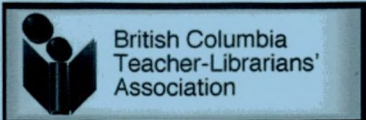


*Parry*

FALL 2002  
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# THE B O O K M A R K

# WORD ON THE STREET



<http://bctf.ca/BCTLA>

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**The Bookmark is the official publication of the British Columbia Teacher-Librarians' Association (BCTLA).**

## **TABLE OF CONTENTS**

**Membership in BCTLA:**

\$40 for members of BCTF

\$61.53 for non-members

\$15 for students/retirees/TOC

Membership includes a subscription to *The Bookmark*.

Send a PSA application form or a letter with your name and address along cheque or money order payable to the BC Teachers' Federation to the following address:

BC Teachers' Federation  
Provincial Specialist Associations  
100 - 550 W. 6<sup>th</sup> Ave.  
Vancouver, BC V5Z 4P2  
(604) 871-2283  
1-800-663-9163

The views expressed in this publication do not necessarily reflect the views of the BCTLA, the BCTF, or the editors.

Advertisements may be bought at the current rates shown on the BCTLA web page.

Articles or correspondence can be addressed to the editors of the journal listed on the inside cover of the journal.

In Circulation.....	2
Editor's Notes.....	3
Notes and News.....	6

**ADVOCACY**

Advocacy.....	12
School Libraries - A Survival Plan.....	19
Connectivity, Creativity, and Courage.....	22

**FEATURED IN THIS ISSUE**

Highlights from the Executive Meeting and AGM of the BCTLA.....	26
Executive Reports.....	30
Meet the 2002 - 2003 Executive of the BCTLA.....	42
BCTLA Chapter Reports 2001 – 2002.....	48

**TECHNOLOGY**

Scams, Lies and Literacy.....	74
New on the Net.....	79

**LITERATURE**

Book Reviews.....	96
The Bookmark Index to Volume 43.....	110

BCTLA 2002-2003 Executive Board.....	Inside front cover
BOOKMARK 2002-2003 Editorial Board.....	Inside back cover

*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 literacy.

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# IN CIRCULATION

JOAN EATON & KAY TREADGOLD

I have just finished reading the Saskatchewan and Alberta teacher-librarian journals and it would seem that they are experiencing the same problems in their provinces as we are in BC – a shortage of funding, lack of knowledge of the teacher-librarian's role in schools and cutbacks to teacher-librarian time. The advice from the presidents of those provincial associations is identical to the advice Kay and I have given throughout this last year – the need for advocacy by all is more important than ever, the need to educate those in power (those that hold the purse strings) is imperative, and support for our colleagues is essential. How we accomplish each of these things must be the focus for all of us this year. For our colleagues that have seen their library programs cut back or eliminated we need to offer our unconditional support. We need to be creative in the ways we choose to accomplish the necessary tasks of running a resource centre. We cannot do the job the way we used to; time will not allow it. Deciding which of the tasks is essential will be an individual decision based on experience and existing conditions within the school. It is imperative that you let your staff and administration know what you are able to do, what you can no longer do, and how this



will affect teachers and the students. It will be up to the BCTF to let members know what is acceptable in the workplace when it comes to doing the job of a colleague whose time or program has been cut. We will be pursuing this with the BCTF executive at the summer conference and will continue until satisfactory answers to the questions posed have been obtained. We must continue our advocacy campaign, starting with our principals. Educate them on our role within the school, use the research that is available to strengthen your case, seek assistance of other teacher-librarians in your district. Expand your efforts to parents and the public when you feel comfortable doing so. Become involved in the November school board elections in your district; we need trustees who will speak up in defence of public education. And remember to celebrate all the wonderful things you are doing in your schools, let the parents and press know what great things the students are accomplishing. Teacher-librarians across the province are all on the same team, and as a team the part each of us plays reflects on the end result for all of us. You are not alone; your actions for yourself are actions for all of us. We are all in this together. Have a wonderful year, take time for yourself and stay well.

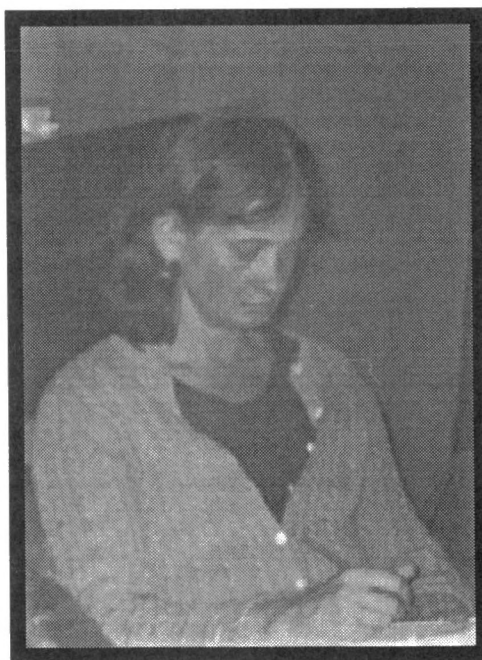
# EDITOR'S NOTES

JANET MUMFORD

*Word on the Street* is known to many as the wonderful writing and reading event held annually at the Vancouver Public Library Square. This year's event took place on September 29, 2002 and was advertised on the BCTLA website. By the time you receive this September issue of *The Bookmark*, I hope that you will have been able to enjoy this event either in person, via the television, radio, or newspaper. This is a great celebration when enthusiasts such as readers, listeners, vendors, writers, authors, illustrators, calligraphers, librarians, editors, publishers, journalists, and teachers come together to honour the word. I invite you to read through and enjoy the book reviews at the back of the *The Bookmark*, for they are indeed a celebration of the written word.

"Word on the street" can also be the slogan for teacher-librarians this school year. We, as teacher-librarians, have been summoned by our co-presidents to get and keep the "Word on the Street" in our communities and in our schools about the situation of school library and information services resulting from the drastic cuts to education in the past year. This issue of *The Bookmark* helps to bring the "word on the street" as it communicates with our readers the news that was shared at the Annual General Meeting of the BCTLA in Vancouver in April and the chapter reports about the

activities of teacher-librarians from around the province last year. It also introduces our 2002-2003 executive. We are fortunate to have so many returning members such as our co-presidents on our executive who offer continuity in our continued efforts of advocacy. We send our thanks to those who have retired from the executive for their dedicated service and we welcome the new members of the executive and are grateful that they have stepped up to represent our needs. Be sure to stay in contact with all of the members of the executive throughout this school year.



As I read through the chapter reports, it is evident that teacher-librarians throughout BC have been doing advocacy work for a long time, and it is imperative that we continue to do this, with even greater force. I invite you to read over all of the chapter reports in this issue, to find new ways of talking with your

stakeholders and new ways of continuing to provide the best library services that you can, faced with the changes to your job assignment. At our fall conference in October at Harrison, we will have the chance to come together to hear and tell stories from around our province about what has transpired in our schools in the preceding month. I invite you to use this opportunity to share our concerns about libraries and the importance of teacher-librarian staffed libraries, by bringing

along your fellow teachers, administrators, and parents to this event.

To get the "word on the street", we need energy, enthusiasm, and collective action. In May, at the British Columbia Library Association conference, I learned of the cuts to college and legal service libraries in our province. I also learned of the commitment in Ontario by their library association to restore school library services. I came away knowing that the teacher-librarians are not alone in the fight to ensure that library services are there for British Columbians. However, at the beginning of the summer I worried if we would be ready in the fall to meet this challenge. As I followed listservs, read the statistics on the BCTLA cuts webpage, read the news coming in from chapter councilors and met with colleagues, I was concerned about the low moral that clouded people's spirits. Gradually, teacher-librarians and other teachers have found and continue to find positions for the new school year. But time does heal. As the summer passed, the sun and rejuvenating spaces allowed us to reenergize and come out from the clouded veil. Bit by bit, teachers' spirits are healing and what I am hearing is a channeling of strong, rumbling voices ready to focus on our common goal.

I do believe that now is the time to get the "word on the street." Our public, I would

argue, is ready to listen. As I listened to the radio this September 3<sup>rd</sup> morning on my way to my first day back at school, I heard news coverage from around the province communicating the concerns of parents about school closures, large class sizes, and reductions in services from non-enrolling teachers such as teacher-librarians. It is clear that the realities of last school year's cuts are being felt now. So, draw strength from the support that is coming in from the stakeholders in education as you go about the task of clarifying your job this year and advocating for school libraries staffed sufficiently by teacher-librarians. Participate in the upcoming Working and Learning Conditions survey so that the data, published in the March 2003 issue of *The Bookmark*, can be compared to the reality of this year. Let the March 2002 issue be a tool to help you in your presentations.

Teacher-librarians are now, more than ever, needed in our schools. I invite and encourage you to join together with all who value quality school library services to get and keep the "word on the street." Let the lion in you roar out your wisdom, for it is up to us to communicate what our role is in schools and why it is so necessary for our students, especially today.

**"You must live feverishly in a library. Colleges are not going to do any good unless you are raised in a library everyday of your life"**

Ray Douglas Bradbury

# INVITATION TO JOIN THE EDITORIAL BOARD OF *THE BOOKMARK*

The vision of the new editorial group of *The Bookmark* is inclusion. We would like to involve teacher-librarians throughout the province by introducing a new role in the production process – the mini-editor. As a mini-editor, you would be in charge of just one small segment of *The Bookmark*, a specific area or category of teacher-librarianship which appeals to you.

The role of the mini-editor is:

- To handle queries through e-mail;
- To gather and edit articles submitted to you;
- To forward edited articles to *The Bookmark* Managing Editor; and
- To be free from attending editorial meetings, although you would always be welcome.

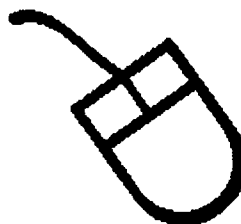
Thanks to the electronic age, mini-editors can be located anywhere in the province and still be actively involved in producing *The Bookmark*. We have a number of opportunities available for you to become involved. If you are interested in becoming a mini-editor, contact Janet Mumford at [jmumford@richmond.sd38.bc.ca](mailto:jmumford@richmond.sd38.bc.ca).

Mini editors are wanted for the following areas:

- Intermediate units
- The BCTLA conference (only one issue per year).
- General library resource centre practices (Nuts and bolts, scope and sequence, organizing literature round tables, information literacy, etc.)
- Book awards
- Official business (Bookmark communication, regular forms such as conference notification, BCTLA Forum, announcements, etc.)
- BCTLA executive and BCTLA business

If you have any other suggestions for a mini editor - contact Janet Mumford

**BECOME A BOOKMARK MINI-EDITOR! WE WANT YOU!**



## LETTERS TO THE EDITOR

We invite BCTLA members and other readers to share their comments, ideas or other information through this column. Please send your letters to Janet Mumford, Managing Editor (see inside the back cover for contact information).

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Janet Mumford  
Editor  
*The BookMark*,  
BC Teacher Librarians' Association

Dear Janet,

It was a pleasure to meet you at the recent BC Librarians' Association conference and to learn of the upcoming plan for *The Bookmark*, a publication I have always admired for its professional practicality and the way in which it demonstrates the dedication of its editors and contributors. Members of our organization have also always very much appreciated the reviews of BC books.

I am reading with developing dismay about the plight of teacher-librarians in this province. The reduction of teacher-librarian positions or hours will, we believe, seriously harm students. This situation combined with the erosion of acquisition funding for school libraries has already, the studies show, and will continue to have an adverse effect on the access students have to Canadian books. Our association believes that it is important for students to have in their libraries materials that reflect their experience as Canadians. The books we produce speak of the place in which they live, the history and economy of BC and Canada and they tell our stories. To reduce teacher librarians' positions and to inadequately fund school libraries is to ignore the importance of these books in all our lives.

The ABPBC is working to have the much loved Library Book Purchase Plan, a program that ensured BC books a place in our school libraries, reinstated. It was, we

believe, an example of enlightened public policy both in its structure as a partnership between the Ministry of Education, the book industry and the BC Teacher-Librarians' Association and in its cost-effectiveness. The cancellation of the program was hasty and ill advised. The ABPBC is committed to doing all we can to keep this program alive.

The ABPBC would like to offer any further support we can to the BCTLA in its efforts on behalf of BC teacher librarians. I hope that you will call on us.

Yours sincerely,  
Margaret Reynolds  
Executive Director  
sent in an email dated May 22, 2002

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Update from Margaret Reynolds in an email dated August 26, 2002

The ABPBC has been unsuccessful in convincing the government to reinstate the program but we have decided to go-ahead this year with some administrative support from Canadian Heritage. There will be no subsidy to schools this year but we have hired a fundraiser to help us find sponsorship for the program with the hopes that we will be able to provide some assistance to schools in next year's program.

# NOTES AND NEWS

GLENYS GALLOWAY

Welcome to another school year! I hope this finds you still rested from the summer break and fortified for the year ahead. Just a few updates...

A reminder... On **OCTOBER 18-19, 2002**, in Harrison, plan to attend **Legends by the Lake, the B.C. Teacher-Librarians' Association Conference**. Keynote speaker Bill Richardson, once a librarian, will provide an enlightened perspective and keen wit. The Council meeting is scheduled on Saturday afternoon. For registration and complete information, contact Randi Hermans, rhermans@shaw.ca or Barb Black, bblack@hotmail.com or [www.legendsbythelake.com](http://www.legendsbythelake.com).

Bargains... At the conference, BCTLA will be selling many of its past issues of *The Bookmark*. The price is much reduced and the ideas/projects may still be relevant. Watch for the BCTLA table!

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FYI:

*Citation* is a web site that might interest you. It is about the Canadian Publishing Industry. Gladys We, as part of her Master's project for Simon Fraser University's School of Communication, created this online resource.

*Citation* features searchable databases with lists of publishers, publishing-related organizations, booksellers and libraries. This site also contains lists of publishing resources on the Internet, including information for designers, editors and writers. <http://www.harbour.sfu.ca/ccsp/databases/citation/index.html>. For further information, email [lorimer@sfu.ca](mailto:lorimer@sfu.ca).

Statcan writes:

Watch for a special edition of *School Libraries in Canada*, entitled "Canadian Statistics in the Classroom." It will be sent to secondary schools as an insert in *TEACH Magazine* in September 2002.

The articles in this special edition are devoted to the practical use of Statistics Canada data as a teaching tool. Students learn about Canada and Canadian society through the use of data in a variety of subject areas including social studies, geography, mathematics, business education and home economics.

Featured articles include:

- Beyond Surfing: Learning with statistics on the web
- Using Statistics Canada Data and Lesson Plans in Senior Elementary Grades
- Using E-STAT to teach marketing
- Creativity in Math? Say it isn't so! Building data literacy in high schools

Also included are a bibliography of print resources and a list of common statistical terms.

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Cora Lee, BC Regional Officer, Canadian Children's Book Centre, writes:

There is a new children's choice award program called the Chocolate Lily awards that recognize excellence in BC picture books and BC chapter book/novels for children grades 1 to 7. Karen Ehrenholz is the contact.

The Centre can be reached at (tel) 604-831-9392, (fax) 604-301-0993 or (email) [ccbc@look.ca](mailto:ccbc@look.ca)

Glynis Anderson of BCTF Information Services forwarded information about BCTF Copyright Guidelines available at <http://www.bctf.ca/info/Copyright.html>.

The purpose of Copyright Guidelines is to alert BCTF staff and members to copyright issues, and to illustrate the steps required in obtaining copyright clearance. Included are links to:

- Copyright FAQ Some Frequently Asked Questions and Answers
- Copyright Links to other web sites on copyright in Canada, including the actual Copyright Act and briefs on digital copyright issues.

I am looking forward to the conference. Wind, water, wit and wisdom-what an opportunity! Hope to see you in Harrison on OCTOBER 18 and 19, 2002. (the weekend BEFORE the province-wide PSA day).



## Association for Teacher-Librarianship in Canada

### **Vision**

The Association for Teacher-Librarianship in Canada looks to ensure that excellent school libraries thrive as the information literacy core of all Canadian schools. This insurance is developed through collaboration with each National, Provincial/Territorial School Library Association and other organizations or stakeholders with related goals in the domains of information and literacy.

### **Purpose**

The Association for Teacher-Librarianship in Canada strives to influence the growth and development of teacher-librarians and school libraries nationally.

### **Mission**

The mission of the Association for Teacher-Librarianship in Canada is:  
to promote the profession of teacher-librarianship  
to provide a national voice in the education and library communities  
to provide opportunities for professional growth  
to provide programs, services, and publications that are most effectively delivered at a national level  
to facilitate the distribution of provincial and territorial publications/information of national interest and local value; and  
to foster interest groups and networks for those with common concerns

FOR MEMBERSHIP INFORMATION VISIT THE ATLC WEBSITE <http://www.atlc.ca>

# CALLING ON KIDS TO CHOOSE SIXTH RED CEDAR BOOK AWARD PROGRAM SET FOR LAUNCH NOVEMBER 2-9

The Young Readers' Choice Awards (YRCA) Society of BC launches its sixth Red Cedar Book Award Program during Canadian Children's Book Week November 2-9, 2002. Groups are invited to register starting October 1, 2002.

Tens of thousands of children throughout BC are expected to join the annual program to choose the best in Canadian children's literature. From October to April, participating children in grades 4 to 7 will read at least five books of either fiction or non-fiction (or both) from a shortlist of Canadian books. Their votes will see one fiction and one nonfiction book named winners of the 2002-2003 Red Cedar Book Awards at a gala ceremony held May 3, 2003 in Kelowna.

Established in 1996, the program aims to increase literacy and promote quality Canadian children's books. The BC program is one of the most successful of its kind. Response to the program — by educators, librarians, authors, illustrators and especially the young readers themselves — is overwhelming, with over 500 groups of up to 30 readers registered for the program in each of the last three years.

Ruth Foley, who is a director on the board of the YRCA Society of BC, attributes the program's success to its recognition of both the readers and the creators of books. "The enthusiasm is tremendous," says Foley. "Authors and illustrators take very much to heart such recognition from their young audience. As for the readers, nothing tops the feeling that their opinions count."

Look for more information on the Red Cedar Book Award website: <http://redcedar.swifty.com> or contact:

Cora Lee

Young Readers' Choice Awards Society of BC

Tel: 604.831.9392 Fax: 604.301.0993 Email: [ccbc@look.ca](mailto:ccbc@look.ca)

Marg Brimacombe

Young Readers' Choice Awards Society of BC

Tel: 250.573.2646 Email: [mckbri@telus.net](mailto:mckbri@telus.net)



To register, contact:

Young Readers' Choice Society of BC

c/o BCLA

150-900 Howe Street

Vancouver, BC, V6Z 2M4

Tel: 604.683.5354 or E-mail: [redcedar@bcla.bc.ca](mailto:redcedar@bcla.bc.ca)

*The Young Readers' Choice Awards Society gratefully acknowledges the support of the Vancouver Foundation and the Province of British Columbia through the British Columbia Arts Council.*

**Red Cedar Book Award Program  
Shortlist of Nominees for 2002-2003**

Fiction

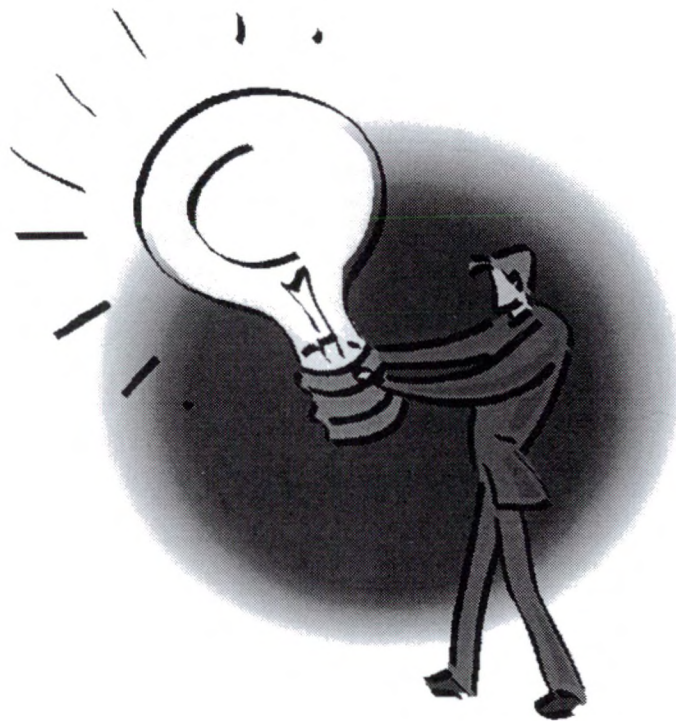
- Breadwinner* by Deborah Ellis (A Groundwood Book)  
*A Bushel of Light* by Troon Harrison (Stoddart Kids)  
*Cat's Eye Corner* by Terry Griggs (Raincoast Books)  
*Charlie Wilcox* by Sharon McKay (Stoddart Kids)  
*Dancing For Danger* by Margot Griffin; illustrated by P. John Burden (Stoddart Kids)  
*Danger in Disguise* by Mary Alice and John Downie (Roussan)  
*Dead Reckoning* by Julie Burtinshaw (Raincoast Books)  
*Earthly Astonishments* by Marthe Jocelyn (Tundra Books)  
*Frances* by W. D. Valgardson (A Groundwood Book)  
*The Ghost of Avalanche Mountain* by Julie Lawson (Stoddart Kids)  
*Jesse's Star* by Ellen Schwartz (Orca Book Publishers)  
*The Keeper and the Crows* by Andrea Spalding (Orca Book Publishers)  
*The Loki Wolf* by Arthur G. Slade (Orca Book Publishers)  
*Remember Me* by Irene N. Watts (Tundra Books)  
*Willow and Twig* by Jean Little (Viking – Penguin Books Canada)

Non-Fiction

- Adventures In the Middle Ages* by Linda Bailey; illustrated by Bill Slavin (Kids Can Press)  
*Eagles* by Deborah Hodge; illustrated by Nancy Gray Ogle (Kids Can Press)  
*Finding Out About Dinosaurs* by Elin Kelsey (Owl Books)  
*The Hockey Book for Girls* by Stacy Wilson (Kids Can Press)  
*In The Time of Knights* by Shelley Tanaka; illustrated by Greg Ruhl (Scholastic/Madison Press)  
*Inside the Hindenburg* by Mireille Majoor; illustrated by Ken Marschall (Madison Press)  
*Jungle Island: My South Seas Adventure* by Maria Coffey with Debora Pearson; photography by Dag Goering (Annick Press)  
*The Kids Book of Canada's Railway and How The CPR Was Built* by Deborah Hodge; illustrated by John Mantha (Kids Can Press)  
*Mummies* by Sylvia Funston; illustrated by Joe Weissmann (Owl Books)  
*Paul Kariya* by Andrew Podnieks (Greystone Books)  
*A Time of Golden Dragons* by Song Nan Zhang and Hao Yu Zhang; illustrated by Song Nan Zhang (Tundra Books)  
*Weather: FAQ* by Valerie Wyatt; illustrated by Brian Share (Kids Can Press)

Many thanks go to the members of the selection committee who have worked so very hard over the past several months: **Rhonda Davidson**, Kelowna, **Jenelle Mitchell**, Winfield, **Gillian Richardson**, Sorrento, **Ulla Jakko**, Kelowna and **Linda Buker** (Committee Chair), Kelowna.

# ADVOCACY



**“What a school thinks about its library is a measure  
of what it thinks about education”**

Harold Howe, former US Commissioner of Education

# ADVOCACY

Welcome to what we hope will be a temporary section of the *The Bookmark*. In this section, we hope to highlight the latest in library program research, ideas to get your school board back on track and letters and speeches that members have used in the past that have made an impact in their school district. If you have anything to contribute to this section of your journal, forward them to the advocacy editor, Mary Locke (contact information can be found on the inside of the back cover).

The editorial board would like to highlight the continued efforts of Val Hamilton, the BCTLA Web Steward. She has done a wonderful job of maintaining the BCTLA website, with links to a number of library topics ranging from other teacher-librarian associations to librarian humour and, specifically, the advocacy and news section. Make a visit to:

<http://.bctf.ca/BCTLA/advocacy.html>

<http://bctf.ca/BCTLA/news.html>

**“A library is not a luxury but one of the necessities of life”**

Henry Ward Beecher  
(1813-1887)

John Goldsmith (of New on the Net fame) posted the following information on advocacy on the BCTLA listserv on May 11, 2002:

This message originally appeared in the teacher-librarian list, LM\_Net. It contains a list of prepared presentations and other written and graphic materials that can be used in efforts to convince boards of education, administrative colleagues, faculties, parent groups, and business partners that the library is not only a good investment but a necessary one.

The list is divided into two sections: (1) library specific resources, and (2) generally helpful persuasion resources.

## **Specific Library Presentation Resources**

### *AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS: INFORMATION POWER*

[http://www.aala.org/aasl/ip\\_powerpoint.html](http://www.aala.org/aasl/ip_powerpoint.html)  
This PowerPoint program was produced by the AASL Task Force for Coordinating the Implementation of Information Power: Building Partnerships for Learning.

### *IOWA EDUCATIONAL MEDIA ASSOCIATION, IEMA POWERPOINT PRESENTATIONS*

<http://www.iema-ia.org/IEMA437.html>  
This is a set of two prepared PowerPoint presentations, one to use with administrators and one to use with teachers. The programs deal with such topics as Library Media, How Can We Help You?, Providing Resources, Working With Students, Planning and Working With Teachers, Benefits of Teacher/Media Specialist Collaboration, and Recent Research. There also are prepared handouts to go with the programs.

*K. C. LANCE AND D. V. LOERTSCHER,  
POWERING ACHIEVEMENT: SCHOOL  
LIBRARY PROGRAMS MAKE A  
DIFFERENCE? THE EVIDENCE*

(2001) San Jose, CA: Hi Willow Research and Publishing. <http://lmcsources.com> (click on "Reviews and Freebies")

This book not only presents the research results from library impact studies in Colorado, Pennsylvania, and Alaska, it offers templates for one, two, five, seven, ten, and fifteen minute presentations using PowerPoint slides. Handout masters for duplication are included.

*MINNESOTA EDUCATIONAL MEDIA  
ORGANIZATION, VIDEO AND  
HANDOUTS.*

<http://www.memoweb.org/htmlfiles/links.html>  
<http://www.isd77.k12.mn.us/memo/memo.html>

MEMO has developed a video tape and handout to show to parents and community members about the power of media programs. You can download it from <http://www.isd77.k12.mn.us/memo/memo.html> in QuickTime format and get handouts that go with it from <http://www.memoweb.org/htmlfiles/links.html> It is focused, of course, on Minnesota, but it offers a lot of ideas.

*OREGON EDUCATION MEDIA  
ORGANIZATION, RAISING READING  
SCORES STARTS IN THE LIBRARY  
MEDIA CENTER.*

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

A 31 slide PowerPoint program presenting research and argument in support of library programs as a way to raise reading levels.. Brochures and other materials are available at the site.

*PENNSYLVANIA SCHOOL LIBRARIANS'  
ASSOCIATION FOUR POWERPOINT  
PRESENTATIONS.*

<http://www.psla.org/pslaworkshops/pslaworkshops.php3>

The PSLA has a Professional Development section on its website. There are 4 PowerPoint presentations posted there that were the result a recent workshop:

1. "Tapping Your Influence Potential: Building Influence with Teachers and Administrators"
2. "Measuring Up: The Research on Student Learning and School Libraries"
3. "Collaboration: The Key to Building Partnerships for Learning"
4. "Information Power" (an overview of our national standards)

While some of these presentations are geared for Pennsylvania library media specialists, some are useable with others, particularly "Measuring Up". The programs can be downloaded and modified. "PSLA put these on its web page in hopes that other library professionals would use them."

*BRITISH COLUMBIA TEACHER-  
LIBRARIANS' ASSOCIATION ADVOCACY*

<http://bctf.ca/psas/BCTLA/advocacy.html>

This page contains PowerPoint presentations for use with boards of trustees, model letters to parents and links to useful articles. It would be easy to insert statistics from your own district or school into one of the PowerPoint programs from the Coquitlam Teacher-Librarian Association.

**E. HOWE, J. STACK & M. RETTIG-SEITAM, PLANNING FOR ACTION: TURNING MEANINGFUL DATA INTO PROGRAMS AND PROMOTION.**

ERIC Document number ED 412 969 (1997).

Guidelines and tools for action research in the school library that will help justify expenditures and personnel and evaluate and plan services.

**J. K. VALENZA, SCHOOL LIBRARIANS: A FIELD GUIDE TO AN EVOLVING SPECIES.**

<http://joycevalenza.com/SchoolLibrarian.pdf>  
or  
<http://www.classroom.com/community/connection/connectednewsletter/librarians.jhtml>

A four-page article from the April 2002 issue of Classroom Connect, examining what a good school librarian is, does and contributes. Valenza is a columnist for the Philadelphia Inquirer as well as a school librarian in Pennsylvania.

**AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS, THE PRINCIPAL'S MANUAL FOR YOUR SCHOOL LIBRARY MEDIA PROGRAM.**

<http://www.ala.org/aasl/pdf/principalsmanual.pdf>

A brochure in .pdf format from the AASL summarizes and communicates the importance of the school library media program to elementary school principals.

Other PowerPoint programs and additional material are available at:

<http://www.unocoe.unomaha.edu/ghartzell/library/>

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## **Generally Helpful Persuasion Resources**

Someone considering serious change in school operation and interpersonal relationships would benefit greatly from reading these three books in advance of the effort. These works describe the context of school change and address elements that must be considered in any school setting persuasion process. These books are:

Evans, R. (2000). *The human side of school change*. San Francisco: Jossey-Bass.

Fullan, M. (1991). *The new meaning of educational change*. New York: Teachers College Press.

Sarason, S. (1996). *Revisiting the culture of the school and the problem of change*. New York: Teachers College Press.

Persuasion can be difficult when attempting to change long-standing perceptions of something's nature, function, operation, and role. This is a sampling of persuasion research and persuasive techniques that librarians might want to peruse in preparing their presentations. You could acquire full-text copies of all of these either through the EBSCO database or through photocopying or check-out at a local university library.

Bolman, L. G., & Deal, T. E. (1999). Four steps to keeping change efforts heading in the right direction. *Journal for Quality and Participation*, 22 (3)

Chaiken, S., & Strango, C. (1987). Attitudes and attitude change. *Annual Review of Psychology*, 38, 575-630.

- Clampitt, P. (1991). *Communicating for managerial effectiveness*. Thousand Oaks, CA: Sage Publications.
- Conger, J. A. (1991). Inspiring others: The language of leadership. *Academy of Management Executive*, 5, (1), 31-45.
- Conger, J. A. (1998). The necessary art of persuasion. *Harvard Business Review*, 76, (3), 84-95.
- Dutton, J., & Ashford, S. (1993). Selling issues to top management. *Academy of Management Review*, 18, (3), 397-428.
- Fiorelli, J. S., & Margolis, H. (1993). Managing and understanding large systems change: Guidelines for executives and change agents. *Organizational Development Journal*, 11, (3), 1-14.
- Ford, J. D., & L. Ford, L. W. The role of conversations in producing intentional change in organizations. *Academy of Management Review*, 20 (3), 541-570.
- Horowitz, S. (1996). Powerful presentations. *Thrust for Educational Leadership*, 25 (3)
- Horsley, D., & Kaser, J. How to keep a change initiative on track. *Journal of Staff Development*, 20, (4), 40-45.
- Kazoleas, D.C. A comparison of the persuasive effectiveness of qualitative versus quantitative evidence: A test of explanatory hypotheses. *Communication Quarterly*, 41, (1), 40-50.
- Kotter, J.P. (1996). *Leading change*. Boston: Harvard Business School Press).
- Kotter, J.P. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review*, 73 (2), 59-67.
- Kruglanski, A., Webster, D., & A. Klem. (1993). Motivated resistance and openness to persuasion in the presence or absence of prior information. *Journal of Personality and Social Psychology*, 65, (5), 861- 876.
- Larkin, T. J., & Larkin, S. (1996). Reaching and changing frontline employees. *Harvard Business Review*, 74, (3), 95-104.
- Lewis, L.K. (2000). Blindsided by that one and 'I saw that one coming': The relative anticipation and occurrence of communication problems and other problems in implementers' hindsight. *Journal of Applied Communication Research*, 28, (1), 44-67.
- Lewis, L.K. (1999). Disseminating information and soliciting input during planned organizational change. *Management Communication Quarterly*, 13, (1), 43-72.
- Luchok, J. A., & McCroskey, J.C. (1977). The effect of quality of evidence on attitude change and source credibility. *Southern Speech Communication Journal*, 43, 383-394.
- Pfeffer, J. (1992). *Managing with power: politics and influence in organizations*. Boston: Harvard Business School Press.
- Post, J.E. & Young, M. (1993). Managing to communicate, communicating to manage: How leading companies communicate with employees. *Organizational Dynamics*, 22, (1), 13.

Richardson, P. & Denton, D.K. (1996). Communicating change. *Human Resource Management*, 35, (2), 203-216.

Sussman, L. (1999). How to frame a message: The art of persuasion and negotiation. *Business Horizons*, 42, (4), 2-6.

Wild, C., & Horney, N. (1996). Cascading communications creates momentum for change. *Human Resource Magazine*, 41, (12), 94-100.

Wu, P.C. (1988). Why is change difficult? Lessons for staff development. *Journal of Staff Development*, 9, (2), 10-14.

Zorn, T.E., Page, D.J., & G. Cheney. (2000). Nuts about change: Multiple perspectives on change-oriented communication in a public sector organization. *Management Communication Quarterly*, 13, (4), 515-566.

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The list below offers a sampling of websites that could be of substantial use in gathering additional information about research, trends, programs, and comparative statistics.

#### **SCHOOL LIBRARIES ON THE WEB**

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

This is a large and useful site housing a list of library web pages maintained by K-12 school libraries in countries all around the world. The content is varied and useful. The site is searchable. There also are links to four other pages of interest and use, including:

- State Pages Relating to School Library Media Services. There are direct links to the school library media pages on each of the State Department of Education sites in the United States, Australia, Germany, and Great Britain. Each of those, in turn, has links to

specific information, programs, statistics, and research.

- Web Pages Maintained by School District Departments of Libraries/Media Services.

This page has links to specific school districts in the United States, Canada, and Great Britain that maintain web pages describing their services and operations.

Each of those, in turn, has links to specific information, model programs, statistics, research and more.

- National Pages Relating to Library/Media Center Services. Links to a mix of pages some are national government sites, others are to national organizations, others are to smaller organizations, others are to articles. The list includes Australia, Canada, China, New Zealand, South Africa, the United Kingdom, the United States, Zimbabwe, and a multinational listing.

- Resources for School Librarians. These resources are for librarians to use in teaching and in library administration.

#### **50 STATE DEPARTMENTS OF EDUCATION**

<http://www.teacher.com/sdoe.htm>

This website offers direct links to all of the home pages of the 50 State Departments of Education and to the U.S. Department of Education.

#### **RESOURCE GUIDES FOR SCHOOL LIBRARY MEDIA PROGRAM DEVELOPMENT**

<http://www.ala.org/aasl/resources/infolit.html>

A page of "Resource Guides for School Library Media Program Development" offered by the American Association of School Librarians (AASL).

**THE AMERICAN ASSOCIATION OF  
SCHOOL LIBRARIANS' STUDENT  
ACHIEVEMENT PAGE**

<http://www.ala.org/aasl/resources/achievement.html>

This site has links to research studies, articles, and material on the Library Research Service (<http://www.lrs.org>) site.

**LITERACTY PARTNERS: A PRINCIPAL'S  
GUIDE TO AN EFFECTIVE LIBRARY  
MEDIA PROGRAM FOR THE 21ST  
CENTURY**

[www.alsde.edu/general/LiteracyPartners.pdf](http://www.alsde.edu/general/LiteracyPartners.pdf)

This document is a downloadable 52-page guide prepared by the Alabama State Department of Education. This document was prepared by library media professionals in Alabama to help principals understand the nature and value of school libraries.

**DEWITT WALLACE FOUNDATION/  
NATIONAL LIBRARY POWER PROJECT**

[http://www.wallacefunds.org/publications/pub\\_library/articles/main.htm](http://www.wallacefunds.org/publications/pub_library/articles/main.htm)

The site has links to a variety of articles and research reports relating to school library impact and improvement.

**CALIFORNIA DEPARTMENT OF  
EDUCATION**

<http://www.cde.ca.gov/library>

The school library page of the California Department of Education. The site has links to statistics, research, and other useful information.

**THE STATE OF DELAWARE  
GOVERNOR'S TASK FORCE ON  
SCHOOL LIBRARIES**

<http://www2.lib.udel.edu/taskforce/library.htm>

There is information on Delaware schools and libraries, a survey, trends and practices, and journal articles. Searchable.

