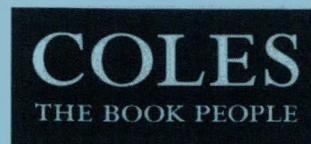

THE BOOKMARK

Fall 2004 Volume 46 Issue 1



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THE BOOKMARK VOLUME 46, NUMBER 1

The Bookmark is the official publication of the British Columbia Teacher-Librarians' Association (BCTLA). It is made available to BCTLA members as part of their membership dues. Subscriptions are available.

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The Bookmark is the professional journal of the British Columbia Teacher-Librarians' Association. As such it:

- 1) Acts as a communication vehicle for ideas, trends and new developments in the field;
- 2) Supports a professional network of teacher-librarians who are committed to resource-based learning and cooperative planning and teaching;
- 3) disseminates information on British Columbia learning resources; and
- 4) promotes reading and the development of literacy.

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

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

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IN CIRCULATION

MARY LOCKE

Once again, I wish you all a happy and fulfilling school year. Last year had many events and challenges for all of us, and next year will likely be the same. As I write this (in late August), I am anticipating returning to essentially the same job that I had last year in terms of teacher-librarian time, budget, etc. Probably this is not the case for all of you, although I hope it is, or that your library situation will have actually improved.

Our new electronic "benchmark" survey in June went quite well. Thank you all for your participation. It was our first time so there were some software glitches. These are being worked on. The 2004/5 survey will incorporate these changes. Thank you for your patience with these glitches. Our new survey will be so valuable to us in terms of saving time, both at the local and the provincial level, and in producing many different kinds of reports of the information collected. Thank you again to the BCTF for making this possible for us. Our June survey results will be available soon and our 2004/5 survey will come out in late fall or early winter.

The theme of this issue is National School Library day. Inside, you will find many wonderful ideas for celebrating it. Our most important task is to reach out to our school and parent communities and involve them in our celebrations. Parents are key in saving school libraries, if they are to be saved. We all need to form a district "Friends of the School Library" network. NSL day is the ideal time to begin this outreach. Parents are the ones who, as advocates for their children, can make a difference for school libraries. Last April some dedicated parents from Victoria took a motion in support of school libraries to the provincial parent meeting. It passed and BCCPAC called on the government to increase support for school libraries. (Please see inside this issue for more details.) Again, this was the work of a small group of parents. So I really encourage you to involve parents in your NSL day and to form an FOSL group for your district.

Happy National School Library Day!

EDITOR'S NOTES

RICK MULHOLLAND

By now, you may have noticed that we have a new format for The Bookmark. The Editorial Board listened to the membership, via your surveys, and have produced, what we think, a journal that is more streamlined, relevant and exciting. We welcome your continued feedback – email us your opinions regarding the new journal.

This issue is a continuation of the celebration of school libraries that we started in the summer issue. Despite the cuts to school libraries in BC, we need to take time out to celebrate what we are doing well. We hope this issue, with its ideas and references to a number of websites, will inspire you to make your library shine on Monday October 25, 2004 and throughout the year. Let's celebrate school libraries!

During the 2004 – 2005 publication year, we would like to continue celebrating. The next issue will focus on celebrating ourselves as professional teacher-librarians. We will put the spotlight on a number of our past BCTLA award winners, which we hope will encourage you to become a leader in our profession or nominate someone you know for one of the BCTLA awards. The last issue of the year will focus on literacy. We will look at our role in the development of literacy across the curriculum. If you have any articles, units, or anything else related to these themes that you feel would interest your colleagues, please send it to the Editorial Board. Enjoy!

LETTERS TO THE EDITOR

Dear Sir,
RE: The Bookmark, Summer 2004, vol. 45, no. 3,
issue

The authorship, unacknowledged, of the tribute to the late Grace E. Funk, In Memoriam, pp 8-9, was most appropriate as I did have the privilege of working closely with Grace in the early 1970's. As you know, as senior editor of the Bookmark, I have to assume that you have accepted some responsibility for the publication of the unauthored tribute.

I have just finished examining my own copy of the Report, Personalizing Learning . . ., p.1, and I note:

"A Study Sponsored Jointly by the Education Research Institute of British Columbia and the British Columbia Teachers' Federation."

Sir, not only the BCTF responsibility included 50% of all expenses of the survey – study but also the BCTF assumed 50% of the publication costs.

I hope that in the next issue of Bookmark you will have the humility to accept your glaring error/omission. The BCTF always supported school libraries.

Yours truly,
John Church
Vancouver, BC

PS. The BCTF initiated the 1969 School library survey – study – resulting in Personalizing Learning ...

Editor's Note:

I thank Mr. Church for pointing out the editor's oversight in the tribute to Grace Funk in the Summer issue. As he points out the BCTF was jointly responsible for the study that was mentioned in the article.

The editorial board apologizes for any concern that this oversight may have caused.

BCTLA Fall Conference 2004



The Vancouver Teacher-Librarians' Association is pleased to host the British Columbia Teacher Librarians' Association provincial conference on teacher librarianship, **CELEBRATING SCHOOL LIBRARIES**. It is to be held on the days of October 21 & 22, 2004 at Magee Secondary, located in the Kerrisdale area of Vancouver, British Columbia.

For further information or if you wish to receive a registration package, please visit our website at: <http://bcta.ca/vesta/vtla/celebrate/>

NEWS ITEM: PARENTS CALL FOR SUPPORT OF SCHOOL LIBRARIES

MARY LOCKE

At the annual general meeting of BC Confederation of Parent Advisory Councils (BCCPAC) in May, 2004, a group of parents from Victoria brought forward the following resolution:

Be it resolved that BCCPAC urge the Ministry of Education to set requirements for Teacher-Librarian Staffing at:

- a) A minimum of .5 FTE for each elementary school effective in the budget year 2004/2005
- b) A full 1.0 FTE for each elementary and middle school in the budget year 2005/2006
- c) A minimum of 1.0 FTE for each 702 students in high schools by the 2006/2007 budget year.....

When this motion passed, the crisis in B.C.'s school libraries was made public once again. We do not know what actions BCCPAC might take next in pursuing this goal but this is an important first step. I informed Neil Worboys of the passing of the motion and he and I co-signed the letter below. I have also written to thank the parents from Victoria. Thank you also to the teacher-librarians from Victoria who took the time to explain all the benefits of school library programs to the interested parents. You are an example to us all!

June 22, 2004

Terri Watson, President
B.C. Confederation of Parent Advisory Councils
#202 - 1545 West 8th Avenue
Vancouver, BC V6J 1T5

Dear Ms. Watson:

We were pleased that delegates to the BCCPAC Annual General Meeting, in April 2004, passed a motion in support of school librarians in B.C. If successful this motion would set requirements for teacher-librarian staffing at a minimum of .5 FTE for each elementary school effective in the budget year 2004-05; and a full 1.0 FTE for each 702 students in secondary schools by the 2006-07 budget year. This level of staffing would go a long way to alleviating the crisis in school libraries in British Columbia today.

Libraries are special places in the school; some call the library the "heart of the school," where students can find space for study, research, storytelling, and reflection. Teacher-librarians work with the classroom teacher to deliver the curriculum and offer their specialized skills to assist students in filtering and integrating the volumes of information available to them. In schools with well-stocked libraries, staffed by a qualified teacher-librarian, students become capable and avid readers, produce superior research projects, and achieve higher academic scores.

Students need and deserve more library services and more equitable support from a qualified teacher-librarian. Your call for more support to libraries will help with the goal of providing good library services for every child in B.C. We look forward to working with you to achieve this goal.

Sincerely,

Neil Worboys
President
Mary Locke, President
B.C. Teacher-Librarians' Association

IDEAS FOR CELEBRATING NATIONAL SCHOOL LIBRARY DAY

COMPILED BY RICK MULHOLLAND

The following is a list of ideas that have been gathered from various sources which include the IASL International School Library website <http://www.iasl-slo.org/isld2003.html>, ideas from the IASL/SLA Dublin conference sessions, and a number of BC teacher-librarians who sent in ideas (June Bouchard, Colin Chafer, Sharon Sawatsky and Rick Mulholland).

Have your students compile a list of five books from Canada or from your province (no more than five -- this will force them to discuss their choices) that they think school students in other provinces or countries should read.

Arrange a book fair with a national theme. This might include highlighting books about other provinces, books by authors from other provinces, books in other languages...

If your school (or your school library) has a newsletter, write a short article about National School Library Day and the importance of the school library in education. Ask students to write about their school library and publish the best articles.

Ask your students to design a mouse pad that will remind the user of school libraries every time she/he uses a mouse!

Link up with the local public library for a cooperative activity. Ask the local public library to host a display about the school library; support the local public library by hosting a display for them in Library Week or at another time.

Organize an open house in your school library and invite parents and other members of the local community. Have students demonstrate the online catalogue, computer-based services or show new books or other resources.

Ask students to design bookmarks promoting their school library and/or National School Library Day, for the principal, teachers, other students or their parents.

Invite a local politician, or journalist, to spend half a day in the school library. Talk to them about school libraries; let them see a school library "at work"; have your students show them what they have achieved through the school library; show them the resources; talk about needs. Be positive -- emphasise the importance of school libraries for learning.

Run a School Library Trivia Afternoon (or evening, depending on the audience), with questions being related to a well-known book such as Harry Potter.

Set up a display with a National School Library Day theme, not just in the school library but in the school entrance area, or at an outside location. Involve the students!

Parents, grand-parents, aunts, uncles, etc coming to school to read with their kids on Family Literacy Day.

Read Across Canada - done over a couple of weeks period when every minute of reading represented 10 km across Canada.

Principal's challenge: The principal challenged the whole school to read more than so many minutes; entries put in a bag, winning entry got to be principal for the day.

Read to the moon: similar concept to reading across Canada.

Book Worm: where students filled in on a circle a recommended book title; all circles got stuck to the wall to form a big book worm that meandered from the library door along the hallways. We did a similar project another year where circles became the wings of a butterfly.

"My favorite book" posters posted around the school.

Turkey Draw: Evening reading event with families; all names of participating families entered in a draw for a turkey. (In an inner city school - great participation!)

No TV days: sheets sent home to record literacy related activities done at homes that chose to turn the tv off for one day. Posted list of activities in school newsletter.

Library trivia: on the PA system in the morning, a question relating to book characters or plots or literature in general, etc - one for primary and one for intermediate, answers brought to the office. One name drawn with the correct answer. Books given to winners.

Another fun idea is to have a rocking chair in the Library and to have it occupied for the whole week - we included parent volunteers, school board members and officials, persons that promoted reading and literacy within the district, the principal, local authors and illustrators, etc.

We also had a costume in the shape of a book and a student delivered special balloons and bookmarks to each classroom.

Dress as your favourite book character (it's really fun if you can get your staff to do this)
Invite the mayor, MLA, or MP of your community into your school to read their favourite picture book or chapter from a novel. Encourage them to invite someone from the local newspaper to cover the event (or you can send out the request)

Have a read-a-thon with the whole school population in their pajamas reading on pillows, mats etc in the gym.

Have your students create "celebrate our school library" posters and display them around your community (in the public library, grocery stores etc)

Have local authors visit the library. They each had 20 minutes to briefly discuss their work and then they talked about a book or books that had a significant influence on their lives. Students later write a paragraph about a book that had an impact in some way on their lives and post the responses on the library web site.

Have students match teachers with their favourite book. Have the teachers write a summary of the book (without giving out too many details), post them on a bulletin board near the library and students match the teachers with the book titles.

Go into the community and take photographs of people reading in interesting places. Make a bulletin board with the title "Got caught reading."

Have students create plays of their favourite books. Perform these for invited guests on National School Library Day.

Offer workshops to parents on a variety of library related topics such as "Dads 'N Lads" book selections, books for babies, beginning reading ideas, etc.

Have students create new book jackets for their favourite books. Have them laminated and put on the books for the rest of the year.

Create a book list based on "If you read only one book this year, make it"



BOOK IT! A POWERPOINT PRESENTATION

GEOFF DUBBER

The following pages are from a PowerPoint presentation discussed by Geoff Dubber at the IASL/SLA conference in Dublin, June 2004. They may give you some inspiration with planning a book event for National School Library Day.

Book it!
Organising a brilliant LRC book event

Geoff Dubber. Education, Libraries & Learning
© 2004.

Running a book event of what ever variety you choose will promote and advance reader development with a group of students & will have positive spin off for you and for them!

Reading can give (us all) access to more experiences than anyone can encompass in a single lifetime.....

A book is a place where we can try on all the lives we haven't got.....

Margaret Maek



As Eileen Armstrong says

VISION + ENTHUSIASM +
ACTION

= SUCCESS!



