIEWS COORDINATOR**

Debbie Hartley  
2911 Ridgeview Drive  
Prince George, BC V2K 3T5  
School: (250) 962-9211  
Fax: (250) 962-8636  
E-mail: [hartley@mag-net.com](mailto:hartley@mag-net.com)

Send completed reviews by e-mail, postal mail or fax to:

Liz Austrom  
3675 West 39 Avenue  
Vancouver, BC V6N 3A6  
Fax: (604) 264-1595  
E-mail: [laustrom@istar.ca](mailto:laustrom@istar.ca)

# WORKING AND LEARNING CONDITIONS SURVEY

## FEBRUARY 2001 RESULTS

Collated and prepared by **GARTH HARKESS**, Working and Learning Conditions Chair. Garth may be contacted at school (250-426-5241) or at home (250-489-3804) regarding this survey and any other related concerns.

These are the results of the twentieth annual survey of working and learning conditions in the public school library resource centres of British Columbia. Thank you very much to all the teacher-librarians who took the time to complete their individual surveys and the chapter councilors who compiled their district survey forms and returned them by November 30, 2000. Thanks also to the local association presidents or designated contact teacher-librarians who compiled the data in districts with no chapter representation. Forty-one districts, 918 elementary and 284 secondary school library resource centres are represented in this report. In amalgamated districts where BCTLA chapters are not merged, both former and current school district numbers are sometimes shown.

### USES OF THE SURVEY REPORT

- Locate the profile of your district and compare your own school with the district as a whole.
- Compare your school district with other districts of similar size and geographic location.
- Make your BCTF local aware of the results. Remind them of the BCTF minimum staffing criteria. There is a very big difference between these recommended standards and the contractual obligation of school districts to provide one FTE teacher-librarian for every 702 students enrolled in the district. Districts that have a teacher-librarian ratio higher than the 702 contract number need to see their local executive immediately to have the situation corrected. **NOTE: Some districts calculated their District FTE ratio separately for elementary and secondary schools. Check the combined district average before using these results.**
- Use the information when making presentations to your school board, administrative officers or staff committees on budget, staffing or computer services.
- Use the data in press releases to newspapers, school newsletters and other media regarding the conditions in school libraries in your district.
- Keep copies of the information your library sends in so you can compare the data from year to year.

### PROFESSIONAL STAFFING

BCTF minimum criteria for professional staffing in school library resource centres are:

Students	Teacher-Librarians
200 or fewer	0.6 FTE
201-400	1.0
401-750	1.5
751-1000	2.0
Over 1000	2.5

Plus 0.5 teacher-librarian for each 400 FTE students above 1000.

**Elementary Professional Staffing** – average number of T/Ls per 1000 students = 2.01 (2.00 last year)  
 Average prep time coverage by district = 23.5% (19.8% last year)  
 Number of T/L cuts = 74 in 23 districts (56 in 14 last year)  
 Average % of T/Ls with training of UBC 18 credits or more = 55% (49% last year)  
 Average % of schools meeting BCTF minimum criteria for T/L assignment = 9% (10% last year)

**Secondary Professional Staffing** – average number of T/Ls per 1000 students = 1.27 (1.28 last year)  
 Average prep time coverage by district = 1.5% (2.3% last year)  
 Number of T/L cuts = 29 in 20 districts (9 in 6 last year)  
 Average % of T/Ls with training of UBC 18 credits or more = 74% (71% last year)  
 Average % of schools meeting BCTF minimum criteria for T/L assignment = 4% (4% last year)

In many districts elementary teacher-librarians provide preparation time for other teachers instead of providing real library service. This disturbing trend seems to be increasing due to the ambiguity of the language in our current contract. Teacher-librarian time continues to be cut at both the elementary and secondary levels. New Westminster (#40) reports some elementary teacher-librarians are looking after computer labs as part of their T/L time. Their new middle school designated the computer teacher as .8 T/L. New Westminster also included 1.5 FTE T/L time for community education programs even though there are no libraries involved in the programs. Several districts have noted that District Resource Centre co-ordinators are now counted as T/Ls when the district contract ratio is calculated. Part time T/L assignments with full time work expected is causing stress for many of our members

## CLERICAL STAFFING

BCTF minimum criteria for clerical staffing in school library resource centres are:

Students	Library Clerical
200 or fewer	0.5 FTE
201-400	1.0
401-750	1.5
751-1000	2.0
Over 1000	2.5

Plus 0.5 clerical assistant for each 400 FTE students above 1000.

**Elementary Clerical Staffing** – average clerical staffing per 1000 students = .93 (.75 last year)  
 Number of clerical cuts = 143 in 23 districts (102 in 16 districts last year)  
 Average % of schools meeting BCTF minimum criteria for clerical = 1% (1% last year)

**Secondary Clerical Staffing** – average clerical staffing per 1000 students = .79 (.85 last year)  
 Number of clerical cuts = 57 in 20 districts (41 in 14 districts last year)  
 Average % of schools meeting BCTF minimum criteria for clerical = 2% (10 out of 265 schools reporting, in 7 districts) (3% last year)

Note the high number of schools reporting reductions in clerical time this year and the high number of districts providing no clerical time to school libraries. Peace River North (#60) reports that effective January 1, 2001 all library clerk positions in the district have been terminated. Prior to this the district had more FTE clerks than Teacher-librarians. North Okanagan (#83) had their clerical assistance cut in January 2000 from 12,456 hours to 540 hours for the district (4% of the previous clerical time).

## BUDGET ALLOCATION (\$ PER PUPIL)

School library budgets are now largely an educated guess at the end of September – or at the end of June! School based budgeting has, in a great many cases, meant that teacher-librarians never get a firm budget amount assigned to the library. Money that is promised in the fall is sometimes taken away before spring, and there is a blurring of the line between money designated for library resources and money designated for equipment and technology that might (or might not) be used in the library resource centre. Many schools and districts noted that the budget allocations they reported were approximate or not confirmed. Other schools did not report on budget at all. Burnaby (#41) reports that they will face a 20% cut in budgets this year.

**Elementary Budgets** (average \$ per student)= \$12.79 (\$13.83 last year)

**Secondary Budgets** (average \$ per student)= \$14.22 (\$14.30 last year)

## ELECTRONIC SERVICES

Most schools now have computer catalogues, CD-ROMs and Internet access in the library resource centre and many have information about the school library on the school's web page. Most secondary and some elementary schools have security systems in place.

**Elementary Schools with Computer Catalogues** = 79% (74% last year 63% in 1999)

**Secondary Schools with Computer Catalogues** = 91% (89% last year 83% in 1999)

## DISTRICT RESOURCE CENTRE SURVEY

Many districts included information from and about their District Resource Centres with their surveys. The range of services available varies greatly from district to district. Many DRCs have been closed or had professional and clerical time as well as budgets cut in the last few years. The District Resource Centre Survey tables attempt to give an indication of the services and staffing provided in the districts that sent information in. Note that some budgets include staffing and some do not. Many DRCs listed services that could not be reported in these tables and sent in impressive brochures describing their services. The names, e-mail address or phone numbers of DRC contact people have been included where provided (and where I could read the handwriting!).

## Key to the Report Abbreviations

### Professional Staffing Reports

SD#	School District Number
T-L/1000	Full Time Equivalent Teacher-Librarians per 1000 students
#T-L Cuts	Number of Teacher-Librarian who had time cut this year
T-L BCTF Standards	Number of Teacher-Librarians who met the BCTF Staffing Standards over the number of Teacher-Librarians in district
BCTF %	Percentage of Teacher-Librarians in the district who met the BCTF Staffing Standards
T-Ls Meet 702 Ratio	Number of schools meeting the 702 contract ratio over the total number of schools responding
District FTE Ratio	District ratio of students per FTE Teacher-Librarian.

**NOTE: Some districts did not average for the whole district!**

# Prep	Number of schools where Teacher-Librarians provide preparation time over the total number of schools responding
% Prep District	Percentage of district Teacher-Librarian time spent providing prep.
% T-L Training	Percentage of Teacher-Librarians in the district who have specialized library training equivalent to at least 9 UBC units/18 credits

### Clerical Staffing Reports

% Resp	Percentage of district schools that submitted surveys
Clk/1000	Number of Full Time Equivalent Clerical positions (35 hr/week) per 1000 students
#Clk Cuts	Number of schools suffering clerical cuts this year over number of schools responding in the district
Clk BCTF Standards	Number of schools in the district meeting the BCTF Staffing Standards over the number of schools responding
% Clk BCTF Standards	Percentage of schools in the district meeting the BCTF Staffing Standards

### Budget Reports

\$\$/ Pupil	District average for dollars allotted to library resources per student
I/S/D	School budgets in the district showing : <b>Increase / Stayed the same / Decrease</b> since last year
Incl Supp	Number of libraries where the budget includes purchasing supplies or processing over the number responding
Incl Tech	Number of libraries where budget included payment for technical support of a computerized system over the number responding
DNR	Information was not provided by the district (Did Not Respond)

**NOTE: Not all columns will add up to the same base total as some districts did not report information in certain categories.**

**ELEMENTARY PROFESSIONAL STAFFING (Ranked by  
Teacher/Librarians per 1000 students)**

SD#	SD Name	Response	T-L /1000	#T-L Cuts	T-L BCTF Standards	BCTF %	Meet 702 Ratio	t FTE Ratio	# Prep	% Prep District	L Traini
45	West Vancouver	10/13	3.57	5/10	2/20	20%	3/10	239	6/10	20.0%	90%
72	Campbell River	16/16	3.22	0/16	0/16	73%	16/16	324	16/16	16.0%	31%
27	Cariboo-Chilcotin	14/22	2.95	1/12	0/12	0%	12/12	235	12/12	46.0%	41%
19	Revelstoke	5/5	2.89	1/5	0/5	0%	5/5	346	0/5	0.0%	60%
75	Mission	16/16	2.87	0/16	8/16	50%	0/3	444	16/16	70.0%	56%
82	Coast Mtns Kitimat	5/5	2.72	2/5	3/5	60%	5/5	368	5/5	28.0%	40%
6	Rocky Mountain	17/18	2.61	3/17	0/17	0%	16/17	383	12/17	34.9%	12%
39	Vancouver	87/90	2.49	0/87	26/87	30%	85/87	499	79/87	31.0%	79%
83	N Okanagan Shuswap	21/21	2.45	1/21	0/21	0%	21/21	407	14/21	8.0%	71%
33	Chilliwack	19/20	2.44	0/19	2/19	11%	17/19	407	3/19	0.1%	79%
58	Nicola - Similkamen	8/8	2.38	5/8	0/8	0%	8/8	497	0/8	0.0%	50%
79	Cowichan Valley	22/22	2.36	0/22	1/22	5%	21/22	556	0/22	0.0%	45%
82/8	Coast Mtns Terrace	13/13	2.31	0/13	0/13	0%	12/13	235	11/13	30.5%	54%
38	Richmond	39/42	2.28	0/39	39/39	100%	39/39	438	0/39	0.0%	100%
57	Prince George	43/45	2.18	8/40	7/43	16%	38/43	217	18.43	20.0%	58%
44	North Vancouver	33/33	2.11	8/33	2/33	6%	33/33	612	28/33	26.0%	24%
67	Okanagan -Skaha	12/12	2.05	3/12	0/12	0%	12/12	488	12/12	56.5%	75%
5	S.E.Koot. Fernie	7/7	2.03	2/7	0/7	0%	7/7	491	7/7	76.7%	43%
74	Gold Trail	5/7	2.00	1/5	0/5	0%	5/5	DNR	5/5	58.0%	60%
36	Surrey	80/96	1.99	0/80	0/80	0%	80/80	501	79/80	40.4%	78%
37	Delta	25/25	1.95	3/25	1/25	4%	22/25	514	25/25	0.0%	96%
22	Vernon	14/16	1.90	0/14	0/14	0%	14/14	594	13/14	37.0%	28%
41	Burnaby	39/39	1.89	1/39	0/39	0%	38/39	702	0/39	0.0%	95%
59	Peace River S/TR	4/20	1.86	1/4	0/4	0%	4/4	535	1/4	0.1%	50%
68	Nanaimo/Ladysmith	35/37	1.76	0/35	0/35	0%	11/35	565	35/35	51.4%	97%
62	Sooke	17/17	1.75	0/17	0/17	0%	17/17	568	0/17	0.0%	47%
40	New Westminster	8/9	1.68	1/8	1/8	13%	8/8	590	6/6	71.0%	25%
35	Langley	34/34	1.62	0/34	0/34	0%	21/34	618	32/34	61.1%	61%
5	S.E.Koot. Cranbrook	9/9	1.60	5/9	0/9	0%	5/9	622	6/8	30.0%	44%
7&8	Kootenay Lake	10/12	1.59	0/10	0/10	0%	5/10	627	6/10	45.8%	40%
43	Coquitlam	52/53	1.56	12/53	0/51	0%	39/53	639	48/51	65.0%	53%
20	Kootenay - Columbia	14/14	1.55	1/14	0/14	0%	14/14	655	0/14	0.0%	21%
23	Central Okanagan	30/32	1.47	2/30	0/30	0%	2/30	682	2/30	12.0%	80%
71	Comox Valley	18/18	1.46	0/18	0/18	0%	16/18	685	0/18	0.0%	61%
42	Maple Ridge/Pitt Mea	25/25	1.41	3/25	0/25	0%	22/25	709	10/25	12.0%	52%
63	Saanich	13/13	1.37	1/13	0/13	0%	9/13	DNR	0/13	0.0%	46%
69	Qualicum	9/9	1.35	0/9	0/9	0%	7/9	743	2/9	4.2%	60%
73	Kamloops Thompson	37/41	1.33	4/37	0/37	0%	30/37	468	2/37	3.7%	59%
48	Howe Sound	8/9	1.30	0/8	0/8	0%	5/8	729	2/8	7.8%	63%
60	Peace River North	9/9	1.28	0/9	0/9	0%	7/9	781	0/9	0.0%	11%
61	Victoria (Greater)	37/38	0.68	0/37	0/37	0%	37/37	690	0/37	0.0%	16%
	<b>Averages</b>		<b>2.01</b>			<b>9%</b>		<b>523</b>		<b>23.5%</b>	<b>55%</b>

**SECONDARY PROFESSIONAL STAFFING (Ranked by  
Teacher/Librarians per 1000 students)**

SD#	SD Name	Response	T-L /1000	#T-L Cuts	BCTF Standard	BCTF %	Meet 702 Ratio	FTE Ratio	# Prep	SD % T-L Training	Clk/ 1000
6	Rocky Mountain	5/5	2.13	0/5	0/5	0%	5/5	469	0/5	20%	0.87
58	Nicola-Similkameen	3/3	2.00	0/3	0/3	0%	3/3	497	0/3	33%	0.52
5	S.E.Koot. Fernie	4/4	1.70	1/4	0/4	0%	4/4	587	1/4	75%	0.22
59	Peace Rr. S. T. Ridge	4/4	1.60	2/4	1/4	25%	3/4	622	0/4	50%	1.47
19	Revelstoke	1/1	1.52	0/1	0/1	0%	1/1	659	0/1	0%	1.52
82/88	Coast Mtns Terrace	6/6	1.51	0/6	0/6	0%	3/6	481	0/6	66%	1.57
69	Qualicum	5/5	1.50	0/5	0/5	0%	4/5	667	0/5	57%	0.89
72	Campbell River	6/6	1.47	0/6	0/6	0%	5/6	324	1/6	67%	0.01
20	Kootenay-Columbia	6/6	1.42	0/6	0/6	0%	6/6	702	0/6	83%	1.36
7&8	Kootenay Lake	5/6	1.41	1/5	0/5	0%	5/5	702	0/5	60%	1.53
48	Howe Sound	3/4	1.40	0/3	0/3	0%	3/3	712	0/3	100%	0.55
83	N Okanagan Shuswap	6/6	1.40	1/6	0/6	0%	3/6	715	0/6	83%	0.00
5	S.E.Koot. Cranbrook	3/3	1.39	1/3	0/3	0%	2/3	722	0/3	100%	0.32
57	Prince George	12/12	1.36	1/12	2/12	17%	9/12	737	0/12	88%	1.02
71	Comox Valley	7/7	1.35	1/7	0/7	0%	5/7	739	0/7	71%	1.34
23	Central Okanagan	12/12	1.34	1/12	0/12	0%	10/12	745	0/12	82%	0.87
39	Vancouver	18/18	1.33	0/18	0/18	0%	5/18	499	0/18	88%	0.03
63	Saanich	6/6	1.31	0/6	0/6	0%	4/6	DNR	0/6	100%	1.00
73	Kamloops Thomp.	11/11	1.30	1/11	0/11	0%	4/11	750	0/11	91%	1.37
67	Okanagan -Skaha	7/7	1.23	0/7	0/7	0%	5/7	815	0/7	86%	0.91
61	Victoria (Greater)	13/13	1.22	1/13	0/13	0%	8/13	810	0/13	62%	0.83
79	Cowichan Valley	8/8	1.22	0/8	0/8	0%	4/8	556	0/8	75%	0.47
43	Coquitlam	20/20	1.19	1/20	0/20	0%	12/20	840	0/20	75%	0.80
60	Peace River North	7/7	1.19	1/7	1/7	14%	2/7	837	1/7	29%	0.00
42	Maple Rge/Pitt Mead.	5/5	1.18	3/5	0/5	0%	2/5	845	0/5	100%	0.76
74	Gold Trail	2/4	1.18	2/2	0/2	0%	0/2	DNR	0/2	0%	1.61
75	Mission	3/3	1.18	0/3	0/3	0%	16/16	444	0/3	100%	1.02
22	Vernon	5/5	1.16	0/5	0/5	0%	4/5	861	0/5	60%	1.16
35	Langley	9/9	1.15	0/9	0/9	0%	3/9	868	1/9	79%	0.72
33	Chilliwack	7/7	1.14	0/7	0/7	0%	2/7	876	0/7	100%	0.00
62	Sooke	5/5	1.14	1/5	0/5	0%	3/5	875	0/5	40%	0.82
44	North Vancouver	8/8	1.07	1/8	0/8	0%	1/8	612	0/8	75%	0.55
82	Coast Mtns Kitimat	1/1	1.02	0/1	0/1	0%	0/1	981	0/1	100%	1.02
68	Nanaimo/Ladysmith	6/7	1.01	0/6	0/6	0%	0/7	988	0/6	87%	0.30
27	Cariboo-Chilcotin	8/9	1.00	2/4	0/5	0%	3/4	697	0/4	66%	1.11
37	Delta	7/7	0.97	0/7	7/7	0%	3/7	1034	0/7	100%	0.64
38	Richmond	10/11	0.91	1/10	8/10	80%	10/10	1095	0/10	100%	0.46
36	Surrey	19/19	0.88	0/19	0/19	0%	3/19	1090	0/19	100%	0.34
45	West Vancouver	3/3	0.87	2/3	1/3	33%	0/3	1147	1/3	100%	1.09
40	New Westminster	1/2	0.83	0/2	0/1	0%	0/1	1210	0/1	100%	0.55
41	Burnaby	7/7	0.77	4/7	0/7	0%	0/7	702	0/7	100%	0.65
	<b>Averages</b>		<b>1.27</b>			<b>4%</b>		<b>757</b>			

**ELEMENTARY CLERICAL STAFFING (Ranked by  
Clerical Positions per 1000 students)**

SD#	SD Name	Response	% Resp.	Clk/1000	# Clk Cuts	Clk BCTF Standards	% Clk BCTF Standards
27	Cariboo-Chilcotin	14/22	64%	4.27	9/14	0/12	0%
43	Coquitlam	52/53	98%	3.90	6/52	0/52	0%
71	Comox Valley	18/18	100%	2.93	0/18	4/18	22%
22	Vernon	14/16	88%	2.71	0/16	0/14	0%
19	Revelstoke	5/5	100%	2.63	1/5	0/5	0%
74	Gold Trail	5/7	71%	2.27	0/5	1/5	20%
20	Kootenay - Columbia	14/14	100%	1.78	1/14	1/14	7%
82	Coast Mtns Kitimat	5/5	100%	1.75	1/5	0/5	0%
82/88	Coast Mtns Terrace	13/13	100%	1.73	0/13	0/13	0%
73	Kamloops Thompson	37/41	90%	1.72	6/37	1/37	3%
69	Qualicum	9/9	100%	1.38	0/9	0/9	0%
48	Howe Sound	8/9	89%	1.35	0/8	0/8	0%
23	Central Okanagan	30/32	94%	1.20	7/30	0/30	0%
63	Saanich	13/13	100%	1.20	1/13	0/13	0%
6	Rocky Mountain	17/18	94%	1.05	3/17	0/17	0%
59	Peace River South T. Ridge	4/20	20%	1.05	2/4	0/4	0%
35	Langley	34/34	100%	1.04	4/34	1/34	3%
67	Okanagan -Skaha	12/12	100%	0.84	1/12	0/12	0%
40	New Westminster	8/9	88%	0.67	1/8	0/8	0%
61	Victoria (Greater)	37/38	97%	0.67	7/37	0/37	0%
57	Prince George	43/45	96%	0.51	13/43	0/43	0%
7&8	Kootenay Lake	10/12	83%	0.45	3/10	0/10	0%
68	Nanaimo/Ladysmith	35/37	94%	0.28	11/35	0/35	0%
36	Surrey	80/96	83%	0.23	24/80	0/80	0%
58	Nicola - Similkamen	8/8	100%	0.12	0/8	0/8	0%
42	Maple Ridge/Pitt Meadows	25/25	100%	0.12	0/25	0/25	0%
5	S.E.Koot. Cranbrook	9/9	100%	0.12	1/9	0/9	0%
44	North Vancouver	33/33	100%	0.10	8/33	0/33	0%
41	Burnaby	39/39	100%	0.09	0/39	0/39	0%
39	Vancouver	87/90	97%	0.06	0/87	0/87	0%
75	Mission	16/16	100%	0.04	0/16	0/16	0%
45	West Vancouver	10/13	77%	0.01	0/10	0/10	0%
72	Campbell River	16/16	100%	0.01	0/16	0/16	0%
5	S.E.Koot. Fernie	7/7	100%	0.01	3/7	0/7	0%
83	N Okanagan Shuswap	21/21	100%	0.00	21/21	0/21	0%
33	Chilliwack	19/20	95%	0.00	0/19	0/19	0%
79	Cowichan Valley	22/22	100%	0.00	0/22	0/22	0%
38	Richmond	39/42	93%	0.00	0/39	0/39	0%
37	Delta	25/25	100%	0.00	DNR	0/25	0%
62	Sooke	17/17	100%	0.00	0/17	0/17	0%
60	Peace River North	9/9	100%	0.00	9/9	0/9	0%
	<b>Averages</b>		<b>93%</b>	<b>0.93</b>			<b>1%</b>