**THE BALTIMORE COUNTY PUBLIC  
SCHOOLS SITE**

<http://www.bcpl.net/~dcurtis/libraryfacts/>  
The Baltimore County Public Schools site with links to a wide variety of library related research and information.

**THE OFFICE OF LIBRARY MEDIA  
SERVICES FOR THE PRINCE GEORGE  
COUNTY, MARYLAND SCHOOLS**

<http://www.pgcps.org/~media1/outcome.html>

There are links here to standards, model programs, assessment models, and a guide for "Planning a Successful Library Media Program."

**KENTUCKY DEPARTMENT OF  
EDUCATION**

<http://www.kde.state.ky.us/oet/customer/online2/essentia.asp>

A page at the Kentucky Department of Education listing the "Essentials of an Effective Library Media Program" in three columns: (1) Essential Element; (2) Impact? Why This is Necessary for Student Achievement; (3) Implementation? How This Can Be Achieved.

**THE BETTER INFORMATION LITERACY  
PROJECT**

[http://mdk12.org/practices/good\\_instruction/projectbetter/information\\_literacy/index.html](http://mdk12.org/practices/good_instruction/projectbetter/information_literacy/index.html)  
The Better Information Literacy Project site developed by the Maryland State Department of Education. There are summaries of current research on effective instruction in a variety of areas, including material on the role of information literacy.

**THE INSTRUCTIONAL MEDIA AND TECHNOLOGY PAGE OF THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION SITE**

<http://www.dpi.state.wi.us/dltcl/imt/district.html>  
There is a two-page outline of the elements of essential district-level leadership for school library media programs.

**UNIVERSITY OF SOUTH CAROLINA COLLEGE OF LIBRARY AND INFORMATION SCIENCE**

<http://www.libsci.sc.edu/shannon/flexbib.htm>  
A bibliography of research and argument regarding flexible scheduling/flexible access library media programs compiled by Donna M. Shannon at the University of South Carolina College of Library and Information Science.

**ELLEN WISEMAN : SCROGGINS ELEMENTARY SCHOOL**

<http://es.houstonisd.org/ScrogginsES/information/library/collabor.htm>  
This is a site created by Ellen Wiseman at Scroggins Elementary School in the Houston ISD. She offers bibliographies, advice, lesson/unit formats, and links to research and model programs involving teacher/librarian collaboration.

**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES**

<http://www.neema.org/NEASC.htm>  
A 41-page report on "The Place of the School Library Media Program in the Accreditation Process of the New England Association of Schools and Colleges."

**THE OFFICE OF NEW YORK CITY SCHOOL AND COMMUNITY SERVICES**

<http://www.emsc.nysed.gov/nyc/library.html>  
There are links to research and statistics pages and an evaluation rubric, among other things.

**NORTH CAROLINA STATE BOARD OF EDUCATION**

<http://www.ncwiseowl.org/impact/admin/double.pdf>  
IMPACT for Administrators: A Resource for Evaluating Media and Technology Programs and Personnel. An 80 page guide from the Instructional Technology Division of the Public Schools of North Carolina State Board of Education under the Department of Public Instruction.

**LIBRARY RESEARCH SERVICE**

[http://www.lrs.org/html/data/academic/academic\\_libraries.html](http://www.lrs.org/html/data/academic/academic_libraries.html)  
This is a page of the Library Research Service (<http://www.lrs.org>) site that deals with academic library comparisons. There are multiple links here to access national, state, and organizational data for information and inter-library comparisons.

**THE IMPLICATIONS OF SELECTED SCHOOL REFORM APPROACHES FOR SCHOOL LIBRARY MEDIA**

<http://www.ala.org/aasl/SLMR/vol4/reform/reform.html>  
"The Implications of Selected School Reform Approaches for School Library Media," School Library Media Research, volume 4 (2001). This is a paper by Gary Hartzell on the implications of selected school reform ideas for school library media and for media specialists. Each reform is described and its individual implications for library media services identified. From these implications, general themes are noted and conclusions are drawn.

**THE SPRINGFIELD TOWNSHIP HIGH SCHOOL**

<http://mciu.org/~spjvweb>  
The Springfield Township High School Virtual Library, maintained by Joyce Valenza. Links to library organizations and other materials.

# SCHOOL LIBRARIES – A SURVIVAL PLAN

RANDI HERMANS

The year 2002 has been a rocky one for school libraries and Teacher-librarians in British Columbia. Who would have dreamed three years ago, when we signed a contract with Harrison Hot Springs hotel, for the fall conference, that by fall 2002, our profession would be under so much attack. We can thank the Liberal government for putting us in this position. If they hadn't removed the language about non-enrolling teachers, many districts wouldn't be making such huge cuts to school libraries or eliminating the position all together.

Most parents in BC have no idea what is happening or the significance of these cuts. Parents and many administrators do not understand the role that the teacher-librarian plays in the education of today's students. If their child brings home a book from the library, they're happy. Many parents and teachers believe that the Internet has all the answers. I am convinced that some parents think cut and paste from the Internet is research, after all, their child found the information. If there aren't enough resources in the library some parents will even take their child to the Public Library, but they are unlikely to complain about the lack of resources in their elementary school.

While things have been deteriorating in British Columbia, there has been a movement happening. On June 4, Laura Bush held a meeting at the White House where 175 superintendents and administrators were invited to discuss the value of school libraries. The slate of speakers was very impressive. Topics and speakers (a list is included at the end of this article) covered areas of advocacy, how to make ends meet in tough financial times,

research to support the importance of school libraries, the role of school libraries in elementary and secondary education and research supporting higher reading scores in school with viable, active libraries and teacher-librarians.

All of these articles are worth sharing with administrators and parents. The article entitled *What's It Take?* by Gary Hartzell is extremely good. Mr. Hartzell has compiled all the significant research done on the role of library media specialists and principals since the early seventies. In his speech Hartzell outlined four reasons why administrators do not have an accurate view of school libraries and he makes suggestions for change. Don't let the length of the article turn you off. The article is sixteen pages long, the first six contain his speech, and the remaining ten are his references.

In the last line of her closing remarks Mrs. Bush made the following statement: *An investment in libraries is an investment in our children's future.*

Let's see if we can initiate a similar affair in Canada. I have written Adrienne Clarkson, Governor General of Canada, to ask for her support. The Canadian Coalition for School Libraries was established in March 2002. Roch Carrier, the National Librarian of Canada, is the Honorary Chair of this organization. He is appalled at the state of many school libraries in our country. Let's get on board with him and see if we can get a movement going here in Canada to support our school libraries.

If we want to save our profession from extinction we need to share the research with school boards and parents. School boards in B.C. have all signed contracts with the Ministry of Education that holds them accountable for improving student achievement. Let's find the best two reports that link student achievement with school libraries and get them on the desk of every school board chair and district superintendent by the middle of September. Let's also get these reports into the hands of school administrators, PAC presidents, DPAC members and the new parent councils.

Newspaper articles on school libraries, that appeared in June issues of the Vancouver Sun and the Province, have started people talking. The two articles: *Bare Shelves Worry School Librarians* by Wendy McLellan (Province: 02-06-29) and *School library cuts suffocate young minds* by Stephen Hume (Vancouver Sun: 02-06-29) are available on line from the BCTLA News page. Unfortunately, these articles by themselves are not enough. We need to educate parents about what their children are losing when there is no teacher-librarian in the school. This summer, the public librarians of Alberta had a float in the Calgary Stampede parade. Many communities have spring parades. Think of this as a venue for spreading the word on the role of a teacher-librarian. If this sounds too ambitious for your local group, consider having a display at your local shopping mall.

The future of our profession is in jeopardy in British Columbia. Let's all make a commitment to educate parents and administrators of the importance of having a school library staffed with a teacher-librarian. It's up to each and every one of us to fight for our profession and the teachers and students that we serve.

White House Speakers, June 4<sup>th</sup>, 2002

White House Conference on School Libraries: Keynote Address - Dr. Vartan Gregorian, Carnegie Corporation

The Role of Foundations and Philanthropy in Supporting School Libraries - M. Christine DeVita, President, Wallace-Reader's Digest Funds

Reflections of an Empowered Library - Faye Pharr, Lakeside Academy of Math, Science, and Technology, Chattanooga, TN

What's It Take?- Gary Hartzell, Professor, Educational Administration and Supervision, University of Nebraska, Omaha

What Research Tells Us About the Importance of School Libraries, Keith Curry Lance, Ph.D., Director, Library Research Service, Colorado State Library

The Role of School Libraries in Elementary and Secondary Education - Dr. Susan Neuman, Assistant Secretary for Elementary and Secondary Education, United States Department of Education

Building Student Learning through School Libraries - Dr. Kathleen D. Smith, Cherry Creek High School, Greenwood Village, CO

History of Medford School District Library Media Centers- Dr. Steve Wisely, Superintendent, Medford School District, Medford, OR

The proceedings from the White House Conference on School Libraries (6/4/02) are available online. You can access them at:

<http://www.ims.gov/pubs/whitehouse0602/whitehouse.htm>



Randi Hermans is teacher-librarian at East Chilliwack Elementary. She piloted the Alexandria automation system for Chilliwack in 1994. Besides being Chair of the Battle of the

Books committee and Co-chair of the 2002 BCTLA conference, Randi enjoys making and collecting teddy bears, reading, biking, hiking and travelling. She has one husband, two kids, two cats and one dog.



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# CONNECTIVITY, CREATIVITY, AND COURAGE

JACK ALLEN

The following is a copy of the presentation that Jack Allen, teacher-librarian at Windermere Secondary School made to the Vancouver School Board's public budget Meeting in May 2002.

In a recent letter, the Superintendent of Vancouver Schools appreciates teachers' commitment to students and values their work. "Through your connectivity, creativity and courage," he observes, "the future for our students is indeed bright and rich with promise." Mr. Goodridge's words are appreciated, and, what is more, they are richly deserved.

I am a teacher-librarian. Each day teacher-librarians "connect" in vital ways with students and teachers. Walk into school libraries and feel the positive pulse, the "resource-ful" pulse of the informational heart of the school. Feel safe, feel welcome. Know that this is where students come before, during and after school to "connect", to feel encouraged and obtain the skill sets to improve their ability to read, listen, write, speak, think, participate, co-operate, make decisions and learn. And since "learning is what most adults will do for a living in the 21st Century", dynamic teacher-librarians are in the right place with the right skills right now helping children learn how to learn and prepare for "a future bright and rich with promise."

Diminish or cut out quality school library programs, reduce or remove skilled, involved teacher-librarians and you wield a savage blade. Cut out the healthy, informational heart of the school, and you sever learning support and opportunity.

I am a teacher-librarian, a non-enrolling teacher. "Non-enrolling", however, does not mean "non-involved". Labels are easy, but you don't know what labels mean until you step into the libraries of our multicultural schools and see what good, purposeful things are happening.

Like my colleagues, I acquire, circulate, and maintain a library of thousands of materials. I co-operatively plan and teach quality lessons with teachers and students from thirteen other departments. I reduce pupil-teacher ratios by half, lead professional development and in-service workshops for colleagues and PAC, serve on learning resource and technology and staff committees. I build websites and confidence, and deliver the informational goods and know-how to every visitor from the new ESL student to the graduating senior. Over 750 lessons in our school library are taught each and every year... on a budget of \$11.04 per student that must also cover the literacy tax.

And I do this because I love to do this. It is important work and, to be done well, it must be done with all 28 years of my experience, skill, determination, and creativity. Motivated to succeed? You bet I am, that teacher-librarians are. Just last Saturday, the Premier himself, said, "British Columbia has a great future in the knowledge-based economy and everyone will benefit." Mr. Premier, teacher-librarians have been working, are working and want to continue to work at positioning "our province as a leader in the knowledge based economy". Surely you can't say, "We have to invest in British Columbians' knowledge so everyone will benefit" and then ax teacher-librarians.

Which brings me to "courage". Not mine. Not teacher-librarians. Not students. Not teachers. No, I mean the courage of educational decision-makers. Knowing the excellent, essential work accomplished, on a shoestring, with students in our school libraries, will you nod approval for a job well done, consult your spreadsheets and say, "Don't confuse us with the facts...our minds are made up. Let's ax non-enrolling teachers and turn our busy, productive library resource centres into lifeless book warehouses.

Or will you educational decision-makers summon up the blood and support Superintendent Goodridge's professional vision. Have the courage to say no to cuts that would deny our students the opportunity to be "knowledge brokers" and leave them knowledge broke. The time for "connectivity, creativity and courage" is what it has always

been: it is now. I implore Trustees, the Minister of Education and the Premier, not to reinvent the wheel, but to "connect the spokes" that keep quality education, provided by all teachers, rolling for BC students.

Sincerely,  
Jack Allen  
Teacher-Librarian  
Windermere Secondary School

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Jack Allen is a teacher-librarian at Windermere Secondary School in School District #39 (Vancouver) [jallen@vsb.bc.ca](mailto:jallen@vsb.bc.ca)

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**"A good library is a place, a palace where lofty spirits of all nations and generations meet"**

Samuel Niger (1883 -1956)



## **WANTED!**

Do you have an article or idea you want to share with your colleagues?

Have you ever wanted to see one of your units in print so others can use your ideas?

We need you to send your ideas to one of the editors of the Bookmark. See the inside back cover for the contact information.

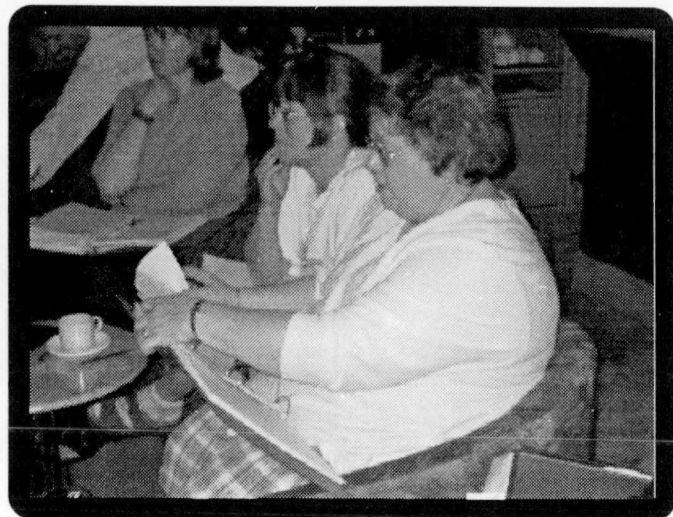
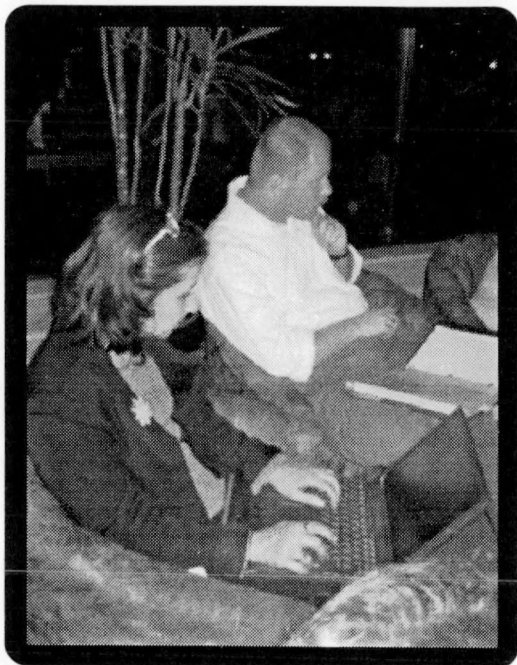
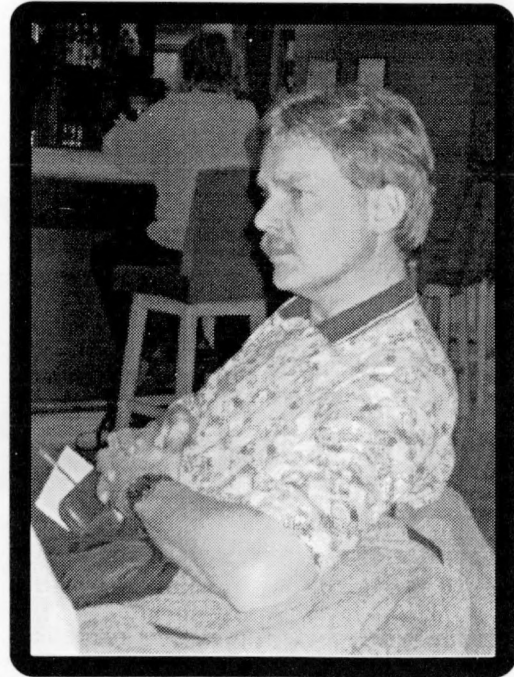
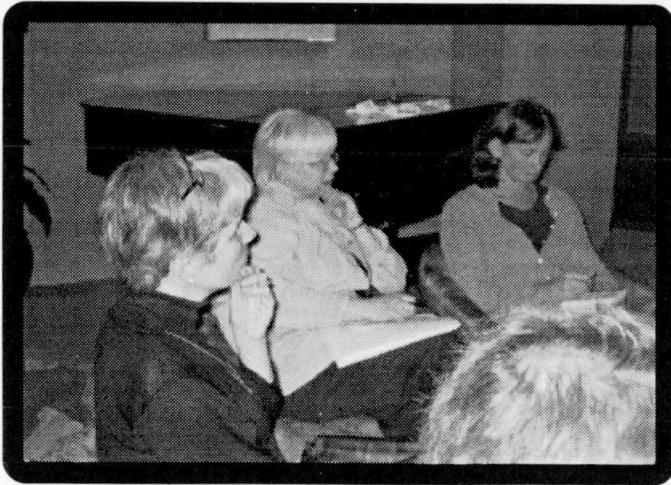
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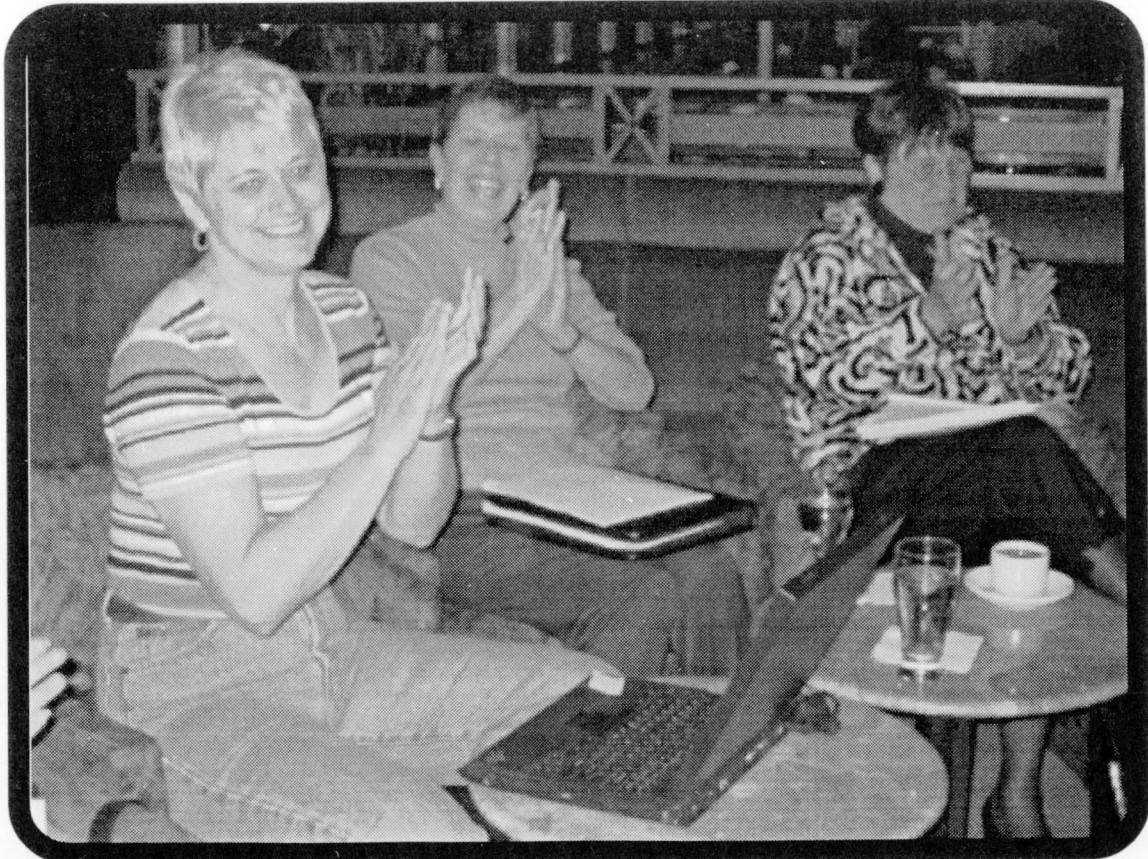
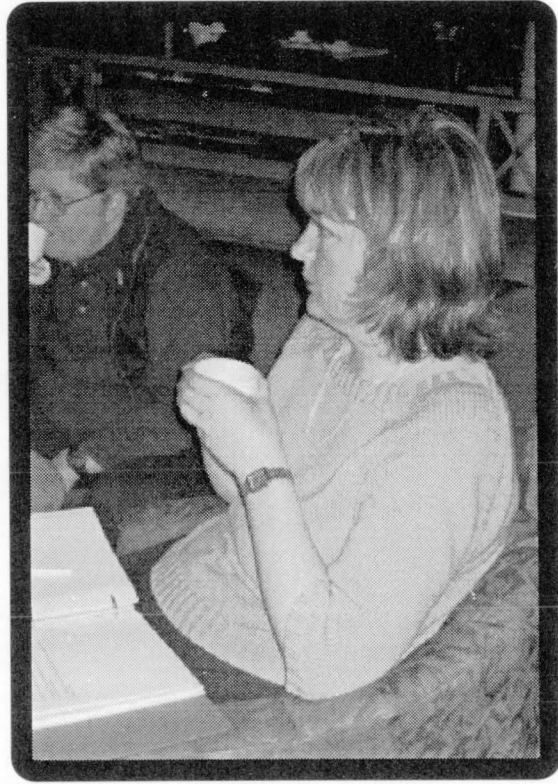
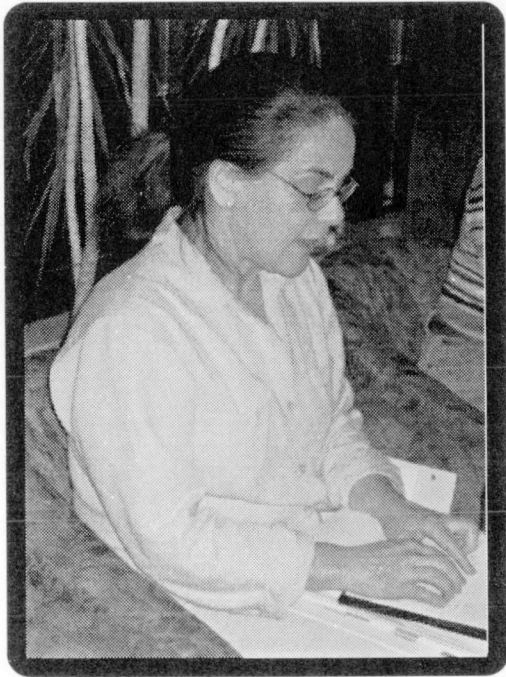
## ***BCTLA BUSINESS***



## HIGHLIGHTS FROM THE EXECUTIVE MEETING AND AGM OF THE BCTLA

On Friday April 19, the BCTLA executive held their executive meeting at the Plaza 500. The plan of action for the AGM was discussed.

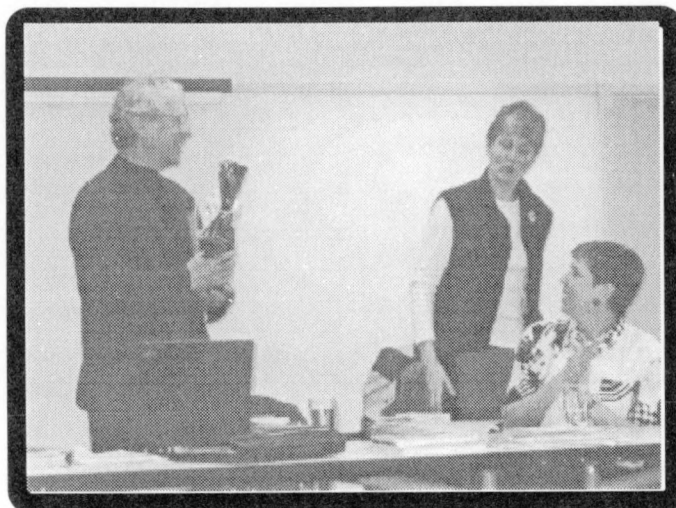




Saturday April 20, the executive and the chapter councilors meet at the BCTF building.



The BCTLA shows its appreciation of our new BCTF president, Neil Worboys for the support that was given to teacher-librarian issues during the last round of bargaining.



Dr. Marlene M. Asselin, Coordinator of the teacher-librarian program at UBC Faculty of Education is presented with the BCTLA Distinguished Service Award.



## EXECUTIVE REPORTS

*These reports were passed at the AGM. Therefore they are printed as recieved.*

### PRESIDENTS' REPORT

submitted by Joan Eaton & Kay Treadgold

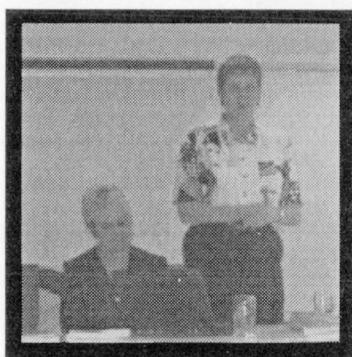
#### ADVOCACY:

##### Joan

In December Kay and I met with MLA John Weisbeck in our capacity as Co-Presidents of BCTLA to outline our concerns about the negotiations and the up-coming legislation. After the meeting we summarized what we had discussed in a letter to Mr. Weisbeck and he forwarded the letter to Christy Clark. In our discussion and letter we emphasized the following:

- research on information literacy skills and student achievement
- information literacy skills needed by students entering the workforce
- consequences of the concessions wanted by BCPSEA
- caution when making decisions that will effect students and a urging that any decisions made be well thought out and informed ones

In January, Kay and I participated in a Conference call with 15 members of CSLA and other Library organizations from across Canada. Items for discussion included the CSLA Conference on June 19 in Halifax, Nova Scotia and CSLA award nominations. We then discussed the National Standards document entitled Achieving Information Literacy through Quality School Library Programs co-sponsored by the CSLA and ATLC. We have received a draft copy of the docu-



ment and will respond to it by April 26th. Discussion moved to establishing a Clearinghouse of information on school libraries. This would be in electronic format and include such items as policies for selection, facilities, evaluation and procedural information as well as other information. Funding for this venture is coming from Roch Carrier at the National Library and must be spent by March 2002. The only question was where it will be housed, possibly on the CSLA web site. Thirdly we talked about the Survey of Working and Learning Conditions in School Libraries across Canada. Our model is being used as the basis for the survey and the additional part you were asked to fill out will be incorporated into our WL Surveys that we do in Oct. They wanted the

final report to be issued in June 2002.

At the end of January Kay and I made a very quick trip to Vancouver to attend the Rep Assembly as we felt it was important to have input into the long and short term response plan that BCTF was developing. We did not want them to impose arbitrary opening and closing times on Libraries again, and wanted to offer input into the final drafts. On February we both presented at the Kamloops Professional Day on the 'Ethics of Information Use' and 'Critical Questions for Teacher-Librarians'.

In March, I was asked to attend the Ministry Information Technology Conference and speak on a panel, offering the teacher-librarian perspective on a number of issues around the integration of technology. On two occasions I have been interviewed by reporters, the Quill & Quire and the Coldstream Gazette were both interested in the situation for teacher librarians in BC. One interview was in response to the news re-

lease that we put out and the other was for an article being written on the state of school libraries across Canada. As well I had a letter to the editor published after a very derogatory article was written in our local paper criticizing teachers and education in general. It is hoped that the BCTLA will be well represented at the Re-Defining Literacy conference being held in Kelowna on May 2<sup>nd</sup> and 3<sup>rd</sup>.

### Kay

Many teacher-librarians made outstanding presentations to the select Standing Committee on Education as it toured the province. Thank-you to all of those who took the time to prepare and make presentations on behalf of teacher-librarians. Joan and I represented the BCTLA when the meetings were held in Kelowna at which time we clarified our role, our link to academic achievement and employability skills and to exposure to Canadian culture.

Other activities we have been involved in are:

- Grad Requirements Committees at the local and provincial levels
- PSA Council
- Workshops to teacher-librarians in Kamloops and Kelowna
- Presentations to elementary and secondary administrators and district personnel of the North Shuswap School District

We started our role as co-presidents with a bang when we were asked to be the keynote presenters at the CSLA sponsored Information Literacy Symposium at UVIC during the second week of July. At the time we had the chance to instruct, interact with and learn from teacher-librarians and administrators from across BC and Canada and Jamaica!

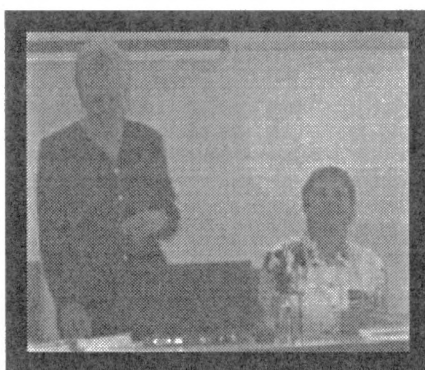
### JOB ACTION:

Phase I: This was the beginning of a very stressful, confusing, wearing time for all of us. Joan and I spent a lot of hours fielding telephone calls and answering e-mails, seeking clarification from the BCTF, arguing our case with them, and helping you all make sense of what was happening. We tried to reach out and give as much moral support as we could. During this time we approached the BCTF to not include the closing of libraries before and after school to which they complied. During all of this the BCTF Bargaining team invited one of us to make a presentation to the Bargaining Team and the BCPSEA on behalf of teacher-librarians. Kay took on that challenge.

Phase II: Phase II caused more confusion and stress as we all tried to interpret the meaning of 'instructional hours' and how it applied to

our programs. As the BCTF nor any of its members could 'tell' any other member exactly what they could or could not do during various parts of the job action (this would have been considered as a wildcat strike action) we had an interesting time helping our members come up with their own 'job action' plan as regards to instructional hours and what they considered to be the circumstance under which they could order materials. We realized that many of you were looking to us to say "Instructional time is..." but all we could do was to respect the decisions each of you made and support each other.

Post-Legislation: We are all shocked at the legislation that has been passed over the past couple of months. It has thrown the whole system into chaos, especially libraries



*where cuts are happening right across the province. In some cases elementary programs have been gutted, in others district librarians and district resource centers have disappeared. Every school library has been affected. For a list of some of these cuts visit the BCTLA website managed by Val Hamilton. (<http://bctf.ca/bctla/cuts.html>) As Co-Presidents we are devastated and feel so powerless as the ax falls on teacher-librarians in district after district. We feel powerless to help and feel the sense of betrayal all of you must feel. Despite the best efforts of all of us our role is at the whim of decision makers that don't really understand what we do.*

At the present time the BCTLA Executive are putting together a button and bumper sticker campaign that we hope will keep school libraries and teacher-librarians in the forefront of the public, parents and decision makers as we head into a new school year and the possibility of more and more cuts to an already devastated program.

## **MAJOR ISSUES:**

### **Bookmark**

In the Spring of last year (2001) concerns were raised about the production of the Bookmark. A committee was struck to discuss the issues involved and this committee was to report back to the Executive with recommendations for change. In October at the Editor's meeting the issues were discussed and the following recommendations were put forth:

1. That the Bookmark be published three times this school year
2. That there be no specific themes for the December and March issues
3. That we put "New on the Net" on the website
4. That a committee of regular members be formed to plan for the 2002/2003 year and beyond

As Publication Coordinator, Glenys Galloway assumed leadership of Bookmark Revision meetings and changes will be in effect for the next publication year. See the September issue for the new editorial board and exciting changes.

### **Conference 2002**

Legends by the Lake is well under way and looks to be a wonderful conference in the fall of 2002, with Bill Richardson as the keynote speaker. Some problems around the date of the conference required the executive to make some difficult decisions. The executive has, however recommended to the Chilliwack Chapter that they should go ahead the conference on **October 19<sup>th</sup> 2002**. This will be one week in advance of the scheduled ProD day for the province. Many districts may not have Professional days left after the government is finished and district administration make their decisions. This could pose significant problems for those wanting to attend the conferences in the fall. It was decided to hold the full day conference on the Saturday and have the Chapter Councilors meeting on the Saturday evening, leaving everyone free to go home on the Sunday morning.

### **Conference 2003**

Central Okanagan Teacher-Librarians reluctantly approached the Co-Presidents of BCTLA with some difficult news at their April meeting. It was with great regret that they feel that they can no longer commit to hosting the 2003 BCTLA Fall Conference. The executive of COTLA considered carefully their decision (see attached memo) but could not see a way clear to commit to it in such turbulent times.

### **Advocacy**

Much of the co-presidents' time this year has been focused on advocacy, as demonstrated in the section above. From workshops, to

presentations, to letters, to email to committee work we have tried to represent the teacher-librarians of British Columbia in their struggle for recognition of the vitally important role they play in the education of students. It became clear very early, though, that advocacy is not something that can be done by a few. It will take every member of BCTLA to take a stand and advocate within their own community of teachers, parents and the community at large. We can no longer leave it to someone else to do, we must all be advocates for our own role within the education system.

### **ADMINISTRATION:**

Efficiently running an organization as large as the BCTLA is a daunting task. It is one that is not done by a few, it takes many willing hands to share the workload. BCTLA is luckier than most, I believe, in that we have had a host of competent and capable people to assist us. Each member of the executive takes the responsibility for one aspect of BCTLA. Each has done a terrific job of coordinating the tasks assigned them and we thank them for all of their hard work and attention to detail.

### **VICE PRESIDENT - ADVOCACY REPORT** submitted by Jan Renouf

Many chapter councilors and teacher-librarians across the province have spoken out often and eloquently on behalf of Teacher-Librarianship during this past difficult school year. Many have written letters, contacted radio stations and newspapers as well as participated in the bargaining process. A few of these initiatives are listed below. When we show what we can do and have done, when we make learning more effective and fun, yes, FUN, for our students, when we make teaching easier for our colleagues by collaboratively planning with them and provid-

ing carefully selected support resources, we are demonstrating the benefits of having Teacher-Librarians in our schools. Thank you to all of you who have and continue to advocate through daily action.

Future directions for Advocacy recommended for the next year:

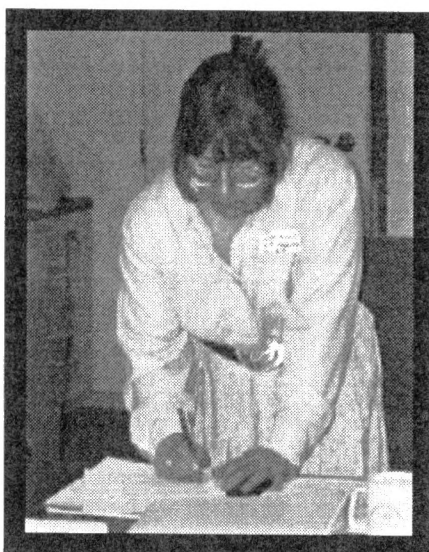
- maintain an Advocacy Committee or Interest Group, under the leadership of the Vice-President for Advocacy. This group would be in regular e-mail contact with each other and advocacy ideas/actions to be forwarded to the Presidents and Webmaster. Those chapter councilors and other interested teacher-librarians who responded to the Fall and March e-mail requests for volunteers will form the core group, but others are most welcome.
- develop Christmas buying list of recommended Canadian books parents, relatives and friends could give to kids and with the Association of Canadian publishers, get as much media coverage for this action as possible.
- maintain liaison connections with BCLA, including sending notice of our Conferences to YAACING, newsletter of the Young Adults and Children's Librarians
- maintain formal liaison connections with the Universities, including developing a list of t-ls willing to go to the universities to speak to student teachers, on the model established by Dr. Marlene Asselin and Liz Austrom at UBC
- maintain liaison with The Association of Book Publishers of B.C.