"Reading is a hugely important part of children's & young people's development. Books inspire their imagination, help them grow emotionally and develop their understanding of the world and their place in the local and global community, past and present"

From the Introduction.
Start with the child
CILIP 2002

ENTHUSIASM is a VITAL INGREDIENT of a bookweek!

This week is our bookweek. its going very well, we've sold tons of books...every period has been booked with a class...

It's proving to be a stunner... I have never stopped at all & the stuff we prepared for the event was tremendous...

Yesterday lunchtime was reading from Harry Potter. Tomorrow we have an author coming. We have two competitions going and the library is really busy, it's great...

Val Dewhurst from Lancashire on sin. ☺☺☺

Contents

Aims...
Target audience...
Themes..timing..activities..visitors..
Venue...
Funding/sponsorship..
Promotion..
Managing your visitor(s)...
Recording success...
Maintaining momentum- launchpad !...



Start small, build on success & think BIG !

Why a book event ???

What are your aims ?-



Why would you/do you organise one ?

Is it just for WBD or NCBW ?

"Book event possibilities are endless - dictated only by time, energy, imagination, space and funding"

*Quote from
The School Library Association Guideline
Running a Successful School Library
Book Event (2nd ed. forthcoming)*

Excite & enthuse everyone across the school to

Read books

Think about books

Share books

Argue about books

Look at books

Borrow books

Buy books

Write books

and to enjoy books, other texts & themselves !



What do you want ???

A book event can be as *large* or *small* as suits you and your situation !



One event, one class, one session with one teacher (& you!) in the LRC

A whole school fun packed week of books, reading, drama, writing, ICT and visitors with full press coverage and community participation !



authors

FORGING LINKS

Fun

the curriculum

Library

Librarians

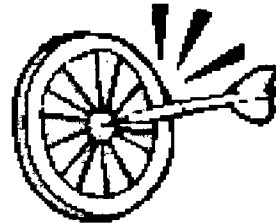
Reading is cool !



Possible aims could be.....

- Improve literacy standards (year group/class/school)
 - reading/writing/speaking&listening/ICT
- Develop links with a particular subject area
 - Science, Technology, ICT, History, Maths....
- Build bridges - readers, books, authors
- Raise standards in a specific group of students
- Put the LRC centre stage for a day/a week...
- Increase LRC use and issues!
- Bring books to life - get everyone talking!

**What is your target audience ? -
which group(s) would benefit most ?**



Think bigger than school !

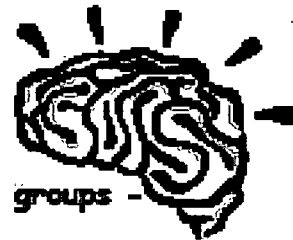
National tie -in - WBD, NCBW ?

Local literature festival ?

Link with community ?

Links with local schools ?

Planning



In small groups -

**Think of 5 exciting themes in
5 minutes for a book event
to help links with one dept.
or for Y10 low achievers**

To gain eudos, credibility
support & maybe funding.....

Link your book event to the
School Development Plan priorities

&

Your LRC development plan priorities

**THINK
AIMS, AUDIENCE, ATTAINMENT !**

Does it need a name ?

Is it useful to give your event a name ?

Is it more friendly, interesting
& personal ?

What might the name depend upon ?

When ?



Is there ever a "good" time ? !

Look at the school calendar

Avoid the usuals ~ Exams, SATS, performances, study leave, open evenings etc etc. !

*Think carefully -
If it's longer than one day -*



*Theme the days
Different target groups for
different days*

*Make sure it doesn't all merge &
people become confused*

*Clear targets, different activities,
different speakers helps promotion*

**Think beyond 4pm - if you can !
Maybe a different audience after
school...**

*less hassle/more relaxed. The genuinely
interested - adults and young people.....*

Tea and a talk

Book buys

Signing sessions

Drama night/exhibition for parents/community

**The Perfect performer
bringing in the visitor !
Home grown ? colleagues etc
and/or
Hired ? Visitors - authors etc**

**Big name ? Little name ?
What do you think ?**

Get active.....!

**Which book event
activities might it be
useful to consider ?**

**" a fresh face, a new voice, a slightly
glamorous and mysterious figure,
the author is a new personality who
can make a direct appeal to
children's imagination and honesty"**
Quote from Jan Clements MBE & Marjorie Taylor

*...was an excellent talker & role model for
many of our girls (inner city comp. with
multicultural truly inclusive roll)...*

*...was inspirational in her message to have
goals & to persevere in school...*

Big names
 aren't always best - but should
 bring *cudos* !
 may need lots of advance notice
 may be more expensive
 will have been heard of by
 students and others !
 will be on your shelves !

Little names.....?

Spread the load & spread the word !"

- Set up a working group – across the school
- Draw in students to help organise
- Advertise & obtain funding
- Invite your speaker to do a community event
- Link up with a neighbouring school
- Get students to advertise – create posters, slogans etc.

**What exactly do you
 want your performer
 to do
 & why ?**

Possible people for a working group
 Representative from SMT
 Teacher colleagues & not just the English Dept!
 TAs & other support staff
 ICT specialists/enthusiasts
 Student council reps.
 6th form
 Your LRC governor
 LRC volunteer helpers

we all learn by doing !

Share the load !

Performers – suggested sources

- | | |
|--|---|
| <ul style="list-style-type: none"> - Your local SLS & public library service - Local contacts - Nat. Centre for Language & Literacy Univ. of Reading database | <ul style="list-style-type: none"> - Jan Powlng – Speaking of Books - Publishers websites - Nat. Ass. of Writers in Education - The Poetry Society - Author websites - Society of Story tellers |
|--|---|

after Eileen Armstrong _____

- 1 year to book the perfect performer
- 6 months to secure funding
- 6 months to get your working party busy
- 6 weeks to ensure press coverage
- 1 month for publicity to parents
- 1 month to raise student & staff awareness
- 1 week to raise the stakes & put on the pressure
- 2 days to brief helpers
- 1 event to get it all right !

Think venue & comfort for all!
Match venue to the performer & the purpose & the audience!

- LRC
- Hall
- Common room, staff room
- Classroom - general or specialist
- Drama studio
- Local library or bookshop
- Foyer
- School grounds
- Community site - castle, garden etc.

Seeking Sponsors



When attracting sponsorship funding it is important to

- ✓ seek funding for specific activities rather than vaguely ask for money
- ✓ seek precise amounts explaining the event's context
- ✓ explain how it will promote your sponsor - logo, display, name etc.
- ✓ invite the sponsor to the event
- ✓ follow up by thanking the sponsor officially and maintain links for future cooperation.

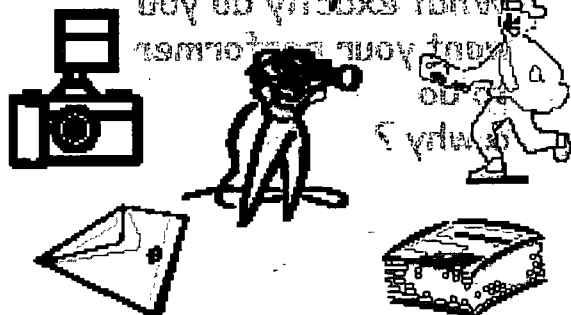
Making and spending money



- What do you want it for?
- How much do you need?
- Where's it coming from?
- LRC funds? School funds? Dept funds?
- Charge the students in some way?
- Sponsorship?
- Sponsored events?
- PTA?
- Share costs? How?

Share the load!

Publicity



Budget

££££

Make sure if you book a performer a year in advance that you ask for next year's prices!

- Organise carefully!
- You'll have to pick up the pieces
- Keep accounts
- Keep receipts!
- Photocopy & file all invoices
- Keep friendly with your finance officer!

- Remember to budget for
- Those extra copies of "the book you'll need to buy"
- Refreshments
- Publicity

Promotion - Eileen's advice!

- School access areas
- Toilets
- Tutor rooms
- Staff rooms
- Subject departments
- Dinner queues
- Vending machines
- Staff room
- Whiteboards
- LRC display
- Publisher materials
- Fliers
- Bookmarks
- posters
- branding
- School tannoy
- Intranet
- LRC assistants
- LRC tables
- Slips in books
- Link to a competition
- Word of mouth
- Word of mouth
- Word of mouth
- Word of...

Record the event... involve the students as well as technicians !

**Photos at the event
Video for the school**

**Write it up for the LRC newsletter,
school newsletter, gov. report etc
LRC website,**

Organise students as reporters

Geoff's planning sheets that accompanied his workshop are available on the National School Library Day website at <http://www.nslid.ca>. These sheets can be used to help the teacher-librarian plan an event for National School Library Day or any other library event.

Geoff Dubber is responsible for the Education, Libraries & Learning & Publications Coordinator School Library Association. He is the author of many SLA publications such as Library Induction: Introducing Students And Staff To The Secondary School Library, Developing Information Literacy Skills Through The Primary School Library, and Developing Information Skills Through The Secondary School Library. He can be reached at geoff.dubber@sla.org.uk or through the SLA at www.sla.org.uk

**Record the results - Raising Attainment !
Measuring Success !**

Why ?

How

What ?

Book event - launchpad !
Raising attainment....

Use the event to launch the next stage of your LRC development plan....

A new/ refurbished LRC

A Reading Group/Club

A Writing Group/Club

Out of Hours Study Support Club

The term of "the book"...

Whatever you want !

Maintain the momentum !



READING SUCCESS IN YOUR SCHOOL LIBRARY

VALERIE COGHLAN

The School Library

School libraries have long been the Cinderella of the education system: dusty, dismal and unappreciated (that is when they exist in a school at all). At least, this is often the perception of them. In the last few years, however, various national initiatives, including changes in the curriculum, have resulted in libraries in schools at last being recognised as a prime means of encouraging young people to read.

Unfortunately, for many schools and teachers no fairy godmother has arrived to transform unprepossessing library areas into vibrant centres for research and leisure reading, nor have empty shelves, or shelves laden with aged tomes, been magically filled with lively, attractive books which compel young readers to open them. This is unlikely to happen until provision for libraries, along with the proper resources (financial and expertise) to run them, is mandatory for all schools.

In the meantime, there are good libraries in many schools – often set up and run against great odds – which offer examples of how libraries are central to developing language and research skills and fostering a love of reading in students of all ages. There are also excellent public libraries throughout the country, many of which offer helpful facilities to schools and can supplement the work of the school librarian or teacher.

Help for librarians

The following pages offer suggestions for getting a school library up and running, improving existing libraries and encouraging young people to use their libraries regularly and discover the joys of reading. Many of these ideas are well-tried and tested, others are more recent innovations. In particular, I have placed emphasis on using information technology (IT) to encourage reading: it is important for students to realise that books and computers can complement each other.

Variety within the range of resources provided is essential in any library. It is particularly important, in a rapidly changing Ireland, to stock books which reflect

the circumstances of people from different parts of the world, and which describe people with beliefs and ways of life that might be unfamiliar to Irish children. It is also essential that the choice of books and materials takes into account students' differing physical and intellectual abilities.



Book lists

The lists of books given here were selected with a view to providing a basic collection of books for a school or classroom library. Some are new titles, others are more familiar and have been enjoyed by many young readers. This collection reflects the diversity of books published for young people in Ireland and the many different aspects of Irish life, and of life elsewhere, explored in fact and fiction for children.

The 'Core Reading' titles would usefully form the basis of a new collection or add to an existing one, while the 'Recommended' titles are further worthwhile additions, for consideration either now or at a later date. In annotating the 'Core Reading' lists, I have been mindful of how books may be integrated into the curriculum at both primary and post-primary levels. However, I am even more mindful of the capacity of books to enrich lives through sheer enjoyment, and every title selected here is a good read in its own right. For further guidance on age range and content the O'Brien Press catalogue should be consulted (e-mail books@obrien.ie for a free copy). Of course, a collection of this kind is only a beginning. There are many other fine publications available from other publishers and some of these should also be part of any school library collection.

The bibliography of guides and reference works on page 5 will direct you towards additional suggestions for improving your library and enticing your students to read. In particular, Library File (sent by the Department of Education and Science to all schools) will

help with many of the practical aspects of organising a school library. Children's Books Ireland's *Inis*, along with Bookfest and Books for Keeps, will help you to select new books for your library and will keep you up-to-date with the world of books for young people.

Valerie Coghlan is Librarian at the Church of Ireland College of Education, Dublin, and review editor of *Inis: Children's Books Ireland* magazine. She lectures on the MA degree course in Children's Literature taught in St Patrick's College, DCU, and also in UCD. She was awarded the 2003 Children's Books Ireland Summer School Award for outstanding services to Irish children's books. Valerie has a keen interest in children's literature and developing school libraries and encouraging young people to read, and she has written and lectured on these topics in Ireland and abroad.

