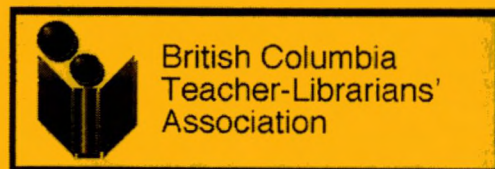


W. Burgess

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THE BOOKMARK



www.bctf.bc.ca/BCTLA

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\$61.53 for non-members
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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. 6th Ave.
Vancouver, BC V5Z 4P2
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Articles or correspondence can be
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The Bookmark is the professional
journal of the British Columbia Teacher-
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IN CIRCULATION

by **JOAN EATON** and **KAY TREADGOLD** co-presidents BCTLA

A little over a year ago no one could have predicted the changes that would occur during the 2001/2002 school year. Of course September 11, 2001 will stand out as an event that changed the world for all of us. Closer to home, on the provincial scene, an election set in motion changes that would affect education and health care for thousands of British Columbians. The extent of these changes is still unfolding in communities around the province. More particularly, of course, there are the changes that will inevitably affect each of us on an individual basis over the months to follow. How our jobs will change is, for the most part, out of our control. How we deal with the change, however, is the one thing we can control. How we choose to look at change, adapt to it, and make it work for us, is where we as teachers and BCTLA members need to focus our efforts.

Change is often uncomfortable and sometimes frightening, but it can also be invigorating and enlightening. Each of us will have to decide how we will cope with the changes that come our way. Now, more than ever before, we need to keep the lines of communication open and be ready to assist our colleagues when they are in need. Some ideas to enable this open communication that have come from the membership are:

- Subscribe to the *bctlaforum* – it can become the life line for teacher-librarians needing ideas, support, encouragement or just a place to vent (see our web page for instructions on how to join)
- Read and contribute to the Bookmark, it is the vehicle we use to deliver units, ideas and advice to a broader audience
- Get to know your Chapter councilors. Their position will be more important than ever as we struggle to maintain contact with all of our members. They are the ones who will carry the messages from you to the executive so that we might deal with problems that occur in districts other than our own
- Build a strong personal network of support within your school and your local so that teacher-librarian concerns have a voice

Although we cannot look to others to solve our problems we can enlist their support and ask their advice. We will all have to be thinking of new ways to cope with the changes in our teaching situations in September. We may need to share ideas on:

- how to teach information literacy skills in isolation (as prep coverage)
- how to collaboratively plan outside the regularly scheduled day
- how to decide on the most essential parts of our programs
- what part of our job doesn't get done as a result of reductions in teacher-librarian time
- how to deal with the potential influx of parent volunteers
- how to enlist support from parents for our programs
- how to approach administrative officers about what cannot be done due to reduction in your teacher-librarian time

and many other topics too numerous to mention.

There is one more avenue that we as teacher-librarians and members of our communities have that may influence the process of change we are undergoing. In order to make our concerns heard we must all become more active politically. We should get to know our local MLA and visit frequently to pass our concerns through them to the Ministry. We need to become involved in the next local school board elections, supporting selected candidates financially or by campaigning on their behalf. We can attend the local PAC meetings as parents or interested observers and enlighten other parents through conversation and discussion. Attending board meetings or becoming involved as Staff Reps. in our schools will work to raise the profile of teacher-librarians. These are but a few ideas that have been suggested over the past months. Individually we must each choose the strategy that best suits us. No longer is it acceptable to do nothing or expect someone else to act on our behalf.

*I cannot do everything, but still I can do something;
and because I cannot do everything, I will not refuse
to do the something that I can do.*

Edward Everett Hale

EDITOR'S NOTES

By **BARBARA SMITH**, retired.

It's strange, but the word 'retired' didn't seem quite so significant when I retired from teaching as it does in this retirement from *The Bookmark*. Perhaps it's because I continued to volunteer at my former school, helping complete the library automation project we had just begun a few months prior to my retirement – I sort of eased myself out of that job. With *The Bookmark*, while the total time commitment is much less than the full-time (and then some) job of teacher-librarianship, there will be a more abrupt end to what has been a very fulfilling and important part of my professional life. With this issue, I will hand on to Janet Mumford and her crew of editors the task of bringing out *The Bookmark* with new emphases, new perspectives, and new production processes. My role as coordinating editor has lasted less than seven months, managing the segue into a new era brought on by the retirement of many of those who had set such high standards for our professional journal in the past. We all owe those former editors a great debt of thanks for many hours of service to teacher-librarianship. For my part, I feel I have gained far more than I have given in knowing and working with them.

I feel also a sense of regret that I won't be around to share in the development of fresh ideas and approaches so enthusiastically embarked upon by this new group of editors. *The Bookmark* is in very good hands, but I've said it before and I'll say it again: each of you must support *The Bookmark* in more ways than just sending in your \$40, or else all this enthusiasm will be in vain. Send in those units and articles. In the current educational climate you must support each other in every possible way, and this is an important way, to share ideas and resources so there will continue to be teacher-librarians and library resource centre programmes in the future. Who said, "Hang together or you will hang separately"? And advocate tirelessly, in every medium and every forum.

I am proud to be a teacher-librarian. It is and will, I think, always be a significant part of what I am as a person. The task you take up each working day develops organizational skills, administrative and pedagogical expertise, broad interests in literature, and knowledge of information of all kinds to astound friends and family and Trivial Pursuit opponents. And I will always be proud to have been an editor of and contributor to *The Bookmark*. I recommend it to all of you. Good-bye and good luck.



Many thanks to Willa Walsh and Barbara Smith for their years of service on *The Bookmark*.

NEW VISION FOR *THE BOOKMARK*

By **JANET MUMFORD**, Interim Coordinating Editor.

These past few months have been an interesting time for me in my first year with the Bookmark editorial staff. I am in awe of the commitment of the volunteers who spent the last decades giving up their "free time" to bring the Bookmark to its readers. Dedicated editors Jim Holgate, Jim Crook, and Alwyn Pollard, retired in January after many years of service. This May issue marks Barbara Smith's and Willa Walsh's final contributions as editors after more than 15 years of creativity, hard work, and vision during which time the Bookmark won national awards for its outstanding quality as a professional journal. We hope that they will continue to stay connected to the Bookmark in the years to come and I thank them for helping the continuing and new staff learn "the ropes" and acquire some of their "wisdom." I am grateful to the team spirit of ongoing staff Glenys Galloway, Susan Pearson, Ellen Rothsein, Liz Austrom and Lina D'Onofrio and thank Rick Mulholland, Andrea Rubins, Mary Locke, Val Pollack, and Val Hamilton, for their time and efforts at bringing this May issue to you our readers.

We are all experiencing a time of great change in the world of information management where more and more technologies are being developed for librarians to use to exchange information and render the process more accessible and efficient for their patrons and colleagues. Given this state of change, and the varying needs of teacher librarians in all corners of our vast province, this year, the Bookmark staff was given the task to review the Bookmark and to make recommendations to the BCTLA for future revisions of format and content. A committee led by Glenys Galloway met in the winter and the outcomes of those meetings will be presented to the BCTLA at the Annual General Meeting in April.



Our top priority for the revised Bookmark is to meet the current and ongoing needs of the BCTLA's current and future members. This year's political decisions have all of us engaged in discussions regarding the future of teacher librarians in each of our school districts and in independent schools in this province, and in the continuation of school library services staffed with professional teacher librarians. It is vital therefore that the well established Bookmark be the communication tool that keeps all of us bound together, united, and connected during this time of change and that the Bookmark staff becomes more inclusive, drawing on volunteers from all parts of the province to produce each issue.

From the feedback we have received, it is apparent that members want to continue to receive a printed journal and are not yet ready for a full transition to an online electronic journal. Given that the publishing of Bookmark is dependent on membership, it is also apparent that we need to increase our membership to include both teacher librarians and other professionals such as classroom teachers, public librarians, academic librarians, museum special librarians, university academics, archivists, and school administrators and the paraprofessionals such as library clerks and technicians who support teacher librarians in schools.

To meet these needs, the changes in Bookmark in the current set of revisions, is to make the production process of the Bookmark mainly electronic done through remote information transfer using email and the Bookmark pages of the BCTLA website. In addition, the Bookmark staff will be making better use of the BCTLA listserv and the BCTLA Bookmark website to find potential contributors and mini-editors and provide alternative access to aspects of the printed journal, such as John Goldsmith's helpful websites in "New on the Net." Thanks to the dedication of Rick Mulholland and Val Hamilton in dealing with our new technological needs, this process has already begun.

To get our new production process underway for September 2002, we invite members from far and wide to volunteer to take on an electronic mini-editor job so that the journal better represents the voices and the needs of our membership. Many hands sharing the work can help all of us who have less and less free time to volunteer, able to make a contribution to the common good. We remind past members and encourage new ones to share the work you are doing in your schools in future Bookmark issues. It is the input from our members that makes each issue possible. Resource and technology reviews and recommendations, units of study, author and

illustrator articles, event and conference reports, tips on library management and technical services, and most importantly, ideas for continued advocacy are always welcome from all of our readers and supporters.

Guidelines for submissions and an invitation for all of you to become part of the team are also provided in this issue. The current Bookmark staff invites your suggestions, comments, questions, and feedback.

Please email your suggestions to me at jmumford@richmond.sd38.bc.ca

BCTLA Fall Conference

October 18 - 19, 2002

Harrison Hot Springs



Keynote Speaker: Bill Richardson
Banquet Entertainment

For more information contact:
Randi Hermans rhermans@telus.net
Barb Black bblack@hotmail.com
<http://www.legendsbythelake.com>

NOTE: This is not the official PSA Day

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* production manager; and
- To be free from attending editorial meetings, although you would always be welcome.

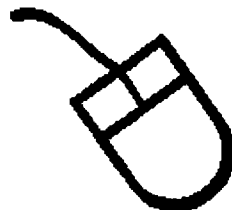
Thanks to the electronic age, mini-editors can be located anywhere in the province and still be actively involved in producing *The Bookmark*. We have a number of opportunities available for you to become involved. If you are interested in becoming a mini-editor contact Janet Mumford at jmumford@richmond.sd38.bc.ca.

Mini editors are wanted for the following areas:

- Elementary units
- French immersion 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!



NOTES AND NEWS

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

Hello everyone There certainly is a goodly variety of items that follow. Thanks to all who sent information. If you would like to have your 'note' or 'news' included, please send it to glenyg@shaw.ca.

JUST TO LET YOU KNOW..... - ADVOCACY WORKSHOP FOR TEACHER-LIBRARIANS
DATE: MONDAY APRIL 22, 2002 from 9:00am - 3:00 pm
PLACE: ARGYLE SECONDARY SCHOOL, 1311 Frederick Road, North Vancouver, BC
PRESENTER: PAT CAVILL

The North Vancouver Teacher Librarians Association will be hosting an all-day presentation on Advocacy for T/L's on Monday April 22. This session will be by Pat Cavill from Calgary, who has previously presented at the BCTLA Chapter Councillors' meeting. Pat will be speaking about advocating for your position with the powers that be. We are welcoming T/L's from other districts to join us for the day. The out-of-district registration cost will be \$50, which includes lunch. Please pass the work around to anyone you know that may wish to attend. North Vancouver T/L's will help to billet people who want to stay overnight on Sunday night before the workshop. To register, send \$50 to Kelly Berry, NVTLA Secretary, Argyle Secondary School, 1311 Frederick Road, North Vancouver, BC V7K 1J3 Make cheques payable to NVTLA.-

Notice of the FAST FORWARD EDUCATIONAL MEDIA SHOWCASE May 8th & 9th, 2002 in Vancouver

Participants screen the newest videos, CD-ROM, DVD or software from Canadian educational and library distributors Over 30 exhibitors in 100 screening stations are on hand at Capilano College Sportsplex, North Vancouver, B.C. FEES: include lunches and refreshment breaks, and Après View, a social event with music and libations.

1-day	\$ 80.00 + GST	\$105.00 + GST
2 days	\$100.00 + GST	\$130.00 + GST

See www.langara.bc.ca/ffwd for registration form and group rates. For further information, contact Susan Weber, Langara College AEMAC Tel. (604) 323-5533 sweber@langara.bc.ca

IT'S A HAPPENING! International Read In is a happening on May 16th, 2002.

Dorothy Cousins writes that the International Read In is a day to celebrate reading and to "hear" and "chat" with 23 internationally known authors. On May 16th the following authors will be encouraging students to chat about their books and will be sharing writing tips with their young audience. Some of the authors involved will be:

Andrew Clements - author of *Frindle* and *The Landry News*
Bruce Coville
Phyllis Reynolds Naylor
Louis Sachar - author of *Holes*
Geoffrey McSkimming from Australia
Cynthia Leitich Smith - author of *Rain Is Not My Indian Name*
Lois Lowry - author of *The Giver*
R.L. Stine
Chris Crutcher
Edward Bloor - author of *Tangerine* and *Crusader*
Alejandro Gac-Artigas—12 year old author who will converse in both English and Spanish

Several of the 'intermediate level' authors this year are YRCA nominees or Newbery award winning authors. The chat software is easy to use and the day can be turned into an opportunity to encourage literacy with children.

Further more information and registration contact the Read In website <http://www.readin.org>

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JULIE LAWSON, author of *White Jade Tiger*, wishes to send an alert to those who teach the novel, *White Jade Tiger*. Some teachers include a visit to Chinatown as a follow-up field trip. It seems that sometimes there are problems for the shop owners and their staffs. Julie Lawson makes the following request:

- 1) that teachers make prior arrangements with the owners before entering their stores,
- 2) that groups are kept small to avoid congestion and crowding. Another problem is the Scavenger Hunt. Created in 1990, it is now very much out-of-date. For those teachers who already have a copy of the Scavenger Hunt and wish to use it, you are asked to consider it merely as a starting point. Further, the owner of Chinatown Trading, has asked to be removed from the hunt. For more information, contact Storyline Books: storyline@coastnet.com

MATERIALS AVAILABLE: - BCTF Lesson Aids has the following back issues of *The Bookmark* available for purchase (\$12.50 a copy) You may wish to complete your own collection or tell your colleagues about these valuable resources.

To order, contact Sandy Drummond, Co-ordinator B.C. Teachers' Federation Lesson Aids Service
Telephone: 604-871-2182 Fax: 604-871-2295
email: sdrummond@bctf.ca

Some of our best...LA 9062 *On a Roll!* BCTLA Bookmark 119 p. © March 1998. This issue of *the Bookmark* includes regular features and highlights a critical thinking unit for Grade 5 for the book *Moses, Me and Murder*,

LA 9098 *Quests and Questions* BCTLA Bookmark 135 p. © March 1999. This issue features articles on communications technologies, literacy and arts; questions we wish we never had; units for French, Spanish and German; a research unit for technical education; resource-based learning connections for Social Studies 8 to 10; II and K-7: Integrated Resource Packages.

LA 9101 *Themophilia* BCTLA 102 p. © September 1998. This issue includes units such as: Celebrate Canada...Anytime!; seven successful primary themes; seven deadly sins; or "How Themophobia Strikes;" lunch box specials; holocaust education in English 10; resource-based learning connections to English Literature 12.

LA 9102 *A Penny for Your Thoughts* BCTLA 140 p. June 1999. This issue includes theme articles on Counting and Number Books for Primary Children; Investing in the Future; Finding Alternative Sources of Funding; Which is More Valuable?...A Book or an Internet Site?; Economics Project; Business Education 8; International Marketing;.Pro-D Really Does Enrich the Mind;.

LA 9103 *Words of Our Time* BCTLA 155 p. September 1999. This issue features a theme section on New Words from New Poets, Nonfiction Matters, Let's Meet the Author: Jan Brett, Maid in Canada: A Cooperatively Planned Research Unit on 19th Century Women for Social Studies 10, Introduction Activity for *The Sword in the Stone*, Art Calendars, a Biology 11 unit, and a planned Science 9 project, an environment unit for Grade 4, and a variety of structured units for secondary school,

LA 9104 *Times a Changing* BCTLA 140 p. December 1999. This issue includes Time Travel Fiction for Children and Young Adults, a Cooperative Social Studies 9 Unit on the Revolution, Decades of the 20th Century: a Resource-Based Unit for Grade 5 Social Studies, Novel Projects for Social Studies 8, and Ten Best Periodicals for the Elementary School Library Resource Center

LA 9105 *Reality Check* BCTLA 145 p. March 2000. This issue features Arthur the Aardvark Project, Community Interaction Literacy Project, Administration Time Reality Check, Novel Projects for Social Studies 11, Heroes Unit for Social Studies 5

LA 9106 *In Your Dreams....* BCTLA 125 p. June 2000. This issue features Dream Words, Dreamers...Thinkers...Achievers (of the 20th Century), Perchance to Dream, Seriously Seeking Shakespeare, Dreams—Delightful and Dark, and Challenging Homophobia: Fiction and Nonfiction Books for Classroom Use

LA 9110 *In the Eye of the Beholder* BCTLA 121p. ©September 2000. This

issue features ways that the Fine Arts Curriculum can be integrated using all types of resources available in the library resource centre and on the Internet. This issue features a trip to the movies; Emily Carr Institute of art and design library; units for Media Literacy 8 to 10 and Science 8; how to start a staff book club; and video resources on homophobia and heterosexism.

LA 9112 *First Nations Renaissance* BCTLA 129 p. ©March 2001. This issue features First Nations including a select bibliography of First Nations titles; native issues in B.C.; Museum of Anthropology; earth healing ceremony; First Nations Studies 12 research presentation; also units for Family Studies 11 and Business Management 12

LA 9122 *Work Smart* BCTLA 70 p. June 2001.

LA 9123 *Think Tank* BCTLA 86 p. September 2001.

LA 9124 *The Bookmark* BCTLA 108 p. December 2001

On the other hand, free materials may be more to your liking.

BC Dairy Foundation announces a CD-ROM for grades 6-8, SpaceStation 5-5-3-2.

'Welcome to the year 3000. Although intergalactic space travel is commonplace...one thing is constant: you have to eat well to stay healthy' Students learn how to check their food choices, create a plan to improve their food choices, and problem-solve their plans'

This free CD-ROM SpaceStation 5-5-3-2 is available at 604-294-3775 OR 1-800-242-6455



AND THEN THERE'S THE SUMMER...

- For those with travel on their mind (and this summer might be just the time for it!)

Susanna Svendsen of Okanagan University College sends information about a German-Canadian Educators' Exchange Program.

The program gives you two weeks in the Rhine area and Berlin from June 30 to July 10, with an optional stay with a German educator from July 10 to 14

Okanagan University College in conjunction with the Rhineland Ministry of Education offers this program at a cost of \$1,250 which includes program, entry/tour fees, accommodation, meals and local transportation. Participants make their own flight arrangements.

For more information

Susanna Svendsen of OUC International
(Phone: 250-762-5445 ext. 4303 E-mail:
ssvendsen@ouc.bc.ca)

THE BOOKMARK on Microform

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

**Micromedia Limited
20 Victoria Street
Toronto, ON, M5C 2N8**

Toll free: 1-800-387-2689
Phone: 416-362-5211
Fax: 416-362-6161

BCTLAFORUM listserv

What is a listserv mail server?

You can communicate by electronic mail with a large number of people who share a common interest with an automated remailer service, also known as a listserv or a mailserv. When you e-mail a message to a listserv computer, it e-mails your message to all the people who subscribe to the particular electronic discussion group.

If you want to send private mail to an individual participant, use the participant's real e-mail address.

What is BCTLAFORUM?

BCTLAFORUM is the BC Teacher-Librarians' Association automated mail server. You do not have to be a member of BCTLA to join.

We welcome questions and comments related to teacher-librarianship in British Columbia. We discourage commercial messages.

How do I join BCTLAFORUM?

You need:

An individual e-mail address.

Access to an e-mail program to allow you to read and compose messages.

An e-mail "mailbox" to store your messages.

Follow these steps exactly:

Address a message to bctlaforum-request@mala.bc.ca.

You can type anything in the subject line, because the automated mail server ignores it.

Type "subscribe bctlaforum" in the first line of the message area.

Type "END" in the second line of the message area. This makes the automated mail server ignore your e-mail signature or any comments below the second line.

Send the message. The automated mail server will send confirmation that you have joined BCTLAFORUM. You will start to receive new messages in your mailbox. It is a good idea to check your mail regularly so that you do not get a backlog of unread mail.

How do I send a message to all the participants?

Use your e-mail service.

Address a message to bctlaforum@mala.bc.ca.

Use the subject line to tell what the message is about..

Type your message. It can be read by any participant.

Send the message. Participants will get a copy of your message from the BCTLAFORUM automated mail server when they check their e-mail.

FEATURED IN THIS ISSUE



A MESSAGE FROM THE BCTF

by **DAVID CHUDNOVSKY**, BCTF President

When government slashes resources and school boards make cuts to specialist teachers, it's easy to hide the impact from the public. What does it matter, some would ask, if instead of 1.0 teacher librarian time, a school is left with 0.5 or 0.7? As a secondary English teacher I know the answer to that question, and so do my students. The impact is concrete and dramatic. Every year I worked with the teacher librarian at my school to provide for the grade 9, 10 and 11 students a cooperatively planned and delivered unit on research and writing skills. The students spent 4 or 5 blocks in the library, and the finished product was a persuasive essay. The process — developing research skills, exploring the internet, the periodical indexes, the clipping files and the catalogue, making critical judgments about the relative importance and credibility of information - was invaluable, and all of it was introduced and provided to the students by the teacher librarian. If my school

loses 30%-50% of the teacher librarian's time, then children will suffer academically. That's why each of us needs to be a communicator in the coming months. Parents and the wider community have come to understand that teachers' assessments, predictions and analyses of government legislation, funding policy and the bargaining process have turned out to be correct. What parents are often not aware of is the real impact of these dramatic changes on their own children. Your BCTF will be speaking out in the coming months, but no one can do the job better than you. Engage the parents of your students. Explain the concrete impacts of the cuts. Give them the information they need to become advocates on behalf of the system. The betrayal of quality public education by Mr. Campbell's government is real, but together with our allies we will win back the learning conditions our students deserve. Your PSA is a vital part of doing that critical job.



COLLABORATION, LEADERSHIP, TECHNOLOGY: EXTENDING THE PARTNERSHIPS BEYOND THE SCHOOL, NOW MORE THAN EVER. . .

by **KEN HAYCOCK**, is a professor and director of the graduate School of Library, Archival and Information Studies at the University of British Columbia.

Recent announcements by the provincial government suggest that the state of education will be more problematic than ever next year. Boards have been given more flexibility (good) to allocate fewer funds (bad). Targetted funds (such as for special education) and specified levels of support (such as one teacher-librarian for every 700 students) are being eliminated and left to local discretion. At the same time more costs traditionally borne by the provincial government or provided directly to boards (such as funds for provincially determined salary increases) are being downloaded on an already overloaded system.

Teacher groups, including teacher-librarians, have traditionally chosen their local school board as their target for ineptitude in decision-making, hopelessness in providing support and recognition, and foolishness in not supporting their area of endeavor. Consider for a moment the challenges of the Board, however: first they lost the right to tax the commercial and industrial base of their community, then they lost the right to tax the residential base; then they joined in provincial bargaining losing control over salaries and working conditions; then the government, which now provides the funding, off-loads additional requirements on an overloaded system. In the relatively small area of support for teacher-librarians, at one point the government provided funding for 1:400 students plus one clerk, then it was 1:700 and now it is unknown. Should the Boards just quit? Some boards have refused to make further cuts in the past, and then been dismissed and replaced by a single appointed trustee who made the cuts anyway, without sensitivity to local needs or requirements.

Any first priority for a Board is its fixed costs and contractual obligations with its many employee groups, including teachers and support staff, and then its programmatic priorities. This is where teacher-librarians still have some leverage but need to be strategic in making known their position, contributions, priorities and potential. This is where advocacy comes in.

Advocacy is a planned, deliberate and sustained effort to develop understanding and support incrementally over time. It is not a one shot effort. It is not lobbying for a single cause. It requires at least three elements to be successful:

[a] **providing information without demanding a return**—decision-makers need to understand how the teacher-librarian and school resource centre contribute to student learning and the quality of experiences that teachers and students have in school (check out the “What Works” columns for research evidence, in *Teacher*Librarian: The Journal for School Library Professionals* and on the web site www.teacherlibrarian.com); too often we meet with trustees and superintendents only when we want something or are protesting something, not when we are explaining what we do and how we can support district initiatives;

[b] **respect**—the old days of confrontation and attempting to humiliate local politicians and administrators are long-gone but too few of us realize this; these people deserve our respect if for no other reason than that they have the power and are in difficult situations themselves, making impossible choices; most are there because they care deeply and passionately about public education but they know little about teacher-librarians and resource centres if they haven't been told by you;

[c] **connecting agendas**—TLs need to be able to demonstrate how they advance the agenda of the Board and senior administration, whether in literacy efforts, technology integration or management of the Board's investment in resources; these are tough times and demanding more from a smaller amount of money is not going to be helpful; while difficult to do, it would be more successful for TLs to work with decision-makers to determine how reduced funds might best be allocated to maintain a system with integrity and the basis for improving in the future; for example, eliminating all teacher-librarians may be a disastrous move whereas reducing time over the short-term or picking up more preparation time over the short-term may allow programs to continue. Does this represent best practice? Of course not. Does it represent the possibility of survival? Perhaps. We also need to determine in our schools how we can *together* keep libraries open for student use throughout the day from before school to after school. Job action mandated by the union is one thing; "working to rule" by individual choice affects how one is perceived and supported. And the kids suffer. It is easy to point fingers at who is responsible but it doesn't change the fact that the kids are the victims here.

Can we be optimistic about the next year? In a word, no. Can we plan for the future? Indeed we can—or someone else will. And the choice, quite simply, is ours.

Here are a few specific suggestions:

Collaborate with decision-makers:

You and perhaps your TL group should have a plan and an approach for discussing possible reductions and where they might best be made, within your own program area, to enable a continuing level of effective program and service. Of course, any advocacy effort should have started at least three years ago but we may not have done that. Parents can meet with trustees; staff can meet with district staff. How do we provide value-added service when investment in the service is at an all time low? How do we ensure that there are no misconceptions about the role of Internet as a replacement source of information and ideas? How can we together do the best with what we have?

