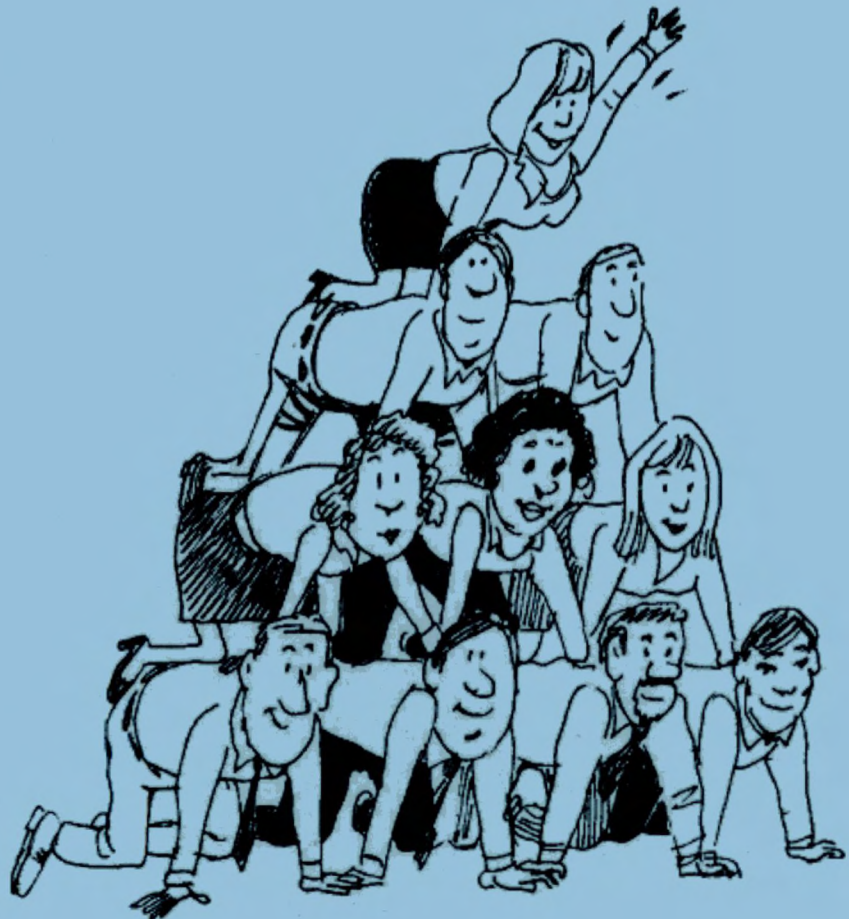


THE BOOKMARK

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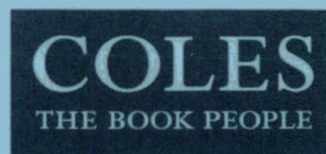
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British Columbia
Teacher-Librarians'
Association

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 100 - 550 W. 6th Ave.
 Vancouver, BC V5Z 4P2
 (604) 871-2283
 1-800-663-9163

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

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

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

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

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BCTLA 2002-2003 Executive Board	Inside back page
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**In Circulation
Mary Locke - President, BCTLA**

Dear Fellow Teacher-librarians,
The letter below was originally written in September 2003. It is, of course, out-of-date now but I ask you to read it all the same since I think it is still relevant. The reason for its relevancy can be understood through a metaphor I just learned recently. Some Lower Mainland teacher-librarians attended Literacy Day events at the Vancouver Public Library this week and heard Ken Haycock speak. He quoted an advocate of the U.S. Postal service who stated that advocacy is like banking. That is, if we do the promotion of library programs outlined below, when it comes around to budget time, we will already have deposited something into the bank and therefore will have something to withdraw. This metaphor makes a lot of sense to me and, I hope, to all of us.



We must continue to be advocates for our programs and for our students. How do we do this and when? While it is very important to make presentations to the local school trustees at budget time, in concert with our local union executive and members, it is just as important to do something well before that time. We can and should have information sessions for parents, principals, senior management members, and trustees during the year. One of the best ways to do this is through International School Library Day, October 27. This date has also been declared National School Library Day by Roch Carrier. It is a natural day to call attention to school libraries. We can start by special displays and activities in our own schools, e.g. wearing a costume of a literary character to work or having a day of storytelling of stories from around the world.

All of us on the executive were excited to hear about all the activities organized by teacher-librarians that went on around the province for National School Library Day. Some districts are also beginning to form Friends of the Library groups. These activities, along with presenting to PACs and school trustees, and being active in our local union locals will keep school libraries on people's minds - as they should be. The AGM of the BCTF over the March break, is one of the best occasions for being active in/for our locals. Delegates are being finalized now. Do consider becoming one.

On or around the same date we should organize an evening session for the outside school groups. It is a powerful idea to have it be organized by a parent and to call it a meeting of the Friends of the Library. It is even better when the parents have a cross-district network. This network should include parents with children and grandchildren in the schools and people who work in the libraries in the community. It should be a year-round network which has one or two information meetings a year and is ready at budget time to talk about the importance of school libraries.

This is the last issue being produced by our senior editor, Janet Mumford. On behalf of all of you, I would like to thank her for her wonderful work for the past three years. She was there to help make the transition from the original to the new *Bookmark* team. Janet, thank you.

We should remember that school libraries are a community issue, not just a school issue. And there is help out there. In June, in Ottawa, there was a summit on the crisis in Canada's school libraries organized by the Canadian Coalition for School Libraries. Our vice-president, Randi Hermans, attended on behalf of all of us and gives a report in this issue. You can also check out the Summit news release at <http://www.atlc.ca/8july2003summit.pdf> In addition, there is now a coalition in B.C. to help school libraries. It is being organized by Dr. Ken Haycock. As well, BCLA (B.C. Library Association) has passed a resolution making the crisis in school libraries a focus for them this year. So we are not alone. It is our job to connect with all the groups

September 2003
September is a time for new beginnings, and as your new president, I wish you all a happy and fulfilling school year. I hope and believe this is still possible despite the many challenges we face. The reality for many of us is that we continue to have less of a program than we would like to have due to time cuts or to the addition of prep time or some other duty. We all know that what students need is a fully staffed and funded school library, yet fewer and fewer of us are working in that situation.

What can we do? My answer, I guess, is, Do we really have a choice? We must keep on keeping on.

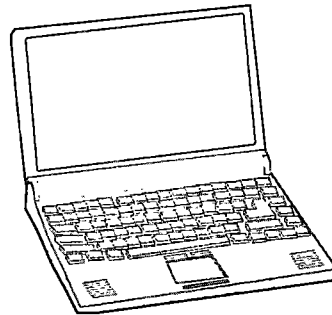
EDITOR'S NOTES

Janet Mumford - Senior Editor

Tous ensemble, all together: this is the way that we have and will continue to make *The Bookmark* come to our readers throughout the year. Last spring and this fall, after several retirements from the editorial staff last year, I have had faith that people would come forward to volunteer their time on *The Bookmark* and it has begun to happen. I strongly encourage each one of you to come forth and volunteer some of your time so that our journal can continue to be published for all of us and the greater community of *Bookmark* readers.

I would like to take this opportunity to thank John Dryden our production manager and coordinator from Duncan; June Bouchard our French editor and general editor from Nanaimo; Valerie Pollock of Richmond and Liz Austrom of Vancouver who together coordinate and edit book reviews; Sarah Wethered our newest general editor who is from New Westminster; Linda Brussee our Vice President of Chapter Relations from Summerland who gathered all of the chapter reports; John Goldsmith of the Fraser Valley, our New on the Net columnist whose insightful articles and annotated lists of web sites are always a pleasure to read; and Debby Stagg at the BCTF whose devoted work as liaison for PSA publications makes the printing and delivering of *The Bookmark* possible. I would also like to thank the Executive of the BCTLA for their support in the publication of the journal and in finding a new senior editor and editors. These people have worked together with me to make this winter 2004 issue available for our members and other readers. Each one of them wears anywhere from two to six hats at their schools and I thank them for taking on another hat to help publish *The Bookmark*.

This winter issue of *The Bookmark* for the 2003-2004 school year marks the last one I will work on as senior editor. I will continue to contribute articles to *The Bookmark*, and I am thankful that, recently, new volunteers have come forth and some former ones have returned. Rick Mulholland will take on the role of senior editor, and Michèle Farquason from *Teacher Librarian* magazine and Sarah Wethered from New Westminster Secondary have volunteered to be editors. Just today I received another e-mail from a potential new volunteer editor. If you can spare some time and you want *The Bookmark* to continue, then please come forth and volunteer with us.



When I joined *The Bookmark* three years ago, there were about 15 people working on the volunteer staff. Since that time, long term volunteers who were a mixture of retired and working teacher-librarians retired in the winter and spring of 2002. We expressed our gratitude to them in *The Bookmark* at that time.

Last year in June 2003, many people retired from our volunteer editorial staff. Last June we gathered as a group for a final celebration. Now I would like to present these people to you and express in writing my deepest thanks to these people for their years of dedication, knowledge, wisdom and expertise and for teaching me so much about publishing a highly regarded professional journal: Ellen Rothstein of Vancouver for her wonderful author interviews and broad base of knowledge of editing a quality journal; Susan Pearson

of Vancouver for her amazing insight into editing superb units of research and her common sense approach to editing; Glenys Galloway of Vancouver for her wisdom as publications coordinator and Notes and News editor; Faye Meek of Maple Ridge for editing elementary units, Kelly Berry of North Vancouver for editing; Liz Austrom of Vancouver for her vast knowledge of all aspects of editing the journal from her decades of experience as a *Bookmark* volunteer; Mary Locke of Vancouver who retired from her position of advocacy editor to take on being this year's president of the BCTLA; Rick Mulholland who wore so many valued hats on *The Bookmark*; and Val Hamilton of Vancouver who offered so much wisdom in the revision process and who as the BCTLA web steward, makes information from *The Bookmark* available to readers on the association's web site. And finally I would like to thank everyone I have mentioned for modeling how Robert's Rules can really work!

In this issue we celebrate how teacher-librarians and their supporters accomplish great things and even greater things when we do it all together. Recently I heard our national librarian Roch Carrier and well known researcher Ken Haycock speak about how teacher-librarians play a key role in promoting, developing and preserving our Canadian heritage, identity and diversity. This issue brings you an article from an author, teacher and school administrator,

BCTLA BUSINESS.....

David Bouchard, which identifies the valued roles of teacher-librarians and celebrates their needed presence in our schools. There are also articles, written by teacher-librarians from the mainland and Vancouver Island, about wonderful integrated programs and resources that celebrate identity and diversity. These submissions help students to reach out and look at past and present global situations to better understand and critically think about how we want and what Canadian volunteers are doing to make our world a better place. I am pleased to share with you an academic paper from Vancouver Island, which demonstrates how important it is for teacher-librarians to select for identity in our Canadian school libraries. As always our well loved book reviews, which as I have learned in publishing this journal, are an important way for teachers and teacher-librarians to find out about new Canadian literature in our globalized book economy.

Three years ago I came to *The Bookmark* to copy edit a few submissions and now I am handing off my role as senior editor much richer in knowledge and skills in what the world of teacher-librarianship is all about. It is a challenging time for each and every one of us. However, it is also an exciting time for all of us to work together and to keep working together contributing whatever we can to the common good. Whether you volunteer for *The Bookmark*, the BCTLA, your local chapter, whether you represent your local at the BCTF AGM in March, or whether you make regular contact and reach out to supporters, potential supporters, and the Members of the Legislative Assembly, you are working as part of our team. It may seem a daunting task but tous ensemble we can achieve our dreams.

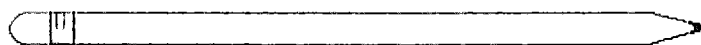
INVITATION TO JOIN THE EDITORIAL BOARD OF *THE BOOKMARK*

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

The role of the editor is:

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

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



Editors are wanted for the following areas:

- Elementary Units
- Technology
- Advertising Manager
- Library Practices (Management)
- Graphics Editor
- Advocacy Editor
- Indexer (summer job!)

NOTES AND NEWS

By Janet Mumford, Senior Editor

Join the Canadian Coalition for School Libraries, CCSL

In March 2002, a group of individuals and organizations founded the Canadian Coalition for School Libraries, an alliance of parents, writers, academics, literacy advocates, public librarians, teacher-librarians, wholesalers and children's specialists. The honorary chair is Roch Carrier, National Librarian of Canada. The CCSL advocates well-funded, professionally-staffed school libraries as a means of improving student achievement. The coalition is open to any individual or organization. To join a provincial school library coalition or to find out how to start one, contact: People for Education: 416-534-0100

Further information is available at <http://www.cla.ca/slip/>, the School Library Information Portal

The Crisis in Canada's School Libraries: The Case for Reform and Re-Investment,

A Report by Dr. Ken Haycock

The report by Dr. Ken Haycock, titled *The Crisis in Canada's School Libraries The Case for Reform and Re-Investment* was released in June 2003. The report includes research results from the United States that show a connection between school libraries and student achievement as well as a rich history of the development of school libraries. The Executive Summary on pages 9-12 is ideal for giving to administrators, school board members, members of the school planning council, members of the legislative assembly, your local teacher's union office, and parents.

Copies of the book may be ordered from the Association of Canadian Publishers
161 Eglinton Avenue East, Suite 702
Toronto, Ontario
M4P 1J5
416-487-6116 or info@canbook.org

The report is also available on line at:
<http://www.peopleforeducation.com/librarycoalition/Report03.pdf>

Canada's First National School Library Day, October 27, 2003

Roch Carrier, National Librarian of Canada and Honourary Chair of the Canadian Coalition for School Libraries proclaimed October 27, 2003 to be Canada's first annual National School Library Day. This event coincided with the International School Library Day, proclaimed by the International

Association of School Librarianship in 1999. The aim of National School Library Day is to draw attention to the fundamental importance of school libraries in the education of our children and persuade policy makers to reverse funding cuts to teacher-librarians and collection budgets. Start thinking about how you will celebrate the second annual Canadian National School Library Day in your school next fall.

Happy Silver Anniversary Vancouver Children's Literature Roundtable

Serendipity Conference 2004

Gala Anniversary Banquet, Friday February 27, 2004

Ponderosa Café, University of British Columbia
Dress Code: Glamour & Glitz! What else? A touch of silver!

Featuring:

Loris Lesynski, author, illustrator, poet and graphic designer

Annual Serendipity Conference, Saturday, February 28, 2004

Scarfe Building, Faculty of Education, University of British Columbia

Featuring:

David Weisner, USA Two-time Caldecott Medal Winner for Tuesday and The Three Pigs

Michael Forman, UK, winner of the Kate Greenaway Medal for War Boy: A Country Childhood

Klaus Flugge, UK, editor/publisher of Anderson Books, London. His authors and illustrators include

Ruth Brown, Anthony Browne, Emma Chichester Clark, Michael Foreman, David McKee, Tony Ross and others.

Isobelle Carmody, Australia, winner of the Australian Book of the Year Award for older readers for The Gathering.

Karen Levine, Canada, This year's winner of the Children's Literature Roundtables of Canada Information Book Award for Hanna's Suitcase.

For Information contact:

Dr. Ron Jobe 604-683-1808 or 604-822-5233 at UBC

The 2003-2004 Red Cedar Program Under Way

The Red Cedar Book Award Program gets kids reading the best in Canadian children's books!

For more information

<http://redcedar.swifly.com>

Contact the Young Reader's Choice Society of BC

E-mail: office@bcla.bc.ca

Phone: 604-683-5354

Fax: 604-609-0707

The 2004 Pacific Northwest Library Association's YRCA, Young Reader's Choice Awards Annual Voting March 15 to April 1st

The YRCA program began in 1940 and involves students in grades 4 to 12 from British Columbia, Alberta, Washington, Oregon, Alaska, and Montana. Harry Hartman a Seattle bookseller who originally started the program was looking for ways to encourage young readers. The hope was and still is, that if school and public libraries work together to promote reading for pleasure, then the life-long love of reading and learning will be instilled in youth. Readers read a selection of Canadian and American books.

For more information
<http://www.pnla.org/yrca/index.htm>
For promotional materials contact:
<http://www.pnla.org/yrca/store.htm>
Canadian Distributor of YRCA Materials
Vancouver Kidsbooks
3083 West Broadway, Vancouver, BC
V6K 2G9
Phone: 604-738-5335
Fax: 604-638-5362

Upcoming BCTLA Conferences (usually take place in October)

2004 Vancouver (Lower Mainland)
2005 Central Okanagan (Interior of British Columbia)
2006 Saanich (Vancouver Island)

**Upcoming CSLA/CLA/BCLA Joint Conference in Victoria
Celebrating Our Community: Sharing Our Values and Sharing Our Value**

Canadian School Library Association, Canadian Library Association, British Columbia Library Association
June 16 to 19, 2004
Victoria, British Columbia
For more information contact the Canadian Library Association <http://www.cla.ca>
and the British Columbia Library Association www.bcla.bc.ca

Feel Like Going to a Library Conference in Ireland?

The 2004 SLA/IASL Joint Conference: From Aesop to E-book: The Story Goes On...
School Library Association/International Association of School Librarianship
June 17 to 20, 2004
Trinity College, Dublin, Republic of Ireland
<http://www.iasl-slo.org/conference2004/html>
email : info@SLA.org.uk

Early bird registration opens February 15, 2004
Regular registration opens, April 1, 2004

The theme of the conference centres on the power of story: including storytelling, children's literature, poetry, myths and legends etc., to change lives, to empower, to unite, to explore the internal and external world, and how school libraries can play a crucial role in developing readers. This workshop-centred conference will extend the key features of a UK School Library Association (SLA) annual weekend school to include the International Association of School Librarianship (IASL) 33rd Annual Conference and the Eighth International Forum on Research in School Librarianship. UK SLA is based in the United Kingdom with 15 branches including those in Northern Ireland (SLANI) and the Republic of Ireland (SLARI). Members are from many countries around the world and most conferences have a number of international delegates. All bookings and administration will be handled by the SLA office in England.

The School Library Association
Unit 2

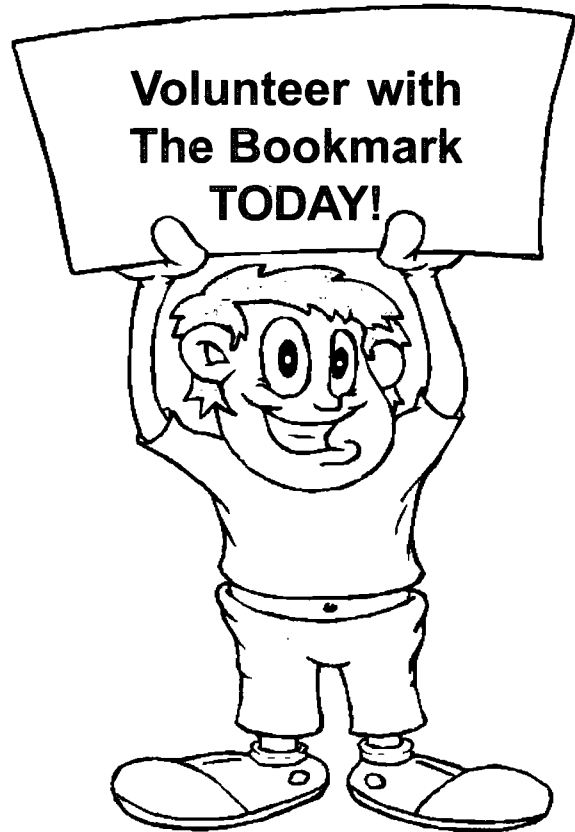
Lotmead Business Village
Lotmead Farm
Wanborough, Swindon
SN4 DUY UK
Phone: +44 (0) 1793 791787
Fax: +44 (0) 1793 791786

**Feel Like Going to the American Library Association Conference in Orlando, Florida?
2004 ALA Annual Conference**

June 24-30, 2004
Orlando, Florida
<http://www.ala.org>

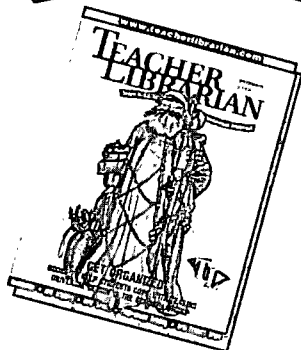
Word on the Street, End of September 2004

Mark your calendars to attend the annual Word on the Street festival at the Central library of the Vancouver Public Library. Visit booths that represent everyone and everything that loves books, reading, song, literature, poetry, literacy, story telling, language and everything related to the word. Hear authors of all kinds of books read from and speak about their writing. Listen to poets, singers and cooking from cook book demonstrations. Visit booths and meet advocates for various book and library related organizations. The well known Los Angeles Book Festival is similar to this event in Vancouver, which keeps getting better year after year. Great for children and adults. A wonderful reason for out of towners to come and spend a day or a weekend in Vancouver.



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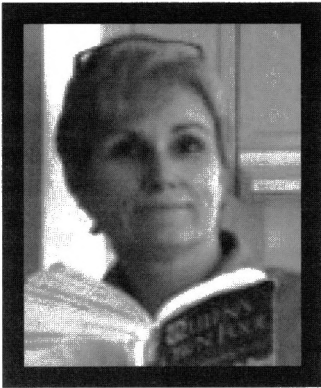
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MEET THE 2003-2004 EXECUTIVE OF THE BCTLA

MARY LOCKE - PRESIDENT



I have been teaching since 1982, when I started out as a French Immersion kindergarten teacher. After teaching 10 years in a few other grades and doing some work in gifted education, I took the advice of a friend and became a teacher-librarian. I knew immediately that this was the job I had been looking for. I

loved working with the whole school and I loved having reading fiction as part of my homework. I still do!

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

LINDA BRUSSE - VICE PRESIDENT: CHAPTER RELATIONS



I began my teaching career in Fraser Lake in 1965! Since then, my husband and I raised our two girls in several little mining towns in BC and the Yukon. I managed to return to UBC and finished my Diploma in Library Education in 1995. So thirty-eight years and nine school

districts after I started teaching, I'm the Teacher-librarian in a K-5 school in Penticton.

RANDI HERMANS - VICE PRESIDENT: ADVOCACY



I have been the teacher-librarian of East Chilliwack Elementary for fifteen years. After completing my BA from UBC, I worked in the Public Library of Rochester, Minnesota for two years. I returned to UBC in 1974 and did my fifth year in education. I taught for three years at Yarrow Elementary and then took a ten year maternity break. I taught

grade two part time before getting the job at ECE and completing a diploma in Teacher-librarianship from UBC.

Working part time for the last fifteen years has given me the time and energy to be involved in LM_Net, the executive of the Chilliwack Teacher-librarians Association and advocacy for teacher-librarians. I also enjoy traveling, reading and collecting and making teddy bears.



.....*FEATURED IN THIS ISSUE*

AMANDA HUFTON - TREASURER



I have taught both primary and intermediate grade levels - both in the classroom for 9 years, and now, as the teacher-librarian at a medium sized K-7 elementary school, for the past 11 years. I am presently

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

JOAN EATON - PAST CO-PRESIDENT



I began my teaching career at Sir Richard McBride Elementary School in Vancouver in 1969. After 5 years there my husband Bob and I moved to Prince George. We remained there for 14 years and it was while I was at Gladstone Elementary that I took over my first library in 1983. For 16 years I worked as an elementary Teacher-

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

KAY TREADGOLD - PAST CO-PRESIDENT

Kay has worked in:

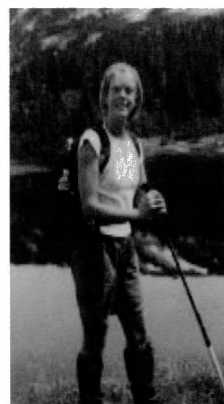
- Sooke 1973-74 (Social Studies 8,9,10,11 and Geog 12)- Kelowna Secondary 1974-1982 (Social Studies 8,9, 10,11, Counselor Grades 8-10, Teacher-librarian '79-82)- Okanagan Mission Secondary 1982-98 (Teacher-librarian, sometimes SS, Creative Writing, Gifted and Enrichment Coordinator)- Kelowna Secondary 1998-2002



(Teacher-librarian)Her education background:- B.Ed. UVIC ('73) Counseling and Geography- M.Ed SDSU ('98) Educational Leadership (Administration)- 15 units librarian courses UBC, UVIC, SFU (79-83)She is a member of the CSLAShe has two children aged 12 and 13

MARYKA GREGG-WORKING AND LEARNING CONDITIONS CHAIR

Marÿka Gregg grew up in the in the small community of Kitimat BC, located in the beautiful Pacific Northwest. She traveled to Vancouver Island to pursue teacher training, completing a B Ed. Through the University of Victoria in 1991. Marÿka began her teaching career in her home town. After two years she moved a short distance to the neighboring community of Terrace, where she currently resides and finds employment. Marÿka chose to specialize in teacher librarianship after moving to Terrace, accessing most of her courses via distance education. She has since completed a Masters Degree in Curriculum through University Of Northern BC. Marÿka has held a variety of teaching positions throughout her career, including several Teacher-



Librarian positions. She currently serves as teacher librarian in two elementary schools. Marÿka is an active outdoor enthusiast and photographer. She enjoys spending time at a small cabin on Lakelse Lake near her home with husband Steve and their two Jack Russell terriers, Calvin and Wishes. Marÿka keeps herself very busy with hiking, kayaking and rowing during the spring and summer months, and cross-country skiing and

snow shoeing in the winter. Marÿka is also an active member of the local ground search and rescue team.