#### **Executive Initiatives:**

All members of the Executive have participated in setting bargaining objectives locally and several followed through on provincial and national levels. All have seized opportunities to advocate both within the Federation and with the public through radio interviews, letters to newspapers, MLA's, as well as through personal networks for the role of teacher-librarians in the development of

students' Information Literacy skills Some of these actions included:

- presentations to many influential groups by Presidents (see Presidents' Report).
- emails to councilors and postings to The Forum giving websites useful for advocacy
- continually updated, relevant and interesting Website
- presentation to Select Standing Committee on Education by V-P, Advocacy; posted to BCTLA Website
- BC Teacher-Librarians' Association Working and Learning Conditions Survey submitted to BCTF Executives by W & L Chair
- Neil Worboys applauded its usefulness in the BCTF's upcoming data collection project
- Karin Paul, President of the CSLA asked for 12 copies of The Bookmark containing the Survey results to share with teacher-librarian PSAs across the country and with Roch Carrier, the National Librarian
- Chapter advocacy contacts and email group set up by V-P, Advocacy
- Library Book Purchase Plan support campaign
- email thank you to Margaret Wente for her Globe and Mail column, pointing out that teacher-librarians are actively pro Canadian culture and identity, choosing to buy Canadian books whenever possible, Communications Chair.
- new teachers conference table; BCTLA treasurer and the Richmond teacher-librarians. 100 copies of the Ethics of Information Use distributed
- Haycock Report on Vancouver Resource Centres Review posted to Website thanks to our webmaster.



Chapter Initiatives:

- presentation to Select Standing Committee on Education by President of the PGDTLA . See the detailed report from Prince George below

Many individuals from Chapters around the Province have posted actions taken and/or ideas for advocacy action on the BCTLA Forum and our Website. I have made a file copy of most of these and would forward what I have gleaned to anyone who requests Advocacy Contact Reports:

John Caldwell [jcaldwel@sd79.bc.ca](mailto:jcaldwel@sd79.bc.ca)  
Cowichan Valley. We have formed a subcommittee and are working on a plan.

Patricia Finlay  
[pfinlay@schou.sd41.bc.ca](mailto:pfinlay@schou.sd41.bc.ca)  
Burnaby School District 41. In Burnaby we do not have a formal Advocacy person or group. The executive of the Burnaby T-Lib Assoc. is responsible for coordinating activities.

Driscoll, Dianne  
[DDriscoll@sd43.bc.ca](mailto:DDriscoll@sd43.bc.ca)

Coquitlam has an Advocacy Committee. Dianne sent these words of encouragement: "But all said and done - pick yourselves up, dust off the Liberal foot prints and continue positive lobbying. Do not whine. Point out how much they need strong library programs. Our tools get stronger every year. The studies coming out of the US are powerful tools to present to boards and senior staff who are charged with improving those FSAs and Govt. exams. Teacher-librarians who have strong library programs do make a difference - do not lose faith. I cannot imagine a better job. As defeated as I feel, I would not have changed a minute of my career."

Reid, Judith" [JReid@sd61.bc.ca](mailto:JReid@sd61.bc.ca) Greater Victoria School District 61 discussion of advocacy efforts beyond the usual things like presence at PAC meetings, in school inservice, etc. Don Hamilton facilitated. I'll get back to you on where we're headed.

Lynn MacNeil [lmacneil@yellowhead16.net](mailto:lmacneil@yellowhead16.net) Has designed a powerpoint presentation about the 'role of the teacher-librarian and presented it PAC meeting. Two other teachers in this district are also doing a powerpoint presentation along with a pamphlet.

David Green [huckphin@netbistro.com](mailto:huckphin@netbistro.com) Prince George School District 57 "Advocacy is always an agenda item for our meetings. This year it has focused around maintaining teacher-librarians as a necessary role in the schools."

Leslie Hay [lhay@sd#57.bc.ca](mailto:lhay@sd#57.bc.ca) teacher-librarian in D.P. Todd Sec. - a member of the local bargaining team - during job action, Leslie spent a week at the local office fielding questions and concerns from teachers throughout the district

Robyn Smart [rsmart@sd#57.bc.ca](mailto:rsmart@sd#57.bc.ca) past president of the PGDTLA Tiiu Noukas - vice president of the PGDTLA - consulted with the president on presentations to the Select Standing Committee on Education - consulted with the president on presentation to the local MLAs during Budget Meetings with representatives of the PGDTA - brought Annette Lamb to Prince George for the District Day and opened the workshops to teachers throughout the district. The focus of the presentations was the use of technology for report writing and it emphasized the value of the teacher-librarian to the classroom teacher.

Tiiu Noukas [tnoukas@sd#57.bc.ca](mailto:tnoukas@sd#57.bc.ca) and Debbie Hartley [dhartley@sd#57.bc.ca](mailto:dhartley@sd#57.bc.ca) - spearheaded the teacher-librarians entry for

the Festival of Trees with the theme "Alice in Wonderland" - planning is underway for the 2002 Festival of Trees with the theme "The Gingerbread Man"

Anne Lyle [alyle@sd#57.bc.ca](mailto:alyle@sd#57.bc.ca) - secretary for the PGDTLA - passes on literature relating to the role of the teacher librarian through our district online services to administrators, teachers, trustees, and anyone else that should be aware of our value Meetings - monthly meeting have a regular turnout of a minimum of 35 members. Most members have made a presentation to their PACs and many include newsletter items with their school newsletter.

Gerrie Green [ggreen@sd#57.bc.ca](mailto:ggreen@sd#57.bc.ca) - president of the PGDTLA - with the assistance of other librarians, set up a mentoring program for new teacher librarians (funded by the PGDTA Pro-D Committee) - November - presentation to the Select Standing committee for Education - November - letter to the editor of the local paper on the role of the T.L. - March 2 - presentation with a PGDTLA committee to our local MLAs on the importance of teacher librarians to the student's academic achievement

Wendy West [wwest@sd8.bc.ca](mailto:wwest@sd8.bc.ca) with a group of T-Ls have produced powerpoint slideshow/talk regarding the "many hats" of T-OLs and what cuts will mean to the quality of education and the needs of our students. It will be presented at a board meeting.

Karen Bentzen [bentzen\\_k@fc.sd36.bc.ca](mailto:bentzen_k@fc.sd36.bc.ca) We have just formed a small advocacy committee after not having one for several years. We don't have a formal chairperson, so you could contact us through me, I guess. We have written a letter which will be sent out to

PAC presidents at all our schools. The letter, basically, asks for their support for libraries and library programs.

Ray Walker [Ray.Walker@telus.net](mailto:Ray.Walker@telus.net) Terrace Our chapter is small enough that we are just about a Advocacy Committee In whole. We are all engaged in representing library concerns among other school concerns within each of our schools and to our local TDTU. One of our members, Lynn Turner, did put together an effective PowerPoint presentation for our Superintendent (who attended one of our chapter meetings) focussing on the important role of school libraries with particular reference to the Alaska, Colorado, and Pennsylvania studies showing correlation between TLs and reading performance. We have offered the same presentation to the School Board but have not yet received a reply. We also hope to summarize the story for the local newspaper to widen our audience. Will keep you advised.

## **VICE PRESIDENT, CHAPTER RELATIONS REPORT**

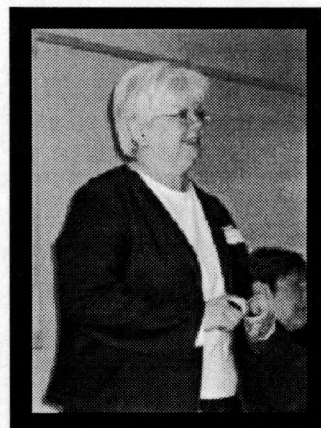
Submitted by Liz Shirreff

As I reach the end of my time as Vice-President, Chapter Relations, and reflect over the past three years, I remember all of the selfless people who gave of their very precious time to represent their districts as Chapter Councillors. They have encouraged teacher-librarians in their districts to join the BCTLA - not an easy job, as so many of our teacher-librarians have become prep teachers, part-time classroom teachers, or untrained teacher-librarians. Even with their greatest efforts we have experienced a sharp decrease in our membership over the past year. We are currently 70 members fewer than last year! At a time when we need a strong provincial voice, we have fewer funds

to use to advocate for the important role that we should be fulfilling in the schools of British Columbia. Obviously we need to continue our recruitment efforts!

The Chapter Councillors are the link between the individual members in each district and the BCTLA Executive. The Chapter Councillors and Executive met in October at the Victoria Conference, and again in Vancouver in April. It is important to have your district represented so that chapter concerns, and executive efforts on your behalf, are shared and updated at these times. Often special guests are invited to these meetings. April's meeting introduced our newly elected BCTF President, Neil Worboys, to our group.

Communication will continue to be the key to a strong organization. We are all presently feeling very vulnerable. Some districts have already made cuts to teacher-librarians' positions, while others are still in the decision making stage. We are in a state of anxiety and flux! I would encourage all of you to become members of the BCTLA FORUM, BCTLA's electronic discussion group, to keep abreast of what is happening provincially.



Amidst all the uncertainty, many chapters continue to work hard to influence their local decision makers. Many have made presentations to their school boards, parent advisory committees, and local teachers' associations throughout the year. They continue to sit on district committees, like the

technology committees, curriculum committees, and learning resource committees.

They continue to meet and support one another even though many are doing several jobs. Supporting one another with ideas for presentations based on research will continue to be a key part of our efforts. This task is well supported by our very well maintained website at: <http://bctf.ca/BCTLA> and should be referred to for updated information on many, many topics related to teacher-librarianship. Thank you to Val Hamilton for an excellent job.

Our chapter councillors have been a strong group this past year. Annual chapter reports were received by most chapters at the end of the year or by early fall. Changes in executive members and chapter councillors were reported promptly and accurately. I believe that communication through email has made our communication lines stronger and more effective. It is imperative that chapter councillors be on email, as communicating this way is conducive to our very busy schedules.

As my term as Vice-President, Chapter Relations comes to an end, I am saddened by the state of school libraries and the uncertainty in which we live, but I vow to continue to work at my local level to advocate for our group, as I feel that we are needed by **OUR STUDENTS** more than ever before. Thank you for allowing me to be a member of your very dedicated executive. They are a dynamic, hardworking group!

### TREASURER'S REPORT

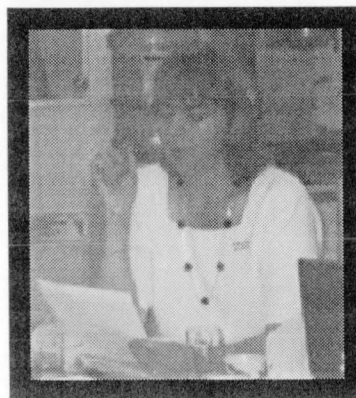
Submitted by Amanda Hufton

As of April 15, 2002, our membership of the BCTLA has dropped to 588 from 756 this time last year. Out of the 168 lost memberships, 142 are active members who did not sign up this year. We still have a month to the

May 31st deadline.

Due to the decrease in memberships, the expected income for the 2001-2002 school year will be reduced approximately \$7,000.00 unless there is a significant increase in the remaining month. We also have not received as much income in advertising (\$1,155.00 short) as expected. We have received a surplus income in "other",

however, as the conference brought in \$8,713.39.



At this time, we have not exceeded our allotted moneys in any area of expense.

Income is still significantly higher than expenses (approximately \$20,000). The expenses for the next publication of the Bookmark and the expenses for this AGM will reduce the remaining moneys significantly.

### 2001/ 2002 WORKING AND LEARNING CONDITIONS REPORT

Submitted by Garth Harkess

Thanks to all the teacher-librarians who took the time to complete their individual surveys and the chapter councillors who compiled their district survey forms and returned them by November 30, 2001. Thank you also to the local association presidents or designated contact teacher-librarians who compiled the data in districts with no chapter representation. Forty-five districts, 986 elementary and 286 secondary school library resource centres are represented in this report. Last year 41 districts, 918 elementary and 286 secondary schools sent in reports

The information for this survey was collected and the report prepared before the government imposed Bill 28 – the Public Education Flexibility and Choice Act. This Act removes the staffing ratios for teacher-librarians and other non-enrolling teachers from our collective agreement. The 702 ratio of students to a full-time teacher-librarian assignment no longer exists. It will be interesting to see how this ratio changes in the coming years now that the assignment of non-enrolling teachers is at the discretion of individual school boards. The report was published as a special issue of *The Bookmark* in March 2002.

### Highlights of the Report:

#### PROFESSIONAL STAFFING

##### Elementary Professional Staffing

Average number of T/Ls per 1000 students = 2.02 (2.01 last year, 2.00 in 2000)

Average prep time coverage by district = 25.3% (23.5% last year, 19.8% in 2000)

Number of T/L cuts = 114 in 28 districts (74 in 23 districts last year, 56 in 14 in 2000)

Average % of T/Ls with training of UBC 15 credits or more = 44% (55% last year, 49% in 2000 when the standard was 18 UBC credits)

Average % of schools meeting BCTF minimum criteria for T/L assignment = 4% (9% last year, 10% in 2000)

##### Secondary Professional Staffing –

Average number of T/Ls per 1000 students = 1.32 (1.27 last year, 1.28 in 2000)

Average prep time coverage by district = .2% (1.5% last year, 2.3 in 2000)

Number of T/L cuts = 29 in 18 districts (29 in 20 last year, 9 in 6 in 2000)

Average % of T/Ls with training of UBC 15 credits or more = 67% (74% last year, 71 in 2000 when the standard was 18 UBC credits)

Average % of schools meeting BCTF minimum criteria for T/L assignment = 5% (4% last year, 4% in 2000)

In many districts elementary teacher-librarians continue to 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 the contract we worked under for the past three years. Teacher-Librarian time continues to be cut at both the elementary and secondary levels. Several districts have noted that District Resource Centre co-ordinators are now counted as teacher-librarians when the district contract ratio is calculated. Part time teacher-librarian assignments with full time work expected is causing stress for many of our members. Many teacher-librarians do not feel that the 702 ratio provides for enough teacher-librarian time in smaller schools. That ratio will not govern district staffing in the coming years now that the government has imposed Bill 28 – the Public Education Flexibility and Choice Act. The BCTF minimum criteria for professional staffing in school library resource centres is being met by only 4% of elementary and 5% of secondary schools in the province. Several districts have commented that time budgeted for teacher-librarian time at the district level is actually being used for computer support or career education time in some schools.

#### CLERICAL STAFFING

##### Elementary Clerical Staffing

Average clerical staffing per 1000 students = .91 (.93 last year, .75 in 2000)

Number of clerical cuts = 109 in 23 districts (143 in 23 last year, 102 in 16 in 2000)

Average % of schools meeting BCTF minimum criteria for clerical = 2% (1% last year, 1% in 2000)

### **Secondary Clerical Staffing**

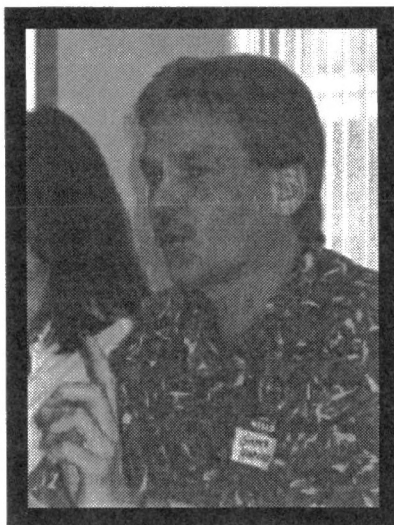
Average clerical staffing per 1000 students = .84 (.79 last year, .85 in 2000)

Number of clerical cuts = 38 in 12 districts (57 in 20 districts last year, 41 in 14 in 2000)

Average % of schools meeting BCTF minimum criteria for clerical = 1% (2% last year, 3% in 2000)

Note the high number of schools reporting reductions in clerical time this year and the large number of

districts providing no clerical time to school libraries. Few districts are providing anything approaching adequate clerical time. Only 2% of elementary and 1% of secondary schools in the province meet the BCTF minimum criteria for clerical staffing in school library resource centres.



### **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.

### **Elementary Budgets**

Average \$ per student = \$12.83 (\$12.79 last year, \$13.83 in 2000)

### **Secondary Budgets**

Average \$ per student = \$14.80 (\$14.22 last year, \$14.30 in 2000)

## **ELECTRONIC SERVICES**

Most schools now have computer catalogues, CD-ROMs and Internet access in the library resource centre. 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 = 85% (79% last year, 74% in 2000, 63% in 1999)

Secondary Schools with Computer Catalogues = 95% (91% last year, 89% in 2000, 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.

## **IN CLOSING**

I have enjoyed working on the surveys for the past three years. Getting the spreadsheets to work was always a challenge. Getting councillors to send the surveys in ON TIME was always great fun! Next year will be a very important one for all the teacher-librarians in BC. Our existence is threatened once again and accurate data will be a necessary tool in monitoring our collective strength. Good luck to the new BCTLA

executive and to all of the dedicated BCTLA members who have provided the students of this province with quality library programs in the face of repeated cutbacks and misplaced priorities. Keep the organization alive – fill out your survey and give the next Working & Learning Conditions chair the generous support you always gave me! Thanks!!

## **BCTLA CONFERENCE REPORT**

Submitted by Bonnie McComb

Many, many thanks to Judith Reid and the Victoria Teacher-Librarians Association for their wonderful fall conference “BCTLA 2001: A Literary Odyssey.” There were rave reviews about the two keynote speakers, Gail de Vos and Ted Harrison; beautiful heritage setting (Vic High was celebrating its 125 year anniversary); line up of fabulous speakers and presenters; focus on literature; great food; leisurely lunch; and smooth organization. There were many special touches: flowers, balloons, fresh fruit, water bottles in classrooms, harp music at the wine and cheese. We particularly appreciate that the Victoria team stepped in and organized this conference on short notice, and they did an amazing job.

In October, the Chilliwack chapter will be hosting the fall 2002 BCTLA conference, “Legends at the Lake,” at Harrison Hot Springs. Presenters include Bill Richardson as a keynote and several authors: Deborah Zagwyn, Ann Cameron, Niki Tate, Nan Gregory, Gordon Mohs (Stó: lö author and Hatzic Rock discoverer), Gail Friesen and Norma Charles. Workshops include “Battle of the Books”, Reluctant Readers, First Nations Legends, the Stó: lö Historical Atlas, Literature Circles, Internet Authority, Library Info Skills Survival, and Book Repair. For more information, see “Legends at the Lake” on the BCTLA web site (<http://bctf.ca/BCTLA>)

It is important to note that this conference will be held on SATURDAY, OCTOBER 19<sup>TH</sup>. This is not the October professional day. Harrison was booked two years ago for the third Friday in October which is usually our traditional day; we just discovered the error this month and found out we could not change the booking. After much discussion, the very difficult decision was made to go ahead with the dates. Chapter Councillors will find this is a streamlined conference: they will travel on Friday to Harrison, enjoy the sessions and attend the BCTLA fall conference meeting on Saturday, and return home on Sunday. We ask that all chapters promote this conference to help make it a success.

In these difficult times, it is hard to look into the future but we do need a chapter to volunteer to do the 2003 fall conference. Conferences are one of our best ways of increasing membership. Please consider hosting one.



## **CONTINUING EDUCATION REPORT**

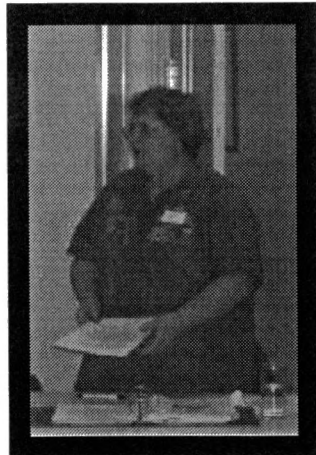
Submitted by Rick Mulholland and Lynn Turner

This year was a year of reorganizing and setting goals for the BCTLA Continuing Education. One has been successful but the others have not been pursued to the extent to which we would have liked. In view of the provincial situation, we wonder if these are worth pursuing at this time.

We were successful in creating an avenue that our members could be kept abreast of the current course offerings from the various universities through a Continuing Education page on BCTLA website (<http://bctf.ca/BCTLA/education.htm>) The web site has also been provided with a list of summer and on-line courses in teacher-librarianship.

Unfortunately compiling a list of districts offering Professional Development for out of district participants has not been as successful. Hopefully this could be continued in the new school year.

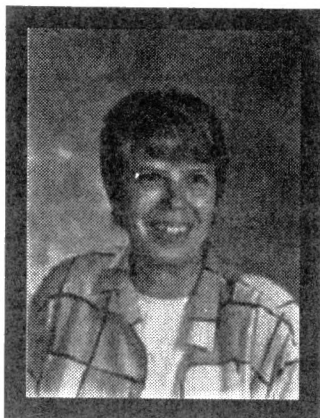
As Continuing Education co-chairs, we attempted to develop a database of experienced teacher-librarians to be available to speak to student teachers at the universities and/or Distance Education. Unfortunately, there was only one response to a request for possible presenters. Student teachers in Terrace were given a short presentation on the role of the teacher-librarian, and it is hoped that this will become an annual event. The PowerPoint presentation that was used has been given to Val to post on the BCTLA web. Teacher-librarians are welcome to use it, making any changes that are deemed necessary.



A motion at the fall meeting asked that the Executive approach the College of Teachers to see about requesting inclusion of a library unit for all student teachers. We need some direction from the Executive as to whether this should still be pursued with the possible pending changes to the College, and the significant decrease in teacher-librarians.

# MEET THE 2002-2003 EXECUTIVE OF THE BCTLA

## JOAN EATON - CO-PRESIDENT



I began my teaching career at Sir Richard McBride Elementary School in Vancouver in 1969. After 5 years there my husband Bob and I moved to Prince George. We remained there for 14 years and it was while I was at Gladstone Element-

ary that I took over my first library in 1983. For 16 years I worked as an elementary Teacher-Librarian in Prince George and Kelowna and for the past three years I have been at Glenrosa Middle School in Westbank. I have a B. Ed from UBC and in 1998 completed my Masters (M. A.) at SDSU (San Diego State). I have been involved in several Ministry projects, most notably the "Ethics of Information Use" document. As well, I participated in the 6-9 Information Technology Project and assisted with THE writing of the K-7 Information Technology IRP. My interests include gardening and walking, as well as reading, of course.

## KAY TREADGOLD - CO-PRESIDENT



Kay has worked in:  
- Sooke 1973-74 (Social Studies 8,9,10,11 and Geog 12)  
- Kelowna Secondary 1974-1982 (Social Studies 8,9, 10, 11,

Counselor Grades 8-10, Teacher-librarian '79-82)

- Okanagan Mission Secondary 1982-98 (Teacher-librarian, sometimes SS, Creative Writing, Gifted and Enrichment Coordinator)  
- Kelowna Secondary 1998-2002 (Teacher-librarian)

Her education background:

- B.Ed. UVIC ('73) Counseling and Geography  
- M.Ed SDSU ('98) Educational Leadership (Administration)  
- 15 units librarian courses UBC, UVIC, SFU (79-83)

She is a member of the CSLA

She has two children aged 12 and 13

## LINDA BRUSSE - VICE PRESIDENT: CHAPTER RELATIONS



I grew up in the little town of Ymir in the West Kootenays where I attended a two-room elementary school. Then we made the seven-mile bus trip to the big town, Salmo, for six years of High School.

My first teaching assignment was in Fraser Lake in 1965! Since then, I've taught most subjects (specializing in Physical Education) and all grades from Kindergarten to Grade 12 in Revelstoke, Faro (Yukon), Williams Lake, Sparwood, and finally in Penticton. There were many years of substitute teaching while our two girls were

growing up. In 1990 I returned to UBC to finish my Bachelor of Education degree. Three years later, I began work on my Library diploma, which I finished in 1996 – just managing to complete my university career before my daughter did! We've finally settled in the beautiful Okanagan and I've been the Teacher-Librarian at Carmi Elementary School for the past eight years.

Our two girls are now grown up and moved away, leaving us as empty nesters - which just now leaves enough time for me to golf in the summer, curl in the winter, and quilt year-round.

**JANET RENOUF - VICE PRESIDENT (ADVOCACY)**

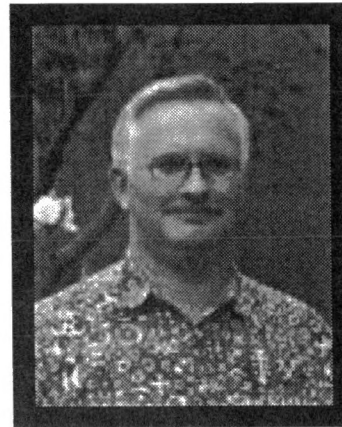


After teaching in secondary and elementary classrooms and libraries in Australia, BC and Ontario, including two joint school/public libraries as well as stints on public library and

university reference desks, Children's Buyer and Manager for Duthie Books, Learning Resources Evaluator Western Canadian Protocol for the BC Ministry of Education, Evaluator BC Library Book Purchase Plan. Jan has now moved to her Island bothy, let down her hair and kicked off her shoes in retirement, but... she intends to continue supporting teacher librarians and promoting use of school library resource centres. She believes this ebbing neap tide of government support will turn and teacher librarians' contributions to students' educational opportunities will again be valued.

BCTLA commitments have included Chapter Councillor; Information Literacy Task Force; Chair, BCTLA/BCLA Liaison Committee; Continuing Education

**MARK ROBERTS - PAST PRESIDENT**



Mark has been the past president of the BCTLA for the last two years. He is currently working in Vancouver at Cunningham Elementary.

**AMANDA HUFTON - TREASURER**



I have taught both primary and intermediate grade levels - both in the classroom for 9 years, and now, as the teacher-librarian at a

medium sized K-7 elementary school, for the past 11 years. I am presently working at Walter Lee Elementary School in Richmond. As the school has downsized, I have had a .2 teaching component in both teaching Computers, Math, Social Studies and more recently, working as a resource teacher. In the 2002-2003 school year, I will be teaching in a classroom .3, in the resource room 2.7, and in the library 4.3.

My education has been continuous since I graduated with a B.Ed. from UBC. I now have a Diploma in Teacher-Librarianship and a Masters degree (MA) in Curriculum and Instruction. I am presently working on a technology degree in the TLITE program out of Simon Fraser University.

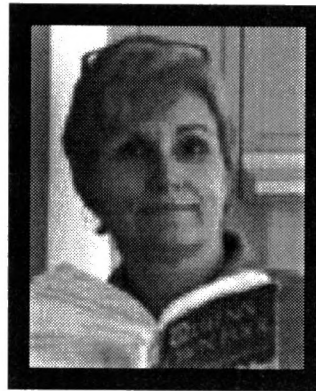
I would have to say that I am one of those individuals who has embraced the technology around me. (I've always figured it's either that or get too stressed about what I don't know.) I have predominately worked with Macintosh computers, however, I have a working knowledge of Windows 95 and 98. As my library computers have recently changed to Follett, I will be learning to work with Windows 2000. Much of my knowledge has come from hands-on experiences as I maintain the computer lab at my school, as well as the many computers in the library. This has involved troubleshooting, installations, upgrades and instruction of the many programs available to teachers and students. In my role as teacher-librarian I am seen frequently teaching and facilitating the use of the Internet, CD-ROM technology, and the search for print resources. My goals include continuing to advance my knowledge of web-based research skills in order to effectively support teachers and students and to further develop my use of multi-media tools to enhance presentations. This will include learning how to effectively teach the use of digital cameras, scanners, CD writers, and digital video recording, editing and advanced techniques with iMovies.

### **MARYKA GREGG – WORKING AND LEARNING CONDITIONS**

Maryka Gregg has been teaching for the past eleven years in the Coast Mountain School District, both in Terrace and Kitimat. She received her first Library position 7 years ago, and currently operates a school library

and a resource centre (as of June 2002). She is teacher-librarian at both Clarence Michiel Elementary (Gr. 4-7) and at the First Nations Resource Centre in Terrace. Maryka attained her B.Ed. with UVic and later went on to complete a M.Ed. in curriculum and Instruction with UNBC, May 2001. Maryka and her spouse Stephen enjoy and ocean kayaking in the spring and summer, x-country skiing in winter, and walking the dogs year-round. Maryka is also known to do a little gardening and reading, too.

### **MARY LOCKE - COMMUNICATION**



I have been teaching since 1982, when I started out as a French Immersion kindergarten teacher. After teaching 10 years in a few other grades and doing some work in gifted education, I took the advice of a friend

and became a teacher-librarian. I knew immediately that this was the job I had been looking for. I loved working with the whole school and I loved having reading fiction as part of my homework. I still do!

Working on the executive this past year has taught me a lot and been very enjoyable. It is really interesting to meet and work with teacher-librarians from all over the province. Working on Bookmark has also been fun

## **LYNN TURNER – CONTINUING EDUCATION CHAIR**

I was born in Vancouver enough years ago that I can still remember riding the street cars. Tecumseh Elementary and David Thompson Secondary provided me with twelve years of outstanding education, as well as many memorable and influential teachers. After high school graduation, I entered McGill University where, four years later, I obtained a B.Sc. with a major in Zoology.

After a year of professional training (secondary science) at UBC, I moved to Terrace to officially begin my career as a teacher. Thirty years later (has it really been that long?), I am still in Terrace and still teaching.

In the early years, I taught various combinations of math, science, music, drama, and guidance, and was a part-time counsellor. Since 1983, I have been primarily a teacher-librarian, first at an elementary school, and now at Thornhill Junior Secondary. As this is a half-time position, I'm also teaching computers and math.

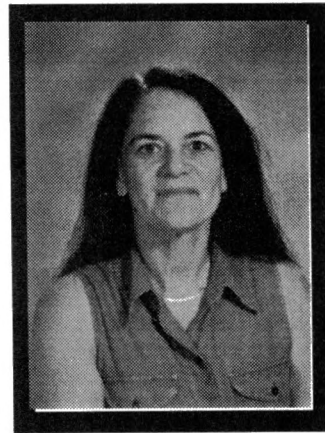
Over the years, it has been a challenge to teach in such programmes as GED, Adult Basic Education, and Nursing. The ultimate challenge was undertaking - and completing - the M.A. (Ed.) degree at San Diego State.

I am very fortunate to have a wonderful husband, who encourages me with my work and studies, and who patiently listens to my complaints. We have two daughters who currently reside in Kamloops.

Two areas of focus that, for me as a teacher-librarian, are of prime importance

are recreational reading and professional development. Encouraging students (especially teenagers!) to read, and finding a variety of young adult literature to span all interests and a great range of reading abilities, is in itself a full-time job. Teacher-librarians must be on the leading edge of professional development, whether it be through courses, workshops, or networking on-line or in person. Our role demands that we be as up-to-date as possible with emerging information, techniques, and technology.

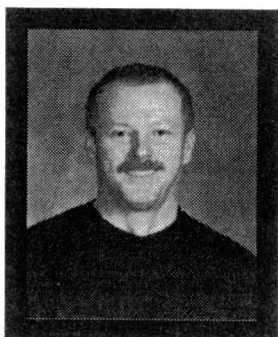
## **BONNIE McCOMB – CONFERENCE LIAISON**



I have been a teacher-librarian for fourteen years. I feel blessed to have this job and blessed to have spent 11 of those years working at Parkland Secondary in Saanich District, a grade 9-12 school. Before

that I was a teacher-librarian and a secondary English teacher for 10 years in Mission School District. I have a BA from SFU and a Diploma in Teacher-Librarianship from UBC. This is my second stint on the executive. I served as the communication officer and then the Vice-President in charge of chapter relations many years ago; I have been involved for the past 3 years as the Conference Liaison. I think the BCTLA is an incredible organization of dedicated, passionate people; I encourage anyone who has not been a chapter councilor or a member of the executive to become involved. It is a source of professional energy.

## RICK MULHOLLAND - LIAISON



After graduating in 1984 with a B.Ed (Elementary Education) from UVIC, I worked in a number of school districts (Surrey, Qualicum and New Westminster) in all primary grades , including a

stint as an ESL teacher. In the mid 90s, I decided that I wanted to become a teacher-librarian, so I started the diploma program at UBC. I completed the requirements in 1998 and that fall landed a full time teacher-librarian position in School District #75 (Mission). For the past four years I have been responsible for the library at Albert McMahon but have moved to Mission Central for the 2002-2003 school year.

In the fall of 2000, I began a new chapter in my career. I became a grad student at the University of Alberta in Edmonton. The end is near, as this should be the last year for me with the completion of my capping paper.

Last year I shared the position of Continuing Education with Lynn Turner but this year I have turned my attention to Liaison. I also hold the position of treasurer of the Association of Teacher-Librarianship in Canada (ATLC). As well as the above positions, I am the production manager of the Bookmark.

## VAL HAMILTON – BCTLA WEB STEWARD



I have been an elementary Teacher-Librarian in Vancouver since 1970. Currently, I am 80% at Dr. George M. Weir and 20% at the Vancouver Elementary School Teachers' Association (VESTA) as the

Health and Safety Officer. I have a B.Ed. from UBC.

As chair of the Health and Safety Committee, I am a member of the VESTA Executive. I also sit on the Governance Review Task Force and the Communications and Grievance committees. At the VSB, I co-chair the District Health and Safety committee and sit on the Emergency Planning and Planning & Facilities committees. I am both a member of the BCTF Health and Safety Advisory Committee and a provincial Health and Safety trainer.

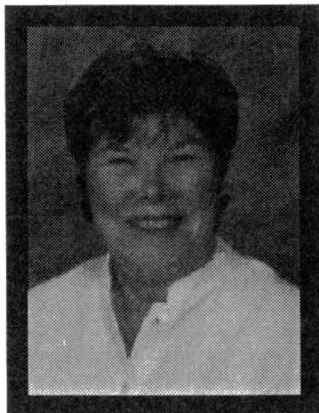
I am a BCTLA Chapter Councilor for Vancouver. I maintain web sites for myself, my school and library, VESTA, the BCTLA and several support groups.

At the BC Cancer Agency, I attend support groups and am a patient representative on the provincial Ethics Advisory Council. I am also a supervisor for Disaster Services in the Red Cross and part of the BC Provincial Emergency Program.

**“When I got my library card, that was when my life began”**

Rita Mae Brown

GLENYS GALLOWAY - PUBLICATION  
COORDINATOR



Like many, I became a teacher-librarian after teaching many years in a classroom. I taught Social Studies, Humanities, and History to secondary students and, as part of Vancouver

District's ESL Office, led workshops for teachers on the Knowledge Framework. Once I received a diploma in teacher-librarianship, I took a position as teacher-librarian at Sir Charles Tupper Secondary in Vancouver.

Since then, the five years have flown by. As the Resource Center Teacher Leader, I have worked as a team with several teacher-librarians. Together with a keen staff, we did all we could to promote leisure reading/literacy. The library sponsored a millennium project, in which Tupperites, both students and staff, were encouraged to read. In the year 2000, we achieved our goal of reading more than 2000 books. The next year, we continued the challenge. In 2001, during the Reading Olympics, we surpassed our previous total of books read.

Sad to say, this year after deep cuts in staffing, I find myself working on my own. Even though the students are eager, library services will of necessity be curtailed. In a climate of restraint and cutbacks, this will be a year of decisions about exactly what services will be able to be maintained.

**“An effective school library resource centre program promotes the development of lifelong independent learners”**

The Primary Program: A Framework for Teaching  
BC Ministry of Education: 2000

# BCTLA CHAPTER REPORTS 2001-2002

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

## **CRANBROOK CHAPTER SOUTHEAST KOOTENAY SCHOOL DISTRICT #5**

Chapter Councilor: Colette Grasdal

### **Political Action/Advocacy**

Many schools have seen further reductions in library time. Our district is one that is faced with declining enrollment. There is one school being closed in Cranbrook and two on the Fernie side of the district. The school library in the one in Cranbrook is being dismantled and books are being dispersed to the schools receiving those students.

We are seeing some of the former library time becoming technology time and being taken by administrative officers who have no library training or background. There are serious concerns around this non-enrolling position being seen as convenient for being available for emergent administrative officer duties.

Budget cuts for both materials and clerical time is a huge concern. Teacher-Librarians with decimated library positions are being forced to use their precious library time to perform clerical tasks, which cuts into their library program.

We are facing possible huge Pro-D funding cuts in our district. Teachers are actively campaigning to have this funding restored. A major implication for PSAs is less funding available for attending PSA conferences. This would weaken the networks which local associations around the province have formed with regard to advocacy.

### **Curriculum or Program Development**

Two of our Teacher-Librarians joined

the technology committee in order to provide input with regard to ensuring that technology also incorporated information technology instead of just computers. When funds are being allocated, it is important that the focus be broadened to include teachers getting in-service on using technology combined with research skills.

### **Meeting Ideas or Special Program Ideas**

Our association continues to meet on a monthly basis. We have had many valuable sharing sessions where some teachers present books or materials that they have found particularly good or useful. Because many TLs are finding it very difficult to find the time to read book reviews and go through preview boxes, this is considered valuable. It is also an important support resource for teachers new into the library. We also have two socials per year.