Don't play victim:

No, teacher-librarians and school libraries are not the first cut. This is popular mythology in our profession. District coordinators and consultants in most fields are gone; staff development specialists are gone; administrator ranks have been reduced (yes, it is true). Art, music, physical education specialists—largely eliminated. Whining just makes us look silly.

Don't cry wolf:

Teacher-librarians are not going to head in droves back to the classroom "where it is easier" so don't even suggest it. Of course some have, and will, but the vast majority will not. And if they do, there are others waiting to take their place. None of us are indispensable so don't even go there. Be knowledgeable about your contribution to learning, to culture, to literacy, and focus on these.

Review your role description:

Is there a written role description approved by the board? By the school? Is it incorporated in Board or school documents? Are qualifications beyond teacher certification and classroom experience required? Beyond this, how will your responsibilities and tasks be adjusted to reflect less time and less support? These are not decision we should be making alone but should be done with administrators and teachers. How do you keep the focus on collaboration and team teaching, the area where we affect achievement, and give up some of the other things?

Two analogies:

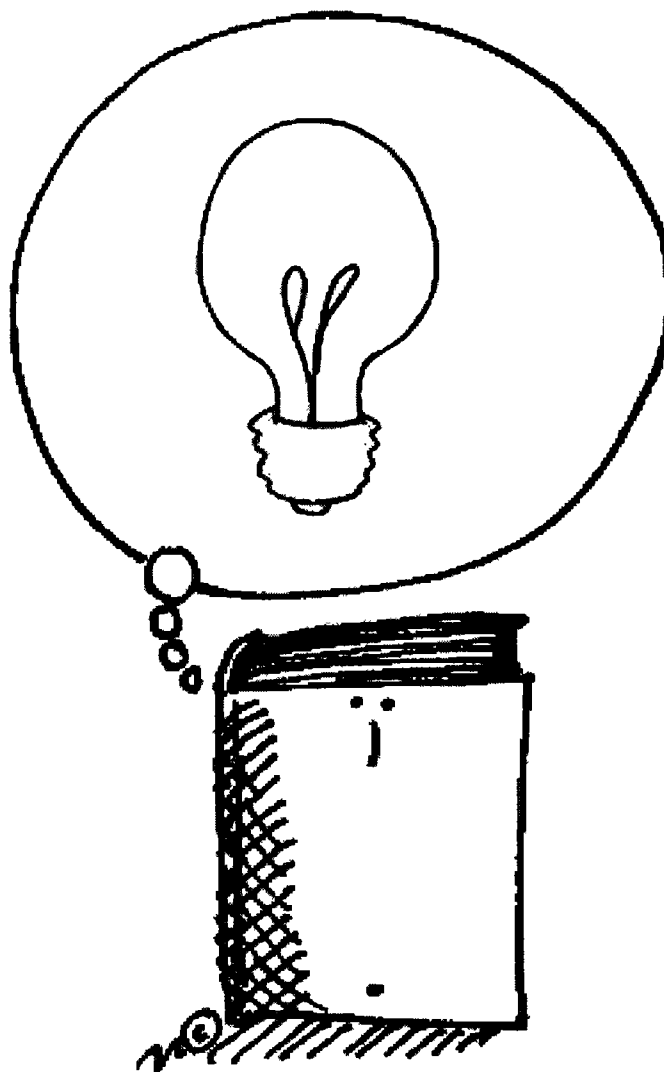
[a] if your time is cut in half, it is like a classroom colleague taking responsibility for two classes instead of one—something has to give if learning is to occur;

[b] imagine the office staff cut or eliminated—obviously it would have a dramatic effect on the role of the administrator if he or she wanted to maintain a semblance of instructional leadership. So too with teacher-librarians—something has to give. If programs are to survive with any credibility, we need to get over mourning long gone clerical staff and get strategic about using adult and student volunteers. This is an attitudinal issue for schools as some schools in less-well-off areas are very successful in this area while some in very well-off areas are not. The same is true of fund-raising for resources.

Partner with community agencies:

It is always easier to partner with the local public library when times are good and we each have much to offer and time to plan; it is harder when we most need each other. Ensure that every child has a public library card by the end of the fourth grade. Ensure that every class visits the local public library. Ask the superintendent to set up meetings with the director of the public library to determine how the public library can collaborate with schools in these difficult times. The alternative is more kids, less prepared using the public library as the nature of teaching is not about to change. Some public libraries provide family literacy and summer reading programs, and collaborate around recommended web sites for school curricula and electronic database site licenses. How can children's programs be brought more effectively into the school?

Is this trying to make lemonade out of lemons? Perhaps. But if you are a believer, and if you recognize that the kids only go through the system once, you try to make the best of an impossible situation to ensure that the foundations for effective program development remain in place even during the worst of times. As professionals and advocates we can do no less.



ADRIFT AT SEA: THE RESCUE PART TWO

THE REVIEW OF RESEARCH LITERATURE

by **RICK MULHOLLAND**, teacher-librarian, Albert McMahon Elementary, SD #75 (Mission).

Adrift at Sea: Part 1 concentrated on a review and summary of the professional literature available to assist the teacher-librarians in their advocacy campaign. This paper will provide these teacher-librarians with additional information to use to convince the powers that be that the teacher-librarians don't deserve being, as stated in Proof of the Power (1999), "little more than babysitters." The professional literature in Part 1 must be supplemented with the following research literature for a stronger, more effective, advocacy program.

QUALITY LIBRARY PROGRAMS AND RESOURCE BASED TEACHING

Throughout the last decade, the emphasis of the role of the teacher-librarian has changed from "that of a collector of resources and facility manager to that of a teacher and an instructional design consultant," (Putnam: 1996). This instructional role has been shown to be very important as schools move towards more literature or resource based programs. Curriculum changes in Canada (and elsewhere) are requiring school programs to "develop students who are informed, self directed and discriminating learners and who have acquired these skills which enable them to continue learning throughout their lives," (Hambleton & Wilkinson:1994). This can be achieved through resource-based programs that can be described as "planned educational programs that actively involve students in the meaningful use of a wide range of appropriate print, nonprint and human resources." (Hambleton & Wilkinson:1994). According to findings from the Saskatchewan School Trustees Association's study of data collected from Ontario and Saskatchewan, the school library is the most effective way of providing resource-based learning. Unfortunately, many of the provincial curricular documents support the idea that the school library resource center is important but not the role of the teacher-librarian. In a study of schools in Saskatchewan, Hambleton & Wilkinson (1994) have found that schools with at least a 0.5 fte teacher-librarian have higher potential for school library

services and programs to adequately support resource-based teaching.

As discussed in Part 1, a school library center with a flexible schedule is the ideal way to facilitate resource-based teaching. Within this flexible schedule, there must be time for the teacher-librarian to meet with classroom teachers. Putnam writes, "rigid schedule can prevent media specialists from working with the teachers." (1994).

The change of tasks of the teacher-librarian from a collector to instruction consultant is possible within this flexible schedule. Unfortunately, the "practice of the instructional consultant role is lagging, but with time library media specialists can achieve their goals," (Putnam: 1994). Putnam continues to say that teachers must learn to share the responsibility of developing this as well.

SUPPORT OF OTHERS

The question arises: Why is there little support for and understanding of the school library program by the administration, classroom teachers and teacher-librarians? Quite likely, it is because "there is no agreement among any of the three groups on the role of the school library or on the role of the librarian," (Hambleton & Wilkinson:1994). Even within the ranks of teacher-librarians, this consensus is not present. Current professional teacher-librarian literature is beginning to discuss and describe a consistent professional role and slowly this is being transferred into common practice (Oberg, 1997).

The principal is not only the conduit to senior administration, he or she is also the direct line to the teaching staff and, as such, serves as the most powerful ally in establishing a sound library program. Many studies have been done to illustrate that the support of the principal is vital to successful school library programs. This support is not always forthcoming. Principals tend to give support when the teacher-librarian is credible (Hay & Henri:1995). When this occurs, principals will allow teacher-librarians "freedom" and trust their decisions as long as their judgment proves warranted.

There are a number of things a teacher-librarian must do in order to gain the principal's support of the school library program. The teacher-librarian must articulate the school library program's vision and must be willing to sell the program as well as the vision to the administrator (Haycock: 1981 as quoted in Hay & Henri:1995). If this is more in line with the principal's or the school's vision, the school library program will be more successful. The principal will then be able to promote the library program through interaction with the teaching staff as well as providing time in staff meetings for promotion of the program and staff development.

Oberg and others (1993, 1997 & 1998) have discovered that principals believe that cooperative program planning and teaching benefit students and the teachers. They believe that, when this is occurring, students learn more and learn how to learn and that teachers develop a deeper understanding of the curriculum and the value of teamwork. This in turn increases their innovativeness and risk taking. This benefits the school as a whole.

Regular communication with the principal is vital (Hay & Henri:1995). Principals prefer this communication to be verbal, but regular written communication is essential in any public relations program (Hay & Henri:1995). Therefore, the teacher-librarian would be prudent to provide the principal with a written report or request as well.

BENEFITS OF A QUALITY LIBRARY PROGRAM

As mentioned earlier, the whole school benefits from a quality library program. There have been various studies that directly relate quality school library programs and student achievement. Studies done in the last few years have been unanimous in supporting the direct correlation between effective library programs and student achievement. Direct increases in student achievement have occurred when:

- there is an increase of staffing of school librarian and support staff
- there is an increase of Information Technology linking the classroom and the library
- there is an increase of time spent by the school librarian
 - o planning and teaching with the classroom teachers
 - o teaching information literacy independently
 - o providing inservice training to teachers
 - o serving on standards and curriculum committees
 - o managing Information Technology

(Pennsylvania: 2000)

- there is a school librarian
- students visit the library more frequently
- the library staff spend more time on
 - o delivering library and information literacy instruction to students
 - o collaborating with teachers on instructional units
 - o training teachers in information access

(Alaska: 2000)

- there is a well developed library media program defined by:
 - o staffing levels
 - o collection size and age
 - o expenditures on materials
- there is collaboration with classroom teachers
 - o planning and teaching information literacy
 - o inservice training to teachers
- there is a computer network that extend the library media's program into the classroom and labs
 - o providing access to licensed databases and the World Wide Web
- there is flexible access to the library media center
 - o flexible scheduling allows students to visit the library media center individually
- the library media specialist is a school leader
 - o meets regularly with the principal
 - o serves on standards and curriculum committees
 - o holds library media staff meetings

(Colorado:2000)

This is supported with a meta-analysis of 20 years of reading research done by Krashen (Gniewek: 1993). He has found that school libraries with "larger, quality collections; which are available to students more hours; which provide comfortable and relaxing reading environments; and which are staffed with qualified school librarians, produce students with higher reading achievement" (1993).

As described in both parts of *Adrift at Sea: The Rescue*, when all participants work together to develop and use a common vision for the teacher-librarian and the school library program, students will ultimately win. As Harold Howe (a former US Commissioner of Education) says "what a school thinks about its library is a measure of what it feels about education." (Hambleton & Wilkinson:1994).

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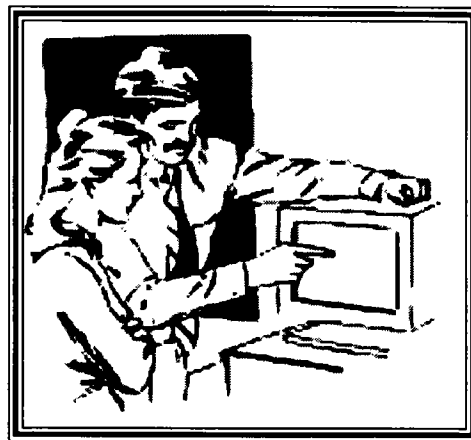
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LETTER TO PARENTS OF SCHOOL CHILDREN IN BC

by **DONALD HAMILTON**, Education Librarian (Retired) University of Victoria and Trustee Greater Victoria Public Library

There is a school library in every school in BC. In tiny schools they may be part of a hallway or classroom. The school library is a distinct space in every new or renovated school. The Ministry of Education has extensive standards and regulations in place for these spaces.

The good school library is a self-directed learning laboratory for your child.

Almost every parent in British Columbia will soon learn that the school library will be affected by the recent changes in school funding and organization. One of the key issues that the government changed in the legislated solution to the teacher's contract was the elimination of minimum levels of "teacher-librarian" support in the schools. While those minimum levels were not large - one teacher-librarian for every 702 students K-12 - the legislation completely eliminated this standard for service across the province. It is now up to each board, and perhaps each school, to determine the levels of teacher-librarian support, if any.

What is a teacher-librarian? Why is a teacher-librarian important to my child?

The teacher-librarian is a teacher who has taken special training in developing a school library program that meets the learning objectives of the school. That program includes teaching all children how to access and use learning resources, to develop the criteria and skills to select quality information, and to read widely and well. The teacher-librarian is a catalyst for ideas in the school, offering access to community and world-wide resources and linkages to resource people.

Do teacher-librarians make a difference to the quality of my child's education?

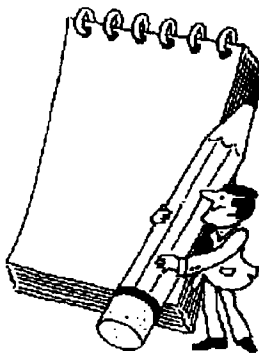
In major studies conducted in Colorado, Alaska, Pennsylvania and Texas, the provision of qualified school librarians had a significant effect on pupil achievement.

Teacher-librarians are responsible for making the school library part of the learning program of a school. The school library, without professional leadership, will rapidly become an impoverished, incomplete service that will not meet the learning needs of children!. Despite the best of intentions for volunteer and clerical support the school library will rapidly become irrelevant to the school's overall program.

What will my children lose if the school library is closed or diminished?

If students do not have access to quality library programs they will lose that linkage between resources and learning. In other words, the direct consultation between teacher and teacher-librarian provides enormous opportunities for personalizing learning, developing lifelong research skills, and acquiring important literacies including; reading, viewing, listening, presenting, and computing. In addition, they could lose a "cultural" base that could affect their values in this increasingly complex society.

It is important to note that the school library is often shown as a measure of quality in the publicity for independent schools, colleges and universities.



How much does a school library cost?

The costs for a quality library program in a school of 500 students would be about \$250 per student. This would include the costs for a full time teacher-librarian, full-time clerical assistant and a reasonable budget for current learning resources. The average cost for schooling per student in BC last year was over \$6000.

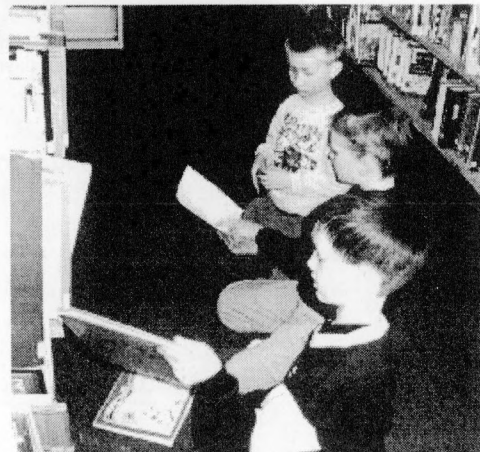
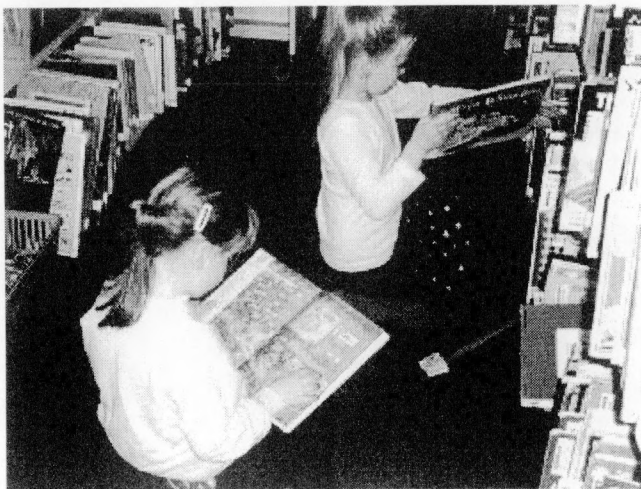
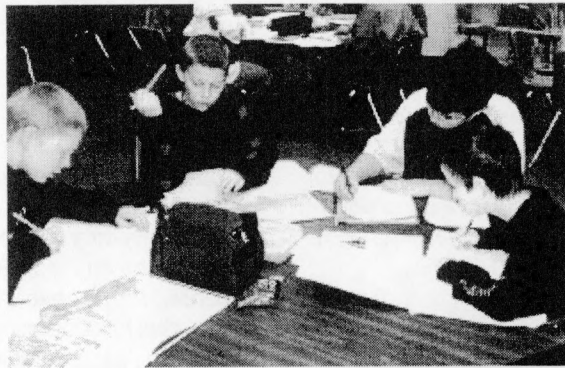
Why can't the public library provide this service?

There is a distinct difference in function between the public library and the school library. The public library offers services directly related to the provision of a wide range of information for the entire community. The school library teaches students to engage information and ideas. The public library is not equipped to meet instructional needs. The school uses the school library to enrich and augment the learning environment.

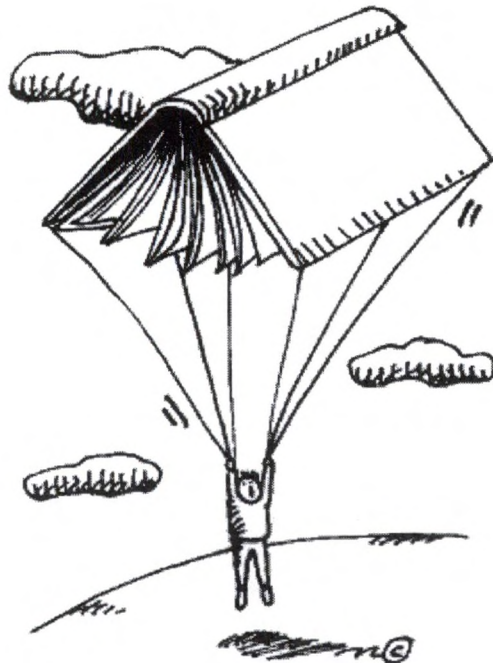


What can a parent do?

- Challenge decisions to cut school library programs.
- Visit the school library in your school.
- Ask tough questions.
- Ask questions of your principal, and your teacher-librarian.
- Demand answers.
- Talk to your trustees and your MLA.



UNITS BY BC TEACHER-LIBRARIANS



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*

CANADA'S INTERNATIONAL AID PROJECT - SOCIALS 11

by **JANN MARIE FORGERON**, Social Studies teacher/teacher-librarian, **DON PHILLIPS**, Social Studies teacher, and **SUSAN PEARSON**, teacher-librarian, Magee Secondary School, SD #39 (Vancouver). Other worksheets are available; contact authors at sjpearson@telus.net.

INTRODUCTION

The following ready-to-copy unit was developed for the Geography section of the Social Studies 11 curriculum. The unit is self-explanatory. While it provides a great amount of structure, at the same time, it provides the students with a lot opportunity for choice and creativity.

RESOURCES

There are obviously many resources available to use for this project. Some notable print resources include the Stryker-Post *World Today Series*,

<http://www.acdi-cida.gc.ca/index.htm>
<http://www.odci.gov/cia/publications/factbook/index.html>
<http://www.un.org/Pubs/CvberSchoolBus/infonation/eintonation.htm>
<http://www.worldgeography.abc-clio.com/Login.asp>

In this project, you will learn about CIDA and its role in regulating Canadian humanitarian aid. You will be responsible for researching a country and using your knowledge of this country, (its needs, its history...) to design a proposal for a development project. You will formally apply for Canadian funding through an application process and a presentation to a panel of CIDA officials.

CIDA Panel

Two students will be selected to form the panel of government officials. They will be responsible for the following:

- A) Researching the history of CIDA
 - a. What is it?
 - b. When was it formed?
 - c. Why was it formed?
 - d. What is its mandate?
 - e. Who sits on this panel?
 - f. What proportion of this Federal budget does CIDA spend?

- B) Researching past CIDA projects
 - a. What countries applied?
 - b. What projects received funding?
 - c. An example of a successful project.
 - d. An example of an unsuccessful project.
 - e. Why were the projects successful or unsuccessful?

Individual Country Applications

With a partner (which will be assigned by your teacher), you will research a developing country. In your research you must find out the following:

- A) Recent statistics about your country:
 - a. population (density, distribution, age structure)
 - b. economy (rural, urban, industries, GNP)
 - c. culture
 - d. living standards (comparative)
- B) Major issues facing your country:
 - a. food supply
 - b. health
 - c. civil strife (ethnic divisions)
 - d. education
 - e. environmental concerns
 - f. economic structure

With this information, you will propose a development project, which you believe, will address at least ONE of the issues you have found facing your country and you will apply for funding from the CIDA panel. Your project consists of a written application as well as an oral presentation before the panel (and the class).

Application process

- A) The Proponents
 - a. name
 - b. location
 - c. organizations (for profit, NGO, multilateral, bilateral, academic institution, etc.)
- B) Project details
 - a. title
 - b. subject matter or sector
 - c. country or region applying
 - d. purpose of your application (the issue(s) your project proposes to address?)
 - e. brief description of the project
 - f. the estimated total value of project (How will your project benefit the health, education, living standard . . . of your people? How will it benefit Canada?)
 - g. amount applied for from CIDA
 - h. amount to be found from other sources (if applicable)

C) The objectives

- a. short term impact of your development project
- b. long term impact
- c. possible problems with your proposal
- d. justification of why your application should be accepted

The application

You will be given exactly 3 minutes to present your country, its needs, your proposal and your justifications to the CIDA panel. You must NOT exceed 3 minutes but you want to make sure you use all of your time effectively argue your case. You may use whatever technology you wish – PowerPoint, slides, posters, magazine articles, costumes, etc. Be creative! You will submit your application to the panel at the END of your presentation and the panel will report back to the class on the following day.

WRITTEN WORK DUE: _____

ORAL PRESENTATION DUE: _____

(NOTE: evaluation guide on next page)



Canadian International
Development Agency

Agence canadienne de
développement international

Canada

ASSESSMENT

INDIVIDUAL COUNTRY RESEARCH

CONTENT OF WRITTEN REPORT (should NOT exceed 2 pages)

statistics	/15
issues	/10

RESEARCH PROCESS

notes	/10
bibliography	/10

WRITTEN APPLICATION FORM

all sections completed accurately	/5
project details	/10
objectives	/10

ORAL PRESENTATION

appropriate/effective use of time	/5
clearly organized	/15
creative presentation	/5
presentation skills	/5
eye contact	
posture	
articulation	
audibility	
use of technology	

CIDA PANEL

CONTENT OF WRITTEN REPORT (should NOT exceed 2 pages)

history of CIDA	/5
history of past projects	/10

RESEARCH PROCESS

notes	/10
bibliography	/10

RESPONSES TO WRITTEN APPLICATION FORMS

assessment of each application	/15
breakdown of who receives what money (use the chart provided)	/5
justification for each ruling	/10

ORAL REPORT

organization	/5
clarity	/5
explanation of choices	/5
presentation skills	/5
eye contact	
posture	
articulation	
audibility	
use of technology	

MEDIEVAL MANOR PROJECT

SOCIALS 8

by **KATHLEEN BARTER**, teacher, and **LESLEY EDWARDS**, teacher-librarian, Seycove Secondary , SD #44 (North Vancouver).

This project was done online using North Vancouver School District created software. Students worked in a passworded environment which allows them to download information and images, create notes and reports and to interact with each other in the forum.

Description: Investigation of the medieval manor and how various groups on the manor contributed to its self-sufficiency.

Social Studies 8 I.R.P. Applications:

- select and summarize information from primary and secondary sources, including electronic sources
- plan, devise and deliver formal oral and written presentations

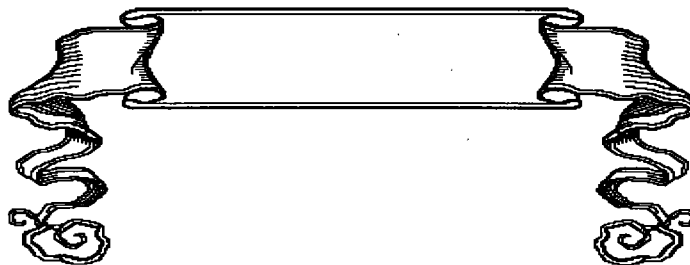
Course Content:

- compare daily life in a variety of civilizations
- demonstrate an understanding of the tension between individual rights and the responsibilities of citizens in a variety of cultures.
- compare the basic economic systems and different forms of exchange
- compare the changing nature of labour in rural and urban environments

Research Question:

Many social groups with different occupations contributed to life on the manor during Medieval times. You represent one such social group from a Medieval manor. Investigate your group's jobs on the manor and prepare an argument to support how they contribute most to the self-sufficiency of the manor.

- 1) For your assigned group investigate how they contributed to life on the manor.
- 2) If your group was not present what would the impact be on the manorial system ?



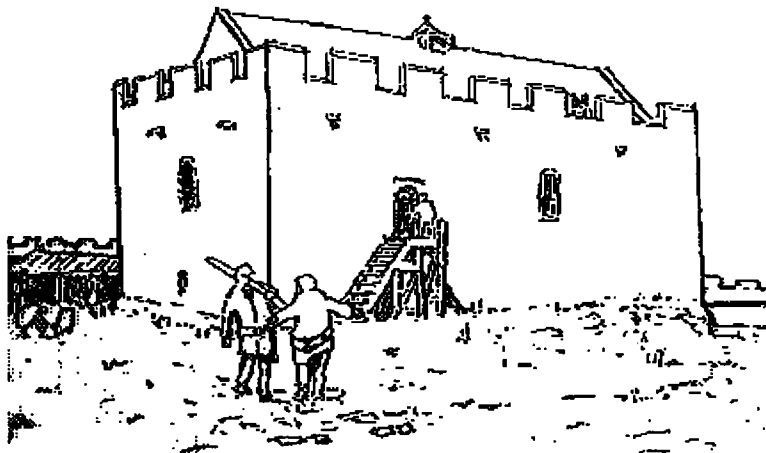
Assignments:

- 1) Illustrated Journal
 - a. four entries
 - i. one for each season, accompanied by an illustration that is appropriate for that season
 - ii. each journal entry must thoroughly cover one day in the life of a person in your group
- 2) Persuasive Paragraph
 - a. present a case explaining why your group is the most important
- 3) Oral Presentation
 - a. prepare a three minute oral presentation that summarizes your group's importance to life on the manor
- 4) A Medieval Glossary
 - a. select 10 words that were commonly used on manors in the Middle Ages and search out a definition/explanation for each word. Try to select terms which may have applied to your particular job or your life on the manor. Explain each term in your own words.