**SECONDARY CLERICAL STAFFING (Ranked by Clerical  
Positions per 1000 students)**

SD#	SD Name	Response	% Resp	Clk/1000	# Clk Cuts	Clk BCTF Standards	% Clk BCTF Standards
74	Gold Trail	2/4	50%	1.61	0/2	0/2	0%
82/88	Coast Mtns Terrace	6/6	100%	1.57	0/6	0/6	0%
7&8	Kootenay Lake	5/6	83%	1.53	1/5	0/5	0%
19	Revelstoke	1/1	100%	1.52	0/1	0/1	0%
59	Peace River South T. Ridge	4/4	100%	1.47	3/4	0/4	0%
73	Kamloops Thompson	11/11	100%	1.37	1/11	1/11	9%
20	Kootenay-Columbia	6/6	100%	1.36	0/6	0/6	0%
71	Comox Valley	7/7	100%	1.34	2/7	0/7	0%
22	Vernon	5/5	100%	1.16	0/5	0/5	0%
27	Cariboo-Chilcotin	8/9	89%	1.11	6/6	2/6	33%
45	West Vancouver	3/3	100%	1.09	1/3	0/3	0%
57	Prince George	12/12	100%	1.02	3/12	2/12	17%
75	Mission	3/3	100%	1.02	0/3	0/3	0%
82	Coast Mtns Kitimat	1/1	100%	1.02	0/1	0/1	0%
63	Saanich	6/6	100%	1.00	0/6	0/6	0%
67	Okanagan -Skaha	7/7	100%	0.91	0/7	0/7	0%
69	Qualicum	5/5	100%	0.89	1/5	0/5	0%
6	Rocky Mountain	5/5	100%	0.87	1/5	0/5	0%
23	Central Okanagan	12/12	100%	0.87	2/12	0/12	0%
61	Victoria (Greater)	13/13	100%	0.83	1/13	0/13	0%
62	Sooke	5/5	100%	0.82	0/5	0/5	0%
43	Coquitlam	20/20	100%	0.80	0/20	1/20	5%
42	Maple Ridge/Pitt Meadows	5/5	100%	0.76	0/5	0/5	0%
35	Langley	9/9	100%	0.72	1/9	0/9	0%
41	Burnaby	7/7	100%	0.65	0/7	0/7	0%
37	Delta	7/7	100%	0.64	1/7	0/7	0%
48	Howe Sound	3/4	75%	0.55	0/3	0/3	0%
44	North Vancouver	8/8	100%	0.55	1/8	0/8	0%
40	New Westminster	1/2	50%	0.55	0/1	0/1	0%
58	Nicola-Similkameen	3/3	100%	0.52	0/3	0/3	0%
79	Cowichan Valley	8/8	100%	0.47	0/8	0/8	0%
38	Richmond	10/11	91%	0.46	0/10	0/10	0%
36	Surrey	19/19	100%	0.34	11/19	0/19	0%
5	S.E.Koot. Cranbrook	3/3	100%	0.32	1/3	0/3	0%
68	Nanaimo/Ladysmith	6/7	86%	0.30	6/6	0/6	0%
5	S.E.Koot. Fernie	4/4	100%	0.22	1/4	0/4	0%
39	Vancouver	18/18	100%	0.03	0/18	0/18	0%
72	Campbell River	6/6	100%	0.01	0/6	0/6	0%
83	N Okanagan Shuswap	6/6	100%	0.00	6/6	0/6	0%
60	Peace River North	7/7	100%	0.00	7/7	0/7	0%
33	Chilliwack	7/7	100%	0.00	0/7	0/7	0%
	<b>Averages</b>		<b>96%</b>	<b>0.79</b>			<b>2%</b>

**ELEMENTARY BUDGETS (Ranked by \$\$ per Student)**

SD#	SD Name	Response	% Resp	\$\$ / Pupil	I/S/D	Incl Supp	Incl Tech
23	Central Okanagan	30/32	94%	\$37.74	I	30/30	24/30
6	Rocky Mountain	17/18	94%	\$23.70	D	14/17	3/17
48	Howe Sound	8/9	89%	\$20.21	S	7/8	2/8
19	Revelstoke	5/5	100%	\$20.00	S	5/5	0/5
67	Okanagan -Skaha	12/12	100%	\$18.30	S	12/12	11/12
73	Kamloops Thompson	37/41	90%	\$17.63	D	35/37	13/37
60	Peace River North	9/9	100%	\$16.52	D	8/9	0/9
33	Chilliwack	19/20	95%	\$16.00	D	16/19	7/19
71	Comox Valley	18/18	100%	\$15.83	S	10/18	2/18
59	Peace River South T. Ridge	4/20	20%	\$15.47	D	4/4	0/4
58	Nicola - Similkamen	8/8	100%	\$15.00	S	8/8	0/8
74	Gold Trail	5/7	71%	\$14.00	S	3/5	1/5
37	Delta	25/25	100%	\$13.77	S	23/25	0/25
40	New Westminster	8/9	88%	\$13.23	S	6/8	0/8
83	N Okanagan Shuswap	21/21	100%	\$13.00	DNR	19/21	9/21
38	Richmond	39/42	93%	\$12.97	S	17/39	0/39
57	Prince George	43/45	96%	\$12.48	D	34/43	0/43
5	S.E.Koot. Cranbrook	9/9	100%	\$12.11	S	9/9	0/9
22	Vernon	14/16	88%	\$12.10	DNR	12/14	10/14
75	Mission	16/16	100%	\$11.96	D	10/16	4/16
45	West Vancouver	10/13	77%	\$11.00	S	10/10	0/10
79	Cowichan Valley	22/22	100%	\$11.00	S	22/22	0/22
7&8	Kootenay Lake	10/12	83%	\$10.50	D	6/9	4/8
61	Victoria (Greater)	37/38	97%	\$10.50	S	32/37	5/37
20	Kootenay - Columbia	14/14	100%	\$9.52	S	12/14	0/14
82/88	Coast Mtns Terrace	13/13	100%	\$9.39	DNR	10/13	4/13
5	S.E.Koot. Fernie	7/7	100%	\$9.31	S	7/7	1/7
44	North Vancouver	33/33	100%	\$9.27	I	7/33	0/33
41	Burnaby	39/39	100%	\$9.09	D	0/39	0/39
68	Nanaimo/Ladysmith	35/37	94%	\$8.72	I	30/35	0/35
69	Qualicum	9/9	100%	\$8.32	D	7/9	1/9
36	Surrey	80/96	83%	\$8.00	S	55/80	0/80
72	Campbell River	16/16	100%	\$7.52	I	0/16	0/16
35	Langley	34/34	100%	\$6.81	S	19/34	10/34
63	Saanich	13/13	100%	\$6.81	S	7/13	0/13
42	Maple Ridge/Pitt Meadows	25/25	100%	\$5.44	D	25/25	0/25
62	Sooke	17/17	100%	\$0.00	S	17/17	0/17
27	Cariboo-Chilcotin	14/22	64%	DNR	D	12/14	0/14
39	Vancouver	87/90	97%	DNR	S	87/87	0/87
43	Coquitlam	52/53	98%	DNR	DNR	0/52	0/52
82	Coast Mtns Kitimat	5/5	100%	DNR	DNR	4/5	5/5
	<b>Averages</b>		<b>93%</b>	<b>\$12.79</b>			

**SECONDARY BUDGETS (Ranked by \$\$ per Student)**

SD#	SD Name	Response	% Respl	\$\$ / Pupil	I/S/D	Incl Supp	Incl Tech
23	Central Okanagan	12/12	100%	\$31.38	I	10/12	12/12
71	Comox Valley	7/7	100%	\$28.11	I	4/7	0/7
6	Rocky Mountain	5/5	100%	\$26.04	D	4/5	2/5
60	Peace River North	7/7	100%	\$23.83	D	6/7	1/7
67	Okanagan -Skaha	7/7	100%	\$23.32	S	5/7	0/7
48	Howe Sound	3/4	75%	\$20.29	S	3/3	1/3
19	Revelstoke	1/1	100%	\$20.00	D	1/1	0/1
59	Peace River South T. Ridge	4/4	100%	\$16.55	DNR	4/4	0/4
57	Prince George	12/12	100%	\$16.34	S	11/12	0/12
33	Chilliwack	7/7	100%	\$15.75	D	7/7	4/7
73	Kamloops Thompson	11/11	100%	\$15.65	D	8/11	1/11
40	New Westminster	1/2	50%	\$15.04	I	1/1	0/1
58	Nicola-Similkameen	3/3	100%	\$15.00	S	3/3	0/3
20	Kootenay-Columbia	6/6	100%	\$14.50	D	6/6	5/6
5	S.E.Koot. Fernie	4/4	100%	\$13.86	S	4/4	0/4
35	Langley	9/9	100%	\$13.83	S	9/9	7/9
22	Vernon	5/5	100%	\$13.79	DNR	5/5	3/5
7&8	Kootenay Lake	5/6	83%	\$13.55	D	5/5	2/5
37	Delta	7/7	100%	\$13.47	D	7/7	1/7
82/88	Coast Mtns Terrace	6/6	100%	\$13.43	DNR	3/6	1/6
79	Cowichan Valley	8/8	100%	\$13.40	S	8/8	0/8
83	N Okanagan Shuswap	6/6	100%	\$13.00	DNR	5/6	4/6
75	Mission	3/3	100%	\$12.14	D	3/3	2/3
36	Surrey	19/19	100%	\$12.00	D	19/19	0/19
5	S.E.Koot. Cranbrook	3/3	100%	\$11.51	S	3/3	0/3
45	West Vancouver	3/3	100%	\$11.00	S	3/3	0/3
61	Victoria (Greater)	13/13	100%	\$11.00	S	12/13	0/13
69	Qualicum	5/5	100%	\$10.46	S	5/5	2/5
74	Gold Trail	2/4	50%	\$10.00	DNR	0/2	1/2
63	Saanich	6/6	100%	\$9.67	S	2/6	1/6
44	North Vancouver	8/8	100%	\$8.97	I	0/8	0/8
38	Richmond	10/11	91%	\$8.58	S	5/10	5/10
41	Burnaby	7/7	100%	\$8.50	D	0/7	0/7
68	Nanaimo/Ladysmith	6/7	86%	\$8.18	D	6/6	0/6
72	Campbell River	6/6	100%	\$7.52	I	0/6	0/6
42	Maple Ridge/Pitt Meadows	5/5	100%	\$6.59	S	0/5	5/5
62	Sooke	5/5	100%	\$0.00	S	5/5	0/5
27	Cariboo-Chilcotin	8/9	89%	DNR	D	6/6	1/6
39	Vancouver	18/18	100%	DNR	S	18/18	0/18
43	Coquitlam	20/20	100%	DNR	DNR	0/20	0/20
82	Coast Mtns Kitimat	1/1	100%	DNR	DNR	1/1	0/1
	<b>Averages</b>		<b>96%</b>	<b>\$14.22</b>			

**ELEMENTARY ELECTRONIC SERVICES**  
(Ranked by % Computer Catalogues)

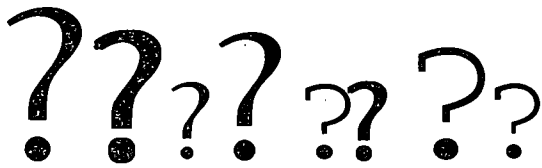
SD#	SD Name	Response	CD-ROMS	Internet	Web Page	Security	Computer Catalogs	% Comp Catalogs
5	S.E.Koot. Cranbrook	1	7/9	7/9	2/8	1/9	9/9	100%
7&8	Kootenay Lake	10/12	7/10	7/10	4/10	0/10	10/10	100%
19	Revelstoke	5/5	5/5	5/5	0/5	0/5	5/5	100%
22	Vernon	14/16	10/14	11/14	3/14	2/14	14/14	100%
23	Central Okanagan	30/32	30/30	30/30	7/30	6/30	30/30	100%
37	Delta	25/25	25/25	25/25	4/25	0/25	25/25	100%
38	Richmond	39/42	38/39	37/39	12/39	8/39	39/39	100%
40	New Westminster	8/9	8/8	8/8	4/8	0/8	8/8	100%
42	Maple Ridge/Pitt Meadows	25/25	24/25	23/25	5/25	0/25	25/25	100%
43	Coquitlam	52/53	41/51	45/53	3/53	0/53	53/53	100%
57	Prince George	43/45	39/43	43/43	10/43	0/43	43/43	100%
58	Nicola - Similkamen	8/8	8/8	8/8	0/8	1/8	8/8	100%
59	Peace River South T. Ridge	4/20	4/4	4/4	3/4	0/4	4/4	100%
60	Peace River North	9/9	8/9	9/9	2/9	0/9	9/9	100%
72	Campbell River	16/16	12/16	16/16	1/16	0/16	16/16	100%
73	Kamloops Thompson	37/41	35/37	33/37	4/37	1/37	37/37	100%
75	Mission	16/16	15/16	15/16	0/16	0/16	16/16	100%
82	Coast Mtns Kitimat	5/5	5/5	5/5	1/5	0/5	5/5	100%
83	N Okanagan Shuswap	21/21	14/21	17/21	2/21	0/21	21/21	100%
35	Langley	34/34	22/34	30/34	2/34	4/34	32/34	94%
67	Okanagan -Skaha	12/12	11/12	11/12	1/12	0/12	11/12	92%
45	West Vancouver	10/13	9/10	9/10	6/10	0/10	9/10	90%
71	Comox Valley	18/18	18/18	16/18	12/18	1/18	16/18	89%
48	Howe Sound	8/9	7/8	7/8	1/8	0/8	7/8	88%
63	Saanich	13/13	12/13	11/13	1/13	2/13	11/13	85%
74	Gold Trail	5/7	1/5	3/5	0/5	0/5	4/5	80%
69	Qualicum	9/9	4/9	7/9	1/9	0/9	7/9	78%
61	Victoria (Greater)	37/38	30/37	26/37	8/37	0/37	28/37	76%
68	Nanaimo/Ladysmith	35/37	27/35	31/35	8/35	0/35	26/35	74%
33	Chilliwack	19/20	18/19	17/19	3/19	0/19	13/19	68%
20	Kootenay - Columbia	14/14	9/14	9/14	0/14	0/14	8/14	57%
27	Cariboo-Chilcotin	14/22	12/14	11/14	0/14	0/14	8/14	57%
79	Cowichan Valley	22/22	22/22	22/22	8/22	0/22	12/22	55%
6	Rocky Mountain	17/18	12/17	16/17	0/17	1/17	9/17	53%
36	Surrey	80/96	54/80	45/80	2/80	0/80	49/80	51%
39	Vancouver	87/90	76/87	81/87	28/87	0/87	29/87	33%
82/88	Coast Mtns Terrace	13/13	12/13	12/13	3/13	0/13	4/13	31%
62	Sooke	17/17	7/17	9/17	2/17	0/17	5/17	29%
5	S.E.Koot. Fernie	7/7	4/7	5/7	0/7	0/7	2/7	29%
41	Burnaby	39/39	31/39	35/39	0/39	0/39	8/39	28%
44	North Vancouver	33/33	28/33	33/33	4/33	0/33	0/33	0%
	<b>Averages</b>							<b>79%</b>

**SECONDARY ELECTRONIC SERVICES**  
(Ranked by % Computer Catalogues)

SD#	SD Name	Response	CD-ROMS	Internet	Web Page	Security	Computer Catalogs	% Comp Catalogs
5	S.E.Koot. Cranbrook	3/3	3/3	3/3	1/3	2/3	3/3	100%
6	Rocky Mountain	5/5	3/5	5/5	2/5	1/5	5/5	100%
19	Revelstoke	1/1	1/1	1/1	0/1	1/1	1/1	100%
20	Kootenay-Columbia	6/6	5/6	5/6	1/6	4/6	6/6	100%
22	Vernon	5/5	5/5	5/5	3/5	0/5	5/5	100%
23	Central Okanagan	12/12	12/12	12/12	8/12	12/12	12/12	100%
27	Cariboo-Chilcotin	8/9	6/6	5/6	2/6	1/6	6/6	100%
35	Langley	9/9	9/9	8/9	5/9	7/9	9/9	100%
37	Delta	7/7	7/7	7/7	3/7	7/7	7/7	100%
38	Richmond	10/11	10/10	9/10	2/10	10/10	10/10	100%
40	New Westminster	1/2	1/1	1/1	0/1	0/1	1/1	100%
42	Maple Ridge/Pitt Meadow	5/5	5/5	5/5	5/5	5/5	5/5	100%
43	Coquitlam	20/20	20/20	20/20	13/20	7/20	20/20	100%
45	West Vancouver	3/3	3/3	3/3	3/3	3/3	3/3	100%
48	Howe Sound	3/4	3/3	3/3	3/3	1/3	3/3	100%
57	Prince George	12/12	12/12	12/12	9/12	7/12	12/12	100%
58	Nicola-Similkameen	3/3	3/3	3/3	0/3	2/3	3/3	100%
59	Peace River South T. Ridg	4/4	4/4	4/4	4/4	1/4	4/4	100%
60	Peace River North	7/7	6/7	7/7	2/7	2/7	7/7	100%
63	Saanich	6/6	6/6	6/6	5/6	4/6	6/6	100%
68	Nanaimo/Ladysmith	6/7	6/6	6/6	6/6	6/6	6/6	100%
71	Comox Valley	7/7	7/7	7/7	7/7	4/7	7/7	100%
72	Campbell River	6/6	6/6	6/6	3/6	4/6	6/6	100%
73	Kamloops Thompson	11/11	10/11	11/11	4/11	5/11	11/11	100%
74	Gold Trail	2/4	1/2	2/2	0/2	1/2	2/2	100%
75	Mission	3/3	3/3	3/3	0/3	3/3	3/3	100%
79	Cowichan Valley	8/8	7/8	8/8	2/8	3/8	8/8	100%
82	Coast Mtns Kitimat	1/1	1/1	1/1	0/1	1/1	1/1	100%
82/88	Coast Mtns Terrace	6/6	6/6	6/6	0/6	2/6	6/6	100%
61	Victoria (Greater)	13/13	13/13	13/13	5/13	7/13	12/13	92%
41	Burnaby	7/7	7/7	7/7	4/7	4/7	6/7	86%
67	Okanagan -Skaha	7/7	7/7	7/7	1/7	2/7	6/7	86%
36	Surrey	19/19	15/19	18/19	11/19	16/19	16/19	84%
83	N Okanagan Shuswap	6/6	6/6	5/6	2/6	2/6	5/6	83%
7&8	Kootenay Lake	5/6	4/5	5/5	2/5	3/5	4/5	80%
69	Qualicum	5/5	4/5	5/5	2/5	1/5	4/5	80%
33	Chilliwack	7/7	7/7	7/7	1/7	3/7	5/7	71%
62	Sooke	5/5	5/5	4/5	2/5	2/5	3/5	60%
5	S.E.Koot. Fernie	4/4	4/4	3/4	1/4	1/4	2/4	50%
39	Vancouver	18/18	15/18	18/18	10/18	18/18	8/18	44%
44	North Vancouver	8/8	7/8	7/8	1/8	7/8	0/8	0%
	<b>Averages</b>							<b>91%</b>

District Resource Centre Survey 2000 - 2001										Staffing
SD #	Name	Supervisor FTE	Tech. FTE	Clerical FTE	Courier FTE	Other FTE	Budget	Brochure for DRC	Contact Person	Phone / e-mail/ Website
5	SE Kootenay	1		1			\$45,000	Y	Raymond Roy	250-489-3479
6	Rocky Mountain	0.5		1.9			\$135,000	Y	Sue Chambers	schambers@sd6.bc.ca
8	Kootenay Lake W	0.8	1	0.5			\$7,500	Y	Wendy West (W)	wwest@sd8.bc.ca
8	Kootenay-Lake E.	0.5	1	1				N	Liz Ross (East)	250-428-7168
19	Revelstoke	0.5					\$10,000	Y	Pat Falbo	pfalbo@sd19.bc.ca
20	Kootenay-Colum.	0.1		0.1			\$15,000	N	Brenda Balahura	bbalahur@sd20.bc.ca
22	Vernon		1				\$50,000	N	John Fyke	jfyke@sd22.bc.ca
23	Central Okanagan	1	2	5.5	1		\$145,000	Y	Clarence Kruschel	ckrusche@sd23.bc.ca
33	Chilliwack									Closed 10? years ago
36	Surrey									Closed June 1995
39	Vancouver								Media center now	DRC closed June 2000
40	New Westminster	1		1			\$12,000	Y	Marilyn Steele	msteele@sd40.bc.ca
42	Maple Ridge	1	1	1	1			Y	Lindy Jones	604-463-4200
43	Coquitlam	2	1	8				Y	Shirley Bens	sbens@sd43.bc.ca
44	North Vancouver	1	1	0.66				Y	Helio Da Costa	604-903-4774
45	West Vancouver	1	1	1.5		1		N	Maureen Ciarniello	604-981-1340
48	Howe Sound									Closed in 1991
57	Prince George	1	2	7.5	1		\$600,000	Y	Carrie Yuen-Lo	250-561-6800 ext 258
58	Nicola-Similk.		1				\$19,500	Y	Jaymie Atkinson	jatkinso@sd58.bc.ca
59	Peace River S.	0.5		2.8			\$175,000	Y	Anne Symons	asymons@mail.sd59.bc.ca
60	Peace River North									Closed 5? years ago
61	Greater Victoria	1		1			\$45,000	Y	Judith Reid	jreid@sd61.bc.ca
62	Sooke	0.6		0.3			\$5,000	Y	Brenda Watson	bwatson@sd62.bc.ca
67	Okanagan-Skaha	0.2	1	0.25			\$20,000	Y	Miles Smitten	
68	Nanaimo-Lady	1	2	8	2			N	Judy Fraser	jfraser@sd68.bc.ca
69	Qualicum	0.4			0.6		\$19,000	Y	Candice Morgan	mdeleur@sd69.bc.ca
71	Comox Valley	1	3	2.5	2		\$65,000	N	Bonnie Halvorson	
72	Campbell River	1		2.5				N	Anne Boyd	anne.boyd@sd72.bc.ca
73	Kamloops-Thomp	1	1	2			\$20,000	Y	Corinne Paravantes	cparavan@sd73.bc.ca
74	Gold Trail			0.35				Y	Sue Beland	sbeland@sd74.bc.ca
75	Mission									Closed June 2000
79	Cowichan Valley	1	1	1.5	1		\$30,000	Y	Kathleen Erickson	kerickso@sd79.bc.ca
82	Coast Mountain			0.14			\$0	N	Mary Muchawski	250-635-4931 local 259
82	Coast Mountain*	0.5					\$5,000	N	Maryka Gregg	250-635-3136
83	N. Okanagan-Shu	0.175		1	1		\$14,030	N	Nadine Dearing	ndearing@sd83.bc.ca