FEATURED IN THIS ISSUE.

LYNN TURNER – CONTINUING EDUCATION CHAIR



I was born in Vancouver enough years ago that I can still remember riding the street cars. Tecumseh Elementary and David Thompson Secondary provided me with twelve years of outstanding education, as well as many memorable and influential teachers.

After high school graduation, I entered McGill University where, four years later, I obtained a B.Sc. with a major in Zoology.

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

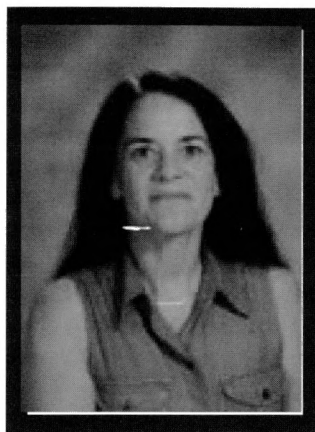
In the early years, I taught various combinations of math, science, music, drama, and guidance, and was a part-time counsellor. Since 1983, I have been primarily a teacher-librarian, first at an elementary school, and now at Thornhill Junior Secondary. As this is a half-time position, I'm also teaching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

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

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

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

BONNIE McCOMB – CONFERENCE LIAISON



I have been a teacher-librarian for fourteen years. I feel blessed to have this job and blessed to have spent 11 of those years working at Parkland Secondary in Saanich District, a grade 9-12 school. Before that I was a teacher-librarian and a secondary English teacher for 10 years in Mission School

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

VAL HAMILTON - WEB STEWARD

My first job was at Mt. Pleasant Elementary in 1970.



It was then the oldest school building in Vancouver. I soon learned not to panic when the coal furnace backfired and smoke filled my room. I had to turn a crank to get heat! Librarians provided release time for the Vice Principals in those days, so I taught 40% Intermediate Language Arts and Social Studies. I would come in

on the weekends to card and shelve books. That first library was a converted classroom. The only non-print materials were a few dusty old records and slide sets. Then filmstrips and cassettes appeared! Each library was given a record player, 2 tape recorders (reel-to-reel and cassette), a listening post, a Super 8 projector and screen, and an overhead projector. Several older librarians retired in shock. What would they think about my bank of computers and library web page?

.....*..FEATURED IN THIS ISSUE*

After a few years, my school was demolished and I helped move my library to a new open area building. The role of teacher-librarians changed and I became a full-time professional. Now we have gone back to where I began and I am spending a large part of my time providing preparation time for other teachers. This, at a time that studies have proved that the role of the library in a child's education is crucial. Currently, I am 80% at Dr. George M. Weir and 20% at the Vancouver Elementary School Teachers' Association (VESTA) as the Health and Safety Officer. I am also a BCTLA Chapter Councilor for the VTLA and a member of the BCTF Health and Safety Advisory Committee. My main interests are reading, movies and computers. I maintain web sites for myself, my school and library, VESTA, the BCTLA and several cancer support groups. As well as serving on several VESTA committees, I volunteer at the BC Cancer Agency, the Red Cross and B.C.'s Provincial Emergency Program.

**LIAISON CHAIR
VACANT**

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**PUBLICATIONS COORDINATOR
JOHN DRYDEN**

I am presently the teacher-librarian at Khowhemun Elementary school in Duncan. I also wear the second hat of part time grade two teacher. I believe that the school library program is vital to the successful education of all students.

This is my first year as publication's coordinator of *The Bookmark*. I would encourage all teacher-librarians to participate in the production of *The Bookmark* as it is an extremely rewarding experience.

In my spare time I am often playing with my son Thomas, or running around trying to keep up with him. My wife and I are expecting our second child this May.

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

Rita Mae Brown

EXECUTIVE REPORTS

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

PRESIDENTS' REPORT

submitted by Joan Eaton & Kay Treadgold

First of all we would like to commend the professional, hard-working members of the executive of BCTLA for their tireless efforts on behalf of school libraries and the teacher-librarians of British Columbia. We could not have asked for a better group of people to work with over the past couple of years.

In the past year both of us have fielded literally hundreds if not thousands of e-mails on behalf of our members ranging from requests to put on workshops or presentations to local groups to responding to newspaper articles to representatives from other provinces asking to use the information developed by our membership. As is usual in this position, it has been a very busy year. Despite research studies and ongoing articles in newspapers and magazines about the crisis school libraries are in across the country and the vital role of libraries and teacher-librarians to the overall education of students, districts are still eroding the role of teacher-librarians. The need for advocacy is still the highest priority. To this end, we, along with various members of the executive and teacher-librarians across the province, have made presentations to the Select Standing Committee on Education and the BCTF sponsored Charter for Public Education. We have also responded on behalf of the BCTLA to the Graduations Requirements Review indicating the vital role we can play to support this document, especially in the area of the portfolio where examples of skill development in information literacy and information technology will be required.

Kay presented two workshops at the PITA provincial conference in Kelowna while Joan served as a panel member at the Ministry Technology Conference. The executive also met with Ken Haycock re: forming a coalition for the defence and support of school libraries.

Joan was a first rate ambassador of the BCTLA in her representation of the membership on the PSA Council. She will file a separate report on that.

In conclusion, we both thank the members of BCTLA for giving us the opportunity and privilege to serve as Co-Presidents of this great organization of professionals dedicated to providing the best service to students and educators through our role as teacher-librarians. It has been an honour to serve you. **(Footnotes)**

VICE PRESIDENT – CHAPTER RELATIONS REPORT -APRIL 12, 2003

By Linda Brussee

Thanks to all the Chapter Councilors throughout British Columbia for their support of Teacher-Librarianship this year. Our Chapter Councilors are the link between the individual teacher-librarians in each district and the BCTLA executive. They are the people who encourage other teacher-librarians to join the BCTLA. They are the ones who attended the fall meetings at Harrison Hot Springs in October, and again in Vancouver in April. I myself am a Teacher-Librarian in an elementary school and I know firsthand how the increases in work load and decreases in time allotments are making our jobs more difficult. It is therefore even more important to express our thanks for the contributions of time and effort from our Chapter Councilors.

Our BCTLA membership has been in free-fall recently. Our membership last spring was just under 600 strong. As of April, 2003, we have only 509 members! This dramatic drop in membership is definitely related to the recent major funding cuts to education in British Columbia. More teacher-librarians have become prep teachers and classroom teachers. More school libraries are being staffed by untrained "teacher-librarians". More than ever, we need to keep up our efforts to recruit members so that they can keep abreast of what is happening provincially.

Our Chapter Councilors continued their support of each other this year. They have made presentations to trustees, school boards, and to their principals and administrative officers. They have continued to meet and share resources within their districts. A continual source of support and information for Chapter Councilors as well as all teacher-librarians is the BCTLA website at: www.bctf.bc.ca/BCTLA/ Electronic mail is now the preferred method of communication. Email allows quick and accurate updates to be made when there are changes in councilors and executive members. Chapter Councilors are now sending their annual reports via electronic mail. These reports are developed following the format in the 2002-2003 Handbook on pages 11 and 12. This format allows for quick editing and forwarding of the reports to The Bookmark for publication. (These annual reports must be sent to the Vice President – Chapter Relations by June 30 in order for the Chapter Councilor to receive funding to attend the Fall Meeting.)

.....
This year, I have enjoyed working with such dedicated people as we have in the BCTLA – the Chapter Councilors and the Executive. I have learned a lot and have agreed to stay on for another year as Vice President, Chapter Relations. I'm looking forward to meeting more of you this year and seeing you all at the Conference in Prince George in the fall.

**VICE-PRESIDENT: ADVOCACY
REPORT
RANDI HERMANS
APRIL 12, 2003**

This has been a difficult school year for teacher-librarians in the province. Many are struggling to run school libraries on less time while they also teach part time in classrooms. Not knowing what the future holds or when the next round of cuts will hit is very stressful for members of our profession.

Contacts:

I've sent email messages and copies of articles to all of you plus our MLAs, Christy Clark and Dr. Roch Carrier.

Vancouver Sun Raise-a-Reader – I was hoping they would help us educate parents about the role of the school library. Funds raised are used to support different reading programs in the province. Ten \$1,000.00 grants were available for libraries in B.C.

Watch their web site for other information: www.raiseareader.com

Newspapers in Education – Andrew Nicholson is the NIE coordinator for the Vancouver Sun and Province newspapers.

The NIE brochures show some of the programs that are available. The Vacation Donation program allows schools to have access to free copies of the newspaper for ten days.

Presentations:

Charter for Public Education – many teacher-librarians gave presentations to the charter of education group that visited each district.

In Chilliwack we shared the librarian's lament, the poem *If you give a child a book* and did a skit about a research assignment on cougars. We gave each member a copy of the School Libraries in Canada journal titled *On the road to Student Success*.

Many districts have also done presentations for their school boards. The presentation to the Chilliwack School Board included a power point presentation. Many of the ideas for our presentation came from power points created

..FEATURED IN THIS ISSUE

by Terri Chalaturmyk In Campbell River and the Kamloops Thompson Teacher-librarians' Association. This presentation was rounded off with the previously mentioned "cougar research" skit. Two weeks after the event we sent them a spread sheet showing our local statistics and a copy of the SLC journal. We're planning to do this presentation for the DPAC and presidents of the Parent Councils later this spring.

Future directions:

Ken Haycock is working on putting together a B.C. Coalition for School Libraries. The goal is to have companies in B.C. supporting school libraries. He hopes to have a meeting in May of major players to map out a strategy. He is interviewing politicians, trustees, senior officials and administrators to see what would push them to allocate resources

differently in tight budget times. Ken is also presenting a report at the International Forum on Canadian Children's Literature in Ottawa this June.

Video Kit – The Ohio educational Library Media Association produced a video kit titled *Your School Library It's All About Learning!* The kit contains a video, poster, brochure and information page. A copy was sent to all superintendents in the state of Ohio.

I'd like the BCTLA to produce something similar to this for B.C.

Encourage all your colleagues to speak out about school libraries and how they play a role in student achievement. We need to continue to try and educate parents about what their children are missing when there is no teacher-librarian in the school.

**Treasurer's Report
April 12, 2003
Amanda Hufton**

As of April 08, 2003, our membership of the BCTLA has dropped to 507 from 588 last year and from 756 in 2001. We still have a month to the May 15th deadline. Historically, we have also received 20% of our memberships/renewals after this date. We will however, given the circumstances with libraries, need to plan for a decreased income in next years budget. Will this years drop in membership be maintained next year?

Due to the decrease in memberships, the expected income for the 2002-2003 school year will be reduced. We have a surplus income that could not be budgeted for, from advertising (\$955.00), sale of back issues (\$438.00), interest(\$165.00) and our profit from the conference(\$11,629.14) of approximately \$2000. While we have not overspent in any budget area, expected expenses from the AGM (\$8,700.00) and the next issue of Bookmark (\$8,000.00) put us close to being over budget for this year (until we see what additional membership comes in).

FEATURED IN THIS ISSUE

In summary, next year's income will be significantly less. As our membership declines, our BCTF grant may also change as it is based on numbers. We should continue to seek advertising income. Our expenses will need to be reduced to match income. Suggestions?

(please see the following page for the BCTLA financial statement)

BCTLA CONFERENCE CHAIR REPORT BONNIE MCCOMB

Thank you and congratulations to Randi Herman and the Chilliwack Teacher-Librarians Association for their wonderful fall conference "Legends at the Lake." The CTLA and the BCTLA made the difficult decision to host this conference on a weekend that was not our regular professional day. Randi and her team had many sleepless nights worrying about if this would work, if people would attend on a Saturday, and if all the presenters would be able to change their schedule; however, it proved to be a very successful experiment. The profits for this conference were higher than any in the previous seven years. Although the date change was unintentional, the fact that we can hold a successful conference on a weekend is good to know for the future especially now that some districts do not have a provincial professional day. Prince George Teacher-Librarian Association will be hosting the next conference. "Libraries; A Renaissance," on October 24-25, 2003 at the Inn of the North. For more details, see the your chapter councilor. The Bookmark or the BCTLA web page. Thank you, Prince George. Thank you, too, to the Vancouver Chapter; they have volunteered to host the 2004 conference.

In these difficult times, it is hard to look into the future but conferences are one of our best ways of increasing membership, for creating the funds to support our organization, and for maintaining the professional relationships that make the BCTLA such a strong organization. Please consider hosting one.

Submitted by Bonnie McComb.

BCTLA Conference Liaison

April 2003

2002 / 2003 WORKING AND LEARNING CONDITIONS SURVEY MARYKA GREGG

Forty districts, 849 elementary and 229 secondary school library resource centres are represented in this report. Last year 45 districts, 986 elementary and 286 secondary schools sent in reports.

The data gathered by this survey been collected in the wake of Bill 28—the Public Flexibility and Choice Act.

This Act removed the staffing ratios for teacher-librarians and other non-enrolling teachers from the collective agreement. The 702 ratio of students to a full-time teacher-librarian assignment no longer officially exists but remains the ideal for public school library resource centres. The ratio of students to teacher-librarians varies greatly across the province. The full report is to be published as a special issue of toe Bookmark in April 2003. Additionally the report is available on the BCTLA website at <<http://www.bctf.ca/BCTLA/Organization.html>>.

Highlights of the Report:

PROFESSIONAL STAFFING

Elementary Professional Staffing

Average number of T/Ls per 1000 students = 1.57 (2.02 last year, 2.01 in 2001, 2.00 in 2000)

Average prep time coverage by district = 21.7% (25.3% last year, 23.5% 2001, 19.8% in 2000)

Number of T/L cuts = 466 in 36 districts (114 in 28 districts last year, 74 in 23 in 2001, 56 in 14 in 2000)

Average % of T/Ls with training of UBC 15 credits or more = 47% (44% test year, 55% in 2001, 49% in 2000 when standard was 18 UBC credits)

Average % of schools meeting BCTF minimum criteria for T/L assignment = 12% (4% last year, 9% 2001, 10% in 2000)

Secondary Professional Staffing

Average number of T/Ls per 1000 students = 1.12 (1.32 last year, 1.27 in 2001, 1.28 in 2000)

Average prep time coverage by district = 0.0% (0.2% last year, 1.5% in 2001, 2.3% in 2000)

Number of T/L cuts = 111 in 31 districts (29 in 18 districts last year, 29 in 20 in 2001, 9 in 6 in 2000)

Average % of T/Ls with training of UBC 15 credits or more = 62% (67% last year, 74% in 2001, 71% in 2000 when standard was 18 UBC credits)

Average % of schools meeting BCTF minimum criteria for T/L assignment = 12% (5% last year, 4% in 2001, 4% in 2000)

The number of teacher-librarians, expressed in full-time equivalent (FTE) per 1000 students has fallen lower than last year at both the elementary and secondary levels. The number of teacher-librarians providing preparation time for teaching colleagues at the elementary level has been reduced slightly, but still remains over 21 percent. Preparation coverage by teacher-librarians reduces the amount of true library service provided within teacher-librarians' assignments. Some reporting chapters commented on the degradation of library service due to preparation coverage at the elementary level. Among the schools responding, no preparation coverage time has been reported at the secondary level this year. Heavy cuts in teacher-librarian positions both at the elementary and secondary levels have occurred this year. In some districts teacher-librarian assignments have been

reduced at the school level, while other assignments have been eliminated entirely. Various comments submitted reflect the stress of teacher-librarians working several part time assignments in a variety of schools. Some comments note the pressure of attempting to provide adequate school library service with less working time. Teacher-librarians continue to note the lack of adequate teacher-librarian time for smaller schools and have suggested a minimum of 0.5 T/L no matter what the school enrollment. Overall the data suggest an erosion of teacher-librarian staffing.

CLERICAL STAFFING

Elementary Clerical Staffing

Average clerical staffing per 1000 students = 0.79
(0.91 last year, 0.93 in 2001, 0.75 in 2000)

Number of clerical cuts = 161 in 24 districts (109 in 23 districts last year, 143 in 23 in 2001, 102 in 16 in 2000)

Average% of schools meeting BCTF minimum criteria for clerical = 2%(2% last year, 1%in2001, 1% in 2000)

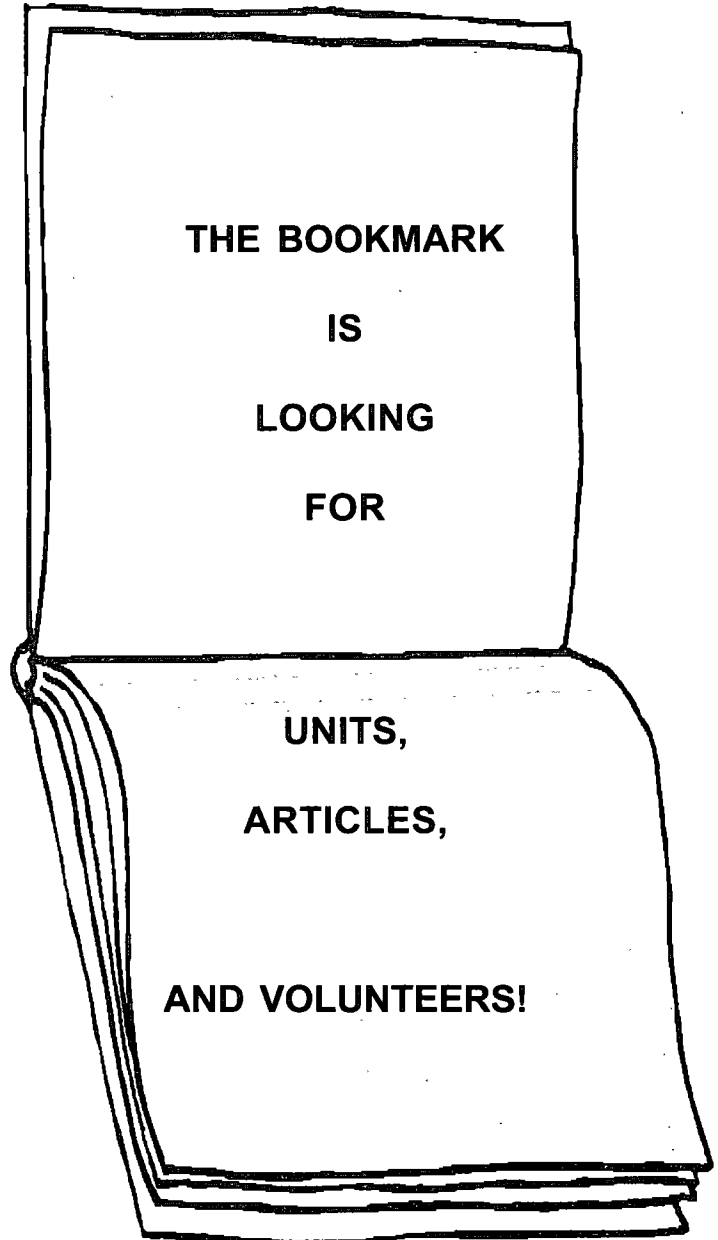
Secondary Clerical Staffing

Average clerical staffing per 1000 students = 0.74
(0.84 last year, 0.79 in 2001, 0.85 in 2000)

Number of clerical cuts = 67 in 24 districts (38 in 12 districts last year, 57 in 20 in 2001, 41 in 14 in 2000)

Average % of schools meeting BCTF minimum criteria for clerical = 2% (1 % last year. 2% in 2001, 3% in 2000)

The amount of clerical time allotted to schools continues to decline. Cuts in clerical assistance at both levels have occurred in more than half the reporting districts. Some districts have eliminated clerical time allocated to school libraries altogether. Few districts provide adequate clerical time according to BCTF standards.



BC TEACHER-LIBRARIANS' ASSOCIATION

**STATEMENT OF RECEIPTS AND DISBURSEMENTS (Note 1)
FOR THE YEAR ENDED JUNE 30, 2003**

Balance, July 1, 2002		\$5,147.29
	Receipts	
BCTF grant		10,342.50
Membership/subscription fees		18,346.36
Advertising		955.00
Interest		287.46
Other		457.50
Conference 2002		11,619.14
Sale of back issues		438.20
Conference-grants	1,000.00	
		43,446.16
Disbursements		
Executive meetings		1,061.61
TOC costs		180.00
Publications-journal		24,547.17
Publications-other		174.06
Operating expenses		7.86
Chapter support		14,826.32
Miscellaneous		2,712.41
Conference-start up costs		(1,500.00)
Conference-hold for future conf expenses	1,500.00	(43,509.43)
Balance, JUNE 30, 2003		\$5,084.02

Notes:

1. This statement reflects only funds held by the BC Teachers' Federation on behalf of the BC Teacher-Librarians' Association.

**DUE TO TECHNICAL DIFFICULTIES
-NOT ALL EXECUTIVE REPORTS
WERE PRINTED IN THIS ISSUE.**

BCTLA on the Web

BCTLA Web Site <http://bctf.ca/bctla>

The web site is 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.

Teacher-Librarian Links include:

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

BCTLA Forum <http://groups.yahoo.com/group/bctlaforum>

Join our Yahoo! Group to use some of its many features: messages, a chat room, files, photos, links, databases, polls, list of members and a calendar.

You can start a discussion with members around the province or vote in the latest poll.

Information on joining: <http://bctf.ca/BCTLA/yahoo.html>

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

BCTLA CHAPTER REPORTS 2002-2003

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

**CHAPTER
REPORTS**

Southeast Kootenay District #5

Chapter Councilor: Colette Grasdal

Political Action/Advocacy

Many schools have seen further reductions in library time. Our district continues to be faced with declining enrollment. There will be no school closures this year, however there are predicted closures for next year.

We saw 4 library positions being taken by administrative officers who have no library training or background. There are serious concerns around this non-enrolling position being seen as convenient for canceling library classes for emergent administrative officer duties. One of the administrators even acknowledged that some of the libraries were becoming warehouses for books and that library programs in his school were non-existent.

Budget cuts for both materials and clerical time are a huge concern.

Teacher librarians with decimated library positions are being forced to use their precious library time to perform clerical tasks which cuts into their library program.

We had huge ProD funding cuts in our district. The bright light in this is that this funding is being restored in September 2003 as a result of intensive campaigning by teachers to have it reinstated. A major implication for PSAs is that there is less funding available for attending PSA conferences.

Curriculum or Program Development

Three of our teacher librarians continue to sit on the technology committee in order to provide input to ensure that technology also incorporates information technology instead of just computers. When funds are being allocated, it is important that the focus be broadened to include teachers getting in-service on using technology combined with research skills.

One of our elementary schools was fortunate enough to have its library time increased and staffed by a trained teacher-librarian.

Our three secondary teacher-librarians met on a ProD day for an exchange of program ideas and resources.

Meeting Ideas and Special Programs

Our association continues to meet on a monthly basis. We have found the core group of teacher librarians were the consistent attendees with sporadic

CHAPTER COUNCILORS PLEASE NOTE NEW DEADLINE FOR CHAPTER REPORTS THIS YEAR - May 31st

..FEATURED IN THIS ISSUE

or non-attendance by the administrators. We also have two socials per year.

Public Relations

A group of teacher-librarians made a presentation to the Charter for Public

Education group when it came to Cranbrook. Some of the teacher-librarians attended Jan. 28 *Day of Celebration* and sent a letter on the *Caravan of Cuts* that was travelling around the province.