Groups Studied:

Doctor	spinster
serf	carter,
carpenter	chaplain
hayward	steward
minstral	reeve
constable	blacksmith
baliff	cook
dyer	herald

For a more extensive list of occupations go to:
<http://www.castles-of-Britain.com/castles32.htm>



Assessment Criteria:

You will be evaluated on the four assignments using the rubric created in class.

General Comments:

- use the starting points to locate information on the tasks of your group
- create research items (quotes)
- summarize quotes you have collected and create notes and a note collection which explain the jobs of your group
- collect images to illustrate your group's work
- use the forum to share good sources of information and to ask questions
- prepare a report which will be used as part of your oral presentation

Starting points:

Medieval Sourcebook: Manorial management and organization

<http://www.fordham.edu/halsall/source/1275manors1.html>

Wharram Percy: The Lost Medieval Village

<http://loki.stockton.edu/~ken/wharram/wharram.htm>

Feudal Life: What was it really like to live in the Middle Ages?

<http://www.learner.org/exhibits/middleages/feudal.html>

The Medieval Manor

<http://mars.acnet.wnec.edu/~grempe/courses/wc1/lectures/22manor.html>

NetSERF

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

CLN Medieval Studies theme page

<http://www.cln.org/themes/medieval.html>

English Medieval Towns glossary

<http://www.trytel.com/~tristan/towns/glossary.html>

A Boke of Gode Cookery

<http://www.godecookery.com/godeboke/godeboke.htm>



PYTHAGORAS - INTRO MATH 11

by **HUGH MACPHERSON**, teacher, and **GARTH HARKESS**, teacher-librarian, Mount Baker Secondary , SD #5 (SouthEast Kootenay).

This is a project was put together to give the Intro Math 11 students a break from doing – MATH! We had the students grade their own efforts before handing in the work. Most students gave marks very close to ours. We gave 5 marks to students who were within 5 points of the grade we gave. This encouraged honest self-evaluation and almost everyone earned those marks. Our apologies if we have borrowed some of the topics from assignments previously published in *The Bookmark*. After years of blending new and old assignments, I can no longer keep track of what is original and what is not.

Part I

Pythagoras is a big name in Math!! Your job – to find out who he was, why he was important and to discover what his theorem was.

Do research in the Mount Baker School Library to explore some details on his life and times and to endeavor to understand the concept of his theorem. Make use of the Internet, encyclopedias, and books.

Demonstrate your knowledge of his theorem on a poster. You will need to plan a creative approach. Try to get some interesting facts about the man and modern uses of his theorem on your poster. Your poster should be neat and should illustrate the theorem clearly. Keep your rough notes and rough drawings – they are worth marks too!

Evaluation – The **accuracy** of your self-evaluation (Your Mark) will be worth **5** marks for the two sections of this report (Part I and Part II). This mark will be added to your **final mark**.

Marking Key	Out Of:	Your Mark:	Our Mark:
Rough Notes (1-2 pages)	3	/3	/3
Rough Sketch(es)	2	/2	/2
Neatness of poster	3	/3	/3
Colour/ Visual Effect of Poster	3	/3	/3
Information Presented in poster	6	/6	/6
Resources List Use a Style Sheet	3	/3	/3
TOTAL	20	/20	/20

Part II

Math plays an important role in our lives. A lot of the things we use every day have some direct or indirect relation to mathematics. Choose a topic from the list below – or one of your own – and explore its connection with math.

COMPUTER SIMULATIONS
CALCULATORS
ROMAN NUMERALS
HOCKEY
ARCHITECTURE
EIFFEL TOWER
DRAFTING
PYRAMIDS
COOKING (RESTAURANT CHEF)
ARCHIMEDES
FLORENCE NIGHTINGALE
BERNOULLI
GLORIA HEWITT
ISAAC NEWTON

COMPUTER PROGRAMMING
ABACUS (ANCIENT MATH)
CHESS
BASEBALL
CLOTHING DESIGN
STATISTICS
GOLF
METRIC SYSTEM
SURVEYING
NORBERT WEINER
NATHANIEL BOWDITCH
HYPATIA
JOHN NAPIER
EUCLID

Remember – you are not limited to these topics – check with your teacher before you start research on another topic. Be creative in your research. Use traditional sources like encyclopedias and books. Also use approved Internet sites. Use your own knowledge and imagination also. Record the sources you use for your bibliography.

Marking Key	Out Of:	Your Mark:	Our Mark:
Rough Notes (1-2 pages)	3	/3	/3
Visual (Drawing- No Photocopies)	3	/3	/3
Information Presented (Minimum One Page Double Spaced)	/6	/6	/6
Resources -Use a Style Sheet	3	/3	/3
TOTAL	15	/15	/15
FINAL TOTAL	Part I	/20	
	Part II	/15	
	Self Evaluation Accuracy	/5	
	FINAL TOTAL	/40	

A IS FOR ALGEBRA

MATH 9

by **SUSAN PEARSON**, teacher-librarian and **AIRDRIE MILLER**, Math teacher, Magee Secondary School, SD #39 (Vancouver).

INTRODUCTION

This math unit was done with a Grade 9 extended skills math class. I also did a mini-lesson with a regular math class on the last day of school before Spring Break. Instead of the whole unit I simply read the story *One Grain of Rice*, and took the opportunity to do a “booktalk” showing the students some of the math books we had in our collection.

SPECIFIC OBJECTIVES

- To extend math opportunities beyond the traditional classroom setting
- To integrate resource based learning within the math curriculum
- To create opportunities whereby math teachers and teacher-librarians work collaboratively
- To familiarize students with the library and specifically with the Maths collection
- To get the students to focus on one or two topics in mathematics
- To create one maths dictionary contributed to by all the students

RESOURCES

One Grain of Rice by Demi Scholastic, 1997 ISBN 059093998X

G is for Google by David M. Schwartz Tricycle Press 1998 ISBN 1-883672-58-9

The Number Devil: A Mathematical Adventure by Hans Magnus Enzensberger Metropolitan, 1998 ISBN 0805057706

and any other Maths books from your collection, eg Math for Dummies, Facts on File Dictionary of Maths etc

There are also good websites for Math definitions:

<http://www.geocities.com/Paris/Rue/1861/etyindex.html>

<http://www.hbschool.com/glossary/math/glossary5.html>

http://www.kapili.com/m/mathdef_d.html

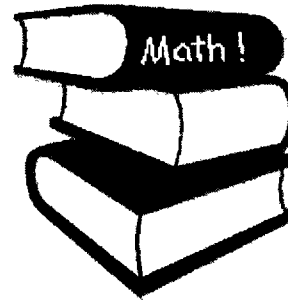
ACTIVITIES

The teacher-librarian read the students the story *One Grain of Rice* by Demi. The teacher-librarian made sure to show the students the very graphic representations of the mathematical concepts, and to stop at the critical moment to query students if they felt the action taken by the main character was sound, and what they would do in this situation. After the conclusion of the reading there was a short “booktalk” of other math resources available to the students for use in this unit. Then each student picked two topics (listed below), researched these topics and took notes in point form. They were then to do a rough copy of their page for the book and show it to the teacher before the final draft would be “bound” in to the final dictionary. At the end of this unit the class made a complete “Math Alphabet Dictionary” comprised of the two articles written by each student.

EVALUATION

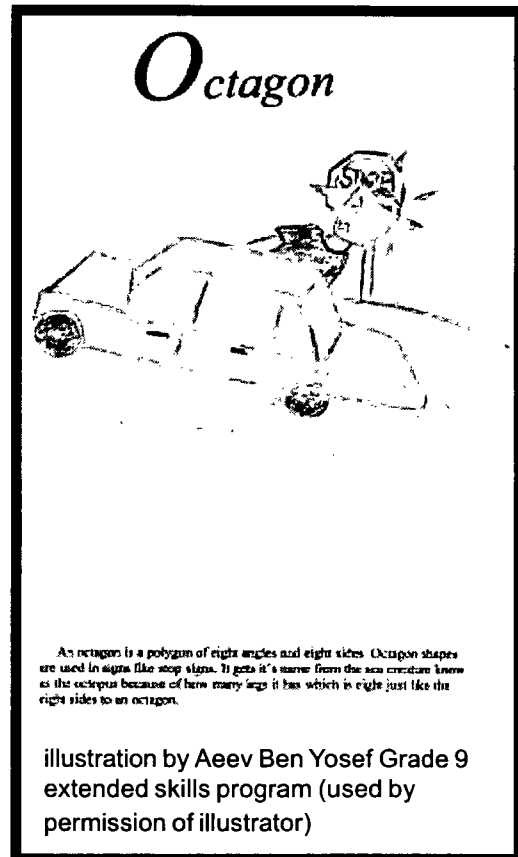
Information:	Well researched	/3
	Accuracy	/3
	Clarity	/2
Presentation:	Title	/2
	Illustration	/5
	Neatness	/3
	Interesting	/2

Total per page /20 marks



LIST OF POSSIBLE TOPICS FOR THE MATHS DICTIONARY PROJECT

Algebra, Angle, Area, Abacus
Binomial, Brackets, Bit
Calculus, Circle, Cone
Decimal, Division
Equation, Ellipse, Euclid
Fraction, Frequency
Geometry, Golden Rectangle
Hypotenuse, Hyperbola
Imaginary Number, Icosahedron, Intersection
Jerk, Julia Set
Kepler, Kite
Lowest Common Multiple, Length, Limit, Logarithm
Mean, Median, Mode
Negative Number, Number Line
Octagon, Orthocentre
Pentagon, Pythagoras, Parabola
Quadratic, Quadrilateral
Rational Numbers, Rounding
Sine, Sphere, Standard Deviation
Trigonometry, Tangent, Triangle
Units
Vector, Volume
Weight
X-axis
Y-Axis
Zero, Zillion



SETTLING IN UPPER CANADA: AN 1820S SIMULATION

SOCIAL STUDIES 10

Adapted by **LINDA LEE**, social studies teacher with assistance from **LYNN TURNER**, teacher-librarian, Thornhill Junior Secondary School, SD #82 (Coast Mountains).

Canada Revisited (1992, pages 144-147) presents the outline of a simulation to help students in Social Studies 10 understand the challenges facing settlers in Upper Canada around 1820. At Thornhill Junior, this simulation has been taken to another level, where, for several weeks, the students assume a "persona" - they become a character in much the same style as the animators at Canadian historical sites such as Upper Canada Village or Louisbourg.

Students are given a card outlining their character: name, age, family status, education level, skills, religion, socioeconomic position, country of origin, supplies provided, and location ticket. Following instructions from the teacher, and directions as to appropriate resources by the teacher-librarian, the students work independently to research their "lives".

The first part of the project is concerned with the background information about the settler, and how he / she arrived in Upper Canada. Research then moves to survival: food, shelter, and the first winter.

Development of their land, the building of a permanent house, and becoming integrated as a community occupy the settlers for the next five years. It is interesting to watch the dynamics of different classes: some keep their land as individuals and show little inclination to collaborate; others become very involved in the establishment of a town and businesses.

While adopting their character, students are very involved in the research process. Marks are given for note-taking, rough drafts, and APA bibliographies. A challenge for the students is to choose, from the vast array of resources on the subject, the best sources of information to support what they as individual settlers are doing.

An outline of the project and some of the sheets used are included here.
GRADE 10 PIONEER BIOGRAPHY TASK

You have just arrived in Woodstock Township. Who are you? When you write about your life you must include the following information in your biography:

Country of Origin

- Where did you come from?
- Why did you leave your country? (push factors)
- Why did you want to come to Upper Canada? (pull factors)

Your religious beliefs

- Describe the basic beliefs of your religion.

Your family status

- Are you male? female? married? single? widowed? children?
- What are the names of the people in your family? (ethnic accuracy required)
- What are the ages of your family members?
- Are you wealthy? poor?
- Do you have any skills? education?
- What supplies did you bring to Woodstock? Why are these items important?

Your land / lots

- Where is Woodstock?
- What are your concession and lot numbers?
- Describe the location of your land
- Describe the landscape of your lot (swamps, rivers, trees, etc.)
- Who are your nearby neighbours?
- What duties must you complete before you can own the land?

Optional - What are your hopes / dreams / fears when settling in a new land?

This first section of the simulation gives each student the opportunity to understand the settler he/she is "becoming". Through extensive research, they learn the reasons for immigration to Upper Canada, and discover the hardships of the journey their character has undertaken. The assignment for this initial part of the simulation is to write either a letter home or a series of journal entries, including a map showing the route taken to Upper Canada.
DISCOVER UPPER CANADA

INFORMATION THAT YOU (YOUR CHARACTER) NEEDS:

1. You live in Upper Canada, a colony in British North America. You arrived in 1815, in the month shown on your character card.
2. You have settled in the developing township of Woodstock, which is located 100 km south west of York (present-day Toronto). York is the closest town to you, a place where you would be able to pick up necessary supplies.
3. You have received your location ticket (concession #, lot #). You will get full title to the land in two years (1817), after you have completed the following duties put to you by order of the British Government:
 - a. Clear and fence 2 hectares for every 40 hectares you have been granted.
 - b. Build a dwelling house, measuring at least 5 metres by 6 metres.
 - c. Clear one half of the road in front of each lot.

THESE DUTIES MUST BE PERFORMED WITHIN TWO YEARS OF THE DATE OF THE TICKET.

NOTE: 1 parcel of land = 100 acres (40 hectares)
2 hectares = 5 acres
Each of the parcels of land is 1 km by 0.5 km.

1820

FIVE YEARS IN THE COLONY OF UPPER CANADA

You now have possession of your land. In the past five years much would have happened in Upper Canada, in Woodstock Township, and on your land.

REMEMBER: Woodstock Township is a large area of land in which you and the other settlers have land. It is NOT a town.

Your task is to write about your life and your land now and how you achieved what you have. **ACCURACY, AUTHENTICITY, QUALITY, AND CREATIVITY** are very important compo-

nents of this assignment.

You will include the following in your assignment: (these are in no particular order)

- What all have you accomplished in the past five years and how? How exactly has your land changed since 1815? Give details about methods and tools / equipment used.
- How has Woodstock Township changed - the area around your land, new places created, school, church, a town?
- Did you need/want more land? How did you get it?
- What industries have developed in the area (e.g. sawmill, gristmill)? Explain how they work.
- Is there now a town in the township? Where was it built? Why there? What businesses and services are offered in the town? What is its name?
- Explain what a "bee" is.
- What are Crown and Clergy reserves? Explain the effect that these reserves have had on settlers in the past five years? Have the Reserves had an effect on you specifically? How?
- What are the problems with roads, and keeping them in good condition? What is a corduroy road?
- What was education like?
- What did children do (work/games)?
- Describe a particular celebration that your family was involved in, e.g. Christmas, Easter, a birthday.
- The Family Compact control the government of Upper Canada. Explain how they run the government. Explain why you would or would not vote for their candidates in the next election. Consider: social class, Robert Gourlay, grievances, W.L. Mackenzie, Colonial Advocate.

Complete the assignment in journal format. Use the present tense from 1815 to 1820. Try to make it look like a real journal from the time. Include at least 5 drawings of things that you are discussing in your journal. Historical accuracy and quality of the content are important. Your journal must be well organized; the entries must make sense from one to the other. You must use at least 5 different sources of information. These are to be recorded using APA bibliographic format.

As the simulation progresses, settlers realize that, in order to survive and to work and clear their land, they must collaborate and cooperate with each other. Bartering becomes important. To assist the settlers with this, an advertisement board has been set up in the library. Here the settlers read and post their "want - ads". The settlers are always very concerned with costs, and as part of their research must find what they should charge or pay for goods and services. Cooperation usually leads to discussions among the settlers about the establishment of a town. Land is bought and sold; entrepreneurs begin their businesses; families inquire about schools for their children; and churches are built - all within the confines of the library.

ADVERTISEMENT

REAL NAME: _____

MESSAGE: _____ DATE: 18 _____

CHARACTER

NAME:(PRINT) _____

GOVERNMENT AGENT: _____

Forms for contracts between neighbours, petitions, and marriage certificates have also been developed.

Each year, the simulation evolves a bit more. This year, to add some more reality to the situation, a taxation notice was posted.

OFFICIAL NOTICE

THE GOVERNMENT OF UPPER CANADA HEREBY ANNOUNCES THE IMPORTANT NEW TAX:

#22(A): LANDOWNERS IN UPPER CANADA WILL BE REQUIRED TO PAY \$15.00 PER YEAR FOR THE NEXT 5 YEARS FOR THE BUILDING OF A CANAL SYSTEM FROM LAKE ONTARIO TO LAKE ERIE (THE WELAND CANAL) AND FROM BYTOWN (OT-TAWA) TO KINGSTON (THE RIDEAU CANAL)

#22(B): THIS LAW WILL BE REVIEWED AT THE END OF EACH YEAR IN ORDER TO DETERMINE WHETHER THE TAX WILL BE INCREASED. THIS MAY BE NECESSARY TO ACHIEVE COMPLETION OF THE CANAL SYSTEMS.

Library research time - and the enacting of the settlement of Woodstock Township - takes about two weeks. However, the characterization of the settlers lasts much longer, and becomes the focus for discussion of politics in Upper Canada.

THE ELECTION OF 1824

In 1824 there is an election to decide who will sit in the Legislative Assembly of Upper Canada. Those running for a seat in the Legislative Assembly belong to one of the following two political parties: THE FAMILY COMPACT or THE REFORMERS.

You must decide which political party you will vote for or, if unable to vote, which party you would want to convince other people to vote for. Base your decision on who your Simulation Character is. For example: What religion are you? Are you a professional person? Someone who is highly educated? Are you a farmer? What do you need the government to do for you?

Write either a letter to the editor or a newspaper editorial titled "Which Political Party for Me?". In your project, explain which party you would back and give all your reasons. The reasons must be specific to your character.

While the intent of the authors of Canada Revisited was to have students think about life in Upper Canada in the early 1800's, our students, through research, have the opportunity to "experience" the life of the settlers. Conversation revolves around events of the time, and instructors serve as government agents, clergy, and military officers. Many of the journals submitted by our students have been made to appear authentic: pages are stained in tea or coffee for that aged yellowing look; text is in calligraphy or another font that resembles the script of the time; some pages are scorched; and leather or twine are used for binding.

If you would like more information about this simulation, contact:

Linda Lee - secondglance@telus.net
Lynn Turner - lturner@kermode.net

EXPLORERS OF CANADA HISTORIC FICTION

SOCIAL STUDIES GRADE 4

by **RICK MULHOLLAND**, teacher-librarian and **INGRID OLTHOF**, classroom teacher ,
Albert McMahon Elementary, SD #75 (Mission).

TOPIC: EXPLORATION OF CANADA

The following unit was completed as part of an in-class unit on the exploration of Canada and its impact on the aboriginal people.

INFORMATION SKILLS:

- note taking
- classifying notes
- story structure
- planning and creating an original story (historical fiction)

UNIT OUTLINE:

DAY ONE :

- show research on Alexander MacKenzie (TEACHER-LIBRARIAN)
- read *A Dog Came, Too* by Ainslie Manson (CLASSROOM TEACHER)
- compare research and picture book (BOTH)

DAY TWO :

- choose explorer from selected group:
 - James Cook
 - Jacques Cartier
 - Henry Hudson
 - Henry Kelsey
- begin researching exploring using specific research form

DAY THREE:

- continue research

DAY FOUR:

- continue research

DAY FIVE:

- complete planning sheet for story

DAY SIX & BEYOND:

- draft, edit and publish story (will need to be continued in class)

THE FOLLOWING PLANNING SHEETS WERE USED AS PART OF THE UNIT TO ASSIST STUDENTS:

CLASSIFYING SHEET

BIRTH INFORMATION AND EARLY LIFE	NAME OF EXPLORER	WHERE AND HOW THEY EXPLORED
OTHER INFORMATION	WHO ASSISTED THE EXPLORER	

PLANNING SHEET FOR STORY

dangers	beginning	first event	second event
happy times			
accomplishments			
characters	ending	third event	
setting			

CANADA

SOCIAL STUDIES GRADE 3

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

Introduction

This has got to be my all time favourite unit. It is useful for Grade 3 English, Grade 3 French, and ESL at the beginning level. It is centres-based and can be changed, expanded, or contracted very easily. If you receive more computers you can add some Internet activities. If you buy great new Canadian picture books you can throw them into the fiction station. You could add an art appreciation station etc., etc. The possibilities are almost endless. You can ability group the children so the LAC teacher can participate and take his/her students around the stations. It can be done with a whole class and 2 teachers or a half-class and just you.

Wendy Cameron, teacher-librarian and Diane Borthwick, classroom teacher of Wolfe Elementary in Vancouver originally created the unit. She gave it out to a class of new TLs from UBC who had come to observe in her library. I took it and used it right away with a French grade 3 class taught by Nicole Delapierre at Jules Quesnel Elementary. When I changed schools I reworked the unit with the classroom teachers (Grade 3 and intermediate ESL) of Nootka Elementary. They are Rosa Audia, Kelly DeVita, Angela Stewart, and Elaine Wong. At my next school, Gordon Elementary, it was changed again by Jane MacEwan, Brenda Spencer, and Linda Irwin, all Grade 3 teachers.

Some of the materials are ancient e.g. Canadian Starters. They are terribly old but they are so simple and concise many teachers in Vancouver still use them. There are newer materials suggested as well. The new materials from Reidmore are bright and colourful and are also available in French.

I have always used the unit in a booklet form i.e. already photocopied on about 8 pages, back to back, depending on the number of stations. Putting it together requires a little thought and is governed by those pages which you would like to face each other e.g. the crossword pages.

The booklet as we used it this year was arranged as follows:

- A title page
- B blank

Page 1 A. Centre #1 - B.C. page
 B. Centre #1 - province of choice page

Page 2 A. Centre #2 - provinces and capitals
 B. Centre #3 - Famous Canadians

- Page 3 A. Centre #3 - Famous Canadians
 B. Centre #4 - Canadian Animals/Sports
- Page 4 A. Centre #4 - Canadian Animals/Sports
 B. Centre #5 - Crossword clues
- Page 5 A. Centre #5 - Crossword puzzle
 B. Centre #6 - Canadian Authors
- Page 6 A. Centre #7 - Canadian Encyclopedia CD ROM
 B. Centre #7 - Encarta 95 CD ROM
- Page 7 A. Centre #8 - WB Discovery Encyclopedia
 B. Centre #8 - WB Discovery Encyclopedia

Centre #1 - Flags and Crests

Activity #1 - The students colour the BC page in the correct colours for B.C.

Activity #2 - The students choose their own province or territory and draw + colour it in the correct colours. In the centre box, here are laminated pages of the provinces and territories taken from *Symbols of Nationhood*. Samples available from Heritage Canada: <http://www.pch.gc.ca/ceremonial-symb/english/prv.html>

Centre #2 - Provinces and Capitals

Activity #1 - The students match the shapes, provinces, and province capitals from the laminated cards in the envelope.

Activity #2 - The students write the province or territories and their capitals in the booklet. There are copies of atlases and a wall map at this centre. Blank maps available at: <http://www.canadainfolink.ca/blankmap.htm>

Centre #3 - Famous Canadians

The students choose a famous Canadian from the books in the box. They then write down some important facts about this person and do a drawing in the box . They can do up to 4 people.

Centre #4 - Canadian Sports or Animals

The students choose a Canadian animal or sport from the books in the box. They then write down some important facts about this animal/sport and do a drawing in the box . They can do up to 4 sports/animals.

Centre #5 - Canada Crossword

The students read the book Canada. They do the crossword puzzle from clues based on this book.

Centre #6 - Canadian Authors

The students choose a Canadian book from the selection in the box. They then talk about the key questions of the worksheet with a friend or teacher. (They have been previously taught how to complete this story outline.) Then they complete the sheet with simple sentences and drawings.

Centre #7 - Canadian Animals on CD Rom

Canadian Encyclopedia CD ROM - the students type in animal names and watch videos of the animals.

Encarta 95 CD ROM - The students type in animal names and listen to animal sounds. They also attempt to write a simple fact about the animals (not easy with Encarta).

(I prefer the older CDs for young children because they are easier to navigate.)

Centre #8 - World Book Discovery Encyclopedia

The students choose a Canadian province and look it up. The information is in the side bars. They then write down the facts on the worksheet. They can do up to 4 (or 8 if front and back).

Students were requested to write a comment about each centre on the title page.

Canada Unit - Materials List and partial bibliography

Centre # 1 - Flags and Crests

Symbols of Nationhood (1991) Department of Secretary of State, ISBN 0660138336
Alternative: *All About - Canadian Symbols* by Barbara McDermott and Gail McKeown
Reidmore Books Inc.

Official Flags ISBN 1 176194 584

Official Flowers ISBN 1 896132 665

Official Birds ISBN 1 896132 827

Centre # 2 - Provinces and Capital Cities

Envelope: province shapes, province names, province capitals
from - *Let's Visit Canada*. Solski, Ruth. S & S Learning Materials, 1999
ISBN 0 921511 35 3

wall map of Canada

Nystrom Canadian Desk Atlas, Nystrom 1999, ISBN 078 250 5872

Centre #3 - Famous Canadians

Canadian Starters - *Emily Carr, J.A. MacDonald, Nellie McClung, Alexander G. Bell* (out of print)

Alternative - *Famous Canadians from.....*(various provinces)

The All About Series by Barbara McDermott and Gail McKeown Reidmore Books Inc.

Centre #4 - Canadian Animals or Sports

All About - Canadian Animals - assorted

All About - Canadian Sports - assorted

Reidmore Books Inc. Barbara McDermott and Gail McKeown

Centre # 5 - Crosswords - Canada

Canadian Starter - *Canada* (out of print)

Alternative - The *All About* Series by Barbara McDermott and Gail McKeown Reidmore Books Inc. 1999, Canada ISBN 1 896132 73 1

Centre #6 - Canadian Fiction/Authors

Story outline sheet

- Munsch, Robert

Thomas' Snowsuit

Stephanie's Ponytail

- Khalsa, Dayur

I Want a Dog

- Stinson, Kathy

Teddy Rabbit

Who is sleeping in Aunty's Bed?