District Resource Centre Survey 2000 - 2001										Services				
SD #	Name	Meeting Rooms	Pro-D / Inservice	Curric Develop.	Resource Selection	Central Processing	Computer Catalog	Computer Circ.	Laminating	Tape Dubbing	Video-taping	Web Page	Book Binding	Other Services
5	SE Kootenay	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
6	Rocky Mountain	Y	Y		Y		Y		Y	Y		Y	Y	3 DRCs in district
8	Kootenay Lake W	Y		Y	Y	Y	Y	Y	Y			Y	Y	Nelson Side
8	Kootenay-Lake E.	N			Y		Y	Y	Y					Creston Side
19	Revelstoke	Y small	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
20	Kootenay-Colum.	Y			Y		Y	Y	Y					
22	Vernon	N					Y	Y		Some	Some	Y		
23	Central Okanagan	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y		Printing Services
33	Chilliwack													
36	Surrey													
39	Vancouver													
40	New Westminster	4-6 people	Y	Y	Y		Y	Y	Y	Y	Y			Die Cut Machines
42	Maple Ridge	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Net resource booking
43	Coquitlam	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		AV 1, Salon Francais
44	North Vancouver		Y	Y	Y	Y	Y		Y			Y	Y	Displays, Reference
45	West Vancouver	3	Y	Y		Y	Y	Y	Y	Y	Y			Set up meetings
48	Howe Sound													
57	Prince George	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
58	Nicola-Similk.	N			Y				Y	Y				
59	Peace River S.	Y	Y	Y	Y		Y	Y	Y			Y	Y	Lots of support
60	Peace River North													
61	Greater Victoria	Y	Y	Y	Y		Y	Y	Y	Y	Y	Soon		
62	Sooke				Y		Y	Y	Y					
67	Okanagan-Skaha	Y	Y	Y			Y	Y	Y	Y	Y	Y		
68	Nanaimo-Lady	3	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Lots - district collection
69	Qualicum	Y	Y		Y		Y	Y		Y				Software support, video
71	Comox Valley	Y	Y	Y	Y		Y	Y	Y	Y				
72	Campbell River	Y	Y	Y	Y	Y		Y	Y	Y	Y			
73	Kamloops-Thomp	Y	Y	Y	Y	Some	Y	Y	Y	Y	Y	Y	Y	Graphics, Printshop
74	Gold Trail					Y	Y	Y	Y	Y		Y		
75	Mission													
79	Cowichan Valley	Y	Y		Y	Y	Y	Y	Y		Y	Y		Automation help
82	Coast Mountain	Y												Circ of reading/sci. kits
82	Coast Mountain*	Y			Y		Y	Y				Y		First Nations RC
83	N. Okanagan-Shu	N			AV only		Y	Y				Y		



## ASK THE EXPERTS

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

### CRITICAL THINKING MODEL

Question:

I've worked with several critical thinking or problem solving models (like the ones in the Science IRP), but what exactly is the TC<sup>2</sup> model? What are the key components?

Answer:

This model was developed by a consortium of educators in British Columbia, based on the work of Sharon Bailin, LeRoi Daniels, Roland Case, and Jerrold Coombs. For a more complete description see "A New conception of critical thinking", in *The Bookmark*, Dec. 1994. The model has been endorsed by BCTLA. What follows is a very brief precis of the main components.

#### 1. Critical challenge

The critical challenge or question that the student must address should be formulated to require a decision among two or more options. Open-ended questions may be used as long as the question leads the student to develop some clear options – which should be stated by the student – without too many complicating factors.

e.g. Should dogs be allowed off their leash in the neighborhood park?

e.g. Which were the three most effective resources consulted in your research?

A question which would not be a critical challenge by this definition: Choose an animal and find out all you can about it.

**T**he death of fear  
is in doing what  
you fear to do."  
*Sequichie Comingdeer*



#### 2. Criteria for judgement

The student will develop a list of criteria which will be used to make the decision which was set out in the critical challenge. With younger children this would be done as a group activity guided by the teacher.

Younger children can only handle two or three criteria. e.g. Healthy park space must be maintained. Safety for children and adults. Safety for pets.

e.g. "Most effective" means: easy to use, accurate, authoritative.

#### 3. Background knowledge

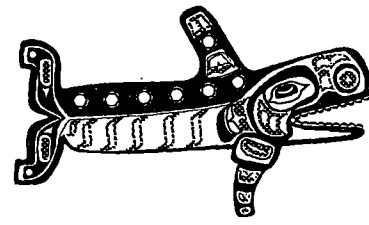
To think critically, the student must understand the background of the critical question. Students need to focus on what they know, or think they know, about the topic, and make a plan to locate any information needed.

#### 4. Thinking strategies, vocabulary, and habits of mind

The student will develop increasing facility with such vocabulary as: ranking, evidence, weight of evidence, etc. Thinking strategies include: brainstorming, clustering, use of evaluation or weighting table, pro/con charts, etc. Excellent habits of mind are such things as open-mindedness, considering negative evidence, and care in record-keeping. A more complete list of these terms and strategies is found in publications by TC<sup>2</sup>, available from Pacific Education Press.

#### 5. Critical Community

The teacher will work to create within the classroom a safe place to explore critical decision-making and where the student makes thoughtful decisions which are defensible when held up to scrutiny by others. The students will also look for and participate in communities outside the classroom where a forum for discussion and decision-making can promote the development of strategies, vocabulary and habits of mind. The student will be able to select from a spectrum of strategies those that will result in a defensible decision, and redognize in the arguments of others those strategies that are appropriate or inappropriate, and be able to use this knowledge in scholarly discourse. Critical thinking is not a solitary endeavor.



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

## First Nations Renaissance.

I don't care what they write about me as long as they spell my name right. This retort was supposedly made by Mae West when asked about some negative publicity she had received. While Hollywood stars may not care that much about press coverage, most other people do. Groups such as the Sierra Club, Green Peace and The Sea Shepherd Society have long known that the way a news story is written or photographed and the facts that are included or omitted can go a long way toward influencing public opinion on any issue. That has been a bone of contention for many who believe that the news media no longer just cover an event but often help to influence or shape the story. Whether this is true or not can be debated endlessly. Nevertheless, the debate may be unimportant because the technology now exists for every group, every club, every society, every organization, every nation to take their message, their case, their point of view directly to the public - via the Internet - without fear of being manipulated or misrepresented. What follows is a random sampling of First Nations' presence on the Internet and how that presence is being used. While Native people are very proud of their heritage and traditions, they have also been quick to utilize this new medium of communication to showcase their art, culture, traditions and issues - as you are about to discover.

## NET WEB SITES

### FIRST NATIONS

#### AMERICAN INDIANS AND THE NATURAL WORLD

<http://www.clpgh.org/cmnh/exhibits/north-south-east-west/>

A wonderful site with information of First Nations peoples is the Carnegie Museum of Natural History.

The enduring heritage of connections between American Indians and the natural universe are the focus of the Carnegie Museum of Natural History's new Alcoa Foundation Hall of American Indians. Through exploration of four different visions of living in and with the natural world—those of the Tlingit of the Northwest Coast, the Hopi of the Southwest, the Iroquois of the Northeast, and the Lakota of the Plains—North, South, East, West: American Indians and the Natural World examines the belief systems, philosophies, and practical knowledge that guide Indian peoples' interactions with the natural world.

#### CAMPING WITH THE SIOUX

<http://www.nmnh.si.edu/naa/fletcher/fletcher.htm>

This site contains the field work diary of Alice Cunningham Fletcher an amazing woman who, in 1881, went to live with the women of the Sioux Nation. She did this even though she had no formal training or experience, no knowledge of the Sioux language and no money as such to undertake this project. Her journal represents one of the first attempts to study the culture and society of a First nations people. It is also a story of courage and daring by a woman who dared to venture where no one had succeeded before her.

#### ELLA B. VERNETTI SCHOOL, ALASKA

<http://www.vernetti.koyukuk.k12.ak.us/>

Native schools or school with significant First Nations populations can be excellent sources of information on the language, culture and life styles of area First Nations people. One of many examples found on the web is the Ella B. Verneti School in Alaska. This site, created largely by the students of Ella B. Verneti School, (a K-10 school located in the Yukon-Koyukuk School District) will tell you something about life in the Koyukon Athabaskan village of Koyukuk.

#### GITKSAN-WET'SUWET'EN TREATY

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

Closer to home, a land claims treaty has recently been negotiated between the Federal & Provincial Govern-

ments and the Gitksan-Wet'suwet'en people. An excellent source of information on the treaty itself, the negotiations which took place before hand and the effects of the treaty for the Gitksan-Wet'suwet'en people can be found on the Wet'suwet'en web site.

#### **JOAMIE SCHOOL**

<http://www.nunanet.com/~joamie/frmain.htm>

Another wonderful example of a school providing information on local First Nations people can be found at the Joamie School web site. The Joamie School is located in the capital city of Nunavut, Iqaluit. One of the teachers at this school, Ms Jane Tagak is currently doing research for a book on Inuit life. Much of the information which she has gathered so far is also available on this site.

#### **KIDS STOP:DEPARTMENT OF INDIAN AND NORTHERN AFFAIRS**

[http://www.ainc-inac.gc.ca/ks/english/4000\\_e.html](http://www.ainc-inac.gc.ca/ks/english/4000_e.html)

This site, created by the Department Of Indian And Northern Affairs, has an extensive index of information and resources focusing on Native people.

#### **LEAF ARROW: NATIVE AMERICAN STORY-TELLERS**

<Http://Members.Tripod.Com/Leafarrow>

This site focuses on using the web to present Native American folk tales featuring coyote tales, creation stories and historic folklore filled with tribal family values.

The site is hosted by a married couple who use traditional story, song and dance to celebrate the special relationship the Native American people have always had with the Earth and their respect for the natural environment.

#### **LEO USSAK ELEMENTARY SCHOOL**

<http://www.arctic.ca/LUS/>

Another interesting aspect of First nations use of the Internet is the significant and important role played by Native schools. In many cases, it is the Native school web site which has provided cultural, linguistic and societal information on local tribes, bands and nations. One excellent example of this is the Leo Ussak Elementary School located at Rankin Inlet in the newly created territory of Nunavut. When this new territory was created, the Leo Ussak Elementary School was the only site with information about the new territory, its land, people and culture.

#### **LUBICON LAKE CREE**

<http://kafka.uvic.ca/~vipirg/SISIS/Lubicon/main.html>

The Lubicon Lake Cree live on a remote reserve in northern Alberta. Because of their remote location, they were left more or less in peace to follow their traditional life style until oil and gas reserves were discovered on their traditional lands and a large Korean corporation wanted to log their land. The position taken by Lubicon Lake Cree and their proposed plan of action can be seen at a web site set up on their behalf.

#### **NATIVEWEB**

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

NativeWeb is an international, nonprofit, educational organization dedicated to using telecommunications including computer technology and the Internet to disseminate information from and about native or Indigenous nations, peoples and organizations around the world; to foster communication between native and non-native peoples; to conduct research involving native peoples' usage of technology and the Internet; and to provide resources, mentoring, and services to facilitate native use of this technology.

#### **NATIVE AMERICAN NATIONS**

<http://www.nativeculture.com/lisamitten/nations.html>

This site contains a large number of links to pages that have either been set up by the various native nations themselves or pages devoted to a particular nation arranged in alphabetical order by tribal name.

#### **NATIVE AMERICAN ORGANIZATIONS**

<http://www.nativeculture.com/lisamitten/organizations.html>

This site has links and connections to pages containing research information, museum links and other related information

#### **NATIVE VILLAGE**

<http://www.nativevillage.org>

Native Village is a very modern site with information and resources about the state of first nations peoples in the United States today. As well, this site has extensive libraries on such topics as animals, arts and crafts, earth and environment, elders, heroes and leaders, the European invasion, and writings and storytelling

## **NATIVE WHALING**

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

Whaling is another contentious issue for coastal native people has been the issue of. To present their side of this emotion charged issue and their reasons for wanting this ancient practice reinstate various coastal tribes have banded together to create the World Council of Whaling web site. For those who have supported an anti-whaling position, this web site and its information will make for engaging and compelling reading.

## **POTAWATOMI FABLES**

<http://gate.cruzio.com/~nikan/>

The Potawatomi Fables are a series of children's books on native folk lore. Long before Walt Disney's Pocahontas came along Potawatomi children had their own heroine - Winnie Two-Shadows.

Jack Wooldridge is a Native American writer/illustrator who created a series of children's books based on the stories and folk tales involving Winnie Two-Shadows and other native heroes and heroines. As the author points out, although the heroines and heroes are Indian children, all children and grown-ups, too, will enjoy these original books. They contain a little history, a little language, and a lot of exciting adventure.

To provide the web visitor with a sample of these wonderful tales Mr. Wooldridge has mounted one of his stories on the this site.

## **SCHOOLNET ABORIGINAL SCHOOLS PROJECT**

<http://www.schoolnet.ca/aboriginal/>

This site is the result of a project begun by SchoolNet to create a comprehensive index of First Nations resources available on the web which may be of benefit to Canadian classroom teachers. The index includes links to lesson plans, resources and an extensive list of Native schools on the web.

## **TSIMSHIAN FIRST NATIONS EDUCATION CENTRE**

<http://www.cmsd.bc.ca/Schools/FNEC/Main.html>

The First Nations Education Centre is a branch of School District 82 (Coast Mountains) in Terrace, British Columbia, Canada. It is located 146 km east of Prince Rupert and 581 km west of Prince George. Terrace is in the heartland of Tsimshian Territory. On

this site can be found such things as language & culture area, cultural events centre and resource centre

## **ART**

### **DRAW LIKE AN EGYPTIAN**

<http://www.cmi.k12.il.us/Urbanda/projects/AncientCiv/egyptdraw/egyptdraw.html>

After completing a unit or lesson on Ancient Egypt, students will enjoy a portraiture lesson in Egyptian drawing. Decorate your walls with their paintings.

## **EDUCATION**

### **ACTIVEINK**

<http://activeink.net/>

The ActiveInk Network is an e-learning portal where teachers, students, and parents can explore rich, interdisciplinary projects that promote critical thinking skills and confidence in using technology. ActiveInk projects prepare students with real-world skills by teaching them how to locate and evaluate resources, collaborate in teams, solve problems, and communicate solutions. Students develop a deeper engagement with their own learning as they apply skills and concepts in authentic challenges that relate to their interests and prepare them to succeed in the new economy.

### **CROSSWORD PUZZLES**

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

This site contains a wide array of crossword puzzles, graded for difficulty. Also novel is a feature which will make the puzzles available with either UK and US spelling. A nicely presented site.

### **ENCHANTED LEARNING**

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

EnchantedLearning.com, with its curriculum-based information has a list of sites for K-3 students listed by theme. Each has links to simple crafts, nursery rhymes, coloring book printouts, information, and/or quizzes based on the topic.

### **I KNOW THAT**

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

iKnowthat.com activities encourage kids to be creative and to learn by doing. In the spirit of constructivist approaches to education, our activities are designed to

provide kids with opportunities to actively explore concepts in a multi-modality scenario where they can guide their own learning experience. Throughout their explorations at iKnowthat.com, kids are exposed to educational material which they can learn and apply.

### **LANDMARKS FOR SCHOOLS**

<http://landmark-project.com>

Landmarks for Schools has been on the Net serving teachers since 1995. It runs under the belief that in the information age, people (our students) will work with information in much the same way that previous generations worked with wood, iron, and plastic. Classrooms today should treat information as a raw material, not as a final product.

Landmarks for Schools also features instructions for moving digital information from web sites into other information processing tools (word processors, spreadsheets, graphics and presentation software). Also included are tools for seeking permission to use copyrighted web-based information and a tool for assembling MLA citations.

### **NETDAY COMPASS**

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

NetDayCompass is the first comprehensive education technology web site designed for technology decision-makers working in K-12 schools. NetDayCompass is an initiative developed by NetDay, a national non-profit organization funded by private donations and corporate sponsors. NetDay's vision is to help educators 'think beyond' the technical connections of computers and the Internet to educational results.

### **TIME FILLER IDEAS**

<http://www.teachingideas.co.uk/timefiller/contents.htm>

Developed in the UK, this educational web site says it has an extensive list of filler, starter, and resourceful ideas to use across all subject areas, for ages 5 through 11.

## **ENGLISH**

### **BOOK REPORTER**

<http://bookreporter.com/>

The Book Reporter web site describes itself as, "The place where writers and readers click." The Book Report Network brings you "thoughtful book reviews,

compelling features, in-depth author profiles and interviews, excerpts of the hottest new releases, literary games and contests, and more every week.

### **BRITISH POETRY 1780-1910**

<http://etext.lib.virginia.edu/britpo.html>

This site contains an extensive list of poetry from the, "Archive of Scholarly Editions: Electronic Text Center", University of Virginia.

### **CHILDREN'S PICTURE BOOK DATABASE**

<http://www.lib.muohio.edu/pictbks/>

This database offers abstracts of over 4000 children's picture books (preschool to grade three), suitable for teachers, librarians, and others who design interdisciplinary curricula for elementary schools and library programs. The user may search over 900 keywords (topics, concepts, and skills) from the following categories: Literature, Language and Communications, Mathematics, Health and Medicine, Natural History and Natural Science, Social Studies, and Visual and Performing Arts.

### **MYTHS: CLASSROOM ACTIVITIES**

<http://www.qesn.meq.gouv.qc.ca/folklore/activity/mythact4.html>

Originally created by Gary Holzgang, an elementary teacher at Hemmingford Elementary School, New Frontiers School Board, Quebec. for his Grade 4 to 6 classes this excellent units could easily be used in a middle school setting. Many of the entries are wonderfully imaginative and well worth adapting.

### **MYTHS, FOLKTALES, AND LEGENDS: LESSON PLAN**

<http://web.infoave.net/~tnorris/lesson.htm>

This site was also created by a teacher, Mr. Ted Norris. Using various types of literature to exemplify mythology, folktales, and legends (many of which have on-line text resources), Mr. Norris has constructed many lessons in which students listen to the oral readings, looking for similarities and differences between the different genres. They can create and dictate their own favorite version of a story and, if they are able, illustrate it with drawings or a collage or simply paint a picture with oral words. Students often find it enriching simply to embellish or update an old tale by changing the setting, giving the tale a modern day hero while trying to maintain the essence and spirit to the genre.

## **NATIONAL WRITING PROJECT**

<http://writingproject.org/>

The National Writing Project is a professional development program that helps teachers improve their writing instruction. The project began in 1974 in California and has expanded to operating out of 167 local sites in 49 states plus Washington DC and Puerto Rico. You can search the database to find the closest local site or read the information about starting your own site. Be sure to check out their publications including many articles available online for additional insights into the teaching of writing.

## **PUBLISHING TIPS AND TECHNIQUES**

<http://commtechlab.msu.edu/sites/letsnet/frames/bigideas/b6/b6tips.html>

Publishing student work not only carries through the final step in the writing process, but it also helps to create lifelong readers and writers. Publishing encourages editing skills, attention to detail and audience, revision for a purpose, and finally, triumph and pride in sharing and displaying one's own work. Find several ideas here to help you and your students find ways to publish your classroom creations.

## **SCHOOL NEWSPAPER UNIT**

<http://commtechlab.msu.edu/sites/letsnet/frames/bigideas/b6/b6u3.html>

Use this newspaper creation and publishing unit for students from upper elementary through high school. Lesson plans have students selecting a beat, creating appropriate news articles, learning html code, and finally publishing their newspaper on the web.

## **WRITING ACROSS THE CURRICULUM**

<http://www.nu.edu/soas/writing/>

Writing Across the Curriculum is a university-wide program that enriches all students in all areas of learning through the development of writing skills and critical thinking. The program offers remedial assistance, personalized guidance, and unique approaches to help each student develop as a writer.

## **LIBRARY**

### **BRITISH LIBRARY NEWSPAPER LIBRARY CATALOGUE**

<http://www.bl.uk/collections/newspaper/newscat.html>

The British Library Newspaper Library in Colindale has recently placed its catalog of over 50,000 newspaper and periodical title holdings online. Researchers planning a trip to Colindale can now book their visit or look up titles in advance. Reservations for materials can be made by telephone or email. The catalog is searchable by keyword and sorted by title, date, or place. Entries include place, main title, numbers, dates, shelfmark, dates held on microfilm, and other notes. The British Library Newspaper Library's holdings include "all UK national daily and Sunday newspapers from 1801 to the present; most UK and Irish provincial newspapers, some from the early 18th century onwards; [and] selected newspapers from around the world in western and Slavonic languages dating from the 17th century onwards.

### **THE CANADIAN ENCYCLOPEDIA**

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

The full text of the Canadian Encyclopedia is now online with Canada's best contributions from all over Canada. Interactive; supportive of students and educators' needs; serving Canadians for all their research requirements.

### **THE CHORAL PUBLIC DOMAIN LIBRARY (CPDL)**

<http://cpdl.snaptel.com/>

The purpose of this site, subtitled An Archive of Free Choral Music, "is to create a repository of editions of music in the public domain." It contains over 1,800 scores. All sheet music is downloadable in PDF format (Adobe Acrobat Reader). Sound files are available in MIDI format while source files are in various formats. Users can download a PDF listing of all the scores or use the search engine to search by composer title, or number of voices and voice parts. Users can also contribute to the list.

### **FAST FACTS**

<http://gwu.edu/~gprice/handbook.htm>

Fast Facts is a combination of almanacs/fact books/statistical reports & related reference tools brought together in one place by Gary Price, librarian at George Washington University. This categorized list pulls together a great collection of useful online ready reference tools for finding elusive facts fast.