Information Technology

All our libraries and our resource centres have been converted to the L4U automated system. All our librarians received a half day of training and will receive a further day of training later in the year.

Rocky Mountain District #6

Chapter Councilor: Louane Gillies

Political Action/Advocacy

As in previous years, a summary of the BCTLA survey was given to each

Administrator and to people in senior management positions in December 2002.

Curriculum or Program Development

Teacher-librarians in many schools have been attending in-service regarding the Reading 44 initiative and have been supporting colleagues in implementation. Several teacher-librarians also attended recent in-service focusing on the Reading Performance Standards.

Many teacher-librarians in our district are very involved in the development of school websites

Meeting Ideas or Special Program Ideas

The final meeting of the year for the Windermere Zone was again scheduled as a potluck and this year was held at the home of our District Resource Centre Coordinator. We find that adequate time at our meetings for sharing curriculum ideas and school successes is always important.

Public Relations Activities

The Alberta author, Donna Nienaber, visited primary students in the Windermere Zone.

Several schools in our District have been involved in the "One to One" literacy programs which bring adult volunteers into the schools to read with selected students on a regular basis. In many cases, the teacher-librarian has been the school contact-person and has helped facilitate the smooth operation of the program for the benefit of many students.

Schools continue to hold book fairs but often depend on increased parent involvement to make these happen. Teacher-librarians have less time and are more hesitant to become involved in fund-raising programs.

The primary school in our Windermere zone sponsored the Roots of Empathy program. The teacher-librarian acted as a facilitator in providing appropriate read-aloud books used in conjunction with the program.

The teacher-librarian in this same school hosted a series of magic shows performed by students at lunch in the library.

All schools in the Windermere Zone were actively involved with the annual bird festival, "Wings over the Rockies" and schools in the Golden Zone participated in the Birds and Bears festivals. In addition, Ben Gadd, naturalist with Parks Canada, made a presentation at the David Thompson Secondary School in partnership with Friends of Kootenay National Park.

Information Technology

By September 2003, all L4U automation systems will have been upgraded to the current level, 2000 with web, 5.2p4. In total, there will be 11 schools in our 3 zones including one secondary school in Kimberley. L4U is new for two of the elementary schools and has also been recently installed for our District Resource Centre in Invermere.

In the Windermere Zone secondary school and intermediate school, textbooks were added to the automated circulation system this past year.

Kootenay Lake District #8

Chapter Councilor: Anne Verkerk

Political Action /Advocacy

The District Librarian spoke to the District Learning Resource Centre Committee about the inconsistencies in library service within our district. The group would like to see targeted funding for libraries and reasonable and equitable amounts of teacher-librarian and library assistant time.

A spreadsheet was presented to administration showing teacher-librarian assignments, including amounts of prep time and library assistant time. This was done in an effort to address inconsistent and insufficient library staffing.

A package was prepared and presented to each teacher-librarian in the district, containing advocacy materials to be used for their own education, to be disseminated as they saw fit, and to be used to present to their school's new School Planning Council.

Curriculum and Program Development

An issue regarding a conflict in the teaching of novels at certain grades arose and was addressed by teacher-librarians. In order to prevent the same novels being taught at various grade levels, teacher-

CHAPTER COUNCILORS PLEASE NOTE NEW DEADLINE FOR CHAPTER REPORTS THIS YEAR - May 31st

FEATURED IN THIS ISSUE.

librarians coordinated and published a survey. The survey results should see some novels being saved for certain grade levels.

Public Relations

Numerous author visits were held in district schools. The Red Cedar program was launched jointly with the public library, with many area schools participating. A wind-up program was also jointly hosted by teacher-librarians and the public library. Family Literacy Day and Canadian Children's Book Week were celebrated in many schools. Teacher-librarians liaised with area gifted teachers for numerous special events throughout the year.

Information Technology

Teacher-librarians are participating in building web pages for their libraries. Rather than have each teacher-librarian "re-invent the wheel" and create their own page for learning links and other common library links, a committee of teacher-librarians are working to create a common page that can be shared by all district libraries on their websites.

As of February 2003, all 26 schools and the two Curriculum Resource Centres in the district are fully automated with the L4U system by Kelowna Software.

Kootenay – Columbia District #20

Chapter Councilor: Marilyn Lunde

Political Action / Advocacy

I'm looking at the subsequent closure of five additional schools in our district to bring us down to 11 schools from 21 just three years ago. So with respect to teacher-librarians, we still exist and are continuing with advocacy, etc but we need to be able to focus as best we can on transferring collections and providing direction for those who aren't even trained. I will keep you updated and hopefully, with some renewed energy, will be able to send along an update.

Vernon District #22

Chapter Councilor: Evelyn LeRose

Here is the year-end report for the Vernon teacher-librarians. As you will see, our association is not very active because so many librarians are relegated to providing prep time for classes so there is little time for library as we once knew it. As the Chapter Councilor, I pass out all the information that comes to me either by email or snail mail so local teacher-librarians are kept informed of what is happening. I think that the reason why not many teacher-librarians belong to *The Bookmark* is that they don't see

themselves as teacher-librarians. I also send out and collect surveys each fall. We do not have an executive so, Dave Brennen and I look after any financial obligations because we still have an active account. The elementary teacher-librarians do get together to organize *Battle of the Books*, author visits, etc. We are going to try to get more organized next fall. We are hoping to get many people to the conference in Prince George. I am sorry this is all I have to say. Hopefully, when I see you in Prince George, I will have more positive news on teacher-librarians in School District #22.

Chilliwack #33

Chapter Councilor: Les Wandl

Political Action and Advocacy

Our district sponsored the Fall BCTLA conference at Harrison – *Legends by the Lake*.

In November, we purchased "*Reinventing your school library in the age of Technology: a guide to principals and superintendents*" by David V. Loertscher and "*Increasing Academic Achievement through the Library media center: a guide for teachers*" to be used as advocacy material.

Our president and vice-president met with district superintendent in January to discuss: cuts, cover off, library time taken away, and other teachers in library position. They came away with the question: "What are you doing for literacy in Chilliwack? Advocate for the children not yourselves and no more paper please". The superintendent suggested that a presentation for the school board be created along the idea of "a day in the life of a teacher-librarian in Chilliwack".

We have had frequent reminders to keep our libraries full of students. Our goal - to make ourselves indispensable.

When the *Charter for Public Education* came to Chilliwack, we shared the librarian's lament, the poem *If you give a child a book* and did a skit about a research assignment on cougars. We gave each member a copy of the *School Libraries in Canada* journal titled *On the road to Student Success*.

We purchased *School Libraries Journal* in January to be given to the charter group. We also ordered 6 more copies for all school board members and administration.

We shared numerous articles from the BCTLA listserv and LMnet each month with CTLA members via email and monthly CTLA meetings.

Randi Hermans had a meeting with Andrew Nicholson of the *Vancouver Sun* in March.

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A Powerpoint presentation was created to show libraries in action locally. This came directly from the meeting with the Superintendent in January. This became the basis of a BCTLA presentation in March. The same Powerpoint presentation was made to the school board in April. A letter was also sent to the school board about school libraries the month before the presentation. Many of the ideas for our presentation came from powerpoints created by Terri Chalaturnyk in Campbell River and the Kamloops Thompson Teacher-Librarians Association. This presentation was rounded off with the cougar research skit. Two weeks after the event, we sent them a spreadsheet showing our local statistics and a copy of the SLC journal.

The same Powerpoint presentation was made in May to the DPAC.

We purchased the Reading 44 booklet in May to be shared amongst CTLA members.

Curriculum and Program Development

Chilliwack is working towards starting a local chapter of the *International Reading Association*. We had our first meeting in May and will have a second meeting for core group members on Sept. 24.

We have had discussion over teacher-librarians contributing to our district web site with lesson plans geared to the library and information technology. A Bill Nye video exchange was set up for participating schools.

Meeting Ideas and Special Programs

Judy Birtch from Planned Parenthood brought in books on sex education and each school was allowed to select 2 titles that were provided to the library free of charge.

Speakers and Workshop Leaders

Our district sponsored the Fall BCTLA conference at Harrison - *Legends by the Lake*.

Curtis Haderlie, from *Companion library automation systems*, gave a workshop in March.

Duncan Saunders, from *Knowbuddy*, held a presentation at the Kipp Center in Chilliwack in March.

Public Relations

Our district sponsored the Fall BCTLA conference at Harrison - *Legends by the Lake*.

Our district participates in the *Battle of the Books* program with zone and district battles in April.

Our CTLA sponsored a May 2 Chilliwack Teachers Association Friday social.

Censorship/Challenged Materials

The Wars by Timothy Findley was required reading by one teacher at Chilliwack Senior Secondary, and was reviewed after complaints from parents.

Information Technology

We are looking into an ACF video site license for our district.

Langley District #35

Chapter Councilor: Marilyn Richardson

Political Action and Advocacy

A presentation was made to the school board on April 15th, on the value of teacher-librarians. The board was also shown the locally developed resource the "*Library Information Skills Survival Guide*", to give them a better idea of what the librarian's role is in the elementary schools. The presentation was extremely well received, and we had good press follow-up in the local papers.

Articles were sent to administrators about the value of libraries and teacher-librarians.

A failure of our local teachers' association to re-sign a letter of understanding on staffing policies has lead to some frustration in job placements at the end of this school year. This matter is currently being investigated.

Curriculum and Program Development

The Library Information Skills Survival Guide, developed by six of our local members, was implemented in many of the elementary schools. Workshops on using the resource included a Summer Institute and a Saturday series workshop. The resource is available for purchase through our District Resource Centre at Milner. For more information contact: info@media.sd35.bc.ca , or call 604-530-5151.

Meeting Ideas and Special Programs

At each meeting of the LTLA, members are encouraged to bring books they would recommend to others for purchase in their libraries.

Speakers and Workshop Leaders

Workshops in the Langley District have included Peggy Sharpe on the latest and greatest in children's books and Hank Luck, from Follett, on the use of TitleWave. Our own team (Joanie, Susan, Laurie, Jade and Kim) has presented the *Information Skills Survival Guide* to over 180 teachers in the province at workshops in Langley, Williams Lake, Harrison Hot Springs, Delta, Victoria, and Richmond, and for the Vancouver Catholic Schools.

Deb Cowland presented local workshops on "*The Caldecott Connection*" (a booklet that is available through Milner Education Centre at 604-530-5151),

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and how to use the Internet in Intermediate Social Studies.

Public Relations

Each year the elementary schools participate in the Langley "Book of the Year". A panel of teacher-librarians and public librarians select the books, and promotions are held in each of the participating elementary schools. Students throughout the district vote on their favourite fiction and non-fiction titles. Plans are in place this year for a more public wrap-up celebration to let the community know what is happening in our libraries.

Teacher-librarians were happy to be able to go back to hosting Scholastic Book Fairs and Chapters Adopt-a-book, as these events both put books in the hands of students, and raise much needed funds for the libraries.

The local Rotary worked with the school district on a "Books for Boys" program, that saw the donation of a number of books to each school. James Hill Elementary received a Multicultural funding for books, and Douglas Park Elementary received funding from the *Vancouver Sun's* "Raise a Reader" program.

Information Technology

The LTLA corresponds regularly through our teacher-librarian discussion group on-line. Meeting agendas and minutes, information on Langley *Book of the Year*, and other tips and ideas are shared in this way. Bulk discounts were obtained for electronic resources and customer support for the Follett library system.

Surrey District #36

Chapter Councilor: Karen Bentzen and Daphne Elwick

Political Action/Advocacy

Cuts to TL time for Sept. 2003 were announced in the spring. All secondary schools have been cut 12.5% and most elementary schools have been cut by 10% - 30%. (The thirteen largest elementary schools were cut in Sept. 2002.)

Our Advocacy Committee wrote letters to DPAC and PAC presidents outlining the cuts and what the effects will be on students. They also developed ads, which appeared in our local newspapers, and they made a presentation to DPAC regarding what library programs should be and how the cuts affect them.

Curriculum/ Program Development

The third annual "Orientation Day For New Teacher-Librarians" was held in early October. TOCs for workshop leaders and participants were provided by the Director of Instruction who is responsible for libraries.

The mentorship program for our new TL colleagues continued.

Meeting Ideas and Special Programs

Our library budgets are now determined at the school level. (Previously, library money was separated from textbook money at the district level and all libraries received the same allotment per student.) Some teacher-librarians are now having to advocate for, and justify, funding levels for their libraries to administration, staff committees, department meetings, etc. Teacher-librarians met to share ideas to prepare for budget meetings.

Speakers and Workshop Leaders

A committee of secondary teacher-librarians organized "An Evening with Ken Haycock". Parents and administrators were invited and six of our School Board Trustees were in attendance. Ken spoke about effective school library programs and their relationship to student achievement. A wine and cheese and informal discussion period followed.

Public Relations

This year's winner of the "Surrey Book of The Year" was *Little Wolf's Book Of Badness* by Phillip Whybrow.

Information Technology

In the fall, seven elementary schools will be piloting the upgrade to our MultiLis library systems software. One of the new features will be a union catalogue.

Delta District #37

Chapter Councilor: Dale Clark

Political Action/Advocacy

April - Val Windsor, President of the DTA discussed seniority and claiming of jobs issue.

DTLA members signed a letter of discontent regarding the cutting of the District Technology/Library position

Curriculum/ Program Development

November - Presentation of Visual OPAC for primary students

Elementary/Secondary sharing of ideas

February - District Day with presentations on:

Graphic Novels

Langley TL presentation

IRA Conference

Meeting Ideas and Special Programs

This year, fairly new teacher-librarians held many of the executive positions of the DTLA. However, despite some difficulties, our meetings were regularly attended and there is an ever-increasing understanding of the organization.

November - Presentation of Visual OPAC for primary students

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Elementary/Secondary sharing of ideas
June - Year-end Social

Speakers and Workshop Leaders

April - Presentation from Delta Museum

Information Technology

October - Discussion on the merits of Electric Library
May - Update on Follett (automated system)

Richmond District #38

Chapter Councilor: Valerie Pollock

Political Action and Advocacy

The chapter presented briefs to the school board to describe the role of the teacher-librarian and make clear the effects the reduction in time was having on our libraries. Individual teacher-librarians presented brief reports at their PAC meetings to keep parents aware of the role and importance of libraries and teacher-librarians in the public school system.

A Library Operations discussion paper was prepared by the district based on discussions with teacher-librarians in June 2002; this paper was prepared in order to form the basis for a policy statement. In September 2002, we received and responded to this discussion paper, citing points with which we disagreed, as well as outlining the impact the discussion points would have on libraries, their operations, and their programs.

Curriculum and Program Development

A group of teacher-librarians met in October to develop a framework for library programs in Richmond. This framework breaks down the teacher-librarian's duties into three sections; interacting with students, interacting with colleagues and interacting with resources. Our intention was to bring to the forefront all of those aspects of a good library program, which we felt were essential, so as to be able to present to PAC meetings and say: "Here is what we should do; with our reduced time, this is what we are able to do." It was also a basis for discussion among teacher-librarians and decision-making in our own libraries as to what would be held as priorities and what would be allowed to (forced to) slip.

Meeting Ideas and Special Programs

Attendance at our monthly RTLA meetings has been down this year. There may be many contributing factors, but we know that teacher-librarians are often filling more than one position in the school, and many are working part-time or in two schools. To this end, we have been working on planning an exciting professional development day for the first week in September of the coming year. We hope to

reconnect with colleagues and encourage them to come out to meetings.

Speaker and Workshop Leaders

At our April RTLA meeting, we had guest speaker Alison Haupt. Alison came to speak to us about new fiction and non-fiction materials for Young Adult and Intermediate readers. At our February District Conference, we invited teacher-librarians from the Langley project to present their library program book to us.

Information Technology

The last schools have been converted this year from Eloquent to the new Follett system software. Training in the use of the new system has been ongoing.

Vancouver District #39

Chapter Councilor: Val Hamilton

Political Action and Advocacy

The VTLA sent copies of several articles supporting school libraries to all our trustees and school PAC chairs. "*The Crisis in Canada's School Libraries: The Case for Reform and Reinvestment*" was also sent to the trustees. Several Vancouver teacher-librarians, teachers and parents made presentations to the school board budget meetings asking for the restoration of library services. Our two local teacher unions argued for improved staffing and funding in front of a board committee. As a result, a Library Resource Centre Consultative Committee has been restored and a Library Consultant's position has been created.

Curriculum and Program Development

Several teacher-librarians attended *Fast Forward*, the annual video display at Capilano College, to help choose videos for the district to purchase. Teacher-librarians were mentors in the ICT 6-9 project that VSB continued this year.

Meeting Ideas and Special Programs

Our annual ProD event, Winter Tonic, was a great success. A committee is already making plans for hosting the BCTLA Conference in October 2004. As well as having several general meetings, chapter members and the executive use Yahoo Group listservs and our local's web site (<http://bctf.ca/vesta/vtla>) to share ideas and solve problems.

Public Relations

We celebrated School Library Day with parents. We hope to have an annual event for them.

Censorship/Challenged Materials

The Pigman by Paul Zindel was challenged this year. A District reconsideration committee reviewed the book and denied the challenge.

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Information Technology

By the end of next year, most of our schools will be automated. We are all using Horizon.

New Westminster District #40

Chapter Councilor: Sarah Wethered

Political Action/Advocacy

In March 2003, the chapter met with Mr. Ron Bennett, superintendent of schools to discuss chapter concerns about the district library program. As a result of this meeting, a package was produced on the benefits of teacher-librarians and was given to Mr. Bennett. This meeting will be followed up by the chapter in the 2003/2004 school year. Further, Sarah Wethered, teacher-librarian at New Westminster Secondary School was proclaimed district professional development chair. Several members of the chapter were active members of the planning committee for the January 2003 district professional day conference.

Curriculum and Program Development

Most of the chapter's teacher-librarians worked with Susan Close, Director of Instruction, in the implementation of her SMART reading program, as well as her learning strategies program. Three teacher-librarians attended a summer institute on this topic. Sarah Wethered worked with Sydney Dean, an ESL teacher at New Westminster Secondary School to create a lesson on Canadian copyright law. This lesson won first place nationally the Access Copyright contest. Judy Adamson, at New Westminster Secondary School, worked with Jamie Sadler, a senior social studies teacher, to develop more links with the school library and SFU. Judy also worked with the social studies teachers to bring a critical thinking model to their cooperatively planned and taught lessons.

Meeting Ideas and Special Programs

Two teacher-librarians attended the BCTLA conference in October 2002. Judy Adamson, teacher-librarian at New Westminster Secondary School, participated in a student trip to Japan to visit New Westminster's sister city and visited school libraries while in Japan. As well, the chapter met in April for their annual meeting at the public library. The chapter participated in a study of the roles of teacher-librarians and administrative officers which was conducted by Sarah Wethered for completion of her graduating project for her M.Ed. in teacher-librarianship from the University of Alberta. This study was concluded in August 2003. Ruby Sihota of Queen Elizabeth Elementary School began work in 2002 on her M.Ed in teacher-librarianship from UBC,

and Darryl Schelp of Lord Kelvin Elementary School completed his certificate in teacher-librarianship from UBC.

Speaker and Workshop Leaders

Sarah Wethered offered her services to present a workshop on PowerPoint at the district professional day in January 2003. Award winning author, Irene Watts, spoke in May at New Westminster Secondary School. Irene Watts may be reached at: # 803 - 1485 West 6th Avenue Vancouver, BC V6H 4G1

Phone: 604-731-8595 Fax: 604-732-8590

Email: inwatts@telus.net

In May, storyteller Robert Stelmach, aka "Max Tell" gave a brief presentation to the chapter. For more information on his programs, he can be reached at maxtell@mindlink.bc.ca

Public Relations

Graduating students at New Westminster Secondary School were given the opportunity to participate in the "Legacy of a Book" program in which graduating students selected a book to donate in their name to the library as a lasting memento of their time spent at the school. This program was also established at Glenbrook Middle School.

Information Technology

All schools in the district were given the latest version of Follett's automation system. The learning services and media services collection was put online. This can be found at <http://www.sd40.bc.ca> — click on the link at the top of the page. In November, many members of the chapter attended the Follett automation conference in Richmond.

Burnaby District #41

Chapter Councilor: Patricia Finlay

Political Action and Advocacy

Elementary and secondary teacher-librarians helped prepare a presentation to two groups, senior district management and the board of school trustees, about school library programs in Burnaby. The presentation included a Powerpoint show outlining the research documenting the effects of school library programs on increasing student achievement. Copies of the issue "On the Road to Student Success" of *School Libraries in Canada* were distributed to the district management and the trustees. Copies were also sent to all the school based administrators. Samples of elementary and secondary student work were on display at the school board office.

Curriculum and Program Development

BTLA supported "literacy", one of the district's key educational goals this year, with several activities.

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On the district-wide professional development day, elementary and secondary teacher-librarians met to share recommendations of titles and to discuss classroom and special library collections. The BTLA provided funds to each secondary school to host an author visit and paid for author Linda Bailey to make two presentations to students from a number of Burnaby elementary schools. Teacher-librarians organized two buses of Burnaby elementary students to travel to Kelowna to attend the Red Cedar Awards Ceremony Gala.

Meeting Ideas and Special Programs

Meetings were held every month, including the annual meeting at the Metrotown branch of the Burnaby Public Library where the children’s librarians made a presentation. In September, the annual publishers’ display organized by BTLA was held for Burnaby teachers and teacher-librarians. At a spring meeting there was a demonstration of “Schoolweb Librarian,” an Internet caching software program. A number of teacher-librarians attended a presentation, organized by the district literacy consultant, by Christianne Hayward from Kidsbooks, who recommended titles and discussed book clubs and literature circles.

Speaker and Workshop Leaders

Patricia Finlay, co-chapter councilor, delivered a presentation in North Vancouver about the up-coming publication from TC2, *Using Electronic Information and Resources*. Invitations to attend were sent to teachers of nearby school districts.

A representative from Alternet, Justine Smith, and retired Burnaby teacher-librarian, Trevor Schofield, spoke about SchoolWeb Librarian.

Christianne Hayward from Kidsbooks

Public Relations

One secondary school has started a “Friends of the Library” group.

Information Technology

Several teacher-librarians attended a workshop to learn how to use SchoolWeb Librarian to select and cache web sites. It is anticipated that in the fall of 2003 each school will have access to the program through the school’s web page.

Follett has been selected as the district library automation program. Two secondary school libraries are now using Follett and a third will be changing next year. One elementary school library is using Follett this year with four more elementary school libraries moving to Follett in the coming school year.

Maple Ridge/Pitt Meadows School District #42

Chapter Councilor: Faye Meek

Political Action/Advocacy

Teacher-librarian representation on most MRTA committees: Agreements, Pro D., Bargaining and Negotiations, MRTA executive. In January 2003, a letter was sent to the local school board trustees and the executive officers at the district education office focusing on the need for placing teacher-librarians into school libraries. There are still administrators operating the libraries in smaller schools which creates a concern that neither a teacher-librarian specialist or even a teacher is being hired for that position and that staff and students are not being supported efficiently. For two years the teacher-librarians have been lobbying the school board, including a newly elected board this year, and now the Maple Ridge School District presented a 2003/ 04 budget which included a \$5.00 increase per elementary student for library books. There was a group presentation in January to the Charter for Education to answer the question “What does a school library and teacher-librarian do to make an educated community?” Comments dealt with the ideals in library programs and innovations in information technology for students and teachers. A letter was sent by President, Phyllis Schnider, to Dan Banov regarding his comments in the newspaper re: no need for libraries or TLs. No reply was received.

Curriculum/Program Development

Teacher-librarians are involved at school level with use of IRPs; also serving on Pro-D committees to co-ordinate activities that concern staff and possible fulfillment of accreditation goals. (i.e. School Literacy, Home Reading Programs). Some TLs did collaborative units with teachers (i.e. Research skills with intermediates, biography studies, poetry units with primary classes). We continued to support all TLs by bringing multiple copies of a one-page lesson idea to share with others at meetings; each TL saves these ideas in a binder for future use.

Meeting Ideas or Special Program Ideas

Public librarians announced the “Red Cedar Book Awards” reading list. A representative from a distributor “Books are Fun” attended a meeting.