ADVOCACY POSTERS PAGES 16 & 17

TEACHER-LIBRARIAN POSTER

Teacher-Librarian poster was developed by Terri Chalaturnyk and Kathy Jones from the Campbell River District Teacher-librarians' Association as part of their advocacy program in 2004.

WHAT EVERY SCHOOL NEEDS POSTER

What Every School Needs poster was developed by Jeanne Buckley as part of her M.Ed program at the University of Alberta. Jeanne is a teacher-librarian with the York Catholic District School Board. She is also the Chair of the Steering Committee of the Ontario Library Association's Silver Birch Reading Program.

TEACHER-LIBRARIANS. . .

TEACH!

* Reading * The writing process* Library skills * Information literacy * co-operative units: Planning & working with classroom teachers & students * Information location skills * Research process K - 12 * Professional Development workshops * On-line searches * The Internet * Computer literacy skills * Love of reading & literature * Book exchanges * Matching the 'just right' book to student abilities & interests * Love of literature * Parents about books * Fiction & non-fiction * A multitude of learning styles * Current best practices * Communication *

CELEBRATE LITERACY!

* Love of reading & literature * School - wide reading & book promotions * District-wide 'Battle of the Books' reading program * Book Fairs * Creating powerful collections of books * Author/illustrator visits * Displays * Matching kids & books * Contests * Book & resource displays * Genre reading * Book talks * Promote local, regional and national literature *

SUPPORT!

* All students * All teachers * All classroom teaching goals * Classroom reading needs * Review books & materials * Order resources * Organize materials, space, learning environment, personnel * Parent library * Find helpful & appropriate websites * Locate resource people * Identify software * Fundraise * Select learning resources * Maintain the library collection * Manage budgets *

EXPLORE! LEARN! LEAD!

**& CREATE PROGRAMS THAT INCREASES STUDENT ACHIEVEMENT
SCORES BY 10 - 20%
(Lance & Loertscher, 2003)**

WHAT EVERY SCHOOL NEEDS

In today's world, the word 'literate' has a new meaning. It no longer means knowing how to read words on a page. Literacy today requires that 'basic literacy', of course, but it also requires knowledge about how to function in a world where oceans of information (and misinformation) are available at the click of a mouse, where specific, reliable information must be found, efficiently and accurately, and where that information must be used to solve problems.

To support classroom teachers in their responsibilities of teaching students to be 'literate' in the new sense of the word, every school should have:

A Great Computer Teacher

- ❖ who helps students and teachers use computers and software in application of their curriculum needs
- ❖ who teaches students and staff to locate and critically evaluate useful information from the Internet
- ❖ who keeps abreast of new software and technologies and helps staff and students implement them into the curriculum

A Great Early Literacy Teacher

- ❖ who works one-on-one with students to help them develop meaning from their reading
- ❖ who helps students select books to read that are interesting and accessible
- ❖ who helps staff choose resources for their classroom that will support literacy development
- ❖ who keeps abreast of new movements and debates in literacy education
- ❖ who selects resources for the school to support early literacy

A Great Later Literacy Teacher

- ❖ who helps students select books to meet their personal and information needs
- ❖ who motivates students to read more for personal enjoyment, learning, and reading practice
- ❖ who helps staff select resources for the classroom that will challenge and motivate students in their literacy development

A Great Information Manager

- ❖ who organizes the school's resources so they are maintained and accessible to all and available when needed.
- ❖ who teaches students and teachers how to determine the best place to locate different types of information
- ❖ who collects, archives, and maintains collections of locally-relevant (school and community) information
- ❖ who develops relationships with outside people and agencies to help staff and students tie learning into real world contexts

A Great Vice-Principal of Curriculum

- ❖ who keeps abreast of curriculum changes and helps teachers implement them effectively
- ❖ who facilitates professional development opportunities for teachers
- ❖ who helps teachers plan, implement, and assess units of study

Or,

One Great Teacher-Librarian!

Written by Jeanne Buckley

LINKING LIBRARIES, LITERACY AND LEARNING

RICK MULHOLLAND

Linking libraries, literacy and learning is the theme of the IASL's International School Library Day for October 25, 2004. The theme of the 2004 IASL/SLA conference held in Dublin in June 2004 was *From Aesop to e-book: The story goes on*. Upon rereading my notes and selected highlights from the conference proceedings, the theme could have been the same as the IASL's School Library Day. The sessions put an emphasis on the theme of linking libraries, literacy and learning.

The central theme of story was always in the forefront throughout the sessions and published in the conference proceedings. Many speakers addressed the importance of the story. Story is the catalyst for the reader's or listener's imagination and creativity. Story engages our hearts and minds. It helps us get by in everyday life. Story connects us to the world of the spirit and the spirit of the past. It opens the door to other worlds. Greef states that reading a story:

- Brings joy and entertainment, and at times healing
- Fosters personal growth and insight
- Extends our experience of life, others, and the world
- Develops empathy (allows us to "walk in others' shoes")
- Develops our own imagination and hones our skills in reading and language

(p.143)

As Judith Langer states, reading "helps us become more human." (p.141)

There have been changes to the medium, but stories have not changed over time. From stories told around the fire, to woodcuts, to print, and now, in some circles, e-book, the story is still something that is listened to or read silently. The story is words that the reader and/or listener use to gain meaning or understanding. In his keynote address, Aiden Chambers referred to reading as a double helix, like DNA - one strand is the writer and the other is the reader and words connect the two strands. Chambers continued by stating that "words transfer information from one person to another."

What are the implications for teacher-librarians? Teacher-librarians need to stress their role in reading instruction. Teaching students to read is the cornerstone of our jobs and we need to promote that responsibility. In her keynote address, Dr. Pat Donlon supported this statement. She claimed "yours is an important role, to place books and story in the hands of children." She continued, "You are their guides on that superhighway to books and reading." She advised, "Resist any roadblocks on the way, any attempt to dilute the impact of reading and story and booklore." Greef supported Donlon's comments in her session stating that teachers-librarians see reading as a "vital link and an essential lifelong skill for our students" (p.143).

Aiden Chambers sees the library serving a central role in any culture and a school library should be the heart of a properly run school, both physically and curricularly. His view is that it is criminal if we don't have a qualified teacher-librarian and a quality school library program.

Krashen's research points to the central role teacher-librarians and the school library play in reading instruction. His research shows:

- Students get a large portion of their reading materials from libraries
- Students read more when they have a comfortable place to read
- Free voluntary reading has an impact on reading comprehension, vocabulary, spelling ability, grammar usage and writing style
- Access to books and magazines predicts higher reading achievement
- An ample supply of books is key to the fostering of independent and engaged readers, particularly ESL children
- Students who read more typically have higher literacy development as well as higher student achievement

(p.96)

Latrobe adds,

Effective librarians still build good collections according to well considered criteria, rely on professional selection tools, read widely, maintain balance and diversity within the collection, participate in book reviews (as writers and readers), understand the nature of information production and packaging, and search widely for the book that meets a specific student's need or fills a cultural gap."

(p.48)

As part of the "hands on" aspect of Wools and Gardner's session, the participants came up with the following specific suggestions on how a teacher-librarian can support the teaching of reading in their schools.

- Offering free access to library (no fixed schedules)
- Good quality books in the collection (both physical conditions and quality content)
- Comfortable seating and setting
- Encouraging meaningful engagement with texts such as student initiated book talks
- Setting up DEAR (or other free voluntary reading) daily
- Participating in some form of book award program
- Writing in some form of book award program
- Writing and publishing of book lists especially those developed by students
- Promoting nightly book bag program especially in the early grades
- Facilitating shared reading discussion especially by peer tutors
- Encouraging daily oral reading in all grades/ subjects areas (i.e. Science teachers sharing a science news report at the beginning of every science class)

The list making could have gone on, but time constraints made it impossible. The above ideas and others should be a guide to develop a strong reading component in a school library program that encourages a love of reading. Such a program is "the most important contribution the school can make to the student's education" (Ónal, p.236).

In summary, as teacher-librarians we want a strong reading link in the school library program in order to have our children become lifelong readers, which will contribute to their academic, personal, social, and cultural awareness and growth. Greef quotes from a speech given by an aboriginal elder at an Australian high school:

"Many of our young people are like pelicans, floating on the water, clumsy in flight, forever circling, but not able to reach the heights. Occasionally we see one that is an eagle, able to soar, to dip, and weave and dive, to play with air currents. We want all our boys and girls to be eagles. Reading can make them eagles."

(p.143)

A wise message for teacher-librarians.

References:

Moore, Penny, et al. (Ed.) (2004). *IASL reports, 2004: From Aesop to e-book: the story goes on*. . . Erie, PA: International Association of School Librarianship.

Rick Mulholland is the teacher-librarian at both Stride Community and Taylor Park Elementary Schools. He is also the Senior Editor of The Bookmark as well as a Councillor with the Canadian Association for School Libraries (CASL). As a Councillor for CASL, he is responsible for National School Library Day. This article is based on Rick's recent trip to Dublin, Republic of Ireland to attend the IASL conference. He was the recipient of the Ken Haycock Professional Development Award in April 2004.

Orca soundings

Teen Fiction for Reluctant Readers

"I cannot say enough good things about this line of books. It is everything I have been looking for, for my struggling, reluctant readers."

—*Media Specialist*

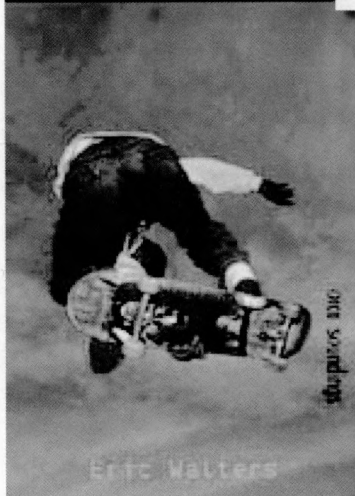
Charmed



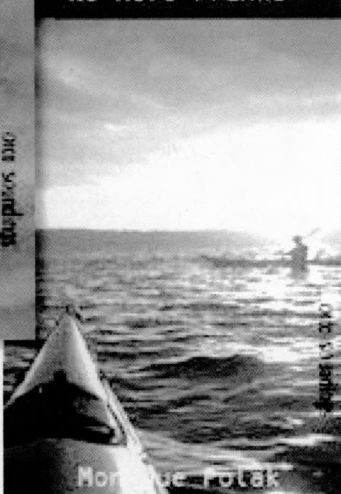
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—*CM Magazine*

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TEACHER-LIBRARIANS AND THE INTERNET: A PEEK INTO THE FUTURE?

JOHN GOLDSMITH

National School Library Day is a day to celebrate excellence in school library programs and the achievements of teacher librarians, and these achievements should justly be celebrated. Study after study (and information provided on the Canadian Teacher Librarian Association web site) has shown that a properly supported library program can have a significant, positive impact on student academic achievement. Nevertheless, how many of our colleagues, staff members, and administrators will be celebrating National School Library Day and the achievements of teacher-librarians? Not many, I'd guess, if the article by Gary Hartzel entitled, "The Invisible Librarian: Why other educators are blind to your value" is correct. (Hartzel, 1997)

For that matter, how many teacher-librarians will be celebrating? I suspect, more than a few will be far too busy dealing with cuts to their hours, budget and staffing to have much time for celebrating. Those inclined towards dark humour might speculate that if teacher librarians continue their success, they and their programs may not exist in five or ten years.

So, perhaps this is a good time not only to celebrate present achievements but also to look ahead to the future. What does the future hold for teacher-librarians? What might school library programs look like in five or ten years? Will school libraries survive in the twenty-first century?

While I claim no powers of prognostication, I do have the Internet and through it, the writings of some very knowledgeable prognosticators such as Dr. Ken Haycock, Dr. Diane Oberg, Dr. Jamie McKenzie, and Dr. Michael Eisenberg, to name but a few. They and many others have eloquently expounded on the future of school libraries and teacher librarianship, so, it is not my intent to revisit or rehash what has already been said or written elsewhere (although it does make for good reading). Instead, I'd like to focus on a couple of reoccurring themes relating to information, curriculum, collaboration, and technology.

The first of course, is the Internet. The importance of the Internet as a conduit for digital resources and information will increase. Look for increasing

amounts of information to become available on-line; everything from a scanned copy of the Magna Carta to real time images from the Hubbell space telescope. At the moment, libraries, museums, governments, and galleries are making increasing amounts of information available online.

Along with the growth of the Internet has been the increase in bandwidth – the speed and capacity of an Internet connection. Not too long ago, many schools were lucky to have a dial-up connection (which was usually located in the library). Today, most schools have a high-speed connection with the capacity to provide simultaneous access for every computer in the school. In fact, many schools also have the capacity to operate their own web server if they wish. Many teacher-librarians could even make their Online Public Access Catalogue (OPAC) available on the Net as most OPACs either have or soon will have the ability to be web accessible. At the moment, however, there seems little point. Virtually all the resources catalogued in the OPAC are physical items such as books, magazines, paperbacks, videotapes, etc., which are only available to students attending that school. Few libraries have digital content which could be accessed over the web through a library's catalogue - not yet anyway, but that's changing. More and more library resources are being purchased in digital form: CD-ROMs, online subscription databases, digital video clips, documents in "Word" or "PDF" format, and even e-books. It may soon be perfectly sensible to make a library's OPAC available through the Internet (Callison, 2004) but more on that later.