## MATHEMATICS

### COMPARING OBJECTS USING BINARY SYMBOLS AND KID PIX

[http://www.mcps.k12.md.us/curriculum/littlekids/lesson\\_comparing\\_objects.htm](http://www.mcps.k12.md.us/curriculum/littlekids/lesson_comparing_objects.htm)

Primary students learning binary math? That's exactly what they will learn with the help of the popular elementary program, "Kid Pix" and this web site. Second grade students will learn to translate binary symbols (greater than, less than, equal to) into attributes of comparison between two objects. While this activity is set up for a one-computer A/V project, it can easily be adapted to a multi-computer, teamwork classroom.

### DAVE'S MATH TABLES

<http://www.sisweb.com/math/tables.htm>

Quick theorems, tables, identities, proofs and graphs for arithmetic, algebra, geometry, trigonometry, calculus, statistics, advanced topics, vectors, complex numbers, constants, message board and whiteboard.

### THE EARLY GREEKS' CONTRIBUTION TO GEOMETRY:

<http://www.cis.yale.edu/ynhti/curriculum/units/1984/2/84.02.05.x.html>

This web site, created by the Math department of Yale University explores the early beginnings of geometry with this lesson plan on Pythagoras and his contributions to the mathematical world. Appropriate for middle school students.

### THE PRIME PAGES

<http://www.utm.edu/research/primes/>

This site contains almost everything you wanted to know about prime numbers. It gives a short explanation and history of prime numbers, how to prove primality, and the nature of prime number infinity. It has charts of the ten largest known prime numbers and the ten largest known twin primes as well as lists of the first 3,000 primes, primes over 20,000 digits, and palindromic prime U.S. zip codes. You also get Euclid's Proof of the Infinitude of Primes, links, a FAQ, and a glossary. And it's searchable!

### ROMAN NUMERALS LESSON PLAN

<http://ericir.syr.edu/plweb-cgi/fastweb?getdoc+lessons+lessons+3475+0+wAAA+roman>

Students will learn the history of Roman numerals and how they were used in ancient times. They will also try their hand at using various methods of translating Roman numerals to Arabic numbers.

## SCIENCE

### BRINGING THE GREENHOUSE EFFECT DOWN TO EARTH

<http://sln.fi.edu/tfi/activity/earth/earth-4.html>

Geared to students in grades 9-12; this experiment delves into problems with car emissions by proving their effects in a lab exercise. The procedure is challenging enough for a high school science fair exhibit, especially with some thought on alternative methods of fuel, and certainly the focus is quite topical.

### EXPLORE THE FANTASTIC FOREST

<http://www.nationalgeographic.com/features/96/forest/>

Another wonderful site from National Geographic. They have created a variety of virtual habitats and places perfectly suited for particular plants and animals. These are important parts of the forest and our environment. Think of them as pieces of a global jigsaw puzzle. Keep your eyes open for creatures and features as you hike through this interactive wood.

### THE FLYING TURTLE

<http://www.ftexploring.com>

The Flying Turtle - A unique, fascinating science site. Learn about energy flows in nature and human technology, how animals and human designs share many of the same basic principles, ask know-it-all tortoise Dr. Galapagos a science or technology question (he might even know the answer if it's not too hard).

### THE HEART: AN ONLINE EXPLORATION

<http://sln.fi.edu/biosci/biosci.html>

Go for a tour through the heart at this site, wandering through blood vessels, foraging into body systems, and learning how to maintain a healthy heart and body at the same time.

### INVENTION CONVENTION

<http://etc.sccoe.org/I99/inventor.html>

The material offered here constitutes an entire, full-blown unit on inventors. If you don't have time to cover

the entire breadth, take a look at creating your own invention convention, replicating (models, diorama?) examples of past inventions, or creating your own inventions for the future. Have a go at designing a model or a picture for display.

#### **SNAPSHOTS OF SCIENCE AND MEDICINE**

<http://science-education.nih.gov/snapshots.nsf/>

High school students and teachers can keep abreast of the very latest and greatest in biomedical research, find relevant and inspiring information on science careers, and follow actual scientific discoveries as they happen at this exciting site. Check NIH Education for free supplemental science curriculum materials.

#### **WILDFLOWER MAGAZINE**

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

"Wildflower Magazine is North America's Magazine of Wild Flora. We are dedicated to the study, conservation and restoration of North America's native flora. Wildflower explores the art and science of our botanical heritage from the tropical rainforests of Panama to the mosses and lichens of the Arctic tundra."

#### **ZOOM INVENTORS & INVENTIONS**

<http://www.ZoomSchool.com/inventors/>

If you wish to create an inventory or timeline of inventions and inventors over the past century (or longer), then try this elementary site of A to Z inventions from Zoom School.

### **SOCIAL STUDIES**

#### **ANCIENT EGYPT**

<http://www.ancientegypt.co.uk/menu.html>

From the British Museum, this Ancient Egypt site serves as an excellent student resource for research purposes, with activities, quizzes, games, and challenges. All facets of Ancient Egyptian life are covered, and the site manages to convey pertinent information without being either dense or sparse.

#### **ANCIENT CHINA UNIT**

<http://www.uvm.edu/~outreach/units/AnChinaUS.html>

Geared to middle school students, this unit gives provides information and resources, not only to what daily life was like for different classes of people in Ancient China, but also to how people and inventions can have major impacts on societal change.

#### **ANCIENT GREECE ACROSS THE CURRICULUM**

<http://www.coreknowledge.org/CKproto2/resrcs/lessons/698Greek.htm>

Science, language arts, history, and even P.E. will be covered in this Ancient Greece unit for grade six. Students will come to appreciate Greek culture and civilization, while understanding the importance of the Greek legacy in modern history.

#### **BANISHED TO BOTANY BAY**

<http://www.csmi.med.ed.ac.uk/session1/group65/index.htm>

The "Banished To Botany Bay" website aims to explore some of the issues surrounding Australia's convict past. Why convicts were sent to Australia, who they were, how they were managed, problems encountered, dealings with the Aborigines and how the convict period influenced the development of modern day Australia.

#### **CAESAR 100 - 44 BC**

[http://library.thinkquest.org/11402/bio\\_caesar.html](http://library.thinkquest.org/11402/bio_caesar.html)

Gaius Julius Caesar, general, dictator, and statesman, changed the course of the history of the Greco-Roman world decisively and irreversibly. Caesar's gens, the Julii, were patricians and traced their lineage back to the goddess Venus. In 78 Caesar went to Rhodes to study oratory under Molon. En route he was captured by pirates. Caesar raised his ransom, raised a naval force, captured his captors, and had them crucified. All this he did as a private individual holding no public office.

#### **COLLAPSE: WHY DO CIVILIZATIONS FALL?**

<http://www.learner.org/exhibits/collapse/>

Using resources that cover several past civilizations, including Mayan and Chaco Canyon civilization, students employ hands-on activities and critical thinking processes to examine the causes behind the collapse of these empires. A key ingredient to this online unit is the exploration of archaeology, and what can be learned from the past.

#### **GOLDEN LEGACY: CHINESE CULTURAL & HISTORICAL PROJECT CURRICULUM**

<http://www.kqed.org/ednet/school/socialstudies/golden/index.html>

Even though this is an American initiative which focuses on Chinese-American cultural heritage more than on Ancient China itself, it nevertheless deserves mention for its excellence in presentation, lesson resources, and scope. You will find something of Ancient China here to use in your classroom—including discussion questions and worksheets on such topics as traditions, binding feet, and cultural symbolism.

### **KYOTO NATIONAL MUSEUM**

<http://www.kyohaku.go.jp/>

This site contains, among other things, a collection of multiple images of more than 100 of its finest works in the categories of archaeology, calligraphy, ceramics, textiles, sculpture, lacquer ware, paintings, and metalwork. Additionally, their online catalog contains over 10,000 images of several thousand objects from its East Asian art collection. The “Exhibitions and Events” section has more images and information about the collection grouped by themes. In the Past Exhibitions section is a children’s guide to this collection. The Links section contains connections to other museums and art-related sites.

### **THE GREEKS.**

[http://www.sfusd.edu/schwww/sch618/GreeksMultimediaProject/Multimedia\\_Project.html](http://www.sfusd.edu/schwww/sch618/GreeksMultimediaProject/Multimedia_Project.html)

“The Greeks” is a multimedia project containing a series of suggested hand-on activities which students might participate in at the end of a unit on Ancient Greece. These activities include; a Greek Newspaper Projects, a Famous Greek Person Interview, or Greek Drama.

### **LEARNING ABOUT LEONARDO**

<http://library.thinkquest.org/13681/data/davin2.shtml>

Why is the Mona Lisa Smiling? is an interactive, interdisciplinary, arts driven, multimedia ThinkQuest investigation which features: Original Da Vinci music, Leonardo Da Vinci learning links, an interactive quiz, and a guest book.

### **VALLEY OF THE ANCIENTS**

<http://www.eliki.com/ancient/>

A visually appealing site that offers virtual walkthroughs of the Roman Coliseum and the ruins of Pompeii, while exploring ancient mysteries, mythologies, and cultures.

## **TECHNOLOGY**

### **ACME INTERNET EXPLORER’S CLUB**

<http://www.learningcompanyschool.com/school/prods/worldpl.htm>

A lesson plan and a black line master to accompany the popular Carmen Sandiego software with a twist: this time the internet—and specifically Carmen’s own home page—becomes the focus of this geography and language arts lesson.

### **LESSON PLAN FOR USING “WHERE IN THE WORLD IS CARMEN SANDIEGO?”**

<http://www.educ.utas.edu.au/students/williamn/lessplan.htm>

Students take on roles as journalists to research information about the people and culture of a chosen country, using the popular Carmen San Diego software. They must then design and create posters based on the knowledge they have gleaned and present these orally to the class.

### **LESSON PLANS THAT INFUSE TECHNOLOGY INTO THE K-12 CLASSROOM**

<http://teach.fhu.edu/technology/edu506/webquests>

The education faculties of many universities have been an excellent source of lesson plans and resources that integrate curriculum and technology. For example, graduate students of EDU 506 (Computer Applications in Education) at Freed-Hardeman University in Henderson, TN, have made available on-line some practical examples of “Lesson Plans that Infuse Technology into the K-12 Classroom”.

### **WWW4TEACHERS**

<http://www.4teachers.org/index.shtml>

Brought to you by the High Plains Regional Technology in Education Consortium, the [www.4teachers.org](http://www.4teachers.org) website provides a wide variety of resources for technology using educators. Check out the Professional Development resources for learning technology in addition to information on assistive technology, special needs, equity, multiculturalism, and diversity. Learn more about integrating technology and problem based learning, with first-hand teacher stories, and teacher-made class sites. There are even tools here that you can use such as Quiz Star, Track Star and the Web Worksheet Wizard.

## **YOOZ.COM**

<http://www.yooz.com/start.htm>

How do you perform an efficient search online? How do you download RealAudio player? Yooz.com can show you how. In their modules, they simulate the actual Web sites you want to master, and give you information about each page, as well as instructions that correspond to the real actions on the Web site concerned. If you make a mistake, or if you don't know what to do, they will help you or correct you. Thanks to this step-by-step interactive simulation, you'll actually experience the whole process as you would in real life.

## **WACKY WILD AND JUST PLAIN WEIRD**

### **BUREAU OF MISSING SOCKS**

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

The Bureau of Missing Socks is the first organization solely devoted to solving the question of what happens to missing single socks. It explores all aspects of the phenomenon including the occult, conspiracy theories, and extraterrestrial.

### **COFFEE CAN DRUM**

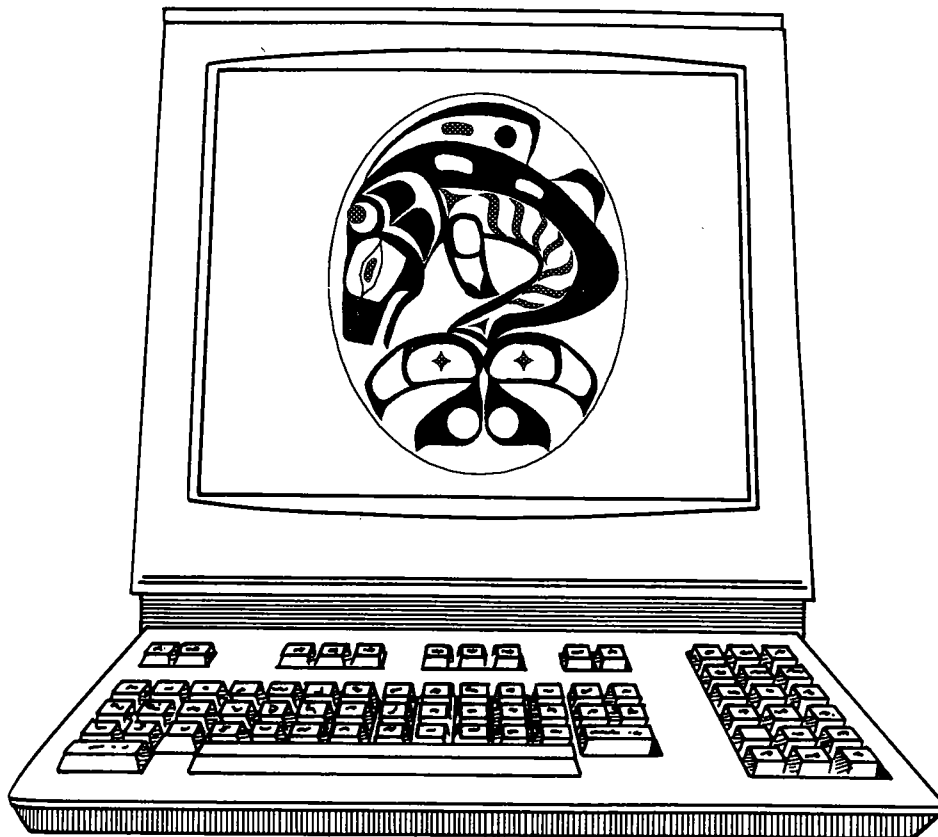
<http://www.dsokids.com/1/kidsbeatact1.html>

Making a Coffee Can Drum? Here is a fun project for the kids brought to you by the good folks of the Dallas Symphony Orchestra. Just follow the instructions and you will be rat-ta-tat-tatting in minutes. :-)

### **THE TEDDY BEAR MUSEUM**

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

This site provides a glimpse of a Teddy Bear Museum and its offerings in an Elizabethan building in England.



## THE PORTRAIT: DIANE SILVEY

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

Raven walked along Main nervously checking the numbers above each doorway. Her hands shook. She looked up at a dilapidated building with the street number dangling off a shingle. There must be some mistake. This neglected old dump couldn't be where her sister lived. Marcie's letters home told of how well she was doing and how much she loved her modern new apartment. This was a rundown hotel that rented rooms by the week—not really an apartment at all. The sign out front read: NO DRUGS. NO PARTIES. NO VISITORS AFTER 10 P.M

Fifteen-year-old Raven, in a desperate search for her missing sister, is introduced to the seedy streets of Vancouver's downtown eastside in Diane Silvey's latest novel, *Raven's Flight* (Raincoast, 2000). Using narrative prose and diary entries, Silvey weaves a compelling mystery through the worst slums in the country, a setting full of danger and despair.

Diane told me that she and her son, Joe, spent many hours in Vancouver's downtown eastside to research this book. She said her concern about children, particularly of First Nations descent, living on the street and her desire to educate children as to the dangers of such a life were her reasons for writing this book. Silvey states, "The novel *Raven's Flight* deglamourizes drugs and life on the street. It is intended to knock the rosy-coloured glasses off of potential runaways."

Diane Silvey is of Coast Salish First Nations descent on her father's side and Scottish on her mother's side. She was born in Vancouver, BC in 1946 but grew up in Egmont BC, a small fishing village on the Sechelt Peninsula. In 1975, Silvey attended the University of British Columbia and obtained her teaching certificate through the Native Indian Teacher Education Program (NITEP). After graduation, she spent three years teaching on reserves at Bella Bella and Port Alberni, BC. For the past seventeen years, she has been employed by the Greater Victoria School District and is currently the resource room teacher at Blanshard Elementary School in Victoria.

Throughout her teaching career, Silvey has been involved in many committees and has facilitated workshops on multiculturalism, anti-racism and First Nations issues. Diane told me her first book, *Little Bear's Vision Quest* (First Nations Education Division, Greater Victoria School District #61, 1995) was motivated by her volunteer work on the BC Teachers' Federation Committee Against Racism. She wanted to write a story about name-calling and the hurtfulness of such actions. Her book, *Little Bear's Vision Quest* incorporates traditional First Nations storytelling into an original tale. In the beginning, Little Bear is selfish and inconsiderate of others' feelings. His grandfather sends him away from his village to think about the negative consequences of his actions. At the end, Little Bear undergoes a transformation and finally realizes the harm of his previous behaviour and learns respect for others. Joe Silvey, Diane's son, beautifully illustrates the book with Pacific Northwest First Nations art designs.

Diane and Joe have collaborated on a number of other projects. *Whale girl* (First Nations Education Division, Greater Victoria School District #61, 1996) and *Spirit quest* (Beach Holme, 1997) are two other stories that Diane wrote in the tradition of Coast Salish legends. Joe Silvey again provided the illustrations for each title. Silvey told me that she wanted to create stories that depicted First Nations characters as good role models. In *Spirit Quest*, she describes the mission by teenaged twins Kaya and Tala to retrieve a sacred box, which symbolizes the spirit of their people. Diane and Joe have also written a teacher's guide to accompany the book. All three books are written for primary and lower intermediate students.

Although Diane told me her preference was writing fiction, she and her son have also produced a non-fiction textbook. *From time immemorial—the first people of the Pacific Northwest Coast* (Pacific Edge Publishing, 1999) correlates with the new grade four social studies curriculum. The text provides a broad overview of the traditional ways and highly complex culture common to all First Nations peoples of the Pacific Northwest Coast. Diane has also interspersed original stories throughout the book to illustrate traditional elements or events from First Nations culture. A teacher's guide with detailed lesson plans

and reproducible blackline masters is also available. *From time immemorial* was a BC 2000 book award winner.

Diane Silvey has also developed a number of curriculum books for non-readers and beginning readers. The Brittney Diana Reading Series uses a direct instruction approach and mastery learning for students with a very limited sight vocabulary. Diane told me it was her aim for students to be successful in reading and not to simply state, "I can't do it". Most of Diane Silvey's curriculum materials and stories are available through the BC Teachers' Federation Lesson Aids Catalogue.

In the future Diane hopes to continue collaborating on stories with her son. She favours folktales and legends—stories that contain a message or moral. At present, however, Silvey is working on her own

research and writing another intermediate textbook on the Aboriginal Peoples of Canada. It is to be published by Kids Can Press in 2003.

Silvey has had many accomplishments and successes in both her teaching and writing careers. She has been recognized for her teaching excellence by the Teacher's Institute on Canadian Parliamentary Democracy and was recently honoured with a "Woman of Distinction" award in education, training and development.

It has been Diane Silvey's goal in her teaching to build self-esteem for her First Nations students through literacy and to provide them with a sense of pride in their own rich heritage through her writing. One of Diane's proudest moments came last July when she became a Status Indian of the Sechelt Band.



# CONTINUING EDUCATION MENU

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

If you're thinking of upgrading your qualifications or just stimulating your brain cells, the Universities of British Columbia and Alberta are offering an array of choices, some on-line, some on campus, some at satellite sites and some combinations of on-line and "real-time".

## UBC, FACULTY OF EDUCATION

The Language Education Department has changed its name to The Department of Language and Literacy Education (LLED) and has merged courses previously designated ENED, LANE, MLED, and READ under a single new designation, LLED. All but the LIBE courses will now appear together in one section of the Calendar.

Prospective students are directed to go to the Graduate Course Conversion Chart or Undergrad Course Conversion Chart to find the LLED courses and their corresponding LANE, ENED, READ and MLED courses.

Teacher-librarians are encouraged to check out the Website via <http://www.lled.educ.ubc.ca>. Go to "Programs", then "Teacher-librarianship", then "OCPE or distance courses" (<http://www.ocpe.educ.ubc.ca>)

There is also a link for U of Alberta courses right beside the OCPE link or contact Dr. Asselin directly at [marlene.asselin@ubc.ca](mailto:marlene.asselin@ubc.ca).

## SUMMER SESSION, 2001

**May-June (6 weeks)**

*Introduction to using the Internet in Student Research Projects*

LIBE 477/921 - Term 1A

Dr. D. Hinton 4:30 7:00 (Mon & Wed)

Learn how to guide others in using the Internet to conduct research and to appreciate the benefits and pitfalls of Internet-based research. The course will focus on the practical aspects of doing research on the Internet and on assisting students to see the Internet as simply another research tool rather than as a replacement for all other research material.

*Administration of the School Library Resource Centre*

LIBE - 461/951 - Term 2A

Dr. Ray Doiron, President CSLA - 8:00-10:20

The role, philosophy, and management of school library resource centres in elementary and secondary schools.

NOTE: This is a pilot of a new online course. Enrolment limited. Registration is through Office of Continuing Professional Development. Website <http://www.ocpd.ubc.ca>. See the EDUC web address (<http://www.ocpe.educ.ubc.ca>) if you have difficulty getting in via this one.

**July (3 weeks, Mon - Fri)**

*Administration of the School Library Resource Centre*

LIBE - 461/951 - Term 2A Dr. Ray Doiron, President

CSLA - 8:00-10:20

The role, philosophy, and management of school library resource centres in elementary and secondary schools.

*Resource-based Teaching*

LLED 469/951 - Term 2A Dr. Ray Doiron, President

CSLA - 1:30 - 4:00

Principles and practices of teachers and teacher-librarians cooperatively planning and teaching the curriculum through a knowledge of school library resource centre materials and appropriate interactive teaching/learning strategies.

**End July August (3 weeks, Mon - Fri)**

*School Library Resource Centre Programs*

LLED 462/951 - Term 2B Ms. Carole Wilson--8:00-

10:20

Strategies for workshop presentations, effective communication and cooperative programs

*Selection and Evaluation of Materials*

LIBE 463/951 - Term 2A- Mr. Richard Beaudry – 1:30  
- 4:00

Basic principles of selecting learning resources to support the instructional program in the school.

## **UBC SCHOOL OF LIBRARY, ARCHIVAL AND INFORMATION STUDIES**

Course descriptions are available on the school's website: <http://www.slais.ubc.ca>. Information for prospective students is also available on UBC's website: [www.ubc.ca](http://www.ubc.ca). Experience with classroom teaching and/or experience in a school library is desirable but not essential. Potential applicants who may be teachers or teacher-librarians will be handled as special cases, and will require permission of the instructor and SLAIS.