Speaker/Workshop Leaders

On May 2, 2003, teachers and teacher-librarians attended a whole day workshop entitled “*Novels That Knock Your Socks Off!*” coordinated by Phyllis Schnider. Presentations included: Middle school novels by Phyllis Simon from Vancouver Kids Books, the new Maple Ridge District 03/04 BookFest novels, followed by *Using Theme Books* by Adrienne Gear (Vancouver School District). Marsha McDermott, a retired teacher librarian from North Vancouver who is

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contracted by Brodart Library Supplies, demonstrated how to keep popular books in good repair.

Public Relations Activities

BookFest was held in December with 18 schools participating. Guest author was James Heneghan who was well received by all 300 people attending. Two stations involved *Jeopardy* style trivia questions and a *Wheel of Fortune* type of game. Many book prizes, certificates and special bookmarks were given to all participants. Coffee and snacks provided for parents and teachers, cookies for the kids. Local newspapers provided coverage.

Information Technology

All school libraries in our district are automated but are not using the same program. The application for a grant by the Joint Educational Curriculum Implementation Committee (JECIC) was approved for a fifth year. This grant provides opportunities for networking between Teacher-librarians and mentoring of new teachers who do not have the necessary skills for maintaining an efficient library. One teacher-librarian will have 5 days release time to visit the inexperienced teachers.

Coquitlam District #43

Chapter Councilor: Martine Duby

Political Action/ Advocacy

Our chapter...

Filed a formal grievance against Dan Banov for slandering TLs in an article in *The Province* newspaper.

Formed an advocacy committee that met 3-4 times this year to work – among other things – on presentations to the Board.

Presented to the Board of School Trustees (3 presentations – one per school level).

Curriculum and Program Development

Our part-time coordinator started the much needed revision of our District Library Handbook – an invaluable resource containing forms and procedures designed to help new and veteran teacher-librarians with library administration.

Meeting Ideas and Special Programs

Our chapter met 7 times this year. Our main focus was to ensure the library district coordinator's position would not go unfulfilled (even at half time) and to create a strong advocacy program. Our chapter has worked towards making trustees, administrators and parents aware of what we do in the library to stop the erosion of our jobs.

Speaker and Workshop Leaders

Members of our chapter offered 3 workshops during the February Pro-D: one on literacy, one on the

Follett software, and one sharing session at the secondary and middle school level.

Cam Millar provided a workshop on the new Follett version and collected suggestions for the next version.

Public Relations

Our chapter...

Participated in the third annual *Hog Wild for Reading* campaign – a literacy program started by one of our principals to provide additional books to our students.

Attended a Library Task Force meeting with the Coquitlam Teachers' Association to discuss the protection and future of library programs (as well as the delivery of our library software).

Actively recruited parents and students to speak on behalf of school libraries at the trustees budget meeting.

Information Technology

The district-wide Follett conversion was completed this fall. All 74 schools are now using the new software on a thin-client platform.

Numerous group workshops were offered at the October, February and May ProDs. Individual training sessions were also provided to support teacher-librarians with this conversion.

North Vancouver District #44

Chapter Councilor: Joan Shaw

Political Action/Advocacy

In March, our NVTLA membership held our annual general business meeting with the North Vancouver Teachers' Association (NVTLA) president, Diane Nelson, to go over relevant political and business matters for the year. We received an important update on our library teaching positions next year, since declining student enrolment will have a serious impact on them. Discussion ensued about advocacy and possible political action. Our secondary library time was cut to 0.9 at each of our 7 secondary schools. We successfully campaigned to have the time re-instated to 1.0 at each school, through letter writing to the superintendents and school trustees. We were supported in this endeavor by the district's principals.

To strengthen advocacy for school libraries, our chapter councilor brought copies for sale of the District 44 new library services framework document to the April 12, 2003, chapter councilors' meeting in Vancouver. She quite briskly sold all 20 copies to her librarian colleagues around the province.

On a district professional development day, the District 44 librarians invited Ken Haycock, UBC professor teaching and conducting research in

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management and leadership, to give a workshop on advocacy and administrator support for library programs. This event was paid through a grant from the North Vancouver Teachers' Association.

Curriculum or Program Development

We had another busy year in North Vancouver. Being an active, involved group of professionals is one reason we have not suffered the severe cuts that have hit other districts. Meeting on a regular basis is a good way to share ideas and concerns and support each other.

On October 29, 2002, North Vancouver had the official celebratory launch of their newly published delivery of library services document called "*Libraries: Literacy and Literature in the Information Age*". The authors of the document gave us an overview of the new framework at this meeting. The document was created by a committee of administrators, teachers and librarians in the district and reviewed by the members of NVTLA.

After the launch, the North Vancouver chapter set up a series of workshops on various aspects of the framework for their librarians and teachers throughout the spring:

April 7, 2003: Implementation of the library administration and curriculum support strand of the new District 44 library services document

Speaker: Ken Haycock, UBC

This event paid through a grant from the North Vancouver Teachers' Association.

April 28, 2003: Implementation of the literature appreciation strand of the District 44 library services document

Speaker: Ron Jobe, UBC

This event was paid by the District 44 school board.

May 26, 2003: Implementation of the information literacy strand of the District 44 library services document

Speaker: Patricia Findlay, Critical Thinking Consortium

We were the first in the province to have a look at some of the new TC2 document for information literacy.

All teacher-librarians in the province were welcome to attend.

This event was paid through a grant from BCTLA.

Other workshops and events were held throughout the year. We started with a welcome back meeting in September to get reconnected with our colleagues and to be introduced to the district staff responsible for teacher-librarians. It was a time to talk about professional development opportunities for NVTLA members. In November, Allison Taylor McBryde, a

North Vancouver children's librarian, talked to us about the newest in genre fiction for students in grade 4 to 9, namely, fantasy, mystery, historical fiction and information books. NVTLA members were encouraged to bring a classroom or English teacher along to hear this dynamic presenter. In December we had our Christmas social at our chapter president's home.

In January our local chapter joined with the Vancouver Children's Literature Roundtable to present an evening of poetry in our Artists For Kids Gallery at our media centre. Poets were Robert Heidbreder, Avis Harley and William New. Also in January, local secondary teachers, Carol Murray and Shelley Stanhope, presented a workshop on literature circles for grades 6 to 9 and shared their new experiences with literature circles at the grade 9 level. In June, we wrapped up the year with another social evening at the home of our social coordinator.

Automation/Information Technology

With absolutely no funding or technical support from the district, librarians are still finding ways to automate their libraries. Most funding is raised by the PACs in the particular schools. However, this task is very time-consuming and frustrating without the necessary district technical assistance. 17/32 elementary and 4/7 secondary school libraries have fully automated their libraries, while 4 schools are in process.

Howe Sound District #48

**Chapter Councilor: Marian Kelly and Mary Elliot
Political Action and Advocacy**

Letters concerning library cutbacks were sent to school trustees, administrators, DPAC executive and to Christy Clarke, Minister of Education.

Teacher-librarians made presentations to PACs. Teacher-librarians made regular submissions to school newsletters.

Curriculum and Program Development

Teacher-librarians worked to produce a publication of collaborative units that will be distributed throughout the school district. We hope to submit some of these units for publication in *The Bookmark*.

Special Programs

Several schools participated in the Red Cedar Program.

One school participated in the Chocolate Lily Program.

Speakers and Workshops

Authors Margaret Ruurs, James Heneghan, Trevor Lai and Colleen Sally made presentations to students in various schools.

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Public Relations

Teacher-librarians worked with the Squamish Public Library to host a reception for kindergarten students and their parents. All elementary schools in Squamish participated.

The Squamish Public Library's Teen Book Club was promoted in all Grade 8 classes.

Teacher-librarians promoted summer reading programs offered by our public libraries.

Information Technology

A district license made the *Canadian Reference Centre* database available to all schools.

Most schools in the district are automated.

Secondary schools use the Alexandria program and most elementary schools use Chancery's Library Pro software.

Prince George District 57

Tiiu Noukas

Political Action and Advocacy

For the 2002 October Provincial Professional Development Day, our chapter flew in Pat Cavill from Calgary. She shared some great strategies for advocacy. As it was only weeks before the civic election, our goal was for each candidate to mention school libraries in their platform. To educate them with our concerns, we mailed them results of studies (Lance Curry) and followed up with a phone call. To our delight, most of them did mention school libraries/teacher-librarians in their presentations. We did not want to harangue them after the election so we decided to do a soft presentation to the new Board of Trustees. In March, three of our members presented the Underground Quilt that our group made for the use of schools in greater Prince George. This quilt project will be presented in full, both in the Bookmark and at the fall conference. We explained how it reinforces learning with Primary level books, with *Underground To Canada* - an intermediate novel, and with the Grade 10 socials curriculum. The trustees were truly happy to have a positive element at a board meeting and were quite enthusiastic. We had also sent a representative to talk to the travelling Ministry of Education team last fall.

Curriculum and Program Development

We had a speaker present "Critical Challenges" for our November meeting. To support Information Technology, our February program featured two teacher-librarians' lesson ideas for computer lab prep (elementary). And in April we learned preventive techniques, school policies and other ideas to combat plagiarism, both from print and on-line sources. A most enjoyable March evening had some

of our members, plus a public librarian, model different types of book talking techniques.

Meeting Ideas and Special Programs

We feel it is important to hold evening meetings, even though it involves some adjustment by our members - we average 25 people at our meetings. We begin with the formal meeting at 7 pm, adjourn, then circulate for snacks. Each month, one person hosts the meeting in his/her school and two people bring snacks. This casual time builds relationships and forges friendships. After this social break we have our monthly program. It usually is some type of inservice ending about 9 or so. At some meetings the president draws names and we give out wine or fancy bookmarks or some little gift. The September and January meetings have business only and then a lot of networking. December and June find us at someone's home having gift exchanges and such. I believe we are a strong chapter because of our friendship and mutual support. We have a mentorship program supported by our local teachers' local that provides TOC time. The District Resource Centre administrator also attends our meetings and discusses processing and cataloguing details, and also communicates district issues. To underscore our theme for the Fall 2003 conference, we exchanged "Renaissance" gifts in December. Last June, we found a use for those old card catalogue rods and had a shish kebab party. This June, we decided to have food "Between The Covers" and so we dined on phyllo turnovers, stuffed Brie, wraps, tarts and such.

Public Relations Activities

Each October, our chapter supports the Prince George Public Library and the Prince George Spruce Kings Hockey team in their Skate For Literacy fundraiser. Not only do we raise money but we also turn up at the arena and skate! Funds go to buy books for newborns at the Prince George Regional Hospital.

In November, we sponsor a tree for the Festival of Trees gala. Over the course of a year, our members picked up gingerbread items as far away as Prince Edward Island. We were able to decorate a tree, make a quilted tree skirt, have four gift baskets and many, many gifts, including books under the tree. Just having the sign "Donated by the Teacher-Librarians of Prince George" in front of the tree gave us some public exposure.

For the March District Day, we sponsored the Vancouver Kids Books session that was attended by 90 teachers (one of the primary workshops had been cancelled). In the spring, some of our members affiliated with the Public Library and helped plan and

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attend the For Your Eyes Only, a James Bond gala to raise money.

In May, we met and had a work bee to make gifts and table decorations for the fall conference. Our conference committee includes a public librarian and also the Curriculum lab librarian at UNBC so we are forging professional links with our community and our university.

On a more serious note, we have invited the trustees to visit our libraries and have tried to get news items featured in the local papers, e.g. the Underground Quilt project. Many of us write library articles in our school newsletters.

Peace River South District #59

Chapter Councilor: Jackie Reczka

Political Action/Advocacy

The PRSTLA was active during the 2002/2003 school year. A presentation to the Board of Trustees, which highlighted the contributions of teacher-librarians to schools and to the district, was given by the president and vice president. A letter on behalf of the Association was sent to a local group of literacy teachers offering our expertise in the area of selection of materials and teaching reading.

Public Relations

Numerous book fairs were held throughout the year by elementary and secondary schools. International School Library Day was marked with open house events to which parents, community members, and trustees were invited.

Special Meetings or Ideas

There was a Foundation proposal requesting funding to send a group of teacher-librarians to the Provincial Conference in the fall and to provide teacher-librarian focused workshops and seminars over a two-year period.

Peace River North #60

Chapter Councilor: Pat Wicharuk-Hunter

Political Action and Policy

We continue to meet monthly on a rotating basis in the various school libraries throughout the district.

This keeps us in touch with each other and allows emerging issues to be circulated for discussion.

District staff, especially the Principal of the TechResource Centre, are often invited to the meetings so that concerns can be communicated to the "powers that be". A new automation system, cataloguing services, use of jobbers, in-service needs and delivery have been some of the major issues over the past 10 months. At present, our teacher-librarians provide virtually NO prep time out of their

library time and we continue to advocate for more teacher-librarian time and some badly needed clerical time. (At present we have NO clerical help in any of our school libraries.)

Public Relations

As teacher-librarians, we donated a few new books from each library (often freebies from book fairs) to contribute to our community Christmas hamper drive. We were able to come up with over 350 books, all of which contained a label indicating they were a gift from the district's teacher-librarians. The donation was very popular and we plan to continue this for the coming year.

Special Programs

We are planning to host a "Young Author's" Conference for intermediate students in the coming year. In preparation for this, two of our members attended the Kamloops conference (which has been in operation for a great many years) in order to get ideas and meet with the organizers. The District is very interested in helping us with this project next year and will be willing to donate funds.

In-Service

We have held a number of in-service sessions this year. Topics covered have included: e-books, getting students to read, computer/internet lessons, great read alouds, magazines in the collection. One of the major thrusts has been the in-service required in the move from our Eloquent Circulation system to Insignia. A 2 day session was held in June and there will be a follow-up one day session near the end of September as we adapt to the new program.

Information Technology

Because our existing Eloquent system was no longer supported by the company, (we were still using the old DOS version), the district saw the need to move to a new web-based system that was still cost efficient with the existing hardware (some of it very old). A committee of teacher-librarians and tech staff was struck and after previewing many programs over a period of several months, selected Insignia software. The conversion process is now almost complete, and inservice has begun and will continue in the fall.

Greater Victoria District #61

Chapter Councilor: Darinka Popovic

Political Action/Advocacy

The start of the new school year was difficult for our elementary school teacher-librarians as they were reduced by a minimum of 50% from the previous year. Retention of these jobs was possible as many teacher-librarians and staff advocated for the

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positions. It has been difficult to provide the same level of service as previously offered. During the School Board election, a letter was sent to all candidates outlining the role of the teacher-librarian, the recent research of Keith Curry Lance, et al, regarding the impact of effective school library programs on student achievement and asking for the candidate to review the issue and state their position on the possibility of cuts to library programs. During all candidates' meetings, questions from the floor ensured that candidates and the public heard about the research and the candidates' positions. After the election, all newly elected trustees were invited to the December meeting where we hosted a tea in their honour to congratulate them. Almost all trustees attended and were able to meet face to face with teacher-librarians who were able to share the joys and frustrations (with an emphasis on the joys!) of our jobs.

Early in the new year, one of our members contacted an active parent at one of her schools to raise the question of parents becoming involved in advocating for school library programs. Emphasizing how school libraries contribute to student achievement and sound educationally focused decision-making by the Board added considerable weight and momentum to the parents' work. The parents underscored the integral relationship between strong library programs and improving literacy, one of the primary goals of the school district's accountability contract. When explaining their decision to balance the budget by closing schools rather than cutting valuable programs even further, two of the trustees made special mention of the importance of school libraries. It is unclear as to what direction the Board is going in the upcoming year. An increase of service would be wonderful but retention of what we have is also important. To celebrate our achievements of the past year, we will be hosting a potluck dinner at the end of May and honouring our volunteers and clerical support.

Curriculum and Program Ideas

During two of our professional development days we organized workshops to support teacher-librarians in their classrooms. Included were an EBSCO workshop, a presentation of current children's literature, a scope and sequence workshop by Langley teacher-librarians and workshops on how to use L4U, our automation system.

Okanagan-Skaha District #67

Chapter Councilor: Linda Brussee

Political Action and Advocacy

Teacher-librarians attended their school PAC meetings throughout the year so that they could present information regarding the effectiveness of library programs in their schools.

We only met twice as a group this year. Many of our teacher-librarians are being assigned to many other teaching duties which severely limit the time that they have available for meetings and planning.

Meeting Ideas and Special Programs

Several schools attended the Penticton Public Library to listen to authors Diane Swanson and Linda Bailey. These speakers were arranged by the Children's Librarian at the Public Library.

Teacher-librarians encouraged reading in grades 4 – 7 through involvement in the Red Cedar Book Awards. The ceremony was held in Kelowna this year and we were able to take a large number of enthusiastic readers to this special occasion.

Speaker and Workshop Leaders

Bonita Forsyth, author and illustrator, carried out several hour-long workshops in which she showed 6 different watercolor techniques to the students who then completed 6 beautiful bookmarks during the hour.

Public Relations

Book fairs (once or twice during the year) were a common method of fund-raising as well as being a good means of raising awareness of the teacher-librarians work for parents and the community.

Information Technology

All of our district schools are now automated, but there are still 3 different programs being used. In order to match the advancing technology within the district, all schools are gradually changing over to a new web-based program called Insignia.

Retirement

We wish two long-time teacher-librarians all the best in their retirement: Bryan Snider from Penticton Secondary School and Karen Bennett from Uplands Elementary School.

Nanaimo-Ladysmith District #68

Chapter Councilor: Iris Mennie

Political Action and Advocacy

Political action has been done through the NDTA for teachers as a whole. Advocacy has been done mostly on a school-to-school basis with teachers, principals, individual parents and Parent Advisory Committees. As in other areas of the province,

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Nanaimo-Ladysmith teacher-librarians are feeling like they are under siege.

Meeting Ideas and Special Programs

We had two meetings: Sept. 23 and January 28. Several teacher-librarians are beginning or continuing to support Guided Reading programs. Several schools have installed the Accelerated Reader program which will start in earnest in September. Many teacher-librarians participated in the Red Cedar program with great success.

Speaker and Workshop Leaders

Several workshops were organized by the district and by the Literacy Resource Teacher. Teachers and teacher-librarians attended and had a break-out group discussion re: resources and "hot" books, especially for secondary.

Public Relations

In January, numerous schools had special events for Family Literacy Day. Several schools had daylong "read-ins" with primary and early intermediate students. The annual Vancouver Island Children's Book Festival was a great success. Many schools were able to have author readings during the few days before the Festival. Many teacher-librarians attend PAC meetings to advocate for the library and show PAC fund purchases.

Censorship/Challenged Materials

At one secondary school, provocative displays were set up for *Freedom to Read* week, showing not only books that have been challenged, but also the reasons why they were challenged. The displays provoked considerable discussion among students.

Information Technology

In September, we had a celebration of "Finishing Automating the School Libraries" in honour of the library clerks and district staff who were the backbone of getting automation into all schools. Support for information technology is vastly diminished in this district. Our Information Technology Resource Teacher position was disbanded this year, and we lost some technical staff. Many schools struggle on an on-going basis to have their computers functional, especially for Webcat (electronic catalogue) use.

Retiring Colleagues

We honoured Betty Dillabaugh and Jill Pascoe at a special dinner in June.

Mount Arrowsmith (Qualicum Beach) District #69

Chapter Councilor: Linda Greig

Political Action/Advocacy

The teacher-librarians invited Candice Morgan, superintendent-elect of SD69, to a fall meeting. We

had a good turnout and a fairly extensive back and forth discussion.

Public Relations Activities

We all promoted our libraries in our own schools, no group initiative this year. I have been passing articles on to my vice-principal and principal. I know that in a couple of cases, they have forwarded these articles on to the power-that-be at the school board. Every little bit helps!

In September, a couple of teacher-librarians will be making a presentation to student-teachers at Malaspina University - trying to inform them about the value of libraries, and to encourage student-teachers to consider a cooperatively planned and taught library unit during their practicums.

Information Technology

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

Note: Since many teacher-librarians wear their "library hats" only a small percentage of their teaching time, it was very hard this year to get people out to meetings. The first and last meetings were well attended, but those in between were not. In SD69 we are getting some of the library time that we lost over the last two years back, so hopefully things will improve.

Alberni District #70

Chapter Councilor: Janis Nairne

Political Action and Advocacy

In January, we attempted to petition the Board. Although our presentation ended up being postponed to the following meeting, we were able to hand out the two articles on School Libraries for them to read prior to our presentation.

At a very large and public Board meeting in February, many teacher-librarians attended and three people spoke on the need to restore our libraries. As the Board approved the closure of 5 schools at that meeting, we were anxious that teacher-librarian time be increased in the larger schools that would be created.

Every school in the valley has been impacted with the creation of middle schools as well as the closure of several schools.

We drew up a proposal for the movement of school libraries with request for increased staffing. We were able to get two .5 positions for May and June as well as increasing to full time one teacher-librarian who was both closing down a library and receiving materials at another. Our request for a traveling elementary aid was turned down but has been

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resubmitted for this year to help with the hundreds of boxes of materials now sitting in libraries.

Information Technology

We have been lobbying very hard to get all our libraries onto the Eloquent system. Funds were made available to get those collections on Library Soft converted. This was accomplished with much agony.

One of our teacher-librarians has worked on changes with Eloquent to make the system more useful for school libraries. While the Windows version does have its advantages, the old Dos system was much cleaner and efficient.

We paid Eloquent to do a standard configuration for the elementary systems. This has meant all the schools have the same loan periods etc. but it has allowed libraries to come on board faster. There are still some libraries with their records partially converted and others not even started. As our elementary libraries have no aid time and the teacher-librarian time ranges from .6 to .1, it has been difficult to find time to learn the new system.

An additional problem has been the changes in staffing. Each year, there are new people who are completely unfamiliar with the system, some with no library training and many whose main job is administration.

Comox Valley District #71

Chapter Councilor: Mary Whyte

Due to financial cutbacks and an unexpected deficit, this has been a very challenging year for local teacher-librarians. Significant staffing cutbacks occurred at all levels. Staffing reductions limited opportunities for the skill development of students. Library budgets were drastically reduced which impacted teacher-librarian's abilities to develop powerful and comprehensive collections.

Political Action and Advocacy

Many of our teacher-librarians promoted the library program to their staffs, parent groups, district staff and candidates for school board trustee and urged all parties to return schools to adequate levels of staffing and funding.

Curriculum and Program Development

Curriculum and Program Development had been very important in our district, but with the cuts, this area has been drastically reduced. Without any elementary teacher-librarians, nothing was developed at that level. Our middle school teacher-librarians still continued to develop units and web quests, but with less time, they were able to undertake fewer projects.

Meeting Ideas and Special Programs

With morale being low and many teacher-librarians having additional instructional duties, it was difficult to meet even once a term.

Several schools organized the "Teen Read Week" promoted by ALA for their schools.

Some of our teacher-librarians participated in the Red Cedar Awards Program and/or book clubs.

Public Relations

Tami Jerome, of Cape Lazo Middle School, created a pamphlet promoting her library.

Tami and Mary Whyte made a presentation to the CUE BC Conference on integrating technology into the research process.

Censorship and Challenged Materials

Aspen Park Middle School had an informal challenge related to sexual content in a book. The book was removed from the library.

Information Literacy

This also used to be a very strong area in our district, but once again, budget and staffing cuts have had an impact.

Tami Jerome used "Missing: An Internet Safety Game" with Grade 8 CAPP classes.

Campbell River #72

Chapter Councilor: Carol Hilland

Political Action and Advocacy

In Campbell River, the 2002-2003 school year heralded a dramatic regression in the number of hours teacher-librarians worked in school libraries.

One of the senior secondary schools, for example, was reduced to 50% T/L time, replaced with clerical time. One of the Middle Schools had no clerical time, other than the box of 30 books which could be sent in at a time for processing, without a full-time teacher-librarian.

Curriculum or Program Development

However, we did have a District Librarian, who organized professional activities, some during monthly CRDLA meetings, and several after-school professional reading and discussion groups, one on struggling readers and another on literature circles. We also had invited speakers who gave presentations at our meetings, on topics such as Information Technology, and six of our teacher-librarians attended the BCTLA Conference at Harrison Hot Springs. One of our teacher-librarians committees discussed advocacy issues and another has been planning a "Battle of the Books".

Automation/Computers

Our District libraries are in the process of all being switched to Gateway Library Management System, and constantly undergoing revisions and

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improvements. We are continually receiving technological assistance and training from our District Librarian.