### **Public Relations Activities**

Our district again hosted Margriet Ruurs who presented a writing workshop for teachers. The teacher-librarian association had brought her in last year and received such a good response that she was invited to return for another session.

Our association continues to take opportunities to meet with the public and college librarians in order to coordinate some of our purchasing. They are receptive to knowing how they could support classrooms and librarians.

### **Automation/Computers**

All of our libraries were originally automated with the Eloquent program but two of our libraries and our resource center have converted to L4U. The technical support for

Eloquent has been withdrawn so there is frustration with getting answers for problems that arise. Therefore there is discussion about replacing the other schools with the L4U automation program.

## **ROCKY MOUNTAIN SCHOOL DISTRICT #6**

Chapter Councilor: Luana Gillies  
(lgillies@sd6.bc.ca)

### **Political Action/Advocacy**

We continued to distribute in the fall a summary of the results of the BCTLA survey to administrators and senior management. It shows comparisons among schools and notes special interest items or concerns. During our period of job action in the fall, several Teacher-Librarians attended a special meeting of our Board of School Trustees in order that teacher concerns could be presented. Several also made presentations to school PAC groups. We have also made a point of personally thanking administrators when they have been supportive. We also include items in our school newsletters.

### **Meeting Ideas or Special Program Ideas**

Annually, we hold a potluck dinner meeting and invite teacher-librarians from the neighbouring Golden and Kimberley zones. At all of our meetings we set aside time for sharing of co-operative unit or valued resource ideas.

### **Public Relations Activities**

In one of our communities, a teacher-librarian volunteers weekly to help with Homework Night at the local Youth Center. We continue to promote buddy reading, DEAR reading times, readathons and Accelerated Reader programs in our schools.

The Primary School in the Windermere Zone organizes a StoryFest on each early dismissal day throughout the year. Students join the group of their choice as all teachers offer special reading events.

In two communities, we are also in a position of facilitating the Family Literacy preschool reading program once a week at

school. Many schools hold regular Book Fairs and encourage parents to attend.

We were very fortunate to host two author visits in our schools this year - Deborah Turney Zagwyn and Ann Alma. Both of these ladies made superb presentations and students were enthusiastic audiences.

### **Automation/Computers**

The District Resource Center catalogue is now on-line throughout our three zones. Requests can be submitted electronically and resources will be sent to individual schools.

## **NELSON SCHOOL DISTRICT #8**

Chapter Councilor Marilyn Lawrence -  
Chapter Councilor

### **Political Action/Advocacy**

The District Librarian and several elementary and secondary librarians prepared a PowerPoint slide show to present to the local school board. The presentation demonstrated the wide diversity of services and support librarians provide for students, teachers and parents. The presentation effectively used a variety of snapshots taken in various school libraries and was accompanied by personal commentary by the attending librarians.

All librarians restricted the hours of library services, refused to be involved in any fund raising and kept a special note of the services and functions provided in the schools by librarians for future reference.

### **Curriculum or Programme Development**

At our district-based ProD day several librarians presented workshops on literacy strategies for elementary teachers.

### **Meeting Ideas or "Special" Programme Ideas**

A regular item on our meeting agenda will be a booktalk or unit presentation. Adding this "sharing" component to our meetings helps get through the "political" stuff. For example, one elementary librarian presented a unit on Heroes - Big and Small. In addition to our regularly scheduled

meetings, special meetings may be held once or twice a year in order to help the District Librarian select materials for the District Resource Centre. This would give staffs direct input into new purchases.

#### **Public Relations Activities**

The B.C. Public Library Convention was held in Nelson this year and the students in our district made cards for the participants and speakers that welcomed them to our community and told them about their favourite book or library.

#### **Automation/Computers**

We have been implementing a new automation system L4U into district schools this year. Sixteen schools were completed by the end of June. The success of this project was due to having a district plan that everyone agreed to, allocation of funding to support the project, identified personnel with specific roles, staffs that were prepared for the project, and company support. Schools were generally pleased with the switch over. It is an efficient system that will save us time and money where cataloguing and tracking books are concerned.

#### **VERNON SCHOOL DISTRICT #22**

Chapter Councilor: Evelyn LeRose

Our year-end report is very short. We had one meeting to discuss the Battle of the Books competition we run every year and that was it.

So many teachers are leaving their jobs as Teacher-Librarians, that we do not have an executive at all, except me as treasurer and chapter councilor. I am not willing to run the whole show so we are at an impasse in our district. This is not good but this is the way it is.

#### **CENTRAL OKANAGAN SCHOOL DISTRICT #23**

Website: [www.sd23.bc.ca/cotla/index.html](http://www.sd23.bc.ca/cotla/index.html)

#### **Retirement**

Rosemary Nelson, elementary teacher-librarian and author retired.

#### **Political Action and Advocacy**

COTLA is very proud and supportive of the BCTLA's co-presidents, Kay Treadgold and Joan Eaton, who have been instrumental in COTLA activities and projects for many years. We are happy to share these two very talented advocates.

Job Action: Countless informal and formal meetings were held. Local Teacher-Librarians took a very active role in discussions and presentations with all stakeholders to clarify what the job action for TLs would involve.

Realization that School District Policy 4310 regarding Teacher-Librarians had been removed. No guidelines regarding staffing, roles, evaluation etc. are currently available to our members.

Discussions regarding the professional difference in roles of library assistants and teacher-librarians.

Re-defining Literacy Conference in Kelowna (minus Christy Clarke) was attended by seven of our members.

Learning and Working Conditions Survey: 100% participation.

#### **Curriculum and Program Ideas**

Learning Resources Publishers' Displays: This is the third year that our association has organized and promoted the fall book display which attracts local Teacher-Librarians and teachers from our district as well as surrounding districts. It is an opportunity for Teacher-Librarians to arrange for time off from their regular schedule to select books. This concept will continue in September 2002. All districts are welcome to take advantage of this opportunity.

Individual members organized the following author visits: Irene Watts, Suzan Reid, Joan Weir, Margriet Ruurs, and Eric Wilson.

Conferences: Several members attended provincial conference in Victoria, and various CINCIRA events (local branch of the International Reading Association whose

president is Jackie Loyd, one of our members).

### **Meeting Ideas and Special Programs**

Favourite Read Alouds Database was created by members and it is the intent to add materials to this database on a regular basis. Selections were made from Kindergarten to Grade 8. This document can be found on our website.

Crabtree Publishing Company provided books for the Book Draw Giveaways at each COTLA meeting and at the Regional Conference hosted by COTLA.

Annual February Social Meeting and Dinner was enjoyed by all. Program was teacher-librarian humorous jokes, poems, anecdotes, and true incidents.

Kay Treadgold and Al Smith hosted Kelowna Senior Secondary tour. This is our newest facility and although Ren Speer of ULS (United Library Services) was supposed to do a book display he had to cancel because of weather conditions. However, we enjoyed the treats that he provided in his absence.

NBS (National Book Service) book display hosted by Richard Jones at the Ramada. Treats were included.

Annual June social gathering with library assistants. Library assistants reciprocate this gathering in the fall. This is especially important because many of our library assistants are being bumped because of budget reductions.

### **Speakers and Workshop Leaders**

Phyllis Simon from Vancouver Kidsbooks bookstore presented a wide arrangement of fiction and non-fiction books and delighted us with her fabulous book talks. She also brought along books for purchase.

### **Public Relations**

We have purposely left public relations to BCTF and BCTLA because of the labour strife. Many members have been active in their own schools and in attendance of other conferences.

### **Censorship and Challenged Materials**

This has been a non-issue this year. Challenged Books 5101 is the policy now for challenging library resources. The specific section is titled Appeals related to Instructional Resource Materials & Library Resource Material.

### **Information Technology**

Library Automation: All schools are automated using L4U or Mandarin.

COTLA website was developed by member Al Smith of KSS and can be viewed [www.sd23.bc.ca/cotla/index.html](http://www.sd23.bc.ca/cotla/index.html)

Concerns were raised regarding district technical support of library automation programs. A program focus for TLs was a sharing session on successes, problems, and tips involving L4U and Mandarin Automated Library Systems.

District Resource Centre has paid for the following online products for each school: World Book, EBSCO, and Encyclopedia of BC. This will continue for the next school year and has met with positive feedback.

Minutes for executive and general meetings are now being e-mailed and sent by paper to members. In September they will only be e-mailed.

### **School Closures/Job Changes**

Library Closures and Changes: Our May meeting was held at the soon to be former George Pringle Senior School Library and the program was appropriate to the setting. Many of our schools and staffs are being redefined, redesigned and removed. Discussions revolving around the changing and diminishing roles of Teacher-Librarians were held in a very emotional environment. Other schools affected by closures are Bellevue Creek and Peachland Primary.

Teacher-librarian time and library assistant time has been reduced. Many TLs have now assumed the role of preparation teacher.

## **CARIBOO-CHILCOTIN SCHOOL DISTRICT #27**

At our most recent chapter meeting we looked at the poor returns from our district with respect to year-end data. There was much discussion as to the value for us of doing all this work when the situation for librarians in this district worsens year by year to the point where, this year, we have no full time personnel and in fact no librarians at all in the rural areas. In all probability we will not exist in this district within two/three years. The feeling is that no amount of statistical data will change this, so why bother? Publication of these figures in the Bookmark will not change anything for us. As you can glean from this, our TLs are extremely disheartened and are not likely to co-operate in providing data — those that are left, that is.

## **CHILLIWACK SCHOOL DISTRICT #33**

Chapter Councilor: Betty Lou Barth

Our Chilliwack chapter has had quite a busy year because of our commitment to hosting the fall 2002 conference. We are working feverishly now to pull the conference, entitled Legends by the Lake, together for the October weekend at Harrison Hot Springs. We also have a totally new executive to carry us forward into the next year. We continue to be an energetic group here in Chilliwack.

We have had regular conference planning meetings as well as our monthly meetings. After a discussion at a meeting early in the year it was decided to try and keep the boring business part of our monthly meetings very short and to the point. An effort was made to host the meetings at different schools and include as many book displays as we could to keep the meetings interesting. We continued our Library Locker time, which is the sharing of some practical information that others will find useful. Most all of our elementary schools are computerized now so we often share how to information about that. We still have a door prize of a

donated book that we solicit from the booksellers. Once again we had the Battle of the Books program up and running with some of our members working very diligently to organize the district wide challenges for this program.

Since the budget cut news, our president compiled a chart showing how the cuts have affected all the TLs in Chilliwack. I believe this has been posted on the BCTLA website.

## **ABBOTSFORD SCHOOL DISTRICT #34**

Chapter Councilor: Margaret Wiens

### **Political Action/ Advocacy**

Our association met monthly where we supported each other and discussed ideas for advocacy in our own schools. Our association president, Hugh Morrison, wrote a letter, which he sent to School trustees, and principals outlining his concerns about the future of school libraries.

### **Meeting Ideas or Special Program Ideas**

Our Teacher-Librarians hosted a workshop for Teacher-Librarians on the February Pro-D day. A number of Teacher-Librarians presented ideas for research projects, literature studies, and other activities to motivate children to read and use the library. A committee of Teacher-Librarians designed and contributed to a Librarianship handbook, a resource that will be given to each school in the fall. The handbook provides almost anything you'd ever need to know to run a library - an awesome resource.

### **Automation/Computers**

Our School District uses Library Pro and almost all schools are automated.

### **The Effects of Cutbacks in Funding**

Our district has gone from 26.5 full time Teacher-Librarians to 12.0. Many elementary schools have eliminated Teacher-Librarians completely and others have a minimal amount of library time.

## **LANGLEY SCHOOL DISTRICT #35**

### **Political Action**

It was a very busy year for our chapter. Our first order of business was to send a delegation of two members (one elementary, one high school) to meet with our new superintendent and present him with our advocacy report.

He indicated that he felt that libraries were "the hub of every school," and that he hoped we would be able to maintain them for the future, though he cautioned that improvements were unlikely given the pending negotiations. The report was also forwarded to all trustees.

Our chapter president made a presentation to the Select Standing Committee on Education on behalf of the Langley Teacher Librarian Association, as well as teacher librarians in general, in Coquitlam in December, 2001. During job action, we were diligent in preventing fund raising from taking place within our libraries, which presented a huge strain for several of our schools who receive absolutely no funding from their school budgets! Numerous Langley teacher librarians forwarded letters to the mediator during negotiations. The majority of our teacher librarians (if not all!) participated in the rallies during the walkout in January, and also in the two large protests organized in Vancouver. At least one teacher-librarian had an advocacy letter published in the local paper, and another teacher-librarian (Joanie Proske) had her letter published in the BCTF Teacher magazine.

In April, 2002, teacher-librarians were a very significant factor, along with delegations from resource and special needs teachers, school counsellors, humanities teachers, and beginning teachers, in making a presentation to the Langley School Board to illustrate the damaging effects that their proposed budget would have on schools, and to urge them

to submit a needs budget. We were unable to get them to change their vote with respect to the budget, though many counsellors were visibly shaken by the presentations. The L.T.L.A. also managed to get the L.T.A. to pass a motion directing other teachers not to take on the work of the teacher-librarian in schools where there will no longer be a TL (eg. Cataloguing, selection and deselection of materials, circulation) since some school principals had tried to get their surplussed teacher-librarians to train classroom teachers on the use of their library circulation computers! At last count, fifteen elementary schools in Langley will have absolutely no teacher-librarians.

### **Curriculum or Program Development**

Five teacher librarians (Kim Anderson, Jade Graber, Laurie Lewis, Susan Perkins & Joanie Proske) completed their document *Staying on Course: Library Information Skills Survival Guide*, an extensive scope and sequence of information technology skills for grades k-7. The handbook includes loads of activities, organization ideas, and handy assessment grids. It will be available through the school board, or through Pro-D workshops.

### **Meeting Ideas or "Special" Program Ideas**

Once again a group of Langley teacher librarians worked with the children's librarian at the Langley Public Library to select twelve titles for the Langley Book of the Year, a voluntary program for intermediate students in which they must read a certain number of the titles by April in order to be eligible to vote. This year, *Bully Boys* by Eric Walters was declared our district winner. Participation reached new heights this year, but we fear that it may have peaked for the time being, given the reductions in TLs and budgets, so we have cut the number of titles back to 10 for the coming year. Many elementary school librarians participated in the "Caldecott Project," which was organized

by Debbie Cowland, a TL from Aldergrove. Grade two students read one of 15 selected Caldecott Medal books and created clues, which were then collected, organized, and then emailed to the participating schools each week. The students then used those clues to try to identify which Caldecott book was being described, read the book, and then submitted their answers for a certificate. There were wrap-up activities in the end in most schools, and it was a huge success.

#### **Speaker / Workshop Leaders**

Once again Peggy Sharpe came to present the latest and greatest in children's literature at Langley Fine Arts School in October.

#### **Public Relations Activities**

Two members of our PSA were regular members of the Langley Teacher Association Outreach and Advocacy Committee, and they received the assistance of many other teacher-librarians.

### **VANCOUVER SCHOOL DISTRICT #39**

Chapter Councilor: Daryl Sturdy

#### **Political Action/Advocacy**

A presentation was made to the local school board during budget preparations, by the Teacher-Librarian's section of VESTA (Vancouver Elementary School Teachers' Association), the BCTF local. A school library advocacy group, Friends of the Library, had an event where parents were invited and presentations were made on behalf of library resource centres.

The secondary teacher-librarians prepared a brochure outlining the value of having an integrated school library program.

#### **Curriculum or Program Development**

We were involved in going over Ken Haycock's very detailed study of the Vancouver school library situation, with its many recommendations. We agreed with many of them. We had reservations with others. Our feedback was presented to VESTA, as the Vancouver School Board did not ask for our feedback. We are not being optimistic that

any substantial changes will take place as the Board avoided any recommendations that had cost implications.

#### **Meeting Ideas or Special Program Ideas**

We had our annual Winter Tonic, a social event with workshops.

#### **Public Relations Activities**

These were covered in Advocacy.

#### **Automation/Computers**

The automation program is proceeding, with most schools coming online in the next year. Previously automated schools have already switched from Dynix to Horizon.

### **NEW WESTMINSTER SCHOOL DISTRICT #40**

Chapter Councilor: Judy Adamson

In spite of the many changes in responsibilities for the elementary libraries that occur each year, it is a credit to our District Librarian for keeping the group active, focused, and committed to library programs by her continued support and the direction she provides for the libraries in our district.

#### **Political Action and Advocacy**

The District Librarian distributed information in the spring to all Administrative Officers regarding statistics and research identifying the importance of library programs and teacher-librarians. (Elementary teacher-librarians provide an average of 85% preparation time in our district).

#### **Speakers and Workshop Leaders**

Burnaby extended an invitation to us to attend a workshop given by Mark Roberts on using picture books across the curriculum and three of our members attended.

Four of us attended the Fall Conference in Victoria. Ten attended the Follett Automation Workshop held in November.

The District Librarian distributed the Research Quest (large poster) and the Ethics of Information Use to teachers in the district.

#### **Curriculum and Program Development/ Public Relations**

The Secondary School Library and District Resource Centre staff provided

orientations for new teachers and student teachers to acquaint them with library services and resources. Handout and pamphlets (from the BCTLA, CSLA) are distributed and we try to include a memento of their visit (such as pencils, bookmarks, etc.) The District Resource Centre also holds workshops for school support staff as to the variety of resources and services available to help them support programs and learning in the schools.

### **Meeting Ideas and Special Programs**

We hold chapter meetings once a month at various schools in the district. Both teachers and library support staff attend. We continue to encourage our members to join the BCTLA and this has resulted in almost all of the teacher-librarians as well as those responsible for libraries becoming members.

Because many of our members are new to school libraries, some of our meetings this year have concentrated on selections, collection development, automation issues and general management of school libraries.

We include book talks and book sharing at some of our meetings throughout the year. Also, at one of our meetings, a member gave a presentation on using different strategies to improve reading comprehension. We also share web sites that we've found useful, library lessons, or just "things that worked".

Our Director of Instruction was invited to our fall meeting to share new research and ideas on how to support learning in school libraries.

Once a year in the spring we have a meeting at the public library with the two children's librarians. They also join us for our Christmas and June dinner socials.

### **BURNABY SCHOOL DISTRICT #41**

Chapter Councilor: Patricia Finlay

### **Political Action and Advocacy**

The BTLA president made a presentation to the Legislative Standing Committee on Education regarding the important role of school library resource centre programs for

information age schools. Her presentation was supported with preparation time provided by the Burnaby Teachers' Association. A letter was sent to the superintendent of schools giving information about the research studies undertaken by Keith Curry Lance in the United States. A letter was sent to the school board regarding the cuts to teacher-librarian staffing for the next school year.

A teacher-librarian, Susan Lambert, has been re-elected as a Local Association Representative to the BCTF and newly elected as vice president of the Burnaby Teachers' Association.

### **Curriculum and Program Development**

A district document, Library Resource Centres in Burnaby Schools, was distributed to all Teacher-Librarians and school administrators in September. This resource book gives a mission statement for Burnaby school library resource centres and has sections on, The School Library Resource Centre (SLRC) Program, The SLRC Collection, Technology, Competencies of the Teacher-Librarian (from the ATLC/CSLA document), and Partnerships in the SLRC. The document is still a work in progress and more information will be added in the next school year.

On the district professional development day, teacher-librarians met and developed a set of School Library Resource Centre Program Indicators. These will now be included in the district resource book.

Two library orientation lesson packages, using a stations approach, were developed for elementary schools. The grade 4/5 package focussed on the science topics of technology and health and the grade 6/7 package used the topic of space science. For more information contact: Wendy Amy at [wamy@north.sd41.bc.ca](mailto:wamy@north.sd41.bc.ca).

### **Meeting Ideas and Special Programs**

One of the monthly meetings is traditionally held at the Burnaby Public Library. This year we were invited to the newly opened McGill branch of BPL. The Coordinator of Children's Services, Joyce Pinsker,

highlighted new books that the BPL has added to their collection. The BPL also gave each school a copy of a poster they had created for their children's departments, a subject guide giving Dewey numbers for popular topics.

Burnaby Elementary Schools continue to be active participants in two province-wide reading programs, the B. C. Red Cedar Book Awards program and the Pacific Northwest Young Readers' Choice Awards.

### **Speakers and Workshop Leaders**

Mark Roberts presented his Picture Book workshop to our members at a monthly chapter meeting and also to Burnaby primary teachers on the district professional development day. He will be giving this workshop at the BCTLA fall conference.

### **Public Relations**

The Burnaby Teacher-Librarians' Association continued with its tradition of hosting authors for district presentations. To celebrate Children's Book Week in November, the storyteller and author from Prince George, Richard Thompson, gave a presentation at one of our community schools. In April we were very fortunate to host Ken Oppel at the Michael J. Fox Theatre. His presentation was a celebration of the culmination of this year's Red Cedar Book Awards program and the launch of his new book, Firewing. The BTLA purchased one copy of Firewing for each school in the district and this copy was sent to the principals as a donation to the school libraries.

### **Censorship and Challenged Materials**

One book, What if someone I know is gay? by Eric Marcus, was challenged by a teacher at an elementary school. The challenge was resolved at the district level with the book being kept in the library but as part of a collection of young adult material.

### **Information Technology**

Burnaby School District has decided to use Follett software for any new automation in the district. Currently one secondary and one elementary school library resource centre

have Follett but next school year two more secondary schools and another elementary school should be on Follett.

## **MAPLE RIDGE/PITT MEADOWS SCHOOL DISTRICT #42**

Chapter Councilor: Faye Meek

### **Political Action/Advocacy**

Teacher-librarian representation on most MRTA committees: Agreements, Pro D., Bargaining and Negotiations, MRTA executive, Technology.

In October 2001, a presentation was given to the School Board Trustees at the District Education Office focusing on the low budget of \$5.34 per student. Following this meeting, the superintendent requested that each school submit a total of monies spent on library and the source of this expenditure.

Data collected by administrators was inconsistent and inaccurate as it included money from PAC and Learning Resource money.

In May 2002, concerned TLs presented to the School Board Trustees on inconsistencies of TL time between schools in our district, and the problem of added prep to that time.

There are still administrators operating the libraries in smaller schools, which creates a concern that neither a TL specialist or even a teacher is being hired for that position.

### **Curriculum or Program Development**

Teacher-Librarians are involved at school level with use of IRPs; they are also serving on Pro-D committees to co-ordinate activities that concern staff and possible fulfillment of accreditation goals (i.e. school literacy).

Some TLs did collaborative units with teachers (i.e. research skills with intermediates, biography studies, poetry units with primary classes).

Support for all TLs: we bring multi copies of a one-page lesson idea to share with others at meetings; each TL saves these ideas in a binder for future use.

Secondary School TLs meet four times a year to share ideas, technology concerns, and more efficient use of TL time. Concern was expressed regarding the new standard of 1 TL per high school regardless of school population.

### **Meeting Ideas or Special Program Ideas and Speaker/Workshop Leaders**

In February, public librarians presented the Red Cedar Books and primary picture books.

In April, Mark Roberts presented a workshop called Books Old and New during a district-wide Pro-D day.

Brand new author and Maple Ridge teacher, Janet Amsden, presented her first book, Grizzly Pete and the Ghosts published by Annick Press.

### **Public Relations Activities**

BookFest was held on Dec. 2nd with 18 schools participating. Guest author was local author, Sandra Diersch. Two stations involved Jeopardy Trivia questions and Wheel of Fortune. Many book prizes, certificates and special bookmarks were given to all participants. Coffee and snacks provided for parents and teachers, cookies for the kids.

Our local newspaper covered the event.

Some librarians are still able to create celebration days in their library or school with guest speakers and special activities. On Canada Book Day, Annette LeBox and Janet Amsden presented their books; other visiting authors were Eric Wilson, Margriet Ruurs, and Ann Blades. Also, a local MLA, Ken Stewart, attended an elementary school to discuss educational issues with teachers, parents, and students. Special week for each book/series: Harry Potter, Lord of the Rings and Kenneth Oppel's Firewing.

### **Automation/Computers**

The application for a grant by the Joint Educational Curriculum Implementation Committee (JECIC) was approved for a fourth year. This grant provides release time for networking between TLs.

Several workshops for TLs to learn more about their library programs, either Library Pro or Alexandria.

## **COQUITLAM SCHOOL DISTRICT #43**

Chapter Councilor: Jacquie Moniot

### **Political Action and Advocacy**

November 8 - Phase 1 of Job Action began. Teacher-Librarians agreed to stop ordering and cataloguing materials unless they were needed for on-going units.

November 21-800 copies of the Advocacy Brochure produced by the Advocacy Committee were distributed to Teacher-Librarians throughout the district and were given to administrators, PAC's, and school trustees.

January 29 - teacher-librarians responded to the government's imposed settlement. Many school libraries closed at lunch and restricted access before and after school. Fundraising organized by Teacher-Librarians was halted.

April 11 - The CTLA made a presentation to the Coquitlam School Board. The presentation focused on the research showing the positive impact of school libraries on student achievement as well as the need to increase/maintain current teacher-librarian staffing levels at the elementary level.

April 17 - A letter from the CTLA was sent to the superintendent as well as school trustees in support of Coquitlam's Learning Resource and Library Coordinator.

April 17 - Two Coquitlam secondary school sent letters to protest the elimination of library assistants in secondary libraries to the superintendents and school trustees. Supportive phone calls were received from the trustees as a result of the letters.

### **Meeting Ideas and Special Programs**

September-New librarians were introduced to the Mentorship Program. Mentors and protégés met for the first time.

December-Job Action was discussed at length.

April-NBS book display/book talk.

Because of job action regular meetings were not held this year.

### **Censorship and Challenged Materials**

There were no censorship/challenge issues this year.

### **Information Technology**

Year 2 of the 3-year Follett implementation/conversion continued throughout the year.

A group of teacher-librarians began to look into revitalizing the CTLA's K-12 Library and Learning Resource website.

## **NORTH VANCOUVER SCHOOL DISTRICT #44**

Chapter Councilor: Joan Shaw

### **Political Action/Advocacy**

The North Vancouver Teacher Librarians' Association (NVTLA) became the first constituted LSA (Learning Specialists Association) at the local level, thanks to the initiative of our NVTLA President, Sheilagh Martin. Our new NVTLA constitution was approved by the BCTLA at the Chapter Councilors' Meeting on April 20, 2002. We have continued our NVTLA tradition of monthly executive and general meetings. Special interest groups also held meetings in the areas of critical thinking, automation, and website creation. Christmas and June socials complemented these meetings. Bob Rankin, retiring teacher-librarian and vice-principal, was honoured at Christmas.

After a year of editing, the library services review document is nearing publication and will be available for sale from school district #44. For further information, contact Hazel Clark, teacher-librarian at Balmoral Secondary (hclark@nvstd44.bc.ca). Endorsed by the NVTLA membership, the document includes:

- Strategic directions for North Vancouver school libraries
- Provincial and district mission statements
- Research findings
- Components of an exemplary library program

- Roles & responsibilities that support school libraries

- Recommendations for implementation

- Bibliography

Pat Cavill, library advocacy expert from Calgary, gave an excellent one-day workshop on April 22, 2002, in North Vancouver. This was well attended by Teacher-Librarians and other specialist teachers within and without district #44. One major conclusion reached was to solidify local chapter membership so that 100% of Teacher-Librarians attend meetings and get involved in some form of advocacy next year. Two major advocacy goals discussed at the workshop included eliminating teacher jargon when talking to the public and remembering to stress the student benefits of SLRCs (rather than teacher benefits). Thinking very long term was yet another important idea advanced by Pat Cavill (pcavill@telusplanet.net). Pat has just been named President of the Public Librarians of Alberta and one of her mandates is to strengthen advocacy for school libraries as well.

Hazel Clark, teacher-librarian at Balmoral Secondary in North Vancouver, shared her library advocacy presentation for parents in a general meeting of our local TL association in April. She organized this PowerPoint presentation on CD-ROM so that any teacher-librarian in the district could adapt it for use.

In March our NVTLA membership held a business meeting with the North Vancouver Teachers' Association (NVTA) executive to go over relevant political and business matters for the year. The NVTA executive later held a champagne party to celebrate our formation of a Teacher-Librarian specialist association (LSA) at the local level.

### **Automation/Information Technology**

More than 20 Teacher-Librarians in the district formed a teacher-librarian book club to talk about media/technology issues and

political advocacy. The group met bimonthly and discussed Doug Johnson's book, *The Indispensable Librarian Serving (And Thriving) In School Media Centres in the Information Age*. Book club members took turns facilitating these sessions.

North Van has 6/33 elementary and 2/8 secondary schools doggedly working towards library automation. With no financial or technical support from the district, Teacher-Librarians are finding it highly time-consuming and frustrating.

### **Curriculum or Program Development**

We had several sessions on curriculum development this year. John Caldwell, from the Cowichan district, presented an after school session on the BCTLA-sponsored Research Quest in October.

In November Sheilagh Martin, president of our local association, and her grade seven teacher/colleague, Jen Wilson, presented a session on thematic novel study sets at the elementary level. Teacher-Librarians were encouraged to bring other staff members to enjoy the session as well.

Our local association jointly sponsored with the Vancouver Children's Literature Roundtable an evening honouring the accomplishments of author Linda Bailey. This dessert and talk evening was held in the North Vancouver Artists for Kids Gallery at our media centre in January.

Dr. Ron Jobe, professor at UBC, presented an after school session in February on his new book, *Info Kids*. He shared a variety of quality information books and ideas for strengthening the non-fiction section of the library.

Our last session of the year in May was devoted to boys and reading. Allison Haupt, from the National Book Service, presented an after school session in May called *Where The Boys Are*.

Three Teacher-Librarians from North Vancouver traveled to Comox to attend a one-day information literacy workshop in early May presented by Koechlin and Zwaan.

## **HOWE SOUND SCHOOL DISTRICT #48**

Chapter Councilor: Mary Elliot

### **Automation**

All schools except one are automated. Secondary schools use the Alexandria program.

Most elementary schools use the Chancery Library Pro program. Myrtle Philip Community school uses the Follett program.

A number of secondary schools subscribe to online services such as Info Trac, Electric Library Canada, Ebsco's Canadian Reference Centre, Grolier Online and World Book Online.

### **Speakers and Workshops**

Children's authors Eric Wilson, Eric Walters, Nan Gregory, Deborah Hodge, Sylvia McNicoll and Avis Harley visited elementary schools.

Abracadabra Magic Show's 'The Magic of Books' visited several elementary schools.

Local authors John Moore and Mary Billy visited Howe Sound Secondary School.

Phyllis Simon from Kids Books presented a book talk to students at Don Ross Secondary school.

### **Curriculum and Program Development**

On February 11 Teacher-Librarians and the Howe Sound Teachers Association co-sponsored a District Professional Development Day 'For the Love of Literacy'. Keynote speaker Susan Close made a presentation on 'Leading all Students to Higher Levels of Achievement.' The day featured a variety of workshops. Mark Roberts shared ideas for using picture books across the curriculum. Stuart Poyntz from Pacific Cinematheque presented a workshop on media literacy. Jim Nakamoto's workshop 'Shake, Rattle and Roll!' focused on math literacy. The day ended with a presentation from storyteller and balloon artist Michael Ouchi. Funds from the William H. Scott Award were used to help sponsor this event.

A number of schools participated in the Red Cedar Awards. Students from three schools attended the awards ceremony in Vancouver.

Colin Chafer and Freda Hoff's unit on special diets was published in the *Bookmark*.

### **Public Relations**

A number of Teacher-Librarians produced a newsletter for Canada Book Day.

Students from Brackendale Elementary participated in Read In 2002.

At Stawamus Elementary, a Read-a-thon was organized with the help of the PAC.

In September, the Squamish Public Library and Teacher-Librarians joined to present the second annual Kindergarten Bedtime Story Hour at the public library.

## **PRINCE GEORGE SCHOOL DISTRICT #57**

### **Political Action and Advocacy**

2001-2002 was a year of political and educational problems throughout the province and Prince George District Teacher-Librarians made two major presentations to provincial government groups. In November, our local made a presentation to the Select Standing Committee on Education. We emphasized the training that goes into qualifying as a teacher-librarian, the role that teacher-librarians have in a student's academic achievement, and the reasons for maintaining and enhancing library programs throughout BC. (backed up by research studies and the Lance Report).

On March 2, 2002, nine representatives from the Prince George District Teachers' Association met with the three local MLA's - Pat Bell, Shirley Bond, and Paul Nettleton - to make presentation from LSAs and ask questions regarding budget issues resulting from government changes to educational funding. The Prince George Teacher-Librarians made a short presentation emphasizing the need for Teacher-Librarians in our schools and asking MLA's to clarify the following questions: If teacher-librarian time is further re-

duced or eliminated, who will teach the skills necessary for students to be successful in their studies? and If there is no qualified personnel to run school libraries, what will become of this valuable resource? Although MLA's indicated that responses to our questions would take approximately two weeks, to date we have had no answers to our questions.

CBC interviewed one of our members about the cancellation by government of the Library Book Purchase Plan.

The Prince George District Teachers' Association supported one of our Teacher-Librarians for the advocacy workshop presented by the North Vancouver chapter. The workshop leader Pat Cavill so impressed our attending member that she has been booked to present to our membership in Prince George on October 25, 2002.

Copies of the BCTLA Working and Learning Conditions Report were sent to the local MLA's, the District #57 trustees, and the Superintendent of School District #57.

### **Curriculum and Program Development**

A mentorship program conceived in 2000-2001, was put into action in October 2002. New teacher-librarians were teamed with experienced Teacher-Librarians and the P.G. District Teacher's Association funded a half-day release to allow the TLs to meet to exchange information and answer questions. As a follow-up, the new TLs had another full day release time to visit their mentor's library and shadow for the day.

Our LSA collected money and new books over the fall to donate to 'Hands Up for Nunavut' sponsored by IBBY.

Our district reference list guideline was distributed to all teachers so that all school will be using the same format.

Our locally developed, scope and sequence chart of library skills, was distributed to all members. In May, the association received a request from UBC to use the chart with one of the teacher-librarian courses and to put it on the library website.

## **Meeting Ideas and Special Programs**

In November, three of our LSA members did a program presentation on power point. This was followed up by workshops in January and April presented by the school district's technology committee.

February's meeting was a presentation by three of our LSA members on organizing and running a Survival Unit in collaboration with classroom teachers. Two members presented an elementary version of the program and one member met with secondary teachers to present a version for older students.

The March LSA Meeting was devoted to an exchange of Best Ideas during which teachers brought multiple copies of one of their best units and exchanged them for other unit ideas.

## **Speakers and Workshop Leaders**

March District Day - Annette Lamb presented two workshop "Producing Pearl Projects" and "Riding the Reading Roller Coaster." She is based in the United States and runs the website Eduscapes at <http://eduscapes.com>. Her presentations appealed to a wide audience from K to 12 and she can be reached at [alamb@eduscapes.com](mailto:alamb@eduscapes.com)

## **Public Relations**

October - the Prince George Public Library (recently renamed the Bob Harkins Memorial Library), the Spruce Kings Hockey Team, and the Prince George Teacher-Librarians sponsor Skate for Literacy, which encourages district students to collect pledges for an Sunday afternoon skate with members of the Spruce Kings. Funds from this event go towards providing each newborn in the community with the book Read to Your Bunny.

November - members of the PGDTLA decorate a tree for the annual Festival of Trees. This year's theme was The Mad Hatter's Tea Party. Trees are bid on at a silent auction with proceeds going to charity. The theme for the 2002 tree is The Gingerbread Man.

Many members publish newsletters or include a column in their school newsletter to keep parents informed about library activities.

Copies of the Working and Learning Conditions Survey results were forwarded to the district superintendent, the board trustees, and our three local MLA's.

The children's librarian from the public library attends the PGDTLA monthly meetings and in the fall the PGDTLA assisted the public library with the Beyond Hope conference for librarians. The PGDTLA contributed funding towards sponsoring a dinner featuring guest speaker Mark McLeod, a children's publisher from Australia

Several Teacher-Librarians brought representatives from their school to participate in a Battle of the Books, which featured books nominated for the Red Cedar Awards. A few Teacher-Librarians were able to take students to the Red Cedar Awards.

## **Information Technology**

The District Resource Centre's website now includes a variety of licensed research and information sites including Britannica Online, World Book Global Online, Electric Library Canada, E-STAT (from Statistics Canada), and ProQuest Professional Journals. Links to the College of New Caledonia, Library, the UNBC library, and the P.G. Public library are connected to the District Resource Centre website. Early in the year, many Teacher-Librarians give workshops to their students on the use of these websites.

District computer resource personnel present a variety of workshops for teachers such as Power Point presentations which many of our Teacher-Librarians have been able to participate in, then work with their students on projects involving these techniques.