The Master of Library and Information Studies (MLIS) program at UBC is now available year round for both full and part-time students. Students may begin the program in September, January or May.

For an information portfolio, applicants may contact the SLAIS Admissions Secretary at (voice) 822-2404, fax 822-6006 or e-mail: [slais.admissions@ubc.ca](mailto:slais.admissions@ubc.ca).

If applicants are not already registered as graduate students at UBC, they must apply for admission as unclassified students.

Forms and information on procedures are available from Dale Yamaura, Administrative Assistant, phone: (604) 822-2446; fax: (604) 822-6006; e-mail: [dale.yamaura@ubc.ca](mailto:dale.yamaura@ubc.ca) or the Registrar's Office.

## **UNIVERSITY OF ALBERTA**

*Teacher-Librarianship by Distance Learning Program  
"Anytime, Anyplace Web-Based Learning"*

Courses are offered in Fall, Winter, and Summer Intersession terms, are delivered through a variety of media—websites, computer conferencing, e-mail, textbooks and readings. Full Internet access is required for all of the courses.

Visit the website <http://www.quasar.ualberta.ca/tl-dl> and/or contact Kaye Steward by e-mail: [ksteward@ualberta.ca](mailto:ksteward@ualberta.ca) or by fax, phone or post to discuss possibilities.

NB: The University of Alberta does not offer courses in the Spring Session (May-June), the rationale being that "folks are far too busy in the schools at that time".

The distance learning program of study for the Diploma in Elementary Education in School Libraries normally includes five courses selected from the areas of teacher-librarianship: school library management, instructional programming, collection development, information materials, and organization of materials (cataloguing and classification). Three complementary courses are selected to complete the Diploma program, selected from areas such as technology, literature for young people, curriculum and instruction, media literacy, and instructional leadership. Courses taken on-campus or from other distance education providers may be incorporated into your Diploma program with the approval of the faculty advisor.

Course selection for MLIS and MED programs is determined after program admission, on an individual student basis in consultation with a faculty advisor.

Courses with the EDES course prefix are designed for teachers in both elementary and secondary schools. Courses with numbers in the 400s are senior undergraduate level courses; those with numbers in the 500s are graduate level courses.

### **SUMMER SESSION, 2001**

Want to take a course this summer but don't want to have to come on campus here in Edmonton to do it? Or maybe you are tempted to combine a little distance learning with your summer vacation? The following graduate-level courses make it possible for you to participate in continuing professional education without leaving home! Entirely web-based and highly interactive, these courses are timely and relevant for teacher-librarians, teachers, and librarians who are interested in providing quality school library programs, collections, and services for K-12 students and teachers.

Note that individual courses may also be taken through the Open Studies option. Contact Kaye Steward, Program Coordinator, at [teacherlibrarian@ualberta.ca](mailto:teacherlibrarian@ualberta.ca) if you are planning to register in a course or require additional information.

You are advised to begin the registration process by April or early May. The program continues to grow, classes are frequently filled, and early registration is more important than ever. In the past, we have been required to cancel a course offering because of low enrolment at deadline, only to find that a number of

students had planned to register and were very disappointed! This is especially important for Open Studies and Special students, that is, students who are not enrolled in a University of Alberta Diploma or Master's program. Consult the University of Alberta Registrar's website at <http://www.registrar.ualberta.ca/> for procedures, fees, and deadlines.

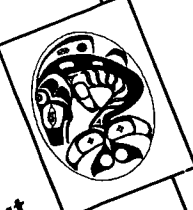
Information about these is available on the Teacher Librarianship by Distance Learning website (<http://www.quasar.ualberta.ca/tl-dl>).

*School Library Collection Development*  
EDES 541 July 9– August 15 Instructor: Sylvia Ewanchuk

EDES 541 is the study of the principles and practices related to the development of the school's collection of information resources. It is designed to prepare teachers and teacher-librarians to work together, in planning, building, and maintaining information resource collections and resource-sharing systems and in handling the issues and demands that arise related to information resources in schools.

**BIG THUNDER (BEDAGI),  
LATE 19TH CENTURY  
ALGONQUIN**

**The Great Spirit is in all  
things, is in the air we  
breathe. The Great  
Spirit is our Father,  
but the Earth is  
our Mother. She  
nourishes us;  
that which we put  
into the ground,  
She returns to us....**



*School Library Information Materials*  
EDES 546 July 9 – August 15 Instructor: Jennifer Branch

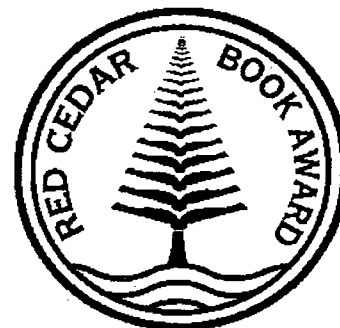
This course has been designed to help students become more aware of the qualities and dimensions of effective information services in a school library setting, and strategies for providing effective delivery of these services. A survey of the best reference materials currently available to schools is an important part of this course. Students are encouraged to key into a particular level of school reference service and collection development.

## UNIVERSITY OF VICTORIA FACULTY OF EDUCATION CONTINUING STUDIES

No courses are planned as of the publishing deadline. For further information contact:

Judith Reid,  
District Teacher-Librarian,  
Greater Victoria School District  
Phone: 1-250-360-4302  
Fax: 1-250-360-4308  
E-mail: [jreid@sd61.bc.ca](mailto:jreid@sd61.bc.ca)

## ERRATUM: RED CEDAR AWARD



We incorrectly identified the time and location of the Red Cedar Awards ceremony in the December issue of the *Bookmark*. The awards ceremony will be on Saturday, May 12 at Burnaby North Secondary School, 751 Hammarskjold Dr, Burnaby, BC V5B 4A1 604 664-8550. We apologize for this mistake.

*To err is human, to forgive divine...*

# CHAPTER REPORTS

## MOUNT ARROWSMITH

### POLITICAL ACTION

- Successfully lobbied district to implement new contract T-L staffing levels based on individual schools rather than on a district basis, and not to use T-L staffing for school network administration.
- Initiated a process for developing a joint (MATLA and CUPE) revision of the library clerk's job description, to be submitted for recommendation to district staff; joint MATLA-CUPE committee set up to review clerk job description; MATLA-CUPE joint library clerk job description sent to all teacher-librarians for ratification; draft library clerk job description sent to library clerks' committee for comment.
- Lobbied Mount Arrowsmith Teachers' Association to convince district to rescind policy of not replacing non-enrolling teachers until after three days of illness or absence.
- Supported AOs who are ignoring the district replacement policy for teacher-librarians and replacing T-Ls on the first day of illness.

### CURRICULUM AND PROGRAM DEVELOPMENT

- Promoted new summer courses for teacher-librarians at UBC plus new Master of Library and Information Studies program.
- Set up grade level meetings to select DRC resources for the year.



## MEETING IDEAS

- Enjoyed MATLA year end wine and cheese social and garden tour in June.

## AUTOMATION AND INFORMATION TECHNOLOGY

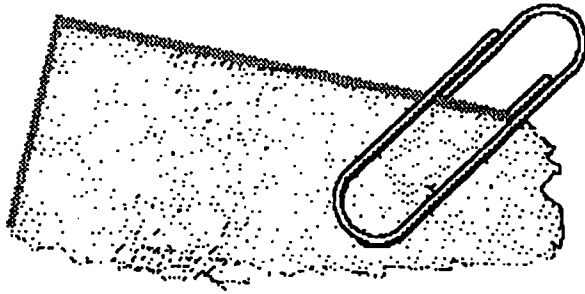
- Demonstrated free cataloging download from the CASPR website.
- Initiated and implemented sitgriect site license from Audio-Cine Films for use of commerical rental videos in our schools.
- Initiated a process to review candidates for a new district standard library automation software, now that Eloquent, the current district standard, has become obsolete.
- Reviewed Eloquent support needs contract. Needs have diminished greatly.
- Organized MATLA field trip to Cowichan District to see the new L4U library automation software installed at elementary and middle schools.
- Demonstrated Web Whacker software which more cheaply simulates a proxy server for elementary schools.
- Demonstrated Accelerated Reader software for elementary reading.

## ***THE BOOKMARK*** **on microform!**

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

**Micromedia Limited**  
20 Victoria Street,  
Toronto, ON, M5C 2N8

Toll Free: 1-800-387-2689  
Phone: (416) 362-5211  
Fax: (416) 362-6161



## NOTES AND NEWS

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

In this issue, we have lots of notes for you!!

### RE: "THE LIBRARY AND THE SCHOOL WEBSITE"

Teacher librarian, **Lesley Edwards**, of Seycove Secondary Community School Library replied to the request for 'a conversation about school library websites' in the last Bookmark. her site includes:

- FAQ's and services provided, opportunity for email feedback
- List of AP English titles with ones we have marked & links to AP resources online
- Favourite staff reads
- Student recommended reads
- New materials
- What's happening a page for contests, library events and links to local public library
- Online book club pages with reviews by staff
- How to write a bibliography page
- Guess Who page for students to guess what staff were reading as teenagers
- Parents page book titles and web links of interest to parents
- Periodicals list
- Photo gallery what the library looks like
- Student Library Aids updates
- Useful links, organized by subject area/assignment

Lesley writes, "There were two big challenges in setting up this site. What did I want to include? How

will I keep it current? Before starting work on this site I visited as many other school library sites as I could and made notes about what I liked. I also began compiling a list of bookmarks which might be useful. I keep a binder of ideas.

Keeping the information and links current is timeconsuming. I try to spend a minimum of 20 minutes a day working on the site."

Lesley recently attended a workshop put on by Peter Milbury on best practices for Library Internet sites. Much of the information he gave can be found at his Chico School website or from his home page at, <http://dewey.chs.chico.k12.ca.us/>, <http://www.cusd.chico.k12.ca.us/~pmilbury/index.html>. The SchoolLibraries.Org site is a gold mine of ideas <http://www.schoollibraries.org/resources/>. As Lesley says, "these three sites will give you everything you ever wanted to know about school library sites and then some!

I think the best way to ensure that the library page is used is to ask the kids what they would find useful; work with staff to develop good links pages which support assignments; add human interest pages and keep the site as current as time will allow. Kids appreciate that the Library is now 'open' 24/7/365. Don't expect things to be perfect before you go public, it's a work in progress!"

Thanks Lesley for your willingness to share your ideas! Visit her website at <http://www.nvsg44.bc.ca/sites/ReportsViewOnePoPM.asp?RID=393>

Teacher-librarian, **Jim Gillett**, at Glenmore Elementary in Kelowna, offered to share some of the ideas that he developed for a recent district ProD session, titled 'Library Homepage Construction Made Easy step-by-step instruction on how to build a homepage for the library.

Topics covered included:

- deciding on content, format, fonts and colors
- adding graphics, photos, hotlinks, scrolling banners, contact information, etc.
- posting and updating materials.

Thanks Jim for your input! Look forward to hearing more. Visit his website at <http://sd23.bc.ca/gme>

## FIRST NATIONS RESOURCES: MORE WEBSITES

*Native Land Claims in Canada: A Study Guide*, March 14, 1997, a pamphlet produced by Vancouver Public Library, lists some websites, valid at the time of this writing. Most of these offer links to other websites which may also include information on treaty negotiations and land claims:

- Land Negotiations Network  
<http://www.islandnet.com/~khoward/LNN.html>  
documents representing the position of various parties.. .posted without edit"
- Civic Net Aboriginal Information System  
<http://www.civicnet.gov.bc.ca/af/af.html>  
(Union of B.C. Municipalities. Aboriginal Affairs office)
- British Columbia Treaty Commission and Cariboo Tribal Council  
<http://www.cariboolinks.com/ctc/bctc.html>  
(Links to websites of Cariboo bands)
- Canadian First Nations Native and Inuit Internet Resources  
<http://indy4.fdl.cc.mm.us/~isk/canada/canada.html>  
(Links to U.S. and Canadian sites, including many in B.C.)

For more information, see VPL web page  
<http://www.vpl.vancouver.bc.ca>

## NFB ABORIGINAL FILMS

Aboriginal Directors video collection from the National Film Board of Canada is listed on this website.  
<http://www.nfb.ca/aboriginaldirectors> All videos are cleared for classroom use.

Here is a series of British Columbia videos listed at  
<http://www.nfb.ca/FMT/E/cate/F/FirstNatioPeoplofCanada.html>

### **Forgotten Warriors**

1997, 51 min 15 sec

Abstract

Although they could not be conscripted, when World War II was declared, thousands of Canadian Aboriginal men and women enlisted and fought alongside their nonNative countrymen. As a reward for fighting, the Canadian Soldier Veteran's Settlement Act allowed returning soldiers to buy land at a cheap price. However, many of the Aboriginal soldiers were never offered, nor told about, the land entitlement. Whole

First Nations communities still mourn the loss of the thousands of acres of prime land they were forced to surrender. With narrator Gordon Tootoosis providing an historical overview, Aboriginal veterans poignantly share their unforgettable war memories and their healing process.

### **Laxwesa Wa Strength of the River**

1995, 54 min 14 sec

Abstract

As distinct fishing societies, First Nations have always respected the resources of their rivers and oceans. But within their own lifetime, they have watched governments "manage" the fishery into a state of crisis. Filmmaker Barb Cranmer, a member of the 'Namgis First Nation, explores the rich fishing traditions of the Sto:lo, Heiltsuk and 'Namgis peoples of Canada's West Coast. With over fifteen years experience fishing Johnstone Strait with her father, Cranmer presents rarely heard stories of traditional fishing practices and documents Native peoples efforts to build a sustainable fishery for the future.

### **The Mind of a Child**

1995, 59 min 31 sec

Also available in French, under the title L'Esprit d'un enfant

Abstract

How can children adapt and do more than survive in neighborhoods where violence is common? How can they learn in schools where teachers have given up on them? This documentary follows the work of Lorna Williams, who sets out to help aboriginal children who are dropping out of school, losing hope, and committing suicide in terrifying numbers. With the support of Israeli psychologist Reuven Feuerstein, Lorna's teaching reveals the intelligence and ability of the children, and helps them to build missing skills.

### **The Nitinaht Chronicles**

1998, 143min

Abstract

The Nitinaht Chronicles is a searing portrait of a small Native community on Canada's west coast struggling to come to terms with a legacy of sexual abuse, incest and family violence. Seven years in the making, this film is a firsthand look at the extraordinary efforts of the people of Nitinaht to overcome this abuse.

**O'Siem**

1996, 53 min 42 sec

## Abstract

A devoted husband, father and foster father, Gene Harry is also an Indian Shaker Church Minister, a champion dragon boat and longboat canoe paddler, and an Eagle Spirit Dancer in the traditional Salish Long House. When Gene speaks, people listen. O'Siem is a documentary portrait of a humble, yet charismatic, First Nations spiritual healer.

**Qatuwas People Gathering Together**

1997, 58 min 26 sec

## Abstract

For thousands of years the great oceangoing canoe sustained the cultural and spiritual traditions of coastal First Nations. Yet this century has seen the virtual disappearance of these sacred vessels. This film powerfully documents the rebirth of the oceangoing canoe and celebrates the healing power of tradition and the resurgence of Northwest Coast indigenous culture.

**Totem Talk**

1997, 22 min 00 sec

## Abstract

Traditional Northwestern Native spiritual images combine with cuttingedge computer animation in this surreal story about the power of tradition. Three urban Native teens are whisked away to an imaginary land by a magical raven. Here, the young people meet a totem pole whose characters (a raven, a frog and a bear) come to life, becoming their teachers, guides and friends demonstrating their significance to Northwest Native cultures and allowing the teens to understand the strength of their own traditions.

**Yuxweluptun: Man of Masks**

1998, 21 min 35 sec

## Abstract

In 1868 the Canadian government passed the Indian Act to subdue Native peoples by confining them to reservations, outlawing their languages, destroying land rights and denying them a vote. Yuxweluptun: Man of Masks opens at the Bisley Rifle Range in Surrey, England, where Lawrence Paul Yuxweluptun is shooting the Indian Act, a performance piece to protest the ongoing effects of the legislation on Aboriginal people. Back in Canada, "An Indian shooting the Indian Act" opens at Vancouver's Grunt Gallery where framed copies, riddled with bullet holes, are on display. Yuxweluptun is a modernist whose artistic influences come from his home in Vancouver, British Columbia.

His surrealist canvases deal with ozone depletion, land claims, Aboriginal rights, clearcut logging and racism. A visit to his virtual reality longhouse provides a glimpse into contemporary First Nations art making and the politics of the artist.

**FIRST NATIONS EDUCATION PARTNERS MEETINGS**

"We the undersigned acknowledge that Aboriginal learners are not experiencing school success in British Columbia. We state our intention to work together with the mandates of our respective organizations to improve school success for Aboriginal learners in British Columbia." This Memorandum of Understanding was signed on February 2, 1999 by many of the following: the BC Teachers' Federation, the BC College of Teachers, the BC School Trustees' Association, the BC School Superintendents' Association and the BC Principals' and Vice Principals' Association as well as the Chiefs Action Committee, the First Nations Education Steering Committee, the First Nations Schools Association, the Federal Department of Indian and Northern Development and the BC Ministry of Education.

First Nations Education Partners (FNEP) meet three to four times a year and strive to increase success of Aboriginal /First Nations Learners.

Three strands guide its collective work. The first deals with teacher recruitment, intending to increase the number of individuals of First Nations ancestry in teacher education programs and in the public schools of BC. Of particular concern to the First Nations Community is having First Nations role models for secondary schools.

The second strand is employment equity. The BC Teachers' Federation adopted a resolution at its 2000 Annual General Meeting. The FNEP are developing an 'Employment Equity Toolkit' to provide information for School Boards, administrators, and local teachers' unions.

The third strand addresses the issues around racism toward First Nations' learners in our schools. Ideas under discussion include a resource book of "best practices" used in the classroom.

## PROMOTE READING!

### B.C. BOOK & MAGAZINE WEEK 2001

The Association of Book Publishers of British Columbia and the British Columbia Association of Magazine Publishers wish to promote the annual B.C. Book & Magazine Week which will take place from April 22 -29th, 2001.

They are encouraging libraries, booksellers and schools around the province to plan a book or magazine related event during this week. ABPBC will promote these events in a calendar to be distributed to media throughout the province. Some of the events from previous years include:

- readings
- book launches
- lectures/seminars
- contests
- displays

To get your event listed in the events calendar, fax or email the following information to the ABPBC office by March 15th, 2001:

- date and time of event
- name and/or brief description of the event
- where the event is taking place (address, phone number)
- contact person and where that person can be reached
- cost (if any)

The fax number is (604) 6845788, or you can email this information to [admin@books.bc.ca](mailto:admin@books.bc.ca)  
Help celebrate the British Columbia literary industry!



**W**e must protect the forests for our children, grandchildren and children yet to be born. We must protect the forests for those who can't speak for themselves such as the birds, animals, fish and trees."  
*Qwatsinas (Hereditary Chief Edward Moody), Nuxalk Nation*



## READIN 2001!

"Looking for an exciting way to involve your students in a fun reading activity that also incorporates modern telecommunications technology? Read In 2001 is your answer!" says Dorothy Cousins, a teacher-librarian from North Island.

On May 10, 2001, students and teachers across Canada and around the world can participate in a real 21st century-style readathon!

How does it work? On the day of the ReadIn, May 10, 2001, students and teachers bring blankets, pillows, and all types of reading materials to spend the day reading and celebrating reading. At predetermined times, classes with Internet access meet in a designated chat area to discuss books they are reading, trade suggested titles, and "speak live" to authors and other guests. There is no cost involved. "The Day" can take place with reading activities or if you have internet connections, with the author chats online.

Software for the chats is provided free at the website and there is lots of help available through the ReadIn volunteers. Sounds like fun? Check out <http://www.readin.org> to register your school! You will find many suggestions to promote reading and literacy. Please register at <http://www.readin.org> today!  
**Dorothy Cousins**, a ReadIn Volunteer Coordinator, is hoping you will join her in this great project.

# BCTLA REVIEWS



“BCTLA Reviews” is coordinated by:

Debbie Hartley  
2911 Ridgeview Drive  
Prince George, BC  
V2K 3T5  
email: [debbie\\_hartley@fc.schdist57.bc.ca](mailto:debbie_hartley@fc.schdist57.bc.ca)

The coordinator sends materials and reviewing guidelines to reviewers. Reviewers send their completed reviews to the “BCTLA Reviews” editor:

Liz Austrom  
BCTLA Reviews Editor  
3675 West 39th Ave.  
Vancouver, BC,  
V6N 3A6

Reviews are edited by Ruth Allman and Liz Austrom.

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

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

---

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

---

## F AND

Andrews, Jan. *Out of everywhere: New tales for Canada*. — Greenwood, 2000. — 95 p.: ill. — ISBN 0-88899-402-8. — \$24.95 hardcover.

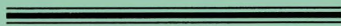
Reviewed by: Telford Penfold, teacher-librarian, École FSJ Central Elementary, SD#60 (Peace River North).

This well written book tells the stories of the old lands in the language and setting of the new. It is capably illustrated by Simon Ng, whose eye-catching illustrations are found on the title plate, introductory page and the last page of each story. Adding one of his works to the cover would have made this well bound book a more attractive choice for readers.

Andrews is a good story teller who is obviously in favour of multiculturalism. By opting to tell all of the stories from a narrator's point of view, she elicits empathy with and interest in the characters. As this is a collection of short stories, character development is not full but is sufficient to carry the stories along. The culture and flavour of a country is created both in the story and in the introduction that precedes each story.

This is an excellent read aloud for young children. A grade three class in my school agreed that it was interesting and very good. It will be useful for all elementary grades studying multiculturalism, and could be used to spur creative writing and discussion of children's individual roots. While the reading level is grade three, the interest level is much wider — as an adult I was challenged to wonder about the philosophical underpinnings of French Canadian folklore!

Recommended for elementary school library collections.



## F AND

Andrews, Jan. *Pa's harvest*. — Greenwood, 2000. — 39 p.: ill. — ISBN 0-88899-405-2. — \$12.95 cloth.

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

Pa is a farmer and, although times have been hard, there is still hope this year. The potato plants are growing well, the rains are falling when they should, and the sun is shining. Perhaps for the first time, the family will be able to celebrate Christmas with presents.