Mission District #75

Chapter Councilor: Elizabeth Pallman

Political Action

Prep time coverage by elementary teacher-librarians has dropped to 74.5% from 80% due to some creative scheduling by some elementary administrators. Secondary teacher-librarians are not required to provide prep-time. Three of our qualified teacher-librarians have left elementary library positions and returned to the classroom.

Public Relations Activities

Four teacher-librarians participated in a Family Literacy community event called "Riot of Reading Solutions" in January.

Most elementary teacher-librarians are involved in the Mission School District's "Books for Breakfast" early literacy program which encourages parents to read regularly to their children from an early age.

Censorship

No books were submitted for censorship this past year.

Information Technology

All school libraries in Mission are now automated. One secondary school and eight elementary schools are automated with Chancery's MacSchool LibraryPro. One secondary/college, one secondary school and eight elementary schools are using COMPanion's Alexandria program.

Cowichan Valley #79

Chapter Councilor: John Dryden

Political Action and Advocacy

Many of our teacher-librarians have been active in advocating for library programs by one or more of the following ways:

- Presenting facts and research to the school P.A.C
- Ensuring persons of influence received articles and information pertaining to the value of high quality library programs. The BCTLA forum efforts of Randi Hermans and Val Hamilton must be recognized here. Thank you!
- Building relationships with principals, parents and board members emphasizing many of the research findings
- Teacher-librarians from across our district contributed their time and energy in a school district "Showcase on learning" in an effort to showcase how teacher-librarian efforts pay off in academic performance.

Curriculum and Program Development

Through our District Resource Coordinator, we have had many displays of book publishers come to the chapter's monthly meetings. This was very helpful in facilitating orders and keeping teacher-librarians in contact with new materials and with distributors. The District Resource Coordinator has been working very hard at ensuring the inclusion of teacher-librarians in district wide initiatives. The school district began a "district wide write" and district wide reading assessment. The coordinator has been part of these efforts and included language that strongly urges teacher-librarian consultation and assistance

Meeting Ideas and Special programs

Although no formal programs / meeting ideas come to mind, each of our monthly chapter meetings has brought forth topics that have been challenging and educational. For example, a regular topic would be how to be more efficient with our library circulation software. Many of our teacher-librarians use Accelerated Reader (TM) in our schools and a portion of our meetings would share a variety of uses for this program. Through the monthly meetings, many of our chapter members have left with valuable professional growth. This year, we again had our end of year dinner and invited Nikki Tate to be our guest speaker. Many administrators, district staff, and parent volunteers attend this function and enjoyed good food and a great company of teacher-librarians.

Speakers and Workshop Leaders

Through the District Resource Coordinator, who organizes our meetings, we have had presenters from book publishers, and school district staff giving us information regarding some other important programs happening in our district. Six of our members made the trip to Harrison to the BCTLA conference. The spring Pro-d saw many of our members attend workshops on literature in the classroom and technology in education.

Public Relations

Teacher-librarians from across our district contributed their time and energy in the school district "Showcase on Learning" in an effort to showcase how teacher-librarian efforts pay off in academic performance. The showcase is located in the recreation centre close to downtown Duncan as well as in Cowichan Secondary School. The chapter had a table up for display and our members took short shifts. This was a highly visible public relations activity Teacher-librarians were able to meet, greet, and show off some excellent representations of the work that is done around the district libraries. The above mentioned "Literacy Night" held at the

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beginning of the year brought out parents and board members to participate in a seminar regarding the multi-faceted approach schools take when teaching reading. Teacher-librarians were represented and took the opportunity to describe how the teacher-librarian assists in the development of reading from the earliest moments of their child's education.

Information Technology

A developing feature in our district is "remote" tech support. This will allow our district support staff to access our library computers in order to repair and backup library-related data. There is an active Listserv, which is utilized by all teacher-librarians who sign up. This continues to be an excellent way to share information, advocacy ideas, lesson plans, and requests for resources.

Coast Mountain – Kitimat #82

Chapter Councilor: Angie MacRitchie

Political Action / Advocacy

Two of our t-l's made presentations to PAC groups outlining our roles in the school and the library. We presented various findings on the relationship between student success and library programs. Library policies written this year include Collection Development, Selection and Weeding. These policies were written for our elementary schools and should be looked at next year by a committee at each school and then adopted.

Curriculum or Program Development

Three elementary t-l's met to begin looking at the development of a skills continuum. We also held two sharing sessions this year and met on a N.I.D. to begin "mapping" our collections and how they are or should be set up.

Public Relations Activities

Our elementary school libraries were very busy within their school communities this year. Activities such as Read Around the World, Red Cedar Book Club, Read Around the School, Book Fairs (Scholastic and Canadian First) took place this year.

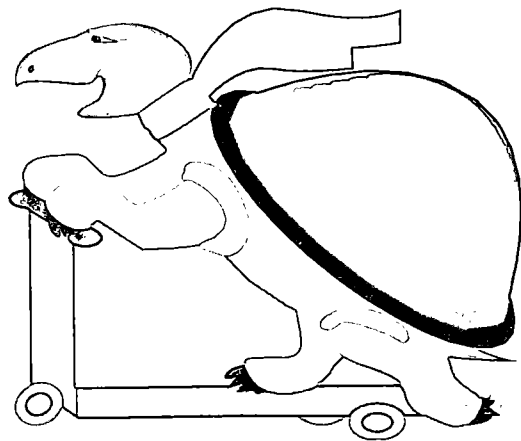
Automation / Computers

All our schools continue to use Follett for our library software. Two of our five elementary schools closed last year and we can transfer their Follett licenses to other schools within our whole district (i.e. Terrace, Hazelton, etc.) This is a very supportive move by Follett. There has been some concern over the high cost of support agreements for our software (\$700.00 per year/school) and our district is considering joining a consortium of Follett users to cut our costs by roughly 50%.

Plans for Next Year

Two of our t-l's are planning a workshop for classroom teachers on collaboration with their t-l's. We wish to get more teachers on board with our way of thinking and to provide ideas for future collaborations.

“Teacher-librarians have nurtured and watered school libraries. Not as many are doing the watering and nurturing now and like plants, our libraries are slowly dying.”
Robert Munsch,
Author



RELEASE FORM FOR BC TEACHER-LIBRARIANS' ASSOCIATION PUBLICATIONS

Date: _____

School Name: _____

Dear Parents / Guardians:

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

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

Teacher-Librarian's name

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

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

BCTLA publication (specify)

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

Poster, bookmark, or other publicity

Video (specify)

Other (specify)

Restrictions

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

Other (specify) _____

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

Date _____

Name (Print) _____

Address _____

Signature _____

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

*Publications Coordinator
British Columbia Teacher-Librarians' Association
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SELECTING FOR IDENTITY: PERSONAL REFLECTIONS ON ISSUES IN CANADIAN YOUNG ADULT/ ADOLESCENT LITERATURE

By Diane Gallagher-Hayashi

Abstract: This article examines the defining issues of identity found in Canadian young adult and adolescent literature. The author examines history and development, gender and sexual development, multiculturalism, aboriginal issues, and censorship within the broader theme of identity. The author concludes that it is important for teachers and teacher-librarians to provide opportunities to our students to read Canadian young adult and adolescent literature. Doing so will help students to find their own identity as young Canadians. Professionals may well need to carefully select and defend these selections against a growing wave of censorship.

Hiking her book bag a little higher on her shoulder, the bookish, solitary girl pulls open the library door. She enters, leaves her book bag at the desk, and heads toward the card catalogue. Still in the clumsy pre-teen stage, she bumps awkwardly into a group of slightly older students as they stand, thumbing through *World Book*. She mumbles "sorry" as the older group giggles behind their hands at her. She doesn't worry, though; she is a girl on a mission - Christmas holiday reading. Reaching the card catalogue and pulling open a subject drawer, she navigates her way through the titles, thinking to herself, as Buzz Aldrin had navigated his way to the moon just three years before. Pushing her glasses back up over the bridge of her nose, she scribbles a list of call numbers on her arm and turns toward the fiction section. Grabbing half-a-dozen books from the shelf she heads back to the circulation desk and drops them gracelessly before the librarian. The librarian hands her a pencil and pulling the cards out one by one, she writes her name and division on each one. Joan Aiken's *Black Hearts at Battersea*, Madeleine L'Engle's *A Wrinkle in Time*, Nesbitt's *The Phoenix and the Carpet*, for Christmas, Dicken's *A Christmas Carol*, and tucked in between and then hurriedly thrust into the book bag, Judy Blume's *Are You There God, It's Me Margaret*. Thanking the librarian, the girl heads off home, satisfied that she will have enough to keep her busy during the cold Saskatchewan Christmas holiday.

How many of us remember a situation like this? The books that I read as a young adolescent, and then as a young adult are reflected in the titles signed out by

the girl in the story above. The bulk of the young adult literature available when I was finishing elementary school and heading off to high school came either from authors south of the border, or across the Atlantic. Today, however, as I look through the shelves of my daughter's elementary school library, and my own secondary school library, the number of books with authors that I recognize as Canadian jumps out at me. Along with the increased availability comes a need for increased understanding of the development and issues around the selection of Canadian young adult/adolescent literature. What makes Canadian YA literature Canadian? What part of Canadian YA literature gives our students their sense of identity?

CANADIAN IDENTITY IN YOUNG ADULT LITERATURE

Often, when a student comes into my library looking for a novel for class, or just a book to read, I find myself steering her towards Canadian writers. This is not a conscious decision on my part. My desire to have students read from the body of Canadian literature seems to be innate. But why is it so important to me that my students read Canadian fiction?

As a high school student, I had little understanding or awareness of what it meant to be Canadian. As with most of my peers, I watched American movies, American and some British television, and read American and British novels. In short, most of the media and literature to which I was exposed was not Canadian. Moreover, most of it was American. I missed discovering the sense of myself as part of a nation, a people, and a landscape that could have been accomplished by the "inward journeying which literature provides." (Hoogland, 1997)

Thus, by presenting my students with literature of places in Canada that they have never seen, and about groups of people they have yet to meet, my students can internalize at least some part of the experience of living in that place, or being that person. In doing so, I am taking on the awesome responsibility of helping to create and maintain a national identity. Seen in this light, it is tremendously important that we understand the message that Canadian YA writers are presenting when they add their words to the mix of young adult and adolescent literature. In 1997, the journal *Canadian Children's Literature* published an article "What's Canadian about Canadian Children's Literature? A Compendium of Answers to the Question." In the editor's note, Marie Davis reported that she was surprised by the passion of the responses. Mary H. Pritchard referred to the fascination with the land and its climate; that the Canadian-ness was equally evoked by the reader of the literature, and in the reader by the literature since land, for the Canadian reader, is both mythic and symbolic.

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Jan Andrews wrote of experiencing a brand new immigrant community, of re-experiencing the delight in and fear of the land, and the tensions of bringing together people of different roots when reading Monica Hughes' *Keeper of the Isis Light*. Susan Drain describes it as "a kind of situatedness"; in other words, a sensitive awareness of our own place as well as an awareness of other places. David Bentley referred to a duality, the setting in conjunction with the balance between independence and interdependence. Patricia Vickery defined it as a child's experience in a diverse ethnic and geographic landscape. Randall Ware concurred by saying that the Canadian-ness lies in the celebration of differences and the saluting of similarities. But, perhaps my favourite description of Canadian literature is in what Joe Sheridan very beautifully wrote:

If the task of Canadian identity is to learn to be native to this place then our storytellers must face the future and the past as water-witchers. Knowing the land and its underground waters means divining from the present a knowledge of what has been before and what can be in the future. Telling the story of the places that are called Canada and the people who are its metaphors is a homecoming to ancestral places and a future indivisible from the land and its integrity. Like the waters that give it health, land and story are shape shifters renewing their strength from cycles of transformation. From the lapping and blessed lakes of summer to the driving blizzards and ice of January, we ignore to our peril the regenerative function of story and land and their intimate connection.

Although these are but a few of the answers, it is apparent from these that the writers of Canadian YA and children's literature place a high importance on the sense of nature and place as well as diversity. It is also clear that the themes of survival in adult Canadian literature that Margaret Atwood refers to in her book of that name, are the same for Canadian YA literature. In fact, I believe that we would be hard pressed to find examples that did not contain some aspect of diversity, place, or survival. It is within this context that all of Canadian young adult/adolescent literature lies; it is the very paper on which it is written and therefore must be understood before any discussion of development or identity in the literature can begin.

HISTORY AND DEVELOPMENT

The volume of Canadian literature for young adults and adolescents has increased exponentially since my high school days in the early 1970's. It must have been particularly exciting to be a Canadian teacher-librarian at that time, watching the birth of what has

grown into a vital and exciting literary field. I sometimes wonder, if I had been working as a teacher-librarian then, if I would have recognized the birth pangs: Ruth Nichol's epic fantasies, *A Walk Out of the World* and *The Marrow of the World*, Dennis Lee's *Alligator Pie* and *Nicholas Knock and Other People*, the introduction of colour allowing the wonderful illustrations of Elizabeth Cleaver, and the start of publishing companies such as Tundra Books and Annick, as well as the opening of the Canadian Children's Book Centre and the start of the journal, *Canadian Children's Literature*. How many wonderful Canadian authors started their careers as writers for young adults and adolescents in the 1960s and 1970s? Brian Doyle, Monica Hughes, Kevin Major, Farley Mowat, Jean Little, Janet Lunn, and Barbara Smucker all come to mind.

It is hardly surprising that the YA boom would take place at this time. The Canadian public was hungry for just such a boom. Expo '67 had concluded, riding out on the wave of nationalism engendered by the Canadian centennial. Added to this were the widespread parental fears of the time (and still today), concerning the potential negative impact of television on Canadian children, which led to a campaign for increased access to Canadian children's books. (Courtland & Gambell, 2000)

These concerns lead to several developments that helped along the burgeoning Canadian children's literature industry, not the least of which was the establishment of the Canadian Children's Book Centre in Toronto. The purpose of the Centre was to promote the development and dissemination of Canadian children's books. This, in conjunction with numerous Canada Council grants, allowed writers, illustrators and publishers to focus on their trade, thus creating a fertile climate for the growth of young adult/adolescent literature. As more and more Canadian YA fiction was published, three distinct genres delineated themselves: modern realistic fiction, historical fiction, and fantasy.

Realistic Fiction:

Canadian YA realistic fiction reflected changes in Canadian society. Courtland and Gambell (2000) point to the social upheavals of the 1960s and 1970s combined with changes in adult attitudes toward children and Egoff and Saltman (1990) suggest that the appearance of Canadian young adult literature as a publishing phenomenon had little to do with literary antecedents. In the 1960s the baby boomers were adolescents targeted by marketers who recognized that they were a group with economic power. They had cars, jobs, and money. They faced problems with drugs, alcohol and sex. Coupled with this was the teenagers' sense of alienation from both adulthood

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and childhood. All of these factors led to frank treatment of themes highlighting the problems faced by children in the late 20th century: divorce, drugs, alcohol, pregnancy, and child abuse to name but a few. Some examples of this genre are:

Major, K. (1993). *Diana: My autobiography*. Toronto: Doubleday.

After reading Andrew Morton's *Diana: Her True Story*, Kevin Major was inspired to write this fictional autobiography of Diana Major, his equally fictional teenage daughter. Diana is obsessed with British aristocracy, and in fact, believes that she is a princess adopted by ordinary Canadians. This is a comic "coming-of-age" story, in which the protagonist must come to terms with her identity as it truly is rather than as she wants it to be. (Jones & Stott, 2000)

Bell, W. (1998). *Zack*. Toronto: Doubleday.

In *Zack*, William Bell tells a story of a young man coming to terms with his personal and cultural past. The protagonist is angry at his Jewish father and Black mother when they decide to move from the city to the country. All of this turns around when Zack discovers artifacts used by African-American slaves in the early 19th century in order to escape slavery. (Jones & Stott, 2000)

Sawyer, D. (1988). *Where rivers meet*. Winnipeg, MN.: Pemmican Books.

This young adult novel deals with racism and suicide. Don Sawyer creates the First Nations character, Nancy Antoine, whose grief and frustration over the racism in her small community and the suicide of her best friend leads her to consult a tribal elder. Through a vision quest, Nancy grows in strength and maturity and takes on a leadership role in her community. (Strong, 1992)

Historical Fiction:

Courtland and Gambell (2000) list the characteristics of historical fiction as fictional stories grounded in historical fact with plausible plots and characters. The focus of an historical novel can be a particular time period, historic event, or historic social issue or phenomenon. Some examples of this genre are:

Bilson, G. (1982). *Death over Montreal*. Toronto: Kids Can Press.

Geoffrey Bilson has taken a lesser-known event in *Death Over Montreal*, when he tells the story of Jamie Douglas, a young Scottish boy who arrives in Montreal in the midst of a cholera epidemic. When his father dies of cholera, Jamie turns to Dr. Ayres who gives Jamie self-confidence by having faith in his abilities. By working for Dr. Ayres, Jamie discovers

the depths of his courage and self-sufficiency.

Lawson, J. (1997). *Goldstone*. Toronto: Stoddart.

Lawson, J. (1998). *Turns on a dime*. Toronto: Stoddart.

In *Goldstone*, and the sequel, *Turns on a Dime*, Julie Lawson skillfully develops two stories in which young girls must recognize and come to terms with their past. Karin, the protagonist in *Goldstone*, is embarrassed by her mother's Swedish ways, yet when her mother dies she discovers the depth of her mother's love. In *Turns on a Dime*, Jo learns of, and has to accept the fact that she is adopted and that Karin is not her birth mother. Both of these novels capably portray a historical period: in *Goldstone* an early 20th century BC railway town, and in *Turns on a Dime*, 1950s Victoria. (Jones & Stott, 2000)

Fantasy:

The fantasy genre falls into two categories: traditional and modern. The traditional fantasies include folk rhymes and songs, parables and fables, folktales and fairytales, and myths and legends. Books that fall into this category contain the following predictable patterns:

1. use of conventions such as "Once upon a time..." and symbolic numbers like three and seven (three wishes, seven dwarfs),
 2. use of stereotypical characters and characteristics such as the good fairy, the trickster, the wicked stepmother,
 3. use of magical objects, spells and curses, and
 4. use of themes such as good versus evil.
- (Courtland & Gambell, 2000)

Fantasies that fall into the traditional category often add to the multicultural fabric of Canadian literature.

The modern category, in contrast, can involve the following characteristics:

1. creation of a total world,
 2. time travel or space travel,
 3. passages between parallel universes,
 4. intrusion of the supernatural into the everyday world,
 5. reinterpretation of myth and legend,
 6. anthropomorphized animal stories,
 7. use of imagination, dream, and archetype, and
 8. magic which operates within a basic code of laws.
- (Courtland & Gambell, 2000)

Some examples of Canadian YA literature in the fantasy genre are:

Hughes, M. (1980). *The keeper of the Isis light*. London, ON.: Hamish Hamilton.

Hughes, M. (1981). *The guardian of Isis*. London, ON.: Hamish Hamilton.

Hughes, M. (1982). *The Isis pedlar*. London, ON.: Hamish Hamilton.

As an Earth-settler on the planet Isis, Mark London meets Olwen Pendennis. Olwen has been surgically altered to appear more lizard-like to enable her to live in the radiation-filled thin atmosphere of Isis. Mark does not realize that Olwen has been altered until later when he sees her without her mask. The first of the three novels, *The Keeper of the Isis Light* is a myth similar to Shelley's *Frankenstein*. It explores the themes of morality and the concept of "Other" in the context of female character development and the colonization myth. In the second title of the trilogy, Mark has become the colony's ruler and, in reaction to his discovery about Olwen, he becomes luddite and superstitious in his rule, calling Olwen "the Ugly One". This volume is a social myth outlining the dangers of blind faith. *The Isis Pedlar*, the final book of the trilogy, tells the story of a confidence man who uses the greed and naivety of the Earth-settlers to convince them to set aside their harvest and search for gemstones. This title is a contact myth that parallels European imperialism. (Jones & Stott, 2000)

Having looked at the history and development, it is now possible to take a closer look at some of the other important issues around identity in Canadian YA literature today.

THE MULTICULTURAL IDENTITY

Very few of us, particularly those in urban areas, teach in strictly white, middle class schools. The last few decades have seen a change in immigration. No longer are all new Canadians poverty-stricken refugees, although, as world citizens, we still welcome many in this category to our country. A good proportion of new Canadians come with sufficient finances to allow them to pick and choose where they live. Gone are the days in which immigrants live in ghettoised clusters in large cities. Neighbourhoods that were, fifty years ago, entirely mainstream white middle class are today as diverse as any neighbourhood in Canada. Thus, multicultural literature plays an important role with Canadian young adults. By providing access to good multicultural literature, teacher-librarians give their students the opportunity to experience and learn to value stories outside the mainstream western perspective. As a high school student, I was rarely exposed to literature that was not written by a white American or British male. Because of this lack of experiences with the richness of diverse cultures, my early experiences with literature were impoverished, whether I was able to recognize it or not. (Johnston, 2000)

While the value of multicultural literature is undeniable, there are several issues that must be consid-

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ered. When selecting multicultural literature, the teacher-librarian must find a balance between literary quality, popular appeal, and multiculturalism. Johnston (2000) recommends we consider the following questions when selecting multicultural literature:

1. How do we evaluate books across cultures?
2. How do we recognize stereotypes in multicultural literature?
3. How important is the author's background?

The first two questions can be answered relatively easily. Question one can be answered the same way we would answer the simpler question "How do we evaluate books?". Does the story make us ask questions? Does it break down barriers so we can see the lives of others? Is it a "good story" – in other words, does it create tension? By looking at standards of characterization, we can answer the second question remembering that humanity transcends culture, ethnicity, and gender.

The third question, however, raises a more difficult but still very important point, that of cultural appropriation. There is a danger in selecting materials that deal with multicultural issues through white, middle-class European/North American eyes. These materials may allow the mainstream white, middle class population to feel comfortable with the issues of race, class, and culture but the dangers here are twofold: these types of books do not challenge the perception that the mainstream community is the centre of the universe (Johnston, 2000). Also, books of this nature are often examples of cultural appropriation: authors writing about cultures with which they have little familiarity. In doing so, these authors create and perpetuate stereotypes and misinformation. This is not to say that all writers who write about cultures other than their own are guilty of stereotyping. As Johnston (2000) tells us, "Really good writers are able to write beyond their own cultures with insight and understanding." By careful selection of multicultural materials, teacher-librarians can help students identify themselves as an important part of the "Canadian Mosaic", whether they count themselves as mainstream middle-class or a member of one of the many minority groups that make up Canadian society. Fortunately, today there is a wide range of multicultural materials from which teacher-librarians of young adults and adolescents can choose. The following are just a very few:

Choyce, L. (1991). *Wrong time wrong place*. Antigonish, NS.: Formac Publishing.

Lesley Choyce writes, in this novel, of the difficulties of being biracial and bicultural. The story is told in the voice of the protagonist, Corey Wheeler, a

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biracial teenager who is too black for his white peers and too white for his black peers. The novel is set in Halifax, and incorporates many complex issues. Suitable for grades 7-10. (Strong, 1992)

Foon, D. (1989). *New Canadian kid; Invisible kids: Two plays*. Vancouver, BC.: Pulp Press.

Although this is not a novel, these two plays by Dennis Foon deal with both the experience of being a young new Canadian and racism in immigration policies. In the first play, Nick and his parents, the new Canadians, are the only ones who speak English, whereas all the other Canadians speak gibberish, thus simulating the experience of living in a country with a different language. The second play shows students how they can be empowered to fight racism. Suitable for grades 7-12. (Strong, 1992)

Sadiq, N. (1988). *Heartbreak high*. Toronto: James Lorimer & Company.

Nazneen Sadiq (also known as Nazneen Sheikh) is well acquainted with both the experiences of being an immigrant to Canada, and the dual allegiances that the children of immigrants often feel. In *Heartbreak High* Rachel Steiner, a Jew, and Tariq Khan, a Muslim, meet and fall in love in spite of the opposition of their traditional parents. Although the conflict is resolved through a "rather stale contrivance", this novel provides strong characterization and insight into the lives of the children of new Canadians. (Jones & Stott, 2000)

ABORIGINAL IDENTITY IN LITERATURE

A definition of Aboriginal literature is difficult, as is defining a "Native Canadian" writer. Defining an Aboriginal writer strictly on the basis of race does not take into account the depth of knowledge and experience on First Nations issues held by some non First Nations authors. To assume that Aboriginal writers, by nature of their race, have a world understanding that is not apparent or available to non First Nations writers perpetuates stereotyping of Canadian Aboriginals. (Greenlaw, 2000). As with multicultural literature, a good writer can write on Aboriginal issues with "insight and understanding" (Johnston, 2000), however the problem of cultural appropriation is at least as important, if not more so, than with multicultural literature in general.