Speaking of the Internet, one of the key roles identified for teacher-librarians is that of "Knowledge Navigator" (Bierman, 2000) – a person skilled at locating and accessing information from many different sources then evaluating the content afterwards.

The teacher-librarian is also seen as a technology expert; someone who can work with information management systems select and use appropriate hardware and software, is up to date on new products and modes of delivery, plans and

participates in the development of information networks, and contributes to the school web site. (Haycock, 1997)

Along with these skills comes the notion of collaboration (Oberg); teacher-librarians working with colleagues to instruct, assist, and support them in the best uses and integration of technology and information resources within their instructional practices.

While there are many other areas also identified as the purview of the teacher librarian, let's stick with information, technology, curriculum, and collaboration for the moment. Let's assume that teacher-librarians are successful (which is not hard, given the intelligent, committed, resourceful, skilled professionals who make up this group). Let's assume that our colleagues embrace all the aspects of information literacy, technological literacy, and collaboration that most teacher-librarians have worked so hard to promote. Let's imagine a school where staff members and the teacher-librarian work together to create units of study which effectively integrate information resources from the Internet, digital databases, and CD-ROMs. Finally, let's imagine a school where textbooks and lectures are replaced by PowerPoint slides, multimedia presentations, virtual simulations, and online content. I don't think it's that hard to imagine or that far away. In fact, I believe many teacher-librarians are there already.

So then what? By that I mean, once the goals involving curriculum integration of technology and information, through colleague collaboration, have been reached or met, then what? If I may speculate for a moment, that's when things get "interesting," but in a positive way.

Think about it. Up to now, most cooperatively planned units created by teachers and teacher librarians were in paper format, which were difficult to share. While a few appeared in *The Bookmark*, most, I suspect, ended up in a filing cabinet gathering dust. What a waste.

But that, I believe, will change. As more and more teacher integrate technology within their classroom practice or within units planned cooperatively with teacher librarians, as more PowerPoint slides, multimedia presentations, Flash animations, and digital documents are created, the amount of digital content will soar and so, too, will the potential to easily store and share this content across a school, school district, province or globe. As Nicholas

Negroponte points out in his book, *Being Digital*, "books and paper consist of atoms which are bulky and cumbersome to carry around. And, increasingly the dominant units of human interaction are bits ...". And, we all know that bits are very easy to move, thanks to the Internet.

Even so, there's a lot more involved in this process than just moving bits, which is why I see teacher-librarian having a pivotal role. First of all, as both a curriculum expert and multimedia specialist, the teacher-librarian would be a natural to act as the quality control person, working with staff to ensure that digital units address intended learning outcomes in meaningful and engaging ways, rather than consisting of flashing text and spinning icons but containing little of curricular value.

As well, I see the teacher-librarian taking on an editorial role too; checking for spelling, grammar or punctuation mistakes, ensuring that colours used are not garish and unattractive, and examining content for possible copyright problems. These are a few of the areas where teacher-librarians could assist their colleagues in the creation of digital content.

Once created and edited, the lesson, unit, presentation, demonstration, etc., would then need to be catalogued and that record would need to be placed somewhere that is easily accessible to other teachers. This is key. Simply dumping more content on to the Net is no solution. There must be a way for educators to quickly find and access the digital content being created by their peers, otherwise it will be little more than the digital equivalent of a worksheet or handout gathering dust in a filing cabinet.

Perhaps the records for these items could be added to a school's OPAC and OPACs could be linked in some way - a union catalogue on steroids. After all, that is basically the principal used by file sharing programs such as I-Mesh, Kazaa, Limewire, and Bit Torrent. A central computer contains a directory or table of content listing all files names and links to the computers on which they actually reside. The directory is constantly being updated and revised as computers connect and disconnect from the web.

Or, perhaps a central OPAC could be created for all of BC; a union catalogue of a different type housing all the records created by individual teacher-librarians.

However it could or would be done, the result would be incredible. Instead of creating units on Confederation, cell biology, the weather cycle, or adjectives and adverbs, educators could access a content OPAC, type in their search, and choose from several high quality units which would all be available for immediate download.

I realize that I've glossed over dozens of details which would need to be addressed were this vision ever to become a reality. Nevertheless, if it were to happen, and happen as a result of teacher-librarian effort, then I suspect there'd be a lot more of our colleagues participating in National School Library Day and celebrating the achievements of teacher librarians.

CELEBRATE!

CANADA'S SCHOOL LIBRARIES



October 25, 2004

<http://www.nslid.ca>

FRIENDS OF THE SCHOOL LIBRARY

MARY LOCKE

Teacher-librarians often talk about advocacy. To be effective, advocacy needs a specific goal, plan, and method. A Friends of the School Library organization is all of these. It is an easy and direct way to give parents and school libraries a voice. A Friends of the School Library group is most effective if it is a district wide group of concerned parents and perhaps others (library professionals, educators, grandparents, etc.). Parents are the advocates for their children and, as such, are natural advocates for school libraries.

All it takes is a handful of parents, maybe only one or two initially. They do the record keeping (of all the people who join) and they make sure to send a letter to trustees at budget time. They might also make a presentation to the board at that time. If they are keen they might even plan district-wide parent evenings. To kick start your district Friends of the School Library group, your BCTLA chapter could plan an event for parents on National School Library Day, or some other convenient date, which shows the importance of school libraries. You could feature a presentation on school libraries (BCTLA website has a number you can adapt), a talk from your local public librarian about how the facilities complement each other, and/or a visit from a local author.

The following documents are provided to assist you in starting your own Friends of the School Library group (FOSL). The materials are adapted from the original materials from JoAnne Naslund, (a Vancouver parent and CLA member). JoAnne used them to spearhead the FOSL group in School

District # 39 (Vancouver). JoAnne and the FOSL group have been active for years in Vancouver and, as a result, there has been continued support for school libraries in the district. The teacher-librarian allotment is not what it used to be, most of us do some or even a lot of prep time, but we are still here! This is partially due to the efforts of the Friends of the School Library organization.

The most basic document is the membership form. The other two are examples of FOSL letters to PAC chairs and to trustees. They obviously must be changed to reflect the situations in your districts. All it takes to start off is one parent to begin the record keeping. Then teacher-librarians across the district help to sign parents up. A likely parent initiator would be a volunteer parent or a parent who is a librarian. BCLA has made school libraries a priority for themselves this past year. Joining or leading an FOSL group gives them a really concrete way to help.

Our goal is to have a FOSL group in as many chapters as possible, every school district if possible. The newly-formed B.C. Coalition for School Libraries is looking for a network just like this to help in their promotion of school libraries throughout B.C. We need local and provincial support and advocacy.

So, the executive would like to send you its very best wishes for the inauguration of a FOSL group in every one of your chapters.

FRIENDS OF THE SCHOOL LIBRARY MEMBERSHIP FORM

September 2004 to August 2005

Friends of the School Library Membership Form

The ***School District #***'s Friends of the School Library group is parents, school library advocates, volunteers, library professionals, and educators who believe in high quality school library programs, services, and collections for young people. We encourage and support school library programs in the ***School District #***. As supporters of school library programs, we believe in and promote reading, lifelong learning, and information literacy. You are invited to become a Friend of the School Library.

Send the following registration form to:
Friends of the School Library

Membership is from ***September 1st, 2004 to August 31, 2005.***
There is no fee.

Name _____

Address _____

City _____ Province _____ Postal Code _____

Phone (work) _____ (Home) _____

Email _____ Fax _____

Do you have children attending in ***School District # schools?*** _____

Please indicate what schools they attend

Do you volunteer in your school library? _____

RE: 2004/2005 Budget Input

Dear School Trustees,

The Friends of the School Library represents **over one hundred parents, educators, and library advocates from more than twenty-five schools in the district.** The Friends of the School Library supports the development and maintenance of high quality school library programs in all district schools because there is considerable evidence that schools with good school library programs and increased access to books demonstrate increased academic achievement and higher literacy scores. For many children, their only experience with technology, books and libraries occurs in elementary and secondary school programs.

In order to ensure that pupils learn the necessary skills to carry out tasks involving accessing, evaluating, and using information, qualified teacher-librarians are required. The reduction in the number of non-enrolling teachers in our district has resulted in the **elimination/ drastic reduction** of many teacher-librarian positions. With reduced teacher-librarian time, there has been a reduction in the time spent on important literacy programs and co-operative planning and teaching that ensures students are taught critical information skills. The Friends of the Library are concerned that information literacy skills essential for an education in the 21st century simply are not being taught. Teacher-librarians who are experts in teaching these skills have either been eliminated or replaced with teachers lacking formal training.

School library programs depend on adequate professional leadership, and upon clerical, technological and processing support. Access to rapidly advancing information technologies must be co-ordinated at the district level to ensure economies of scale and judicious purchasing. District staff development programs are required so that teachers and teacher-librarians become familiar with a changing array of educational technologies. District e-learning initiatives require the expertise of teacher-librarians on course development teams to assist with problem-based learning and research that involves critical evaluation of electronic resources. Centralized district services are important and funding is necessary to support their continued development. Effective school library programs develop best when supported by adequate clerical, technology and professional development services.

For this reason, we strongly urge the School Trustees and the Senior Management Team to continue to keep information literacy a high priority in the **2004/2005** budget. Please maintain support for school library programs at the district level and within all elementary and secondary schools. Please ensure that funding is provided for teacher-librarians, school library collections and centralized district learning resources services.

**Signed,
Chair,
FOSL**

TO THE Parent Advisory Council Chairperson

RE: 2004/2005 Budget Input

Dear Chairperson,

The Friends of the School Library **represents over one hundred parents, educators, and library advocates from more than twenty-five schools in the district.** The Friends of the School Library supports the development and maintenance of high quality school library programs in all **School District # schools.**

There is considerable evidence that schools with good school library programs and increased access to books **eases demonstrate increased academic achievement and higher literacy scores.** Please find enclosed the budget submission submitted by the Friends of the School Library. We ask you to add the Friends of the School Library Budget Submission and the information regarding school libraries to your next PAC Meeting agenda. The executive summary of the Haycock report is included in order for parents to become aware of issues involving school libraries in the **School District # schools.**

With your PAC and DPAC support, school library programs will be identified as a high priority in the **2004/2005 School District # budget.**

If you have any questions please do not hesitate to contact us. Thanks for your assistance in this regard.

Yours truly,

Chair,
FOSL

WHAT CAN YOU DO?

There are a number of things that you can do to continue to make school libraries a priority. This issue has a number of ways to highlight your school library program on National School Library Day. Be sure to visit the National School Library and International School Library Day web sites for other ideas. Mary Locke has put together materials that you can use to assist parents in starting a Friends of the school library group in your school district.

Other actions you can take include:

1) Join the BC Coalition for School Libraries

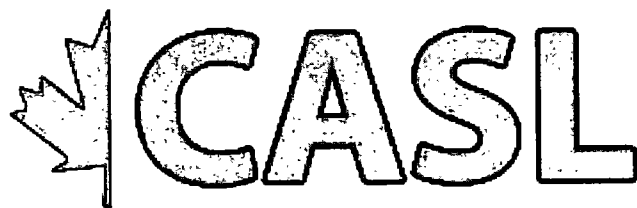
The B.C. Coalition for School Libraries is a group of concerned citizens, businesses and community groups, working to improve school library programs in the province. It is our mission to advance literacy, culture and student achievement through strong school library programs in British Columbia. Visit their website at <http://www.bccsl.ca/home.cfm> for more information.

2) Join the Canadian Coalition for School Libraries

The CCSL is working on the national level to raise awareness of the importance of school libraries in Canadian schools. The CCSL operates a Yahoo listserv that you can join as well as you can join as an individual or as a chapter. For more information visit their website at <http://www.peopleforeducation.com/librarycoalition/>

3) As well as continuing your membership in the BCTLA, you could become a member of the new national organization, Canadian Association for School Libraries (CASL). CASL was formed when the two national organizations merged in June 2004. For more information, see facing page or visit their website at <http://www.caslibraries.ca/>





Canadian Association for School Libraries

**Welcome to The Canadian Association for School Libraries:
A division of the Canadian Library Association**

Why join another teacher-librarian association?

CASL is your **national voice** for school libraries. You will be part of an organization that is working in cooperation with provincial and territorial school library associations towards raising awareness of the importance of school library programs in the education of the children and youth across Canada.