The PGDTLA continues to maintain a conference folder as part of our district's e-mail system

## **PEACE RIVER SOUTH SCHOOL DISTRICT #59**

Chapter Councilor: Jackie Reczka

### **Political Action/Advocacy**

Advocacy tips and hints that could be used within schools were shared. A committee worked on a presentation for the Board of Trustees.

The PRSTLA attempted to get on the agenda with the board for the 2001/2002 school year, but we were deferred to the fall meeting to take place November 2002.

Completed working and learning conditions survey.

A meeting with PRSTA President was held to discuss job action as it pertains to Teacher-Librarians.

### **Curriculum or Program Development**

A daylong work session was held to complete a technology skills continuum that can be used district wide. New Teacher-Librarians were encouraged to work with Mentor Teacher-Librarians who have specialties in areas such as advocacy, tech help, weeding and selection, and cooperative planning and teaching.

A cooperative Unit Bank was established. It will allow teachers and Teacher-Librarians to access cooperative units done by others.

### **Meeting Ideas or Special Program Ideas**

ICT workshops were led by 4 Teacher-Librarians who have taken on roles as mentors.

### **Speaker/Workshop Leaders**

4 Teacher-Librarians attended an Understanding by Design/Information and Communication Technology conference in Prince George. The conference was excellent and is highly recommended.

### **Public Relation Activities**

Read and Win programs to promote reading were continued at many schools. The district teacher-librarian, Anne Symons, spoke about the role of the teacher-librarian and the library program at a meeting for the public.

## **NORTHERN LIGHTS CHAPTER, PEACE RIVER NORTH SCHOOL DISTRICT #60**

Chapter Councilor: Patrice Wicharuk

### **Political Action and Advocacy**

At this point it appears that there will be no major cuts to teacher-librarian time in our district

Library clerks were eliminated in January of 2001 and in retrospect this has probably saved teacher-librarian positions because there is no one else with the expertise to keep libraries open

Our superintendent is very proactive and supportive of libraries and there is ongoing dialogue between his office and our executive

Our executive made a presentation on the importance of library programs to the board in February

School board members have been invited to visit individual libraries to see first hand the work we do - some board members have taken the time to do so

### **Curriculum and Program Development**

Our chapter has created a teacher-librarian Pro-D committee to plan in-service for the upcoming year. The focus will be threefold:

1. Programs for students, with an emphasis on emergent readers.
2. Incorporating Technology and information literacy.
3. Technical support to manage and upgrade our existing circulation system.

Meetings with district staff have been set up to implement this plan.

Annual Saunders Book fair in November. There is some concern that with Saunders new showroom in Richmond, these book fairs may be phased out.

### **Speakers and Workshop Leaders**

In conjunction with the superintendent's office, a 1-day workshop was organized last November with Bonnie Halvorson (Comox Valley) to deal with collection development. The day before the workshop, teachers had

the opportunity to meet with Bonnie as she toured some of the district's libraries

Visiting author, Margriet Ruurs, was sponsored by the superintendent's office. She spent a week in our district doing workshops and presentations with many of our elementary schools including some of the more remote sites that seldom have the opportunity to experience a visiting author. TMs also had the opportunity to meet with Margriet and were introduced to her web-based site for student writers.

### **Public Relations**

Presentations to PACs throughout the district to emphasize the importance of school libraries and the role of the teacher-librarian.

School book fairs resumed in many of our elementary schools – with the focus on promoting literacy (not fund raising).

### **Information Technology**

A search is underway to find a replacement for our existing circulation system, Eloquent Librarian. Technical support for the program will come to an end in December 2002 and we are investigating various options that will have a web-based component

## **GREATER VICTORIA SCHOOL DISTRICT #61**

It has been a busy year for the Greater Victoria district. An enormous effort was put into hosting the BCTLA conference in October. A "Literary Odyssey" brought many Teacher-librarians together with publishers and a wide assortment of writers. Special invited guests assisted with a professional development day in February. The focus was on Canadian books for grades K-12.

The district has developed an initiative to assist schools to prepare libraries for transition through the reconfiguration process to middle schools for the next few years. The web awareness project has provided a number of workshops for Teacher Librarians to attend so that information on this topic could be shared with staff and parents.

Preparations are underway for a year end dinner/celebration with a guest author yet to be determined.

## **SAANICH SCHOOL DISTRICT #63**

Chapter Councilor: Vivian Hicks

Due to the unusual nature of this past year including government action and job action, many of our usual activities did not take place. The only area where we have items to report relates to Political Action and Advocacy.

### **Political Action and Advocacy**

In response to having no coordinator of libraries in our district, our chapter sought and gained approval and release time for one of our members to undertake a Library Coordination Project. All elementary Teacher-Librarians were interviewed and asked four basic questions. However, the process was not carried out with our middle and secondary Teacher-Librarians due to the late-winter development of a board regulation that determined that Teacher-Librarians would not be replaced with Teachers-on-Call. The project resulted in four recommendations being made to our board:

- Maintain staffing levels at the 2001-2002 levels, at minimum.
- Coordinate supplies ordering for time and cost savings.
- Purchase district site licenses for online databases.
- Explore shared staffing of libraries in schools where library FTE is .3 or less.

The member responsible for the Library Coordination Project reported his findings directly to our District Superintendent. The member also gave a presentation at the March meeting of the Education Directions committee, which is comprised of School Board members and District administration.

Our president made a presentation highlighting the educational importance of libraries at the major public budget meeting this spring. As a result, her picture and comments appeared in a local newspaper article

entitled, "Cuts will devastate students, warns one teacher-librarian." (Times Colonist, Apr. 15, 2002, p. B1, B2.)

A member wrote a letter in reply to one trustee's suggestion that a cost-saving measure might involve amalgamating services of school libraries with public libraries.

## **OKANAGAN-SKAHA SCHOOL DISTRICT #67**

### **Political Action/Advocacy**

Don Henderson, teacher-librarian at Summerland Secondary School, presented information to a public meeting regarding the future of teacher-librarians and our school libraries in the district.

### **Curriculum and Program Development**

Several elementary and middle schools participated in the Red Cedar Award program, although none of us went to the actual ceremony in Vancouver due to the cost of travel.

### **Speakers and Workshops**

Sharon Lindstrom, teacher-librarian at McNicoll Junior Secondary School, gave the district teacher-librarians a very interesting workshop on using Follett.

Authors and illustrators who made presentations at our schools included Margriet Ruurs, Bonita Forsyth, Jo Nichols, Ken Rolston, Rosemary Nelson, and Bonita Forsyth. Some schools also went to see the author, Joan Weir, at the public library.

### **Automation/Computers**

We have four different programs running at the moment, including Columbia, Follett, L4U and Insignia. Some schools are finding it necessary to move away from L4U when they move to Windows 2000 in their schools. Most elementary schools are considering changing to Insignia as soon as it is developed to an acceptable point. One school is in an unexpected switch to Insignia. After losing their entire database, they have been working on re-entering all of their data since spring break and hope to have it completely up and running by September.

## **Retirements**

Three of our Teacher-Librarians are retiring this summer: Don Henderson, Peter Johnson, and Sue Ross. Another of our Teacher-Librarians, Ruth Jenner, is moving back into a half-time job in a classroom in the fall.

## **NANAIMO SCHOOL DISTRICT #68**

Chapter Councilor: Donna McKee

### **Political Action / Advocacy**

Most of our time and energy as a chapter seems to have been expended in this area. At the beginning of the year, we were continuing our lobbying efforts to establish more consistent and separate library budgets. We had partial success in this endeavour.

After becoming aware of the extent of budget cuts faced by our district, we switched our efforts to the prevention of massive cuts to library staffing. We made a multi-media presentation to the school board, accompanied by a package of supporting research reports and testimonials by Teacher-Librarians. We also met with DPAC to heighten their awareness of the importance of libraries. When the Board proposed to cut the non-prep time of all teacher-librarians by 50%, we began a massive letter writing and e-mail campaign, and the proposal was dropped. Unfortunately we were unable to convince the board not to change our status from itinerant district staff to school-based staff. This change may mean that many elementary schools will not have a trained teacher-librarian in September.

### **Meeting Ideas / Special Program Ideas**

Workshop on building websites  
Publishers' displays  
Using Electric Library  
Sharing of professional ideas, new book titles  
Easing the transition from elementary to secondary school

## **Public Relations Activities**

Vancouver Island Children's Book Festival, and related author readings in many schools

## **MOUNT ARROWSMITH SCHOOL DISTRICT #69**

### **Political Action/Advocacy**

Linda Greig (MATLA President) and Alice Berrecloth (CUPE - Library Clerk job steward) made a presentation to the School Board on May 28th, 2002. We brought samples of students' work from co-operatively planned units done in the library, and explained how literacy (an important goal embraced by the school board in SD69) was enhanced when students loved books. We also explained how, in today's society of information overload it is vital that students learn how to effectively deal with all the stuff they are bombarded with. We had photocopies of several studies which showed that student test scores improved directly in correlation with library staffing and funding.

Following the presentation, the local paper contacted me. They ran an article about library cutbacks and how they will affect students, mentioning most of the same points presented in our brief.

### **Curriculum or Program Development**

At regular monthly meetings we shared generic research units and the Scope & Sequence of Library Skills that we use at our various schools.

### **Speaker/Workshop Leaders**

Demo by sales rep from Electric Library. Good presentation, but too costly for us.

### **Public Relations Activities**

As above – School board meeting and newspaper article. We are always talking to parents.

### **Automation/Computers**

The district has adopted Alexandria as the standard library management system. Several schools are now using it.

## **COMOX VALLEY SCHOOL DISTRICT #71**

### **Political Action and Advocacy**

The elementary Teacher-Librarians created an excellent brochure for their schools advocating and explaining the program. Unfortunately the program was cut, so the brochure will no longer be needed.

Mary Whyte created a newsletter for the teachers at her school, École Aspen Park Middle School, to inform them of library happenings and good school library practices. She held an open house for the library and showed off many new resources to teachers and students.

Many of our Teacher-Librarians promoted the program to their staffs and parent groups.

### **Curriculum and Program Development**

This is a huge area for our district. One elementary teacher-librarian reported to me that she did 40 collaborative units with teachers. Our elementary Teacher-Librarians historically have produced many units over the course of the years as a way to advocate for the program and get teachers using the library. It's amazing how much wonderful work they have produced. Unfortunately that went unrecognized by the powers that be and the elementary program was cut.

Tami Jerome collaborated with teachers on over 20 units.

### **Meeting Ideas and Special Programs**

Our chapter meets monthly and we try to always bring some ideas to share. A few of us presented at the fall teacher-librarian conference in Victoria.

Tami Jerome at Cape Lazo Middle School participated in the Book It reading incentive program with Pizza Hut. She also hosted informal literature circles with her Grade 9 students and their elementary school buddies.

She and Lianne Raymond of Mark Isfeld Senior Secondary both organized the Teen Read Week promoted by ALA for their schools.

Many of our Teacher-Librarians participated in the Red Cedar Awards Program.

All the elementary and middle school Teacher-Librarians created 3-year collection management reports detailing their current collections and what the future needs are.

### **Public Relations**

Mary Whyte organized an author visit by award winning Canadian author Karleen Bradford. Ms Bradford visited Mary's school and Cumberland Middle School. One local newspaper published an article and picture that Mary provided about the visit.

Tami Jerome received recognition for (including an article in the local paper) receiving an A&E grant for creating and teaching a lesson involving an A&E video entitled Foot Soldiers: The Vikings. Her school received \$1,000, a TV, VCR and a collection of videos. Tami also received over \$7000 in grants from the GrassRoots program for many web pages displaying student work using technology.

### **Information Literacy**

This is another very strong area for our district.

The elementary Teacher-Librarians updated their website. The link follows:

<http://sd71.bc.ca/Sd71/elibrary/index.htm>

Mary Whyte worked with a Grade 9 student at her school to create a library website as follows:  
<http://sd71.bc.ca/aspen/> click on "Library" to check it out.

Wendy Sutton, elementary teacher-librarian, and Geoff Horn, of George P. Vanier Senior Secondary, created some fabulous units on using the web.

Tami Jerome created several webquests, which fit right into the middle school curriculum and were meticulously done.

### **Funding Cuts**

As I've stated before, we lost the entire elementary teacher-librarian program (itinerant). The two surviving positions are not really

teacher-librarian positions, but they will spend about 30% of their time on collection management for the elementary schools.

The rumour is that the middle school program might be cut next year, but who knows.

The program was cut by half at Vanier (two teacher-librarians down to one), and neither person wanted to tackle the task alone, so we lost two good folks to other positions in the district. In total, we lost 5 people – one went back to Winnipeg to her full-time teacher-librarian position there and the others got other jobs in the district.

I feel we have some very good folks in teacher-librarian positions in this district and they have done some marvelous work here. It is too bad that that goes unrecognized. Perhaps after some time, the powers that be will realize what they've lost.

## **CAMPBELL RIVER SCHOOL DISTRICT #72**

Chapter Councilor: Pauline Haines

Greetings from Campbell River! Some of the changes this year have been a reduction in our library time by about half, the creation of a full-time district teacher-librarian position, the addition of literacy support teacher duties to our job description, and the addition of two more library clerks who will travel to all the schools.

Most teacher-librarians will now be dividing their time between classroom and library. We are all wondering how we will do our jobs with all the changes and so we are having a Pro-D day to discuss this on June 21. At least one school library is being moved because of a school closure.

We had two authors come this year, Julie Lawson and Nikki Tate, who were greatly enjoyed, by several schools.

The main thing is we are still in schools and will continue to do the best we can to provide quality library programs and improve the literacy of our students.

## **KAMLOOPS/THOMPSON SCHOOL DISTRICT #73**

Chapter Councilor: Ruth Hayashi

### **Political Action/Advocacy**

Two Teacher-Librarians attended a very worthwhile Library Advocacy workshop at Argyle Secondary on April 22 put on by Pat Cavill. They summarized at monthly meeting and offered to put on a training workshop at any time. Kamloops Teacher-Librarians sent a letter to the school board voicing their concerns about the appearance of beginning to replace teacher-librarian time with library-aid time.

### **Curriculum/Program Development**

A number of teacher-librarians and teachers worked on cooperative units during the year and are planning to continue with that next year on topics such as bats (elementary) and the solar system (high school). The result of this will be units left at the Henry Grube Centre - our district resource centre.

Kay Treadgold and Joan Eaton (Kelowna) presented a couple of sessions on the Ethics of Information Use and Advocacy at our District-Wide Conference in February.

The district is taking on a more active role in terms of district licenses. This year World Book online was paid for; next year the district has agreed to pay for all Follett components (see Automation/Computers section) and the Big Chalk/Electric Library license - a very positive move that we hope to build on.

Francois Gravel was brought in by the local Canadian Parents for French and Corinne Paravantes (district librarian). This author put on 4 very worthwhile workshops that appealed to both elementary and high school students.

Because of the difficult year politically, Battle of the Books and Red Cedar Awards were only run in some schools and so there were no district layoffs.

Authors Kathy Kacer and Barbara Hehner spoke at three elementary schools after they were brought in by Kamloops Public librarian Wendy Bainbridge for the

Kamloops Children's Literature Round Table in May.

The Henry Grube Centre (district resource centre) continues to service the contract for Ministry Recommended Resources to the 12 Interior School Districts.

### **Meeting Ideas/Special Program Ideas**

The teacher-librarian group had monthly meetings, which included two very fun and informative socials for Christmas and year-end.

There were 4 book displays set up in conjunction with our monthly meetings including: NBS, Saunders, French Language Resources, and Kidsbooks

### **Public Relations Activities**

Nothing this year, but as a group we realize that this is an area that we must seriously plan and look at. Our district has had serious cuts to both aide and teacher-librarian time for next year. This could easily be a trend with the falling enrollment and increasing budget deficits.

### **Automation/Computers**

All schools are on Follett for Windows and most are in the process of moving to Follett 5.0 except for one elementary school that has chosen to different library automation program altogether. Next year the school district has agreed to pay for the district license for all components of the Follett program, including the circulation and cataloguing components (service and upgrades) and the Alliance Cataloguing component.

## **COWICHAN VALLEY SCHOOL DISTRICT #79**

### **Political Action / Advocacy**

We have an advocacy committee and presented as a team of Teacher-Librarians to the school district's education committee. The role of the teacher-librarian and supporting research for the teacher-librarian were heavily emphasized. The committee received us well. After listening to our presentation,

kind words were spoken by the assistant superintendent of the schools. It is believed that this presentation assisted in reducing the extent of cutbacks to our teacher-librarian staff.

### **Curriculum or Program Development**

The Red Cedar program was offered at many schools throughout the district, but at the last meeting, feedback was that numbers of participants were down at all schools.

There is an active Listserv, which is utilized by all Teacher-Librarians who sign up. This continues to be an excellent way to share information, advocacy ideas, lesson plans, and requests for resources.

### **Meeting Ideas or Special Program Ideas**

We have monthly meetings. Throughout the job action these were well attended and targeted towards supporting the BCTF action plan.

This year, we again had our end of year dinner and invited Ted Harrison to be our guest speaker. Many administrators, district staff, and parent volunteers attend this function and enjoyed good food and a great company of Teacher-Librarians.

### **Speaker or Workshop Leaders**

As our district continues to automate, Teacher-Librarians attend workshops, which are hosted by Kelowna Software. This was an area that was affected by the job action. The professional development day in the fall (BCTLA conference) was well attended by most of our Teacher-Librarians, as well as many interested teachers from this district. The spring Pro-D day had many of our Teacher-Librarians attend a workshop on information technology.

### **Public Relations Activities**

Usually, most elementary school libraries put on book fairs. This year, most did not. The school district created a Showcase on Learning. This is an exhibition of work done by students throughout the school district. The showcase is located in the recreation centre

close to downtown Duncan as well as the Cowichan High School. The chapter had a table up for display and our members took short shifts. This was a highly visible public relations activity. The turnout was lower than expected overall, but the Teacher-Librarians were able to meet, greet, and show off some excellent representations of the work that is done around the district's libraries.

### **KITIMAT SCHOOL DISTRICT #82**

Chapter Councilor: Lynn MacNeil

This was a very busy year for the Teacher-Librarians in Kitimat. Four of the six were working on courses for either the Diploma program or Masters of Education program. 4/6 Teacher-Librarians were given layoff notices and two schools will close.

### **Political Action/Advocacy**

Met with Superintendent of Schools for a morning to discuss several issues.

### **Meeting Ideas**

During each meeting we had a sharing time where each teacher-librarian would share a unit, lesson plan or special book with the group.

Teacher-librarians led a workshop on how to prepare a power point presentation.

### **Speaker/Workshop Leaders**

Attended a full day workshop at the public library called "Taking A Page from Retail." This was an excellent workshop about how libraries should sell themselves with ideas from signage, displays and organization of the library.

### **Public Relations Activities**

Radio jingles by students for International School Library Day.

Read In Day- invited guests and press. Invited "Celebrity Readers" to read with students.

Along with the public library, the elementary schools hosted Canadian author Dennis Lee.

## **SHUSWAP REVELSTOKE SCHOOL DISTRICT #83**

Chapter Councilors: Colleen Moore & Jocelyn Elder (donjoc@jetstream.net)

### **Political Action / Advocacy**

After a year and a half of no clerical time, all elementary schools were given 4 hours per week paid for by the school district, and all secondary schools were given 8 hours per week paid for through a special CUPE fund.

Teacher Librarians (TLs) have taken turns attending the monthly D-PAC and School Board meetings. In September, we were told of decreased TL allocations for most elementary schools beginning in the fall of 2002.

Our association sent two letters to our MLA, the Premier, the Minister of Education and the Minister of Finance protesting cancellation of the BC Book Purchase Plan and Audiobooks Program.

Because of province-wide job action and because our group is partially funded by BCTF, Administrative Officers (AOs) that hold positions as TLs were requested to not attend our monthly meetings, a somewhat controversial decision. An interesting statistic from the Working and Learning Conditions Survey is that one third (7/21) of our elementary schools have AOs in the TL position, all with little or no library courses.

In April, Kay Treadgold presented a 15-minute library advocacy address at both the elementary and secondary monthly AO meetings, as well as an after-school session with the TLs.

### **Computers, Curriculum or Program Development**

Nadina Dearing developed a website called The Information Centre and this year the following have been added to it:

- Good websites that teachers can access, arranged by theme and grade level (based on criteria similar to that which TLs use when selecting library resources)

- Information skills materials for intermediate students developed by Joanne Lovall
- Information literacy unit for secondary students developed by Nadina Dearing and Shannon Murrells-Allaway

A virtual community on-line discussion board for district TLs has been set up. There has been some liaison activities with Okanagan College whereby secondary students attend a lecture and tour the library and other facilities at the local college. There have been meetings with Okanagan Regional Library (ORL) to discuss utilizing their online databases and resources by secondary students, with a possible cost sharing by the school district.

### **Meeting Ideas or Special Program Ideas**

A questionnaire was sent to all TLs seeking input for changes that would increase attendance to monthly meetings. TLs continue to circulate reviewing journals and purchased several puppets, which are also circulated.

### **Speaker / Workshop Leaders**

In August, a one-day workshop on Inspirations and Kidspirations was offered to TLs and other interested teachers. We have been involved in liaison activities with Okanagan Public Library Youth Services Librarian regarding author visits. In April, author Eric Walters visited about a dozen elementary and junior secondary schools with his energetic presentation.

# RELEASE FORM FOR BC TEACHER-LIBRARIANS' ASSOCIATION PUBLICATIONS

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

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

Dear Parents / Guardians:

Pictures of students at work in the library eloquently portray why school libraries are important. I appreciate your permission to use your child's picture(s) very much.

During the school year, I will be having pictures taken of students working on library projects. Some of the photographs may be included in a publication of the BC Teacher-Librarians' Association, (a professional association of the BC Teachers' Federation) as outlined below. BC Teachers' Association publications are available to teachers, administrators, university staff and students, and other people interested in resource-based learning.

\_\_\_\_\_  
Teacher-Librarian's name

**Description of use** (please check all that may apply):

*Bookmark*, (BC Teacher-Librarians' Association professional journal)

BCTLA publication (specify)

Electronic publication (i. e.: Internet, Multimedia presentation, CD ROM)

Poster, bookmark, or other publicity

Video (specify)

Other (specify)

## Restrictions

I do not want my child to be identified by name.

Other (specify) \_\_\_\_\_

I / we the parent(s) / guardian(s) of \_\_\_\_\_, give permission to publish photos or work as specified above.

Date \_\_\_\_\_

Name (Print) \_\_\_\_\_

Address \_\_\_\_\_

Signature \_\_\_\_\_

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

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

# BCTLA Fall Conference

October 18 - 19, 2002  
Harrison Hot Springs



Keynote Speaker: Bill Richardson  
Banquet Entertainment

For more information contact:

Randi Hermans [rhermans@shaw.ca](mailto:rhermans@shaw.ca)

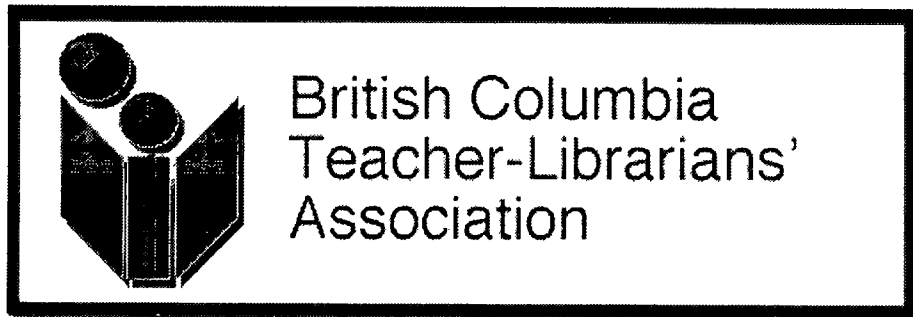
Barb Black [bblack@hotmail.com](mailto:bblack@hotmail.com)

<http://www.legendsbythelake.com>

**\*NOTE: This is not the official PSA Day\***

# BCTLA WEB SITE

<http://bctf.ca/BCTLA/>



BCTLA - a specialist organization of the BC Teachers' Federation

BCTLA - a specialist organization of the BC Teachers' Federation  
We are concerned with school libraries, cooperative planning, cooperative teaching,  
literature appreciation, resource based instruction and advocacy.

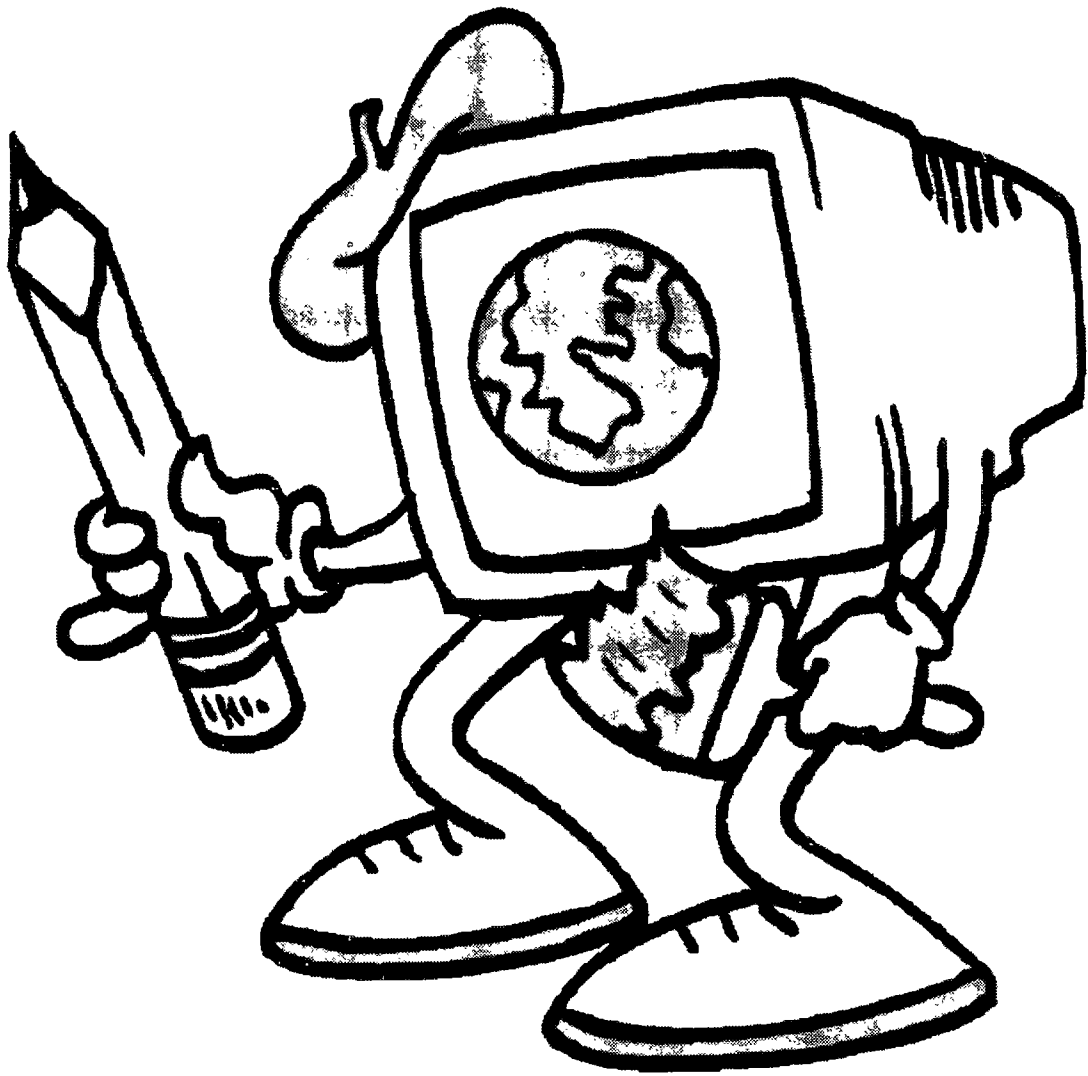
The website is a wonderful collection of teacher-librarian links and your connection to the BCTLA executive and other related PSA business. You will find the links to the Universities offering teacher-librarian courses. A discussion board is available for you discuss your concerns with other teacher-librarians.

## TEACHER-LIBRARIAN LINKS INCLUDE:

Advocacy	Calendar
Censorship	Clip Art
Computers	Facilities Design
Journals	News
Books	Cataloguing
Citations	Collection Development
Copyright	Humour and Quotes
Libraries	Vendors

WEB STEWARD: Val Hamilton, Teacher-Librarian, Dr. George M. Weir Elementary  
[vhamilton@shaw.ca](mailto:vhamilton@shaw.ca)

# TECHNOLOGY



# SCAMS, LIES AND LITERACY

JOHN GOLDSMITH

"There's a sucker born every minute." or so claimed the great American showman P.T. Barnum back in the early 1900s. In one of those off handed quips that seems to last forever, Mr. Barnum was merely commenting on a fact well known to many (especially those of a dishonest bent) and that is, the number of naive, foolish and gullible people on this planet often seemed limitless.

But, that was back then and this is now. Things are different today. The populous is much better educated, better informed and more up-to-date, thanks in part to technologies such as radio, TV, telephone, the computer and of course, the Internet. With almost instant access to information available to most North Americans, could Mr. Barnum make the same claim today? Absolutely, and chances are he'd do it in an e-mail message over the Internet. After all, that's where most of his modern soul mates can be found. Let me show you what I mean.

The following message is known as, "The Nigerian Letter". It, and it's variants, are part of an e-mail fraud scheme that's been floating around the Internet since the early 1980s. That's right, for over 20 years! As the Internet has grown and expanded, so has this scam. The 419 Coalition, an organization established to stop Internet fraud, estimates that as of 1996 over five billion dollars (that's right, \$5,000,000,000) has been swindled from the unwary. Further still, another organization called Phonebusters (Phonebusters National Call Centre, a joint partnership involving the Ontario Provincial Police and the Royal Canadian Mounted Police) speculates that, "over \$1 million is lost in the USA each and every day to the Nigerian Ad-

vance Fee operations" (the generic name for this type of scam). As if these figures are not incredible enough, consider the fact that the scam (and it's associated revenue flow) shows few signs of disappearing despite the best efforts of several law enforcement agencies.

How is this possible? Lets begin by looking at the letter itself or at least one of it's variations.

DEAR SIR,  
URGENT AND CONFIDENTIAL BUSINESS PROPOSAL

I AM MARIAM ABACHA, WIDOW OF THE LATE NIGERIAN HEAD OF STATE, GEN. SANI ABACHA. AFTER THE DEATH OF MY HUSBAND WHO DIED MYSTERIOUSLY AS A RESULT OF CARDIAC ARREST, I WAS INFORMED BY OUR LAWYER, BELLO GAMBARI THAT, MY HUSBAND WHO AT THAT TIME WAS THE PRESIDENT OF NIGERIA, CALLED HIM AND CONDUCTED HIM ROUND HIS APARTMENT AND SHOWED HIM FOUR METAL BOXES CONTAINING MONEY ALL IN FOREIGN EXCHANGE AND HE EQUALLY MADE HIM BELIEVE THAT THOSE BOXES ARE FOR ONWARD TRANSFER TO HIS OVERSEAS COUNTERPART FOR PERSONAL INVESTMENT.

ALONG THE LINE, MY HUSBAND DIED AND SINCE THEN THE NIGERIAN GOVERNMENT HAS BEEN AFTER US, MOLESTING, POLICING AND FREEZING OUR BANK ACCOUNTS AND EVEN MY ELDEST SON RIGHT NOW IS IN DETENTION. MY FAMILY ACCOUNT IN SWITZERLAND IS WORTH US\$22,000,000.00 AND

120,000,000.00 DUTCH MARKS HAS BEEN CONFISCATED BY THE GOVERNMENT. THE GOVERNMENT IS INTERROGATING HIM (MY SON MOHAMMED) ABOUT OUR ASSET AND SOME VITAL DOCUMENTS. IT WAS IN THE COURSE OF THESE, AFTER THE BURIAL RITE AND CUSTOMS, THAT OUR LAWYER SAW YOUR NAME AND ADDRESS FROM THE PUBLICATION OF THE NIGERIAN BUSINESS PROMOTION AGENCY. THIS IS WHY I AM USING THIS OPPORTUNITY TO SOLICIT FOR YOUR CO-OPERATION AND ASSISTANCE TO HELP ME AS A VERY SINCERE RESPONSIBLE PERSON. I HAVE ALL THE TRUST IN YOU AND I KNOW THAT YOU WILL NOT SIT ON THIS MONEY.

I HAVE SUCCEEDED IN CARRYING THE FOUR METAL BOXES OUT OF THE COUNTRY, WITH THE AID OF SOME TOP GOVERNMENT OFFICIAL, WHO STILL SHOW SYMPATHY TO MY FAMILY, TO A NEIGHBOURING COUNTRY (ACCRA-GHANA) TO BE PRECISE. I PRAY YOU WOULD HELP US IN GETTING THIS MONEY TRANSFERRED OVER TO YOUR COUNTRY. EACH OF THESE METAL BOXES CONTAINS US\$5,000,000.00 (FIVE MILLION UNITED STATES DOLLARS ONLY) AND TOGETHER THESE FOUR BOXES CONTAIN US\$20,000,000.00(TWENTY MILLION UNITED STATES DOLLARS ONLY). THIS IS ACTUALLY WHAT WE HAVE MOVED TO GHANA.

THEREFORE, I NEED AN URGENT HELP FROM YOU AS A MAN OF GOD TO HELP GET THIS MONEY IN ACCRA GHANA TO YOUR COUNTRY. THIS MONEY, AFTER GETTING TO YOUR COUNTRY, WOULD BE SHARED ACCORDING TO THE PERCENTAGE AGREED BY BOTH OF US. PLEASE NOTE THAT THIS MATTER IS STRICTLY CONFIDENTIAL AS THE GOVERNMENT WHICH MY LATE HUSBAND WAS PART

OF IS STILL UNDER SURVAILLANCE TO PROBE US.

YOU CAN CONTACT ME THROUGH MY FAMILY LAWYER AS INDICATED ABOVE AND ALSO TO LIAISE WITH HIM TOWARDS THE EFFECTIVE COMPLETION OF THIS TRANSACTION ON TEL/FAX NO:xxx-x-xxxxxxx AS HE HAS THE MANDATE OF THE FAMILY TO HANDLE THIS TRANSACTION.

THANKS AND BEST REGARD

MRS. MARIAM ABACHA

Even though word of the Nigerian letter has been spread far and wide by radio, TV and over the Internet, people continue to fall victim, such as a BC man who was recently featured on a CBC Radio news story. After receiving the letter and contacting the person claiming to be Mrs. Abacha's lawyer, this person then travelled to New York, opened a bank account and waited for the money to flow in. But, it wasn't that simple (surprise, surprise). A number of fees and charges had to be paid first and as the holder of the bank account only he could pay them. The amount of the fees and charges quickly mounted. Each charge was to be the last but there was always one more. Eventually, the BC man paid out about \$10,000.00 before becoming suspicious. Soon after he discovered the scam.

It's ironic that the very technology meant to facilitated the free flow of information to millions around the world is also the same technology which has allowed scams like the Nigerian letter to continue and flourish. People should not only know better, they should know how to know better but obviously some don't. Why?

Information Literacy! The skill to question, to analyse, to gather, to interpret, to look

beneath the surface or beyond the obvious, has always been important but in the Twenty First Century - the age of information - it has become as essential as reading, writing and numeracy. Even without pathetic stories of fraud and deceit, this fact should be obvious. Obviously it's not, at least not in the minds of some educational leaders. What else could explain the cuts to school library programs at a time when these programs are needed most. After all, the teacher-librarian, and the school library program, should be at the very fore-front of initiatives to help students learn the skills and knowledge needed to become information literate. But all too often, they are no where to be found - victims of cutbacks, reductions and layoffs.

Make no mistake. Information Literacy doesn't just happen. It must be taught in a structured, organized, thoughtful and sequential manner just as reading, writing and numeracy are taught. As well, students must have ample opportunity to practice, experiment and hone their skills in a safe, supportive environment. Simply providing a student with Internet access will no more ensure information literacy than providing a student with a calculator will guarantee numeracy. These skills must be taught, practiced, applied and assessed. The most logical person to take a leadership role in this process is a teacher-librarian and the most logical place for students to practice and apply their skills is within a well supported, well resourced, well staffed library program. Unfortunately, there are few of those left in BC, which then leads to the next obvious question. If the skills associated with information literacy are not being taught, or at least supported within a robust library program then where are they being taught, by whom, and how are they being supported?

Information literacy is critical. The cost to our society if it's ignored could be also be critical in both tangeable ways, such the

Nigerian Letter and in more intangible ways, such as the following news report taken from the Fresno (CA) Bee newspaper. While the situations discussed are American, there's no reason to believe that conditions in Canada are any different. The first sentence is the most telling. Perhaps it might act as a catalyst to help politicians realize the importance of information literacy and the need for a robust educational infrastructure, which includes a well funded and well supported library program, to promote and develop these skills. We can hope.