To understand the history of written Aboriginal literature, one must have at least a rudimentary understanding of the history of Aboriginal education. The purpose of Aboriginal education was to acculturate or assimilate the First Nations people by obliterating their culture and language. The residential school system, and the subsequent and concurrent "Sixties Scoop", in which literally

thousands of Aboriginal children were removed from their homes and placed in non-Aboriginal foster or adoptive homes, postponed the development of written First Nations literature. In 1973, however, the federal government agreed to the possibility of Aboriginals controlling Aboriginal education. This led to the establishment of Tribal schools, Native Studies programs and the publication of school anthologies. This was the beginning of the movement toward the growth of a body of First Nation literature.

The importance of including Aboriginal literature to a library's collection is threefold:

1. Aboriginal students, who have been marginalized for generations, can find role models, situations and characters with which to identify.
2. Non First Nations students will be able to learn more about their Aboriginal peers, helping to create an atmosphere of acceptance and understanding.
3. Aboriginal literature will raise awareness amongst all students about Canada's colonial past and the marginalization of the First Nations people.

It is easy to slip into the trap of assuming all Aboriginal literature comes in the form of myths and legends. Although myths and legends hold an extremely important place in Aboriginal literature, to assume that this is the depth and breadth of the body of literature is to do a disservice to the many writers who make important contributions to First Nations literature in the form of the YA novel. Some good examples follow:

James, J.C. (1988). *My name is Louis*. Manotick, ON.: Penumbra Press.

The protagonist of this story, Louis, resents the movement of "white people" into the new housing development, and tries, with the help of his friends, to scare them off through vandalism and graffiti. When Louis meets his new neighbour, a widower named Matt, he becomes more accepting of the 'white' community. This novel has a complex story line with the reoccurring themes of personal growth, self-expression, self-identity, and a sense of place. Suitable for grades 4-12. (Strong, 1992)

Markoosie. (1970). *Harpoon of the Hunter*. Montreal: McGill-Queens.

Markoosie, a northern bush pilot, is the first Canadian Inuk, to publish a novel. This novel received high critical acclaim, and is the story of sixteen-year-old Kamik who is on the hunt, along with his father, for a rabid polar bear. The polar bear is ultimately killed, but so are all of the hunters, save Kamik. Rejoining his community, Kamik faces more tragedy, ending with his suicide. This is a book that will push the

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comfort boundaries of most students. (Jones & Stott, 2000)

Culleton, B. (1983). *In search of April Raintree*. Winnipeg, MN.: Pemmican Books.

Written as an autobiography, Culleton tells the story of April Raintree, a twenty-four year old Metis woman. Placed as a child in a foster home, April, who appears more white than aboriginal, is torn between her Metis heritage and blending into a white society that perpetuates negative stereotyping of Metis and First Nations. Suitable for grades 11-12. (Strong, 1992, Jones & Stott, 2000)

GENDER AND SEXUAL IDENTITY IN THE CANADIAN YOUNG ADULT NOVEL

As any middle or high school teacher will confirm, the budding sexuality and search for gender identity are significant themes in the lives of adolescents and young adults. Reader-response theory tells us that a work of literature does not exist on the printed page but in the mind of the reader. Even critics of this theory must concede that literature can affect the thoughts and beliefs of the reader. As such, it is important to consider the juxtaposition of gender and sexual identity with the literature that young adults read.

Early Canadian writing for girls often came in the form of moral instruction – both in domestic duties and piety. The L.M. Montgomery books at the turn of the 20th century were certainly more entertaining, however, not surprisingly, they did little more to shed light on the subject of sexuality. The “Anne” books did offer much more than the formulaic romantic conclusion, however, and Anne was able to, within the constrictions of the time, control her destiny. She did not simply marry Gilbert. She did succeed in her dream of becoming a writer, and was most certainly a “career woman”. In the post World War I years, the romantic novel grew in popularity with Marsha Trent’s heroine Phoebe Marshal, Montgomery’s Rilla, and, more popularly, the novels of Mazo De la Roche. As writers moved into the World War II era, books for teenage girls virtually disappeared, not to reappear until the Cold War era. It wasn’t until the 1970s however, that novels for girls really began to return to the scene in a big way. Spurred on by such powerful forces as Laurence’s *A Bird in the House*, Munro’s *Lives of Girls and Women*, and Atwood’s *Surfacing* and *Survival*, novels for young women rode on a “surge of experiments in openness and depth” (Waterston, 1992). The Canadian YA novel for girls differed from their American and British counterparts in that the realism displayed suffered from neither the brash explicitness of American novels, nor the class-conscious dark realism of Britain. (Waterston, 1992)

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Books for boys followed a different route. Early novels were usually adventure books. One of the more influential of these novels was R.M. Ballantyne’s *Snowflakes and Sunbeams; or The Young Fur Traders* (1856). Not surprisingly, this title took its plotline from the author’s memories of his apprenticeship with the Hudson’s Bay Company. Other popular titles told tales of western expansionism through the eyes of the young male protagonist(s). The numbers of these books far exceeded the titles available to young Canadian girls. As the writers moved into the 20th century, the novels moved from a focus on conflict to stronger characterization. After the First World War, this focus continued although writers for boys started to emphasize less theatrical adventures. With the advent of World War Two the initiation story grew in popularity. A good example of this was Haig-Brown’s *Starbuck Valley Winter*. In this, the hero, Don, is set a number of ritual tests before his final trial of endurance. The focus on the hero in these initiation novels continued until the late 1960s when an opposite view of the male protagonist was popularized. The antihero grew out of a new societal mocking of the traditional concepts of heroism. Books such as Salinger’s *Catcher in the Rye*, and Richler’s *The Apprenticeship of Duddy Kravitz* created a new male archetype. From brutal realism arose an antihero, battered by his history and his place in society. (Waterston, 1992) The 1970s also saw a more open examination of the growing sexuality of the adolescent. The social changes of the post war era created a sharp delineation between social adulthood and biological adulthood. Out of this came the benchmark American YA novels, *The Outsiders* by Hinton and *Are You There, God? It’s Me, Margaret* by Blume. Canadian YA writers adopted this emerging trend and made it their own.

In *S. P. Likes A. D.*, Catherine Brett’s protagonist, Stephanie, struggles to come to terms with her ambivalent sexual orientation through her art and her association with a lesbian couple and her gay art teacher. Stephanie is exposed to both accepting and condemning attitudes towards sexuality. (McKechnie, 1995)

Francois Gravel received the Governor General’s Literary Award for Children’s Literature for his novel *Deux Heures et Demie Avant Jasmine*. Translated by Sheila Fischman, this was published under the title *Waiting for Jasmine*. Although there is no explicit sexual contact in this book, Raymond, the protagonist, talks into a tape recorder as he waits, box of condoms on hand, for his girlfriend and the loss of his virginity. Conversely, *Thirty-Six Exposures* by Kevin Major has concrete descriptions of the sexual experimentation of Lorne as he struggles for identity and independence. (McKechnie, 1995)

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Raymond Plante was awarded the Canada Council Children's Literature Prize in 1985 for *Le Dernier des Raisins*, later published in English as *The Big Loser*. This is a comic story of a fifteen-year-old's first love. Francois admits that he is obsessed with "sex, sex, nothing but sex!" Helen Fogwell Porter's novel *January, February, June or July: A Novel* on the other hand is a serious tale dealing with sexuality, pregnancy, and abortion. Beyond the descriptions of the sexual behaviour, the feelings of Heather, the protagonist, are examined closely. (McKechnie, 1992)

Snow Apples is another novel that deals with pregnancy and abortion. Mary Razzell's heroine, Sheila Brary, becomes pregnant and survives a self-induced abortion. Another serious novel about pregnancy is Jan Truss' *Bird at the Window*, which received the Search-for-a-new-Alberta-Novelist Award in 1972. Angela gets pregnant as a result of her first sexual encounter. She tries to ignore her pregnancy, but still attempts to induce a miscarriage. She carries the pregnancy to term but the baby dies shortly after birth. This is a novel about a young woman trying to find her place in the world, rather than the place other people want her to take. (McKechnie, 1992)

THE ISSUE OF CENSORSHIP

Although I personally have never had to deal with a challenge of materials, many teacher-librarians in Canada have. Some aspects of Canadian young adult/adolescent literature open it to challenge. Realistic fiction, some fantasy fiction, and fiction that deals with emerging sexuality are particularly vulnerable. Although a challenge can occur for many reasons and can come from many directions, it has been the growth of the New Right in the United States that has had most influence in recent years. The New Right is a "loose coalition of fifty arch-conservative groups". (Roberts, 2000) The impact and influence of the New Right has spilled over the border and has appeared in Canadian schools. As teacher-librarians, one of our duties is to protect the intellectual freedom of our students by opposing censorship. This can be a difficult thing to do, as the New Right is highly organized, and there is little protection for the educator from a well-organized challenge.

At the opposite end of the spectrum are the left wing groups, smaller and less organized but equally problematic. The goal of these activists is to press for politically correct collections, eliminating white, male, Eurocentric materials. An example of such a group is the Council of Interracial Books for Children (CIBC). Groups like the CIBC are equally dangerous since, like the New Right, their goal is for everyone to have a single viewpoint.

To protect resources from censors, teacher-librarians and school districts should develop and adhere to

clear selection policies. The use of reliable selection aids is critical. Also, these policies must include a section on reconsideration, outlining the steps to take in a challenge. When the process is transparent and followed, the challenger will have no recourse if his challenge is denied. But more than process, the selection policy is a school and school board's public statement supporting intellectual freedom. Other useful strategies include:

- Read some or all of any new Canadian novels selected before they are placed on the shelf.
- Provide alternatives to particular types of Canadian novels or novels of particular themes.
- Provide Canadian novels with differing points of view.
- Be proactive by involving a community of parents committed to intellectual freedom in your library program, i.e. a Friends of the Library program.
- Educate parents at parent-teacher nights, through newsletters, and with community displays.
- Educate yourself, and administrators about the research on censorship, i.e. that there is no evidence linking deviant behaviour with reading, there is evidence that when material is removed it becomes more desirable.
- Teach students to be discerning consumers of all literature.

CONCLUSION

As I continue to support my students in their search for good Canadian YA literature, I am always happy to have my belief in its importance confirmed. Canadian young adult and adolescent literature makes a valuable contribution to the body of Canadian literature. Because of its importance, it is crucial that we, as teacher-librarians, protect our well-selected literature from those who might pressure us to censor or remove it from our collections. By providing our students with a range of Canadian fiction we help them define for themselves who they are as Canadians, as young women and men, and as a part of our cultural mosaic.

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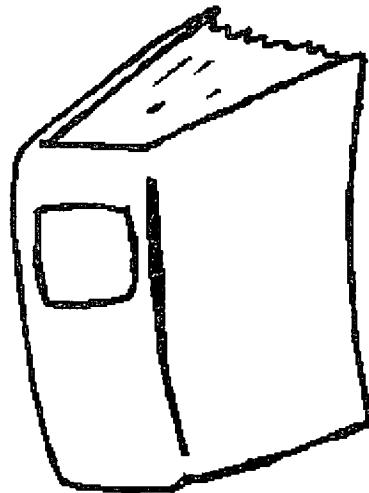
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FEATURED IN THIS ISSUE THE VANCOUVER ISLAND CHILDREN'S BOOK FESTIVAL

June Bouchard

The first Saturday in May is a very special day for the children of central Vancouver Island. For the past 17 years, Nanaimo has hosted the Vancouver Island Children's Book Festival, an event that brings authors and illustrators from across the country to celebrate Canadian children's literature. The atmosphere on the campus of Malaspina University-College is very festive that day as children, parents, authors, illustrators and countless volunteers mingle and interact surrounded by books in an atmosphere that celebrates literacy.

According to Robyn McKay, who was coordinator for over ten years, the festival got started at a time when children's literature in Canada was really booming. Authors and illustrators were travelling and doing readings across the country but generally went to larger cities such as Vancouver and rarely made it over to the island. A small group that included a teacher-librarian, a public librarian, a few parents and a bookseller, got together and formed the Nanaimo Children's Literature Roundtable which in turn gave birth to the book festival.

Over the years, the structure of the day has changed very little. Each child registers for three age-appropriate sessions from the 12-14 presenters offered. As this is a child-centered day, adults can only attend if accompanied by a child. Children attending range from 5 to 14 years of age. Over the years, lunch hour activities have included entertainment by a local children's choir, paper airplane making with author Neil Francis, magic shows, clowns, paper making, bubble blowing, and face painting. A complete selection of the authors and illustrators books are available for purchase and a giant autographing session is held after the last author reading. Most years, the festival has been a sold out event.

A major outreach of the Vancouver Island Children's Book Festival is the additional readings that are performed in public schools or in branches of the public library all over the island (except Victoria which has a separate library system). Writing and illustrating workshops are also offered to secondary school students. To illustrate the impact that the festival has every year, the figures for 2003 show that 850 people attended on the day of the festival; 5,087 students from School District 68 (Nanaimo) and 660 students from SD 69 (Qualicum-Parksville) benefited from school readings; and 809 people attended Vancouver

Island Regional Library readings for a total of 7,406 people! Very impressive!

One reason that the Vancouver Island Children's Book Festival has been so successful lies in the partnership between the Vancouver Island Regional Library, School District 68, Malaspina University-College, the Children's Literature Roundtable, two booksellers, and various community businesses and service groups. Malaspina provides the venue for free as well as the equipment such as slide projectors, etc, needed for individual presentations. Originally, Malaspina also provided the expertise for the administration and registration process but the festival committee eventually took over those functions. The Regional Library is instrumental in securing Canada Council funding for out-of-province presenters and setting up readings all over the island. They also help with promotion by providing brochures, bookmarks and posters. The school district's major support is provided by the teacher-librarians through publicity, author promotions and arranging of school visits. Further support is provided through photocopying and the use of their courier services. The major source of funding for the Festival is the Canada Council which generally sponsors the presenters from outside of British Columbia. The Nanaimo Children's Literature Roundtable raises the rest of the funds locally to bring in authors and illustrators from B.C. The support of the community over the years has been overwhelming and many local businesses and service groups have contributed annually since the very beginning.

Of course, such an event could not be held and maintained for that long without the loyal support of a committed group of volunteers. From billeting and driving authors around to readings, to publicity and fundraising, committee members are involved at every step. The festival also offers opportunities for young people to volunteer either through the work experience programme for high school students, or because they have grown up with the festival and still want to be involved. The "bookies" are responsible for a variety of jobs such as taking tickets at the door, setting up rooms for presentations, helping with lunch hour activities, and escorting authors on campus.

In addition to providing tremendous opportunities to the students of the region, the organizers of the Vancouver Island Children's Book Festival take pride in how they host their presenters. Visiting authors and illustrators are generally billeted with particular sensitivity to their individual needs. Finally, food and social events offering an opportunity for the presenters to interact with each other in an informal manner are a very important part of the festival. Over the years, an

.....
 impressive line up of Canadian authors and illustrators have visited Nanaimo: from Dennis Lee to Ted Harrison; from Jean Little to Roch Carrier; and from Michael Kusugak to Sherree Fitch. A variety of genres have been represented: poetry, picture book texts and illustrations, novels, non-fiction and storytelling. To mirror Canada's cultural diversity, presenters from First Nations, Francophone and other ethnic backgrounds have visited Nanaimo over the years. Nanaimo is very proud of its Children's Book Festival and so it should be!



..FEATURED IN THIS ISSUE ***Imag1Nations: a Catalyst for Culture and Diversity***

By Roslyn Heide, Teacher-librarian, Enver Creek Secondary School, School District #36 (Surrey).

Imag1Nations, recommended as a resource for secondary libraries, was created by Barbara Cooper, a teacher-librarian, and Carolyn Elliot, an art teacher. It was developed as a means of exploring personal, cultural and national identity through the arts. Five lesson plans in the curriculum areas of Information Technology 8, Spanish 9, Visual Art 8, Visual Art 9 or 10 and Visual Art 11 or 12, are clearly outlined, including learning outcomes, evaluation and extensions to other cultures.

One of the goals of the authors was to share their productive experience with other educators. The attractive package, which includes seven colourful and inspiring posters, certainly captures another goal of the project, having the students create meaningful images in a variety of formats.

This would be an excellent catalyst for a school-wide focus of culture and diversity, providing the school was committed to the time and teamwork needed to assure its success. Regardless, the individual lesson plans can stand on their own; all have an accompanying list of suggested resources. The *Imag1Nations* package is available from BCTF Lesson Aids for \$25.

Imag1Nations: The Sequel

By Barbara Cooper

Just as it takes a whole village to raise a child, collaboration among teachers is a vital element in developing innovative ideas and bringing them to fruition. This proved to be the case when a couple of staff members at Fleetwood Park Secondary started playing with a concept that eventually grew into a school-wide program called *Imag1Nations*. The success of the event relied on staff involvement and decision-making at many stages, from project approval, timelines, curriculum development, use of professional development time, session participation and involvement at the closing celebration. Collaboration with elementary teachers now adds a new dimension to this award-winning project.

Imag1Nations was a unique, month-long program in which students explored personal, cultural and national identity through the arts. First Nations

FEATURED IN THIS ISSUE.

artists, designers, storytellers, writers and musicians were invited to explain how they incorporate traditional heritage and culture into their contemporary works.

Students participated in presentations, readings, workshops, demonstrations and other hands-on activities. Students then examined their own culture and represented some aspect of it through visual or performing arts, technical design or writing in various curriculum areas. Their efforts were showcased in a celebration for the school and community.

From this display, several works were selected to represent the project as posters in the newly published *Imag1Nations* package. The package does not provide a recipe for replicating the Imag1Nations project; rather, it shares examples of outstanding student artwork and provides accompanying stand-alone lesson plans in a variety of subjects in order to help teachers looking for creative ways to introduce and explore themes of cultural diversity and personal identity.

From discussions with secondary colleagues, project organizers Barbara Cooper (teacher-librarian) and Carolynn Elliot (art teacher) already knew the posters could be easily applied in a number of different subject areas. Although the selected posters originally were designed for Visual Arts, Information Technology and Modern Languages, teachers could also see application in Social Studies and CAPP at most secondary levels, and in conjunction with English Language Arts and ESL. Carolynn and Barbara wondered if the lessons could also be adapted for elementary students. Some teachers at Creekside Elementary (SD #36, Surrey) took up the challenge. In laying plans for the coming year, they readily identified numerous ways to connect all the *Imag1Nations* materials to the elementary curriculum; (poster titles are in italics).

Links to Social Studies were found at every intermediate grade with the posters *Cultural Symbols and Colours*, *Button Blanket* and *Sacred Circle*. A surprising connection was the use of *Sacred Circle* with the grade seven Early Civilizations unit on Mesopotamia, where the circle was invented. This poster can also be used at the same grade for representing the circle of life in the novel study, *Tuck Everlasting*, and to portray elements of mythology.

Although the *Alphabet Book* project was declared an excellent project for grade seven students as it stands, two other possibilities were identified for this grade level. It could be used as a natural jumping off

point to teach all the things students need to learn in preparation for a Famous People unit. As well, as a cumulative device it could showcase what students have learned throughout the year about presentation, research, primary source quotations and so on – a perfect addition for student portfolios.

As expected, the *Self-Portraits* poster is well-suited for introducing basic lessons on portraiture in grades three through seven. In Art, students can focus on observation and experimentation with various media, while in Language Arts they can develop descriptive language and identify likenesses, differences and commonalities. The unexpected link was the application of all these skills to character studies in literature.

Creekside teachers also noted there were many opportunities to build among students a broader, stronger understanding of their own cultures and to develop closer cultural links with the community. They saw the Imag1Nations package as a vehicle to assist them in achieving one aspect of their school growth plan.

Teachers working at different levels have much to offer each other, especially when developing overarching curricular themes in broad areas like social responsibility and multicultural education. Collaboration that includes not only different grades and/or subject areas, but extends to support staff (such as the Learning Resources Team / ESL, the teacher-librarian and multicultural contact person) can provide an even richer source of creativity and co-operation in the pursuit of mutual goals. Thanks to Chris Barber, Linda Hensel, Pat Milliken, Lakbir Badjwa and Sonja Inkster for sharing their thoughtful ideas. Project developers would be interested in learning about different ways other teachers used the *Imag1Nations* materials: please e-mail them at: imaginationproject@hotmail.com

The Imag1Nations package is available from BCTF Lesson Aids, LA#2526. Details are available in their print and online catalogues. Imag1Nations is a not-for-profit venture.

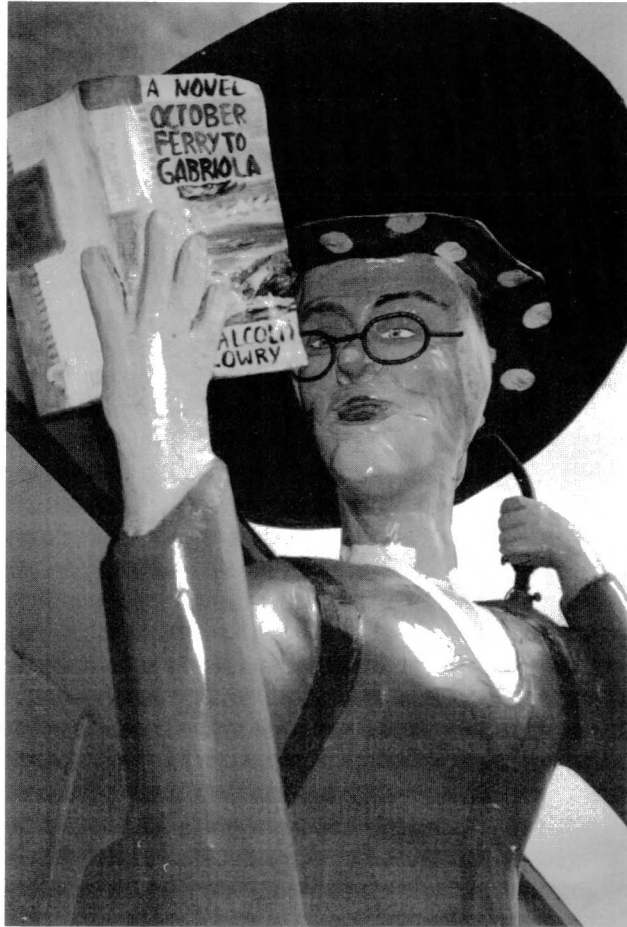


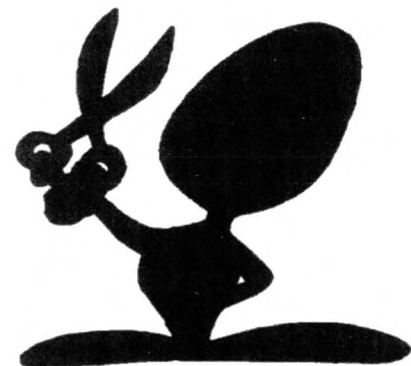
Photo donated by: Barbara Cooper
Company - Photosynthesis
Email: photosynthesis@telus.net

“Many schools paper over the problem by keeping the teacher-librarian part time but assign so much prep time that [there is] little time to be a teacher-librarian. The job goes from leadership to babysitting.”

BC School Trustees Association *Education Leader*, April 24, 2003

courtesy of

<http://www.slip.cla.ca>



FEATURED IN THIS ISSUE.

A REFUGEE CAMP IN THE CITY: ON ASSIGNMENT

UN CAMP DE REFUGIES DANS LA VILLE: EN REPORTAGE

An Educational Kit for Canadian

Teachers and Students: Grades 7 to 12*

Une trousse éducative pour les enseignants et les étudiants canadiens: secondaires 1 à 5 et au Cégep*

In 2001, Médecins Sans Frontières Canada (MSF) sponsored a travelling exhibition, *A Refugee Camp in the City*, which was so popular that it was fully booked in most cities it visited. Unfortunately, many Canadian youth were unable to visit it and experience refugee life in this unforgettable reproduction of an authentic refugee camp. MSF felt that it was important to share the experience of *A Refugee Camp in the City* with youth in other parts of Canada and so an extension of the camp, in the format of an educational kit for high school students, was developed.