Is a CASL membership affordable?

You can become a **corresponding member**, for only \$50.00 per year with many benefits or you can be a full member of CLA for \$200.00 – the choice is yours!

What benefits do I get as a corresponding member?

- receive the quarterly newsletter *Impact* in the mail
- be given various discounts on a number of publications, journals and even rental cars
- entitled to serve on CLA Committees and to vote in CASL elections, on CASL Constitution and By-law amendments, and on CASL Resolutions at CASL Annual General Meetings
- able to join CLA Interest Group upon payment of any necessary fees
- and much more - - - for a full list of membership benefits, see CASL's membership page www.caslibraries.ca/membership/default.aspx

What else does CASL do?

- publishes *School Libraries in Canada Online* at www.schoollibraries.ca and *Impact*, a quarterly newsletter
- promotes national school library standards through distribution of *Achieving Information Literacy: Standards for School Library Programs in Canada*, winner of the 2004 IASL/Proquest SIRS Commendation Award
- holds annual conferences in conjunction with the Canadian Library Associations and with provincial and territorial associations
- operates School Library Information Portal (SLIP) www.cla.ca/slip/english/ and Le portail d'information sur les bibliothèques scolaires (PIBS) www.cla.ca/pibs/
- promotes National School Library Day (fourth Monday in October) www.nsls.ca

**Visit the CASL website for more information and to download
the membership form.**

www.caslibraries.ca

CHECK OUT THE BOOKMARK CONTENTS ON THE BCTLA WEBSITE

Are you missing some of your favourite features of *The Bookmark*?

As previously mentioned, a number of standard features of *The Bookmark* are now only available online. The web site now features:

Features usually found in the Fall issue:

- Executive reports
- chapter reports
- Index to Volume 45

Regular features:

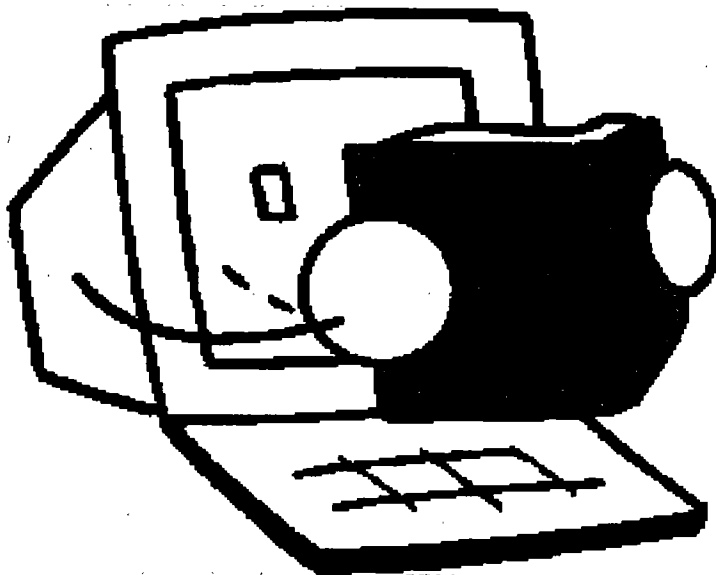
- New on the New (now with active links)

The editorial board has decided not to continue features such as Notes and News as many of the events and other information are posted to the BCTLA forum (see next column for information).

Of course, the BCTLA web site continues to be updated by our wonderful web steward, Val Hamilton. Remember you can access a large collection of teacher-librarian links. It is also your link to information on our PSA, such as the current executive and chapter councilors, publications, chapters' web sites and coming events. You will also find links to the Universities offering teacher-librarian courses.

The site is accessed at <http://bctf.ca/bctla>

Also, in case you are not already of member of the BCTLA Forum, you can find information on joining the listserv at <http://groups.yahoo.com/group/bctlaforum> or <http://bctf.ca/BCTLA/yahoo.html>. This listserv is fully moderated by Val and you will find it is virtually spam free. Consider joining.



BCTLA REVIEWS

BCTLA REVIEWS

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The reviews are edited by Valerie Pollock and Carolyn Cutt.

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

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

Publishers are requested to send materials they wish to have reviewed to the Reviewing Service to:
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Once again, the BCTLA REVIEWS is asking for reviewers. If you are interested in reviewing materials for The Bookmark, or if you are presently a reviewer and you wish to update your data, visit the BCTLA website (<http://bctf.ca/bctla/Reviewers.pdf>) to download the form.

Please send the form to:
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F ATT

Attema, Martha. Hero. — Orca Book Publishers, 2003. — 144pp. — ISBN 1-55143-251-X. — \$7.95 paper.

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

Hero begins with eight-year-old Izaak and his mother in hiding in Amsterdam during the last year of the Nazi occupation. Already separated from his father and sister, a close call with the Nazis forces Izaak to be separated from his mother as well. He is taken north to Friesland on a bike by a young female underground courier. Now called Jan, he has to live on a farm with a family of strangers. Afraid of the people and animals, "Jan" gradually adjusts with the help of Gabe, the farmhand who is also hiding from the Nazis. Jan bonds with the powerful stallion, Hero, who the Germans wish to confiscate for their war effort. On more than one occasion, Jan, Gabe and Hero climb over the dykes to hide from the Germans. Unfortunately, the night before the Canadians liberate Friesland, fleeing German troops take Hero and Gabe.

Based on real events, the action of Hero moves quickly. Attema manages to include a lot of accurate historical information without interrupting the flow of the story. Izaak/Jan is an engaging character, bringing the war experience to life for younger readers. The ending is realistic with the reunion of Izaak and his mother, who suffered tremendously in the months since their separation. Together they will wait, and hope, for the return of his father and sister, who, they learn, were discovered in Amsterdam early in the war and sent to a concentration camp.

At a grade 3 reading level, this book is ideal as a stepping stone to discussion for a teacher to read aloud, use with a small group or as a whole class novel study. Martha Attema's website is also worth a look. She has background information on the war, comprehension questions for each chapter and extension activities.

Recommended for elementary school library collections.

F BAR

Bar-el, Dan. Things are looking up, Jack. — Orca Book Publishers, 2003. — 128pp. — ISBN 1-55143-278-1. — \$7.95 paper.

Reviewed by: Karen Schweitzer, retired teacher, SD#61 (Greater Victoria)

Nursery Rhyme characters pop-up throughout this light, humorous mystery in the land of Mother Goose. The main character is King Jack, of Jack and Jill fame, who has been thrown into the grown-up role of king, since the death of his father. Jack's sister, Princess Jill, the over confident, bossy one, persists in making his life difficult. However, when people and things keep falling down in Mother Goose Land, it is Jack who is determined to find the cause and solve the problem.

This story would appeal to lower level independent readers (Grade 2-3). A simple vocabulary and short sentences make the story easy to follow and comprehend. Young readers will delight in meeting a variety of Nursery Rhyme characters that join Jack in his quest to make things right in Mother Goose Land.

Dan Bar-el's experience as a preschool teacher is evident in his writing. He has written a novel that combines familiar characters in a new setting. It is an entertaining read for young readers who are attempting their first novel.

Recommended for elementary school libraries.

F BEL

Belgue, Nancy. The scream of the hawk. — Orca Book Publishers, 2003. — 144pp. — ISBN 1-55143-257-9. — \$8.95 paper.

Reviewed by: Jennifer Delvecchio, teacher-librarian on leave, SD#38 (Richmond)

Lissa currently hates her life. She has had to leave her life in British Columbia, her best friend and her father. Her new life is in Ontario with her mother and her mother's new boyfriend. She dislikes the landscape, the weather, and the girls her age. She dreams of going back to B.C. and the quickest way is to take up her mother's offer to babysit Otis, the bizarre child who lives next door. This will enable her to earn enough money to pay for some of her airline ticket to visit her father in B.C. As she befriends Otis, he entrusts her with his secret. He shows her his "guardian spirit"—a hawk which he holds captive. Otis believes that his dead mother has sent the hawk to watch over him. Otis believes in native lore and

has convinced himself that he has to take a vision quest which means a fast, alone in the forest for many days. As Lissa becomes involved in Otis' life and she realizes the complexity of his thoughts and feelings, she stops fretting so much about her own situation. After a suspenseful adventure and rescue, thanks to Lissa and the hawk, Lissa reevaluates her situation and her new friendship.

This is a great chapter book to include in all elementary libraries. Themes of friendship, Native folklore and character-building can all be explored as natural discussion points as a result of this novel.

Recommended for grades 4 through 7.

E BRO

Broome, Errol. *Drusilla the lucky duck*. — Annick Press, 2003. — 72pp. — ISBN 1-55037-798-1. — \$6.95 paper.

Reviewed by: Sheila Black, teacher-librarian on leave, SD#35 (Vancouver)

Young Carrie is sure she wants a kitten for a pet, but finds a duckling she simply can't resist. However, neither Carrie nor her family has any idea how to care for their new family member, Drusilla. Carrie quickly learns that a duck needs lots of walking, lots of swimming in the pond at the local park, but not lots of bubblegum!

When Carrie and her family decide to take a holiday, Drusilla must stay behind. Looking after a duck isn't easy and Drusilla is passed from one well intentioned friend to another until Drusilla reaches Garth, who seems to have plans for her other than just ducksitting. On arriving home, Carrie follows the trail to Drusilla and rescues her from being dinner! That, indeed, makes Drusilla a lucky duck.

Annick Press calls this book "An Annick Chapter Book" aimed at the "learning-to-be independent" reader ages 6-9. The plot maintains a reader's interest by moving along quickly. The short chapters are interspersed with black and white line drawings. The small 5X7 size is not a picture book, but not a pocket book either- a nice balance for children of this age.

This is an appealing story, especially for young girls who will be drawn to Carrie's feisty yet kind disposition. The only confusion in the story is when Carrie and her family take a holiday in July- in the snow. The author is from Australia and this is the only incident when a reader can detect where the story is set. Other than that small detail, the story could take place anywhere.

Errol Broome is an award winning children's author from Melbourne, Australia who has written more than a dozen books for children.

Recommended

F GOD

Godwin, George. *The eternal forest*. — Godwin Books, 1994. — 320pp. : B&W photos. — ISBN 0-9696774-3-X. — \$29.95 paper.

Reviewed by: Willow Reichelt, teacher on call, SD#33, (Chilliwack)

The Eternal Forest is a semi-autobiographical novel written in 1929 about a pioneering couple in the Fraser Valley at the beginning of the twentieth century. It is a detailed account of the many obstacles that people faced while struggling to make a home out of the wilderness. Their struggle ultimately fails, because nature is more powerful and resilient than mere human beings.

Although this story is mildly interesting, the writing is somewhat old fashioned. This new edition is a distinctly scholarly one and may lack youth-appeal. For example, there are twenty-four pages of introduction, foreword, and biographical information before the actual novel begins.

Given the fact that the book is a scholarly edition, it may have some merit as a teacher's resource. It does include the aforementioned biographical information, many photographs, and excerpts from Godwin's journal. It is also good to have a Fraser Valley perspective on the pioneer experience. Despite all this, one major reservation, when it comes to using it as a historical work, is that the editor has made the decision to bowdlerize it. In the forward the editor, Robert S. Thompson, states that he has "ton[ed] down some of the offensive and derogatory names which some of the characters in *The Eternal Forest* use when referring to people of 'ethnic' origin" (p. xxiii). Though it is extremely important not to use these terms today, it is equally important not to deny their use in the past. How can

we teach about racism and how to overcome it if we attempt to deny that it ever existed? That being said, there may be some high school teachers who would still find this book useful—but I would definitely ask around before spending twenty-five dollars on a paperback novel.

Hesitantly recommended as a teacher resource.

F GRA

Grant, Vicki. *The puppet wrangler*. — Orca Book Publishers, 2004. — 174pp. — ISBN 1-55143-304-4. — \$8.95 paper.

Reviewer's name: Marv Worden, retired teacher, SD#68 (Nanaimo-Ladysmith)

At a Grade Seven reading level, this book is definitely recommended for use in school libraries of upper intermediate schools, although the too common premise of a live puppet may require some promotion at first. The quiet, shy and perceptively funny protagonist is twelve year old Telly. Her age and the inclusion of her "crush" on the young man who is Aunt Kathleen's assistant might cause the book to be sadly overlooked by junior secondary readers or intermediate boys.

The author, Vicki Grant, writer and creative director of the television puppet show *Scoop & Doozie*, has used first hand knowledge of the industry to create a very funny and gripping novel filled with bizarre characters that she manages to make credible. She uses varied lengths of sentences, paragraphs and chapters, humorously developed lists and footnoted explanations in pseudo hand printing. Even some long sentences are well constructed and rewarding.

Recommended grade level: upper intermediate

F KAZ

Kazenbroot, Nelly. *Down the chimney with Googol and Googolplex*. — Orca Book Publishers, 2004. — 64pp. : ill. — ISBN 1-55143-290-0. — \$6.95 paper.