Young Ephie helps Pa in the field and watches every step of the growing season. At harvest time, there is a large and healthy crop. His father eagerly loads the potatoes into the wagon and heads off to sell them. But when night falls, Pa returns with the wagon still full of potatoes. Everyone has had a good crop this year, and there are no buyers.

Ephie helps Pa roll the potatoes into the cellar to be stored until spring, and Pa is forced to spend the winter logging to make ends meet. In the spring when Pa returns, the family realizes that their cellar is filled with rotting potatoes. Ephie helps his father load up the rotten potatoes and dump them into the river. Sadly, they face their defeat together.

This is a true story of a family during the depression who reached a point of near total loss and despair. The lovely line drawings done in soft colors depict a period when people survived the most terrible circumstances. Jan Andrews is a masterful storyteller, as she demonstrated in *The very last first time* and *Keri*.

This charming miniature book is written in an easily read style, with attractive drawings to enhance the text. It would be a very useful book for Personal Planning and Social Studies curriculums. However, it does not have the bright colors and pictures that attract most young readers.

Recommended for grades two to four.



## E BAR

Barber-Starkey, Joe. *Jason's new dugout canoe*. — Harbour Publishing, 2000. — 32 pp.: ill. — ISBN 1-55017-229-8. — \$18.95 cloth.

Reviewed by: Barbara Witt, teacher-librarian, Boundary Park Elementary, SD#36 (Surrey).

This book tells how a young First Nation boy learns the traditional way to build a canoe from his uncle after his old canoe is destroyed by a violent storm. Each step in the process is outlined in great detail, starting with choosing a tree, saying a prayer to show respect for the tree as a living creature, and asking its permission to use its wood.

From the illustrations it is obvious that the story takes place on the Queen Charlotte Islands. Although the scenery is beautifully depicted, the illustrations of Jason and the other First Nations people shown in the story

are not pleasing to the eye or realistic. They are more like caricatures, with overly exaggerated puffy lips, and wide eyes. To my mind these belong in a comic book, not in a serious book obviously intended for educational purposes.

The book is written for young children between the ages of five and nine, and could be used to accompany a unit on First Nations people. I do not recommend it because of the illustrations, but this could be a matter of taste.

Grade level is two to four.

---

---

#### F BUR

Burtinshaw, Julie. *Dead reckoning*. — Raincoast Books, 2000. — 119 p. — ISBN 1-55192-342-4. — \$9.95 paper.

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

This work of fiction is based on the tragic marine disaster of the Valencia off Pachena Point, south of Bamfield on Vancouver Island. Even though the ship floundered on the rocks fifty metres from land, only 36 of 164 passengers survived.

The story begins with protagonist James Moffat relating the events of the fateful journey to his great grandson. With the help of his scrapbook, James journeys back in time to 1906, when as a fourteen year-old boy he sailed on the Valencia from San Francisco to Victoria.

Aboard the Valencia, James befriends Alex. James has recurring nightmares of impending disaster and he and Alex form a pact that the two will remain inseparable if the ship should face disaster. Predictably, James' worst fears come true. As the Valencia heads towards Victoria, she encounters blinding fog, and as the storm increases in its intensity the "hungry Pacific" drives the ship onto the "lethal rocks" where the raging surf "mortally wounds" the Valencia.

Particularly vivid are Burtinshaw's descriptions of the storm that destroys the Valencia and of the feelings of helplessness of the passengers as the ship lists on the rocks in the raging surf. As many of the passengers refuse to leave the ship, Burtinshaw relates how the few surviving women and their children "numb with cold and shock" climb onto the rigging, where "the sprays, even at that height, washed over them, stinging their cold skins."

Burtinshaw has created believable and interesting characters, but the greatest strength of the novel lies the way it captures the horror of the disaster. However, the suspense leading up to the conclusion is slightly compromised by the extensive use of foreshadowing in the lengthy descriptions of James' nightmares. Despite that, readers will be captivated by *Dead reckoning*, and will learn how the west coast of Vancouver Island earned its reputation as the "Graveyard of the Pacific."

Recommended for upper intermediate and junior secondary students.

---

---

#### E CLE

Clement, Gary. *The Great Poochini*. — Greenwood, 1999. — 32 p.: col. ill. — ISBN 0-88899-331-5. — \$16.95, hardcover.

Reviewed by: Helen Kelsey-Etmanski, integration support teacher, Special Education, Student Support Centre, SD#36 (Surrey).

This cleverly illustrated story captivates the imagination of young children. It is reminiscent of a childhood fantasy where dolls awaken and live in a secret world once the owner has fallen asleep or leaves the playroom. In this case, a dog lives the life of common dog by day, and becomes the Great Poochini, an acclaimed opera singer, by night. All the while, the dog's human owner has no knowledge of the special talent his canine friend has perfected.

The book works on two levels — the rather amusing story of Poochini's adventures is interspersed with puns on the world of opera. Children do not generally understand these references, but can follow the simple plot and enjoy the tale. It is definitely a "read-aloud" book because the vocabulary is difficult and the sentence structure is complex. The grade one students who listened to this story agreed that the plot was enjoyable and the character entertaining — they particularly liked the dog's warm-up exercises and his disguise to scare the burglar away from his master's home. The children gave this book a "thumbs up!"

Recommended for primary grades.

## F ELL

Ellis, Deborah. *The breadwinner*. — Greenwood, 2000. — 170 p. — ISBN 0-88899-416-8. — \$7.95 paper.

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

Life in Afghanistan is a life of hardship. This hardship is emphasized even more because of the strict rules and regulations applied by the Taliban, members of an extreme religious group which governs most of the country. Women and girls are not allowed to leave the house without a male escort and must wear clothes which completely cover every part of the body, including the face. Females are not to be educated and may not express opinions.

Education among non-Talibans is suspect and this leads to the arrest of the father of the protagonist, eleven year-old Parvana. A history teacher until his school was bombed and his health destroyed, Parvana's father has supported his family by reading and writing letters for others who are illiterate, and by selling items made by his women folk in their one room home in a bombed-out apartment in the city of Kabul. After her father is taken away, Parvana is forced to have her hair cut and to dress as a boy so she can go to the market to support her family. The life that she leads as she and her family and friends struggle to survive is told with feeling.

*The breadwinner* describes what the United Nations and other human rights groups have publicized through the international press. The author, Deborah Ellis, a mental health counselor in Toronto, spent several months talking with women and girls in Afghan refugee camps in Pakistan and Russia, listening to their tales of oppression and realizing the "enormous capacity for acts of courage and creative survival" children have.

Although a map, glossary and brief history are included, the writing may prove difficult for some readers. It is a story in which the imagination is stimulated and empathy aroused. Some readers may be frightened by the description of Parvana and her friend trying to earn more money by digging for bones in the graveyard to sell to the "bone broker" or by the scene at the arena, which is a harsh description of the punishment given to thieves and murderers.

According to the publicity accompanying this story, all the royalties from *The breadwinner* will be donated to the education of Afghan girls in the refugee camps in Pakistan.

Recommended for grades six to ten.

## F GAL

Galloway, Steven. *Finnie Walsh*. — Raincoast Books, 2000. — 208 p. — ISBN 1-55192-372-6. — \$21.95 paper.

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

Using hockey as the metaphor for Canadian life, this novel has Paul Woodward (named after Paul Henderson who scored the goal that defeated the Russians in the 1972 Super Series) tell of his best friend Finnie Walsh, and the effects of Finnie's intensity and determination on all aspects of Paul's life, beginning in 1980 when the boys were in grade three and ending at age eighteen or nineteen when they had risen to NHL level. Finnie's influence extended to Paul's father, who lost his arm in an accident in Finnie's father's sawmill, and to both Paul's shy older sister, Louise, and premonition-seeing younger sister, Sarah.

Rather than chapters the book is divided into Periods — First, Second, Third and Overtime, and events in the story are established in time through reference to the rising NHL careers of Wayne Gretzky and Peter Stastny. Well developed humour and characters that behave credibly even under surreal conditions make this book a pleasure to read, although near the end of the book, two important actions by Finnie threaten to strain the reader's "suspension of disbelief." However, close inspection supports the idea that Finnie, while playing an NHL game, will attack his own teammate for attacking Paul and then, after being barred from the League, interfere from the stands, permitting Paul to score the overtime goal that wins the Stanley Cup.

Some coarse, but realistic language may influence purchase by school libraries. Recommended for secondary school library collections.

---

---

## F HUS

Huser, Glen. *Jeremy's Christmas wish*. — Hodgepog Books, 2000. — 40 p.: ill. — ISBN 0-9686899-2-2. — \$5.95 paper.

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

Christmas can be a difficult time for many people, but what could be so difficult if you're the richest eight-year-old in the country? Jeremy has everything he could possibly want, so when his teacher asks him to write a letter to Santa, what does he have left to say? "Dear Mr.

Claus, I wish I wasn't so bored. Yours truly, Jeremy Pimlico."

This early chapter book tells how Santa comes to Jeremy on Christmas Eve and takes him for a visit to the Smudgin household — a home with "more children than Jeremy could easily count." Jeremy is welcomed by Belinda, who offers to share all the fun of a family Christmas. He makes a gingerbread Santa, goes out caroling, gets in a rollicking snowball fight, helps trim the Christmas tree (always done by the butler as his house), and becomes the ghost of Christmas Yet-to-come in the family play. When he begins to fall asleep, Santa takes him home. In the morning he wakes up and wonders if it was all a dream, but the special homemade Christmas gifts and letters by his bed assure him that Santa and the Smudgins were real.

At first look, the black and white pictures by Martin Rose are very angular and child-like, however, teachers could use this type of art to inspire classroom projects using a silhouette technique or a crayon resist. Glen Huser's language is clear with some excellent descriptive passages that will create pictures of a busy household in the reader's mind.

*Jeremy's Christmas wish* joins many other Hodgepog Books designed for grades three to five independent reading and suitable for read-alouds for a younger audience.

---

---

F KIL

Killeen, Gretel. *My life is a wedgie*. — Whitecap, 2000. — 283 p. — ISBN 1-55285-164-8. — \$8.95 paper.

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

As Fleur Trotter indicates in the first page of her diary: "I am the victim of a terminal disease otherwise known as my family." Her only hope of treating this disease is to discuss her feelings on the pages of her diary, to which she is truly devoted. At one point, she writes while being sucked out of an airplane and plunging into the ocean.

In this sequel to *My life is a toilet*, Fleur and her family travel to Europe to deliver a package to a cat food company after winning a contest — or so they believe. What follows is a series of unbelievable mishaps and adventures. For example, Fleur allows a gentleman to

carry her luggage onto the airplane and, in turn, he hijacks the plane and holds her family ransom.

Gretel Killeen has again managed to detail the painfully funny experiences of a fifteen year-old and the exploits of her dysfunctional family. At times Fleur's recollections make the reader wince. This is due to both her sharp tongue and her honesty. The only requirement for identifying in some way with Fleur is to have experienced the embarrassment and humiliation of adolescence. As a result, all readers who do not shock easily will identify with this book.

Although the reading level would allow for an early intermediate audience, the content is more suited to an older group. References of a sexual nature are made and language which some may find offensive is used.

Recommended for grades eight to twelve.

---

---

F LUN

Lundgren, Jodi. *Touched*. — Anvil Press, 1999. — 164 p. — ISBN 1-895636-25-6. — \$12.95 paper.

Reviewed by: Margaret Montgomery, retired teacher-librarian, Vernon.

Dictionary definitions, meanings of first names, the gift of an ominous opal birthstone (it is bad luck if your birthday is not in October), a seduction. Reading the first few chapters of this book is confusing and unsatisfying, just like the sex between professor of English literature, Duncan Nott, and Jade, the twenty-one year old student. In fact, this reviewer put the book aside after 75 pages, thinking "completely concerned with sex." However, with a determined effort I went back to it and realized that one does not begin to understand the girl Jade until later in the book, when memories surface, memories of being sexually molested by her father as a very young child.

We meet her father Harold on the morning of Jade's birth. He has rushed out of the hospital and driven many miles to tell his parents about their new granddaughter. And it is Louise, the grandmother, who sends the opal ring to Jade because they are both October born. And Harold vows that he will protect his daughter!

When she is 21 and attending the University of Victoria, Jade begins drinking and acting out as some sexually abused people do. She ends up in Royal Jubilee Hospital when she is found naked on a street in downtown Victoria. The author inserts quotations from

a textbook on mental illness and pages of reports written by the doctors and nurses on Jade and her behaviour in the hospital. These reports say that Jade has been an excellent student and has never before shown symptoms of being in a "Manic Psychotic state." Gradually, the abuse by Jade's father is revealed, and the novel begins to make sense. It is not until Jade is discharged from the hospital after a month-long stay, moves out of her parents' home, and finds a job that she begins to heal.

This is a disturbing book, but it tells a sad story that is all too true. The author adds a great deal of word-play and ironic humour throughout the book. The narrative is certainly not straightforward, but consists of flashbacks and vignettes from Jade's childhood as well as sections which advance the main story.

Recommended for secondary school libraries.

---

F MCI

McIlwraith, Hiro. *Shahnaz*. — Oolichan Books, 2000. — 265 p. — ISBN 0-88982-188-7. — \$18.95 paper.

Reviewed by: Sheila Black, teacher-librarian on leave, SD#39 (Vancouver).

Hiro McIlwraith clearly shows her skill as a writer with this, her first novel. Born in Bombay and educated in a private British girl's school, she attended university in Oregon, and later moved to BC, where she currently lives and writes.

The novel begins with Shahnaz, a young Parsi woman, and her new husband, Shahrukh, about to leave their homes in Bombay to study at the University of Oregon. However, Shahnaz's first sentence is very telling about another reason for her wanting to leave India. She says, "I don't want to worry about her anymore." The "her" is Shahnaz's mother.

This is the first of a number of conflicts that Shahnaz faces in this story of self-discovery. Shahnaz has been responsible for her brilliant, yet manic-depressive and often violent mother while her father works in another city and her younger sister is away at boarding school. From the outside, Shahnaz appears to lead a very privileged life in Indian society, but that is really not the case. Through a series of flashbacks, we find out about the terror and subsequent anger Shahnaz feels toward her mother and so understand why Shahnaz wants to leave India. But leaving India doesn't mean

leaving her mother. The force and magnitude of her past has shaped her. Shahnaz is a brilliant student but is afraid of becoming like her mother and losing all that is important to her. However, Shahnaz learns more about her family's past, including her mother's past, and recognizes the many layers of the complex relationships among her family.

Conflicts multiply when Shahnaz finds herself living in the United States. There is a clear juxtaposition between the sultry, humid, filthy, yet exotic city of Bombay where Shahnaz has lived a monetarily privileged life, and the cold, pristine, monochromatic and less privileged world she finds in Oregon as a university student. She has a great desire to make her new life work, but misses all that is familiar about her own culture. The conflict that Shahnaz least expects is with her husband Shahrukh. Shahnaz realizes that she didn't quite understand how her husband feels about traditional Indian gender roles until they moved to the United States. Shahnaz is much more willing to embrace a new culture than is her husband who views their move as temporary. These conflicts are expertly braided together to enhance the plot and to reinforce Shahnaz's journey of self discovery. As in real life, nothing is perfect. It is fitting that on her journey Shahnaz find both great satisfaction and great loss. Ultimately, she feels that she has set herself on the right track to becoming her own person and leaving the past behind. The irony is, of course, that her past will always be with her.

This story unfolds very easily. The author's use of language, particularly description, is not contrived and is full of sensory imagery that could easily be extracted and used in English and/or writing classes. The only questionable aspect is why the story takes place in 1972-1973, a time period which seems irrelevant to both the plot and the theme of self-discovery. However, the time period does not intrude into the story and is easily ignored.

This is a large format, attractive paperback with an easily read typeface. The story will be most appreciated by female readers who will admire Shahnaz for her quiet tenacity and inner strength.

Highly recommended for grades nine and above although readability is closer to grade seven.

## E PET

Petty, Dini. *The Queen, the bear and the bumblebee*. — Whitecap, 2000. — 32 p.: ill. — ISBN 1-55285-151-6. — \$19.95 hardcover.

Reviewed by: Veronica Allen, teacher-librarian, Mt. Brenton and Somenos Elementary Schools, SD#79 (Cowichan Valley District).

“Three friends went out for a walk by the sea, the Queen, the Bear, and the Bumblebee....” So begins a ballad that will remind you of “The Owl and the Pussycat” but which carries two important messages — “be yourself” and “be careful what you wish for!” The three friends find themselves in possession of a magic crown that will grant them three wishes. The Queen immediately wishes for wings so that she can fly like the Bee, and the Bear wishes to be a person, like the Queen, with clothes instead of fur. Their wishes are granted instantly and both are full of suggestions for the Bee. However, suddenly threatened by a monstrous beast, it is the Bee’s natural ability to sting that saves them. The Bear bemoans the loss of his ability to roar and the Queen finds her wings are awkward and clumsy. The Bee saves the day by using his wish to turn his friends back into themselves.

The Bee’s wish was granted because fair is fair.  
The Queen lost her wings and the Bear got his hair.  
And both of them learned that the best thing to do  
is be who you are — ‘cause there’s only one you!

Dini Petty is best known as the award-winning host of the Dini Petty Show. She is much in demand as a speaker on topics such as personal growth and self-esteem. She is also a spokesperson for several charities and organizations such as Amnesty International and Operation Go Home, a group for street kids. Petty started writing poetry in primary school and composed this poem to amuse listeners in Toronto’s Hospital for Sick Children. Some of her other poetry can be found in *A self-directed journey*, which she co-authored with Sandra Harding. Rose Cowles’ illustrations are strange, bright and appealing to youngsters.

*The Queen, the bear, and the bumblebee* has been set to music by The Children’s Group (Classical Kids Tales) and is available on CD and cassette.

Recommended for primary grades.

---

---

## F RIC

Richardson, Bill. *After Hamelin*. — Annick, 2000. — 240 p. — ISBN 1-55037-628-2. — \$9.95 paper.

Reviewed by: Roberta Kennard, teacher-librarian, King George Secondary School, SD#39 (Vancouver).

What happened after the Pied Piper lured the children away from Hamelin? This book answers the question by introducing Penelope, who was left behind when the Piper lured the children away. On the eve of her eleventh birthday, Penelope lost her hearing and was left behind when the Piper returned. It is Penelope’s quest to try to save her sister Sophie and the other children of Hamelin.

With Cuthbert’s help, Penelope enters the Deep Dreaming world where the Pied Piper has taken the children. Armed with only her skipping rope and accompanied by Scally, her talking cat, Penelope finds the snowy world of the Trolavians, the land of the dragons, and finally the Pied Piper’s home. She is helped by Belle, a singing Trolavian, Quentin, a dragon who also likes to skip, Alloway, the blind harpist from Hamelin, and Ulysses, Cuthbert’s three-legged dog.

Richardson’s world echoes that in *The adventures of Alice in Wonderland*, *The Hobbit* and *Sleeping Beauty*, and will lure both young and old readers. The book is also interspersed with rhymes reminiscent of childhood.

Recommended for grade four to adult.

---

---

## F SIL

Silsbe, Brenda. *The duet*. — Hodgepog Books, 2000. — 47 p.: ill. — ISBN 0-9686899-1-4. — \$5.95 paper.

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

“Three blocks with a friend goes faster than three blocks by myself” is the essence of this story. When two girls, Maggie and Kathleen, are asked to play a duet in the music festival, they are scared and nervous. They start out as strangers, but realize they have many things in common and soon become good friends. Their practicing goes well, but the thought of playing in the festival still gives them nightmares. When the day finally arrives, the girls decide that they would rather not have their families there. They are very unsure of themselves and then the unthinkable happens. Their music keeps sliding off the stand and they get the

giggles. Although they think their parents and piano teacher will be disappointed in the performance, they are assured that this can happen to anyone.

Galan Akin has added some small black and white sketches to the story so young readers can have that picture interest while they read this early chapter book. Children can easily identify with these characters who are having their first experience with competition. The nervousness, the hesitation and the chance to make new friends are all part of the extra-curricular activities that many late primary children experience. Although Hodgepog has recommended this book for a grade five to six reading level, children in grades three and up can enjoy this story.

Recommended for grades three and up.

---

---

#### F SIL

Silvey, Diane. *Raven's flight*. — Raincoast Books, 2000. — 120 p. — ISBN 1-55192-344-0. — \$9.95 paperback.

Reviewed by: Veronica Allen, teacher-librarian, Mt. Brenton and Somenos Elementary Schools, SD#79 (Cowichan Valley).

Growing up in a remote village on the Sunshine Coast has not prepared fifteen year-old Raven for life in the big city. But when her older sister, Marcie, is reported missing, Raven is the only member of the family able to travel to Vancouver to look for her. Marcie had moved to Vancouver to escape her small community and had expected to find work and enjoy a new life.

Unfortunately, Vancouver's East End proved to be full of tough choices. It didn't take long for Marcie to be included in a group that hung out at the corner of Hastings and Main, booze and drugs their mainstay.

Raven's search for her sister is fraught with difficulty from the outset. Her cousin Rita, who had promised to take care of her, leaves her to fend for herself in a cockroach-infested rooming house. By showing Marcie's photograph to people on the street Raven makes a succession of chance encounters and eventually rescues her sister from a shipload of youngsters about to be exported to Asia.

The style of this novel is uneven and the constant introduction of new characters is rather overwhelming. However, I read this book in one sitting in anxious anticipation of its predictable conclusion. Diane Silvey

and her son spent many hours in Vancouver's East End researching the setting and the book's strength lies in its vividly truthful descriptions of violence and drug and alcohol abuse. *Raven's flight* is described on the back cover as "part harsh truth part preventative fiction." The plot is secondary to the setting in which the author attempts to include as many examples as possible of the hazards of life on the streets.

Diane Silvey has already established herself as an aboriginal voice in young adult fiction, and hopefully will continue to produce novels that speak directly to First Nations students. However, this book is a useful addition to any junior secondary collection, as Marcie's plight is certainly not one that is exclusive to aboriginal youngsters. It will be of particular interest to Lower Mainland students who may be shocked to find out what goes on in Vancouver's East End and how easy it is to get lured into a life-threatening situation.

Recommended for grades seven and up.

---

---

#### F SON

Sonik, Madeline. *Drying the bones*. — Harbour Publishing, 2000. — 224 p. — ISBN 1-55017-240-9. — \$18.95 paper.