- Wallace, Ian

Morgan the Magnificent

- Bourgeois, Paulette

Too Many Chickens

- Brott, Ardeth

Jeremy's Decision

Centre #7 - CD ROM

The 1999 Canadian Encyclopedia (Student Edition)

Encarta 95

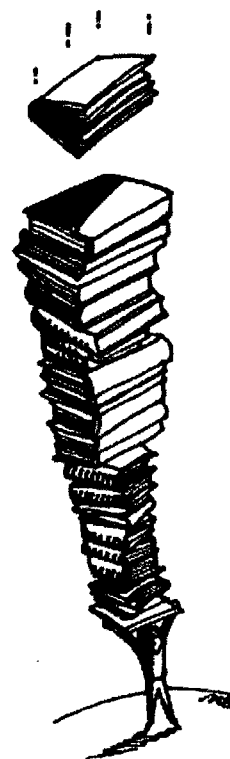
Centre #8 - Encyclopedia

The 2000 World Book Discovery Encyclopedia

World Book Inc,

2000 - ISBN 071 667 4009

2002 - ISBN 071 667 4033



_____ Library

Name _____

Division _____

CANADA

CENTRE #1 FLAGS AND CRESTS

CENTRE #2 PROVINCES AND CAPITAL CITIES

CENTRE #3 FAMOUS CANADIANS

CENTRE #4 CANADIAN _____

CENTRE #5 CROSSWORD - CANADA

CENTRE #6 CANADIAN FICTION/AUTHORS

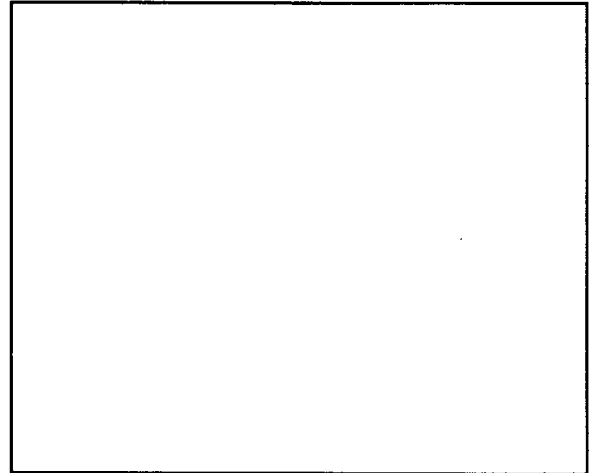
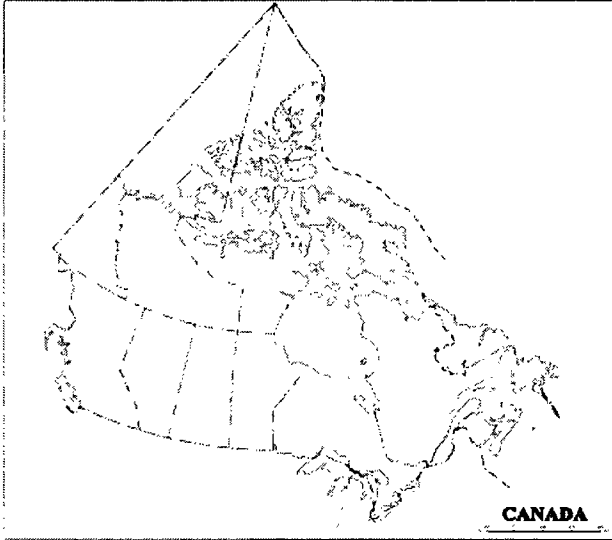
CENTRE #7 CD-ROMS

CENTRE # 8 ENCYCLOPEDIAS

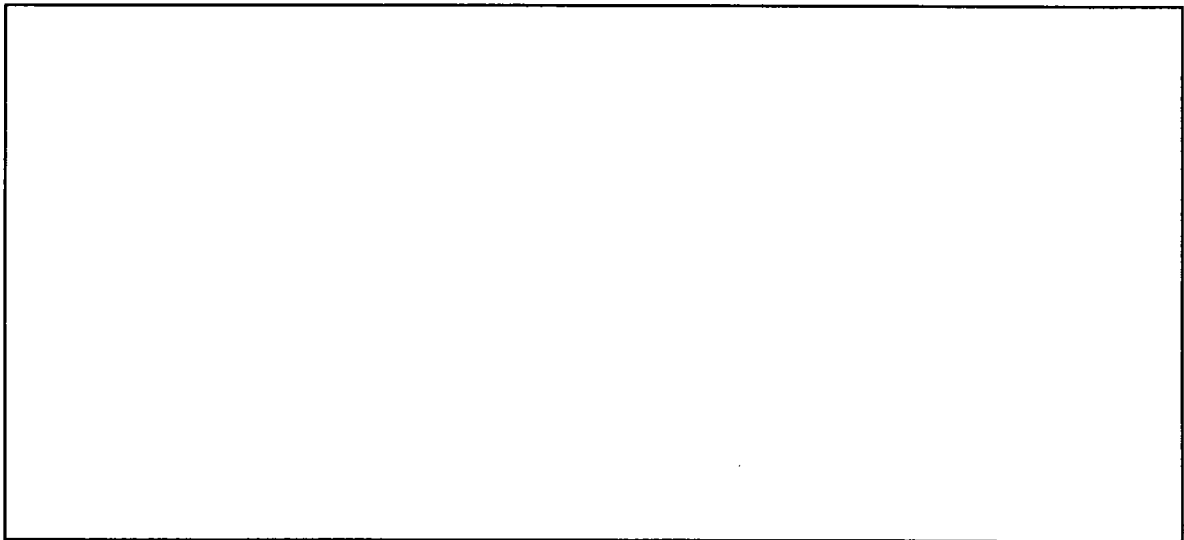
CENTRE # 1

FLAGS AND CRESTS

Name of province or territory: British Columbia



Draw and colour the crest of BC

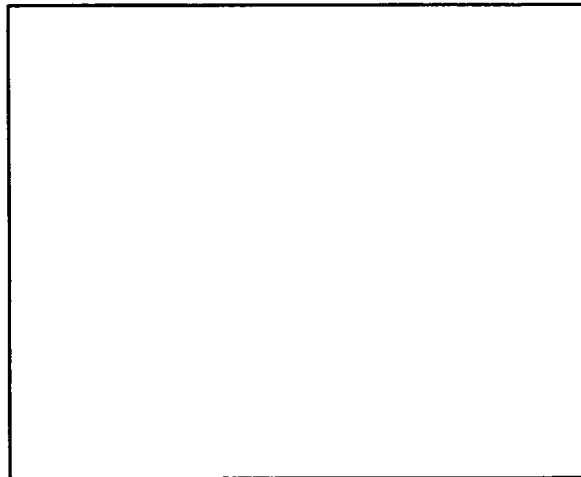
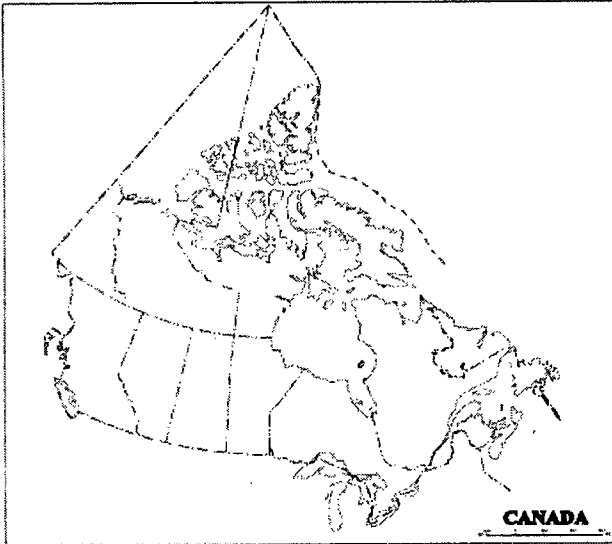


Draw and colour the flag of BC

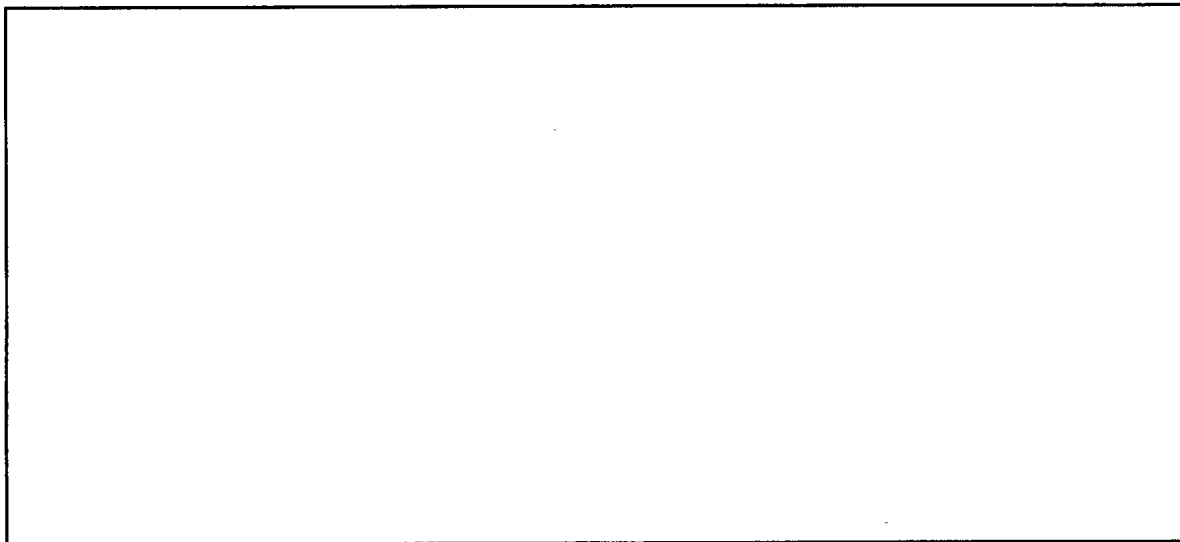
CENTRE # 1

FLAGS AND CRESTS

Name of province or territory: _____



Draw and colour crest of province/territory



Draw and colour the flag of your province/territory

CENTRE # 2

PROVINCES/TERRITORIES AND CAPITAL CITIES

Name of territory

Capital city

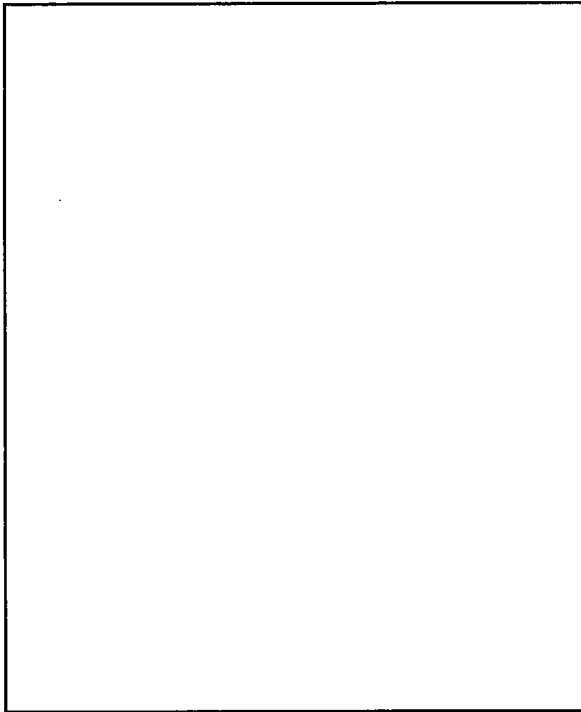
Name of province

Capital city

CENTRE # 3

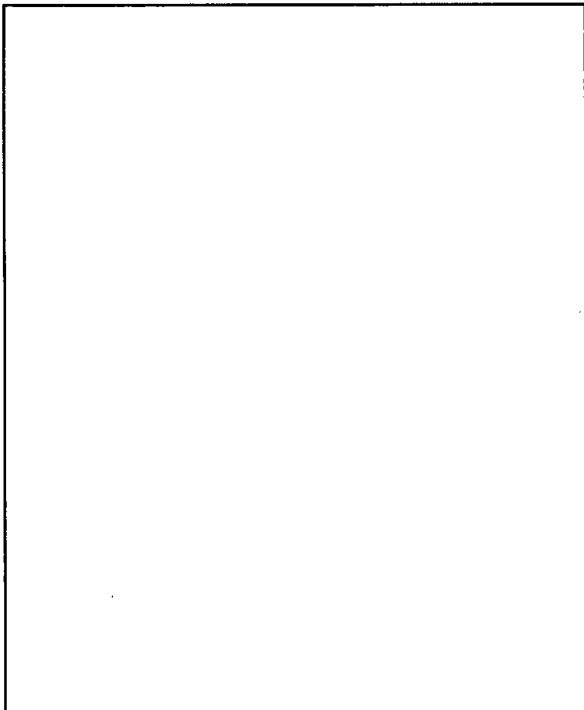
FAMOUS CANADIANS

Title: _____ Authro: _____ Call# _____



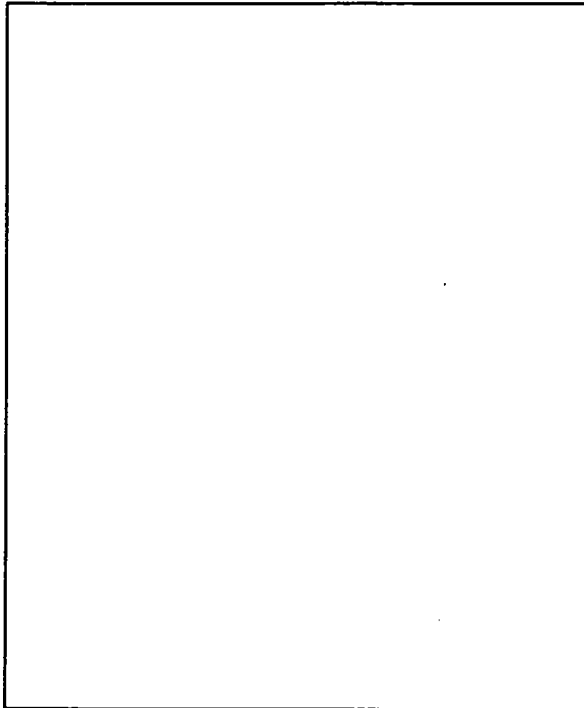
Important facts about _____

Title: _____ Author: _____ Call # _____



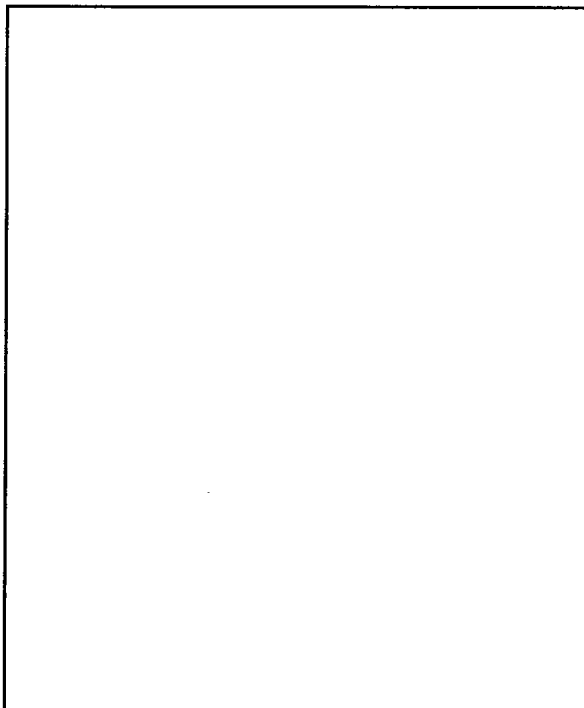
Important facts about _____

Title: _____ Author: _____ Call # _____



Important facts about _____

Title: _____ Author: _____ Call # _____



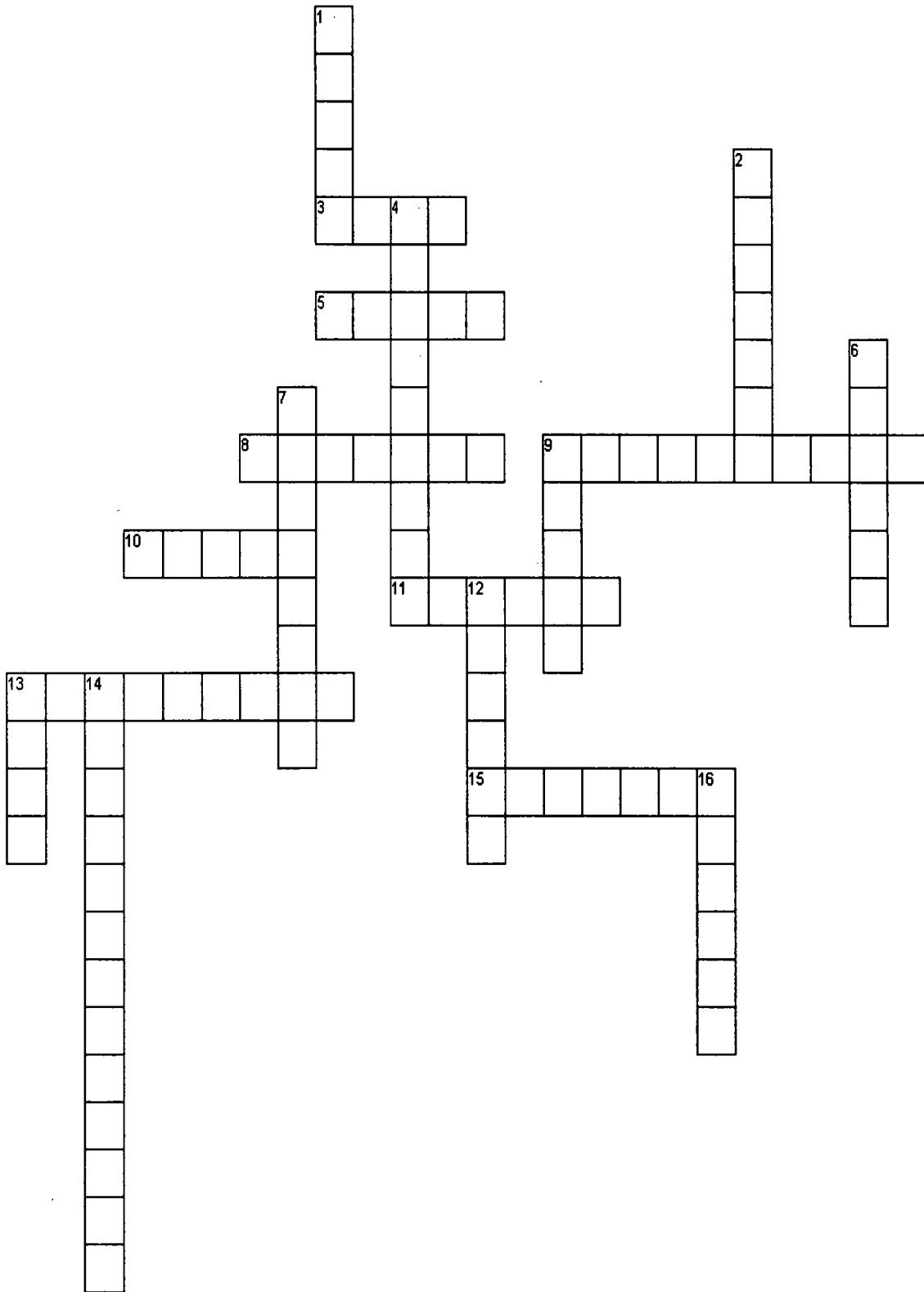
Important facts about _____

Across

3. red-uniformed police - abbreviation
5. people who live in Canada's northland
8. a beautiful waterfall
9. someone who cuts down trees
10. large farms in the prairies grow it
11. used to clear snow
13. symbol of Canada
15. part of Canada which has oil

Down

1. bear which lives in Canada's northland
2. French word for hello
4. deer, lynx, and moose live there
6. people like to play or watch it
7. July 1 is Canada's _____
9. fish live in oceans, rivers, and _____
12. capital of Canada
13. milk, cheese, and ___ come from cows
14. leader of Canada
16. miners dig for it



CENTRE # 6

CANADIAN AUTHORS

Answer the following questions in complete sentences:

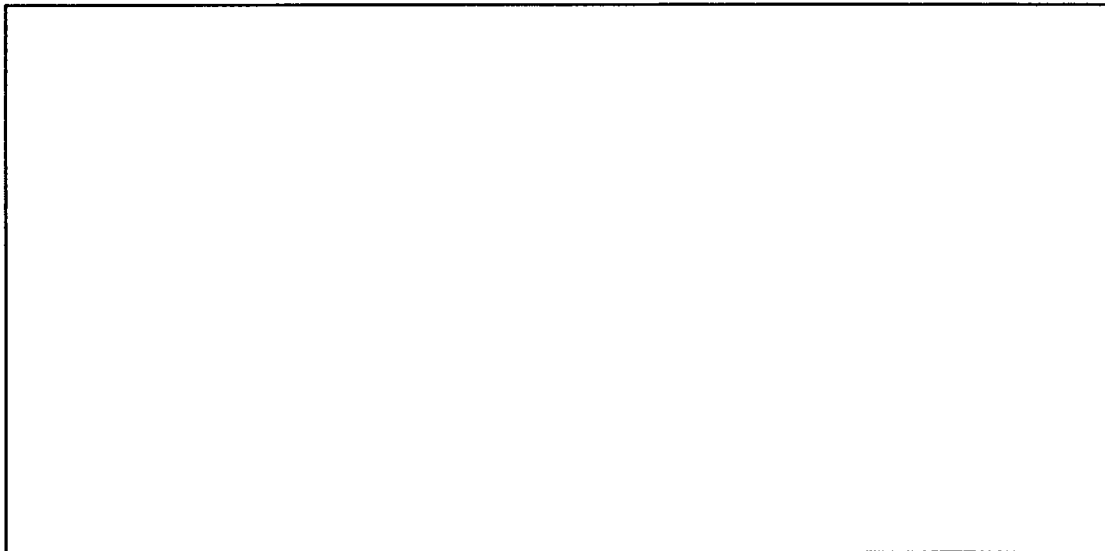
Where does the story take place (setting)? _____

Who are the characters of the story? _____

Which ones are the main characters? _____

What is the problem of the story? _____

Draw a picture of your favourite part of the story:



CD-ROM - THE CANADIAN ENCYCLOPEDIA

In Canada we have many wild animals. You can look at them if you:

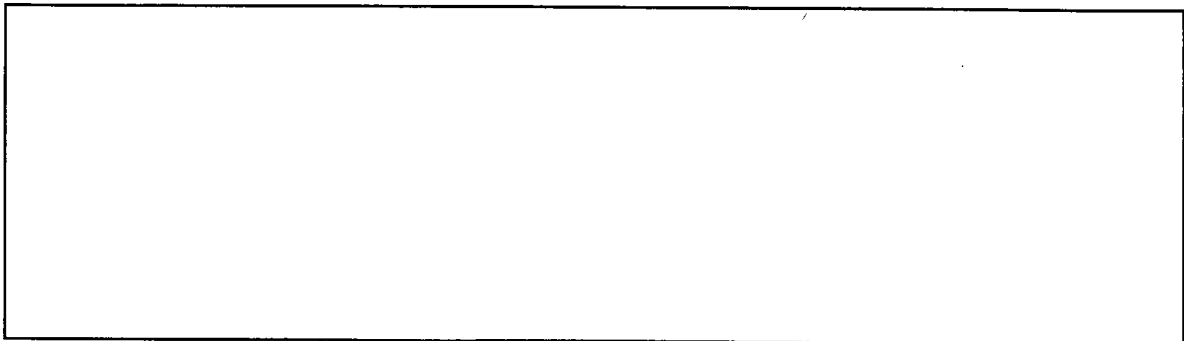
1. Click on CONTENTS
2. Type in " _____ " (the name of the animal)
3. Touch ENTER

Type in these wild animals and watch the videos:

- bald eagle video
- beaver video
- bison video
- Canada geese in flight
- cougar
- grizzly bear video
- loon video
- moose video
- musk ox video
- owl, great grey
- rattlesnake video

My favourite animal was the _____ because

Draw a picture of your favourite animal:



CD-ROM - ENCARTA

In Canada we have many wild animals. You can look at them if you:

1. Click on CONTENTS
2. Type in " _____ " (the name of the animal)
3. Touch ENTER

Type in these wild animals and write one easy fact for each one:

example:

tiger: up to 2 m. in length

lynx

wolf

puma

elk

owl

skunk

caribou

porcupine

wolverine

garter snake

CENTRE # 8
WORLD BOOK DISCOVERY ENCYCLOPEDIA

ENCYCLOPEDIAS

Choose a province/territory. Look it up in the encyclopedia. Look at the side bars to find quick facts. Look at the box to find important dates. Find the following information on four provinces/territories.

PROVINCE _____
POPULATION _____
BECAME PART OF CANADA _____
LARGEST CITIES _____
1 IMPORTANT DATE _____

PROVINCE _____
POPULATION _____
BECAME PART OF CANADA _____
LARGEST CITIES _____
1 IMPORTANT DATE _____

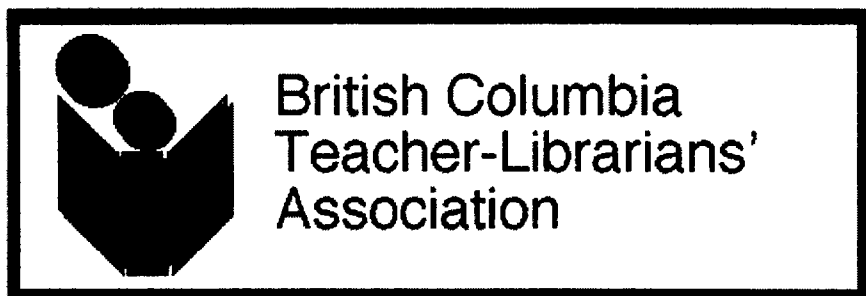
PROVINCE _____
POPULATION _____
BECAME PART OF CANADA _____
LARGEST CITIES _____
1 IMPORTANT DATE _____

PROVINCE _____
POPULATION _____
BECAME PART OF CANADA _____
LARGEST CITIES _____
1 IMPORTANT DATE _____

PROVINCE _____
POPULATION _____
BECAME PART OF CANADA _____
LARGEST CITIES _____
1 IMPORTANT DATE _____

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.