### **Debunking Legends**

*By Michael Doyle*

*Bee Washington Bureau*

*WASHINGTON — Congress has a hard enough time coping with the real world. Constituents clinging to the make-believe don't make it any easier.*

*Consider the urban and rural myths Central Valley residents have tendered as true in recent months.*

*There's the one about slavery reparation checks, \$10,000 or more ready for the asking. Or the perennial legislation known as "Bill 602P," which would impose new taxes on Internet use.*

*Or the truth behind airplane contrails. Some Valley and foothill residents consider those white streaks in the sky evidence of airborne hazardous waste dumping by the Air Force. They want Congress to get it stopped, now.*

*"I contacted the Department of Defense and they assured me that the Air Force does not dump hazardous waste within the contrails of an aircraft," says Rep. George Radanovich, R-Mariposa. "They informed me that there is a scientifically proven reason the vapor trails remain in the air long after the aircraft is gone."*

*Just for the record, contrails come from high altitude ice crystals formed when water vapor is ejected as part of a jet engine's exhaust fumes. Radanovich offers this*

explanation in the form letter his office prepared in response to repeated questions.

But the very fact that Radanovich needed a form letter illustrates the reach and persistence of such myths. Particularly in the age of the Internet, rumors concerning the federal government can quickly become accepted as fact.

"The Internet is kind of a hyperdrive for information exchange, so urban legends can happen a lot faster and be a lot more ubiquitous," said David Engle, a professor of German and folklore at California State University, Fresno.

Engle added that the Internet, because "it's very easy to cut and paste," also has accelerated the transmission of identical versions of stories. Instead of the standard folklore tradition of individuals shaping and giving local spin to yarns as they spread them by word of mouth, the Internet facilitates multiple, identical replications.

The federal government incites only a fraction of the tall tales. They can be particularly heart-stopping, though, because of what they show the public is willing to believe about their representatives.

For instance, e-mails collected by the Internet site TruthOrFiction.com warned of a Senate bill requiring taxpayers to register their handguns on the annual 1040 tax return.

There was a bill, but, as TruthOrFiction.com pointed out, it would not have required gun registration.

The most persistent of the myths, such as the one about Air Force contrails, force lawmakers to invest time and money in knocking them down. For instance, several Valley Congress members have posted on their Internet sites information about the mythical e-mail surcharge.

Radanovich and Rep. Cal Dooley, D-Fresno, are among those who have posted

Internet denunciations of the "Bill 602P" story. The "Congressman Tony Schnell" who supposedly wrote the legislation does not exist.

Nonetheless, in spurts and waves over the past three years, the "Bill 602P" hoax has prompted numerous questions to California lawmakers.

"We got a lot on that," said Doug Heye, press secretary for Rep. Richard Pombo, R-Tracy. "Once it started, it snowballed pretty quickly."

The supposed Internet tax prompted 141 congress members in 1999, including Pombo and Sacramento Republican Doug Ose, to co-write a bill called the Internet Access Charge Prohibition Act. Though the lawmakers knew "Bill 602P" was a hoax, they wanted voters to appreciate their own anti-tax position.

It also became a topic in an October 2000 campaign debate between a veteran GOP Congress member and then-first lady Hillary Rodham Clinton.

"[It's] an example of the government's greedy hand in trying to take money from taxpayers that frankly it has no right to," New York Republican Senate candidate Rick Lazio said when asked about the supposed bill. "We need to keep the government's hands off the Internet."

Sometimes, legislative legends stem not from hoaxes but from rabble-rousing, spiced by confusion about what legislative language means.

Eight years ago, for instance, Rush Limbaugh warned that Congress was about to require licensing of parents who home-school their children. The news shocked parents of the roughly 100,000 home-schooled children in California, as well as others nationwide; the resulting flood of phone calls shut down the Capitol Hill switchboard.

Lawmakers insisted that they never intended to impose such licensing, and that their legislative language would not have required it. Nonetheless, they felt compelled to explicitly specify that fact in the education bill being debated.

The prospect of free money also can seduce reason.

Staffers for Rep. Gary Condit, D-Ceres, say they have received in recent months at least a half-dozen phone calls or letters from African-American constituents who are ready to receive their slavery reparation checks. Similarly, Radanovich's staffers report fielding questions about which tax form should be filed to receive reparations.

This belief became widespread enough that members of the Congressional Black Caucus took to the airwaves to say the supposed reparations were strictly imaginary. About 80,000 taxpayers filed for the supposed reparations tax credit this year, according to the Internal Revenue Service in February.

There is no such credit, nor are reparations available. But as Dooley's chief of staff, Merced native Lisa Quigley, noted, this is also one legislative legend with a complicated relationship to the truth.

There has been talk of reparations. Dooley and 35 other House members are supporting H.R. 40, which calls for a study of slavery and the possibility of reparations. Moreover, The Washington Post reported this year that the IRS mistakenly paid out at least \$30 million to those filing bogus reparations tax credit claims.

Many of them were sought by taxpayers who gave a portion of the money to promoters.

*"These snake-oil salesmen build false hopes and charge good people bad advice on reparation refunds," IRS Commissioner Charles Rossotti said this year. "In the end, the victims discover their refund claims are rejected and their money and the promoters are long gone."*

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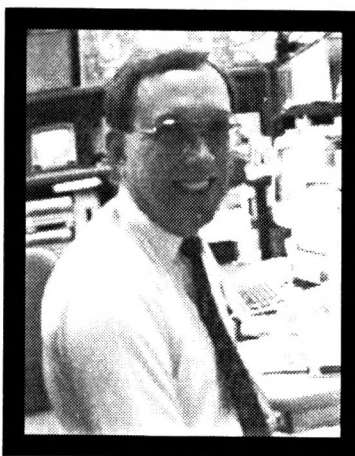
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<http://web.fvdes.com>

# NEW ON THE NET

JOHN GOLDSMITH

## ART

### *ALL ABOUT PUPPETS:*

[http://family.go.com/crafts/buildmodel/specialfeature/puppets\\_crafts\\_sf/](http://family.go.com/crafts/buildmodel/specialfeature/puppets_crafts_sf/)

With tips and techniques on puppetry and performance suggestions, here is a great primer on putting together a puppet show this summer. This site includes a wide variety of puppets to choose from, along with their instructions, and several scripts so you don't even have to write your own. (Classroom Flyer Newsletter)

### *MAKE A SHADOW PUPPET THEATER:*

<http://www.osv.org/kids/crafts2.htm>

Put together the wonderful magic of shadow puppets this summer—great for outdoor shows. Materials required include sheets, a lamp, cardboard or boxes, and articulated stick puppets. (Classroom Flyer Newsletter)

### *THE MUSICAL INSTRUMENT ENCYCLOPEDIA*

<http://www.lehigh.edu/zoellner/encyclopedia.html>

"The Musical Instrument Encyclopedia is a Web site that lets you experience a sampling of instruments, complete with images and music samples." Learn all about instruments from the accordion and banjo to the oboe and xylophone and be sure to take the musical instrument quiz. (Great Sites For Kids, Newsletter)

### *PUPPETS:*

<http://www.daniellesplace.com/html/puppets.html>

Find a good selection of creative puppets to put together for your own class puppet show. Choices include sock puppets, stick puppets, finger puppets, and more. (Classroom Flyer Newsletter)

### *SMITHSONIAN: ART AND DESIGN:*

[http://smithsonian.org/art\\_and\\_design/](http://smithsonian.org/art_and_design/)

Explore and learn from the many topics and categories the Smithsonian presents in Art and Design. (Netsites)

## EDUCATION

### *BEGINNING OF SCHOOL PACKET:*

<http://www.inspiringteachers.com/tips/packet/index.html>

Find 27 tips for parent conferences, sponge activities, 50 opportunities to say you're terrific, and more. Especially helpful for beginning teachers. (Classroom Flyer Newsletter)

### *BORDER WRITING PAPERS:*

[http://abcteach.com/directory/teaching\\_extras/border\\_papers/](http://abcteach.com/directory/teaching_extras/border_papers/)

Find several choices here for printable papers, lined or unlined, and all colorfully illustrated with various borders. Choose for seasonal or holiday, or themebased dependent upon the topic your class is presently covering. Use these printables for handwriting exercises for written narratives, journal entries, etc. (Classroom Flyer Newsletter)

### *CENTER FOR LITERACY*

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

The Center For Literacy is the nation's largest and Pennsylvania's oldest community-based, non-profit adult literacy organization. Since 1968, CFL has helped thousands of individuals and families achieve self-sufficiency, economic potential and self-esteem with instruction in reading, writing, math and English as a second language. (Netsites)

### *CLASSROOM CHARTS:*

[http://abcteach.com/directory/teaching\\_extras/general\\_formsnotes/charts/](http://abcteach.com/directory/teaching_extras/general_formsnotes/charts/)  
Several useful teacher charts are available here to download and print, including assignment forms, award charts, calendars, reading logs, weekly planners, and more. (Classroom Flyer Newsletter)

### *COOPERATIVE LEARNING:*

<http://www.utc.edu/Teaching-Resource-Center/CoopLear.html>  
Several resources on cooperative learning strategies and techniques are offered at this site. Activities for group projects include three-step interviews, double entry journals, paired annotations, focused listings, and more. Several of these exercises can be used for mini-activities to sum up the day's learning and help focus and promote good student study skills. (Classroom Flyer Newsletter)

### *COOPERATIVE LEARNING LESSON PLANS:*

[http://www.coedu.usf.edu/%7Emorris/lp\\_index.html#cooperative](http://www.coedu.usf.edu/%7Emorris/lp_index.html#cooperative)  
Find cooperative activities across the curriculum for both mini and larger student projects. Several exercises are available for language arts, reading comprehension, vocabulary development, and writing. (Classroom Flyer Newsletter)

### *CREATE A WELCOME BROCHURE:*

[http://www.ILoveThatTeachingIdea.com/ideas/010416\\_create\\_a\\_welcome\\_brochure.htm](http://www.ILoveThatTeachingIdea.com/ideas/010416_create_a_welcome_brochure.htm)  
Here's a simple way to organize all your information for back to school, set student and parent expectations, and introduce yourself all at the same time. Instead of having several different papers sent home at all different times, this brochure offers a readily-available reference for families to keep throughout the year. (Classroom Flyer Newsletter)

### *HELPING STUDENTS WITH STUDY SKILLS:*

<http://www.how-to-study.com/>  
How to listen better, how to improve your note-taking skills, keep track of assignments, prepare for oral presentations—these online workshops can be used by any age group. (Classroom Flyer Newsletter)

### *LABEL TABLES:*

<http://faldo.atmos.uiuc.edu/CLA/LESSONS/2472.html>  
Encourage spelling, vocabulary, and reading skills for kindergarten and first grade with this learning concept of label tables. (Classroom Flyer Newsletter)

### *LEARNING DIFFICULTY*

<http://www.learningdifficulty.org/>  
This site is our guide to helping people who learn differently to get the most from the web. (Nettrain)

### *LEARNING GAMES — PROBLEM-SOLVING AND STUDYING:*

<http://henson.austin.apple.com/edres/shlessons/lrngames.shtml>  
Students themselves will create games to help enhance study skills—thereby learning along the way, through critical thinking and analysis, those methods that can assist them with their own development. Students must work cooperatively in teams. (Classroom Flyer Newsletter)

### *MEMORY PRINCIPLES:*

<http://www.mtsu.edu/~studskl/mem.html>  
Principles to assist development of memory retention are listed here. Click on each one for a more developed discussion, activities, and tips addressing that particular skill. (Classroom Flyer Newsletter)

**MULTIGRADE CLASSROOMS INSTRUCTIONAL RESOURCES:**

<http://www.nwrel.org/ruraled/multigrade.html>  
This article addresses key concepts and guidelines for maintaining effective learning environments while teaching in challenging multigrade classroom situations. (Classroom Flyer Newsletter)

**NEW MIDDLE SCHOOL TEACHER GUIDE:**

<http://www.middleweb.com/1stDResources.html>  
This site offers a large resource for new middle school teachers, and includes tips for discipline, classroom management, suggestions for the first days of school, downloadable forms and letters links, and more, all collected in one place. (Classroom Flyer Newsletter)

**PAPER PARADISE**

<http://www.paperparadise.com/>  
Make great models and toys using paper."Just like plastic, metal and wood, paper is a great way to create models and toys. Paper models typically cost less and you don't have to worry about painting or toxic glues." (Netsites)

**PRIMARY GAMES**

<http://www.primarygames.com/>  
A fun site for elementary kids that features educational games, printable coloring pages, holiday activities, free musical postcards, crafts, puzzles, and more! (Netsites)

**OBSERVATIONAL STUDY FORM:**

<http://nscx.sccd.ctc.edu/%7Eeceptprog/obssty.pdf>  
If you need to monitor the development of individual students beyond the normal report cards or possibly for behavioral problems, here is a form to help you properly conduct and record your observations. (Classroom Flyer Newsletter)

**RUBRICS CREATOR:**

<http://rubistar.4teachers.org/>  
A tutorial will help guide educators through creating their own customized rubrics with this online tool. Sample rubrics are also available, for several different types of student projects and learning exercises.(Classroom Flyer Newsletter)

**SECOND GRADE CURRICULUM:**

<http://www.sasked.gov.sk.ca/docs/grade2.html>  
This site offers Canadian curriculum content. The resources are outstanding for any 2nd grade classroom. Projects are included with each core unit description.

**STUDY SKILLS SELF-HELP:**

<http://www.ucc.vt.edu/stdysk/stdyhlp.html>  
Find a thorough, comprehensive resource for improving study skills. Students can use these online workshops independently, or take their time going through them as a group. (Classroom Flyer Newsletter)

**STUDY SKILLS UNIT:**

<http://library.thinkquest.org/50044/>  
ThinkQuest brings this unit on developing study skills. Ten areas are targeted, including concentration, learning styles, writing skills, taking tests, and taking notes. (Classroom Flyer Newsletter)

**TALKING WITH KIDS ABOUT TOUGH ISSUES**

<http://www.talkingwithkids.org/>  
*Talking With Kids About Tough Issues* is a national initiative by Children Now and the Kaiser Family Foundation to encourage parents to talk with their children earlier and more often about tough issues like sex, HIV/AIDS, violence, alcohol, and drug abuse." Booklets on these subjects can be downloaded. Links to supporting Web sites and other information provided. Also in Spanish. (LIIWEEK)

### **THIRD GRADE VOCABULARY**

#### **ACTIVITIES:**

<http://www.ed.gov/pubs/CompactforReading/table3.html>

Fully one hundred vocabulary activities are included in these pages, all appropriate for 3rd grade vocabulary instruction and reinforcement. You can download this file and print out most of these worksheets for homework enrichment, or use them for class exercises. (Classroom Flyer Newsletter)

#### **23 TIME MANAGEMENT TECHNIQUES FOR STUDYING:**

<http://www.csbsju.edu/academicadvising/help/23tmt.html>

Here is a basic checklist to hand out to your students on how to manage their time wisely. (Classroom Flyer Newsletter)

#### **WEB WORKSHEET WIZARD:**

<http://wizard.hprtec.org/>

This online tool for teachers allows you to create your own worksheets or class exercises. Already created worksheets and forms from other teachers are also available to download and print; search by subject, grade level, etc. (Classroom Flyer Newsletter)

## **ENGLISH**

### **BOOKMUSE**

<http://www.bookmuse.com>

BookMuse describes itself as THE source of insights and information for book discussion groups of all ages. The site contains reviews, discussion questions, exclusive author interviews, literary prize lists, book group tips. There is even a section for children's literature.

The goal of BookMuse is to enhance the joy and satisfaction that comes from reading, musing on, and discussing good books. To accomplish this, they offer book group members and avid readers of all ages materials, support, and guidance for the

reading and discussion of books, all in a one-stop, comprehensive web site. Their aim is to choose books that are challenging and that benefit from thoughtful analysis and questioning, whether on one's own or in a discussion group. Finally, their aim is to be a "voice" that is literary in a lively, friendly way and that invites their readers' interaction with them and with each other. (Netsites)

#### **BOOK REPORT RECIPE:**

<http://www.teachersdesk.org/readreport.html>

Try this alternative book report, in recipe formula, for a fresh change of pace. All the usual ingredients for reviewing books are still included. These cards would make a nice introductory back-to-school exercise and bulletin board display—students can illustrate their cards and report a recipe on a special book they read over the summer. (Classroom Flyer Newsletter)

### **JUMPSTART EXPRESS**

<http://www.education.com/jumpstart/assessmenttest/test.htm>

A fun assessment test for kids ages 3 through 12. If only the B.C. skills assessments tests were this much fun. (Netsites)

### **TEACHING TREASURES**

<http://www.teachingtreasures.com.au/>

Teachers, parents and students using this educational site will find many unique online interactive activities, mostly suitable for Internet Explorer 4+ users, also projects, worksheets and many other resources to help with the daily educational learning adventure. In the 'Free Printables' area you will find worksheets for students K-7 covering English, Health, Art, Math, Science, Society and Environment, Language other than English (LOTE) and Technology. Australian States are also covered with worksheets on the Garden State, First State, State of Excitement, Nation's Capital, Sunshine State, Festival State, Holiday Isle and Outback Australia.

### *USING POETRY TO TEACH READING:*

[http://teachersmentor.com/readingk3/using\\_poetry.html](http://teachersmentor.com/readingk3/using_poetry.html)

Here's a unique approach to reading that begins on the very first day of school. Students will be given a poetry packet, and throughout the school year, will be completing various activities in word study, rhyme, synonyms, Readers' Theater, conversation, and practice skills. Activity guidelines and management tips, as well as suggestions for successful children's poems, are all included. (Classroom Flyer Newsletter)

### *THE WORD POOL*

<http://www.wordpool.co.uk/>

The Word Pool is a UK children's book site for parents, teachers and writers that provides book reviews, ideas for reluctant readers, reviews of big books and information on writing for children. (Netsites)

## **LIBRARY**

### *CANADIAN MAGAZINES*

<http://www.genuine-article.ca/>

Locate magazines dedicated to the Canadian reader. (Netsites)

### *CARTOON BANK*

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

Cartoonbank is the largest searchable cartoon database in the world and the official source for cartoons from the New Yorker. Find framed & matted prints, custom apparel and licensing information, or send free e-cards featuring classic cartoons. (Netsites)

### *COLLEGE SEARCH*

<http://www.usnews.com/usnews/edu/college/tools/cosearch.htm>

Search US News' "directory of over 1,400 four-year colleges, or browse the alphabetical index." Link to college and university websites; find admissions contact addresses; and more. (Netsites)

### *COUNTRY AND CITY TELEPHONE CODES BY LDPOST*

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

[Country\\_City\\_Telephone\\_Codes.htm](http://www.longdistancepost.com/Country_City_Telephone_Codes.htm)

Searchable directory of international country and city telephone dialing codes. Provided by a long distance telephone company. (LIWEEK)

### *DICTIONARY SKILLS WORKSHEET:*

[http://worksheets.teach-nology.com/critical\\_thinking/dictionary/](http://worksheets.teach-nology.com/critical_thinking/dictionary/)

Selected vocabulary lists for upper elementary students will help focus and practice dictionary use skills, and expand students' vocabulary usage as well. (Classroom Flyer Newsletter)

### *EDUCATION WHIZ*

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

Education Whiz offers college information in vocation and trade schools in culinary arts, business, information technology, design and much more. (Netsites)

### *GAMES KIDS PLAY*

<http://www.gameskidsplay.net/index.html>

This site contains the rules for kids games for all children. Kids' games such as Tag, playground games, outdoor and indoor types, hopscotch, jump rope and skipping rope rhymes, hide and seek, and much more. Games from Canada, France, and England are included. You can even submit your own kids games. (Netsites)

### *INDEX AND TABLE OF CONTENTS WORKSHEETS:*

<http://worksheets.teach-nology.com/research/book/>

These worksheets introduce students to locating parts of a book through the index and table of contents. Three relevant student worksheets are included. (Classroom Flyer Newsletter)

## **MATHEMATICIANS ARE PEOPLE TOO**

<http://nces.ed.gov/nceskids/MathQuiz/>

Take a quiz to see which mathematician you have the most in common with! You can also read about other mathematicians and then challenge yourself with a math teaser! (Great Sites For Kids, Newsletter)

## **REFERENCE BOOK ACTIVITIES AND WORKSHEETS:**

<http://home.att.net/%7Eteaching/refbook.htm>

In order to introduce and/or practice reference skills with your 4th graders, this site offers several appropriate learning exercises. Most templates are included for various lessons, including guide words gameboards, climate comparisons, historical timeline masters, cooperative learning weekly plans, individual grade logs, grammar practice worksheets, flip-flop book templates, scrabble championship forms, energy investigation booklets... (Please note that the two math activity links are no longer active; there are however, plenty of other resources here to make this site worthwhile.) (Classroom Flyer Newsletter)

## **UNIVERSITIES WORLDWIDE**

<http://geowww.uibk.ac.at/univ/>

This site has a searchable database with information and links to 6287 Universities in 169 countries around the world, updated regularly. The last update was 28-06-2002. (Netsites)

## **USING NEWSPAPERS IN THE CLASSROOM:**

<http://www.teachersdesk.org/news.html>

Find classroom activities using your local newspapers for parts of speech, outlining, sequencing, reporting, inference, locating specific information, discerning fact and opinion, and more.

## **SCIENCE**

### **BRAIN GAMES**

<http://www.pfizer.com/brain/>

"Take a virtual tour of Pfizer's travelling museum exhibit BRAIN: The World Inside Your Head. Play fun brain games and receive free health information. Learn about brain development, brain disorders and brainrelated conditions." (Netsites)

### **BUTTERFLY WEBQUEST:**

<http://www.guilford.k12.nc.us/webquests/butterfly/monarch.htm>

Early elementary students will gain internet skills by learning more about butterflies through online resources. They will be able to properly classify the butterfly as well as compare it to a moth. Student labelling worksheets are included. (Classroom Flyer Newsletter)

### **THE CENTER FOR SCIENCE EDUCATION**

<http://cse.ssl.berkeley.edu/>

The Center for Science Education at UC Berkeley Space Sciences Laboratory is dedicated to making space science information accessible to educators and public. (Netsites)

### **CLOUDS**

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

Clouds comprise a wonderful focus for classroom study. They're ubiquitous, ever-changing, scientifically interesting and, most importantly for teachers, ... they're cheap. (Netsites)

### **EXPLORATORIUM: GLOBAL CLIMATE CHANGE**

<http://www.exploratorium.edu/climate/>

Global Climate Change: Research Explorer allows visitors to explore scientific data from many fields (physics, chemistry, biology, meteorology, oceanography) relating to global warming. Developed by the Exploratorium. (Netsites)

### *HOW TO MAKE A PLANISPHERE:*

<http://www.lhs.berkeley.edu/starclock/skywheel.html>

Students can make their own star wheels to locate constellations in the night sky. Three downloads can be printed out and assembled following the instructions here. (Classroom Flyer Newsletter)

### *MT STROMLO EXPLORATORY*

<http://msowww.anu.edu.au/exploratory/>

This site offers out of this world pictures and images of the planets in our solar system as well as various constellations, nebulas, and comets taken by astronomers at an Australian observatory. (ArcaMax New Web Sites)

### *THE SEASONS:*

[http://faldo.atmos.uiuc.edu/w\\_unit/LESSONS/seasons.html](http://faldo.atmos.uiuc.edu/w_unit/LESSONS/seasons.html)

Styrofoam balls, flashlights, and paper cut-outs effectively demonstrate how we can have seasons here on Earth. Writing exercises follow the experiment. (Classroom Flyer Newsletter)

### *THUNDERSTORMS — A RECIPE:*

<http://weathereye.kgan.com/expert/tstorms/index.html>

Hmmm, what kind of thunderstorm do your students feel like cooking up today? How about a major rumble, complete with hailstones and wind gales. Students will learn the "recipes" of what goes into the makings of an full-blown thunderstorm in this lesson plan. (Classroom Flyer Newsletter)

### *UNDERSTANDING CLOUDS:*

<http://www.usatoday.com/weather/wcloud0.htm>

Clouds and fog—they both affect the Earth in very similar ways. Students will explore different classifications of clouds, compare them to fog, and use online resources to learn more about the sky and space. (Classroom Flyer Newsletter)

### *WEB WEATHER FOR KIDS!!*

<http://www.ucar.edu/40th/webweather/>

This site has some great and simple do-at-home experiments. You can try to make a thunderstorm, make lightning, measure distance and make a tornado!

### *THE WORLD OF CROCODILIANS*

<http://www.nationalgeographic.com/crocmap/>

Map of crocodiles and alligators, with photos, wallpaper, links; companion to 'Reptile Wild With Dr. Brady Barr' on the National Geographic Channel." (Netsites)

### *A YEAR IN THE LIFE OF A TREE:*

<http://www.domtar.com/arbre/english/start.htm>

Explore this interactive site on the seasons with your students. You will click on the tree to learn about its changing forms, or click on seeds, cones, and leaves in the corresponding frame to learn how they function. (Classroom Flyer Newsletter)

## **SOCIAL STUDIES**

### *AFRICA BY?*

<http://www.plainfield.k12.in.us/hschool/webq/webq152/>

Student teams will plan an African expedition through a minimum of three different nations. They must not only learn about these countries and their cultures, but also budget for all travelling expenses. A Tour Director from each group will plan sites of interest, while a Treasurer must create a detailed expense ledger. Each student is responsible for personal travelling journals. (Classroom Flyer Newsletter)

### *AROUND THE WORLD:*

[http://teacher.scholastic.com/lessonrepro/k\\_2theme/tguidemar01.htm](http://teacher.scholastic.com/lessonrepro/k_2theme/tguidemar01.htm)

This teacher's guide explores peoples and cultures from many nations, with appropriate thematic learning activities for grades K-2. (Classroom Flyer Newsletter)

**AROUND THE WORLD AT 30 DEGREES NORTH LATITUDE:**

<http://www.iupui.edu/~geni/sort/arndword.html>  
Upper elementary and middle school students can take a trip around the world. They team up to tour the globe at 30 degrees North latitude. They will learn cooperatively about the geography and culture of their given region and plan a multimedia presentation for final class projects.

**BEST OF HISTORY WEBSITES**

<http://www.besthistorysites.net/>  
Curious about Ice Age art? Want to see pictures of the Bayeux Tapestry? Interested in early U.S. imperialism? Wondering what life was like during the European Renaissance? You can find all this and much more in the 700-plus sites carefully reviewed in this portal for students, teachers, and history buffs of all ages. Teachers can even plan lessons with help from the site. While concentrating mostly on European and U.S. history, the site also does a thorough job of covering everything from prehistory to art history, as well as presenting an outstanding section on maps. Browsing this site is like peeking through a wide window to the past. (Yahoo Picks)

**COUNTRY STUDIES**

<http://lcweb2.loc.gov/frd/cs/>  
A continuing series of books prepared by the Federal Research Division of the Library of Congress under the Country Studies/Area Handbook Program sponsored by the Department of the Army. This online series presently contains studies of 100 countries. Countries that were previously in multi-country volumes are now available individually.

**CULTURE PIZZA:**

<http://familyeducation.com/printables/piece/0,2357,1-9888-303,00.html>

Each of your students has a cultural heritage to take pride in. Encourage awareness and tolerance through constructing a cultural pizza with your class. Instructions are included.

**CULTURE QUEST:**

<http://www.ipl.org/div/kidspace/cquest/index.html>

The Internet Public Library offers a virtual world tour through several nations, including resources on their histories, festivals, arts, and more.

**DEVELOPING NATIONS:**

<http://www.davison.k12.mi.us/academic/pugh3.htm>

Students will select one developing nation to research, and report back on how the lack of resources and choice may have affected that country's development and life-styles. Reporting information guidelines are included for a student essay. You may also wish to consider allowing students to create a cooperative multimedia presentation, with data charts, maps, and geographical illustrations. (Classroom Flyer Newsletter)

**GEOGRAPHY NETWORK**

<http://www.geographynetwork.com/>  
"The Geography Network is a global community of data publishers, both commercial and governmental, committed to making geographic data available to users. Visit the Geography Network to view and download maps and data and access spatial services and solutions." (Netsites)

**GETTY THESAURUS OF GEOGRAPHIC NAMES**

<http://www.getty.edu/research/tools/vocabulary/tgn/>

Search the name of any place in the world and find out where it is on Earth. There is also some general information included. (Great Sites For Kids, Newsletter)

**THE HISTORY OF EATING UTENSILS**

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

The History of Eating Utensils is an on-line exhibit featuring collections from the California Academy of Sciences Anthropology Department. (Netsites)

**HOPSCOTCH AROUND THE WORLD:**

<http://etc.sccoe.k12.ca.us/i98/ii98Units/Cross/hopscotch/text/hop1.html>

Four lesson plans accompany this unit on exploring different cultures through the game of hopscotch. Students will be making their own hopscotch chalk.

**INTERNET LIBRARY OF EARLY JOURNALS**

<http://www.bodley.ox.ac.uk/ilej/>

The "Internet Library of Early Journals" (ILEJ) is a joint project by the Universities of Birmingham, Leeds, Manchester and Oxford, conducted under the auspices of the eLib (Electronic Libraries) Programme. It aims to digitize substantial runs of 18th and 19th century journals, and make these images available on the Internet, together with their associated bibliographic data. Journals to be digitized include; Gentleman's Magazine, The Annual Register, Philosophical Transactions of the Royal Society, Notes and Queries, The Builder and Blackwood's Edinburgh Magazine. (Netsites)

**MAP ADVENTURES:**

<http://interactive2.usgs.gov/learningweb/teachers/mapadv.htm>

Help your students get a good grip on the geographical locations of the nations that the class will be studying. Several resources available here.

**MEDIEVAL MACABRE**

<http://www.godecookery.com/macabre/macabre.htm>

Supernatural and fantastic imagery of the Middle Ages. Illustrations of Devils, Demons, Witches, & Monsters from the Middle Ages. With the Hans Holbein's Death Alphabet and illustrations from Holbein's 1538 Dance of Death. (Netsites)

**RACE TO THE SOUTH POLE:**

<http://schools.monterey.k12.ca.us/~snlornzo/quests/antarctica.html>

The lure of Antarctica... now your students will become a part of a special class of explorers as they race to the South Pole against other class team members. First, however, they must learn about early explorers before them, and discover how scientists work in Antarctica stations in modern day facilities. If your students are reading Madeleine L'Engle's "Troubling a Star", this webquest would make a great companion exercise. (Classroom Flyer Newsletter)

**RENAISSANCE FAIRE**

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

Everything for the renaissance faire enthusiast, including renaissance fair costumes, ren faire language, history of Elizabethan England, and specific information for the renaissance pleasure faire. (Netsites)

**SCHOOL HISTORY**

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

Online history lessons, resources and easy to access content for students. (Netsites)

### *SEARCHING FOR CHINA:*

<http://www.kn.pacbell.com/wired/China/ChinaQuest.html>

An altogether excellent webquest here, exploring different facets of China, as well as China's interactions with the world at large. Roles include Business Investors, Museum Curators, Human Rights Activists, Environmental Activists, and United States Senators. Each role supplies its own mission and directives, with resources supplied according to the role and its requirements.

### *SEARCHING FOR TREASURE:*

[http://www.riverdeep.net/current/2002/04/042202\\_letterbox.jhtml](http://www.riverdeep.net/current/2002/04/042202_letterbox.jhtml)

Introduce your students to the phenomena of treasure seeking through these unique activities - Geocaching and letterboxing. Then perhaps start a quest of your own. Your students will love these searches and your class or school can keep its own logbook of discovery. (Classroom Flyer Newsletter)

### *TIMELINE GENERATOR:*

[http://teachers.teach-nology.com/web\\_tools/materials/timelines/](http://teachers.teach-nology.com/web_tools/materials/timelines/)

Create either a vertical or a horizontal time line for your social studies projects with this online template and timeline generator. (Classroom Flyer Newsletter)

### *TUTANKHAMUN: ANATOMY OF AN EXCAVATION*

<http://www.ashmol.ox.ac.uk/gri/4tut.html>

The complete records of Howard Carter's excavation of the tomb of Tutankhamun will be made available on these Web pages. (Netsites)

### **STAFFROOM:**

#### *CANADIAN FINANCIAL NETWORK*

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

A wealth of financial information resources

including Canadian sources of content. The collection is gathered to save time for investors by describing sites in sufficient detail that investors can target their information gathering. (Netsites)

#### *HEALTH AND HEALTHY LIVING*

<http://www.roughoat.com/health/index.htm>

This site contains Information on how to improve your health, your life style. (Netsites)

#### *EXPLORE*

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

The Adventure Travel site sponsored by National Geographic. (Netsites)

#### *NUTRIENT DATA LABORATORY*

<http://www.nal.usda.gov/fnic/foodcomp/>

The Agricultural Research Service of the U.S. Department of Agriculture provides detailed information about the nutritional values of more than a thousand foods here. Users may search by individual food, including many brand-name products, or by nutrient, e.g. calcium, fiber, and fat. (LIIWEEK)

#### *PLANTS AT WORK*

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

Plants at Work is a website dedicated to promoting the use and propagation of plants in the workplace. Plants at work is a national information campaign working in conjunction with the industry to inform the public about the numerous benefits of interior plants. (Netsites)

### **TECHNOLOGY**

#### *ACRONYMS & SHORTHAND*

<http://www.netlingo.com/emailsh.cfm>

Known as Chat Acronyms and E-mail Shorthand, these "abbreviations" are also used in Newsgroup Postings and IRC. (Netsites)

### **DICTIONARY OF COMPUTING**

<http://foldoc.doc.ic.ac.uk/foldoc/index.html>  
This free on-line dictionary of computing contains a searchable dictionary of computing terms. (Netsites)

### **FINDING IMAGES ON THE WEB**

<http://www.bu.edu/library/training/webimages.htm>  
This site has links, resources, tips and more to aid you in finding images you want from on the web.(Netsites)

### **HOW TO WEAVE TECHNOLOGY INTO ANY LESSON:**

[http://yawl.edzone.net/ele\\_sed580/weave\\_technology.html](http://yawl.edzone.net/ele_sed580/weave_technology.html)  
This set of guidelines offers general tips for integrating technology exercises into your curriculum and lesson plans. It offers an outline for planning and developing the technology aspect of the unit you wish to teach. (Classroom Flyer Newsletter)

### **INTEGRATING TECHNOLOGY IN GRADE 2:**

<http://perrynet.sparcc.org/webunits/Grade2/Resources/>  
<http://www.mtnbrook.k12.al.us/tech/2nd.htm>  
These sites have several across-the-curriculum internet activities and suggestions for incorporating technology into your second grade lessons, for use all during the school year.(Classroom Flyer Newsletter)

### **INTRO TO MAKING VIDEOS IN THE CLASSROOM:**

<http://www.youthlearn.org/learning/activities/multimedia/video.asp>  
Use video production as a teaching and learning tool in your own classroom, integrating media literacy skills and promoting both project-based and cooperative learning exercises. Mapping, storyboarding, basic drawing techniques, and photography will all

be covered before students begin videotaping. All skills are covered with instructions and examples to guide the educator as well as the students through the various processes. (Classroom Flyer Newsletter)

### **LIN'S WEBMASTER RESOURCES**

[http://spirit\\_of\\_aeris.tripod.com/](http://spirit_of_aeris.tripod.com/)  
This site has free web page graphics, icons, and page building tutorials. (Netsites)

### **ONEPC**

<http://onepc.net/>  
OnePC, home of the OnePC Network, your one-stop guide to your PC and the Internet. Inside, you'll find informative product reviews to show you the industry's coolest toys and easy to follow computing guides to help you get the most out of your computer. (Netsites)

### **REALLY BIG**

<http://reallybig.com/default.shtml>  
"The home page to this site contains more than 5000 resources for web builders including free clip art, CGI scripts, tutorials, counters, fonts, html, java, animation, backgrounds, icons, wysiwyg editors, buttons, photographs, site promotion, and much more. It is the complete resource for ANYONE who wants to develop pages on the internet, from beginner to experienced web site developer. Includes the largest directory of web building resources on the internet." (Netsites)

### **RSS WORKSHOP**

<http://gils.utah.gov/rss/>  
RSS is a protocol and an application of XML, that provides an open method of syndicating and aggregating web content. Using RSS files, you can create a data feed that supplies headlines, links, and article summaries from your web site. Users can have constantly updated content from web sites delivered to them via a news aggregator, a piece of soft-

ware specifically tailored to receive these types of feeds. RSS is the hottest thing in Web communication. It powers many popular applications such as weblogs, knowledge management networks, and news syndication. (Netsites)

#### **STREAMING MEDIA WORLD**

<http://www.streamingmediaworld.com/>  
Streaming Media World offers media player reviews, news, tools, tutorials, discussion forums and cool links devoted to streaming video, audio, MP3, multimedia and gif animation. (Netsites)

#### **TECHNICAL SCHOOLS DIRECTORY**

<http://www.technical-schools-directory.com/>  
This site contains a comprehensive directory of technical schools that offer computer technology courses, degrees and certification programs, as well as articles about technology careers. (Netsites)

#### **TECHNOLOGY TIPS FOR BEGINNING TEACHERS:**

[http://www.techLEARNING.com/db\\_area/archives/WCE/archives/payton1.htm](http://www.techLEARNING.com/db_area/archives/WCE/archives/payton1.htm)

Here are some pointers for teachers just starting out in the classroom, to integrate technology smoothly into their lessons. Student helpers and learning centers will go a long way toward insuring success. (Classroom Flyer Newsletter)

#### **TOP 10 WEB TIPS FOR TEACHERS:**

<http://mciu.org/~spjvweb/topten.html>

Here are some common sense tips for monitoring student internet use, whether in the computer lab or using classroom computers. (Classroom Flyer Newsletter)

#### **ULTIMATE LIST OF EMOTICONS**

<http://www.chatlist.com/faces.html>

Emoticons or smilies are often used to express emotions in text messages such as e-

mail or Internet chats. This site contains an emoticon for every emotion imaginable and a few more you never imagined possible ;-). (Netsites)

#### **UNIX TIPS**

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

An informative site with tips for all Unix and Linux users. (Netsites)

#### **WAVPlanet**

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

This site features a daily WAV, TV and movie themes and songs, sound effects, midis, and more. (Netsites)

#### **WACKY, WILD AND JUST PLAIN WEIRD**

##### **5.25" DISK SLEEVE ARCHIVE**

<http://www.cyberden.com/sleeves/>

The CyberDen 5.25" disk sleeve archive.