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

This collection includes twenty-five short stories, most six or eight pages long with only two at fourteen pages. Many are told from the viewpoint of a young female protagonist, and deal with the emotional distress brought about by abduction, prostitution, incest, and the isolation resulting from emotional and physical cruelty, often inflicted intentionally by an unstable older person on a younger person. Others deal with older adults whose isolation is the result of being emotionally or mentally unstable, or being perceived that way. Of the stories that have "happy" endings, one has a girl feel safe only after she is sent into the cellar with the trapdoor bolted, two involve the death of the central character, and one has "(Aunt) Riparian and I twisted day into darkness, pulled a cyclone from the earth like a snake from a basket, and made the entire subdivision of my childhood vanish forever in one breath of raucous laughter."

This last example shows the strength of Sonik's language that makes even her shortest stories glow dangerously. Though the subject matter is often

threatening, the absolute appropriateness of the language is remarkable with every word, every syllable contributing to the credibility of the characters and the situation.

Coarse language may influence purchase by school libraries. Recommended for secondary and post secondary collections.

---

---

F SPA

Spalding, Andrea and David Spalding. *The silver boulder*. — Whitecap, 2000. — 144 p. — ISBN 1-55285-105-2. — \$8.95 paper.

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

Hot off the trail of their adventure involving a Group of Seven sketch, brother and sister team Rick and Willow Forster are back hunting for clues in the second Adventure.net book. This time they travel to the interior of BC with their film-making parents. In Kaslo, they hear strange stories about a silver boulder as big as a truck, a mysterious young woman, a suspicious miner, and a ghost town.

Rick and Willow discover that the mysterious young woman is Melissa Tomi, the grand-daughter of an interred Japanese miner who was cheated out of the silver boulder because of his lack of English and because he was an alien citizen. The suspicious miner, Dusty Malone, turns out to be the grandson of the man who cheated Tomi. The two children have exciting adventures searching for the silver boulder with Melissa, Boulder Bob, and Captain Olund of the steamboat Moyie, managing to find the silver boulder before Dusty Malone can. Melissa sets up a company and all the searchers receive shares of the silver boulder.

Just like the first book in the series, *The silver boulder* combines a great fictional story with non-fiction sidebars in each chapter. Included in the sidebars are interesting information and web site addresses relevant to the topics explored. There is also a teacher's guide, although it was not provided for review.

Andrea and David Spalding have published numerous children's and nature books. Andrea has been recognized with several awards, including the Sheila Egoff Award for Children's Literature and the Ruth

Schwartz award, and has been short-listed for the Silver Birch awards. She has written eight books for children, including *Finders keepers*, *An island of my own*, *Phoebe and the gypsy*, *Sarah May and the new red dress*, and *Me and Mr. Mah*. David has written or edited ten books on science for adults. Together, they are the authors of the Adventure.net series.

Recommended for grades three to eight.

---

---

F TRU

Truss, Jan. *Jasmin*. — Groundwood, 2000. — 196 p. — ISBN 0-88899-185-1. — \$7.95 paper.

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

The eldest of seven children, sixth grade Jasmin is constantly pressured to help at home. Unable to find time or a quiet place to study, she is sure she will have to repeat grade six and not move on to junior high school. Unsure of herself, with few friends and teased unmercifully, Jasmine decides she must escape her misery and run away. When her science project, her last chance to save herself from failing, is accidentally destroyed by her severely retarded brother, Jasmin waits until everyone is asleep, packs her favourite things and sneaks out to leave home for good.

Jan Truss has great insight into the life of a child like Jasmin. She brings out the thoughts and feelings of a sensitive person "who searches for independence." The wildlife she encounters, the struggle for survival, and the talent she discovers within herself all blend to satisfy Jasmin that her choice "to live as she pleased" was what she really wanted to do. Jasmin grows into a special person who moves from "the solitary confines of the forest and her own heart to the loving care of true friends." The author lives on a small wilderness farm in Alberta, and has used this setting to help create a believable portrait of a young girl's desperation and success.

This is a re-release with a new cover of Truss's original 1982 story. The setting, the teasing, the need for independence, and the success achieved help create a timeless story and could be read and reread by several generations.

Recommended for grades four to eight.

F WAL

Walters, Eric. — *The money pit mystery*. — HarperCollins, 2000. — 250 p. — ISBN 0-00-648151-5. — \$14.00 paper.

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

In this latest mystery by Ontario writer Eric Walters, Sam, Beth and their mother visit their treasure-hunting grandfather on Oak Island. This visit, the first in three years, is prompted by a call from a local doctor who is worried about grandfather's deteriorating mental health. It takes Walters three chapters to introduce these two subplots — a long read for young children. The slow pace picks up when the children visit the "money pit" where entrepreneurs are using modern mining techniques to dig a vast pit in an attempt to locate pirate treasure.

The final chapters are exciting and will reward patient readers with a satisfying upbeat ending. However the book is overlong. The main characters lack depth and are unappealing. Sam is annoyingly timid, Beth tediously grumpy, and Mom's lack of communication with her children is grating.

Readers will be interested to know that the premise of this novel is the real life mystery of pirate gold on Oak Island, Nova Scotia. Unfortunately, they'll have to look elsewhere as this information is not included in the book.

Recommended for intermediate students.

---

---

F WYN

Wynne-Jones, Tim. *The boy in the burning house*. — Greenwood, 2000. — 231 p. — ISBN 0-88899-410-9. — \$12.95 paper.

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

Two years ago, Jim Hawkins' father disappeared without a trace. Many days of searching produced only one clue, a tube of lip balm. The tube belonged to a searcher who claimed it was dropped on a previous search. Jim had so much trouble coping with his grief that he stopped talking for some months. His mother had to find a job working nights and they are in danger of losing their farm.

The pastor of their small church, his father's best friend, is a zealous supporter of good causes and community values. He drives a van that his parishioners call the Godmobile because it is painted with Bible verses. Ruth Rose, Father Fisher's stepdaughter, is a very troubled teen who hates him. She has been confined and is supposed to be on medication for her erratic behaviour. After hearing Father Fisher at his prayers, she begins to suspect that Jim's father has been murdered and her stepfather was involved. She begins trying to convince Jim. However, Jim doesn't want to believe his father is dead, let alone that Father Fisher had anything to do with it. Then Ruth Rose tells Jim that his father and Father Fisher were childhood friends with a boy who died in a house fire in 1972. Slowly, they begin to unravel the mystery.

This psychological thriller is a very fast-paced book that is hard to put down once you begin. It is a clever drama that has many plot twists and turns. As Jim uncovers more facts in the mystery, he also finds out things about his gentle, loving father that he refuses to believe. One minute he begins to trust Ruth Rose, and the next she is accused of being a troubled teen capable of malicious vandalism. Whom can he believe? Whom can he trust?

Tim Wynne-Jones has finely crafted his characters. The reader, like Jim, does not want to believe that his father could have been involved in any criminal activity. As the mystery is solved and the real villain exposed, we see that character flaws in childhood continue into adulthood and even affect our families.

Highly recommended for good readers in grade six and up.

---

---

E YAR

Yaroshevskaya, Kim. *Little Kim's doll*. — Greenwood, 1999. — 32 p.: ill. — ISBN 0-88899-353-6. — \$15.95.

Reviewed by: Helen Kelsey-Etmanski, integration support teacher, Special Education, Student Support Centre, SD#36 (Surrey).

This unusual story has particular appeal to early primary children, who enjoy playing with dolls and toy guns and will understand the dilemma of a little girl who wants a doll as a special gift from her parents.

The setting of the story is Moscow, and the time is that of the Cold War. The little girl's parents do not want their daughter to play with dolls, or even to wish for a doll. However, the little girl cannot be dissuaded from her dream of owning a "porcelain doll with deep blue eyes and braids the colour of ripe wheat." Her parents desire characteristics of bravery and strength in their child, and do not believe a doll will encourage such traits. Kim has other ideas, and she makes a doll from a soup spoon. When her parents give her a toy rifle, she makes a doll out of it, wraps it in a blanket and sings to it. Kim's mother finally realizes the determination of her child. She sees Kim's strength in defying the adults in her world. For her fifth birthday, Kim's dream is realized when she is given the special doll, and she is the happiest of children.

The notion of fostering a desire to own a weapon is not a common theme in early primary literature. We generally denounce any fascination with arms. The twist in the plot, where a young child acts as an example to her parents, is an unusual concept for children's literature. Young children will relate to this story and enjoy the victory that Kim won.

Recommended for primary grades.

---

---

372.62 ELL

Ellis, Sarah. *From reader to writer. Teaching writing through classic children's books.* — Greenwood, 2000. — 176 p. — ISBN 0-88899-390-0. — \$16.95 cloth.

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

In this book, Sarah Ellis, librarian, established children's author and experienced teacher of children's literature, provides ways to inspire students to read and write. Organized thematically, each chapter focuses on one author and a literary theme suggested by that author's work. Most authors included are traditional classic authors, but a few more recently established authors, such as Kit Pearson and Paul Yee, are included.

The information is well organized, and the format consistent for each chapter, allowing for easy use according to theme or author. Especially interesting and useful for the study of literature at any grade level, are the childhood anecdotes and quotations Ellis presents for each author, and her discussions of what each author

read as a child. Each chapter also provides a classroom script with suggestions for activities. Although the scripts are not a practical way of introducing ideas in a classroom setting, they do present many ideas worthy of development into classroom activities. Also useful are the annotated thematic bibliographies at the end of each chapter.

The table of contents enables quick reference to each thematic chapter, and a useful index helps locate authors and works discussed. The text of this hardcover, pocket-sized book is attractively laid out and divided into short sections, each with a bold heading for ease of reference. Teaching tips are indicated with a simple apple icon. The book is largely without illustrations, but a reading web of famous authors printed on the inside covers provides an original and appealing visual representation of the relationship between reading and writing, which is Ellis' central thesis.

Written in clear, concise, unpretentious prose at a grade seven reading level, this is a very useful resource for any teacher of literature or of creative writing from grades four to twelve. The inclusion of Canadian authors and the useful bibliographies make this an important purchase for any Canadian school library.

Recommended as a professional resource for elementary and secondary school libraries.

---

---

386.22 AFF

Affleck, Edward L. *A century of paddlewheelers in the Pacific Northwest, the Yukon and Alaska.* — Alexander Nicolls Press, 2000. — 98 p.: maps, ill. — ISBN 0-920034-08-X. — \$25.00 paper.

Reviewed by: John Church, retired BCTF Professional Development educator, Vancouver.

This work, like *Gulliver's travels*, can be read and referred to at various levels. The locale is west of the Rockies, from approximately 43 degrees north latitude (Eugene, Oregon) to 60 degrees north latitude (the Yukon River). The time frame is from mid-nineteenth century to 1980, when the last of hundreds of steam-driven paddlewheelers stopped service.

Affleck organizes his material into sections dealing with four geographic areas: (1) Columbia River Waterways, (2) British Columbia Inland Waterway, (3) The Yukon and Alaska Inland Waterways and (4) Puget

Sound Inland Waterways. Within each of the four sections is an introductory chapter for the general reader, followed by a chapter containing an alphabetical list of vessels with registration numbers, dimensions, life-spans and a key to the steamer route(s) worked by each. Additional chapters note some of the major steamboat company fleets operating in each area. The result of thirty years of prodigious research, this extensively illustrated work, supported by excellent photos and detailed maps, constitutes a handy and useful reference — an encyclopedia of hundreds of steam-driven paddlewheelers and the routes they plied on western rivers and lakes.

Affleck's main thesis is that the paddlewheeler "opened the west," that is, the west traversed by north/south mountain ranges through which the Yukon, the Stikine, the Skeena, the Fraser and the Columbia struggle and wend their tortuous ways to the Pacific. This thesis assumes that the paddlewheelers, not the subsequently constructed railways, "opened the west." Such a thesis is supported by Peter F. Drucker's October, 1999, *Atlantic monthly* article titled "Beyond the Information Revolution," in which he argues that the early railways were developed to transport people, not freight or goods. The change came at the dawning of the twentieth century.

Canadian nationalists will regret the inclusion of British Columbia in the classification of "Pacific Northwest" as it may be misleading to Canadians. It is an American term that refers to states contiguous to and hence south and east of the state of Washington. Nonetheless, this scholarly book is a remarkable and useful contribution to Canadian historiography.

Affleck was originally educated and trained as a secondary school science teacher. He then took further training as a librarian, and then as a chartered accountant. His wide experience helped to build the foundation for this important work.

Recommended for purchase by public libraries and libraries in post-secondary institutions, particularly within the geographic area covered, and by senior secondary school libraries.

---

398.2 MOR

Mora, Pat. *The night the moon fell.* — Greenwood, 2000. — 32 p.: col. ill. — ISBN 0-88899-398-6. — \$16.95 cloth.

Reviewed by: Nancy Gelin, teacher-librarian, Lynn Valley Elementary School, SD#44 (North Vancouver).

This story by Pat Mora, the leading American Latina author of picture books, is the retelling of a Mopan Maya myth. Luna, the moon, loses her balance and falls from the sky into the ocean where she breaks into many, shimmering pieces.

"All the world waited. All the world listened. Silence. The moon was gone." Luna wanted to return to the sky, so asked the fish for help. Although they did not know what to do, they suggested that Luna ask herself as she was clever and brave. Together Luna and the fish were able to construct a plan. "The fish swept parts of the moon onto the sand and the moon rolled to collect the parts. The fish patched the moon with their silvery fins." Once again Luna was beautiful and she invited the fish to accompany her back to the skies. The Milky Way was born.

This is a lovely story about friends helping each other. Rhymes are used whenever the moon speaks and convey a special, peaceful quality about the moon's personality. Liberal use of descriptive adjectives makes the text as colourful as the vivid illustrations with their stylistic images. The illustrator is a native artist from Oaxaca, Mexico and the influence of Mexican art is apparent.

This book would fit well with themes about friends, myths, night, or poetry and would be a great inspiration for art.

Highly recommended for elementary school library collections serving Kindergarten to grade two.

---

507.8 GOR

Gore, Gordon R. *Experimenting with physical and chemical changes.* — Trifolium Books, 2000. — ISBN 1-55240-034-6. — \$10.00 paper.

531 GOR

Gore, Gordon R. *Experimenting with energy.* — Trifolium Books, 2000. — ISBN 1-55244-044-3. — \$10.00 paper.

531.6'078 GOR

Gore, Gordon R. *Experimenting with forces.* — Trifolium Books, 2000. — ISBN 1-55244-032-X. — \$10.00 paper.

533.6'078 GOR

Gore, Gordon R. *Experimenting with air*. — Trifolium Books, 2000. — ISBN 1-55244-042-7. — \$10.00 paper.

535.078 GOR

Gore, Gordon R. *Experimenting with light and colour*. — Trifolium Books, 2000. — ISBN 1-55244-036-2. — \$10.00 paper.

537.078 GOR

Gore, Gordon R. *Experimenting with electricity*. — Trifolium Books, 2000. — ISBN 1-55244-040-0. — \$10.00 paper.

621.811 GOR

Gore, Gordon R. *Experimenting with simple machines*. — Trifolium Books, 2000. — ISBN not available. — \$10.00 paper.

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

The seven titles in this series offer teachers sound science activities directly corresponding to intermediate Science curriculum topics. Each book begins with the same introduction and “Safety Guidelines for Students” pages. The books treat aspects of each topic in sections (e.g., Properties of Light, Reflection of light, Refraction, The Eye, Colour) and range from 24 to 40 pages long. Within each section short introductory content pages are quickly followed by experiments which challenge children to “Try this yourself!” These activities would be suitable for Science Fair projects but require some expensive or difficult to find materials (for example “insulating rods”, copper sulphate, black light fluorescent tube). Each experiment is followed up by a set of questions and often each section ends with suggestions for further research. The books end with a “Test Your Knowledge” section which either examines the students’ understanding in standard question and answer format or challenges students to build a project to demonstrate what has been learned. The directions are clear, detailed and generally easy to follow. They have obviously been tested with students in classroom conditions. Safety cautions are inserted where needed throughout the text.

Cartoon characters by Ehren Stillman and computer line drawings by Moira Rockwell add life to the illustrations, and the conversational and humorous text is aimed directly at students. Unfortunately the black and white photographs are often dark, fuzzy and appear dated. While the cartoons do show female characters

engaged in activities, boys are represented in the photographs in a ratio of more than ten to one over girls. A very real weakness of the series is the lack of photocopy rights. The only pages that teachers may photocopy are the two Safety Guideline pages at the beginning of each book and two charts in the *Light and colour* volume. This severely hampers the usefulness of the series in the classroom.

Recommended for grades four to eight.

---

---

560 MUN

Munro, Margaret. *The story of life on earth*. — Groundwood, 2000. — 64 p.: col. ill. — ISBN 0-88899-401-X. — \$19.95 cloth.

Reviewed by: Jan Gillett, teacher-librarian, Watson Road Elementary School, SD#23 (Central Okanagan).

Finally, a concise book about evolution for children that does not dumb them down! It is long overdue. The author and her illustrator, Karen Reczuch, have used the Royal Ontario Museum and the Royal Tyrrel Museum as their principal resources.

When the author does not know what happened during a certain era she says so: “... however it happened, life did start,” “... scientists are still trying to figure out what happened.” She will speculate or theorize, but does not give definitive answers if she does not have them. It is a conclusive work of science backed by evidence. If you are looking for a clash between evolution and creation you will not find it in this book. It does not go into atoms, quarks or gluons of matter, just the bare bones of life on earth. It covers the Azoic, Proterozoic, Paleozoic, Mesozoic and Cenozoic Periods.

The text is black on white and easy to read. The pastel drawings are colourful and effective. At the back of the book there is a “What’s What in This Book” section, complete with line illustrations for each period, which is very handy for quick reference.

The origin of this book was an expressed need by BC teachers to find a concise treatment of evolution suitable for elementary students. Grades four to seven students will be able to read and understand this book as independent reading, and younger students will respond to it as a read-aloud. Charles Darwin would probably give the book a thumbs up.

Recommended for elementary school library collections.

---

---

577 SUZ

Suzuki, David & Kathy Vanderlinden. *You are the Earth*. — Greystone Books, 1999. — 127 p.: col. ill. — ISBN 1-55054-751-8. — \$24.95, hard cover.

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

When children read that thousands of microscopic bugs live on their foreheads, that the water in their bodies washed off people who lived thousands of years ago, and that every day they are breathing dinosaur breath, they are likely to want to know more. This book gives it as it explores how the four physical elements of air, water, earth, and fire contribute to life on Earth.

Author David Suzuki is a famed geneticist, UBC professor, host of television's "The Nature of Things," and founder of the David Suzuki Foundation. Not surprisingly, when he teams up with a co-author experienced in children's literature, the result is a most attractively written and illustrated book. After dealing with such topics as "Walking on air," "Planet water," "Fire power," and other scientific/environmental topics, the authors deal with why human beings need other living creatures and why everyone needs love. The book describes what some young people have done to make a difference in the world and what all children can contribute to making the world a better place. The book concludes with a useful test to see if the book's important messages have been understood and that is followed by "Fun things to do."

This book received a British Columbia 2000 Book Award and will be a welcome addition to school libraries serving children aged about nine to 12 years.

---

---

591.4 LYN

Lynch, Wayne. *Whose bottom is this?* — Whitecap, 2000. — 30 p.: ill. — ISBN 1-55285-073-0. — \$8.95 paper.

Reviewed by: Barbara Witt, teacher-librarian, Boundary Park Elementary School, SD#36 (Surrey).

When I first saw the title of this book, accompanied by a photograph of the backside of a white rhinoceros, I

thought it was gross, but then we all know how children "love" gross books. It is written like a "who am I?" riddle book. For each of the seven different birds and animals presented, there is a photograph of its backside accompanied by six or so pertinent facts about the animal. From this, children must guess what animal it is. On the answer page author Wayne Lynch, who is one of Canada's most widely published wildlife photographers, shows the complete animal in its natural habitat, and gives a few more pertinent facts about the animal, such as what they eat and where they live. It was interesting to learn that "hippopotamus" means "river horse." Other birds and animals featured in the book are the sage grouse, harp seal, pintail duck, bighorn sheep, and porcupine.

This book is part of a series written by the author which follows the same style and format. Other series titles are: *Whose baby is this?* (Whitecap, 2000, ISBN 1-55285-064-1); *Whose feet are these?* (Whitecap, 1999, ISBN 1-55110-860-7, reviewed in *Bookmark*, September 1999, p. 132); and *Whose house is this?* (Whitecap, 1999, ISBN 1-55110-861-5).

*Whose bottom is this?* will appeal to children between the ages of five and nine, and will be fun for teachers and teacher-librarians to use in introducing children to these different animals.

Recommended for grades one to four.

---

---

599.5 SPA

Spalding, David A.E. *Whales of the west coast*. — Harbour Publishing, 1999. — 212 p.: ill. — ISBN 1-55017-199-2. — \$18.95.

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

The author's interest in the natural world and in whales especially is evident from the wide range of information given. The index, which is useful for student research, directs readers to specific, concise facts about individual species and to general information about whales and their life in the sea. However, it is the supporting anecdotal information that sets this book apart from others on the same topic. As Spalding says, "Although you can read the book from beginning to end, you will also find it interesting to dip in wherever you like. Stories highlighted in boxes offer a quick survey of places to visit or encounters with people closely associated with whales."

While the first part of the book describes whales of the Pacific Northwest, the second half tells about the involvement of humans in the world of whales. Whaling by First Nations and later by the larger whaling fleet is detailed. The awakening interest in whales is reflected in the growth of aquaria and in the ever expanding interest in whale watching. Also described are individual whale researchers and the methods employed to find out about these marine mammals. Concerns for conservation are dealt with, outlining man-made problems and possible solutions.

The text is supported by a good table of contents, as well as by seasonal and historical time lines. To assist those who want to pursue their own interest in whales, the author has included an extensive list of resources which tell where one can go to see or study about whales. This book would be a welcome addition to any school or home library.

Recommended for grade four to adult.

---

---

599.6 SHA

Shackleton, David. *Hoofed mammals of British Columbia*. — UBC Press, 1999. — 268 p.: ill. — ISBN 0-7748-0728-8. — \$15.00 paper.

Reviewed by: Margaret Montgomery, retired teacher-librarian, Vernon.

In order to review this volume thoughtfully, I borrowed the old *Mammals of B.C.* from a school. That book by McTaggart Cowan and Guiguet had 414 pages with 45 pages devoted to ungulates. It was illustrated, indexed by Latin and English names, had good distribution maps, keys to species and a glossary of scientific terms. In addition, it was frequently used.