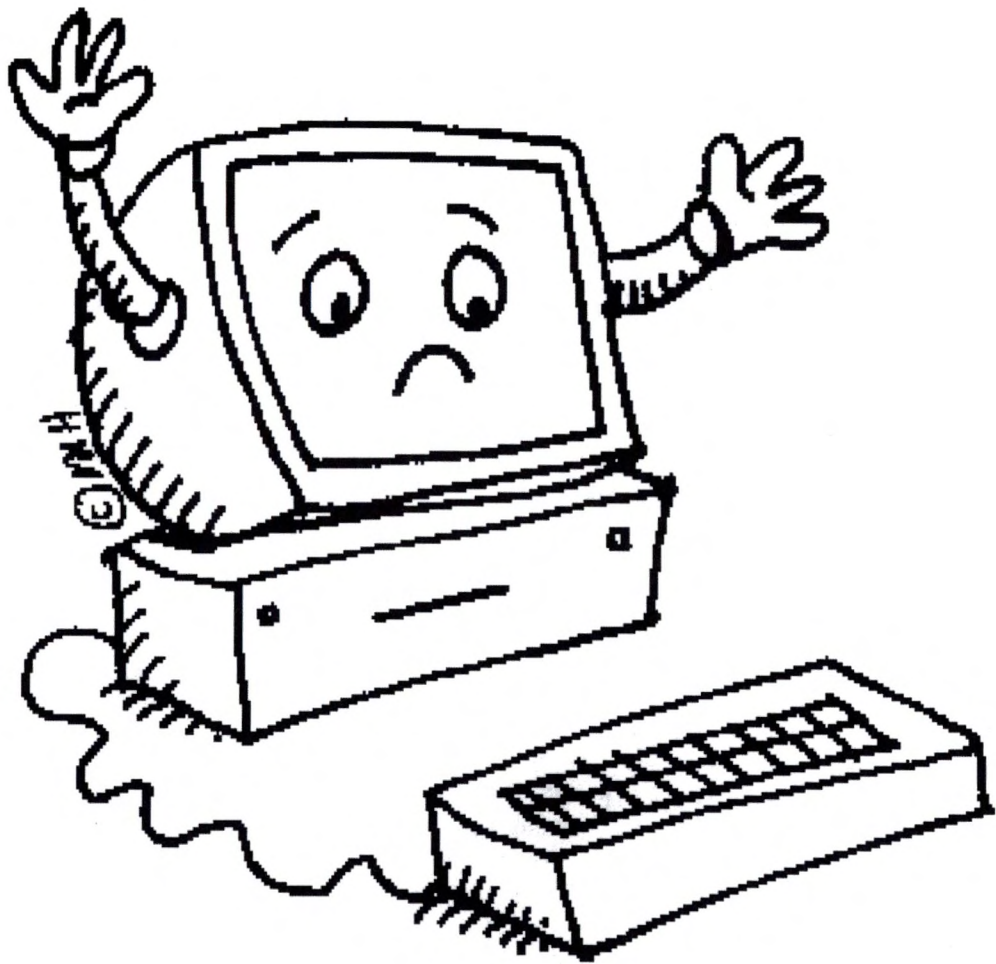
The website is a wonderful collection of teacher-librarian links and your connection to the BCTLA executive and other related PSA business. You will find the links to the Universities offering teacher-librarian courses. A discussion board is available for you discuss your concerns with other teacher-librarians.

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

Sysop: Val Hamilton, Teacher-Librarian, Dr. George M. Weir Elementary
vhamilton@shaw.ca

TECHNOLOGY



INTERACTIVE ON-LINE TUTORIAL FOR STUDENTS

by **TERRY CLARK**, Head Children's Librarian, Vancouver Public Library

In February, The Vancouver Public Library launched its first on-line tutorial – and it's for kids! Go to VPL's website, <http://www.vpl.ca>, click on "Kids" then Library Info" and then on "Library Skills Tutorial" or go directly to <http://www.vpl.ca/Courses/intro1.htm> and check out this useful research tool.

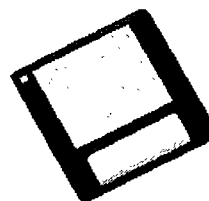
Designed as a companion or alternative to the Central Library's popular hands-on Library Skills course for Vancouver School Board's Grade 7 students, the interactive tutorial covers use of the computer catalogue (currently Dynix's WebPac, soon Horizon's iPac), EBSCO, eLibrary Plus Canada, and VPL's extensive, annotated kids' links. An introduction teaches users about basic sources of information and how the library compares to the internet and ends with a quiz. The first module uses "plants" as the search topic and 3 more modules (early man, Ancient Egypt and earth science) will soon be available. The tutorial is an easy-to-use and appealing way to help students gain valuable library skills and to make them aware of the range of useful information available on-line through the library.

Creating the tutorial was a natural progression from the Library's first, tenuous steps into the field of training students. Since 1999, we have been working more closely with teacher-librarians. In our consultations, we learned how thinly stretched you are in these times of cutbacks and restraint. We learned that most elementary teacher-librarians have neither the time nor the equipment to do on-line training and that the licensing costs of electronic resources were prohibitive for many schools. Worried about infringing on one of your primary mandates, we asked if it would be all right if we began to offer limited student training. Colleagues in the Vancouver School District and at BCTLA replied that, at this low point in school library funding, any help we might give their students would be appreciated. We chose Grade 7 as the focus for our training because teachers in this grade are eager to prepare their students for high school and we found it difficult to get high school classes into the library due to the block system.

Since January 2000, when our first Grade 7 class came to the Central Library's computer lab for Library Skills training, we have trained 54 more classes, 1,590 students. But there is no way we could meet the demand for more classes to participate each year, even with staff from other public service divisions assisting The Children's Library with the training. Thirty sessions a year is the most we could handle, yet the VSB has about five times that number of Grade 7 and Grade 6/7 classes. Our solution was to create an on-line tutorial version of the hands-on course — and with the help of a federal grant, this is what we've done.

We think your students will like it. Unlike many on-line tutorials, this one is not static. Instruction is given on the left hand side for how to use the "live" data screens that show on the right. To keep kids on task, we knew we needed this type of interactivity. With funding from a Young Canada Works in Science and Technology grant, Shawna Hellenius, a new graduate from UBC's School of Library, Archival and Information Studies, worked for us last summer and began the laborious process of building this tutorial by first locating other libraries' online tutorials and comparing them.

She discovered that the TILT software used to train students at The University of Texas at Austin was just what we were looking for. It had been created by their Digital Information Literacy Office and with their permission, it was downloaded to our server and became the base of our tutorial. We used their graphics, built-in glossary, quizzes, and split-screen functionality to create our tutorial. But because theirs had been written for university students, any text we used had to be rewritten for a younger audience. It fell to our Children's Services webmaster and librarian extraordinaire, Yukiko Tosa to take the initial work Shawna had done and complete the tutorial. What a task it was!



First the script for our hands-on course had to be modified for the tutorial, then the language used in any Tilt software had to be simplified, and then the left side instruction had to mesh with the "live" right side screens (no easy task when we completely revised our webpage last fall and electronic databases change at will). The amount of html coding required was extensive. (Yukiko would reappear dazed after being immersed in it for hours on end!) This turned out to be a much larger project than we expected and it was an excessive amount of work for one person in an already busy Children's Library to accomplish, but we are very pleased with the results.

So do try it out (<http://www.vpl.ca/Courses/intro1.htm>), tell your teachers and feel free to use it with your students. However, note that, due to licensing restrictions, each student will need a Vancouver Public Library cards to access EBSCO and eLibrary Plus Canada. As part of a reciprocal agreement, residents of most Lower Mainland municipalities are welcome to have free VPL cards but they must register with us. Schools outside the Lower Mainland are welcome to use the parts of the tutorial without licensing restrictions. Though designed for Grade 7s, we do think the tutorial would still be useful to Grade 8s and 9s. The skills being taught are transferable. Recently, a class of gifted Grades 5-7 found it manageable and very useful.



Need Direction?



Ask A Librarian.

While visiting our website (www.vpl.ca), also look at our attractive new Kids' and Teens' homepages. There are now many useful links for elementary and high school students, including booklists, search engines, reference and homework sites. The new **Kids** and **Teens** buttons on our homepage make the wealth of fine information we've gathered for young people much more accessible. Take a look at all the links for teachers in both homepages, too!

If you wish to link to our website and/or to our tutorial you are welcome to but please let us know your intentions (email us at: vplchi@vpl.ca). Also note the copyright restrictions on the first page of the tutorial.

For more information about the tutorial contact:

Terry Clark, Head Librarian,
The Children's Library
Vancouver Public Library
350 West Georgia Street
Vancouver, B.C. V6B 6B1
Phone: 604-331-3666
Fax: 604-331-3661
email: vplchi@vpl.ca

NEW ON THE NET

by **JOHN GOLDSMITH**, counsellor, technical support person (and former teacher librarian), Fraser Valley Regional Correspondence School, SD#33, Chilliwack jgoldsmi@rainbow.fvracs.gov.bc.ca

The Third 'R'

This issue of the Bookmark focuses on the two R's associated with literacy, reading and writing plus the linkage between the two. Is there a link between reading and writing? Is a strong reader necessarily a good writer? Will strengthening a student's reading ability, translate into better writing proficiency? Interesting questions all but questions I leave for others to consider.

Instead, I'd like to focus on the link between writing and technology. Is there a link between the two? Do computers and word processing programs enhance and improve student writing? Have computers and word processing programs become as indispensable to the English department as calculators have to the Math department? And finally, because computers are capable of producing so much more than printed words, should our whole notion of literacy be broadened? Should literacy now encompass three R's; Reading, Writing and Word Processors/Computers (I ask for a little poetic license here.)

To the question, "Do computers and word processing programs enhance and improve student writing?", I believe the answer is yes. Several recent studies have indicated that computers and word processing programs do have a positive impact of student writing. Here is one example.

A 1990 Ontario study done by Ronald D. Owston and others found that student writing did improve when students did that writing on a word processing program. This particular study involved 111 Grade 8 students in four communications arts classes at a Canadian middle-class suburban school, who had been using computers for writing for a year and a half. The students wrote one story on the computer and one story off the computer. The order in which the two writing tasks were presented and whether the subjects wrote first on or off the computer were different for each class to control for potential order effects with these two factors. Drafts and final versions of the students' writing were scored using a holistic/analytic instrument. Results indicated that:

(1) the computer-written work was significantly better in overall quality and better on the competency and mechanics subscales of the evaluation instrument;

(2) students produced significantly longer pieces of writing on the computer than off;

(3) students reported very positive attitudes toward computer-based editing and writing;

(4) there were no macrostructural differences in writing across media; and

(5) only one surface feature, spelling, was found to be significantly better in the computer-written work.

Similar findings emerged from a study done in Delaware involving 2,285 middle school students. The purpose of the study was to examine the effectiveness of the first year of a project designed to support the use of computers to improve the writing skills of middle level students. Students engaged in daily writing activities on computers using the process approach to writing. Program implementation was assessed, as were student writing skills and attitudes toward writing. Among other things, the results indicated that students significantly gained in writing skills, enjoyment of writing, and in enjoyment of computer-assisted instruction.

These are two of many studies which support the notion that computers and word processing program do improve student writing. There are of course, certain caveats. For example, the students who participated in both previously mentioned studies had prior training and experience in using computers and word processors. This is significant because a Pennsylvania study of 111 middle school students conducted by Tiffany R. Jackowski-Bartol found that students without this prior training had difficulty with hand-thought coordination needed for typing their own writing. While the overall finding of this report did note

an improvement in student writing resulting from the use of computers and word processing software, it also found that in-depth keyboarding skills needed to be in place before word processors are used for composition. As well, the study also discovered that computer composition time far exceeded that needed for traditional composition, suggesting that educators and researchers need to allow more time for computer composition.

Ms. Jackowski-Bartol notes one significant difference between compositions done on a word processor as compared with those done by pen and paper. Are there others which educators need to be aware of? Yes and some of these differences may challenge our very notion of literacy.

Until recently, literacy was narrowly defined as the ability to read and write. Work by Howard Gardner and others has shown that students learn and can demonstrate learning in many different ways beyond the narrow definition of writing. Technology facilitates this ability by allowing students to take digital content such as text and manipulate it in many different and imaginative ways. Not only does the computer make it possible for students to become better writers, it also allows them to display their learning in many ways beyond the typical hard copy, linear, printed report and this may force educators to revise their thinking as to what constitutes, "Literacy".

In a paper presented at the 1997 College Composition and Communication Conference, Kristine L. Blair speculates that while computer-mediated communication has the potential to broaden the notions of authorship (among other aspects) and literacy, our training as educators to evaluate student writing with an emphasis on an individually produced hardcopy essay and its predominantly linear features, may actually limit the acquisition of multiple and hypertextual literacies required for our students' academic and professional success in the twenty-first century. So, while students may have the ability and available technology to produce a digital slide presentation, a multimedia video clip or even a web page, the traditional notion of literacy held by many educators may continue to expect the production of printed hardcopy projects. In order for this not to happen, teachers must be prepared to expand their notion of evaluation and even their whole notion of literacy to encompass more than just the well known.

Perhaps the time really has come to add the third 'R' to our concept of literacy.

Works Cited:

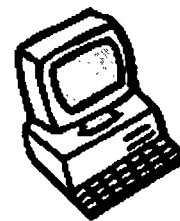
Blair, K. L. (1997, March). Technology, teacher training and postmodern literacies. Paper presented at the annual meeting of the Conference on College Composition and Communication, Phoenix AZ.

Dusewicz, R. A. & Beyer, F. S. (1990). The Delaware middle level computer writing project first year evaluation report. Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123. (ERIC Document Reproduction Service No. ED 329991).

Jackowski-Bartol, T. R. (2001) The impact of word processing on middle school students. Master's Thesis, Chestnut Hill College, Pennsylvania. (ERIC Document Reproduction Service No. ED 453825).

Nash, J., & Schwartz, L. (1987). Computers and the writing process. *Collegiate Microcomputers*, 5, 45-48.

Owston, Ronald D. (1990). On and off computer writing of eighth grade students experienced in word processing. (Technical Report 90-1) (ERIC Document Reproduction Service No. ED319053)



NEW WEBSITES

ARTS

AMAZING ANIMALS IN ART:
http://www.artsmia.org/animals/art_activities.html

"Use a styrofoam plate and a brayer to create a print of insects, or create your own habitat and an imaginative animal with just the right adaptations to live there. Each activity is accompanied by an artifact or image for the students to study and discover, along with a set of age-appropriate questions to engender class discussions." (Classroom Flyer Newsletter)

ANIMAL ALPHABET COLLAGE:

<http://www.kinderart.com/littles/alphan.shtml>

"Create an alphabet for your bulletin board with an animal theme. Use magazine cutouts, as suggested here, to match each letter, or create the letters themselves with your a collage of the pictures. If you're short on magazines with animal photos, then let your students draw a representative animal for each picture, bent into the shape of the letter (e.g. a cat curled for the letter "C", etc.)." (Classroom Flyer Newsletter)

MAKE A HOPPING KANGAROO:

<http://members.ozemail.com.au/~wprimary/kanpup.htm>

"A printable template is included for tracing a kangaroo on a cereal box. Primary students will paint their kangaroos and make them jump using a split pin to join the body parts; let them use their kangaroos as puppets in a class-created story or play." (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)

EDUCATION

CIERA: CENTER FOR THE IMPROVEMENT OF EARLY READING ACHIEVEMENT

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

"This site disseminates resources and research on theoretical, empirical, and practical solutions to the learning and teaching of beginning reading. Site features include a discussion forum for concerned students, parents, and professionals; categorized links; a library including recommended readings (Hot Lists) and research reports; and instructional

resources. Browse using the linked site map.

Searchable." (LIWEEK)

CLASSIC NOVELS - IN 5 MINUTES A DAY

<http://www.classic-novels.com/>

"Here's a neat idea...you can read an e-book classic novel by subscribing to a mailing list. They would then send you a 5 minute installment of the novel each day. :-)" (Netsites)

COUNSELOR AND TEACHER TIPS

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

"This website contains helpful strategies and links for elementary school counsellors and teachers to assist in promoting school success and successful classroom management." (Netsites)

EDUCATION GUARANTEED

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

Education Guaranteed is a web site created to compliment a book by the same name written by Dr John Jensen. His book explaining how to turn any class around in a month so that all students succeed in all subjects and enjoy it. The silver bullet is how they practice knowledge. (Netsites)

EVALWEBS - RESOURCES FOR METHODS IN EVALUATION AND SOCIAL RESEARCH

<http://gsociology.icaap.org/methods/>

"This page lists FREE resources for methods in evaluation and social research. The focus is on "how-to" do evaluation research and the methods used: surveys, focus groups, sampling, interviews, and other methods. Most of these links are to resources that can be read over the web. A few, like the GAO books, are for books that can be sent away for, for free (if you live in the US), as well as read over the web." (Netsites)

INTERNET RESOURCES FOR CHILDREN

<http://www.ericit.org/weblinks/weblinks.shtml>

ERIC Clearinghouse on Information & Technology (ERIC/IT), hosted by the Information Institute at Syracuse University, has released a new publication on Internet resources for children. This site provides links to some of the best educational resources available online and describes over 50 high quality, (mostly) annotated Internet resources for children in grades K-8. Categories include art, current events, health, history, literature, math, science, and more. (WWWEDU)

THE POWER OF THE SCHOOL WEBSITE

http://www.eun.org/eun.org2/eun/en/ressources_smc/content.cfm?ov=8741&lang=en

In the school of the future, the website will become one of the main conduits for the school administrative and teaching staff to maintain personal connection with parents, students and the wider community. But how do schools use their websites today? How close are they to meeting that objective? Short discussion and a number of links. By Anne Gilleran (OLWeek)

RUGRATS MEMORY GAME

<http://www.cooltoons.com/shows/rugrats/rrmemory/Game.shtml>

A fun memory game from the Rugrat Cartoon Web Site. The game is easy to play. Just click on the cards to flip them over and try to find the pairs. The order of the images changes every time the page is reloaded. Students can play the game without having to get a username and password to enter the site. (SurfTheNet-Through-Email)

TEACHERS NETWORK

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

At Teachers Network you will find "networking opportunities, professional development, teacher grants, lesson plans and curriculum materials." (Netsites)

THE YALE-NEW HAVEN TEACHERS INSTITUTE

<http://130.132.143.21/ynhti/>

The Yale-New Haven Teachers Institute is an educational partnership between Yale University and the New Haven Public Schools designed to strengthen teaching and learning in local schools and, by example, in schools across the country. Each teacher participating as a Fellow in an Institute seminar prepares a curriculum unit to be taught in the following year. These units are intended primarily for use by Fellows and their colleagues who teach in the New Haven Public Schools, but they also provide concrete examples of ways in which teachers have drawn material from Institute seminars for use in their own school courses. Guides to the curriculum units prepared each year consist of synopses written by their authors and contain recommendations of the school courses and grade levels where the units may best apply. (LT-33)

ENGLISH

ACRONYM FINDER

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

"The Acronym Finder is the web's largest searchable database, containing over 225,000 acronyms, abbreviations and definitions. Covers: common acronyms, computers, science, technology, government, telecommunications, and military acronyms." (Netsites)

COMMON ERRORS IN ENGLISH

<http://www.wsu.edu/~brians/errors/errors.html>

Washington State University at Pullman offers this intensive listing of words which are commonly misused. The listings are offered without line breaks so it's rather hard on the eyes. On the other hand it's alphabetically listed so there's not a lot of clicking to find a word you question. [Innovative-Teaching]

CONCEPT ORIENTED READING INSTRUCTION (CORI)

<http://www.cori.umd.edu/>

"This collaborative project between the University of Maryland and the Frederick County Public Schools focuses on the challenge of implementing integrated reading instruction in the elementary school curriculum." (Netsites)

CYBERGUIDES

to: <http://www.sdcoe.k12.ca.us/SCORE/cyberguide.html>

CyberGuides are supplementary, standards-based, web-delivered units of instruction centered on core works of literature created by California teachers. While many of the guides are not applicable to BC Curriculum many others such as the guides focusing on, "To Kill A Mocking Bird", "Brave New World", "Lord of The Flies", "1984" and "Hamlet". (Blue Webbin')

EDGAR ALLAN POE CYBERTOUR

<http://dcls.org/x/archives/poe.html>

This web site is dedicated to the life and work of Edgar Allan Poe. Besides a comprehensive index of web accessible works by Poe, the site also has links to areas where Poe lived and worked. (SurfTheNet-Through-Email)

ENGLISH PORTFOLIOS:

<http://teachers.net/lessons/posts/286.html>

"How do you start up student English portfolios, and what do you include? Check here—all the work has been done for you, including templates for the forms you need to include for student work guidance and self-assessment." (Classroom Flyer Newsletter)

FAKE OUT

<http://www.eduplace.com/fakeout/>

Every week the folks at Education Place offer another set of Fake Outs for K-2, 3-5 and 6th grade and up. "But what's a Fake Out?" you ask? It's a quick, easy way to build vocabulary by having children select a term from a group of three words and then identify the correct definition from a list of suggested meanings. Imagine how you could build on these vocabulary terms from Monday til Friday. [Innovative-Teaching]

GIGGLE POETRY

<http://www.gigglepoetry.com>

The Giggle Poetry site was established as a companion site for the poetry of Bruce Lansky. His site not only includes a large archive of funny poems (from Lansky and other Meadowbrook Press poets), it also has fill-in-the-blank poetry activities, advice for would-be poets and poems to grade (which ones are good enough to be published?). Here's a familiar one with a twisted ending, written by Bill Dodds. 'Row, row, row, your boat gently down the stream, until you hit the waterfall-then you'll start to scream. Giggle Poetry is the premier web site for humorous children's verse on the web. (SurfTheNet-Through-Email)

INTERNATIONAL READING ASSOCIATION

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

"The International Reading Association is an 85,000-member nonprofit professional organization dedicated to improving reading instruction and promoting literacy around the world." (Netsites)

LINGUISTIC FUN PAGE

<http://www.ojohaven.com/fun/>

"Looking for a new twist to many of the English topics we tirelessly attempt to impart to our students? This sight is a hoot - lots of offbeat approaches and fun links. Consider "Funny Translation Errors," "The Book of Clichés" and "Shakespeareisms" are good indicators of where this site is leading students -

learning through playful use of language." [Innovative-Teaching]

MONTHLY IDIOM

<http://www.comenius.com/idioms/>

"The Comenius Group provides a new idiom each month to assist students of English in their understanding of these figures of speech. Simply click on a letter of the alphabet and then use the handy drop down menu to select an idea from the generated list. And now you not only can read about the idiom, there's a quick loading audio example that demonstrates its use, as well." [Innovative-Teaching]

OUTTARAY'S HEAD

<http://home.cogeco.ca/%7Erayser3>

"Ray Saitz is an eccentric teacher and librarian from Ontario who didn't see what he needed online and so he decided to make it himself. He's changed domain names over time, but his site is the stuff lore is made of: teacher generated lesson plans that have been classroom tested and are provided for free with accompanying handouts to teachers around the world. Topics include literature, writing, poetry and library skills." [Innovative-Teaching]

PLUMB DESIGN VISUAL THESAURUS

<http://www.plumbdesign.com/thesaurus/index.html>

"Here's a tool that will accommodate your visual learners in the highly auditory discipline of English. Let the page completely load, then click at the top where instructed and a separate window opens that presents a moving, seemingly living web of words flowing out from a central term. Just type in a new term in the field at the bottom and hit return to send the web in a new direction. What a great way to show the streaming association of words." [Innovative-Teaching]

POETRY CENTERS FOR SENIORS:

<http://teachers.net/lessons/posts/556.html>

"Set up these poetry activities to stimulate responses and written student work. Issues and themes are topical; students will also collaborate for a class poem." (Classroom Flyer Newsletter)

POP-UP GRAMMAR

<http://www.brownlee.org/durk/grammar/>

"This is a well-intended site that offers some great online interactive learning opportunities if you can just steer clear of the clutter from requests to visit sponsors. Quizzes cover parts of speech, gerunds, clauses, mechanics and diction. Each quiz has ten questions the student answers, and with each answer the student is given immediate feedback on their response. Students can then evaluate their performance at the end of the quiz." [Innovative-Teaching]

STORYMANIA

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

"An online community and marketplace for publishing, discovering, reviewing, buying and selling creative works — interact directly with authors and other viewers. Storymania is a site for those who enjoy reading and writing. Find here a community of creative writers and readers for all types of original works not published elsewhere. We encourage interaction between writers and their readers. You can review individual titles, read about the authors, download and read the longer publications at your leisure (MS Word format), and watch the top title hits. Publish with us or browse through our collection as you please for free." (Netsites)

TEACH A CHILD TO READ

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

"Dedicated to the thousands of children who need to improve their reading skills, and to their parents who want to help them succeed." (Netsites)

WORLD WIDE WORDS

<http://www.quinion.com/words/>

"One of the challenges of English instruction is to get students thinking about the ways in which language is used. World Wide Words does just that by looking at the ways the English language is used around the world. Written in great Britain, it has that uniquely British viewpoint that is sure to change the perspective of students whether they're in Australia, the U.S. or any other English speaking community. Example: "Why should a flashy person pretending to have money or ability be called a 'Tinhorn'? And does the little phrase To boot, meaning 'in addition', have anything to do with footwear?" [Innovative-Teaching]

LIBRARY

BEST BOOKS OF 2001

<http://sfpl4.sfpl.org/newbooks/bb2001.html>

An alphabetical list of links to articles from various publications with their picks for the best books published in 2001. From Blaine Waterman, a librarian at San Francisco Public Library. (LIWEEK)

DICTIONARY OF SLANG

<http://www.peevish.co.uk/slang/news.htm>

"A dictionary of slang, with over 2500 expressions currently used in Britain (UK)." (Netsites)

GARETH LONG'S ENCYCLOPEDIA OF MONSTERS, MYTHICAL CREATURES AND FABULOUS BEASTS

<http://webhome.idirect.com/~donlong/monsters/monsters.htm>

A vast encyclopedia of monsters, mythical creatures and beasts gathered from all over the world and from all societies and cultures. The monster information can be access through an alpha-indexed directory or key word search. (Netsites)