This site proves that anything and everything will end up as someone's collection, someday. See more 5.25" disk sleeves than you ever imagined were out there. (Netsites)

##### **BEATERZ.COM**

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

You see them rollin' down the road, posing with pride in the parking garage, and waiting longingly in the used-car lot. Commonly known as "beaters," these mobile eyesores are chronicled on this tongue-in-cheek site. Thoughtfully classified by type and augmented by humorous commentary and high-quality photos, the site offers prime examples of what rust, dented fenders, mangled modifications, and awful accessories can do to a once-proud hoopty. We thoroughly enjoyed perusing prime beaters, including the woeful Mustang of Deziire, the sadly hilarious Mega Pipe, and the astonishingly dismal Caffeine Cougar. Get off your tailpipe and visit this tribute to atrocious autos. (Yahoo Picks)

*THE GIANT GUM BUBBLE WEB PAGE*

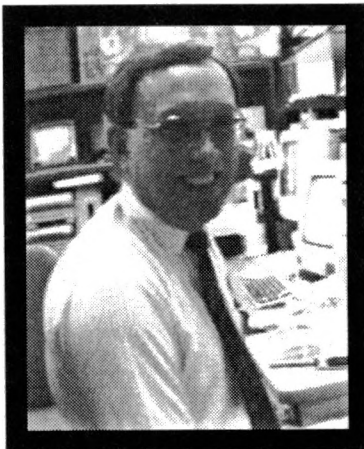
<http://www.dimensional.com/~bkelly/bgpage/>  
Everything a gum chewer needs to know about blowing gum bubbles, from best brands, correct temperature, to proper technique can be found at this site. If you have a favorite bubble picture try submitting it to the photo gallery hall of fame. There are links to other sites featuring bubble gum which add to the fun. (LIWEEK)

*SWORD SWALLOWING TO THE HILT*

<http://www.swordswallow.com/>  
The definitive site on Sword Swallowers and the ancient art of Sword Swallowing just in case your library program is cut and you're forced to find alternate sources of income ;-)  
(Netsites)

**“A properly staffed, appropriately stocked, and well organized school library is a critical tool that allows librarians and teachers to work together to help students achieve higher levels of literacy, problem-solving and information and communication technology skills”**

UNESCO: 1999

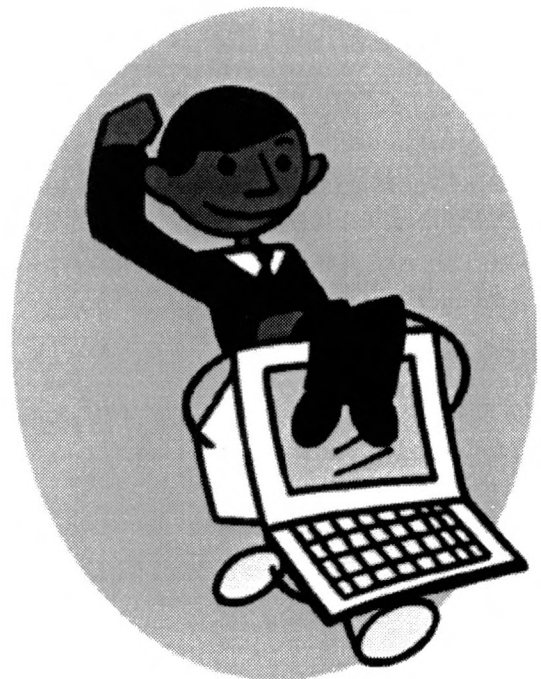


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<http://web.fvdes.com>

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## **SUBMISSIONS TO THE BOOKMARK**

In order to facilitate the production of the *Bookmark*, please adhere to the following guidelines when submitting articles:

Submit **electronic** material only. Mac and Windows formats are both acceptable. The preferred method of receiving materials is to have it saved as a MS Word (Windows) document but, if this is not possible, save in some form of **TEXT DOCUMENT**. If you are unsure of this process, contact the Rick Mulholland at [libearywolf@shaw.ca](mailto:libearywolf@shaw.ca) or 604-576-1378. Print material will not be accepted.

**Please attach a brief autobiography (including photo), and a biography (including photo) of any other people involved in the unit/article, including name, school, school district, position and contact information (including email if possible).**

Submit your materials (units and articles) to the appropriate mini-editor as listed on the back cover or visit the BCTLA website's submission page at <http://www.bctf.ca/BCTLA/bmsubmission.html>.

# LITERATURE



# THE ADVENTURE CONTINUES

## TD CANADIAN CHILDREN'S BOOK WEEK

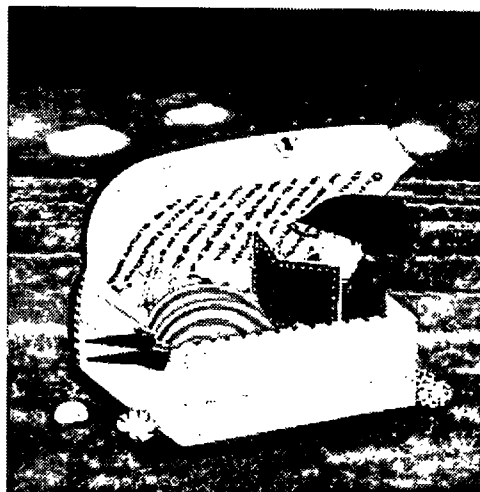
### Celebrates 25 Years

### Saturday November 2 to Saturday November 9, 2002

BC welcomes three talented Canadian book creators to mark the 25<sup>th</sup> anniversary of Canadian Children's Book Week November 2 - 9, 2002.

William Brownridge, Gillian Chan and Melanie Rose will meet thousands of children, parents, teachers, and librarians as they celebrate this year's Book Week theme, *Inside the Adventure*, in schools, public libraries, community centres and bookstores across the province.

These book creators continue a tradition begun in 1977, when a handful of intrepid authors and illustrators fanned out to meet and greet their young fans. Thus began an annual festival that has become the longest running, national, and now bilingual book festival in Canada.



In 2002, over 50 English and French children's authors, illustrators and storytellers will tour the country from coast to coast. Launched by the Canadian Children's Book Centre (CCBC), Book Week is now the single most important annual event celebrating Canadian children's books and the importance of reading.

Watch for Book Week events from Nov 2 to 9, including BC's official Book Week launch party, the annual children's publishing panel hosted by the Children's Writers and Illustrators of BC, the festive evening gala put on by the Vancouver Children's Literature Roundtable, Adventure Day at the Vancouver Museum (featuring author David Ward and the current Viking exhibit), and the opening of Science World & CCBC's *Books in the Dome*, an ongoing reading series highlighting new and favourite Canadian children's authors.

The Canadian Children's Book Centre gratefully acknowledges the support of Book Week's sponsors and funders: **Title Sponsor:** TD Bank Financial Group; **Co-Associate Sponsors:** Imperial Oil Charitable Foundation, Pearson Education Canada; **Major Funder:** The Canada Council for the Arts; **Funders:** Alberta Foundation for the Arts, Manitoba Arts Council, Manitoba Dept. of Culture, Heritage and Tourism, New Brunswick Board of Education, Northwest Territories Dept. of Education, Culture and Employment, Nova Scotia Department of Tourism and Culture, The Ontario Arts Council; **Partners:** Communications-Jeunesse, Storytellers of Canada/Conteurs du Canada, Toronto Public Library. BC also thanks the Radical Foundation, Science World and the Vancouver Museum; CWILL-BC, the VCLR and all participating authors and illustrators.

## BCTLA REVIEWS

“BCTLA Reviews” is coordinated by:

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

Items reviewed include print and non-print materials. To be considered for inclusion, items should have significant association with the province of British Columbia through the author, performer, producer 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 to:

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**REVIEWERS PLEASE NOTE:**

*Due to technical difficulties, not all reviews that have been submitted to the Review Editor have been included in this issue. If your review is missing, resubmit it to Liz Austrom via fax or regular mail. DO NOT email reviews to Liz Austrom at this time.*

**E AMS**

Amsden, Janet. Illustrated by John Beder. *Grizzly Pete and the ghosts*. — Annick Press, 2002. 32pp. : ill. — ISBN 1-55037-718-3. \$7.95 paper.

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

Spook is a timid ghost living with other ghosts in the gold mining town of Paydirt. All the people have left town except Grizzly Pete, the prospector. Snark, the ghost leader, wants Grizzly Pete to leave so Paydirt will become an official ghost town. The ghosts try to scare Pete into leaving, but he is able to scare them right back! Snark is able to slip into Grizzly Pete's dream and show him there is no more gold in the mountain, so when Pete wakes up, he decides to seek gold elsewhere and invites Snark to come along. Paydirt becomes a ghost town at last.

This story is recommended for ages four to seven, but it is more suitable for six to nine year olds. It is a confusing story and a bit long for younger children.

The illustrations are bright and appealing. The book is well bound for a soft cover, but thin, so would tend to disappear on a picture

book shelf. Depending on the amount of use anticipated, the hard cover edition would be a better purchase for library use (ISBN 1-55037-719-1 \$19.95).

This title could be useful for a heritage or a Gold Rush theme. Recommended for grades two and three.

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**F BOW**

Bowering, George. (Ed.) *And other stories*. — Talonbooks, 2001. — 320pp. — ISBN 0-88922-451-X. \$24.95 paper.

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

George Bowering's status as an author, poet, editor, critic and teacher speaks powerfully for the quality of this collection, which features the short fiction of 23 Canadian writers. Each story is a unique experience for the reader, but the unifying element is that all fit into the category of "postmodern," for the collection itself is a follow-up to Bowering's previous collection, *Likely stories: A postmodern sampler*. The individual stories are diverse, enticing and sometimes plain "odd." Their creators are also diverse, with varying birthplaces, backgrounds and experiences that are briefly sketched in "Notes on Contributors" at the end of the volume.

The authors are: André Alexis, David Arnason, Margaret Atwood, Clark Blaise, George Bowering, Clint Burnham, Matt Cohen, Canada's Jane Dorsey, George Elliott, M.A.C. Farrant, Brian Fawcett, Timothy Findley, Keith Fraser, Hiromi Goto, Thomas King, Dany Laferrière, Suzette Mayr, Leon Rooke, Diane Schoemperlen, Gail Scott, Audrey Thomas, Guillermo Verdecchia and Sheila Watson. The stories range from simple to complex, from here-and-now experiences to futuristic frights. Often, the

reader will find that an apparently trivial event or thought at the beginning of a story has totally unexpected consequences or connections that lead to a stunning conclusion, much in the way that life leads us all to strange places. Several stories have a science fiction element, although with a social sciences twist.

This is a quality trade paperback with binding that should stand up to library use quite well. The typeface is clear and easily read, while the cover is moderately attractive.

Most of the selections will interest teen readers who have made the shift from young adult novels to more sophisticated fare. Recommended for libraries serving grades ten to adults.

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#### E DEV

deVries, Maggie. Illustrated by Sheena Lott. *How sleep found Tabitha*. — Orca Books, 2002. — 32pp. : ill. — ISBN 1-55143-193-9. \$19.95 hardcover.

Reviewed by: Willow Reichelt, teacher-on-call, SD#33 (Chilliwack).

Tabitha cannot sleep. With charming rhymes, various animals encourage her to come sleep with them, but nothing works. Finally, sleep arrives in the form of a grey cat which snuggles down with her in bed. This story shows children that they are not alone in having trouble falling asleep at night. In addition, they learn where other animals sleep.

Maggie deVries' writing is very appealing. The way she alternates smoothly between prose and verse is especially effective. The only flaw is that the section about the whale implies, possibly unintentionally, that whales

use their breathing holes to breathe underwater, when in reality they have to come to the surface to breathe.

The soft blue-tinted watercolour illustrations by Sheena Lott complement the text beautifully. They enhance the sleepy mood, and accurately reflect the appearance of a room at twilight.

The book is written at a grade two to three reading level, but would also be appropriate for advanced readers in grade one.

Recommended.

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#### F KIT

Kittredge, Frances. *Neeluk: An Eskimo boy in the days of whaling ships*. — Whitecap Books, 2001. — 88pp. : ill. — ISBN 0-88240-546-2. \$16.95 paper.

Reviewed by: Ruby McBeth, retired teacher-librarian, Baldonnel, BC.

This book was close to one hundred years in the making. The author of the text travelled to Wales, Alaska, in 1900. She saw the Inupiat Inuit near the end of the whaling ship era. These people live at the point of Alaska that lies closest to Russia, across the Bering Sea.

Kittredge tells her twelve stories (one for each month) from the point of view of a seven year old boy named Neeluk. Although Neeluk longs to be like the men, he must stay at home with the women and children. Using a boy as a main character allows the author to show the life of the whole village. After the stories, we are given a one page "Glossary of Inupiat Eskimo Terms" and a one page list for further reading. While the stories tell us of the life of the people, this is a picture book. The illustrations are done by an Inupiat man who moved to Washington State. Although Kittredge wrote the text in 1936, the book was

put together in 2001 by descendants of the friends she lived with in Alaska.

While this book is historically significant and well put together, it was not written for Canadian schools. The use of the term "Eskimo" instead of "Inuit" could be seen as a problem. Also, it deals with the life of the Inupiat rather than Canadian Inuit experience. Another problem is the simple style of the sentences, which have a bit of a "Dick and Jane" feel to them. This could make the book tedious for older readers. Having said this, the book is a clear description of life before the white man changed the Inuit way of life. The short chapters of four to six pages make this a good independent reading book for grade four students reading at a lower level.

Recommended for elementary school libraries as a supplementary resource for grade four studies of aboriginal peoples.

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#### E SHA

Sharp, Thelma. Illustrated by Georgia Graham. *The Saturday Appaloosa*. — Red Deer Press, 2001. — 32pp.: ill. — ISBN 088995-213-2. \$18.95 hard cover.

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

This is the story of a young girl and her grandmother who share a love of horses. This is not the fusty granny of "pumps and pearls," but rather the grandma who wears tee shirts and jeans and knows her way around horses. Together they solve a crisis in the pasture and meet a neighbour who proves to be a new friend for both. By rescuing the horse, Crystal gets what she really yearns for, the opportunity to ride her favourite, the Appaloosa.

This lavishly illustrated book speaks especially to those familiar with the flowers of British Columbia. On each page a different specimen is beautifully illustrated beneath the text and is to be found in the full-page illustration on the double page spread. Georgia Graham's lovely pastel illustrations serve as a backdrop to the story.

The characters and story will appeal to many, but most particularly to those who love horses!

Recommended for elementary school libraries serving grades one to four.

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#### E SPA

Spalding, Andrea. *It's raining, it's pouring*. — Orca Publishers, 2001. — unp. : ill. — ISBN 1-55143-186-6. \$19.95.

Reviewed by: Carolyn Cutt, retired teacher-librarian, Vancouver.

We have all chanted this anonymous nursery rhyme in various forms as children. Andrea Spalding elaborates on the story, attempting to answer a child's questions regarding the meaning of the rhyme and the weather.

Why does a giant who lives in the clouds control the weather? Little Girl means to find out. Donning boots, raincoat and hat, and struggling with an enormous ladder, she manages to reach the clouds, finding the old giant in bed sneezing and howling with a terrible cold — and causing much thunder and lightning. Little Girl believes she has just the solution and hurries home to collect her remedies. Now, can she help the old man recover and coax out the sun?

The large, homey illustrations by Leslie Elizabeth Watts are very appropriate for Spalding's simple yet colourfully descriptive

story. An array of animals surround Little Girl on every page, as though encouraging her with her task. These delightful, realistic illustrations provide the link between a weather myth and a little girl's everyday adventures.

This adaptation is an excellent story to read aloud in primary classrooms on a rainy day, and is a recommended addition to elementary library resource centre collections.

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F SPA

Spalding, Andrea. *The white horse talisman*. — Orca Books, 2001. — 185pp. — ISBN 1-55143-222-6. \$8.95 paper.

Reviewed by: Carolyn Cutt, retired teacher-librarian, Vancouver.

Chantal and her brother Adam are dispatched unexpectedly from Edmonton, and sent by their feuding parents to spend a month with their cousins, Holly and Owen, on their farm in rural England. Happily, the children have ponies to ride and almost on arrival head off to see a white horse and castle on the nearby hill. Immediately, they become steeped in the mystery and mythology linked to the "White Horse of Uffington," which was gouged into the hillside of white chalk bedrock some 3,000 years ago. Chantal sees a shooting star and begins having a series of dreams as the fantasy develops. How can she sort out this mystery in her mind? Will the others believe her stories and visions?

The children experience almost magical adventures as the author weaves a fantasy inspired by the local folklore and real English landscape. As Andrea Spalding notes, she has done detailed research, and the result holds the reader fascinated to the end.

Though the plot is held together by mystery and fantasy, the characters also develop as the story goes along. Brother and sister conflicts come to a climax and family issues are always present. Again the author works competently with both fantasy and reality.

*The White horse talisman*, book one in *The summer of magic quartet*, held my interest throughout, and I am looking forward to volume two. This one will be an excellent read-aloud in grades four to six classrooms, promoting endless discussion and numerous research topics. It will also be a popular addition to the elementary library resource centre.

Highly recommended

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F SPA

Spalding, Andrea and David Spalding. *The disappearing dinosaur*. — Whitecap Books, 2002. — 128pp. — ISBN 1-55285-311-X. \$8.95 paper.

Reviewed by: Jan Gillett, teacher-librarian, Watson Road Elementary School, SD#23 (Central Okanagan).

Andrea Spalding has done it again. Along with her husband, David, she has tapped into the psyche of a child and presented a story from a child's perspective. This is the third book in the Adventure.Net series. *The lost sketch* is set in Ontario and *The silver boulder* is set in BC.

Readers who love dinosaurs will be captivated by the adventures of Rick and Willow. The story is laced with vignettes of factual information that lead the reader to web sites they can use to explore the topic further. Though the story is fictional, the

background is factual, and the setting is the Badlands of southern Alberta.

Their descriptions of the techniques of dinosaur digging are based on the work of Alberta paleontologists. There have been several Tyrannosaurus Rex specimens found in Alberta and these skeletons have been both science and commercial ventures. Amazingly enough, dinosaurs have become a hot commodity to buy and sell. They no longer remain the domain of museums and science.

The thread of the story of Vicky the T-Rex being stolen and sold in the United States is entirely believable until the truck gets loaded with the bones. Then the precious cargo is left unguarded and the keys left in the cab. The Spaldings will likely get e-mails from kids saying, "Duhh, how dumb do you think we are?"

Kids will identify with using the Net to gather information quickly. They will also recognize the language used when the characters MSN each other back and forth. It isn't exactly the Queen's English, but they are writing and communicating more than the previous non-users of the Net.

Bring on the fourth book, Spaldings, the kids will be waiting for it. It absolutely has to be in Saskatchewan in a uranium mine in the north, or in the Cypress Hills in the south.

Recommended for grades three to eight.

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F R I V

Rivers, Karen. *Dream water*. — Orca Publishers, 1999. — 192pp. — ISBN 1-55143-162-9. \$7.95 paper.

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

This novel, the author's first "teen" novel, grew from her own love of whales, her opposition to keeping them in captivity, and a need to remind the public that the death of a trainer at the Victoria Seaquarium is proof that whales should not be kept captive to entertain humans.

This important, controversial issue is successfully woven into a story with characters with whom teens can identify. Cassie and Holden, the two central characters, witnessed the tragedy at the Seaquarium and several years later are adolescents still struggling to deal with the effects of what they saw. Cassie drives herself mercilessly in pursuit of a dance career and cannot identify with her family. Holden is a talented artist but struggles with school, is an alcoholic, and retreats to his attic studio to avoid his problems, including his mother's losing battle with AIDS. Matt, Mitchell and Sina are friends who present situations and feelings with which teens can identify. They talk of having no friends, of feeling put down, of lacking ambition, and of boredom with school and family. Although this does not sound very uplifting to the adult reader, teens will appreciate the emotional struggles, eventual triumphs and healing of friendships. The timeline of the novel is loose, as the author allows the seasons and activities of the year to carry the reader through the story.

Although this was her first teen novel, Karen Rivers has had no difficulty in achieving the writing style teens enjoy. She captures the lack of clutter and short sentences of adolescent dialogue. This style could certainly be called bare or sparse, but she is able to evoke the emotion of inner thought, of

atmosphere and of natural surroundings, all of which add meaning and strength to the novel.

Important because of its BC setting and content, the novel will appeal to young men and women. The obvious curriculum connection, apart from the complexity of teen relationships, is the on-going question of the ethics of holding whales and other animals in captivity. This is a bold, successful venture into writing for a challenging age group.

Recommended for grades seven through ten.

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#### F T R E

Trembath, Don. *The bachelors*. — Orca Book Publishers, 2002. — 160pp. — ISBN 1-55143-209-9. \$8.95 paper.

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

In this book, the third in the author's "Black Belt Series," Jeffrey invites Charlie and Sidney to spend five days with him and his Grandpa while his Grandma is in the hospital.

The short sentences and grade three reading level make this book attractive to older, struggling readers; however, my students found the story "choppy" with the plot jumping from event to event. The heavy use of dialogue makes it an effort to get to know the characters and to become engaged in the story. Once the reader buys into the concept of Charlie's and Sidney's parents allowing them to stay with Jeffrey under his Grandpa's limited supervision, the events are humorous, if exaggerated. Sidney, for instance, is hiding at Jeffrey's house because he punched a man in the face for allegedly hassling his mother at her waitressing job.

*The bachelors* may be attractive to low readers, particularly boys, in the upper elementary grades if they have read and enjoyed the two previous novels in the series (*Frog face and the three boys* and *One missing finger*), thus acquainting themselves with the three main characters. As a stand-alone novel, however, this story lacks a gripping beginning.

Recommended with reservations, but only for fans of the first two books in the series.

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#### E W A L

Wallace, Ian. *Duncan's way*. — Greenwood, 2000. — 32pp. : ill. — ISBN 0-88899-390-0. \$16.95 cloth.

Reviewed by: Carolyn Cutt, retired teacher-librarian, Vancouver.

Duncan's family, like many others, have fished the Newfoundland coast for seven generations. The disappearance of the cod has been devastating. Duncan's father, his friends and neighbouring fishermen are disheartened, disillusioned and, more often than not, forced to relocate in search of a new livelihood. Duncan cannot bear to give up their life by the sea and aches to see the fishing boats idle at the wharves. There must be a solution to keep his family from leaving! Despairingly, he jumps into his small dory and battles the waves to visit his friend across the bay. Mr. Marshall, a retired fisherman, now delights in building model trains and replicas of the surrounding landscape. As Duncan sadly recounts the details of his family's situation, the two friends watch the trains circling the miniature map of Newfoundland, visiting each tiny outpost. Suddenly, amidst Mr. Marshall's probing questions, they come up with an idea.

Inspired by accounts of the cod's disappearance and the profound effect of this on the population of the Atlantic Region, Ian Wallace has developed a poignant story. While the author focuses on one family's struggles, the implications and upheaval are universal to every family in the province of Newfoundland. Wallace's illustrations are realistic and appealing, delicately portraying the emotions in the story.

Students might benefit from factual information regarding the plight of the eastern cod fishing industry and also, in contrast, salmon fishing in the west. The story is simply written, yet powerful enough to promote serious discussion.

Recommended for grades four and five, both as an engaging story and for its insightful information on a Canadian community.

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#### E WOL

Wolfe, Jennifer. *The mess*. — Annick Press, 2002. — 32pp.: ill., photos. — ISBN 1-55037-734-5. \$7.95 paper.

Reviewed by: Marilyn Clements, retired teacher, Courtenay.

This is a great little book for five to eight year olds. It has 60 reusable stickers which young readers can use to fill in the spaces in the story text, thus constantly changing the story and creating hilarious scenarios. The characters are a boy, a girl, a dog and parents. They decide they must clean up their home which is in a big mess. The illustrations are colourful with interesting eye-catching geometric designs. The characters are cartoon-like with large faces, very expressive eyes and wire-looking contorting limbs.

The vocabulary stickers are fairly easy for little fingers to manipulate and the words range from common ones (cake, puddle, bandaid) to more unusual ones (tentacle, kumquat, warthog).

Several of these inexpensive books would be useful in a primary classroom. Young readers could create their own version of the story then share with one another or with a group. They could make decisions about which words are best/worst/funniest in a particular space and have some good laughs. Best of all, this book fosters reading of a story time and time again, which young readers like to do. With this title, they get to read new vocabulary each time.

Recommended for primary classrooms.

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#### 306.8 HUN

Hunt, Jan. *The natural child: parenting from the heart*. — New Society Publishers, 2001. — 192pp. — ISBN 0-86571-440-1. \$18.95 paper.

Reviewed by: Ruby McBeth, retired teacher-librarian, Baldonnel, BC.

This collection of essays on attachment parenting was written between 1988 and the present. Ms. Hunt's stated aim is to have parents treat children with respect from the time they are born. She is writing about the change in approach towards children in the last 25 years: "children are no longer seen as property, to be manipulated through threats and punishment to meet the needs of their parents. We are beginning to see children as real persons..." (p. 75).

The book is divided into six sections: Parenting with Empathy and Trust, Living with a Baby, Living with Children, Guiding Children, Helping Children Learn, and

Advocating for Children. Each section contains between five and eight essays. In the essays, the author stimulates our thoughts about parenting questions. She addresses such questions as: "Am I spoiling my baby if I pick her up when she cries?"; "What do I do when she has a tantrum?"; and "Do I nurse on demand?"

The essays make easy reading. Five of them are organized as lists: Ten Tips for Shopping with Children, Ten Ways We Misunderstand Children, Ten Reasons to Respond to a Crying Child, Ten Alternatives to Punishment, and Ten Tips for Finding a Medical Professional for Your Child.

The section on helping children learn will certainly catch the attention of educators. Hunt recommends what she calls "unschooling." She claims she did no directing of her son's learning but rather always watched for the learning moment and helped him to satisfy his curiosity. She homeschooled her son and recommends that parents operate home businesses so that they can do as she did.

The last section deals with child abuse — from lack of respect through to abduction. The author also offers advice on being helpful when coming across abuse in public.

There are two problems with this book. Firstly, the author's explanations are often simplistic: "Empathic parenting, to put it simply, is believing what we know in our hearts to be true" (p. 4). Secondly, she leaves quite a gap between her recommendations and the real world. She seems to assume that parents can homeschool. Furthermore, she says nothing about the problems presented by the breakdown of families or by having both parents working, both of which present major obstacles to attachment parenting.

The value of the book is in its practical advice and as an introduction to attachment parenting.

Recommended for schools with family life courses and for schools with teen mothers.

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599.665 SWA  
Swanson, Diane. *Welcome to the world of wild horses..* — Whitecap Books, 2002. — 32pp.: ill. — ISBN 1-55285-320-9. \$6.95 paper.

Reviewed by: Kate Zahir, teacher, Dufferin Elementary School (SD#73 (Kamloops-Thompson)).

This medium-sized, quality-bound information book is the 21st volume in a series of books introducing young people to animals in the wild.

The cover, which shows horses galloping across open fields, will attract horse lovers. The quality of the cover photograph is consistent with the detailed, close-up images found throughout the text. It is impossible to open the book and not find a captivating photo. The table of contents and index are not too cumbersome.

The text answers a number of "typical" questions such as: "What do horses eat?" and "What is their usual habitat?" In addition, Swanson does a very good job of including numerous facts most children probably wouldn't have considered. For instance, did you know that a stallion lays his scent on top of a pile of manure left by another stallion in an attempt to hold onto his rank?

The reading level is grade three to four. With its crisp photographic images and easy to read font, the book will appeal to students in grades two through five.

Recommended for elementary school library collections

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598.7 SWA

Swanson, Diane. *Welcome to the world of hummingbirds*. — Whitecap Books, 2002. — 32pp.: ill. — ISBN 1-55285-318-7. \$6.95 paper.

Reviewed by: Kate Zahir, teacher, Dufferin Elementary School (SD#73 (Kamloops-Thompson)).

This medium-sized, quality-bound information book is the 22nd volume in a series of books introducing young people to animals in the wild.

Although the topic of hummingbirds is not one which young people would necessarily consider researching, the colourful bird on the book cover will no doubt entice readers to check out the book nonetheless. The table of contents and index are useful even for a primary student.

The text offers many pertinent facts about the hummer's appearance, enemies and diet, among other topics. Each page of information is accompanied by quality photos which highlight the text. As with her other titles, Swanson does a very good job of interspersing "typical" facts with ones that make readers raise their eyebrows in surprise. For instance, we learn that the hummer will sometimes enter a "deathlike"

sleep, called torpor, in an attempt to save its energy.

The reading level is grade three to four. With its crisp photographic images and easy to read font, the book will appeal to students in grades two through five. Recommended for school library collections

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811 CRA

Cran, Brad. *The good life*. — Nightwood Editions, 2002. — 80pp. — ISBN 0-88971-183-6. \$15.95 paper.

Reviewed by: Christopher Hunt, temporary teacher-librarian, Bernard Elementary School, SD#33 (Chilliwack).

Several years ago, I made a New Year's resolution to read more poetry. *The good life* is a collection of poems that makes it easy to stick to that resolution. Cran is one of the many fabulous younger poets currently active in British Columbia, and is also widely published across Canada. He is the publisher of Smoking Lung Press and is a contributing editor to *Geist* magazine.

This book is divided into three sections: "The Tenant's Song," with poems about fleeing a failed relationship and living temporarily in tropical Dominica; "Cityscape," with gritty poems about the impersonal nature of the metropolis; and "The Good Life," with reflective poems about various life experiences. Cran's long-lined free verse poetry is very accessible. It is not obscured by complex extended metaphors or arcane symbolism. Instead, he uses plain language but blends sounds incredibly well:

Down your spine  
the secrets of posture pop like the  
percussion of demise.

Much of his writing has a crisp hard edge, a world-weariness, that will appeal to teenage readers:

Your lips crack with pain.  
Chew them until they bleed.  
Even your dreams taste of salt.

This kind of voice has been heard many times before, but Cran doesn't conform to hackneyed stereotypes. He is not whining, but rather recording what is negative while still seeking sudden moments of unexpected beauty and connectedness — and these silent and luminous moments in the poems keep the reader engaged.

Highly recommended for students in grades ten through twelve.

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811 KNI

Knighton, Ryan. *Swing in the hollow*. — Anvil Press, 2001. — 100 pp. — ISBN 1-895636-34-5. \$13.95 paper.

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

Currently teaching English at Capilano College, Knighton is a co-founding editor of *TADS*. His poetry has been published in many well known Canadian journals, including *Prism*, *Fiddlehead*, *Malahat Review* and *Geist*., as well as appearing in the poetry anthology *Hammer & tongs*..

Many of these poems have West Coast settings or experiences at their centres, but that's not the only reason for buying this collection. Some selections will speak directly to young adults, since they deal with

experiences teens have had or will soon have (e.g., "Music Note," p. 26, and "Graven Image Tag," p. 92), and frequently feature language that is part of pop culture (e.g., "Teenage Preludes" on pp. 78-79). Most of the poems are accessible to teenage readers, but they are also thoughtful and will provoke reactions.

English teachers will be especially interested in the middle section of the book. Titled "From Charles Street, Pandemonium," this fourteen segment poem about Vancouver both captures the city and asks questions about life there. The segment on pages 14 and 15 ostensibly recalls a visit to Stanley Park Zoo, but it should lead to great discussions. Other shorter poems offer similar connections and opportunities. George Bowering suggests that this extended poem should be added "to the list of important Vancouver poems in the tradition of Earle Birney's 'November Walk Near False Creek Mouth.'"

This is a quality paperback with a grey, rain spattered photo on the front. Although this cover is very appropriate to fall, winter, spring and sometimes summer scenes in Vancouver, the grey spine will not stick out on library shelves. Fortunately, the author's name appears in bright orange, and that may help!

Recommended for secondary school libraries.

811 MCC

McElroy, Gil. *Dream pool essays*. — Talonbooks, 2001. — 109 pp. — ISBN 0-88922-454-4. \$15.95 paper.

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

Gil McElroy's poetry is unfamiliar to this reviewer, although it has appeared in periodicals and anthologies. This is his first full-length book of poems, and he blends a considerable number of interests into them. Everyday life becomes bound up and/or transformed by scientific concepts, and what appears to be a simple idea expressed poetically, frequently explodes into a cosmos of possibilities that require the reader to create meaning rather than to receive it from the poem. The blurb on the back cover states, "They [the poems] are here simply as occasions for reading, and are without meaning outside the presence and active engagement of their reader(s)." This is a fair warning.

There are three sections, each beginning with a quotation that provides a minimal clue or clues as to the intent of the poet in that section. In the first section, "One Sublunary," the poems examine everyday human life in a world composed of air, water, fire and earth. "Two Some Julian Days" is composed of a miscellany of poems that are simply titled with a number indicating the "number of days which have elapsed since January 1, 4713 BC." Poems in this sections are easy to relate to, but trying to calculate what day "2449582" refers to is difficult. A handy table, or a parenthetic translation would have been welcome, but probably meaningless, since the reader will be creating meaning at a totally different point in time. The poems in "Three Dream Pool Essays" are often prose-like, and frequently focus around concepts of time and/or space. As the book progresses

the concepts expand but the details are touchstones to simpler experiences.

All of these poems require a reader who is willing to persevere, reread several times and think carefully, and to be satisfied with deriving personal meaning from the work, rather than knowing exactly what the poet meant. For this reason, the book is best suited to senior secondary students and adults who enjoy poetry. However, teachers may find single poems that will be effective with junior secondary students.

Recommended for grades eleven and twelve in schools where poetry collections are in demand, and for public and university libraries.

811 NOR

Norris, Ken. *Hotel Montreal: New and selected poems*. — Talonbooks, 2001. — ISBN 0-88922-456-0. \$16.95 paper.

Reviewed by: Marilyn Aldworth, district librarian, SD#44 (North Vancouver).

Ken Norris writes poetry that relates to the real world. These poems are connected with the very things that happen in any person's life. They are filled with emotion and feelings of both love and pain. Mature secondary students will read some of these poems and feel that poetry is more than something to be endured or memorized for an English mark. They may recognize that poetry doesn't have to be dissected to be appreciated, it simply has to be enjoyed. Maybe, to do that, poetry should be read aloud since today's digital music generation may appreciate the vocal aspect. Even read silently, some of these poems will find acceptance in secondary school classrooms and encourage young people to delight in the language and the power to express common experiences.

Many of the poems celebrate universal human experiences like love, loss, divorce, travel, children and flowers. There is even a whole section devoted to vegetables. In "Artichoke," Norris begins by calling the artichoke the lotus flower of vegetables, saying that it is thousand-petalled like the Eastern rose of mystery. He goes on to say, "He kept peeling back the layers of petals in an attempt to get at the food, not realizing that the petals held the food. Eventually, he peeled all the layers away, to find himself confronting the inner nothingness of the artichoke. Baffled, he threw the artichoke away."