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

To entertain her children, author Kazenbroot built two tiny robots from Lego, and gave them silly names, voices and characteristics. Now she is sharing the adventures of these robots with other children through the books.

Googol and Googolplex are two space aliens who have arrived on earth. They are on a scavenger hunt and must collect many items including a blackbird's song, snowballs, and a chocolate bar. They enlist the help of two kids, Pippa and Troy, who are delighted to get a ride to the North Pole in a spaceship. Pippa and Troy enjoy their interactions with Googol and Googolplex and are devastated the next morning when they find the robots motionless under the apple tree. They haul the robots back to the invisible spaceship in their wagon and get them plugged in to recharge. The children find out that the robots ran out of power when they climbed the apple tree trying to collect a blackbird's song, and fell down on the grass. Troy and Pippa's neighbour Martin, (who is rather a bully), arrives and wants to see the robots. They manage to climb into the invisible spaceship and escape. Pippa tries to help the robots to collect the blackbird's song by recording it on tape, but Martin interferes by taking the recorder. The robots then throw the snowballs they collected at Martin, and retrieve the recorder using a robotic arm. Martin is completely mystified by it all, the invisible spaceship, robots, and the snowballs in summer. Googol and Googolplex then go home, but promise to return for more adventures.

This is a very entertaining book that would appeal to students. It is written in a very clear, concise style, with a reading level of beginner novel. The illustrations greatly enhance the story.

Recommended for elementary libraries.

F KEN

Kennedy, Des. *The Garden Club and the Kumquat Campaign*. — Whitecap Books, c1996, 2004. — 232pp. — ISBN 1-55285-589-9. — \$18.95 paper.

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

This book is Des Kennedy's first foray into novel writing. He is well known as a garden writer and an essayist on environmental topics and rural living. His first book, *Living Things We Love to Hate*, was recently turned into a television documentary. *The Garden Club and the Kumquat Campaign* was originally published in 1996 and this is a second printing. Des Kennedy resides on Denman Island and it soon becomes clear in this novel that his tiny island home in the Georgia Strait provides some of the eccentric characters and experiences of which he writes so well.

Readers may naturally start to substitute Clayoquot Sound for Kumquat Sound and Denman Island for Upshot Island, an imaginary place off the west coast, as there are some obvious parallels. The novel gives us a fresh blend of politics, environmental issues, gardening and relationships all tied together in a neat and humorous fashion. Des Kennedy has a gift for portraying a small, rural community in such an honest and sincere manner that the reader begins to feel strongly for the characters. The writing is perceptive and clear and will hold the reader's attention. The characters that fight bravely for their beliefs and ideals reintegrate the concept of idealism to our jaded, cynical modern world. The two main characters have a spark for each other that in due time ignites and gives new meaning to the virtue of patience.

This is a charming novel that will be particularly satisfying for readers who enjoy local politics and familiar settings.

Recommended for secondary and public libraries.

F KYI

Kyi, Tanya Lloyd. Truth. — Orca Book Publishers, 2003. — 112pp. — ISBN 1-55143-265-X. — \$9.95 paper.

Reviewed by: Jennifer Delvecchio, teacher-librarian on leave, SD#38 (Richmond)

Jen Forester is a grade 11 student, a reporter for the student newspaper. She takes her job seriously even though there is a lack of "exciting" news stories in her small BC town — until the brutal murder of an adult neighbour during a high school party. A teenage "code of silence" develops among the party participants and no one comes forth with the truth leaving the community questioning and in turmoil. Jen, who was one of the first to discover the body, is determined to uncover the truth and help to bring the killer(s) to justice. But as she gets closer to the truth, the danger increases.

The story is written in first-person and allows the reader to discover clues and solve the mystery alongside the protagonist.

This story is based on actual events in Squamish, British Columbia where a teenager killed a BC lawyer as other teenagers at a party looked on. The "wall of silence" lasted for four years. With such a high profile news story as its base, this novel is a great conversation starter about teenagers,

responsibility, peer pressure and justice. Its most redeeming quality is that this story is written for reluctant readers without sacrificing the storyline which is fast-paced, suspenseful and therefore will appeal to teens. Highly recommended for both the storyline and as a book for reluctant readers (reading level is 3.2)—an often hard to find combination.

Recommended for secondary school libraries.

F LIT

Little, Jean. Illustrated by June Lawrason. The birthday girl. — Orca Book Publishers, 2004. — 64pp. : ill. — ISBN 1-55143-292-7. — \$6.95 paper.

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

Nell Mellis is very excited about her upcoming birthday. She can't wait for her party and cake. The only problem is her cat is missing. She decides to look for her the following day, which is her birthday. Her family makes her feel special, however her time to feel special is very short. Her cat is still missing and no one else in the family seems to care. It is the early 1900's in rural Saskatchewan and any one of a number of things could have happened to her beloved cat. Everyone is too busy to help her search. Nell's mother and aunt are busy making pickles. Her brother has chores in the barn and her sister Maggie has gone to the city for the day. Everything she does seems to cause more work for her mother. When Nell eventually finds Lady Jane, she is faced with an even bigger problem.

The birthday girl by Jean Little is based on family history. Nell Mellis was a real little girl. This book is fast-paced, short and easy to read. It would make a great guided reading book or read-aloud for grade 3 pioneer units.

Recommended for elementary school libraries.

F PER

Perkins, Dorothy. Last days in Africville. — Beach Holme Publishing, Ltd., 2003. — 144pp. — ISBN 0-88878-446-5. — \$9.95 paper.

Reviewed by Peggy Hubley, teacher-librarian, Valemount Secondary School, SD#47 (Prince George)

In 1965, twelve year old Selina Palmer is growing up in Africville, a community that once hugged the shores of the Bedford Basin in Halifax, Nova Scotia. The author weaves Selina's story around the history

of the expropriation of the community, bringing to life a dark moment in Nova Scotian history. Selina faces conflict with optimism and a strong resourceful character. Though loving and nurturing, her family cannot shelter her from the realities of being black in a world that sets African Canadians apart. Just as Selina comes to terms with her relationship to this world, she must face the possibility that only home she has ever known will be taken away from her.

The cover of the book is attractively illustrated with a colourful collage of Africville and a portrait of Selina. The book is broken into short chapters with appropriate intermediate level vocabulary. The author, Dorothy Perkyins, has written several young adult novels and is herself a resident of Nova Scotia. Though her writing style is somewhat stilted, intermediate students will enjoy this personal story. It provides insight into life as it was a mere generation ago and illustrates by contrast how societal attitudes have changed over a very short number of years. The book would be an excellent humanities text to inspire questions about social justice.

Recommended for elementary school libraries.

E STE

Stewart, Shannon. Illustrated by Elizabeth Milkau. *Sea crow*. — Orca Book Publishers, 2004. — 32pp. : ill. — ISBN 1-55143-288-9. — \$16.95 hardcover.

Reviewed by Marilyn Clements, retired teacher, SD#71 (Comox Valley)

Sea Crow by Shannon Stewart, illustrated by Liz Milkau is a short hardcover storybook about Jessica, age about Grade 3 and her younger preschool brother Miles who move to a new home on the beach. Both children have fears about the move, Jessica about starting at a new school, Miles of spiders, goblins and other hairy things. During this transition the two siblings spend a lot of time together at the beach where they explore the tidal pool critters and collect all sorts of shells and flotsam. To help them overcome their fears they create a large sea crow (beach scarecrow). Not until the very last page do the writer and illustrator reveal to the reader Jessica's physical disability and the real cause of her fears about the move and particularly about the new classroom.

A lovely story, full of excellent seashore vocabulary and beach imagery. The full page delicate and expressive watercolour illustrations of the kids in the classroom and on the beach with their treasures are wonderful.

Recommend for elementary school libraries.

F THO

Thompson, Margaret. Illustrated by Calan Akin. *Fox winter*. — Hodgepog Books, 2003. — 60pp. : ill. — ISBN 0-9730831-5-8. — \$8.95 paper.

Reviewed by: Marv Worden, retired teacher, SD#68 (Nanaimo – Ladysmith)

The author's teaching experience in small British Columbia towns has served her well in capturing the flavour of those communities, the authenticity of school projects, and the difficulties faced by young people in remaining true to themselves while fitting into greater society. Recently moved to a small interior town from Vancouver, Anna is already lonely and holds herself to blame when her young Jack Russell terrier is killed in an icy road accident that injures a local hockey hero.

Anna feeds an injured, starving fox in her backyard, and through her careful observations creates a science fair project that gives her some recognition by others and a sense of accomplishment that helps her to overcome the gossip of Pamela-Next-Door.

With some complex but rewarding sentences at the grade six reading level, and only eight illustrations in black and white, the book may rely on teacher recommendation and its slimness to be chosen, but should be a rewarding read for those who so choose.

Recommended for elementary school libraries.

F WAL

Walters, Eric. *Overdrive*. — Orca Book Publishers, 2004. — 112pp. — ISBN 1-55143-318-4. — \$9.95 paper.

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

Jake has just received his driver's license, the first kid in his grade to do so. While he is great at fixing cars, Jake is not a very good student; he's repeating Grade 9. Jake's brother Andy has lent him his car for a special night with his friend Mickey cruising the hot car spots in town. Jake has been careful not to

speed or show the car's power because he knows how much his brother loves the car. Careful, that is, until he meets Luke at the stoplight. Luke is driving his father's BMW. At the traffic light Luke rags on Jake for still being in Grade 9. Jake's response is to tear away from the stoplight, thus initiating a street race. Jake realizes what he is doing and brakes a short distance later, stopping the race, or so he thinks. Luke, however, continues speeding down the street, smashing into a car turning left in the next intersection. Jake and Mickey hide the car in the garage and return to the accident scene. It looks very bad. Luke has been badly injured and so has a pregnant woman.

Witnesses are not sure what colour the other car was. Even though he had braked, was Jake still responsible? Jake wants answers but he can't talk to anyone without admitting that he was involved. Can he count on Mickey not to talk?

Overdrive is another in the Orca Soundings series. It is short in length, under 100 pages, very fast paced and high interest. Like other Orca Soundings main characters, Jake has a great moral dilemma that he must solve. Was Jake responsible or was he not? Overdrive will appeal to teens and preteens still unable to drive.

Recommended for secondary school libraries.

E WIL

Wilson, Troy. Illustrated by Dean Griffiths. *Perfect Man*. — Orca Book Publishers, 2004. — 32p. : ill. — ISBN 1-55143-286-2. — \$16.95 hardcover.

Reviewed by: Rick Mulholland, intermediate teacher, Albert McMahon Elementary School, SD#75 (Mission)

Perfect Man is a perfect book. *Perfect Man* is a perfect book to teach students that they have something special inside. *Perfect Man* is a perfect book to teach students what real writers do.

Michael Maxwell McAllum idolizes the superhero *Perfect Man*. Michael has the *Perfect Man* collection including posters, t-shirts, and video games. He has developed a *Perfect Man* website. He even dreams about *Perfect Man* at night.

One day, *Perfect Man* announces his retirement from the superhero business and disappears from sight. No one knows where he went. That is, no one except Michael Maxwell McAllum, who has a suspicion as to where *Perfect Man* has retired.

A new school year begins and Michael Maxwell McAllum has a new teacher, Mr. Clark. Mr. Clark is perfect, just like *Perfect Man*. "Mr. Clark never broke the chalk. He never lost his temper. And he never got sick." Mr. Clark is able to see the best in his students and assists them in seeing that within them.

Michael Maxwell McAllum starts writing stories about *Perfect Man* with Michael as *Perfect Man*'s sidekick. Mr. Clark encourages Michael Maxwell McAllum to continue to write the stories, but provides him with a secret step. "You have to live," said Mr. Clark. "You have to try new things. You have to meet new people. That's what good writers do. They live. And it's all research. Every second of it." That is exactly what Michael Maxwell McAllum does. He lives!

This book is highly recommended to all teachers of writing, even at a secondary level. It illustrates what it takes to be a writer. For a library collection, this book is recommended for elementary level.

F WIS

Wishinsky, Frieda. *Just call me Joe*. — Orca Book Publishers, 2003. — 128pp. — ISBN 1-55143-249-8. — \$7.95 paper.

Reviewed by: Carolyn Cutt, retired teacher-librarian, SD#39 (Vancouver)

Joseph and his older sister, Anna arrive in New York City filled with anticipation and excitement as well as apprehension. Their parents, fearing for the children's safety in anti-Semitic Russia, have managed to scrape together enough money for their passage, hoping to follow later. Fortunately their Aunt Sophie can provide them food and lodging, but Anna must work in a clothing factory to help with the rent. Joseph looks forward to school until he is placed in grade one, (with the babies), when he should be in grade four. But like all immigrant children, he must learn English.