INSECTCLOPEDIA RESEARCH PORTAL

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

"A complete directory to resources on insects: species, control, research, books, magazines, pests, identification, hobbies and much more..." (Netsites)

LIBRARY SUPPORT STAFF

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

"Annotated links to resources aimed at paraprofessionals. There is an enormous amount of information here covering organizations and mailing lists; on-the-job help material broken down by type of library job; an extensive staff training and development section under Customer Service; online learning sites; finding a job; online journals and bibliographies; Web publishing; a section on free, fun, and practical resources; and links to some staff home pages. From library worker Mary Niederlander." (LIWEEK)

SIMON SAYS SHOP
<http://www.simonsays.com/>

"Simon & Schuster, Inc., the publishing operation of Viacom Inc., is a global leader in the field of general interest publishing, dedicated to providing the best in fiction and nonfiction for consumers of all ages, across all printed and multi-media formats."
(Netsites)

TERI DANIELS AUTHOR SITE
<http://www.teridanielsbooks.com/>

The home page of Teri Daniels, an author of lively children's literature, including the picture books *The Feet in the Gym*, *Just Enough*, *G-Rex*, and *Math Man*. This comprehensive web site features guides, activities, games and links for young readers, writers, teachers and librarians. Make a book, help Handy Bob mop the gym floor, print-out word games and puzzles, and learn how to write a picture book text.
(Great Sites For Kids, Newsletter)

MATHEMATICS

INTRIGUING TESSELLATIONS
<http://members.aol.com/tessellations/>

"Curiosity spurred nature artist Marjorie Rice (with no formal training beyond high school mathematics) to discover four new tessellating pentagons in the late 1970's. Including those Rice discovered, only fourteen tessellating pentagons have been uncovered, and the question of whether or not there are more remains unsolved. To learn about Rice's discovery, follow the link to "Perplexing Pentagons." Links to Rice's amazing tessellating art (based on the patterns she created) are found below each pentagon design."
(Surfing The Net With Kids)

MATH IN DAILY LIFE
<http://www.learner.org/exhibits/dailymath/>

An excellent web site which attempts to demonstrate how mathematics is used in every facet of daily life from simple tasks such as following or decorate your home to buying a car. People have been using these same principles for thousands—even millions—of years, across countries and continents. Whether you're sailing a boat off the coast of Japan or building a house in Peru, you're using math to get things done. (Netsites)

ROMAN NUMERALS 101
<http://www.cod.edu/people/faculty/lawrence/romaindx.htm>

"On this site you'll learn what the Roman numerals mean and how to use them. They also have a Roman numeral game and Roman math exercises." (Great Sites For Kids, Newsletter)

TESSELLATING ANIMATION
<http://www18.big.or.jp/~mnaka/home.index.html>

"Japanese artist Makoto Nakamura has taken tessellations a step beyond the plane with his awesome animations. See his tessellated birds fly, his tessellated fish swim, and his tessellated dancers dance. Next, for the do-not-miss-it click of the day, visit Nakamura's Jigsaw Puzzles (look for the link at the bottom of the page.) Here you will have a chance to reassemble tessellated cats, pigeons, gorillas and more. Each interactive puzzle is unique and intriguing in its own way. I guarantee everyone in your family or classroom be clamoring for a turn. Having trouble? Try clicking the pieces to rotate them." (Surfing The Net With Kids)

TESSELLATION TOOL
<http://www.boxermath.com/plp/modules/online/workshop/toolbox/mosaictool.html>

If all this tessellated art has you eager to create your own patterns, take a look at this cool tool. Start by dragging a shape onto the white board. Next, you rotate or color your shape, and repeat as needed. All of the polygons have sides of equal length, so they fit together perfectly. (Surfing The Net With Kids)

TOTALLY TESSELLATED
<http://library.thinkquest.org/16661/>

Don't skip over this opening splash screen too quickly. Take a few moments to scroll through the image gallery by clicking on the tiny Load New Images link. Wasn't that worth it? Totally Tessellated was a first place winner in the 1998 ThinkQuest challenge, created by a team of three high school seniors. It is my pick of the day because of the breadth and excellence of its coverage. It also is the only one of today's sites that has a section on M.C. Escher, the Dutch artist and father of modern-day tessellations. (Surfing The Net With Kids)

MISCELLANEOUS

CHESSE MASTER

<http://www.internetchess.com/lessons.shtml>

Harry Potter and his pal Ron Weasley have exposed thousands of kids (and adults) to the thrills of playing chess. Check out InternetChess.com's Study/Lessons/Coaching page for links to learning the game. You can also link to sites where you can play chess with other people online or with computers, sites that are in other languages, and sites that offer chess as well as other games. A brief note about each site appears next to most of the links on this page. (Dummies Daily)

CURIOUSER

<http://www.curiouser.co.uk/>

"Puzzles, paradoxes, paradoxical ideas, poems and designs. Fun and informative. Featuring Rob's Paradoxes, optical illusions and other original work." (Netsites)

JUST RIDDLES AND MORE!

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

"A FREE, fun collection of riddles, puzzles, games, quizzes, downloads and other activities to stimulate your brain! We have over 300 pages of fun for everyone!" (Netsites)

KIDS ONLINE MAGAZINE

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

Kids online magazine has been created for kids and by kids! It's filled with kids writing and art. Children can place art on our online refrigerator and send in stories on any topic such as fiction, hobbies, sports, poetry, movies, music, crafts, jokes, recipes, family, pets, friends, fashion, school, charity, or computers. (Netsites)

SCIENCE

AMUSEMENT PARK PHYSICS

<http://www.learner.org/exhibits/parkphysics/>

"This interactive exhibit, part of the Exhibits Collection, explores how the laws of physics play a role in the design of amusement park rides. Activities in the exhibit invite visitors to design a roller coaster and determine the outcomes of bumper car collisions. The exhibit also includes related Web sites." (Netsites)

ARCHITECTURE IS ELEMENTARY:

<http://www.kinderart.com/architecture/archiselem.shtml>

Introduce your students to the basic elements of architecture. Working in teams, they will create Ionic, Doric, Corinthian, and Composite columns in 3-D structures, with a bit of math thrown into the equation as well. (Classroom Flyer Newsletter)

BUSH BABIES

http://www.palmdps.act.edu.au/australia_online/bushbabies/bush.htm

This site, created by Barbara Braxton, an Australian Teacher-Librarian contains an extensive index and list of links to other sites containing detailed information on the unusual flora and fauna of Australia. (Netsites)

CRETACEOUS FOSSILS

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

Here is a website which is dedicated to the paleontology and paleogeography of the Cretaceous of North America. This site has a large collection of invertebrate and some vertebrate specimens from both private and academic collections. Most of the major groups of invertebrates from the Cretaceous are represented, and these critters are mainly from Texas, New Jersey, Montana, Wyoming, and South Dakota. They also have some ammonites from England and Madagascar on the site. (Netsites)

DEER FEARS:

http://riverdeep.net/current/2002/01/012102t_deer.jhtml

Deer have become a pest in New Jersey, where in the town of Princeton their numbers are causing dangerous traffic accidents and the destruction of gardens and crops. As a result, deer hunting has been allowed in an attempt to control population. Students can learn about this problem and its controversial solution, and complete related activities on population growth curves and carrying capacity. Further research includes investigations into the wolf populations and other natural predators of deer. (Classroom Flyer Newsletter)

THE ECOLOGICAL SOCIETY OF AMERICA
<http://www.esa.org/>

"The Ecological Society of America (ESA) is a non-partisan, nonprofit organization of scientists founded in 1915 to promote ecological science by improving communication among ecologists; raise the public's level of awareness of the importance of ecological science; increase the resources available for the conduct of ecological science; and ensure the appropriate use of ecological science in environmental decision making by enhancing communication between the ecological community and policy-makers." (Netsites)

HOME EXPERIMENTS:

<http://scifun.chem.wisc.edu/HOMEEXPTS/HOMEEXPTS.HTML>

On this site you'll find some great experiments which can be done in an elementary classroom or at home. These experiments include; the collapsing can, soft water and suds, floating soap bubbles, bending water and more! (Classroom Flyer Newsletter)

THE HUMAN BODY ADVENTURE:

http://vilenski.org/science/humanbody/hb_intro.html

"Students will take a complete tour through the inner workings of the human body, learning about all the systems and interacting with quizzes and trivia. High interest reading and interactivity." (Classroom Flyer Newsletter)

MINERAL IDENTIFICATION KEY

http://www.rockhounds.com/rockshop/mineral_id/

"This resource for rockhounds lists tools needed, mineral properties (luster, hardness, cleavage, etc.) to test for, and a series of steps for narrowing the choices to the most likely species. The result is the pertinent portion of a table of minerals that lists properties, name, system, habit, specific gravity, and notes. "A couple hundred of the most common or 'usually seen' mineral species are covered." (Classroom Flyer Newsletter)

NATURAL HAZARDS:

<http://earthobservatory.nasa.gov/NaturalHazards/>

Earth scientists around the world use NASA satellite imagery to better understand the causes and effects of natural hazards. The goal in sharing these images is to help people visualize where and when natural hazards occur, and to help mitigate their effects. (Netsites)

PIECES OF SCIENCE
<http://www.fi.edu/pieces/>

Pieces of Science" is an online gallery of sixteen educational resources related to a collection of historical science objects. The teachers, known as Online Museum Educators (OMEs), selected objects that most appealed to them and then proceeded to learn about the object, its history, and its significance. Museum staff facilitated access to the objects and their documentary materials. Later, back in their classrooms, the OMEs developed classroom activities related to their encounters with the real objects. Finally, they created web exhibitions, "pieces," for other educators to use. (Netsite)

SCIENCE MASTER

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

"At ScienceMaster, each major science category has its own page, chock full of information, news, links, pictures, products and services, with the best content from NASA, the USGS, the EPA, NOAA & leading colleges & universities. ScienceMaster is the place to learn about the universe, or space, find information on volcanos, and global warming, explore plants, animals or DNA, and study physics or chemistry." (Great Sites For Kids, Newsletter)

SNOW CRYSTALS

<http://www.its.caltech.edu/~atomic/snowcrystals/>

"This site is all about snow crystals and snowflakes, and how these remarkably complex and beautiful structures appear, quite literally, out of thin air. The many facets of snow crystals are described here, along with our attempts to understand their formation." (Netsites)

VIEW FROM SATELLITE

<http://www.fourmilab.ch/earthview/satellite.html>

To view the Earth as currently seen from a satellite in Earth orbit, choose the satellite from the list below and press the 'View Earth from Satellite' button. The satellite database is updated regularly but may not reflect the current position of satellites, such as the U.S. Space Shuttle, which maneuver frequently after reaching orbit. (Netsites)

THE WHALECLUB

<http://www.whaleclub.com>

"The WhaleClub lives up to its promise to be a site for marine mammal enthusiasts of all ages. The WhaleClub's members' enthusiasm for marine animals is evident (even if the Webmasters' enthusiasm for updating the site seems to have waned), and the range and thoughtfulness of members' contributions make this site unique. In addition, the site contains facts about various marine animals, information about guided dolphin and whale encounters, and links to marine animal and wildlife organizations. (Dummies Daily)

WHEN DINOS ROAMED AMERICA

<http://dsc.discovery.com/convergence/dinos/dinos.html>

"When Dinosaurs Roamed America is a breakthrough look at newly discovery dinosaur species and how they dominated the land in what is now North America. It includes a ZIP code dinosaur finder that lets users type in their ZIP code and immediately learn what dinosaurs once lived in their neighborhood." (Netsites)

SOCIAL STUDIES

BANKNOTES

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

Your source for the world of Paper Money, Bank Notes and Currency.' (Netsites)

THE COMPENDIUM OF COMMON KNOWLEDGE

<http://renaissance.dm.net/compendium/home.html>

The Compendium of Common Knowledge is an incredibly comprehensive and detailed site with information on almost every aspect of daily life in Elizabethan England. The information appears accurate and well researched and includes not only a detailed picture of daily life, but also information that the people living at the time would have known and taken for granted. (LM_Net)

FIRST AMONG EQUALS: THE PRIME MINISTER IN CANADIAN LIFE AND POLITICS

<http://www.nlc-bnc.ca/2/4/index-e.html>

An online exhibit from Canada's National Library about the twenty men who have served as Prime Minister since Confederation in 1867. There is a great deal of biographical and political content, including

full texts of dozens of speeches, information about the PM's constitutional role, private quirks and romantic lives, and the evolution of the office. Also available in French. (LIWEEK)

HISTORY NET

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

Browse The History Net to find out about interesting people and events in history. The different categories include world history, American history, personality profiles, great battles, historic travel, and homes and heritage. You can also take the daily quiz or read about what happened today in history.(Dummies Daily)

HUMAN RIGHTS WATCH WORLD REPORT 2002

<http://www.hrw.org/wr2k2/>

"Human Rights Watch is an independent nongovernmental organization that advocates political freedom and protects human rights worldwide, by reporting violations and seeking accountability from abusers. Since 1996, the group has reported its findings on the Web. Current information is available in five languages. The report is organized regionally, but also covers perennial global issues such as refugees, women's rights, children's rights, prisons, arms, etc. This year's focus on the events of 2001 includes country overviews from Afghanistan to Yemen, individual press releases, and links to related materials." (Yahoo Picks)

MEDIEVAL DRAMA

<http://collectorspost.com/Catalogue/medramalinks.htm>

From the site creator, "I have wasted countless hours chasing after alleged medieval drama links on the World Wide Web that turned out to be either non-existent or of little value. The following selection gives the ones that I have found to be most useful. All the links are divided into categories but, because there are about 200 links, they are presented on eight pages. You may go either to the page or the category of your choice by clicking on the selected heading below." (SurfTheNet-Through-Email)

MY DHAMMA CORNER

<http://lionstate.tripod.com/home.html>

This simple web site tries to provide a comprehensive synopsis of Buddhist principles, issues, and history. Intended for a general audience, all visitors are welcomed.(Netsites)

QUEENS OF THE NILE

<http://cuip.uchicago.edu/~jhawks/2001/>

Ancient Egypt and the colorful pharaohs and queens have fascinated young people as well as adults for eons. Little is written about the queens of the pharaohs and even less about the Egyptian queens who became pharaoh themselves. Some queens were only pharaoh for a short time such as Cleopatra who has been over publicized, but another queen Hatshepsut was pharaoh for about 20 years. She is well recognized by the Egyptian people and celebrated for all of the accomplishments during her reign. (Netsites)

SOURCES FOR BUILDING HISTORY

<http://www.jams.swinternet.co.uk/>

"An illustrated guide to researching historic buildings in the British

Isles. A searchable tool for students and professionals." Every type of building imaginable from Medieval Cottages to Edwardian Great Houses. A very attractive and informative site. (Netsites)

WHAT IS THE CAPITAL CITY OF...

<http://www.what-is-the-capital-of.com/>

This site not only has a lists of capital cities of all countries in the world plus a list of US state capitals, it also contains 1200 or so quizzes on the capital cities of all countries and the 50 US states. (Netsites)

WORLD FLAG DATABASE

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

Your first stop for accurate flags of the world, with beautiful illustrations and pictures. This site is loved by teachers, parents, students and diplomats alike. (Netsites)

TECHNOLOGY AND THE INTERNET

APPLELINKS

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

This sites lists just about everything worth knowing in the world of Apple computers; headlines from dozens of Mac news sites, Mac software updates, top Mac software downloads, a Macintosh search engine, and an impressive lineup of Mac-centric content channels. (Netsites)

eLEARN MAGAZINE

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

Education and Technology in Perspective: eLearn magazine is the source for news, information, and opinion regarding online education and training. Published by Association for Computing Machinery (ACM) eLearn is ACM's first Web-only publication. Content is culled from two distinct sources: News and features written by professional journalists with expertise in education and technology, and columns and tutorials by industry leaders and stars of academia. Our targeted readership includes both providers and consumers of online learning, with a special emphasis on teachers, managers, and administrators working to develop educational programs or classes on the Web. (Netsites)

FIND TUTORIALS

<http://tutorials.findtutorials.com/>

"For the self-motivated learner, it's nice to have some tutorials that provide just in time learning. FindTutorials lets you, or other self-motivated learners, pick up some tips for popular software and programming languages. If you don't want to buy a "Dummy" book on a topic, this site is a find." : (Blue Webbin')

FINDSOUNDS.COM

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

Often when creating a slide show or Power Point presentation, finding just the right sound can be as important as finding the right picture of graphic. The Find Sounds site can help. It is a search engine created to search just for sounds. A barking dog, siren or jet plane, Findsounds will find it. (SurfTheNet-Through-Email)

FREE PEOPLE SEARCH ENGINE DIRECTORY

<http://www.free-people-search-engine-directory.com/>

This site can help you find e-mail addresses, phone numbers, names, or street addresses of lost friends or family members. (Netsites)

HEALTHY COMPUTING

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

"A world-renown source for computer-related health and ergonomics information, HealthyComputing.com's free site helps visitors avoid computer-related injuries like Carpal Tunnel Syndrome. The site contains tips on proper workstation setup, buyer's guides to ergonomic

products, an encyclopedia of medical conditions associated with computer use, and a special section for common computer-related causes of discomfort and their potential fixes. The joint effort of nearly a dozen top physicians and ergonomists, HealthyComputing.com is the premier source for computer-related health and safety information." (Netsites)

PC HELL
<http://www.pchell.com/>

"Computer Hints and Tips to bring you back from the edge"(SurfTheNet-Through-Email)

SEARCH ENGINES WORLDWIDE
<http://www.twics.com/~takakuwa/search/searc2.html>

"This is links of over 1,400 search engines, metasearches and directories available from 5 regions and 175 countries worldwide."(Netsites)

WACKY, WILD AND JUST PLAIN WEIRD

50 LESSER KNOWN FACTS ABOUT BACK STREET BOYS.
<http://www.angelfire.com/mn/bunkskunk/bsblessknown.html>

For those folks who want to go beyond the 50 well known facts - whatever they are. (SurfTheNet-Through-Email)

ELVIS IMPERSONATORS
<http://www.elimpersonators.com>

A comprehensive listing of Elvis Impersonators. Everything you ever wanted to know about this musical phenomenon and then some. (SurfTheNet-Through-Email)

LIVEWED
<http://www.livewed.com/>

Want to get married? You can get married online :-)
"Couples walk down the virtual wedding aisle and get married in cyberspace. After the ceremony you'll be showered in confetti and receive a printable keepsake marriage certificate. Virtual cyber-divorce is available for those who want to untie the knot."

WEIRD SCIENCE
<http://www.unmuseum.org/unmain.htm>

Explore the bizarre mysteries of the world at The Museum of Unnatural Mystery. Flash movies in The Observatory explain the strange things you see in the sky, and the Hall of UFO Mysteries delves into the odd things that people shouldn't see in the sky. You can even see some of the first experiments in virtual reality in The Virtual Cyclorama. (Dummies Daily)

JOIN THE BCTLA LISTSERV STAY IN TOUCH WITH TEACHER- LIBRARIANS ACROSS THE PROVINCE

Mailing Lists <http://bctf.ca/BCTLA/bclistsv.htm>

An email mailing list allows its members to send messages to a single email address (the list address) and have copies of these messages broadcast to all other members on the list.

Unwanted mail

- There is no rule that you must read everything that is sent to you
 - o Scan the sender's name and subject line – only open what you want to read
 - o Do not open attachments if you are not sure about them.

Set filters

- o Browser Help menus will tell you how
- o Filter word combinations to the Trash (e.g., Snow White, .kr, xxx)
- o Empty the Trash regularly

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

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 save 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 or 604-576-1378 (I will walk you through the process). Print material will **not** be accepted.
- ❖ Please attach a brief autobiography, and a biography of any other people involved in the unit/article, including name, school, school district and position. You may include other information if you wish, including a photo in JPEG format if possible. Provide us with an email contact in case we need to contact you for any reason.

Submit articles for *The Bookmark* to the mini-editors listed below:

- **BOOK REVIEWS:** To **receive books**, contact Val Pollock at vpollock@richmond.sd38.bc.ca
To **submit reviews**, send to Liz Austrom at: laustrom@istar.ca
- **SECONDARY UNITS:** Send to Susan Pearson at sjpearson@telus.net
- **ELEMENARY UNITS:** Send to Janet Mumford at jmumford@richmond.sd38.bc.ca.
- **FRENCH IMMERSION UNITS:** Send to Janet Mumford at jmumford@richmond.sd38.bc.ca.
- **BCTLA CONFERENCE ARTICLES:** (Submitted for December issue only) send to Janet Mumford at jmumford@richmond.sd38.bc.ca.
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LITERATURE



THE PORTRAIT: MARGRIET RUURS

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

"I love to use my imagination and to dream up stories!" This is what author Margriet Ruurs announces in her biography. Ruurs has published many of her stories for children. Her picture books range from alliterative alphabetical adventures to the wonderful capers of Emma the Chicken. Two of her books about Emma have been honoured with literary awards. *Emma's eggs* (Stoddart Kids, 1996) received the Storytellers World Award and *Emma and the coyote* (Stoddart Kids, 1999) was short listed for the Christie Award of Excellence. Margriet has also written easy-to-read novels and published resources about writing for educators.

Margriet Ruurs was born and raised in The Netherlands and is completely bilingual in Dutch and English. She obtained a Master of Education degree from Simon Fraser University and now makes her home in the Okanagan Valley in British Columbia. In addition to her writing career, Margriet teaches writing as enrichment at elementary schools and teaches a course on writing for children at Okanagan University College.

I communicated with Margriet through e-mail and she responded to my questions about her books, writing and life in general. I have retained the informal nature of our correspondence by presenting the following excerpts in the form of my questions and Margriet's answers, with some minor editing.

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

A: I always loved writing stories and poems as a child. But I didn't know one could be an author. I thought all authors were dead (like Shakespeare or Dickens). My mom gave me a journal to keep my stories and poems together, when I was about 10. I grew up in Holland. I had my first book published in Holland when I worked in a primate centre, raising baby chimpanzees. I felt that having the first book published was more of a fluke than my setting out purposely to have it published. After emigrating to

Canada and learning to speak English my next book, my first Canadian one, was published in 1986 after I wrote a story for my children and showed it to a publisher. That's when I thought that maybe I could be a writer and do what I liked doing best: write!

Q: How do you get your ideas?

A: I get ideas from listening (especially to children), by looking around, by writing about where I live and what I do and by using my imagination!

Q: You have written easy novels, picture books, poetry and educational resources. For which age group do you prefer to write? What genre is your favourite?

A: Basically, I write the stories that I want to tell most. I don't decide beforehand who it will be for. Maybe I write them for myself... I did Story Time in a public Library for 3 - 5 years olds for 10 years, so I have a feel for what stories work for that age. I enjoy working with grade 4 in schools and I like helping teachers through my writing. Some of my picture books are for all ages....

Q: Emma is such a delightful character. Are there plans for more "Emma" adventures in the future?

A: Yeah..... I would like to do one more. I never know what will happen. Emma seems to decide when to have a new adventure all on her own. But I am tinkering with a new outline!

When I wrote *Emma's eggs* I had no idea there'd be another story to tell about my chickens. I loved Barbara Spurr's illustrations. The story was assigned to her by the publisher. I never talked to her and had no idea what the book would look like. But as soon as I saw Emma, I had an idea for a second adventure!



Margriet Ruurs • Barbara Spurr

Q: Your alphabet books, *A mountain alphabet* (Tundra Books, 1996) and *A Pacific alphabet* (Whitecap, 2001) are wonderful combinations of words and pictures. Did you work closely with the illustrator and decide how and what hidden items should be portrayed for each letter? Do you have plans for another alphabet book of this type?

A: Yes. I was lucky that way. When Tundra accepted *A mountain alphabet*, they asked me to look for an artist who could paint the pictures I saw in my head. I wanted the book to have a puzzle element, to be challenging. I was fortunate to come across BC wildlife artist Andrew Kiss, who was keen to do the 26 paintings, hiding animals, flowers, trees, etc. in the images. I gave him the sentences as well as lists of words, which he used to design a composition. With *A Pacific Alphabet*, Whitecap assigned the text to an illustrator. Dianna Bonder is a very different kind of artist, very whimsical and fun. She and I got to work together, brainstorm ideas and we each added to the list of words to put in the images. The text of that book is poetry and lent itself to being quite whimsical, too, so it has a totally different feel. Another alphabet book - I don't know. I do have one that keeps popping up. I love alliteration and this particular one wants to be written. But finding a publisher is always the hard part!

Q: The alphabet books obviously involve a fair bit of research. How do you do your research? Do you enjoy that aspect of writing?

A: I love doing research. I spend hours on the Internet. With *A Mountain Alphabet*, I had worked as an interpretive naturalist in a provincial park, where my husband was a park ranger. I used tonnes of books and other environmental information.

For *A Pacific Alphabet* I also used many books, looking for fish and coastal vegetation. And of course, dictionaries in all shapes and sizes.

I am working on a new book with Andrew Kiss right now which involves a lot of wildlife research. I scan books and websites for unusual little tidbits. If I learn something really cool that I didn't know, then I think kids would enjoy learning that, too.

Q: Is there anything special you would like to write about?

A: Hhhmm.... When I first started writing, I thought I would have one story to tell. I used to be scared to death to run out of stories to tell. Now, I'm afraid I'll run out of time before I'll run out of ideas!

I am working on a book, which will be published by Boyds Mills Press, with which I am having a particularly great time! It might be called *My librarian is a camel*. A few years ago I read an article in the Vancouver Sun about a camel delivering books to children in Kenya. Since then I have done a huge amount of research into unusual mobile libraries around the world. The book will show you how children in Iceland, Australia and Switzerland get their books. There are elephants and donkeys delivering books, librarians on bicycles and in boats! It is really, really cool and I can't wait to share the stories with kids.

Q: Your website indicates you have a very busy schedule giving workshops, readings and speaking at conferences. Do you enjoy presenting your work and ideas in these types of situations? Do you find talking to audiences useful for you as a writer?

A: If I had all the money in the world, I'd probably stay home a little bit more than I do now. But I love going to schools and getting kids excited about reading books. I love sharing my picture books with older kids to show them that picture books are for all ages. And I hope to encourage young readers to keep finding new books and discovering themselves through books. Maybe encouraging them to become writers and illustrators, too.

I also really enjoy speaking at conferences because it allows you to reach the teachers and librarians who bring the books to children.