David Morley, Executive Director MSF says "Refugees are in our history and I think, even though it's more complex now perhaps, I think we as Canadians, if we understand refugee issues we're understanding a lot about what Canada is."

The educational kit was developed, produced and tested with Canadian educators, subject specialists, non-government organizations and government departments who work with refugees, and youth. It includes one video with four cuts and a teacher's guide.

The Video: Through interviews with volunteers at *A Refugee Camp in the City*, interviews with youth who came to Canada as refugees, and internet dialogue, two students learn about life in a refugee camp and prepare a school assignment based on their research. The video is broken down into four cuts, approximately 12 minutes each on topics including: Displaced People; Basic Human Needs; Refugee Camp Life; Health Care.

Teacher's Guide: A 60 page guide can be used as a companion to the video. It has 15 lesson areas including: The Use of Words; Forced to Leave; Seeking Asylum; Finding Asylum; Life Inside the Camp – Water; Life Inside the Camp – Sanitation; Life Inside the Camp – Food and Malnutrition; Life Inside the Camp – Trauma; Solutions After the Crisis; Refugees in Canada; Refugees Coming to Canada; The Story – As We Hear It; Canada's Role at Home and in the World; From Refugee to Canadian Leader;

and A Reason to Celebrate. The guide includes overviews, assignments, resources, and handouts.

All elements of the kit were prepared as stand-alone items. Materials in the kit are suitable for a variety of curriculums identified by Canadian teachers: Language Arts, History, Geography, World Issues, Family studies, Civics/Citizenship, Religion, Politics, Visual arts, Math, Science/ Biology, Chemistry, Nutrition / Health, History, Law.

*Materials in the kit are suitable for grade nine through grade twelve and some teachers have suggested that it is suitable for grade seven and eight students.

What educators have to say about the educational kit

Wow! What an incredible resource! As I scanned through the contents, I was often drawn to a photo or quote that caught my interest. This is a wonderful piece of work and will be a valuable asset to the teaching profession. It is clear, concise, fascinating and a wonderful account of the complexities associated with refugees. I was drawn to the content, the strategies, the images, the sidebars and the lesson plans- all part of engaging our kids in a 'trip through history' at home... I am sure that this will be a welcome and much utilized resource. Linda Millar, Director of Education Concerned Children's Advertisers

I'm looking forward to getting a final copy to use in class and please! If a French version comes out I'd love to get my hands on it!

Pete Kitay Teacher

In my estimation it is unique as a teaching instrument in what it covers and makes an important contribution to teaching resources. I look forward to its extensive use in schools.

Peter Penz, York University, Refugee Studies program

After spending the weekend reading over the document I found it to be a wonderfully useful kit for teachers and an eye opening resource for students learning.

Michael Ball Program Facilitator Durham District School Board

How to get the kit:

The educational kit is available in English or French for \$40 per kit (forty dollars Canadian) plus federal

and provincial sales tax. This fee is a cost-recovery price for MSF.

English language kit includes: *A Refugee Camp in the City - On Assignment*
ISBN 0-9733309-0-2: VHS video: 4 cuts, each approximately 12 minutes
ISBN 0-9733309-1-0: Teacher's guide: 60 pages with overviews, assignments, resources, handouts

French language kit includes: *Un camp de réfugiés dans la ville: en reportage*
ISBN 0-9733309-2-9: VHS video: 4 cuts, each approximately 12 minutes
ISBN 0-9733309-3-7: Teacher's guide: 60 pages with overviews, assignments, resources, handouts

Send a money order or cheque to:
Director of Communications
Médecins Sans Frontières Canada
A Refugee Camp in the City: On Assignment/ *Un camp de réfugiés dans la ville: en reportage*
402-720 Spadina Avenue, Toronto, Ontario, M5S 2T9

Background on Médecins Sans Frontières (MSF)

MSF Canada was founded in 1991. As part of the international MSF movement, its mandate is to recruit medical and logistical personnel; to raise public awareness of the plight of the populations MSF treats and cares for; and to finance MSF's international projects by raising funds from public and government institutions. MSF Canada supports projects in areas of Africa, the Americas, and Asia, where it has found services inadequate to meet the local population's medical needs.

MSF International was founded in 1971 by a small group of French doctors and journalists who believed that all people have the right to medical care and that the needs of these people supersede respect for national borders. It was the first non-governmental organization to both provide emergency medical assistance and publicly bear witness to the plight of the populations they served.

In 1999 MSF was awarded the Nobel Peace Prize Laureate for their humanitarian work. Financial contributions from: Ontario Trillium Foundation; Multiculturalism Program of the Department of Canadian Heritage, Government of Canada; International Development Research Centre made this educational kit possible.

(c) Médecins Sans Frontières Canada is a registered charitable organization.

720 Spadina Ave. #402

Toronto, ON M5S 2T9

Fax : 416-963-8707 E-mail : msfcan@msf.ca

Web: www.msf.ca

**School Libraries and school librarians
are not fluff!
They are the essence of good schools...**

By David Bouchard

In research done in 9 states and over 3300 schools since 1999, the positive impact of school libraries and school library media programs is consistent. Librarians and library media programs make a difference in academic achievement.

In schools with well-stocked, well equipped school libraries, managed by qualified and motivated professional teacher-librarians working with support staff, one can expect capable and avid readers, learners who are information literate and, teachers who are partnering with the teacher-librarian to create high quality learning experiences. And when these things happen, scores are 10-20% higher than in schools without these investments (Lance & Loertscher, 2003).

A plethora of recent studies speaks to this direct link between well-staffed and well-stocked school libraries and higher scores on standardized tests. The state of California has embraced these findings more than most states. California has moved from having the status as having invested the least in its school library program to that which invests the most. Today, California spends \$43.00 per child on their school library program. Comparatively, Ontario spends the equivalent of \$7.00 per child.

If you think this sounds bad, it does. In fact, it's worse than it sounds.

Only 2% of Ontario elementary schools have a full-time teacher librarian compared to 42% twenty-five years ago. The west coast of Canada is no better. The ratio of teacher-librarians to students in British Columbia was, only a few years ago, enshrined in a province wide collective agreement and yet there were over one hundred teacher librarian positions cut in the year 2000. The teachers' collective agreement states that there will be one full time teacher librarian for every 702 students. However, only 9% of elementary schools and 4% of secondary schools in B.C. meet the criteria.

Ontario's collective agreement states that there will be one full time teacher librarian for every 934 secondary students and 796 elementary students, however only 2% of their elementary schools have 796 students or more.

In 1978, Alberta boasted 550 teacher librarians that were half time or more. By 1998, that number had dropped to 252 and in the year 2000, it had shrunk to a dismal 106 (stats taken from Alberta Learning). The provincial rate of teacher librarians to students in Canada's richest province is a dismal 1: 3000.

All that being said, I am one of many educators who does not believe in standardized testing. I recognize how much time and energy these tests waste and how much hurt they do to so many innocent, trusting children. I do not support standardized testing however I believe that literacy is the right of every child, not only a fortunate few. Thus, I recognize the need for school libraries and school librarians.

Educators and parents cannot light a fire in the hearts of children unless there is a fire burning in our own hearts. We cannot hope to get our children reading unless we ourselves begin reading. "Modeling isn't one way of influencing people; it's the only way." (Albert Einstein).

The torchbearers of literacy in our schools are school librarians. These committed professionals work to ignite and maintain flames within the hearts of our children, teachers, administrators and parents. This group monitors and drives literacy within the walls of our schools.

How can we strive toward improved literacy without acknowledging the value of teacher-librarians? How can we drastically reduce teacher-librarian time and in the same breath, chant their merit and celebrate their contributions.

Canada, our school library programs are in trouble. Teachers and children need and deserve good strong library programs directed by qualified, dedicated teacher-librarians.

ADVOCACY.....

The Canadian Coalition for School Libraries

The Canadian Coalition for School Libraries was founded in March of 2002. The group represents library advocates from many parts of our Canadian society. Their main goal is to make the public, media and government aware of the consequences of the erosion of school libraries in Canada. Author Roch Carrier, the National Librarian of Canada, is the honorary chair of the CCSL.

In June 2003, the CCSL held a School Library Summit in Ottawa, as part of the International Forum on Canadian Children's Literature. Author, David Bouchard gave the keynote speech: *It Takes a Spark to Ignite a Flame*. This speech is part of a chapter in his book titled *The Gift of Reading*. David would make a terrific speaker for an information night for parents. His web site is: www.davidbouchard.com

Dr. Ken Haycock presented his latest document titled *The Crisis in Canada's School Libraries The Case for Reform and Re-Investment*. In August 2003, the CCSL sent copies of this document to all the Education Ministers across Canada. Education ministers were invited to attend the summit, but unfortunately none showed up. This fall the CCSL has sent copies of the document to all provincial DPAC presidents. Electronic copies of this report are available at:

www.peopleforeducation.com/librarycoalition.

If you do nothing else, copy and share the executive summary which is on pages 9-12.

Following the summit in Ottawa, His Excellence John Ralston Saul was the breakfast speaker at the International Conference on Canadian Children's Literature. He gave a passionate speech that all administrators and parents should read. His speech is available on line in the "What's New" section of the conference web site at:

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

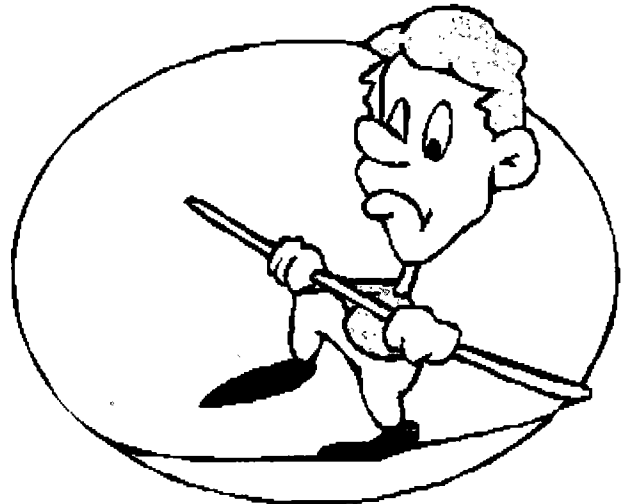
John Ralston Saul has to stay 'apolitical', but you can share parts of his speech with the parents of your school.

Word on the Street, which took place on Sunday September 28th, has become an annual event in Halifax, Toronto, Calgary and Vancouver. The Canadian Coalition created a postcard for people to sign and mail to their provincial governments. The B.C. Library Association, which has made support of school libraries one of their goals for this year, distributed material to the public.

The CCSL is establishing a network of provincial school library coalitions. In August, Ken Haycock held the inaugural meeting for the Coalition for BC School Libraries. Ken stressed that this is a community issue, not a teacher-librarian issue. Although this is true, there are still things that all of us can do to advocate for school libraries. Continue to share articles with your school PACs and School Planning Councils, encourage parents to meet with their MLAs and send copies of Ken's document to your school board members.

The following quotation was part of a power point presentation at the Summit: "Teacher-librarians have nurtured and watered school libraries. Not as many are doing the watering and nurturing now and like plants, our libraries are slowly dying." - **Robert Munsch**, author. Lets all work to see this doesn't become a reality.

Randi Hermans is the BCTLA Vice-President (Advocacy)



**Cold War Library Unit
Submitted by Judith Comfort**

History 12

Name _____

Station 1

Source - Book: Various Dictionaries

Write out the dictionary definition for "Cold War."

What year did the phrase come into the English language? _____

What important event also happened on this date?

Station 2

Source – Book: *The Canadian Encyclopedia* (article: Cold War, page 457)

Source – Book: *World Book Encyclopedia volume 4* (article: Cold War, pages 762-770)

Write out a 2 –3 line definition for "Cold War" from *World Book*.

Write out a 2 –3 line definition for "Cold War" from *The Canadian Encyclopedia*.

Can you suggest 2 reasons why they are slightly different?

1)

2)

Station 3

Resource – Internet Website

Diefenbunker

<http://academic.algonquincollege.com/students/jail0002/index.htm>

What was the Diefenbunker?

Why was it built during the cold war?

Would it be built today? Why or why not?

What type of web site is this? Circle one [.com- commercial site] [.edu –educational site]
[.org-organizational site] [.gov –government]

Type of information? Circle one. a) Scientific authoritative sources
b) Biased or personal opinion c) A mix of both

List author’s qualifications, if present. Why would this be helpful to know?

Is the publisher trying to sway your opinion? Explain.

What makes you think the information is true or untrue? Is there evidence or examples to support points? Discuss.

On a scale of 1 – 10, rate this website _____.

List the weakness of using the Internet when completing research.

Station 4

Resource – Book: *The End of the Cold War*

Fill in the important facts of the cold war on the following dates:

1945

1948

1949

1950

1955

1956

1959

1961

1962

Why is a graphic timeline like this chart useful compared to a thick book on the history of the cold war?

Station 5

UNITS

Resource – Book: *Chambers Biographical Dictionary*

What is the difference between a regular dictionary and a biographical dictionary?

Using the dictionary, fill in the following chart

Name	Country of birth	East/West Side of War	Born/Died	Activities
in Cold War				
Stalin				
Khrushchev				
Eisenhower				
Einstein				
Kennedy, John.F.				

Station 6

Resource – Book: *Abbreviations Dictionary*

What do the following abbreviations stand for?

NATO

JFK

COMECON

CIA

FBI

KGB

Station 7

Resource – Book: *The Ultimate Spy Book*

Why did the US form the CIA?

What was the necktie camera?

What was the U-2?

Who built the U-2?

How did U-2 precipitate the Cuban Missile Crisis?

Station 8

Resource – Primary documents on the Internet: The Avalon Project at Yale Law School (www://yale.edu/lawweb/avalon/coldwar.htm).

This site is an excellent source for all research topics on the Cold War. As an example, you will look at a document on the Cuban Missile Crisis (Click Cuban Missile Crisis –Memorandum From Acting Secretary of State Ball to President Kennedy).

Skim the document and fill in the attached sheet “**Written Document Analysis Worksheet.**”

Available http://www.turnerlearning.com/cnn/coldwar/cw_wrk1.html

Station 9

Resource – Photographs are also primary documents

(E.g. Titles: Massacre at Mai Lai, After the Mission: a grieving survivor; Prague youth in pajamas defies a Russian tank in Czechoslovakia, Korean war –civilians fleeing across bridge, Children flee down road in Vietnam)

Study one photograph and fill in the attached sheet “**Photograph Analysis.**”

Available http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/photo.html

NEW ON THE NET

By John Goldsmith, counsellor, technical support person (and former teacher-librarian), Fraser Valley Distance Education School, SD#33, Chilliwack (E-mail jgoldsmi@rainbow.fvrcs.gov.bc.ca)

"They Shall Not Pass"

With these brave words, "They shall not pass," General Henri Philippe Petain of France expressed his determination to stop the advancing German army at the Battle of Verdun in World War I. As history would show, General Petain kept his vow and they did not pass.

While the good general was able to stop the advancing German army, I suspect he would have no more success than you or I at stopping it. "What is it?" you ask. SPAM!

Spam, the scourge of the Internet; the messages we love to hate; the aggravation that never ends. Unfortunately, despite the best efforts of countless experts who may also utter Petain's words, "they shall not pass," spam messages continue to flood our e-mail boxes and plug up the Internet.

So what is Spam? Spam is generally considered to be any unwanted or uninvited e-mail message.

Where did the term come from? Internet lore has it that the name originated from an old Monty Python sketch, penned long before the advent of e-mail. It involves a couple who enter a restaurant only to discover that everything on the menu is made from Spam, a kind of pressed meat created and marketed by the Hormel corporation. The most notable aspect of the skit as I recall, was the constant and annoying repetition of the word, "Spam," over and over and over again. You can hear the skit yourself by going to:

<http://www.detritus.org/spam/skit.html>

No one is really sure how the name actually came to be associated with junk e-mail other than it too is annoying and more or less useless.

Veteran Internet users (including yours truly) can remember a time when there was no spam. Back in those innocent, early years, the thought of using the Net to send an advertisement was simply unimaginable. The Internet was above such base and vulgar uses. Its purpose was to facilitate the free and open exchange of scholarly information and ideas - not commercial messages.

While there were sporadic and isolated violations of this code, usually by college alumni associations looking for donations, these were tolerated because the organisations were at least non-profit and some-

what associated with academia.

The first really memorable violation came in 1986 when someone named, Dave Rhodes, a university student, posted a message on a Usenet discussion group with the subject heading, "MAKE MONEY FAST!!!" The message body contained an advertisement for a type of pyramid scheme. While the message itself wasn't really e-mail, the concept was the same. And, what became of Dave Rhodes? Internet historians are split. Some assert that there never really was a Dave Rhodes. That was part of the scam too. Others claim that Dave Rhodes really did exist and that he's now doing time in prison for wire fraud. Dare we hope.

The modern age of spamming began in 1994 when the Arizona law firm of Cantor and Siegel posted a message advertising Green Card Assistance to about 6000 Usenet news groups. The response was swift and devastating. Thousands of enraged Internet users bombarded the lawyer's e-mail service with millions of angry responses - a tactic which has since become known as "letter or mail - bombing." So great was the volume that the Internet Service Provider had to discontinue the lawyer's e-mail account. While Internet purists may have won the battle, they have definitely been losing the war ever since. From those humble beginnings spam has grown, evolved and mushroomed into the scourge it has become today. How bad is the situation? It is estimated that the average e-mail user now receives over 50 spam type messages a day - each and every day! And that trend shows no signs of signs of abating.

The Postini Company (<http://www.postini.com>), considered the leading e-mail security services provider, has seen an increase of 150% in the amount of spam it has had to deal with. In 2002, the company processed more than 9 billion messages. During that period, the fraction of messages identified as spam increased from 20% in January to more than 60% in December. As an example of one day's spam volume, on January 13, 2003, Postini quarantined nearly 22 million spam messages. That represented 64.3% of the total number of messages processed in one day! But wait, it gets worse. One of its client companies recently reported that 80% of all of the e-mail messages being received are considered spam or junk messages - 80%!

Even though most individuals and most companies do not experience such high levels of spam, the amount they are receiving is certainly significant. The Spam Filter Review, (<http://www.spamfilterreview.com/index.html>) another Spam filtering organisation, estimates that at present, about 40% of all e-mail traversing the Internet is spam. And, in case you are wondering, here are the type of spam messages that are popular at the moment:

Products or Items for Sale	25%
Financial Services - Mortgages	20%
Adult/Pornographic	19%
Scams	09%
Health Products/Information	07%
Internet	07%
Leisure Activities	06%
Spiritual	04%
Other	03%

While spam may be annoying to the average user, to corporate America it is a major problem. Most companies estimate that spam has cost them billions in lost productivity. The situation has become so serious that a U.S. government recently convened a committee to study the problem. After listening to countless experts, the members generally concluded that there was little the U.S. government could do to stop or even reduce this problem. Remember, this is a committee of the U.S. government talking - the same government that split the atom and put a man on the moon. If they feel powerless to stem the flow of spam then what hope do you or I have? More than you might think, actually. The situation is not without hope and there are some things that you as an individual can do to curb and decrease the flow of spam to your inbox.

Stopping or Curbing the Flow of Spam:

Stopping or at least curbing the flow of spam requires a two part approach. Part one involves lowering your profile on the Web so that spammers (people who gather e-mail addresses and/or send spam messages) can't locate your e-mail address in the first place (or at least not the one you use for personal communication). Part two involves strategies to deal with those unwanted messages that do somehow make to your e-mail inbox.

Part One: How Can a Person Lower His/Her Profile on the Web?:

Almost every Internet user has asked this question at one time or another - especially after receiving a torrent of messages advertising triple X videos or body enhancing aids.

Spammers harvest or gather e-mail addresses in many different ways. Sign up for an online service or web site access and chances are that you'll be on some spammer's list before you've completed the form. While most web sites have lots of notices concerning their respect for privacy, my experience has been that within nanoseconds of finishing a form, my e-mail account will be jammed with junk. Perhaps it's just coincidence. Yah, right! Does this mean avoiding all online subscription

services? Not really - provided it's done the right way using a "Nom Du 'Net." A Nom Du Net is a modern day adaptation of an old practice used by writers for centuries past. It involves the use of a pen name or as the French would say a "Nom de plume." Like its paper based predecessor, a "Nom De Net" is an assumed name and persona to be used whenever an online registration is required.

Here's an example of a "Nom De Net":

Name: Bill Campbell
 Address: 4616 Melrose Place
 Beverly Hills California
 90210
 Telephone: 203-467-9823
 E-Mail billcampbell4616@yahoo.com

If creating and using a Nom De Net appeals to you, be sure to actually set up an e-mail account under your assumed name. That's important because the information needed to access the a web site is usually sent to the e-mail address of the person registering. No actual e-mail address means no web access information.

Besides spammers obtaining e-mail addresses from online registrations, they can also obtain them from some web browsers such as *Netscape Navigator*. When first installed, *Netscape* requires the user to create a profile, which includes an e-mail address. The profile information can be copied and saved on web sites being visited. This is another example of how a Nom De Net can reduce the chances of a spammer filling your inbox.

Even information on personal web pages is not safe. Special programs called SpamBots constantly search the web looking for e-mail addresses to add to their spam lists. This can include the library web page you recently created for your school library with your e-mail address at the bottom to facilitate parent contact. Unfortunately, it also facilitates an increase in the amount of spam you will receive.

While there are ways to prevent SpamBots from finding an e-mail address on a web page, that usually involves you knowing how to do some sophisticated HTML programming. Another remedy that you might find helpful includes the addition of a text box to the library web page, where parents can type and save a message. A quick fix for your library web page spam problems, might be for you to created an special e-mail account, which would only appear on the library web page. It might look something like this:

lordbyronlibraryinfo@yahoo.com

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While this won't prevent the Spambots from harvesting the library's e-mail address, at least the junk messages won't flood your main or personal e-mail account.

Part Two: Filtering and Blocking Spam Messages:

While lowering your profile and accessibility on the Net will definitely cut down on the volume of junk e-mail, it will not unfortunately eliminate it entirely. No matter how much effort is expended, there will always be a few that somehow find you. And that brings me to part two of our spam reduction plan - filtering and blocking.

Filtering and blocking are two different methods to stop spam messages from reaching your e-mail inbox. A filter is a type of program that checks each message for particular words or phrases which tend to be synonymous with spam - words like, "rich," "buy," "money," "free sample," "xxx," etc. When the filtering program finds one of these words or phrases, usually in the subject box, it will block or prevent the message from reaching your inbox. Some spam filtering programs include; EmailProtect, SpamEater Pro, Qurb, SpamAgent, Spam Killer, ihatespam, Spam Buster, SpamNet, MailWasher Pro, SpamCop, Spam Inspector and SpamCatcher

Blocking programs on the other hand deal with spam by blocking or stopping a message sent from a particular e-mail or Internet address. Various companies and organisations around the Internet such as "Spam Cop," "SPEWS," "ORDB" and "MAPS" compile and maintain huge black lists of e-mail addresses where spam messages have been sent from. These lists are compiled and updated from information and tips submitted by Internet users. The lists are then sold to organisations such as schools, colleges, government departments, ISP's or anyone else who runs an e-mail service.

Filtering and blocking occur in two locations at least. Your Internet Service Provider or the organisation/company that provides you with your e-mail services should be using some form of spam control. The more spam that is blocked or filtered before it reaches you, the less you have to worry about on your own.

Even with a low Internet profile and an ISP that uses spam filtering and blocking technologies, some junk messages will get through. No system is perfect. To protect yourself from those few that do get through, you'll need to look to the e-mail software on your personal computer. Popular e-mail programs such as *Outlook*, *Eudora* or *First Class* have built in features which will filter and block incoming messages. Web-based mail clients such as *Hot-Mail* and *Yahoo* can

also be set up to exclude or block certain types of messages.

So, by maintaining a low profile on the Internet and utilising the various filters and blocks, you should be able to cut the torrent of spam down to a trickle. General Petain would be proud.