The year is 1910 and at first Joseph and Anna have high hopes for prosperity. But Anna is faced with unbearable working conditions in the factory and Joseph is tempted by his new friends to abandon school and steal on the streets. Conflicts arise between their strict, hardworking upbringing and influences from their new environment. Anna is very discouraged, yet Joseph is learning English so quickly he should soon be able to get a job. Can he convince Anna to give New York another chance?

This is an excellent story, depicting immigrant conflicts and problems from the eyes of two young children. Author Frieda Wishinsky, raised in New York City yet an immigrant herself, knowingly conveys the feel of the city. The voice is that of Joseph and students will identify with his conflicts, not only as an immigrant, but also his dealings with school bullies and his search for friendship and acceptance. A great novel for discussion in many areas.

A recommended purchase for the school library resource centre, grades 3-5.

F WIT

Withers, Pam. *Peak survival*. — Walrus Books, 2004. — 176pp. — ISBN 1-55285-530-9. — \$8.95 paper.

Reviewed by: Marilyn Clements, retired teacher, SD#61, (Comox Valley)

Peak Survival by Pamela Withers is a 170 page novel in a series called *Take It To The Extreme*. This is the second book with the same main characters. It is an adventure story of heli skiing in the Whistler B.C. backcountry.

The group dynamics are interesting: three 15 year old boys, one a snowboarder, two skiers. The fourth member is a strong, levelheaded girl who constantly outperforms the guys on her snowboard. The reader soon becomes familiar with each character, both their strengths, and their hang-ups. Together they witness a helicopter crash and perform a dangerous rescue. As bad weather sets in, they experience an avalanche. They are stranded far from civilization and they are forced to use their training and developing outdoor skills to survive.

The novel is easily read; the plot holds the reader's attention and would appeal strongly to skier/snowboarders with the descriptions of the runs, turns, tricks and vocabulary of the sport. Along with the thrills the reader is made aware, without preaching, of the dangers and the importance of safety and training. These kids are knowledgeable and good at what they are doing.

Recommended for grades 5 and up.

011.62 BOU

Bouchard, David. *For the love of reading*. — Orca Book Publishers, 2004. — 200pp. : index. — ISBN 1-55143-281-1. — \$24.95 paper

Reviewed by: Liz Harvey, retired teacher-librarian, SD#38, (Richmond)

"All children should receive the gift of reading" is the opening premise of this useful compilation of recommended books for children 0-15 and up. Dave Bouchard is well known for his strong support of literacy for children and adults. Throughout the text, he emphasizes that all adults in a child's life must model the joy of reading if they expect to develop lifelong readers.

Along with co writers Sally Bender, a teacher librarian from Brandon, Manitoba; Anne Letain, a teacher librarian from Coaldale, Alberta; and Lucie Poulin-Mackey, a literacy specialist in Guelph, Ontario, Bouchard has provided a diverse lists of must read books for children. The reader will be delighted to see a number of old and new favourites mentioned as well as some unfamiliar but intriguing titles. There is a short annotation accompanying each title listed and in some cases, a longer annotation outlining how the compiler has used the book with children. The lists are divided up according to age groups, starting with pre conception to two and ending with fifteen and up. Each contributor has provided his/her list of must reads, all very different. Dave Bouchard's first list suggests all expectant parents read Gary Paulsen's *Nightjohn* to focus them on the importance of literacy. Sally Bender emphasizes picture books, with some interesting suggestions for picture books to use with older readers. Lucie Poulin-Mackey provides lists of French language books, but with English annotations so that French immersion teachers can share the information with non Francophone parents. Anne Letain's enthusiasm for books is evident in her six to eight year old list when she says "this list is about FUN."

Purchase of this useful book is recommended for all elementary school libraries. Teachers will not only find it useful for selecting books to share with their students, they should also be encouraged to lend it to parents. Bouchard and friends have done a great job of promoting the joy of reading.

306.874 CER

Certain things about my mother : Daughters speak.
Edited by Susan Musgrave. — Annick Press, 2003.
— 128pp. — ISBN 1-55037-812-0. — \$9.95 paper.

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

This is the third anthology of adolescent memories written by seven contemporary women writers and skillfully edited by Susan Musgrave. The focus of this collection is on the relationship between teenage daughters and their mothers. The writers have done a brilliant job of mining their own memories and experiences when they were teenagers and doing the sometimes sad, sometimes happy and almost always confusing dance with their mothers. All the essays are powerful and the honest, personal and candid accounts of their adolescent reminiscences will touch the reader. Most of us remember that period in our lives with mixed emotions. Writers Hiromi Goto, Sue Goyette, Nancy Lee, Melanie Little, Taien Ng-Chen, Gayla Reid and Priscilla Uppal open their hearts to share some of these personal experiences. Poignant accounts of their mother-daughter relationships will strike a resonant chord with the reader, evoking a flood of memories, both good and bad. The book will be appreciated even more by those who are, themselves, now mothers of teenage daughters.

Teenage girls will definitely enjoy these wonderful stories and think about the nature of their own maternal relationship. Some of these stories would make a good read-aloud for an introduction or discussion.

Recommended for secondary school library collections.

364.1 CLI

Clibbon, Meg. Illustrated. by Lucy Clibbon. Imagine you're a Pirate! — Annick Press, 2002. — 32pp.: ill. — ISBN 1-55037-740-X. — \$9.95 paper.

Clibbon, Meg. Illustrated. by Lucy Clibbon. Imagine you're a Fairy! — Annick Press, 2002. — 32pp.: ill. — ISBN 1-55037-742-6. — \$9.95 paper.

Reviewed by Christopher Hunt, teacher-librarian,
Central Elementary School. SD#33 (Chilliwack)

Imagine you're a Pirate and Imagine you're a Fairy are two fabulous books within a witty, creative series designed to appeal to kids' fascination with swashbucklers, wizards, mermaids, and fairies.

Imagine you're a Pirate takes a humorous look at those seadogs of old, be they pirates famous in literature or life. Landlubbers are made aware of piratical vocabulary and shipboard dialogue such as, "pieces of eight," "Avast there," and "Stand by to go about." The cabin boy/girl aspiring to become a bandit of the sea is presented with the required clothing of a pirate: eye patch, earrings, cutlass, bottle of grog, etc.

Imagine you're a Fairy is a wry examination of the lives of the various wee folk.

Potential pixies and imps will find a few recipes for spell potions. For those seeking to find fairies, their environs are described in a diagram of the Enchanted Forest. Of course, the requisite fairy fashion and accessories tips are given.

All pirate and mermaid lore is delivered in accessible language laid out in lively fonts. The books abound with lists and labelled diagrams. The illustrations are bold and bright in a naive, childlike style done with paint, glue-and-glitter, and metallic-ink pens. Included are ideas for related crafts and pseudo-cooking plans for authentic parties (make your own Pirate's Grog). Put these books on the shelves and unleash a little fairy magic, for they will certainly disappear into the hands of eager elementary readers (and possibly middle school readers, too).

P.S. These books are so charmingly thematic that the author and illustrator's names on the cover are manipulated to reflect the content (Peg Leg Meg and Lucy Blackheart). Even the pricing on the back cover is related to the subject within (Price: 3 bags of fairy dust or...CDN \$9.95). Add 'em to yer library collection mate or you'll be walkin' the plank.

Highly recommended.

387.7 PIG

Pigott, Peter. *Wing walkers : The rise and fall of Canada's other airline.* — Harbour Publishing, c1998, 2003. — 448pp. : B&W photos : index. — ISBN 1-55017-292-1 — \$26.95 paper.

Reviewed by Marv Worden, retired teacher, SD#68 (Ladysmith-Nanaimo)

This second edition of a thoroughly researched and authoritatively written history of Canadian Airlines International's evolution from regional bush planes through such western-based airlines as Canadian Airways, Queen Charlotte Airlines, CPAir, PWA, and Wardair now deals with the final take over by government-owned Air Canada after decades of competition and conflict. The book would be rewarding to adult readers already keenly interested in business, commercial aviation, or both. Numerous black and white photos, most often publicity photos from the various airlines, contribute greatly to the book's overall appearance, but despite some noteworthy and humorous anecdotes, the frequency of dates, dollar amounts, and abbreviated names of companies and aircraft contribute a somewhat dry look to the college reading level text.

Subtitles of the eight chapters are appropriate and often funny although the subtitle of the Conclusion does not match that in the Table of Contents. The seventeen pages of notes provide background to the text, sometimes with humour, while both the twenty three page index and the two page bibliography offer efficient reference.

Pigott, the author of five other books on Canadian aviation history, has produced an important book on a topic vital to Canada's past and future development. However, it likely would not find a large readership in public secondary schools unless made required reading by instructors and therefore would not be recommended for purchase except by public libraries or those of universities and colleges.

Recommended for post secondary institutions.

388.4 CON

Conn, Heather and Henry Ewert. *Vancouver's glory years : Public transit 1890 - 1915.* — Whitecap Books, 2003. — 224pp. : B&W photos : index. — ISBN 1-55285-517-1. — \$45.00 hardcover.

Reviewed by Karen Schweitzer, retired teacher SD#61 (Greater Victoria)

Vancouver's Glory Years is a well-documented history of public transit and the impact it had on Vancouver's growth at the turn of the century. Well over 150 photographs and maps, many published for the first time, allow the reader to step back in time and sense the excitement and immense challenges faced by these "transit pioneers". Horse-drawn vehicles were out and the new, faster electric streetcars were in. Now the task of mapping routes and laying track was crucial. The vast network of streetcar and interurban lines built between 1890-1915, were to be instrumental in shaping the fast growing city of Vancouver. New retail districts and residential areas were made possible because of accessibility, making way for what we today call "urban sprawl".

Heather Conn and Henry Ewert have captured the history of Vancouver's transit growth in their fresh and vibrant style. The organization and creative use of photographs, sidebars, anecdotes and timelines hold the reader's attention, making the unfolding of history entertaining and enjoyable.

Vancouver's Glory Years should be purchased for middle/secondary school libraries. This exquisite hardcover book is easy to handle, with an extensive bibliography, appendix and index, allowing the reader to quickly access specific material.

398.2:OBE Oberman, Sheldon. Illustrated by Blain Dawson. Island of the minotaur: Greek myths of ancient Crete! — Tradewind Books, 2003. — 104p. — ISBN 1-896580-64-5 — Hdbk. \$29.95

Reviewed by: Carolyni.Cutt; retired teacher-librarian, SD#39 (Vancouver)

This volume is an impressive collection following the

story of the mysterious Minoans and the rise and fall of Crete. Their civilization, believed to have lasted almost 1,500 years, was completely destroyed and its secrets only unearthed and recorded as part of Greek mythology. Simplifying the complexities of a developing civilization, the tales are retold as one story of heroic quests, tricks and deception throughout three generations of gods: Uranos, Cronos and Zeus.

Familiar stories are woven with the unknown. The Greek's struggles and battles with the Minoans became the myth of Theseus and the Minotaur. How the Minoans came to possess powerful ships to fish, explore and trade is recounted through the myth of 'Europa's Wish'. When Europa became Queen she taught her people to build and sail long narrow ships and under her guidance Crete became a wealthy and powerful nation, master of the sea. The reader will also remember the flight of Daedalus who signifies all inventors and his son, Icarus. Yet the volcanic eruption which destroyed the Minoan civilization became its most famous myth, retold centuries later by the ancient Greek philosopher Plato, who called the island Atlantis.

Storyteller Sheldon Oberman captures the mysteries of the ancient past through his imaginative retelling. His simple yet compelling text will enhance the reader's knowledge, appealing to one's imagination and curiosity. The vocabulary is straightforward and informative, yet the lyrical style transforms each myth into an appealing tale.

Full-page artwork that is poignant and dramatic enhance and beautifully illustrate the text. The table of contents is very artistically arranged. A glossary of names and places is also included.

A highly recommended purchase; this volume will be a welcome addition to the school library collection. Grades 6 and up.

577.3 SUZ Suzuki, David and Sarah Ellis. Illustrations by Sheena Lott. Salmon forest. Greystone Books, 2003. — 32pp. — ISBN 1-55054-937-5 — \$18.95 hardcover

Reviewed by: Anne Lyle, teacher, librarian, Cole College Heights, and Quinson Elementary School, SD#57 (Prince George)

David Suzuki and Sarah Ellis have written a masterpiece, complemented by Sheena Lott's beautiful water-colour paintings. The story is factual, and accurate to every detail written and painted. It is a delight to hold, read, and scrutinize. Everyone interested in our Pacific forest and ecology will embrace this book eagerly. Children will identify with the story line of a child, Kate, walking along a river's edge with her father. Together they watch the sockeye salmon swim upstream to spawn. Together they discuss how the sockeye enrich our land, the insects, birds, animals, plants, trees, and the aboriginal people. Adults will delight in all the information and details depicted so accurately and carefully. An added delight to the beautiful book is a recipe for barbecued salmon.