And yes, I find it helpful to stay in touch with different ages. To get a feel for what works. I often hear wonderful sayings in schools, a sentence by a kindergarten child can, sometimes, spark a whole new picture book idea!

Q: Do you have a writing regime?

A: Ha! I should... But no, I try to work most of the day when I am home. I spend most of the day and evening on the computer. When I am on the road, I take my laptop. But no, it is not very organized.

Q: What authors influence you? Any special favourites?

A: I grew up on Dutch authors. My childhood favorite was Annie M.G. Schmidt, a Hans Christian Anderson award-winning author. Every Dutch child grew up on her writing, and still does. I met North American authors and illustrators as my own children grew up here. I love the poetry of Dr. Seuss and Jack Prelutsky. I devour books for young adults by Sarah Ellis, Karen Rivers and Cynthia Voight. In fact, I only read children's and YA fiction, no adult books.

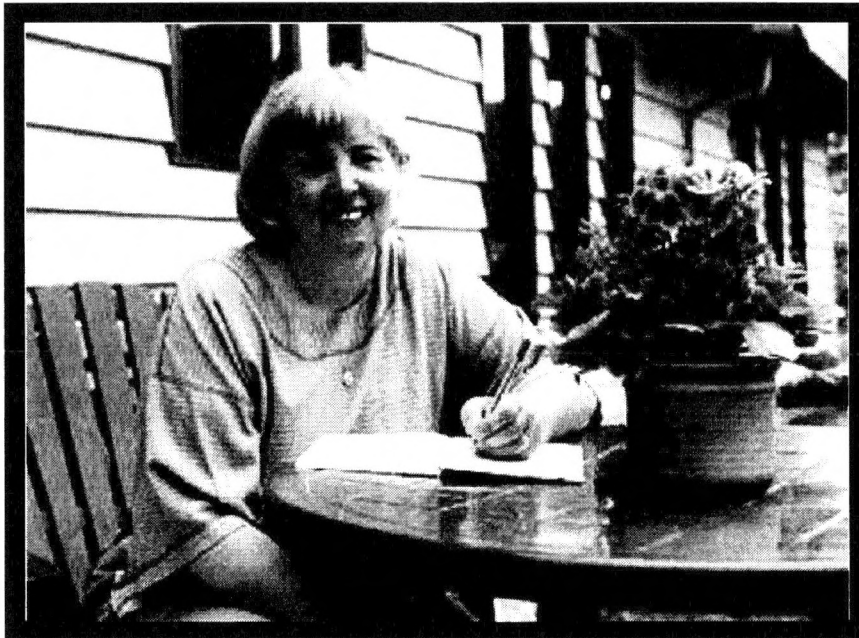
Q: What are you working on right now?

A: I'm finishing up the final edits for two picture books coming out this fall: *No dogs allowed*, a true story about a lady who couldn't take her dog to a senior citizen's home and *Ms. May Bee's amazing stories*, a funny picture book about where librarians get their wonderful stories! At the same time I'm still collecting stories for the mobile library book and tinkering with several new stories that I hope to get published.

Q: What do you like to do when you're not writing? Any favourite hobbies or activities?

A: I love being home in the Okanagan when the sun shines, with my husband. I like to putter in the garden. I knit a lot and.... I read all the time!

As mentioned in our interview, Margriet does have her own website: <http://www2.junction.net/~ruurs> that gives a full listing and descriptions of her books and workshops for schools. She does keep a busy schedule as a presenter and keynote speaker at many conferences around North America. However, in her biography, she states the thing that she likes most is getting children excited about writing and reading good books. What better way to achieve that than for children to read Margriet Ruur's own works!



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Publishers are requested to send materials they wish to have reviewed to the Reviewing Service to:

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F ARM

Armstrong, Luanne. *Jeannie and the gentle giants*. — Ronsdale Press, 2002 — 154pp. — ISBN 0-921870-91-4. — \$8.95 paper.

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

Jeannie and the gentle giants deals with the problems experienced by children when they are taken from their parents and have to make a new life with foster parents in a new community. In Jeannie's case, the problems begin when her mother falls ill with bipolar disorder and can no longer care for her. Taken from her home at the age of eleven, Jeannie withdraws into herself and can think only of running away. Gradually her defenses are broken down by two immense and wonderful work horses and their perceptive and humorous owner. Through working with the horses on the farm, Jeannie develops new interests, learns to ride and becomes involved in the daily life of the farm, even helping with horse-logging. In return, Jeannie learns about friendship, love, and trust, and ultimately gains the maturity and self-confidence to accept the challenge of becoming a caregiver. The author draws us into a world of pain, growth, and fulfillment in this sensitive and moving story.

As a young girl, author Luanne Armstrong lived on a farm in the Kootenay region of BC, where she learned about draft horses and horse logging. She has written two previous books for children, three novels, and two books of poetry. Recently, she became the managing editor of Hodgepog Books, which publishes early chapter books for children.

This book is a very successful blend of action with quiet and unforgettable insight into the inner feelings of people and animals. A thoroughly satisfying read about courage, trust, and inner strength, it will appeal to intermediate readers and could be useful for elementary counsellors.

Highly recommended for grades three to eight.

E BOU

Bouchard, David. *Fairy*. — Orca, 2001. — unp.: — ISBN 1-55143-212-9. — \$19.95 hardcover.

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

Fairy is a departure from the previous David Bouchard picture books. Gone are the historical references, the cultural embrace, and the magic. Instead, he writes a modern day fairy tale, detailing the life of a Harley-riding, leather-clad fairy whose job it is to take care of all "the magical and mystical needs of the kids" on the street.

This is the story of her dealings the Stubbs family, particularly Victoria and her rough and tumble father, who is less than enthusiastic about his daughter's loss of her first tooth and the resulting visit from the tooth fairy.

Fairy decides to dole out her own share of fairy street justice and teach Mr. Stubbs a lesson. Through a series of unconventional events, Fairy tries to revive Mr. Stubbs' faith and, at the same time, encourage his daughter to stand up for her own faith and resolve.

At times, the story is difficult to follow, and the transition from narrative to dialogue requires a re-read. Some connections are not clear and may confuse children. However, they will love the silliness of a motorcycle-riding fairy and her magic that causes non-believers to dance around in tutus and have their pants spontaneously drop.

Illustrations by Dean Griffiths are charming and dreamy. Yet this book is missing something ... or perhaps we have just been spoiled by the beauty of David Bouchard's previous works. Regardless, children will get a laugh or two.

Recommended for primary grades.

F DEV

de Vries, Maggie. *Chance and the butterfly*. — Orca Books, 2001. — 160 p. — ISBN 1-55143-208-0. — \$6.95 paper.

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

Chance is a boy who has been placed in a new foster home run by Angie and Doug. They have one son named Mark and another foster child, a fussy baby named Louise. Unlike his parents, Mark does not welcome Chance to the family. He tells Chance that he wanted a real brother, not some stray. Chance has already learned he must be careful and never tell when Mark is mean to him, because parents always side with their real children.

School is also difficult for Chance. He is in Mrs. Simpson's Grade 3 class and is not her favourite student. He does poorly at math, reading, sitting still and not talking out. Chance has only been at this school three weeks but he already knows the office of the principal very well.

One day a box of caterpillars arrives. Chance, who has very few possessions, names and claims a caterpillar for his own, then sneaks "Matilda" out of the classroom and takes her home to his bedroom. The class is very upset at the disappearance of the caterpillar. Once he has Matilda at home, can Chance look after her? Will Mark find out?

The author has written a fast-paced, easy to read story that captures both classroom dynamics and the tension we imagine in a foster home. We empathize with Chance and his struggles to fit in at school and home, and hope he won't be sent to yet another place. Ken, a new student, may become Chance's friend because his inability to speak English means he is also isolated. Maggie de Vries has woven together a number of themes, including foster homes, science, classroom life and ESL. This is an excellent story with crisp writing that will be a great read aloud and will be useful for studies of the life cycle of caterpillars.

Recommended for grade three and up

F GOL

Gold, Bernice. *Strange school, secret wish*. Beach Holme, 2001. — 120 pp. — ISBN 0-88878-425-2. — \$9.95 paper.

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

Bernice Gold previously wrote *My four lions*, a picture book that received good reviews. *Strange school, secret wish* is her first book for older children. It is being promoted as young adult, but neither the content nor the language merits such a designation.

This is the story of Jenny Merrill, whose father teaches school in a railway car that travels between communities in northern Ontario. The family lives in the railway car for ten months of the year and spends the summer in a cabin in the village of Glendale. Jenny's secret wish is to purchase a violin from Eaton's catalogue. The family is poor, so Jenny comes up with a plan to sell homemade pickles in order to earn money to pay for the violin. She gets help from a number of sources, including starting the cucumber seeds and growing the plants. Of course, she eventually gets the violin.

The book is well written and introduces many realistic characters. It has a worthwhile message, "One must work hard to get what one wants." However, there were too many pages spent on Jenny's work during the summer and especially the step-by-step pickling process.

This is a well-bound soft cover book, but prices are increasing. \$9.95 is a steep price for a paperback.

Recommended for grades five through eight.

E HUM

Hume, Stephen. *Red moon follows truck*. — Orca, 2001, — unpub.: col. — ISBN 1-55143-218-8. — \$19.95 hardcover.

Reviewed by: Barbara Witt, teacher-librarian on leave, SD#36 (Surrey).

This picture book tells of the westward journey of a boy, his dog, and his parents. It is only towards the end, when we see Lions' Gate Bridge, that Canadians would recognize the country as their own. There are no references at all to Canadian place names or landmarks, probably in an attempt to appeal to the American market, but with the result that the book is rather bland. Children may enjoy one humorous episode when the family sneaks the dog into a fancy hotel disguised as a pile of laundry.

The illustrations are colourful and appealingly done in rich egg tempera that literally glows with light. Young children will delight in the fact that a rabbit is hidden in each picture, although what that has to do with the story is beyond this reviewer.

While the book might be useful for a unit on journeys, purchase is not recommended for most school libraries because there are so many better choices, such as Steven Hume's *Rainbow Bay*.

Grade level is kindergarten to grade one.

E JOR

Jorisch, Stephane. *As for the princess?* — Annick Press, 2001. — 32 p.: ill. — ISBN 1-55037-694-2. — \$7.95 paper.

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

This well-presented folktale is based on a traditional story from Quebec. Stephane Jorisch has combined enough of the traditional elements of the folktale with some jaunty, non-traditional tricks to make this an entertaining guessing game for primary children. We have, as usual, the beautiful princess who is at the centre of all the trouble. Three sons, possible suitors for the princess, have each been left a legacy by their father. The eldest receives a thousand gold pieces, the second a horn that can summon one thousand soldiers, and the youngest, Simon, an old leather belt. Immediately, our curiosity is aroused as to how these legacies will be used to woo the princess. But

wait! The two older brothers are not keen to woo the princess, who is known to be mean, greedy and a "baaaad" apple. Undaunted, Simon sets off for the palace and finds himself in the requisite fine chambers full of silks and shiny objects.

The princess lives up to her bad reputation and tricks poor Simon out of all the legacies. Very disappointed with himself for failing his family, Simon is left with only the traditional quality of the youngest son, a sharp wit, to retrieve his family's treasures. And as for the princess, she does not end up the way any traditional princess would desire.

The 9 x 12 inch format of this sturdy paperback allows Jorisch the space to create, with great flourish, all the traditional finery of the royal palace — the footmen, the soldiers and the costumes — as fitting background to the story.

The fun and mischief come from the exaggerated features of the characters, particularly the faces, which are full of surprise, greed or happiness. The movement and colour keep pace with the brisk story and help carry it along. The author has used a relaxed, colloquial, straightforward style that is a little choppy, but it suits the story and will appeal to children. While not an essential purchase, this is a story for visual and literary fun.

Recommended for grades one to four.

F QUA

Quan, Andy. *Calendar boy*. — New Star Books, 2001. — 232 p. — ISBN 0-921586-82-5. — \$20.00, paper.

Reviewed by: Sheila Black, teacher-librarian on leave, SD#39 (Vancouver).

This collection of sixteen short stories is set in various locales around the world — Europe, Vancouver, Toronto, and Sydney. They all contain protagonists who are searching for identity, adulthood, self-assurance, community, self-confidence, and love. Even though their stories are different, the protagonists are similar in that they are young homosexual men.

The author doesn't wave a red flag about the characters' sexual orientation, but it is always there as an underlying element, more obvious in some stories than in others. In "How to Cook Chinese Rice," the reader sees how cultural heritage puts a

particular strain on the protagonist when he “comes out” to his family, and their acceptance of him in this new light. “The Polish Titanic” tells of the adventures or misadventures of a young man on his first backpacking trip to Europe in search of independence. “Hair” shows, in a tongue-in-cheek way, the obsession young people have with hairstyles and how changes in their crowning glory affect how others look at them and how they feel about themselves. In the title story, a young gay Chinese man marvels at the photographs in magazines of men who are blonde and buff. This is the standard and the protagonist knows that he can never be this way, no matter what he eats, how much he works out, or how he tries to change his appearance.

As I was reading these short stories, I couldn't help but make comparisons to practically every young adult, ages 13-21, I had ever taught. Their doubts about belonging, appearance, and identity often become overwhelming and all consuming. The added component here of being gay provides a completely new dimension, which is obviously the point. It is possible that Andy Quan intended readers to compare the commonalities between straight and gay youth as well as differences related to sexual orientation. Not to trivialize his work, the comparisons to young people in general seemed clear to me.

The language of the stories is colloquial and real, which can sometimes be annoying, but there is an ease in these stories, as though the protagonists are talking to the reader. This style is often appealing to young adults, and in this instance it does not sound contrived.

The author is co-editor of Canada's first anthology of Chinese-Canadian poetry, and his short stories are well anthologized in such publications as *Queeries*, *Geist*, *Asian-American Writer's Journal*, *Contra/Diction* and *Queer View Mirror*. He was born in Vancouver, but now lives in Sydney, Australia.

Recommended for senior secondary students because of the value of the writing and how it speaks to the lives of young adults, but with reservations. Homosexuality within the public school system is still controversial, so decisions should be based on student needs and the realities of the school. Note that some people may find the cover too provocative, since it features a drawing of a young man naked from the groin up.

E RUU

Ruurs, Margriet. *A Pacific alphabet*. — Whitecap Books, 2001. — 32 p.: col. ill. — ISBN 1-55285-264-4. — \$19.95 hardcover.

Reviewed by: Anne V. Lyle, teacher-librarian, École College Heights, SD#57 (Prince George).

Based on fact, this is an imaginative, fun book for children of all ages. The prose flows with ease and delightful ideas, which are complemented by the fanciful, full colour illustrations by Dianna Bonder. Each illustration includes many hidden pictures, adding to the fun of reading. A list of all the hidden images is given at the end of the book.

Margriet Ruurs, a BC resident, is the author of the seasonal *Emma* books, as well as the fabulous book, *A mountain alphabet*. Andrew Kiss' illustrations in this latter work are realistic, whereas the illustrations in *A Pacific alphabet* are more fanciful and imaginative.

Recommended for pre-school to grade four.

F SHE

Sheppard, Mary. *Seven for a secret*. — Groundwood, 2001. — 189 p. — ISBN 0-88899-437-0. — \$19.95 hardcover.

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

The author, a well-known Canadian journalist, takes us back in time to a small Newfoundland outpost not unlike the one in which she spent her childhood summers. Cook's Cove in the early 1960s, when the fishing industry was still strong, is a very small community whose inhabitants seem to know a lot about everyone else's personal business. Fifteen-year-old Melinda and her cousins, Rebecca and Kate, have spent all their summers together and consider themselves sisters. When a stranger appears in the village and takes an interest in artist Rebecca's work, it opens the girls' eyes to the opportunities of the outside world, but it also leads to conflict with Aunt Grace (Rebecca's mother) and the discovery of many family secrets. Difficult choices are made and the subsequent consequences accepted in this coming of age story.

The book has much to recommend it. The characters are engaging, as are the conflicts they face. Girls will relate easily to the characters, their feelings and secrets. Both boys and girls would relate to the

setting, the fishermen, and the adventure. It is a pleasant change to read a novel at this level that is set in a small Canadian town, and a great opportunity for teens to see that their parents and grandparents had some of the same feelings they have with regard to sex, drinking and parental conflict.

The comparatively low (grade seven) reading level, combined with a riveting story, makes this book accessible to Communications 11 and 12 students, especially girls. The cover is attractive and funky.

Highly recommended for grades seven through twelve.

F SIA

Siamon, Sharon. *Sky horse*. — Whitecap Books, 2001. — 144 p. — ISBN 1-55285-263-6. — \$8.95 paper. (*Mustang Mountain* # 1)

Reviewed by: Margaret Montgomery, retired teacher-librarian, Vernon.

Two friends from New York City are on their way to visit Becky, the cousin of one of the girls. Becky's family has just moved to a ranch in a remote area of the Alberta foothills. She meets Meg and Alison at the airport, but they do not make it back to the ranch that day. First there is a road accident on the rough mountain road because the young cowboy driver swerves to avoid an elk and breaks a wrist in the process. Since the truck has been damaged in the accident, the driver and the three girls have to get the horses from the trailer and ride on their way. Meg and Alison are experienced riders because they take dressage lessons in New York. However, this is a different sort of riding, going double and with Becky holding the injured young man onto the horse.

The adventures continue when a summer snowstorm hits the area and they need to make a fire and camp for the night, then they hear a small plane crash nearby, and next they run into a cranky grizzly bear. The girls try to rescue the pilot of the plane, and learn that the plane's cargo is a valuable white horse along with a young man who lied when he said he was a groom. The most incredible part is the escape from the grizzly bear.

Meanwhile, the rich, bad-tempered cousin from New York has mellowed enough to confess that her parents ship her away every summer, and the local cousin reveals that she is afraid of horses. Of course they are rescued, and the girls are delighted that they

will have the white "sky" horse to nurse back to health all summer.

Buy this if you have some insatiable grade four and five horse-book lovers, but it really is a bit overdone.

F STA

Staunton, Ted. *Princess*. — Red Deer Press, 2001. — 72 pp.: ill. — ISBN 0-88995-242-6. — \$6.95 paper.

Staunton, Ted. *Second banana*. — Red Deer Press, 2001. — 72 pp.: ill. — ISBN 0-88995-241-8. — \$6.95 paper.

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

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

In *Princess*, the fourth book in the series, Mary Beth Harvey's mother calls her Princess because she wants Mary Beth to receive the attention and admiration of everyone in the town of Hope Springs. The trouble is that Mary Beth dreads the spotlight and the fancy dresses her mother makes her wear. She'd rather draw pictures, wear jeans, and own a horse. When Mary Beth and her mother audition for the annual musical show, events come to a head. Because Mary Beth does very well in the play, she convinces her mother and her grandparents that she should be able to take drawing lessons so that she could help with art in the next play rather than be an actor.

In *Second banana*, the fifth in the series, Ryan Sweeney is the uncertain accomplice of the notorious Travis Bee, school prankster. Ryan doesn't have any really close friends, and he wonders whether Travis may be someone to team up with. But Travis' practical jokes are unpredictable, and Ryan soon discovers that even a trusted accomplice can be the victim of Travis' shenanigans. He doesn't want to be Travis' second banana, but he has no one else to buddy up with, as he is not the most sociable kid around. Ryan discovers that he has a few abilities of his own to appreciate instead of admiring other kids' abilities all the time.

These beginner novels will attract students because of the mischief that the kids in the stories get into, and how they get out of the situations. They are very

realistically written, with humor and understanding of kids and their problems and activities. The reading level and illustrations will attract students who are just beginning to read novels.

These two books and the rest of the series are recommended for purchased by elementary school libraries serving grades two to six.

E TH I

Thien, Madeline. *The Chinese violin*. — Whitecap Books, 2001. — 32 p.: col. ill. — ISBN 1-55285-205-9. — \$19.95 hardcover.

Reviewed by: Willow Reichelt, teacher-librarian, Bernard Elementary School, SD#43 (Coquitlam)

This is the story of Lin Lin, a young girl who immigrates to Canada with her father from a small village in China. When they first arrive in Vancouver, the music Lin Lin's father plays on his violin is the only familiar thing in the strange new place. One day, Lin Lin's father buys her a Chinese violin of her own, and learning to play it helps her stay connected to her old country and to accept her new home.

The Chinese violin is a wordless animated short film by Joe Chang for the National Film Board of Canada. For the print version, Madeleine Thien has provided text for Joe Chang's original illustrations. Thien's prose is smooth and clear, and she goes beyond a mere description of Chang's drawings to reveal Lin Lin's hopes and fears.

This is an aesthetically pleasing book. Chang's illustrations are beautiful: the pastel images on brown paper manage to be soft and bold at the same time. The layout of the text in relation to the pictures varies from page to page, adding visual interest.

This book will be an excellent teaching tool for lessons on immigration or multiculturalism, and for the development of empathy with others. The reading level is grade four, but the book is best suited as a read-aloud for grades two or three. Younger students may not have long enough attention spans for the amount of text, while older students may feel they are above the picture book format.

Recommended for grades two to four.

F TOT

Toten, Teresa. *The game*. — Red Deer Press, 2001. — 196 p. — ISBN 0-88995-232-9. — \$9.95 paper.

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

This novel tells the story of Dani, a teenaged patient in a psychiatric hospital. We also meet two other teenaged patients and their doctors and nurses. The health care professionals are shown as warm, intelligent human beings, and the patients are all sympathetically portrayed. Dani has been hospitalized for drug and alcohol abuse, but it quickly becomes apparent that the substance abuse was a symptom of her need to escape from reality, the result of abuse by her perfectionist father. As children, Dani and her sister, Kari, invented a fantasy world — the Game — into which they escaped. The core of the book concerns Dani's and her mother's struggles to separate themselves from that perfectionism and get on with facing life. Humour is used well throughout the novel to lighten the tone.

Like *Janey's girl*, this book approaches a difficult topic in a sensitive and positive way. Except for the prologue, which centres on the psychiatrist, the novel is told from a limited omniscient point of view, with Dani always in the picture.

Recommended for junior and senior high libraries.

F TRE

Trembath, Don. *The popsicle journal*. — Orca Books, 2001. — 147 p. — ISBN 1-55143-185-8. — \$8.95 paper.

Reviewed by: Lesley Edwards, teacher-librarian, Seycove Secondary School, SD#44 (North Vancouver).

This is the fourth title in Don Trembath's *Harper Winslow* series for teens (*The Tuesday cafe*, *A fly named Alfred* and *A beautiful place on Yonge Street*). In this one we find sixteen year old Harper taking his first work experience assignment as a reporter at a small Alberta newspaper called the *Emville Express*. This is a dream come true for Harper, who doesn't suspect just how challenging getting the scoop is about to become. His ethics are put to the test when his father decides to run for mayor and his sister is charged with drunk driving following an accident. Told in the first person, the novel is written with a pleasing

mix of narrative and dialogue that keeps it moving along at a rewarding pace.

Trembath has a flair for getting inside the teenage mind and his books have been nominated for many awards, including the Silver Birch Award, Mr. Christie's Book Award and ALA Best Books. This slim volume is sure to appeal to students looking for a book report title. Many will relate it to their own work experience situations. Dealing with the ethics of newspaper reporting and touching on such issues as alcoholism and smoking, this book would also be a good choice for a grade eight or nine independent novel study in English classes.

Recommended for ages twelve to fifteen. The reading level is grade four, and the interest level is young adult.

F WAL

Walters, Eric. *Long shot*. — Orca Books, 2001. — 160 p. — ISBN 1-55143-216-1. — \$6.95 paper.

Reviewed by: Christopher Hunt, Bernard Elementary School, SD#43 (Coquitlam)

This novel goes beyond stereotypical expectations of a sports story, delving behind the action on the basketball court to deal with issues of relationships, problem-solving and standing up for one's own beliefs.

Nick and his best friend, Kia, go through a series of tryouts to make the local co-ed all-star basketball team. They succeed, but problems arise when they meet the new coach. Coach Barkley was a star college basketball player whose professional career was destroyed by an injury. He drives the kids relentlessly in practice while yelling at them continuously and demanding perfection.

Nick's mother thinks that if he is no longer having fun he should quit the team. His father thinks that the coach knows the game well and is helping Nick improve his skills. Both parents have valid arguments, which they present during a family discussion. Nick is conflicted, because he doesn't want to take sides in his parents' debate. In the end, he must make his own decision about whether or not it is worth playing on the coach's terms.

This book has a grade two/three reading level and is recommended by the publisher for grades two through five. The writing style is simple and concise, yet the characterization is three-dimensional and the

dilemmas in the plot are engaging. The sports theme is a good hook for reluctant readers, and having a boy and a girl as the central characters will make it appealing to both genders.

Recommended for grades two through five, and for slow readers in upper intermediate.

F WHE

Pearson, Debora (ed.). *When I went to the library*. — Groundwood, 2001. — 128 p. ISBN 0-88899-423-0. — \$18.95, hardcover.

Reviewed by Sheila Black, teacher-librarian on leave, SD#39 (Vancouver).

Libraries everywhere have played a tremendous role in introducing children to the captivating and imaginative worlds found between the covers of books. The nine well-known Canadian authors who write the specially commissioned short stories in this anthology celebrate libraries and librarians.

The stories are as diverse as the writers themselves. Three are funny: the story by Ken Roberts, in which Cara learns what happens when one lets a snake loose in the library, Jean Little's story about the librarian who gives one of her patrons a special nickname, and the story by Celia Barker Lottridge about what happens when a really good book is passed from person to person.

Some stories are poignant, as in Budge Wilson's story of Carlotta, who finds out information about her mother's potentially fatal illness. In his story, Paul Yee shows us the escape that Mei-Ping finds through words. Marc Talbert's vignette gives us Tad Morgan, who discovers that telling his own stories is best.

The other three stories are strangely mysterious. Sarah Ellis writes about a paper family that flies by night, powered by words. Ken Setterington tells the story of trying to dispose of a dead librarian's ashes, while Tim Wynne-Jones writes of a mysterious vanishing boy who haunts a library.

This collection was clearly a labour of love for Debora Pearson, the editor, who is also a celebrated writer, a past editor of *Owl magazine*, and a former children's librarian. Her introduction to the collection clearly shows her passionate and sincere love of children, libraries and books.

This is a truly charming collection of stories that every library should have. While the main characters

are young children, the stories are so appealing that age doesn't matter. They made me think of my childhood public librarian. Thank you, Mrs. Halliday at the Hope Public Library.