This new handbook from the Royal British Columbia Museum is part of a projected six volume series on our mammals. *Hoofed mammals* contains 268 pages with a six page glossary and covers nineteen varieties of ungulates. In the 92 pages of introductory material, the author covers: General Biology of Ungulates; Adaptations for Survival; Social Ungulates (under six sub-headings such as “Courtship” and “Rearing Offspring”); and Ungulates in B.C. (seven pages of discussion of the fourteen bio-geo-climatic regions of the province with a map, and also the ten eco-regions). There are also sections on conservation, on studying ungulates, on tracks and signs, and on nomenclature.

Under Identification Keys, Shackleton gives us great detail about antlers, ears, colour, and then a special section on skulls and teeth.

It is not until page 93 that we find the Species Accounts, each of which is divided into nine sections (e.g., range, natural history, traditional aboriginal uses, description and an illustration). The maps are keyed to show areas of greater or lesser density of population. The old volume contained two pages, including illustration, on the Mule Deer; this new one has eight and a half pages with illustrations.

This is a well-made softcover edition with a striking colour photo of a Bighorn Sheep on the cover. Inside, the pages are densely packed with print in medium size and black and white drawings. The vocabulary will be challenging for most elementary students and even secondary students may well require some guidance in understanding the measurements and maps. The table of contents is thorough, but the index could be made less confusing with more use of insets and sub-headings.

All in all, this is a scholarly, thorough volume — hardly surprising, for the author has been a professor at UBC for over twenty years and has written several works on ungulates and other mammals.

Recommended for grade six to adult.

---

---

641.5971 STE

Stewart, Anita. *Flavours of Canada*. — Raincoast Books, 2000. — 224 pp.: col. photos. — ISBN 1-55192-182-0. — \$34.95 hardcover.

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

Anita Stewart is a food journalist who has published articles in a number of magazines and newspapers as well as being the author of twelve food and travel books. Robert Wigington has many years experience as a photographer for *Canadian Living*, *Homemaker's*, *Elm Street*, and many books.

This large-size coffee table book reflects Canada's geographical diversity and its multi-faceted cuisine. The fact that it is a cookbook is almost secondary to the information given about the regions of Canada. The book starts on the west coast and travels east to the Atlantic. There is a general introduction to each

province or area and recipes from renowned chefs and restaurants are given. Sidebars give incidental information about the history and geography of the area; for example, potlatching is explained in the British Columbia section, cold-pressed canola oil is introduced in the Alberta section, and the Château des Charmes Estate Winery's innovations are described in the Ontario section. A number of information sources are provided for people who are interested in the cuisine and wine of Canada and provincial tourist associations and a number of fine dining establishments are also listed.

This book is recommended for cookbook aficionados and public libraries. It will also be useful for secondary school library collections.

810.8 COW

Tempelman-kluit, Anne (Ed.). *A cowboy Christmas*. — Whitecap, 2000. — 134 p.: ill. — ISBN 1-55285-071. — \$19.95 paper.

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

Subtitled, Celebrating the season on ranch and range, this anthology features fifty-one selections by various writers, including short stories, nonfiction prose, poetry and recipes related to cowboys and ranchers in Western Canada and the United States. A number are written by authors well known to cowboy enthusiasts: Jack Schaeffer, Paul St. Pierre, Richmond P. Hobson, Jr., and H. "Dude" Lavington. Well known movie cowboys are represented in unique ways: a reproduction of a 1926 Christmas greeting by Tom Mix, Roy Rogers recalling his stage fright when cast as Santa Claus in a school play, and a recipe for "Hoppy's Fried Chicken" (Hopalong Cassidy).

This book will be a useful resource in a number of disciplines and activities. Social Studies classes could use it for glimpses of life on the frontier, including living conditions, Christmas concerts and social life. There are short stories and poetry to use in English/Language Arts classes. Selections such as "The Cowboy's Christmas Ball," "My Cowboy's Night Before Christmas" or "The Bachelor's Turkey" (it was cooked with the entrails still in it) would be effective monologue recitations. Food classes might like to try some of the recipes, although "Prairies Oysters" with its twenty-four sliced calf testicles probably would not be one of them.

*A cowboy Christmas* is recommended for students from grades five to twelve, at the age when they are too old to be seen reading about Rudolph or the Grinch, but still like to read something about Christmas. Selections are non-religious in nature and might be enjoyed by students who do not have Christmas as part of their cultural background or experience.

Editor Anne Tempelman-kluit is also the editor of *A Klondike Christmas* and *A West Coast Christmas*.

811 LAN

Lane, Patrick. *The bare plum of winter rain*. — Harbour Publishing, 2000. — 77 p. — ISBN 1-55017-226-3. — \$15.95 paper.

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

Admiring Lane's stark, forceful poems, I bought a copy of his *Selected poems* some ten years ago. In the poem "Because I Never Learned," from that volume, Patrick Lane described the landscape of his poetry thus: "... the country I lived in was hard with dead animals and men..."

That landscape has not changed with *Winter rain*. This is poetry of things caught in the headlights — shocking, fatal, tragic, chilling, beautiful. Never simply comfortable. Most tender are the poems addressed to Lane's partner, poet Lorna Crozier, but I'm drawn to the sparseness of his poetry, and his unflinching approach to death, loss, anger, and the body in its less than finest moments. Other themes thread through the new collection: winter, cold, poverty, weariness, labour, wounds, abuse, and things lost. The themes are often developed through short, affecting narratives of one or two pages, such as in the poems "Dance of the Wings," "The Last Day of My Mother," "The Old Ones," "Coyotes," "The Ward Cat" and "What Breaks Us." There are also shorter fine imagist pieces such as "The Sound," "The Bare Plum of Winter Rain," "The Dead of Winter" and "God Walks Burning Through Me." Within Lane's work are similes and metaphors which catch the reader by surprise, for example:

... hollow bones  
like pipes of ice in the wrong season  
littering the ground.

The horses chased the pasture fence  
like fists of love, that kind of yearning, that kind of want.

God, it was holy, and good and pure and bright.

My mother's hair settled on him like sound  
settles on the floor of caves.

Patrick Lane's work is honest to the point of cruelty. Some readers might break off the encounter early, seeing only cruelty. They may not wish to hear a father say:

It's my daughter who's learned  
the death inside of life. Like women everywhere  
She holds a skull inside her womb.

Reading his poetry, secondary students realize that the subject matter of poetry ranges beyond sunsets and sentiment. It has room for the harsh, the ugly, the brutal — not for their own sakes, but as a part of our own and others' lives. We see a father who's lost the farm on which he was raised, a mother in a final rebellion against her body's failures, old horses in their last winter, the poet himself butchering a dead horse and helping his father nail hawks' wings to the walls of a shed. Sentiment surrenders to power and pathos. Students initially respond to Lane's poems with awed silence. Usually, it's too early in their lives for that kind of weight. They are surprised by the subject matter, but respect the honesty of the poet's voice. Nor is the grimness of much of Lane's work unrelieved. The hardest country has its moments of peace, of beauty, and of reflection. Even of humour.

Reading Lane is like listening to the Blues. It's not for everyone. If you admire Muddy Waters singing "You Got To Take Sick and Die Some of These Days" or the Reverend Gary Davis' "Death Don't Have No Mercy in This Land," you'll probably admire this poet. There is no kinder, gentler Patrick Lane in *The bare plum of winter rain*. Thank goodness.

Recommended for secondary school collections.

---

811.54 ITO

Ito, Sally. *Season of mercy*. — Harbour Publishing, 1999. — 72 p. — ISBN 0-88971-168-2. — \$11.95 paper.

Reviewed by: Pat Parungao, teacher-librarian, Magee Secondary School, SD#39 (Vancouver).

It opens with a quote from Catherine of Sienna that sets the atmosphere for the collection: "While you are alive you have a season of mercy...."

The poems in this volume are divided into four untitled sections, each seeming to represent a season, but beyond that, the poems speak about the progression of life itself. Included are poems about birth, baptism, life, love, parenthood, adultery and death. Common threads within and between sections are: theological and biblical themes such as prayer, temptation, original sin and crucifixion: and themes involving nature, such as crows, stones and stars.

What truly makes this a book of Canadian poetry is the natural inclusion of a variety of cultures, from the Reynold Museum in Wetaskiwin, Alberta, to Madame Blavatsky, from an old Nisei artist to Jambudvidpa, and from Chanson to La Arribada. Ito's use of allusion and recurring metaphors make this a tight collection of poetry that comes full circle, not unlike the seasons themselves.

The poet was born in Taber, Alberta, and has lived in Edmonton, the Northwest Territories, Vancouver and Japan. She attended the University of Alberta and the University of British Columbia. She currently lives in Edmonton with her husband, to whom she dedicates this collection, and with their young son.

Recommended for grade nine and up.

---

812.54 FRE

French, David. *That summer*. — Talon Books, 2000. — 128 p. — ISBN 0-88922-439-0. — \$15.95.

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

This play is about coming to terms with the past. *That summer* tells the story of Margaret, whom we meet in 1990 as a grandmother. She takes us back to the summer of 1959 when she lost her virginity and her sister drowned. For Margaret it was a traumatic summer and it stayed with her because she had become pregnant and kept her child.

The text is readable, the plot hangs together, and only seven characters are presented, making it easy to follow the story. The tone is surprisingly light even though the plot deals with death. In telling the story of "that summer" to her granddaughter, Margaret comes to accept her past.

On a first reading the play seemed to be accepting of human frailty — treating people with compassion. However, when compared to the play *Down Dangerous Passes Road* by Michel Marc Bouchard (see review at 842.54 BOU), this play trivializes human foibles. The plot seems too much like a soap opera. Only the father really struggled with his situation. On the other hand, a young person reading the play could have a different point of view. The plot, centering as it does on adolescents discovering their sexuality, cannot help but be of interest to teens.

Not recommended for elementary or junior high schools. Senior high drama teachers may want to check out this play.

---

---

813.54 PUR

Purdy, Al. *Beyond remembering. The collected poems of Al Purdy.* — Harbour Publishing, 2000. — 606 p. — ISBN 1-55017-225-5. — \$44.95 cloth.

This weighty volume has a hefty cost as well, but it is worth the price, covering as it does the entire career of one of Canada's premier poets. Recipient of two Governor General's Awards and the Order of Canada, the author of over forty books over five decades, Al Purdy deserves to be anthologized in this classy fashion.

Margaret Atwood and Michael Ondaatje both contributed a Foreword, each commenting on Purdy's talent and impact on Canadian poets. Atwood calls him a "master-conjurer" and Ondaatje celebrates "his fervent, dogmatic desire to write poetry." Purdy's poetic magic and prolific work ethic are happily evident in this collection, which includes all of his published work and eight previously unpublished poems.

Wisely, Purdy and his editor and critic, Sam Solecki, have opted for a chronological arrangement of the poems, and have included a table of contents which, decade by decade, lists all the books with their publication dates and the titles of each poem. Some of the poems were later revised by Purdy, and it is the revised versions that appear here, occasionally in a different spot than seasoned Purdy readers might expect. The last section is "New Poems (1999)", followed by some comments by the poet in "To See the Shore" and a brief "Editor's Note." An index of titles completes the work, providing excellent access to even the wandering revised poems.

When you purchase this book — and every secondary school library should have one — read the Preface. Written by Al Purdy at 80, shortly before his death, this delightful summary of a life well spent makes one wish he had produced more prose. In his words, "...it was a life. I wouldn't have wanted any other." Aren't we lucky he didn't decide to be a glassblower or a wormpicker, trades that Ondaatje suggests offer a more steady income than a poet can expect?

Highly recommended for all secondary library collections and all public and university libraries.

---

---

842.54 BOU

Bouchard, Michel Marc. *Down Dangerous Passes Road.* Talon Books, 2000. — 96 p. — ISBN 0-88922-440-4. — \$14.95.

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

*Down Dangerous Passes Road* puts across the idea of suffering in relationships. The story unfolds as three brothers go for a drive, travelling the same road as they did the day fifteen years earlier when their father died. We hear the brothers talking honestly to each other about their own lives and finally about their father whom they hated. Only at the end of the play do we (and they) realize that they are dead. They have all died in an accident near where their father died.

The theme of the play is mature and could perhaps be used at the high school level. It does a good job of showing different styles of life that men have. The three brothers include a materialistic man, a macho type and a caring homosexual man, all of whom are presented sympathetically. In the center of the play, a reading of a poem by their father brings previously confusing elements of the story together. The father was an alcoholic poet who embarrassed his sons by reading his poems in public while drunk. They blame themselves for his death because they wanted him dead. Their conversations bring out the expectations which families have about getting along and the suffering involved in facing their differences. The play comes across as very strong albeit very dark. It is a play which raises questions rather than answers them.

This is a translation of the play *Le chemin des passes dangereuses* which was written in 1998.

Not recommended for elementary or junior secondary schools.

---

---

Moosang, Faith. *First Son. Portraits by C.D. Hoy.* — Arsenal Press, 1999. — 159 pp.: ill. — ISBN 1-55152-071-0. — \$24.95 paper.

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

This is fascinating collection of duotone photographs by Chinese-Canadian photographer C.D. Hoy. His portraits of First Nations, Chinese and Caucasian people were taken in and around Quesnel between 1909 and 1920.

Chong Dong Hoy was born in China in 1883, his family's first-born son. Financial hardship forced his move to Canada, where he settled in BC's central interior. He worked at a variety of trades and used portrait photography as an extra income source. Apparently self-taught, Hoy had the ability to capture personalities as well as faces with his camera. His sometimes rough, sometimes carefully contrived backgrounds suit his subjects well. Many of the portraits demand close scrutiny, and the collection as a whole tells a story about the people of the Cariboo in the early twentieth century.

Hoy was fortunate to live in a place where there was general respect and camaraderie between racial groups. Several of his portraits show Native, Caucasian and Chinese people in casual and natural groupings. This would not have been the case everywhere in Canada during this time period.

The 96 images in the book were chosen by Moosang from the 1500 photographs in the Hoy collection. They are accompanied by a heavily footnoted text on the life and times of C.D. Hoy and information on the subjects of the portraits.

Faith Moosang is a writer, historian, photographer and photographic archivist who lives in Vancouver. *First Son* is her second published book. It has appeared on the *Vancouver Sun's* Ten Best List and was the recipient of a BC 2000 Book award. Paul Yee provides the historical and social context for the book in an insightful and informative foreword.

This book would be useful for Visual Arts and Social Studies classes. Recommended for secondary school collections.

971.1 HUM

Humphreys, Danda. *On the street where you live. Pioneer pathways of early Victoria.* — Heritage House, 1999. — 189 p.: ill. — ISBN 1-895811-90-2. — \$43.95 hardcover.

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

Danda Humphreys has continued her interest in the early pioneers and builders of British Columbia by researching and writing about how various street in Victoria were named. Some were named to honour people, many were named after ships that had visited the area, and others reflected the heritage of those who had moved to the new colony.

Common names such as Main, Broadway, First or View are universal, and the interesting introduction outlines the author's reasons for selecting these and others. Humphrey's points out that Victoria "...has a very English habit of calling one street two or more different names," a matter of controversy and frustration among locals and visitors alike.

"The snap shot glimpses of a few of the people who" lived in Victoria have been selected with much thought and reflect the lives and influences of these pioneers. Black and white photographs and sketches enhance the narrations. Although the focus is on life in the early days of the southern tip of Vancouver Island, there is a carry over to other areas of the province, where some of the same names appear on maps, demonstrating the impact these pioneers had.

Students could write about streets in their own neighbourhoods using Humphrey's easy to read format as an example and a resource. The bibliography is a useful tool that includes a good list of reference books that would enhance any BC history section. A comprehensive index is also included.

*On the street where you live* provides a unique way to study history and create interest in the people who struggled to build our province.

Recommended for grades seven to adult.

971.1 THO

Thorburn, Ellie and Pearl Gray. *Salt Spring Island. A place to be.* — Heritage House, 1998. — 192 p.: photos. — ISBN 1-895811-27-9. — \$16.95 paper.

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


The authors, although relatively new to Salt Spring, have succeeded in writing an interesting and informative guide to island living. A lively history of the people who have inhabited the island is followed by a fascinating study of the geology of the area. An added bonus is the information about the Island Trust, which provides the reader with insight into the political problems of the island government, and an excellent example of a process for resolution of political conflicts that could be applied in any small community. Island activities, profiles of some of the diverse residents, and a Bed and Breakfast accommodation listing are followed by a comprehensive index which will please researchers of any age.

Black and white photographs have been carefully chosen to illustrate the written descriptions. Two maps illustrate the early and later distribution of people and parks, as well as the location of main features, including lakes.

Naturally, this book will be of special interest to those who live near by, but there is enough meat in the writing to encourage others to read and enjoy the reasons why people would choose a unique lifestyle. In addition, secondary students studying land use issues and environmental disputes will be interested in the section on the Island Trust, which is frequently cited in newspaper reports.

Recommended for grades seven to adult.

**O Great Spirit whose voice  
I hear in the winds,  
I come to you as one of  
your many children.  
I need your  
strength and  
your wisdom.  
Make me strong  
not to be superior to my  
brother,  
But to be able to fight my  
greatest enemy, myself**  
-Chief Dan George (1899 - 1981)



**T**raditional people of Indian nations have interpreted the two roads that face the light-skinned race as the road to technology and the road to spirituality.



**W**e feel that the road to technology... has led modern society to a damaged and seared earth. Could it be that the road to technology represents a rush to destruction, and that the road to spirituality represents the slower path that the traditional native people have traveled and are now seeking again?

**T**he earth is not scorched on this trail. The grass is still growing there.”  
*William Commanda, Mamiwinini, Canada, 1991*

# BOOKMARK EDITORIAL BOARD

Elisabeth Agosti  
1128 West Keith Road  
North Vancouver, BC V7P 1Y7  
Home: (604) 990-3633  
Work: (604) 713-8189  
[eagosti@churchill.vsb.bc.ca](mailto:eagosti@churchill.vsb.bc.ca)

## PRODUCTION MANAGER

Jim Crook  
4607 Cove Cliff Road  
North Vancouver, BC V7G 1H7  
Home: (604) 929-3901  
[jcrook3901@home.com](mailto:jcrook3901@home.com)

## BCTLA REVIEWS COORDINATOR

Debbie Hartley  
2911 Ridgeview Drive  
Prince George, BC V2K 3T5  
Home: (250) 962-6918  
Work: (250) 962-9211  
Fax: (250) 962-8636  
[debbie\\_hartley@fc.schdist57.bc.ca](mailto:debbie_hartley@fc.schdist57.bc.ca)

Susan Pearson  
6454 Killarney Street  
Vancouver, BC V5S 2X7  
Home: (604) 291-8877  
Work: (604) 713-8950  
Fax: (604) 713-8949  
[spearson@vsb.bc.ca](mailto:spearson@vsb.bc.ca)

Barbara Smith  
2772 Crescentview Drive  
North Vancouver, BC V7R 2V1  
Home: (604) 987-3973  
[bssmith@nvsvd44.bc.ca](mailto:bssmith@nvsvd44.bc.ca)

**BCTLA REVIEWS EDITOR**  
Ruth Allman  
Apt. 111 – 8460 Ackroyd Road  
Richmond, BC V6X 3E9  
Home: (604) 303-7675  
[rallman123@aol.com](mailto:rallman123@aol.com)

Lina D'Onofrio  
3 - 128 Rialto Court  
New Westminster, BC V3M 6P2  
Home: (604) 527-1082  
Work: (604) 713-4760  
[ldonofrio@champlain.vsb.bc.ca](mailto:ldonofrio@champlain.vsb.bc.ca)

Jim Holgate  
704 - 950 Jervis Street  
Vancouver, BC V6E 2B4  
Home: (604) 669-8919  
Work: (604) 588-3415  
Fax: (604) 588-7122  
[holgate@ultranet.ca](mailto:holgate@ultranet.ca)

Alwynn Pollard  
809- 1383 Marinaside Crescent  
Vancouver, BC V6Z 2W9  
Home: (604) 263-7600  
Fax: (604) 224-0543  
[bobalipollard@hotmail.com](mailto:bobalipollard@hotmail.com)

Willa Walsh  
3800 Raymond Avenue  
Richmond, BC V7E 1B1  
Home: (604) 274-9705  
Work: (604) 668-6575  
Fax: (604) 668-6585

**BCTLA REVIEWS EDITOR**  
Liz Austrom  
3675 West 39 Avenue  
Vancouver, BC V6N 3A6  
Home: (604) 263-3987  
Fax: (604) 264-1595  
[laustrom@istar.ca](mailto:laustrom@istar.ca)

Glenys Galloway  
419 East 24<sup>th</sup> Avenue  
Vancouver, BC V5V 2A2  
Home: (604) 925-7547  
Work: (604) 713-8233  
Fax: (604) 713-8232  
[ggalloway@vsb.bc.ca](mailto:ggalloway@vsb.bc.ca)

Trish Maskell  
219 - 1235 West 15<sup>th</sup> Avenue  
Vancouver, BC V6H 1S1  
Home: (604) 737-0610  
Work: (604) 263-3255  
[tmaskell@croftonhouse.bc.ca](mailto:tmaskell@croftonhouse.bc.ca)

Ellen Rothstein  
303 - 825 West 15<sup>th</sup> Avenue  
Vancouver, BC V5Z 1R8  
Home: (604) 877-7765  
Work: (604) 713-4675  
Fax: (604) 713-4677  
[erothstein@cunningham.vsb.bc.ca](mailto:erothstein@cunningham.vsb.bc.ca)

*Wine by Sid  
Bookmarks by Berson...*



BCTLA members receive *The Bookmark* for twelve months from the date that their membership applications are processed by the BCTF. The Association may be joined at any time during the year for the following fees:

BCTF members....\$40.00

Non-members ....\$60.00

Undergraduate Students....\$15.00

## FIRST NATIONS RENAISSANCE



### ADVERTISING MANAGER

Alwynn Pollard  
#809 — 1383 Marinaside Crescent  
Vancouver, BC V6Z 2W9  
H: 263-7600

The BCTLA hereby grants copyright permission to individuals who wish to make a single copy of an entire article, unit or bibliography for their own use. Permission to make multiple copies must be obtained from the BCTLA's Publications Coordinator or from the Senior Editor of *The Bookmark*. Written requests should include pertinent information such as intended use, number of copies, pages required, and audience.