The book includes a glossary. Recommended for K-7 elementary schools, public libraries, and BC tourists.

582.13 CLA Clark, Lewis. Wild flowers of the mountains in the Pacific Northwest. Harbour Publishing, c1974. 2003. — 80pp. — colour photos. — ISBN 1-55017-308-1 — \$12.95 paper

Reviewed by: Jennifer Delvecchio, teacher-librarian on leave, SD#38 (Richmond)

In their second edition, Lewis Clark's Wild flowers of the mountains in the Pacific Northwest and Wild flowers of forest and woodland in the Pacific Northwest are still the most authoritative, respected and most popular wildflower field guides, with over 200,000 copies in print. Perfect for students, gardeners, hikers, and nature lovers, the merits of these books lie in the more

than 100 exceptionally large and quality colour photographs and concise description of the plant which allow for ease of identification. The books themselves are in softcover, small, concise and well-bound which means one can easily fit in any backpack without taking much room and can be used for its intent—to identify common flowering plants of the mountains, forests and woodlands of the area.

Recommended for elementary and secondary school library collections

597.7 SWA

Swanson, Diane. Welcome to the world of frogs and toads.--Whitecap Books,2002.-- 32pp.:colour photos--ISBN 1-55285-354-3.--\$6.95 paper.

597.9 SWA

Swanson, Diane. Welcome to the world of alligators and crocodiles--Whitecap Books,2202--32pp.:colour photos--ISBN 1-55285-355-1--\$6.95 paper.

Reviewed by: Liz Harvey, retired teacher-librarian, SD#38, (Richmond)

Diane Swanson has added two more titles to her series of Welcome to the world of books. This series is an invaluable resource for students from grades 2 through 6 who are faced with the animal research project so popular in elementary classrooms. The bright photos combined with informative and generally easy to read text make these books accessible to a wide variety of ages. The author has managed to provide the basic information needed about each animal while adding interesting sidelights and unusual facts that pique the children's interest. As both reptiles and amphibians hold a real fascination for most children, these books are highly recommended. They will be well used.

Recommended for elementary library collections.

599.786 GRA

Grambo, Rebecca L. Photography by Daniel J. Cox. Borealis : A polar bear cub's first year. — Walrus Books, 2003. — 48pp. : photos : index. — ISBN 1-55285-465-5. — \$14.95 paper.

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

This is the first book in the Wild Beginnings series and it is an excellent start for a new series. Packed with easy to read information, it tells the story of Borealis from when he was less than a day old and a tiny, fuzzy white polar bear to the time when he is

ready to survive his first winter on the ice. Borealis is born near Churchill, Manitoba and the icy waters of the Hudson Bay.

The story of Borealis and his first year of life are told through the voices of Borealis and his Mama in a delightful way that will appeal to young readers. Older readers will also learn much about polar bears from the information provided in this book. As the seasons change and Borealis gets older and bigger the reader finds out about the beauty of the Northern Lights in the sky and the camouflage of the other animals. The tender teachings of Borealis' mother and her thoughtful answers to all of the polar bear cub's many questions are good examples of how the young learn. It is a good lesson about survival and the interconnectedness of our seasons and plant and animal world. The book even shows how humans come to watch the polar bears and the mother polar bear wisely says to Borealis, "Don't go too close, people can be unpredictable".

The layout of the book is outstanding and will hold great appeal for all ages of readers. Each page has a combination of text and incredible photographs and some double pages have full-sized photographs. A map of Canada is shown on the first page to give young readers the context for where Churchill, Manitoba is and how close it is to Nunavut. Phonetic spelling is given in parentheses for new vocabulary. Some factual information follows the story. For example, there is information about how many polar bears exist (22,000), how the day length changes dramatically north of 60¼ latitude and some facts about Churchill, Manitoba. It also gives the Polar Bear International's website. An index is included.

Highly recommended for primary grades.

793 HUN

Hunter, Dette. Illustrated by Stephen MacEachern. 38 ways to entertain your babysitter. — Annick Press, 2003. — 48pp. : ill. — ISBN 1-55037-794-9. — \$11.95 paper.

Reviewed by: Peggy Hubley, teacher-librarian, Valemount Secondary School, SD#57 (Prince George)

This paperback book is as fun to look at as it is to read. The book is written from the point of view of a "space-obsessed" young boy given the task of making sure his babysitter enjoys herself while his mother is out. The author weaves easy crafts, recipes, and other activities into the narrative. Many of the activities could be used as space fillers or

quick art projects in the elementary classroom. Others activities would be perfect for a leader searching for "fun things to do" on an overnight trip.

The required materials for most activities would be readily available in most houses and would require very little, if any, preparation. The instructions are clearly written and reinforced by lively illustrations. While there is no index, the book does not really need one since the Table of Contents is clearly written. The book is recommended for children, ages 4 to 9, but intermediate students would enjoy reading it just as much.

Recommended for elementary school libraries.

909.07 GAL

Galloway, Priscilla. Illustrated by Martha Newbigging. Archers, Alchemists, and 98 other Medieval jobs you might have loved or loathed. -- Annick Press, 2003. -- 96pp. : ill. -- ISBN 1-55037-810-4. -- \$16.95 paper.

Reviewed by: Peggy Hubley, teacher-librarian, Valemount Secondary School, SD#57 (Prince George)

Award winning author Priscilla Galloway has written an entertaining guide to the occupations of the middle ages. The entries lay out the facts accurately and concisely about each job, with witty comments and anecdotes thrown in to keep you reading. Sidebars provide tidbits about other aspects of medieval life including such appealing topics as torture techniques and surgical proceduresÉ information guaranteed to attract any intermediate student.

This softcover book provides a table of contents, index, and a list of recommended further reading. The introduction briefly outlines what happened during the middle ages accompanied by an illustrated timeline. The introduction also talks about what it would have been like to live during this time period and includes short entries on such topics as women of the middle ages and a comparison of life to ours today. The occupational entries are grouped into chapters and each is accompanied by a lively illustration.

The book is recommended for children aged 8 and up but the book would be just as useful to a secondary student. In fact, it's a great read for any age. This book will be a hit for grade 8 socials studentsÉ highly recommended for any school library.

971.1 HAU

Hauka, Donald J. McGowan's war : The birth of modern day British Columbia on the Fraser River gold fields. — New Star Books, 2003. — 256pp. : B&W photos : index. — ISBN 1-55420-001-6. — \$24.00 paper.

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

McGowan's War recounts the fascinating story of the Fraser River gold rush and the personal conflicts that could have triggered a war with the American government.

James Douglas, the former chief factor of the Hudson's Bay Company and the first governor Vancouver Island, is a central character in this book. It was his job to protect the interests of the British Crown in the mining camps that sprang up on the shores of the Fraser River when gold was discovered in 1858. Many of the miners that flocked to these camps in the wilds of what is now the BC mainland were Americans. America was in an expansionist mode, having recently acquired California and Texas by force and at odds with the British government over the location of the boundary between the two countries. Only a spark was needed to bring American troops up to the Fraser River gold fields.

Douglas sent Colonel Richard Moody and Judge Matthew Baillie Begbie to the gold rush camps to diffuse a dangerous situation precipitated by a power mad justice of the peace named Peter Brunton Whannell and Ned McGowan, a larger than life American adventurer and nationalist. McGowan had been heavily involved in politics in his native land until the Vigilance Committee ran him out of San Francisco. For some reason the author thinks McGowan was actually one of the good guys who just happened to have incredibly bad luck and worse press. It is an interesting and very debatable premise. Everything eventually turns out for the best, but the story line is as convoluted, and as exciting, as a Tom Clancy novel.

Hauka's use of original source material is outstanding. He provides many direct quotations from the journals and letters of the principal characters. Because so many of the heroes and villains who participated in the opening of the BC interior are referred to, keeping the names straight is sometimes a problem.

An index and bibliography accompany very extensive chapter notes.

McGowan's War is a Canadian history book that students should enjoy reading and is recommended for all secondary school libraries.

971.1 LEB

LeBlanc, Suzanne. *Cassiar : A jewel in the wilderness.* — Caitlin Press, 2003. — 210pp. : B&W photos : index. — ISBN 0-920576-99-0. — \$19.95 paper.

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

This is a well-written history of a doomed company town in the far north of British Columbia. Cassiar was created in 1952 to house and service the employees of the Cassiar Asbestos Corporation and their families. It survived good times and bad for forty years and then, in 1992, the company collapsed and the town virtually disappeared.

The first chapter presents a fascinating history of company towns in BC over the last century up to and including Tumbler Ridge. The wave of the future, LeBlanc points out, is fly-in operations. Companies can save a huge amount of money if they don't have

to provide all the amenities of a complete town site in the usually remote areas of the province where new resource industries often operate. Towns like Cassiar will probably never be built again.

Asbestos was not regarded as a dangerous substance when the mine and the town were created. There are some scary stories recounted by former residents the author interviewed, like the woman who remembered doing laundry on windy days: "Yes, when you hung the diapers out, you shook the asbestos dust off them when you brought them in." (102). Unions were big in the mining industry and Cassiar saw its fair share of labour disputes. Day to day life in the town is also described. The last few chapters detail the series of unfortunate events that led to the town's ultimate demise.

There is an index and a bibliography. Small black and white pictures illustrate this paperback volume.

This would be an essential purchase for public libraries and anyone who ever lived in Cassiar, but because it is so specific to that isolated community it would not likely be read by students and is therefore not recommended for purchase by school libraries.

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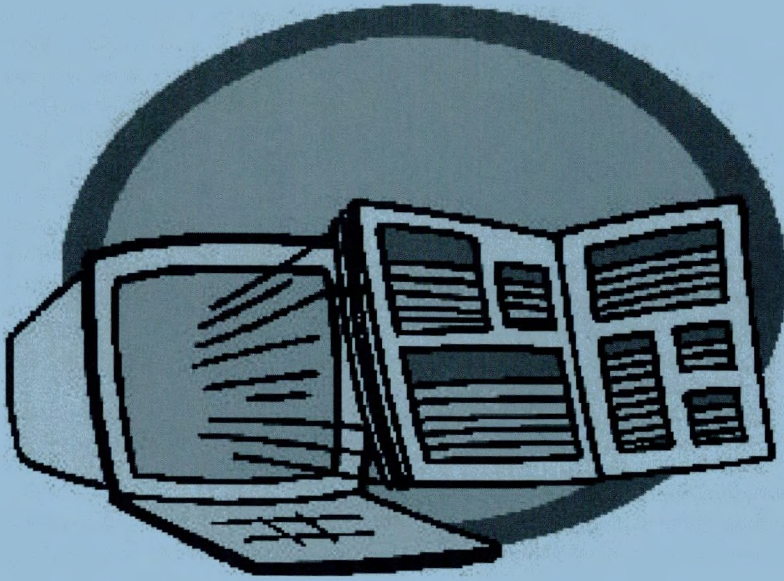
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NEWS FLASH

At the last BCTLA Executive meeting, the members of the executive were faced with difficult decisions regarding the budget. One way to ensure that members continue to receive the award winning The Bookmark without compromising the content was to look at an alternative method of delivery. After a long discussion, the Executive has decided to try electronic delivery of The Bookmark.

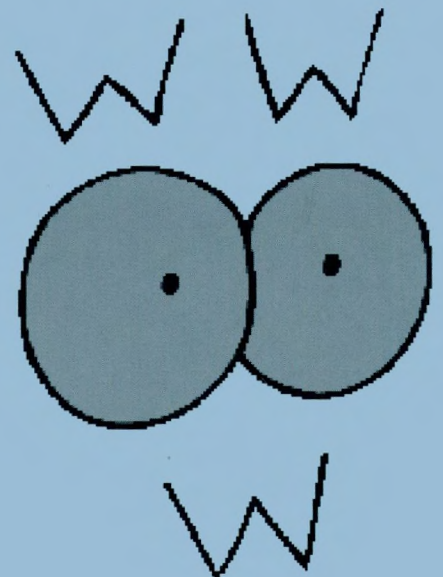
The Winter 2005 issue will be available on the BCTLA website in January 2005. Notification of the release of the issue will be sent to all members via a letter from the BCTLA. Subsequent notices will be posted on the BCTLA listserv. All members are advised to join the listserv as soon as possible to receive future updates.

Benefits to members:

- The Bookmark is immediately available to members (no delay for printing and mailing)
- The Bookmark will be able to publish complete large units such as the Survivor unit from a few years ago
- the PDF files are fully searchable
- less storage space on your library shelves (each issue can be burned on a disk)
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The Editorial Board is excited about this opportunity to produce an even better and timely journal.

As always, members are encouraged to provide feedback to the Executive and Editorial Boards.



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