Highly recommended for all ages.

305.235 MUS

Musgrave, Susan (ed.). *Nerves out loud*. — Annick, 2001. — 112 p. — ISBN 1-55037-692-6. — \$12.95.

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

The short essays in this collection are written by seven women, one from Ontario and the others from the Lower Mainland and Vancouver Island. All their stories reflect the troublesome growing pains the authors faced during their teen years as they experienced events pivotal to their lives.

In "Nerves Out Loud," Melanie Little illustrates the problems of being a competitive skater and tells of the conflicts she faces when she realizes the debts facing her parents, the effects on her health, and her sense of failure and emptiness when she finally quits. Her struggle to fit in climaxes with a summer's end staff party, where she becomes drunk, falls asleep, and wakes to find she has been raped. "Back at school, there is a part of me that's still alive"

Carellin Brooks ("Fourteen Turns") and Mamie Woodrow ("Will You Kiss Me?") both write about sexual conflicts, with Carellin facing the pressures of sexual advances from her step-father and Mamie realizing the she is not alone in learning to understand and accept the frustrations and fear of being a lesbian.

In "Home," one family member after another, including the author, Madeleine Thein, abandons their home. At the centre of the story is Thein's mother, who struggles to raise the children despite culture clash, family disharmony, and the fact that the father has returned to Malaysia. Madeleine comes to realize that her mother "... made this place her home in a way that my father never could."

M.K. Quednau reflects on the fact that her father killed her mother and then himself, leaving her to live with her aunt. Told by her teacher to write a letter to someone, Marion reflects on her troubled times: "High school mostly seems thousands of years behind me now, like some strong wind blew all the people from

that time away. I get a taste in my mouth, that's salty and black, like the root of something, like licorice. It's the taste of absence." She is given the phone number of Morley Callaghan, and through this contact and contact with a former teacher, she realizes that she has a writing voice expressed in poetry.

Karen Rivers, in her story "The Skinny One," reflects strongly on her angry battle within as she tries to attain the "elusive and unrealistic goals she has set for herself and her body." Her struggle for the perfect body is reflected in her words, "... my body is just a machine then it doesn't matter that I loathe it."

The final author is the editor and writer of the introduction, Susan Musgrave. "Going Crazy, Wanna Come?" reflects on her life on the run. She talks of school, running away, her use of drugs, her time in a mental hospital, and the final realization that she isn't crazy but a poet. "I was an authority on aging by then. I was about to turn seventeen."

Extremely readable, very believable, and a little frightening in that there are others who still face the same horrors, *Nerves out loud* may shock some readers, but there is a strong force in the work that pushes these readers to realize the possibilities that the future can hold, and encourages them to search for their own way.

Recommended for grade nine to adult.

599.5 FIE

Field, Nancy. *Discovering marine mammals*. — Heritage House, 2001. — 32pp.: ill. — ISBN 1-894384-28-8. — \$7.95 paper.

597.5 FIE

Th:Field, Nancy. *Discovering salmon*. — Heritage House, 2001. — 32pp.: ill. — ISBN 1-894384-27-X. \$7.95 paper.

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

These books are part of the Discovering Nature series. They follow a standard format and are well laid out for ease of use for educators as well as young readers. The information is easy to read and is followed by a variety of activities to encourage and entertain the reader. There are clear black line drawings and a set of colourful stickers. These books are reprints of familiar material, but the information

remains topical and up-to-date. Both teachers and students would find them welcome additions to their collections.

Recommended as a resource in the professional collection and for the personal libraries of elementary school students in grades two through six.

610.92 MAN

Manson, Ainslie. *House calls: The true story of a pioneer doctor.* — Greenwood, 2001. — 56pp. :ill. — ISBN 0-88899-446-X. — \$15.95 hardcover

Reviewed by: Barbara Witt, teacher-librarian on leave, SD#36 (Surrey).

This is the story of Ainslie Manson's great-great-grandfather, a country doctor in the town of Peterborough, Ontario. The plot revolves around the plight of the town when they find out they are going to lose their beloved doctor because he cannot afford or find a bigger house for his growing family. It is told from the point of view of Kathleen, a young girl who has just recovered from tuberculosis, who helps the kindly doctor on his rounds. She comes up with a solution to the problem of keeping Dr. Hutchison from moving away.

The real purpose of the book, however, is to provide information on the lives of the early pioneers and on the various diseases that plagued them. These included tuberculosis or consumption, as it was called at the time, and swamp fever, a type of malaria that was rampant in Ontario until the second half of the nineteenth century. The book also describes typical nineteenth century folk remedies, and practices such as the use of leeches to cure infection. An entire page is devoted to the plight of women healers, who were not allowed to become licensed medical doctors until the mid 1800s, after a difficult struggle against society's determination to keep women sheltered and in the home. The final page of the book is devoted to a very informative listing of web sites that give more information on nineteenth-century life and medicine.

This book is an excellent resource to accompany a grade three unit on pioneer life in Canada, and will appeal to students ages seven to eleven. It is illustrated in black and white by Mary Jane Gerber, in a style reminiscent of the art of Anne Blades.

Recommended for all elementary school libraries serving grades three to six.

634.9 NIO

Niosi, Goody. *Magnificently unrepentant. The story of Merve Wilkinson and Wildwood.* — Heritage House, 2001. — 236 p.: photos. — ISBN 1-894384-32-6. — \$18.95 paper.

Reviewed by: Marv Worden, retired elementary teacher & teacher-librarian, Ladysmith.

The charming title and appealing covers, numerous black and white photographs, and the frequent italicized sections presenting background information or explanations in Wilkinson's own words, make this an attractive and informative book. Four sections of two or three pages set in gray, pre-introductions by David Suzuki, Jane Goodall, and Robert Bateman, and photos of Goodall and Bateman add even more variety that should encourage browsers to read more deeply.

The text is a respectfully sympathetic accounting of the 88 years Merve Wilkinson spent on his parcel of land near Nanaimo, known as Wildwood. Originally 147 acres, between 1945 and 1988 Wilkinson logged it eight times while maintaining the full range of age and species of a complete indigenous forest ecosystem. Wilkinson's broad interests and skills, his strong work ethic and idealism are fully portrayed in stories of his early work adventures, and his deep socialistic beliefs are made clear through his work in the Co-op and Credit Union movements. This idealism is aptly alluded to in the book's title, a quotation from the Supreme Court judge who found Wilkinson guilty of blockading a logging road in the Clayquot Valley in a protest against clear-cut logging.

Niosi's clear prose effectively presents the motivations behind a contemporary mover and shaker whose life illuminates the environmental slogans, "Small is beautiful" and "Think globally, but act locally."

Recommended for secondary school library collections.

796.54 SEA

Seagrave, Jayne. *Camping British Columbia*. — Heritage House, 2001. — 237 p.: ill. — ISBN 1-894384-23-7. — \$18.95 paper.

Reviewed by: Marilyn Aldworth, district librarian, SD#44 (North Vancouver).

Jayne Seagrave has written an updated and wonderfully comprehensive guide to camping in British Columbia's provincial and national campgrounds. Just reading it gets me excited about camping next summer, and with her many helpful suggestions it will be fun to plan our family's excursions. There are recommendations for one-, two-, and three-week camping trips originating in the Lower Mainland and, depending on personal preferences, you can choose a hiker's camping trip, or a Vancouver Island and Gulf Island-hopping tour, just to name a few. Some of these are fully reserved tours where it is possible to book all camping spots in advance, almost a necessity in the popular peak months of July and August. The book is very well organized and has the province and its parks divided into nine regions: the Islands, the Lower Mainland, the Kootenays, the Rockies, the High Country, the Cariboo, the North, and the Alaska Highway. Over 150 campgrounds are reviewed in detail.

The introductory chapter gives important background information on camping in BC, including how to select a camping spot, what to take camping, the reservation process and potential hazards. Also included are ideas for campground cooking and a section of useful information such as related Web Sites, addresses, some facts about BC Parks, and other camping publications and British Columbia guidebooks. This book is a third edition of Seagrave's two previous books on camping in BC and it seems that it may not be the last edition since the good news is that the number of parks continues to grow and develop.

The book has been written for those who camp in tents and those who use recreational vehicles (RVs). For both the uninitiated and those who are experienced campers, this book will definitely enrich all camping adventures. Her first-hand accounts of the many parks she has visited and the interesting historical, environmental and recreational information will encourage more individuals to try camping in beautiful British Columbia's provincial and national park campgrounds.

Recommended for all secondary and public libraries.

811 MCL

McLennan, Rob. *Harvest: a book of signifiers*. — Talonbooks, 2001. — 128 p. — ISBN 0-88922-455-2. — \$15.95 paper.

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

The author of this collection of poems is the editor and publisher of *Stanzas* magazine. Most of the poems discuss some aspect of food or travel; some are more or less postcard messages. All are written without the use of any capital letters, and the use of punctuation is kept to an absolute minimum. Selections are short, ranging from a few lines to less than two pages. In many ways, McLennan summarizes his work in one of his selections, which begins: "it doesn't matter if the poem makes sense. it doesn't matter."

This collection would have little appeal to the majority of students, although it might be appreciated by those working on scholarships or Advanced Placement in English. It is not recommended for school libraries in this province.

811 STA

Stainton, Peter. *A hole in my sock*. — Self published, 2001. — 81 p.: ill. — ISBN 0-9688377-0-0. — \$15.95 paper.

Reviewed by: Margaret Montgomery, retired teacher-librarian, Vernon.

This self-published, large format book of poems contains 65 poems and almost as many black and white drawings done by the author. Intended for grades two to five, many of the poems are short, but some are more than two pages in length.

There are a few funny poems, mainly the shorter ones, but the successful ones are ruined by grammar mistakes or spelling errors! For example, in the poem "The Balloon and the Porcupine" (p. 2), Stainton speaks of the balloon when he says "it's string was wound" The same mistake occurs on page 36. In other places, he leaves out the possessive apostrophe when one is needed (e.g., p. 25, line 13, "rooftops" and p. 66, line 4, "givers"). One page 42, line 1, he begins a poem with "Their was a girl ...". These errors and many others like them jump off the page and ruin the book.

There are a few other problems with this volume. There are nine or ten "concrete poems" which all follow the same plan: the title word is repeated ten or twelve times in a vertical line, followed by the one word punch-line (e.g., "Drop" with the final word "Stop" also has a drawing of a tall building). In addition, some of the language is jarring. Why echo the crude language of the kids with "what the hell" (p. 27)? Why use casual language like "gonna be" and "Judah's stuff" in what is otherwise a Bible story couched in formal language (p. 60)?

S:

On page 31, Stainton writes, "The dragonfly's a friend of you and I." With most poets, one might assume that this is an instance of poetic license, but with Stainton, who knows?

This title is not recommended.

812.54 TID

Tidler, Charles. *Red mango*. — Anvil Press, 2001. — 65 p. — ISBN 1-895636-38-8. — \$11.95 paper.

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

Red mango is a one-act play about Charlie, a single divorced male in his forties, who is going through a mid-life crisis. He spends his time drinking, smoking the odd joint, and frequenting the blues clubs in Victoria. He is obsessed with being near women — their touch, their talk, and their laughter. However, while he seems to want to either develop a relationship or "score" with a female, he does not take advantage of the opportunities that arise. This is may be due to the fact that the majority of people he meets in the clubs and with whom he drinks, smokes and dances, are young enough to be his children.

While this play would no doubt be funny to watch when performed by a good actor (it is after all a male version of *Shirley Valentine* without the sex and the Greek islands), its value in a school library is limited. The coarse language, a rather crude illustration, and the lifestyle of the character make this title unsuitable for students below grade eleven. At a secondary school with a strong drama department and a liberal minded community, there might be a place for *Red mango*.

Not recommended.

917.104 PRE

Preston, Dave. *Rails & rooms: A timeless Canadian journey*. — Whitecap Books, 2001. 224 p.: ill. photos. — ISBN 1-55285-009-9. — \$18.95 paper.

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

The concept for this book is a good one: travel across Canada by train and stop to spend a night or two at all the big name railroad hotels along the way. It really is the quintessential Canadian journey, and Preston does a pretty fair job of bringing the adventure to life. He has a good sense of humour (British born) and did a fine job planning his trip to take in many well-known Canadian landmarks including Chateau Frontenac, Banff Springs Hotel, Chateau Lake Louise, Hotel Vancouver and Victoria's famous Empress. He also slept in the big Ontario, Maritime, and Prairie hotels not to mention some pretty nice berths on the trains.

I had never heard of some of the hotels he visited. like the Algonquin in St. Andrews, New Brunswick. Built in 1889 on a hill overlooking Passamaquoddy Bay, it has been a CPR hotel since 1900. Nearby is the summer home of William Van Horne, the man who was in charge of building the original CPR line in the 1880s. His 'cottage' of fifty rooms is situated on a private island that can be reached by car only at low tide. Preston's description of the hotel and Van Horne's estate did what it was supposed to do: now I want to go to St. Andrews some day. I wouldn't mind doing the whole train trip from coast to coast either!

Small black and white pictures of hotels and trains illustrate the book. The review copy was an advanced bound galley with no index but there will be one in the commercial printing.

Dave Preston is a Victoria writer and photographer with a healthy interest in food and drink. He has written plays, poetry, comedy scripts and magazine articles and is a certified beer judge.

This is a good read for anyone who likes travel books of the Bill Bryson variety — personal travel anecdotes mixed in with some actual history of places visited. It will be a popular book at the public libraries but is not likely to be read much in schools. There is not enough historical information in it to make it of much use for research and most people under twenty don't read travel books for recreation.

Recommended for public library collections.

971.009 WAL

Walsh, Ann (ed.). *Beginnings: Stories of Canada's past*. — Ronsdale Press, 2001. — 228 p. — ISBN 0-921870-87-6. — \$12.95 paper.

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

This collection of fourteen short stories fictionalizing significant events of Canadian history is a useful addition to any Canadian school library. Authors include established children's authors, such as Constance Horne and Ann Walsh, and other lesser-known Canadian writers. Teachers will find stories to complement the social studies curriculum. Each story brings to life an historical first or beginning, in a way that will draw students into the time-period and events described. Especially appealing to the student reader is the fact that almost all of these stories explore the experiences of individuals and families from the point of view of a young protagonist.

Spanning pre-contact days to the 1937 boyhood adventures and fascination with flight of Raymond Munro, a man who was to become a WW II fighter pilot and famous Canadian journalist, these stories explore many of the central themes of Canadian history. Topics include first contact from the natives' point of view, life of the early habitants (including the "filles du roi"), loyalist refugees, the settling of the prairies, coal mining in the Crow's Nest Pass in the early 1900s, the home children, the enfranchisement of women, and the construction of the railroad which led to BC joining confederation. Readers will encounter famous Canadians, such as Simon Fraser and Cornelius Van Horne, and ordinary people such as the young man who brought from France the horses that would become the "cheval canadien" breed, and the eight-year-old boy imprisoned and repeatedly lashed in what is now the Kingston Penitentiary.

The cover is bright and appealing, and acknowledges Canada's native heritage. There are no illustrations, but a 22-page appendix of historical notes and author biographies provides additional contextual information for the stories. Written at a grade six level on the Fry reading scale, but very appropriate for a capable grade four or five reader, this book will appeal to a wide range of students, and will also be excellent for teachers to read aloud.

Recommended for grades four to twelve.

971.02 BRO

Brown, Wayne. *Steele's scouts: Samuel Benfield Steele and the North-West Rebellion*. — Heritage House, 2001. — 192 p.: photos. — ISBN 1-89434-14-8. — \$16.95 paper.

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

This book focuses on Canadian hero Sam Steele's part in the North-West Rebellion. The author is an amateur historian who has spent many years visiting the historic sites of the rebellion and talking to old time residents who gave him information passed down from the people who lived through the events.

Sam Steele's early days in Ontario and his participation in "The Great March" of the newly created Northwest Mounted Police in 1874 are briefly described. The majority of the book details the 1885 campaign of the Alberta Field Force, commanded by General T.B. 'Jingo' Strange. Steele organized and commanded the scouting unit for this force. This small but effective cavalry corps, composed of expert horsemen dressed in buckskin jackets and cowboy hats, saw action against the Plains Cree at Frenchman Butte and Loon Lake. Sam Steele was a competent and colourful commander and his exploits during the campaign make for interesting reading. There is information at the end of the book on Steele's later career in the Kootenays, the Klondike and South Africa. Unfortunately, Sam Steele died a disappointed man. His goal was to be the Commissioner of the NWMP, but he was passed over, and resigned at the turn of the century after 25 years with the force.

The author turns some unusual phrases in the book. Here are some examples: "The concern over a widespread uprising had more than substantial credence" (p. 28); "They chose to initiate the debacle at a church" (p. 28); "The disheartening force's internal events at the end of his Yukon service eventually led to his resignation" (p. 165).

There are a number of credited quotes, but every so often lengthy, undocumented speeches (usually by General Strange) give the impression that the author might be trying his hand at historical fiction.

First Nations and Metis people are treated sympathetically in the book but the events are definitely viewed from the military's point of view. Some of the language used reflects the racism of the

times. Steele himself is quoted as saying "Come on men, kill all the Black Elk you can!" (p. 132), while leading a charge against an Elk Indian encampment. General Strange, in one of those unfootnoted speeches, lays out his plan to "put an end to this redskin uprising once and for all" (p. 36).

Numerous black and white maps, sketches and photographs illustrate the book. Also included are an index, endnotes, a chronology of the events of the rebellion and a list of all the men who served as Steele's Scouts during the Rebellion. An epilogue provides details on the later lives of several of the major Rebellion participants. This volume will be a useful addition to collections on the Riel Rebellion.

Recommended for junior and senior secondary school libraries, despite the uncited information and unusual language.

971.1 ARM

Armitage, Doreen. *Around the Sound*. — Harbour Publishing, 2001. — 240 p.: B&W photos. — ISBN 1-55017-235-2. — \$24.95 paper.

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

Doreen Armitage shows a broad knowledge and keen enthusiasm for the area in and around Howe Sound. This region extends from the Gulf of Georgia to the Garibaldi/ Whistler area and is familiarly called Sea to Sky Country. Its colourful history begins with the Squamish People, who populated both the shores and river valleys. Their rich and patterned life changed with the arrival of first the Spanish explorers in 1791 and Captain George Vancouver in 1792. Many more were to follow.

Armitage details the exploration and settlement of this beautiful area, just north of Vancouver. The dense forests along the coast and on the islands created opportunities and challenges for the hardy folk that settled here. Access was easiest by water, which is the way the natives had traveled for millennia. The saga of the settlement of the region is enhanced by the inclusion of maps and photographs created over the years. An interesting example that many can readily appreciate is the photo of Horseshoe Bay, which is in sharp contrast to the scene today.

The book has chapter notes and an extensive bibliography for those who wish to delve deeper into

the history of the "Sound". A good index helps to give access to the many names and places that are the key ingredients to the history of the Sea to Sky Country.

Those with an interest in the history of the area will find this a highly entertaining and useful book. Students planning outdoor education trips will find background information that will enhance the sense of place when they visit.

Recommended for all secondary school libraries, most particularly in the locales found in the book.

971.1 ARM

Armitage, Doreen. *Burrard Inlet: A history*. — Harbour Publishing, 2001. — 240 p.: photos. — ISBN 1-55017-272-7. — \$32.95 hardcover.

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

Burrard Inlet is often taken for granted by the current generation, but this book amply demonstrates why closer attention is warranted. It is the second largest harbour in Canada, but it handles more foreign trade than its rival, Halifax. Indeed, it is the third busiest in North America after New Orleans and Houston. This engaging history traces the development of the land bordering the inlet from the First Nations settlements dating back thousands of years through the explorers, loggers, land developers, and the industries that make Vancouver the dynamic port city it is today.

The clear chronology in the book's structure first deals with the early explorations of 1791-1792, then moves to the first commercial enterprises (1850-1870), foundations of maturity (1870-1890), growth and development (1890-1910), world port (1910-1935), the war and beyond (1935-1960), then expansion, reclamation and protection (1960-2001). The beauty of the waterway is captured and the personalities described bring to the reader's attention details that are not generally known.

This is a physically attractive book with properly documented research references, photographs, line drawings, and maps.

The author is a retired school teacher who has lived in the Vancouver area for 29 years during which time she has boated on the inlet, given numerous

presentations on this topic, and had related articles published in magazines. She is to be complimented on this fine book that is worthy of inclusion in secondary school libraries.

971.1 CAM

Cameron, June. *Shelter from the storm*. — Heritage House, 2001. — 240 p.: ill. photos. — ISBN 1-894384-21-0. — \$17.95 paper.

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

Shelter from the storm is a sailing journey for all, even for non-sailors who may fear that they will be lost in sailing jargon and technique. There is a fair amount, but Cameron eases the reader into it; she explains necessary terms through her dialogue, which reads like a sailor's journal. One wonders how she can remember such detail, but she spent most of her later years on her boat sailing the Vancouver coast.

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She speaks modestly of her sailing inexperience in the beginning of the book, but as a reader, you follow her development from amateur to novice to expert. You are along for the ride as she buys her first boat, upgrades to a bigger one, wins her first race and, most challenging of all, circumnavigates Vancouver Island on her own.

Historically, this book is important for many reasons. Cameron is aware of the pieces of the past that are revealed through her travels along the BC coast. She is sensitive in her description and account of how these pieces are put together, telling stories of old Japanese trawlers, ancient native rock paintings and burial sites, frontier towns, and the rough and tumble characters that occupied the coast.

It is pleasing to read about the subculture of the Vancouver sailing scene in the 1970s and 1980s, and to follow Cameron's often humorous account of what it was like being a woman determined to compete in a sport dominated by wealthy and mostly male sailors. This book is strong, to the point, and gutsy — just like the author.

Contains an index, bibliography, and a glossary of sailing terms. Recommended for secondary schools and public libraries.

971.1 LES

Leslie, Rosella. *Sunshine Coast. A place to be*. — Heritage House, 2001. — 238 p. — ISBN 1-894384-19-9. — \$18.95 paper.

Reviewed by: Anne Lyle, teacher-librarian, École College Heights, Quinson School, SD#57 (Prince George).

This comprehensive volume depicts its locale with heart and soul. The cover has a delightful picture showing children playing on a beach, setting the mood and enticing the reader. The book emphasizes the historical development of the Sunshine Coast, describing the places people worked, communicated, played music, wrote, went to the theatre and worshipped. There are many black and white pictures to augment the text throughout the book. Schools, camps, parks, and places for sporting events are all described in detail, many portrayed with an historical element. For instance, the chapter on schools shows a picture of the third Gibson's Landing Elementary School, built in 1910. The chapter on boating has a section on how the inlets were formed from pleistocene age glaciers; while the chapter on Girl Guide Camp Olave describes Rose Cottage, which was built by the Rat Portage Lumber Company, active in the area from 1904 to 1907.

Another section describes various intriguing people who presently live in the area. Included are four comprehensive appendixes, making this a guidebook as well as an informative study: Books about the Sunshine Coast, Dining on the Sunshine Coast, Sunshine Coast marinas, and Sunshine Coast parks. There is an extensive index.

Rosella Leslie has written several articles for magazines such as *The Leader*, *Alive Magazine*, and *Coast News Weekender*. She has also co-authored with Betty Keller, *Sea-silver: inside British Columbia's salmon farming industry*, and the award-winning *Bright seas, pioneer spirits*.

Recommended for secondary school libraries needing support materials for historical research on the Sunshine Coast or community studies, for all public libraries, and for visitors who wish a comprehensive guide to this area.

971.1 PID

Piddington, Helen. *The Inlet. Memoir of a modern pioneer.* — Harbour Publishing, 2001. — 200 p. — ISBN 1-55017-237-9. — \$32.95 hardcover.

Reviewed by: Marilyn Clements, retired teacher, Courtenay.

The author of this memorable account of modern day pioneering on the rugged and beautiful coast of BC, is a UBC graduate and noted printmaker, who moved to Loughborough Inlet in 1975 with her photographer/sailor/fisherman husband, Dane Campbell, and their two year old daughter.

Life was tough and they were very busy with survival, so there was little time for artistic pursuits. There was food to grow and preserve. They had to make the house livable, pipe in water, heat water, keep their electricity source running, build fences and outbuildings for animals and fowl, raise and butcher animals, fell trees and split enough wood for the winter. A second child was born and soon, with no school available, Helen home-schooled her children. Meanwhile, Dane worked long hours away as logger, fisherman, prawner and boom man, in addition to keeping his various boats, machines and equipment in repair.

Helen provides an interesting look at life on the Inlet. She describes the local characters, the drop-in yachters and encounters with wildlife. She tells a harrowing tale of four grizzly bears foraging for the chicken feed on her back porch. Although life is difficult, uncomfortable and downright dangerous sometimes, shining through this memoir is joy and love for the place they have made home.

The text is woven around the author's pastel and charcoal illustrations; there are over two dozen in a style that suggests French Impressionism and Van Gogh, especially in the figures. This artistic influence may be the result of Helen's close ties with France, where she treks annually to draw.

This extraordinary book has multiple uses in the classroom. It will be a strong teacher resource in upper elementary grades when studying pioneer peoples of the past. Stories could be told or read to students, comparisons made and illustrations studied. It will also be useful to secondary students for its information on BC geography and history, and for art classes engaged in line drawing.

Highly recommended for upper elementary and secondary libraries

BOOK AWARDS

By **VAL HAMILTON**, teacher-librarian Dr. George M. Weir Elementary, #39 (Vancouver)

Newberry Medal 2002

A Single Shard by Linda Sue Park (Clarion Books/Houghton Mifflin)

Honor Books

Everything on a Waffle by Polly Horvath (Farrar Straus Giroux)

Carver: A Life in Poems by Marilyn Nelson (Front Street)

Caldecott Medal 2002

The Three Pigs by David Wiesner (Clarion/Houghton Mifflin)

Honor Books

The Dinosaurs of Waterhouse Hawkins, illustrated by Brian Selznick. Text: Barbara Kerley (Scholastic)

Martin's Big Words: the Life of Dr. Martin Luther King, Jr. illustrated by Bryan Collier. Text: Doreen Rappaport (Jump at the Sun/Hyperion)

The Stray Dog by Marc Simont (HarperCollins)

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Why did the chickens cross the road?



illustration by Bob Cunningham

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