Some of the poems in this collection are selected from Norris's already published nineteen books of poetry and some are new. Ken Norris has been writing poetry for 25 years and he is a teacher of Canadian Literature and Creative Writing at the University of Maine.

Recommended for secondary to adult collections.

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971.1003  
Francis, Daniel, Ed. *The encyclopedia of B.C.* — <http://www.knowbc.com/login.html> — Harbour Publishing and Harbour Interactive, 2002. Site licence costs dependent on school population.

Reviewed by Ruby McBeth, retired teacher-librarian, Baldonnel, BC.

What could be a better reference source for BC students than the *Encyclopedia of British Columbia*? Well, it would be nice to have a reference that could be edited and updated constantly — and that is what you get with this website. To check it out, simply go to the site listed above and sign on for a free 30 day trial.

The homepage of *EBC* is pleasant and practical. A blue sidebar to the left has "Home," "Search," "Subjects," "Index" and "Video." The sidebar remains on screen while you search, making navigation simple. In the centre of the homepage is the "Featured Update." To the right of the main update article are links to update archives (monthly, beginning July 2001), the Know BC Forum, and related articles. At the top of the screen, beside the title, are links to "Using the *EBC*", "Teachers' Resources" and "Forum."

The main text of *EBC* is accessible by keyword search, subject list and alphabetical index. The search feature, while an excellent entry point, does not allow for spelling errors. There are directions for Boolean searches at the bottom of each keyword search's results screen. The "subjects" entry point leads to a list of 36 subject guides and overview articles on topics such as agriculture, economy and history. One advantage of the web version is the drop down menu at the beginning of each long article. With the "History" article, for example, students can quickly choose the Gold Rush.

Since this Web Edition came out in the fall of 2001, it has been constantly updated. When this reviewer typed in "2002" under keyword search, there were 38 documents found. The 2001 census figures for cities in BC have been added with the date 2001 after the number. The Know BC Forum, which allows you to ask questions about BC and to write letters to the editor, is also used by many people to tell the editors about errors. A spelling error in a personal name was corrected within a week after I pointed it out on the forum.

Like the CD-ROM, the web version includes video clips with sound, but it also includes many hot links to relevant websites.

The Social Studies 10 teacher who checked out the teacher resources found the lesson planning section excellent, and said that it uses Wiggins' approach from *Understanding by design*. The elementary teacher who viewed the website felt that the material did not relate to curriculum and was not at an elementary reading level. She suggested that a copy of the paper edition would be adequate for an elementary school.

The school price includes access from school and home for students and teachers. Costs are: less than 100 students, \$49.99; 101-500 students, \$119.99; 501-1000 students, \$189.99; 1001+, \$259.99.

Because of the difficulty of finding up-to-date material on British Columbia, the *EBC Net Edition* is especially important. It is recommended for secondary schools for all students.

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## 2002 BOOK AWARDS

VAL HAMILTON

### **Amelia Frances Howard-Gibbon Illustrator's Medal**

*Where I Live*, written and illustrated by  
Frances Wolfe (Tundra Books)

### **Geoffrey Bilson Award for Historical Fiction for Young People (CCBC)**

*If I Just Had Two Wings* by Virginia Frances  
Schwartz (Stoddart Kids)

### **The Christie Harris Illustrated Children's Literature Prize**

Sheilagh Simpson, Christie Harris's daughter, announced the creation of this award at the 2002 B.C. Book Prize ceremony. Thanks to the generosity of an anonymous donor, the inaugural awarding of this prize — to the author and illustrator of the best children's picture book by a British Columbia or Yukon resident — will happen in 2003.

### **Sheila Egoff Children's Prize (B. C. Book Prize)**

*Everything on a Waffle* by Polly Horvath  
(Groundwood Books)

### **Ontario Library Association**

#### **Silver Birch** (Grades 4-6)

**Fiction:** *If I Just Had Two Wings* by Virginia  
Frances Schwartz (Stoddart Kids)

**Non-Fiction:** *Ha! Ha! Ha!: 1,000+ jokes,  
riddles, facts, and more* by Lyn Thomas (Owl  
Books)

#### **Red Maple** (Grades 7-9)

*Clara's War* by Kathy Kacer (Second Story  
Press)

### **Young Reader's Choice Award**

(Pacific Northwest Library Association)

#### **Junior Division** (Grades 4-6)

*Bud, Not Buddy* by Christopher Paul Curtis  
(Random House)

#### **Intermediate Division** (Grades 7-9)

*Mary, Bloody Mary* by Carolyn Meyer  
(Delacorte Press)

#### **Senior Division** (Grades 10-12)

*Rewind* by William Sleator (Dutton)

# WANTED! BCTLA REVIEWERS

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

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

## SUBJECTS (Circle all that apply)

Agriculture	Archeology	Architecture	Art History
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French immersion	Gay and lesbian	Gender equity	Geography
Handicapped	Handicrafts	Health	History
Hobbies	Home economics	Humour	Industrial arts
Law	Local history	Multiculturalism	Music
Mysteries	Nature	Outdoor education	Performing arts
Photography	Physical education	Physics	Picture books
Poetry	Political science	Psychology	Religion
Science fiction	Sociology	Space science	Sports
Teacher resources	Travel guides	Visual arts	

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# THE BOOKMARK

## INDEX TO VOLUME 43

### SEPTEMBER 2001 - JUNE 2002

#### BOOKMARK TITLE INDEX

- A is for algebra. Susan Pearson and Airdrie Miller. May 2002: 32-33
- Adrift at sea: The rescue Part 1. A review of professional literature. Rick Mulholland. Dec. 2001: 49-51
- Adrift at sea: The rescue Part two. A review of research literature. Rick Mulholland. May 2002: 16-18
- Canada – Social Studies grade 3. Mary Locke. May 2002: 42-57
- Canada's international aid project – Socials 11. Jann Marie Forgeron, Don Phillips and Susan Pearson. May 2002: 23-26
- Chapter reports 2000/2001. Dec 2001: 79-99
- Cloud of mystery surrounds Canadian children's book week 2001. Sept. 2001: 52
- Collaboration, leadership, technology: Extending the partnership beyond the school, now more than ever. . . Ken Haycock. May 2002: 13-15
- Editor's comment. Barbara Smith. Sept. 2001: 5
- Editor's comment. Jim Crook. Dec. 2001: 4
- Exchange in Canada: Some thoughts from a Western Australian teacher-librarian. Jan Finning. Dec. 2001: 37
- Exploration of world religions in the middle ages: A grade 8 humanities hyperstudio project. Mary White and Lisa Chase. Sept 2001: 15-28
- Explorers of Canada historical fiction. Rick Mulholland and Ingrid Olthof. May 2002: 40-41
- Food studies 12: Special diets assignment. Freda Hoff and Colin Chafer. Dec. 2001: 45-48
- Getting to know your BCTLA executive. Dec. 2001: 5-8
- Group project on social justice: English 9. Roger Triance and Joan Eaton. Dec. 2001: 39-44
- Hiroshima report card: History 12. Garth Harkess and Neil Hills. Dec. 2001: 29
- In circulation. Joan Eaton and Kay Treadgold. Dec. 2001:2
- In circulation. Joan Eaton and Kay Treadgold. Mar. 2002
- In circulation. Joan Eaton and Kay Treadgold. May 2002: 2
- In circulation. Joan Eaton and Kay Treadgold. Sept. 2001: 3
- Interactive on-line tutorial for students. Terry Clark. May 2002: 60-61
- The leadership roles of a teacher-librarian. Lynn Turner. Dec. 2001: 52-53
- Les cultures: A unit for grade 6 – late immersion. Mary Locke. Dec. 2001: 30-36
- A letter to parents of school children in BC. Donald Hamilton. May 2002: 19-20
- Library opening idea. Amanda Hufton. Dec. 2001: 19
- Library research assignment: English 10. Kay Treadgold. Dec 2001: 23-28
- Medieval manor project. Kathleen Barter and Lesley Edwards. May 2002: 27-29
- A message from the BCTF. David Chudnovsky. May 2002: 12
- New on the net. John Goldsmith. Dec. 2001: 57-69
- New on the net. John Goldsmith. May 2002: 62-73
- New on the net. John Goldsmith. Sept. 2001: 35-49
- The portrait: Constance Horne. Ellen Rothstein. Dec. 2001: 70-71

- The portrait: Margriet Ruurs. Ellen Rothstein. May 2002: 76-78
- The portrait: Vivian Bowers. Ellen Rothstein. Sept. 2001: 31-33
- Pythagoras – intro Math 11. Hugh MacPherson and Garth Harkess. May 2002: 30-31
- Red Cedar book award program. Sept. 2001: 53
- Red Cedar book awards. Dec 2001: 38
- Settling in Upper Canada: An 1820s simulation – Social Studies 10. Linda Lee and Lynn Turner. May 2002: 34-39
- Working and learning conditions survey: February 2002 results. Garth Harkess. Mar. 2002
- You can't do it alone! Liz Sherriff. Dec. 2001: 20-21
- Forgerson, Jann Marie. Canada's international aid project – Socials 11. May 2002: 23-26
- Goldsmith, John. New on the net. Dec. 2001: 57-69
- Goldsmith, John. New on the net. May 2002: 62-73
- Goldsmith, John. New on the net. Sept. 2001: 35-49
- Hamilton, Donald. A letter to parents of school children in BC. May 2002: 19-20
- Harkess, Garth. Hiroshima report card: History 12. Dec. 2001: 29
- Harkess, Garth. Pythagoras – intro Math 11. May 2002: 30-31
- Harkess, Garth. Working and learning conditions survey: February 2002 results. Mar. 2002
- Haycock, Ken. Collaboration, leadership, technology: Extending the partnership beyond the school, now more than ever. May 2002: 13-15
- Hills, Neil. Hiroshima report card: History 12. Dec. 2001: 29
- Hoff, Freda. Food studies 12: Special diets assignment. Dec. 2001: 45-48
- Hufton, Amanda. Library opening idea. Dec. 2001: 19
- Lee, Linda. Settling in Upper Canada: An 1820s simulation – Social Studies 10. May 2002: 34-39
- Locke, Mary. Canada – Social Studies grade 3. May 2002: 42-57
- Locke, Mary. Les cultures: A unit for grade 6 – late immersion. Dec. 2001: 30-36
- MacPherson, Hugh. Pythagoras – intro Math 11. May 2002: 30-31
- May 2002: 34-39
- Miller, Airdrie. A is for algebra. May 2002: 32-33
- Mulholland, Rick. Adrift at sea: The rescue Part 1. A review of professional literature. Dec. 2001: 49-51
- Mulholland, Rick. Adrift at sea: The rescue Part two. A review of research literature. May 2002: 16-18

---



---

## **BOOKMARK AUTHOR INDEX**

- Barter, Kathleen. Medieval manor project. May 2002: 27-29
- Chafer, Colin. Food studies 12: Special diets assignment. Dec. 2001: 45-48
- Chase, Lisa. Exploration of world religions in the middle ages: A grade 8 humanities hyperstudio project. Sept 2001: 15-28
- Chudnovsky, David. A message from the BCTF. May 2002: 12
- Clark, Terry. Interactive on-line tutorial for students. May 2002: 60-61
- Crook, Jim. Editor's comment. Dec. 2001: 4
- Eaton, Joan. Group project on social justice: English 9. Dec. 2001: 39-44
- Eaton, Joan. In circulation. Dec. 2001: 2
- Eaton, Joan. In circulation. Mar. 2002
- Eaton, Joan. In circulation. May 2002: 2
- Eaton, Joan. In circulation. Sept. 2001: 3
- Edwards, Lesley. Medieval manor project. May 2002: 27-29
- Finning, Jan. Exchange in Canada: Some thoughts from a Western Australian teacher-librarian. Dec. 2001: 37

- Mulholland, Rick. Explorers of Canada historical fiction. May 2002: 40-41
- Olthof, Ingrid. Explorers of Canada historical fiction. May 2002: 40-41
- Pearson, Susan. A is for algebra. May 2002: 32-33
- Pearson, Susan. Canada's international aid project – Socials 11. May 2002: 23-26
- Phillips, Don. Canada's international aid project – Socials 11. May 2002: 23-26
- Rothstein, Ellen. The portrait: Constance Horne. Dec. 2001: 70-71
- Rothstein, Ellen. The portrait: Margriet Ruurs. May 2002: 76-78
- Rothstein, Ellen. The portrait: Vivian Bowers. Sept. 2001: 31-33
- Sherriff, Liz. You can't do it alone! Dec. 2001: 20-21
- Smith, Barbara. Editor's comment. Sept. 2001: 5
- Treadgold, Kay. In circulation. Dec. 2001: 2
- Treadgold, Kay. In circulation. Mar. 2002
- Treadgold, Kay. In circulation. May 2002: 2
- Treadgold, Kay. In circulation. Sept. 2001: 3
- Treadgold, Kay. Library research assignment: English 10. Dec 2001: 23-28
- Triance, Roger. Group project on social justice: English 9. Dec. 2001: 39-44
- Turner, Lynn. Settling in Upper Canada: An 1820s simulation – Social Studies 10.
- Turner, Lynn. The leadership roles of a teacher-librarian. Lynn Turner. Dec. 2001: 52-53
- White, Mary. Exploration of world religions in the middle ages: A grade 8 humanities hyperstudio project. Sept 2001: 15-28
- Adrift at sea: The rescue Part two. A review of research literature. Rick Mulholland. May 2002: 16-18
- Chapter reports 2000/2001. Dec 2001: 79-99
- Collaboration, leadership, technology: Extending the partnership beyond the school, now more than ever. . . Ken Haycock. May 2002: 13-15
- The leadership roles of a teacher-librarian. Lynn Turner. Dec. 2001: 52-53
- In circulation. Joan Eaton and Kay Treadgold. Sept. 2001: 3
- Editor's comment. Jim Crook. Dec. 2001: 4
- In circulation. Joan Eaton and Kay Treadgold. Dec. 2001: 2
- Working and learning conditions survey: February 2002 results. Garth Harkess. Mar. 2002
- In circulation. Joan Eaton and Kay Treadgold. Mar. 2002
- A message from the BCTF. David Chudnovsky. May 2002: 12
- In circulation. Joan Eaton and Kay Treadgold. May 2002: 2
- A letter to parents of school children in BC. Donald Hamilton. May 2002: 19-20

## **ANNUAL REPORTS**

- Chapter reports 2000/2001. Dec 2001: 79-99
- Working and learning conditions survey: February 2002 results. Garth Harkess. Mar. 2002

## **AUTHORS**

- The portrait: Vivian Bowers. Ellen Rothstein. Sept. 2001: 31-33
- The portrait: Constance Horne. Ellen Rothstein. Dec. 2001: 70-71
- The portrait: Margriet Ruurs. Ellen Rothstein. May 2002: 76-78

## **BARGAINING**

- A message from the BCTF. David Chudnovsky. May 2002: 12

---



---

## **BOOKMARK SUBJECT INDEX**

### **ADVOCACY**

- Adrift at sea: The rescue Part 1. A review of professional literature. Rick Mulholland. Dec. 2001: 49-51

## **BUDGETS**

- Chapter reports 2000/2001. Dec 2001: 79-99
- Working and learning conditions survey: February 2002 results. Garth Harkess. Mar. 2002

## **CANADA**

- Canada – Social Studies grade 3. Mary Locke. May 2002: 42-57
- Explorers of Canada historical fiction. Rick Mulholland and Ingrid Olthof. May 2002: 40-41
- Settling in Upper Canada: An 1820s simulation – Social Studies 10. Linda Lee and Lynn Turner. May 2002: 34-39

## **CANADIAN LITERATURE**

- Canada – Social Studies grade 3. Mary Locke. May 2002: 42-57
- Cloud of mystery surrounds Canadian children's book week 2001. Sept. 2001: 52
- Explorers of Canada historical fiction. Rick Mulholland and Ingrid Olthof. May 2002: 40-41
- The portrait: Constance Horne. Ellen Rothstein. Dec. 2001: 70-71
- The portrait: Margriet Ruurs. Ellen Rothstein. May 2002: 76-78
- The portrait: Vivian Bowers. Ellen Rothstein. Sept. 2001: 31-33
- Red Cedar book award program. Sept.2001: 53
- Red Cedar book awards. Dec 2001: 38

## **CENSORSHIP**

- Chapter reports 2000/2001. Dec 2001: 79-99

## **CHILDREN'S LITERATURE**

- Cloud of mystery surrounds Canadian children's book week 2001. Sept. 2001: 52
- The portrait: Vivian Bowers. Ellen Rothstein. Sept. 2001: 31-33

- The portrait: Constance Horne. Ellen Rothstein. Dec. 2001: 70-71
- The portrait: Margriet Ruurs. Ellen Rothstein. May 2002: 76-78
- Red Cedar book award program. Sept.2001: 53
- Red Cedar book awards. Dec 2001: 38

## **COMPUTERS**

- Chapter reports 2000/2001. Dec 2001: 79-99
- Interactive on-line tutorial for students. Terry Clark. May 2002: 60-61
- New on the net. John Goldsmith. Sept. 2001: 35-49
- New on the net. John Goldsmith. Dec. 2001: 57-69
- New on the net. John Goldsmith. May 2002: 62-73

## **CURRICULUM**

- A is for algebra. Susan Pearson and Airdrie Miller. May 2002: 32-33
- Canada – Social Studies grade 3. Mary Locke. May 2002: 42-57
- Canada's international aid project – Socials 11. Jann Marie Forgeron, Don Phillips and Susan Pearson. May 2002: 23-26
- Chapter reports 2000/2001. Dec 2001: 79-99
- Exploration of world religions in the middle ages: A grade 8 humanities hyperstudio project. Mary White and Lisa Chase. Sept 2001: 15-28
- Explorers of Canada historical fiction. Rick Mulholland and Ingrid Olthof. May 2002: 40-41
- Food studies 12: Special diets assignment. Freda Hoff and Colin Chafer. Dec. 2001: 45-48
- Group project on social justice: English 9. Roger Triance and Joan Eaton. Dec. 2001: 39-44
- Hiroshima report card: History 12. Garth Harkess and Neil Hills. Dec. 2001: 29
- Library research assignment: English 10. Kay Treadgold. Dec 2001: 23-28

Medieval manor project. Kathleen Barter and Lesley Edwards. May 2002:27-29  
Pythagoras – intro Math 11. Hugh MacPherson and Garth Harkess. May 2002: 30-31  
Settling in Upper Canada: An 1820s simulation – Social Studies 10. Linda Lee and Lynn Turner. May 2002: 34-39

### **ENGLISH 8 – 12**

Group project on social justice: English 9. Roger Triance and Joan Eaton. Dec. 2001: 39-44  
Library research assignment: English 10. Kay Treadgold. Dec 2001: 23-28

### **FOODS 8-12**

Food studies 12: Special diets assignment. Freda Hoff and Colin Chafer. Dec. 2001: 45-48

### **FRENCH IMMERSION**

Les cultures: A unit for grade 6 – late immersion. Mary Locke. Dec. 2001: 30-36

### **GOVERNMENT SCHOOL RELATIONSHIP**

Collaboration, leadership, technology: Extending the partnership beyond the school, now more than ever. . . Ken Haycock. May 2002: 13-15

### **HISTORY 8 - 12**

Hiroshima report card: History 12. Garth Harkess and Neil Hills. Dec. 2001: 29

### **HUMANITIES 8 - 12**

Exploration of world religions in the middle ages: A grade 8 humanities hyperstudio project. Mary White and Lisa Chase. Sept 2001: 15-28

### **LIBRARY ADMINISTRATION**

Adrift at sea: The rescue Part 1. A review of professional literature. Rick Mulholland. Dec. 2001: 49-51  
Adrift at sea: The rescue Part two. A review of research literature. Rick Mulholland. May 2002: 16-18  
Library opening idea. Amanda Hufton. Dec. 2001: 19  
Working and learning conditions survey: February 2002 results. Garth Harkess. Mar. 2002

### **LIBRARY AUTOMATION**

Chapter reports 2000/2001. Dec 2001: 79-99  
Working and learning conditions survey: February 2002 results. Garth Harkess. Mar. 2002

### **LIBRARY PERSONNEL**

Adrift at sea: The rescue Part 1. A review of professional literature. Rick Mulholland. Dec. 2001: 49-51  
Adrift at sea: The rescue Part two. A review of research literature. Rick Mulholland. May 2002: 16-18  
Collaboration, leadership, technology: Extending the partnership beyond the school, now more than ever. . . Ken Haycock. May 2002: 13-15  
Exchange in Canada: Some thoughts from a Western Australian teacher-librarian. Jan Finning. Dec. 2001: 37  
The leadership roles of a teacher-librarian. Lynn Turner. Dec. 2001: 52-53  
A letter to parents of school children in BC. Donald Hamilton. May 2002: 19-20  
A message from the BCTF. David Chudnovsky. May 2002: 12  
Working and learning conditions survey: February 2002 results. Garth Harkess. Mar. 2002

## **LIBRARY ROLE**

Adrift at sea: The rescue Part 1. A review of professional literature. Rick Mulholland. Dec. 2001: 49-51

Adrift at sea: The rescue Part two. A review of research literature. Rick Mulholland. May 2002: 16-18

Collaboration, leadership, technology: Extending the partnership beyond the school, now more than ever. . . Ken Haycock. May 2002: 13-15

In circulation. Joan Eaton and Kay Treadgold. Dec. 2001: 2

In circulation. Joan Eaton and Kay Treadgold. Mar. 2002

In circulation. Joan Eaton and Kay Treadgold. May 2002: 2

In circulation. Joan Eaton and Kay Treadgold. Sept. 2001: 3

The leadership roles of a teacher-librarian. Lynn Turner. Dec. 2001: 52-53

A letter to parents of school children in BC. Donald Hamilton. May 2002: 19-20

## **LIBRARY SURVEYS**

Working and learning conditions survey: February 2002 results. Garth Harkess. Mar. 2002

### **LITERACY**

Chapter reports 2000/2001. Dec 2001: 79-99

## **MATH 8 – 12**

A is for algebra. Susan Pearson and Airdrie Miller. May 2002: 32-33

Pythagoras – intro Math 11. Hugh MacPherson and Garth Harkess. May 2002: 30-31

## **MEETING IDEAS AND SPECIAL PROGRAMS**

Chapter reports 2000/2001. Dec 2001: 79-99

## **PROFESSIONAL DEVELOPMENT**

Chapter reports 2000/2001. Dec 2001: 79-99

## **PUBLIC RELATIONS**

A letter to parents of school children in BC. Donald Hamilton. May 2002: 19-20

Chapter reports 2000/2001. Dec 2001: 79-99

Collaboration, leadership, technology: Extending the partnership beyond the school, now more than ever. . . Ken Haycock. May 2002: 13-15

In circulation. Joan Eaton and Kay Treadgold. Dec. 2001: 2

In circulation. Joan Eaton and Kay Treadgold. Mar. 2002

In circulation. Joan Eaton and Kay Treadgold. May 2002: 2

In circulation. Joan Eaton and Kay Treadgold. Sept. 2001: 3

Working and learning conditions survey: February 2002 results. Garth Harkess. Mar. 2002

## **RESEARCH SKILLS**

Interactive on-line tutorial for students. Terry Clark. May 2002: 60-61

Library research assignment: English 10. Kay Treadgold. Dec 2001: 23-28

You can't do it alone! Liz Sherriff. Dec. 2001: 20-21

## **SOCIAL STUDIES K-7**

Canada – Social Studies grade 3. Mary Locke. May 2002: 42-57

Explorers of Canada historical fiction. Rick Mulholland and Ingrid Olthof. May 2002: 40-41

## **SOCIAL STUDIES 8-12**

Canada's international aid project – Socials 11. Jann Marie Forgeron, Don Phillips and Susan Pearson. May 2002: 23-26

Medieval manor project. Kathleen Barter and Lesley Edwards. May 2002: 27-29  
Settling in Upper Canada: An 1820s simulation – Social Studies 10. Linda Lee and Lynn Turner. May 2002: 34-39

---

---

## **REVIEWS TITLE INDEX**

Africa. Judith Simpson. Sept. 2001: 69-70  
Around the Sound. Doreen Armitage. May 2002: 92  
As for the princess? Stephane Jorisch. May 2002: 82  
The bad girl's guide to getting what you want. Cameron Tuttle. Sept. 2001: 61  
Beginnings: Stories of Canada's past. Ann Walsh (Ed.). May 2002: 91  
The black pit . . . and beyond. Gordon Mumford. Sept. 2001: 69  
Blue in this country. Zoe Landale. Dec. 2001: 106  
Box girl. Sarah Withrow. Dec. 2001: 104  
BroSteele's scouts; Samuel Benfield Steele and the North-West Rebellion. Wayne Brown. May 2002: 91-92  
Burrard Inlet: A history. Doreen Armitage. May 2002: 92-93  
Calendar Boy. Andy Quan. May 2002: 82-83  
Camping British Columbia. Jayne Seagrave. May 2002: 89  
Cariboo cowboy. Harry Marriott. Dec. 2001: 108  
Chance and the butterfly. Maggie de Vries. May 2002: 81  
The chick at the back of the church. Billie Livingston. Dec. 2001: 106  
The chick at the back of the church. Billie Livingston. Sept. 2001: 66  
The Chinese violin. Madeline Thien. May 2002: 85  
City of the dead. Sharon Stewart. Dec. 2001: 103-104

Connecting kids: Exploring diversity together. Linda Hill. Dec. 2001: 104-105  
Crows do not have retirement. David Zieroth. Sept. 2001: 67  
Discovering marine mammals. Nancy Field. May 2002: 87-88  
Earshot. Morris Panych. Sept. 2001: 67-68  
Eco-fun; great projects, experiments and games for a greener earth. David Suzuki and Kathy Vanderlinden. Sept 2001: 64  
Emily Carr: Rebel artist. Kate Braid. Sept 2001: 65  
Everything on a waffle. Polly Horvath. Dec. 2001: 103  
Fairy ring. Martine Desjardins. Sept. 2001: 68  
Fairy. David. Bouchard. May 2002: 80  
The fire still burns. Chilco Choate. Sept. 2001: 70-71  
Frederick Banting: Hero, healer, artist. Stephen Hume. Dec. 2001: 105-106  
The game. Teresa Toten. May 2002: 85  
The gamma war. Kristin Butcher. Sept. 2001: 58  
Goldpanning Fraser, Thompson and Columbia River systems. Jim Lewis. Sept. 2001: 68-69  
Green school grounds. Tim Grant and Gail Littlejohn (Eds). Sept. 2001: 62-63  
Harvest: A book of signifiers. Rob McLennan. May 2002: 89  
Headgear that hides and plays. Diane Swanson. Sept. 2001: 64  
A hole in my sock. Peter Stainton. May 2002: 89-90  
Hoop crazy! Eric Walters. Sept. 2001: 61  
House calls: The true story of a pioneer doctor. Ainslie Manson. May 2002: 88  
The inlet: Memoir a modern pioneer. Helen Piddinton. May 2002: 94  
In the clear. Anne Laurel Carter. Dec. 2001: 102  
In the service of the Crown: The story of Budge and Nancy Bell-Irving. Raymond Eagle. Sept. 2001: 70

- Investigate whales. Lynne Tuck. Sept 2001: 64-65
- An island in the soup. Mireille Levert. Sept 2001: 60
- Jacques Plante. Raymond Plante. Dec. 2001: 107
- Jeannie and the gentle giants. Luanne Armstrong . May 2002: 80
- Long shot. Eric Walters. May 2002: 86
- Magnificently unrepentant: The story of Merve Wilkinson and Wildwood. Goody Niosi. May 2002: 88
- A magical clockwork. The art of writing the poem. Susan Ioannou. Sept. 2001: 65-66
- Mallory and the Power Boy. Pete Marlowe. Dec. 2001: 103
- Mystery from history. Dayle Campbell Gaetz. Sept. 2001: 58-59
- Nerves out loud. Susan Musgrave (Ed.). May 2002: 87
- The new poem anthology. Sharon Thesen (Ed.). Sept. 2001: 66-67
- Old Bill Miner, last of the famous western bandits. Frank W. Anderson. Sept. 2001: 63
- A Pacific alphabet. Margriet Ruurs. May 2002: 83
- The popsicle journal. Don Trembath. May 2002: 85-86
- Princess. Ted Staunton. May 2002: 84-85
- Rails and rooms: A timeless Canadian journey. Dave Preston. May 2002: 90
- Red mango. Charles Tidler. May 2002: 90
- Red moon follows truck. Stephen Hume. May 2002: 82
- Seven for a secret. Mary Sheppard. May 2002: 83-84
- Shelter from the storm. June Cameron. May 2002: 93
- Skin that slimes and scares. Diane Swanson. Sept. 2001: 63
- Sky horse. Sharon Siamon. May 2002: 84
- Spirit dance at Meziadin. Chief Joseph Gosnell and the Nisga'a treaty. Alex Rose. Sept. 2001: 62
- Strange school, secret wish. Bernice Gold. May 2002: 81
- Sunshine Coast: A place to be. Rosella Leslie. May 2002: 93
- Talking bodies. Larry Tremblay. Sept. 2001: 68
- The tenth pupil. Constance Horne. Dec. 2001: 102
- The thumb in the box. Ken Roberts. Sept. 2001: 60-61
- Tiger in trouble. Eric Walters. Sept. 2001: 61-62
- To live deliberately. Ten secrets to a successful and fulfilling life. Matthew Shaw. Dec. 2001: 104
- The Viking Quest. Tom Henighan. Sept.. 2001: 59
- Westcoasters. Boats that built BC. Tom Henry. Dec. 2001: 105
- When I went to the library. Debra Pearson (Ed.). May 2002: 86-87
- Where the rivers meet. Gladys Muir. Sept. 2001: 60
- Wild bog tea. Annette LeBox. Sept. 2001: 59-60
- Wild west women: Travellers, adventurers and rebels. Rosemary Neering. Dec. 2001: 107

---



---

## **REVIEWS AUTHOR INDEX**

- Anderson, Frank W. Old Bill Miner, last of the famous western bandits. Sept. 2001: 63
- Armitage, Doreen. Around the Sound. May 2002: 92
- Armitage, Doreen. Burrard Inlet: A history. May 2002: 92-93
- Armstrong, Luanne. Jeannie and the gentle giants. May 2002: 80
- Bouchard, David. Fairy. May 2002: 80
- Braid, Kate. Emily Carr: Rebel artist. Sept 2001: 65

- Brown, Wayne. Steele's scouts; Samuel Benfield Steele and the North-West Rebellion. May 2002: 91-92
- Butcher, Kristin. The gamma war. Sept. 2001: 58
- Cameron, June. Shelter from the storm. May 2002: 93
- Carter, Anne Laurel. In the clear. Dec. 2001:102
- Choate, Chilco. The fire still burns. Sept. 2001: 70-71
- De Vries, Maggie. Chance and the butterfly. May 2002: 81
- Desjardins, Martine. Fairy ring. Sept. 2001: 68
- Eagle, Raymond. In the service of the Crown: The story of Budge and Nancy Bell-Irving. Sept. 2001: 70
- Field, Nancy. Discovering marine mammals. May 2002: 87-88
- Gaetz, Dayle Campbell. Mystery from history. Sept. 2001: 58-59
- Gold, Bernice. Strange school, secret wish. May 2002: 81
- Grant, Tim and Littlejohn, Gail (eds.) Green school grounds. Sept. 2001: 62-63
- Henighan, Tom. The Viking Quest. Sept. 2001: 59
- Henry, Tom. Westcoasters. Boats that built BC. Dec. 2001: 105
- Hill, Linda D. Connecting kids: Exploring diversity together. Dec. 2001:104-105
- Horne, Constance. The tenth pupil. Dec. 2001: 102
- Horvath, Polly. Everything on a waffle. Dec. 2001: 102
- Hume, Stephen. Fredrick Banting: Hero, healer, artist. Dec. 2001: 105-106
- Hume, Stephen. Red moon follows truck. May 2002: 82
- Ioannou, Susan. A magical clockwork. The art of writing the poem. Sept. 2001: 65-66
- Jorisch, Stephane. As for the princess? May 2002: 82
- Landale, Zoe. Blue in this country. Dec. 2001: 106
- LeBox, Annette. Wild bog tea. Sept. 2001: 59-60
- Leslie, Rosella. Sunshine Coast: A place to be. May 2002: 93
- Levert, Mireille. An island in the soup. Sept. 2001: 60
- Lewis, Jim. Goldpanning Fraser, Thompson and Columbia River systems. Sept. 2001: 68-69
- Livingston, Billie. The chick at the back of the church. Dec. 2001: 106
- Livingston, Billie. The chick at the back of the church. Sept. 2001: 66
- Manson, Ainslie. House calls: The true story of a pioneer doctor. May 2002: 88
- Marlowe, Pete. Mallory and the Power Boy. Dec. 2001: 103
- Marriott, Harry. Cariboo cowboy. Dec. 2001: 108
- McLennan, Rob. Harvest: A book of signifiers. May 2002: 89
- Muir, Gladys. Where the rivers meet. Sept. 2001: 60
- Mumford, Gordon. The black pit . . . and beyond. Sept. 2001: 69
- Musgrave, Susan (Ed.). Nerves out loud. May 2002: 87
- Neering, Rosemary. Wild west women: Travellers, adventurers and rebels. Dec. 2001: 107
- Niosi, Goody. Magnificently unrepentant: The story of Merve Wilkinson and Wildwood. May 2002: 88
- Panych, Morris. Earshot. Sept. 2001: 67-68
- Pearson, Debra (Ed.). When I went to the library. May 2002: 86-87
- Piddington, Helen. The inlet: Memoir a modern pioneer. May 2002: 94
- Plante, Raymond. Jacques Plante: behind the mask. Dec. 2001: 107
- Preston, Dave. Rails and rooms: A timeless Canadian journey. May 2002: 90
- Quan, Andy. Calendar Boy. May 2002: 82-83
- Roberts, Ken. The thumb in the box. Sept. 2001: 60-61

- Rose, Alex. Spirit dance at Meziadin. Chief Joseph Gosnell and the Nisga'a treaty. Sept. 2001: 62
- Ruurs, Margriet. A Pacific alphabet. May 2002: 83
- Seagrave, Jayne. Camping British Columbia. May 2002: 89
- Shaw, Matthew. To live deliberately. Ten secrets to a successful and fulfilling life. Dec. 2001: 104
- Sheppard, Mary. Seven for a secret. May 2002: 83-84
- Siamon, Sharon. Sky horse. May 2002: 84
- Simpson, Judith. Africa. Sept. 2001: 69-70
- Stainton, Peter. A hole in my sock. May 2002: 89-90
- Staunton, Ted. Princess. May 2002: 84-85
- Stewart, Sharon. City of the dead. Dec. 2001: 103-104
- Suzuki, David and Vanerlinden, Kathy. Eco-fun; great projects, experiments and games for a greener earth. Sept 2001: 64
- Swanson, Diane. Headgear that hides and plays. Sept. 2001: 64
- Swanson, Diane. Skin that slimes and scares. Sept. 2001: 63
- Thesen, Sharon (Ed.). The new poem anthology. Sept. 2001: 66-67
- Thien, Madeline. The Chinese violin. May 2002: 85
- Tidler, Charles. Red mango. May 2002: 90
- Toten, Teresa. The game. May 2002: 85
- Trembath, Don. The popsicle journal. May 2002: 85-86
- Tremblay, Larry. Talking bodies. Sept. 2001: 68
- Tuck, Lynne. Investigate whales. Sept 2001: 64-65
- Tuttle, Cameron. The bad girl's guide to getting what you what you want. Sept. 2001: 61
- Walsh, Ann (Ed.). Beginnings: Stories of Canada's past. May 2002: 91
- Walters, Eric. Hoop crazy! Sept. 2001: 61
- Walters, Eric. Long shot. May 2002: 86
- Walters, Eric. Tiger in trouble. Sept. 2001: 61-62
- Withrow, Sarah. Box girl. Dec. 2001: 104
- Zieroth, David. Crows do not have retirement. Sept. 2001: 67

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## COMING IN THE NEXT ISSUE

### FOCUS: CHILDREN'S LITERATURE

The editorial board is already working with a number of contributors to have articles on:

- literature for intermediate and junior high boys
- storytelling
- bibliography of gay and lesbian fiction
- an early literacy program

Teacher-librarians and teachers are sending in units including a middle school unit based on the popular TV series Survivor.

We will include reports from the BCTLA conference being held in Harrison in October.

If you have anything that you feel would be appropriate for this issue, send to the appropriate editor (see inside back cover).

To find out what is coming in future issues, be sure to visit the BCTLA website <http://bctf.ca/BCTLA/bookmark.html>.

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