SITES ON SPAM:

(note: sources of web site recommendations are indicated at the end of each annotation)

BADDEDDY TUTORIAL: HOW TO STOP RECEIVING SPAM

<http://www.baddteddy.com/tutorials/spam.htm>

A series of tips, tricks and suggestions to stop spam. (EDTECH)

ICAUCE

<http://www.international.cauce.org/>

CAUCE is an international organisation formed by organisations around the world engaged in pressing for laws against e-mail spam, which includes both unsolicited commercial email (UCE) and unsolicited bulk e-mail (UBE). ICAUCE's mission is to provide a support mechanism for volunteers who wish to undertake these activities in countries that do not have an independent lobbying organisation. (LM_NET)

RISE OF THE SPAM ZOMBIES

<http://www.theregister.co.uk/content/55/30414.html>

Pressed by increasingly effective anti-spam efforts, senders of unsolicited commercial e-mail are resorting to outright criminality in their efforts to conceal the source of their ill-sent missives, using Trojan horses to turn the computers of innocent netizens into secret spam zombies. (Education CyberPlayGround)

SPAM ABUSE

<http://spam.abuse.net/>

The creators of this site have been actively engaged in fighting spam for years. Since they presented this site to the public in 1996, they have been pleased to be referenced as one of the best anti-spam sites on the net. Help fight spam to keep the Internet useful for everyone. Take advantage of the information gathered to make your own experience on the Internet better (EDTECH)

SPAM CON

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

The SpamCon Foundation protects e-mail as a viable communication and commerce medium by supporting measures to reduce the amount of unsolicited email that crosses private networks, while ensuring that valid e-mail reaches its destination. (LM_NET)

ART

FROM WINDMILLS TO WHIRLIGIGS

<http://www.sci.mus.mn.us/sln/vollis/>

This site focuses on the "unique science and art connection to wind" with features and activities centred around "Vollis Simpson and his windmill-powered whirligigs." Includes photos, an interactive map, a comic strip, and activity ideas such as motion machines and pinwheels. From the Science Museum of Minnesota. (LIIWEEK)

ORILAND

<http://www.oriland.com/index.asp>

Anyone interested in the art of origami, from the most basic to the most complex, will find something of interest at this site. Visitors will find information on how origami helps to build motor skills and creative and intellectual abilities as well as a series of ten lectures "on different themes from an origin of origami, through an evolutionary way of development of the diagrams, to how origami influence the whole brain". The best place to start would be the animated symbols to learn the basics, then on to the base folds that are the basis for folding many models. After you have learned the symbols and basic folds, there are ten practical lessons for practising the folds from the most basic to the complex. Included is a list of useful tips for folders. The more experienced folder will want to visit the studio for diagrams for folding everything from animals to plants to heroes. Be sure to visit the kingdoms and the treasury galleries and explore the delightful worlds that can be created from paper without glue and scissors. (Education World Newsletter)

PAPER TOYS

<http://www.thetoymaker.com/2Toys.html>

This site contains directions for many paper toys that you and your students can make. Just print them out, cut, glue and enjoy. (Surfing The Net Through E-Mail)

COUNSELLING:

CAREER KEY

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

The Career Key will help you — in choosing a career, choosing a college major or training program, and in career planning. Take The Career Key, a professional test or quiz. It measures your skills, abilities, talents, values, interests, and personality. You will identify promising jobs and get accurate career information about them. (The Teacher's List)

CAREER VOYAGES

<http://www.careervoyages.gov/>

This Web site tailored for teens and young adults "features detailed information about the fastest growing industries and occupations, the skills and education required to prepare for them, job openings by area, and wages, licensing requirements and growth rates for numerous occupations." Includes information about "on-the-job training, apprenticeship programs for skilled trades, and two-year professional degree programs at community colleges." From the U.S. Department of Labor and the U.S. Department of Education. (LIIWEEK)

CELEBRATE CHARACTER DEVELOPMENT

http://www.ckcolorado.org/units/6-8_CharacterDevelopment.pdf

Through a series of lessons geared toward classes in grades 6-8, students will explore their values and beliefs, with an eye to acknowledging that their perspectives affect their actions. Thought is given to developing a healthy attitude toward all peoples, with growth in the areas of respect and civic responsibility. Leadership characteristics will be examined, especially in light of much admired heroes, with character notebooks, the introduction of key vocabulary words and phrases, a discussion of bullying, and a look at service opportunities and pro bono work. Appendices with lesson rubrics, student worksheets, and charts are all included. (Classroom Flyer Newsletter)

CONTROLLING ANGER — BEFORE IT CONTROLS YOU

<http://www.apa.org/pubinfo/anger.html>

"This brochure is meant to help you understand and control anger." Topics covered include: "What is Anger," "Anger Management," "Strategies to Keep Anger at Bay," and "Do You Need Counselling." From the American Psychological Association (APA). (LIIWEEK)

I WANT A CREDIT CARD, OR DO I?

<http://score.kings.k12.ca.us/lessons/crcard.htm>

Online resources and a printable student worksheet supplement this lesson plan on the costs involved in using credit cards—a life-skills lesson that high school students could always use. (Classroom Flyer Newsletter)

EDUCATION:

DIMDIMA

<http://www.dimdima.com>

The Dimdima site is interesting in many way. First of all, it is Indian - from the Indian SubContinent. It was created by a group of people called the "Amrita Bharati team". Since 1990, this group has been

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providing syndicated children's features for numerous English and language magazines and newspapers across India. The group consists of editors, writers, artist-illustrators and computer programmers who have over the years given shape to Amrita Bharati. Their features cater to children and teenagers between the ages of 4-18. The content includes a rich variety of comics, stories, craft work, science stuff, humour features, Indian mythology, for every taste and liking. The content is equal to that found on any young adult web site; very high quality and engaging. (WWWEDU)

WIRESCHOLAR: THE PLANNING FOR COLLEGE DESTINATION

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

This site from Sallie Mae, a "leading provider of education funding," presents basic information on preparing for, selecting, and applying to college, and information about paying for a college education, with an emphasis on financing and financial aid. Free registration allows students to access information relating to more than two million scholarships, and an "Award Analyzer." Some material is fee-based. Information available in English and Spanish. (LIWEEK)

ENGLISH:

ANN ARBOR DISTRICT LIBRARY: WORLD OF READING

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

"An open collection of book reviews written by kids!" There is no danger that this resource will replace the *New York Times Book Reviews*, but this is a valuable resource. because teachers can learn from this source how a child views a book they have read. It's also an example of how students at other schools write book reviews, giving teachers a view of other students handling a book review assignments and a place to find examples for students in a teacher's class. World of Reading is a service of the Ann Arbor District Library and was originally created by Mary Pat Timmons as a project for the Internet Public Library at the University of Michigan School of Information." (Educational Cyberplayground)

BLUE BOOK OF GRAMMAR AND PUNCTUATION

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

"Effective Writing. Rule 1. Use concrete rather than vague language." As the title implies, Jane Straus's guide is divided into two sections: grammar and punctuation. Each is further organised into rules with examples (navigate these with the drop-down menus), exercises and tests. The quizzes are not interactive (try printing them instead) and include answer keys on the same page. A print edition of The Blue Book is also available for purchase. (Surfing The Net With

Kids)

11 RULES OF WRITING

<http://junketstudies.com/rulesofw/>

Today's first site condenses English grammar down to just eleven rules. Drawing heavily from The Elements of Style, an anonymous college teacher created these rules based on his experience grading freshman papers. Each rule is hyperlinked to examples of correct and incorrect usage. For questions not covered by the eleven rules, peruse the Frequently Asked Questions page. And for extra credit, click on the New Word of the Day (at the bottom of the page) to scroll through some high-school level vocabulary. (Surfing The Net With Kids Newsletter)

GUIDE TO GRAMMAR AND WRITING

<http://ccc.commnet.edu/grammar/>

This award-winning Language Arts site will be a lifesaver for students who need help with any area of grammar, punctuation, writing, research, and more! Each content area displays rules, tips, examples, and quizzes that are sure to guide your students into the world of correct punctuation and brilliant writing. (Lesson Planet Newsletter)

ILLUSTRATED SHAKESPEARE, 1826-1919

<http://libtext.library.wisc.edu/IllusShake/>

"This online collection of selected electronic facsimiles seeks to share with a wider audience meetings of book art and Shakespearean text, and suggests the variety of responses of visual and book artists to the stimulus of Shakespeare's words. This online collection of 12 works ... includes images produced by an array of technologies available in the 19th and early 20th century." Browsable and searchable. From the University of Wisconsin-Madison Libraries. (LIWEEK)

TALK

<http://teach.fcps.net/talk>

This site has activities (not lesson plans) that focus on literacy skills and incorporate technology. Most activities include some type of template that students can download. The site is organised by content area, software applications, and literacy skill. (EDTECH)

TEXT MAPPING:

<http://www.textmapping.org>

Textmapping is a graphic organiser technique that can be used to teach reading comprehension and writing skills, study skills, and course content. People commonly confuse Textmapping with other graphic organisers, such as Semantic Mapping, Concept Mapping, and Story Mapping - all of which are actually diagramming techniques. Textmapping enables teachers to clearly and explicitly model reading

comprehension, writing and study skills in the course of regular classroom instruction.

WORDS WITHOUT BORDERS

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

This literary site searches out the best works from international writers to present a different sensibility than that to which you're accustomed. One couldn't possibly appreciate all the gems found here without the help of translators, and although no translation is perfect, these tales from the Pacific Rim, the plains of Europe, and the global village give you a taste of voices that are distinctly foreign yet similar. The poem "Nothing But Iraq" retains its Arabic soul, while "The Hopes for Good Fortune" offers us a peek into Korean matchmaking. In the current issue, Sherko Fatah's tale of smugglers on the Turkish border and Najem Wali's story of a Basra soldier present a look into the literary tradition of Iraq. With the promise of more exciting and eclectic reads, feedback is encouraged to ensure nothing is lost in translation. (Yahoo Picks)

LIBRARY:

DIGITAL BOOK INDEX

<http://digitalbookindex.com/about.htm>

Digital Book Index provides access to more than 80,000 titles records. It is the sole index that gathers both commercial and non-commercial eBooks from more than 1800 publishers and private publishing organisations. Titles range from the Ancient Agriculture to Space Flight in most major disciplines: Literature, History, Science and the History of Science, Social Science, Medicine, the Arts, Religion, and various Area Studies (Native Americans, Afro-Americans, Women's Studies), etc. An extensive Reference section includes more than 2000 Dictionaries, Encyclopaedias, Thesauri, Glossaries, Bibliographies, Timelines, Chronologies, Literary Histories, and includes, as well, a section on Writing & Style Guides that would be hard to surpass anywhere. (Educational CyberPlayGround)

GLOSSARY OF COMMON LIBRARY TERMS

<http://www.lib.utah.edu/science/glossary.html#j>

Created by the staff of Science & Engineering division of the Marriott Library, University of Utah, the selected library and computing terms tend to be used frequently in library settings. These definitions have been created for the user generally unfamiliar with libraries. (Education Cyberplayground)

INTERNATIONAL CHILDREN'S DIGITAL LIBRARY

<http://www.icdlbooks.org>

There's a research project of University of Maryland, Human Computer Interaction Lab, and Internet Archive, called the International Children's Digital Li-

brary, ICDL. It has 262 books from 23 languages right now, and eventually it will have 10,000 books from 100 languages. It's a wonderful collection of children's literature from all over the world, and it's free to everybody! (Education Cyberplayground)

INTERNATIONAL SUPERHEROES

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

Why should all the big American superheroes like Spider-Man and Batman get the attention? At the International Hero web site, fans can read about the brave exploits of the French superhero Salterella as well as hundreds of other comic-book legends who, for years, have been battling evil in foreign countries and foreign languages across the globe. The site pays tribute to these lesser known but equally worthy champions of the comic-book genre. With a historical archive of superheroes and characters from Asia, Europe, Canada, and even independent American heroes, visitors will find endless entertainment in this vast comic world. (The Web In 60 Seconds)

LEARNING LOGS

<http://www.bcps.org/offices/lis/models/tips/i-search/sentstarters.html>

When your students have a major research project planned, use the idea of daily learning logs to keep their work charted and on target. Find sentence starters here to help them correctly identify their progress. (Classroom Flyer Newsletter)

MILITARY WEEK

<http://militaryweek.com/>

A weekly journal with a focus on military matters and events happening around the world. Sources range from the Al-Ahram Weekly to the Washington Monthly, and columns span war intelligence, war-heads and war memoirs. (Cool Tricks And Trinkets Newsletter)

OPEN VIDEO PROJECT

<http://www.open-video.org/>

This recently redesigned site offers nearly 2,000 videos from a variety of sources. The purpose of the project is to "collect and make available a repository of digitised video content for the digital video, multimedia retrieval, digital library, and other research communities." While that may sound pedantic, the results are undeniably cool. A series of classic television commercials capture old-school advertising, while close to 500 documentaries tackle everything from golfing on the moon to the story of Hoover Dam. Go further back in time and watch short films made by Thomas Edison in the late 19th and early 20th centuries. (Yahoo Picks)

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PRIMARY SOURCES ON THE WEB

<http://www.lib.washington.edu/subject/History/RUSA>
Library Association has designed a new web site that helps students locate and evaluate primary sources on the web. The site includes practical information for students as well as links to many primary source sites. (LM_Net)

SKATEBOARD DIRECTORY.COM

<http://skateboarddirectory.com/>
A searchable and browsable directory of skateboarding links, with sections for museums and history, professional skaters and teams, organisations, news, magazines, and more. Also features links to sites about snowboarding, surfing, street luge, and other related sports. Links to commercial content are clearly marked. (LIWEEK)

SACRED TEXTS

<http://www.sacred-texts.com/>
Sacred Texts is an archive of electronic texts about religion, mythology, legends and folklore, and occult and esoteric topics. Texts are presented in English translation and, in some cases, in the original language. The texts presented are either original scans from books and articles clearly in the public domain, material which has been presented elsewhere on the Internet, or material included under fair use conditions in printed anthologies. When few or no primary texts are available for a given religion, secondary texts have been included. In many cases, there are no primary texts for a given religion because the tradition is primarily oral. In this case, texts which contain transcriptions or retellings of these traditions have been used.

SYNTHESIS: USING THE WORK OF OTHERS

<http://www.umf.maine.edu/~library/plagiarism/>
This tutorial explains plagiarism and its consequences and describes techniques for taking notes and quoting sources to avoid plagiarism. Includes a section on copyright, information about citing Web sources, and plagiarism and copyright infringement quizzes. From the University of Maine at Farmington Writing Center and Mantor Library. (LIWEEK)

WEB JUNCTION

<http://webjunction.org/do/Home>
WebJunction is an online community of libraries and other agencies sharing knowledge and experience to provide the broad public access to information technology. In 2002, the Bill & Melinda Gates Foundation awarded the Online Computer Library Center (OCLC) a three-year grant to build a portal for public libraries and other organisations that provide open access to

information. The result is WebJunction. There seems to be a little bit of everything. The broad headings are: Policies and Practices, Technology Resources, Buying Guide, Learning Center, and Community Center.

WIRETAP

<http://www.wiretapmag.org>
WireTap is the independent information source by and for socially conscious youth. We showcase investigative news articles, personal essays and opinions, artwork and activism resources that challenge stereotypes, inspire creativity, foster dialogue and give young people a voice in the media. The WireTap Web portal provides a new generation of writers, artists and activists a space to network, organise and mobilise. (Cool Tricks And Trinkets Newsletter)

WORD ORIGINS

<http://www.wordorigins.org/index.htm>
Word origins is a site devoted to the origins of words and phrases, or as a linguist would put it, to etymology. Etymology is the study of word origins. Where words come from is a fascinating subject, full of folklore and historical lessons. (Surfing The Net Through E-Mail)

MATHEMATICS

DECIMALS WITH STORY PROBLEMS

<http://www.orchardproject.org/SP%20addsub%20decimals.htm>
This site has story problems that will help to illustrate the everyday use of decimals, as well as clarifying for students how, and when, decimals need be applied. (Classroom Flyer Newsletter)

INTERACTIVE GEOMETRY DICTIONARY

http://illuminations.nctm.org/mathlets/IGD_lines/index.html
Each geometric definition here, including perpendicular lines, rays, segments, medians, or bisectors, comes with its own interactive tool to explore the properties defined. (Classroom Flyer Newsletter)

PURPLE MATH-YOUR ALGEBRA RESOURCE

<http://www.purplemath.com>
Purple Math was developed by teacher Elizabeth Stapel for her Western International University math students. It is written in a light-hearted style that students will appreciate. The lessons can be easily incorporated into classroom instruction by the teacher or used by the student who needs a little extra help or as enrichment. The lessons are grouped into preliminary, beginning, advanced and solving word problems. The wide range of topics includes everything from

absolute value and factoring numbers to graphing: linear equations to solving radical equations to factoring quadratics to logarithms and much more. Included is a list of reviewed Internet links that are arranged by category, a list of homework guidelines for mathematics and a self-survey of math study skills. (Education World Site Reviews)

QUICKMATH

<http://www.quickmath.com>

QuickMath is an automated service for answering common math problems over the internet. Think of it as an online calculator that solves equations and does all sorts of algebra and calculus problems, instantly and automatically! (Surfing The Net Through E-Mail)

SCIENCE

EXTREME COLD

<http://www.cdc.gov/nceh/hsb/extremecold/>

Cold weather safety tips and information about cold weather health conditions from the Centers for Disease Control and Prevention (CDC). Features checklists for preparing your home and car for winter weather, a FAQ on health conditions such as hypothermia and frostbite, indoor and outdoor safety pointers, a bibliography, and related links. (LIIWEEK)

FROM SKERRYDOO TO CARRICKFADDA

<http://www.sligoseashore.com>

This study of Sligo's Coastline is a heritage and ICT project involving more than 300 pupils from 12 primary schools in County Sligo, Ireland. The children learned about the flora and fauna of their area, conservation and pollution issues, stories and folklore of the sea and the importance of the sea in the local economy. Pupils also learned to use ICT as a presentation and research tool. The project web site is now also a resource for teachers and can be a model for schools in other coastline communities wanting to use ICT creatively in a heritage project. In awarding the Irish project first prize, the judges of the European eLearning Awards, said that the "project served as a great inspiration and source of ideas that may be replicated." (Education On The Internet)

KYOTO PROTOCOL THERMOMETER

<http://unfccc.int/resource/kpthermo.html>

This "thermometer" provides a quick visual guide to the number of United Nations member nations that have ratified the Kyoto Protocol, which has "legally binding constraints on greenhouse gas emissions and innovative mechanisms aimed at cutting the costs of curbing emissions." Includes links to the full text of the Kyoto Protocol, a report on current ratification

status, and "Total CO₂ emissions of Annex 1 Parties," a group that includes the United States. From the United Nations. (LIIWEEK)

LEARNING SCIENCE THROUGH PLAY

<http://www.idavollur.akureyri.is/Tolvurnar/>

This web site shows various science projects made by 2- 5 year old children. Daily life at the l'avöllur Kindergarten in Iceland revolves around play, activities, work and co-operation which works towards giving the children the opportunity to learn, to discover themselves and to explore their boundaries, both on their own and also with the help of others. Teachers at this kindergarten consider education and development as integral and therefore, when they work on projects they try to bring together as many aspects of the curriculum as possible, together with the development of the person. (Education On The Internet)

LOOKING BEYOND SARS

<http://www.npr.org/news/specials/sars/>

"NPR presents a five-part series on the world after SARS, examining such issues as the science behind detecting and treating the disease, to the response by health care workers on the front lines." Features audio clips of the programs, a fact sheet and timeline on SARS (severe acute respiratory syndrome), commentary, and links to related coverage from National Public Radio (NPR). (LIIWEEK)

THEATER OF ELECTRICITY

<http://www.mos.org/sln/toe/toe.html>

Everything you and your students ever wanted to know about electricity. Use the Teacher's Guide available here to explore all the many resources and learning opportunities provided at this online exhibit and gallery. Included are Tesla Coils, Franklin's Kite, the history of electricity, and more. (The Classroom Flyer Newsletter)

SOCIAL STUDIES

BISSONNETTE ON COSTUME: A VISUAL DICTIONARY OF FASHION

<http://dept.kent.edu/museum/costume/>

This site invites you to "enter the world of fashion and witness the change in silhouettes, accessories, lingerie and hairstyles from the 18th to the 20th century." It features annotated photographs of fashions, with an emphasis on female dress from Europe and the United States. Also includes information about male and children's fashions, and costumes of India, Greece, Japan, Turkey, China, and central Asia. Browsable. From a curator at the Kent State University Museum. (LIIWEEK)

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BRITISH PATHE DIGITAL NEWS ARCHIVE

<http://www.britishpathe.com/index.cfm>

British Pathe Digital News Archive offers news, sports, social history and entertainment digital video clips from 1896 to 1970, from its 3,500-hour film archive.

CENTENNIAL OF FLIGHT: BORN OF DREAMS, INSPIRED BY FREEDOM

<http://www.centennialofflight.gov/>

Orville and Wilbur Wright "completed the world's first successful powered, heavier-than-air flight" on December 17, 1903. This national "celebration commemorates this achievement and 100 years of aviation history." This site includes sections for children, educators, enthusiasts, and the media, and covers the history of flight, information about the Wright Brothers, sights and sounds of aviation, and more. (LIWEEK)

EARL OF CLARE

<http://www.spartacus.schoolnet.co.uk/Yalding.htm>

Richard FitzGilbert, the 1st Earl of Clare, arrived in England with William the Conqueror in 1066. As a reward for his contribution to the Norman victory, Richard was granted 179 manors in England. The next 200 years was a profitable time for the Clare family. By the 13th century, the Clare family was the second most powerful family in England. However, this all came to an end when Gilbert de Clare, the 10th Earl of Clare, was killed at Bannockburn on 24th June, 1314. Gilbert, who was only 23 years old, did not have any children and so his death brought an end to the male line of the Clare family and the family estates were divided between his three sisters. The resources on this web site enable students to examine the influence that one family had on Norman England. (Education On The Internet)

EARLY AMERICAS DIGITAL ARCHIVE

<http://www.mith2.umd.edu/eada/>

This "is a collection of electronic texts and links to texts originally written in or about the Americas from 1492 to approximately 1820." Also includes "'Gateway to Early American Authors on the Web,' which allows you to browse a list of early American authors whose texts are available ... on sites that others have posted on the World Wide Web." Searchable and browsable. From the Maryland Institute for Technology in the Humanities. (LIWEEK)

EYEWITNESS TO HISTORY

www.eyewitnesstohistory.com

EyeWitness To History is your ringside seat to history - from the Ancient World to the present. History through the eyes of those who lived it, presented by Ibis Communications, Inc, a digital publisher of educational programming. (Cool Tricks And Trinkets Newsletter)

FAMOUS TRIALS

<http://www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm>

Famous Trials gives information about some of the most famous trials in history, including the Salem Witchcraft trials, the trials of Oscar Wilde and the Lenny Bruce trial. (The Teacher List)

FUTURE STATE: US DEPARTMENT OF STATE FOR YOUTH

<http://www.future.state.gov/>

This U.S. Department of State site features information for young people about U.S. foreign affairs, diplomatic history, the Secretary of State, and the operations of the State Department. Includes news and events, activities, and information for parents and educators. Searchable. (LIWEEK)

GREAT SPEECHES

<http://www.historychannel.com/speeches/speeches.html>

The History Channel.com's Great Speeches collection presents the most famous broadcasts and recordings of the 20th century. (Cool Tricks And Trinkets Newsletter)

MEDIEVAL EUROPE

<http://www.mnsu.edu/emuseum/history/middleages/contents.html>

This Minnesota State University web site is an exhibit of a larger web site called Emuseums. Students explore the Middle Ages with the help of guides of various social stations, in order to see what life was like for different kinds of people. Sir Henry, the knight, informs visitors about government, nobility, and how to become a knight, while John Farmer, the peasant, will enlighten visitors about issues such as farming, villages, and the lives of commoners. Through this exhibit, students will learn about all facets of life in Medieval Europe, including trade, the crusades, literature, and medicine of the times. (Lesson Planet Newsletter)

MYTHWEB

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

Mythweb is a kid-safe site to teach the little ones about the heroes, gods and monsters of Greek

mythology. (Cool Tricks and Trinkets Newsletter)

NORTH KOREA: NUCLEAR STANDOFF

<http://www.pbs.org/newshour/bb/asia/northkorea/>
<http://www.pbs.org/wgbh/pages/frontline/shows/kim/>
 Collection of news stories and background information on North Korea and its nuclear programs. Features a map of North Korea, historical overview, and information about U.S.-North Korea relations, nuclear research and development in North Korea, and North Korea's leaders. From the NewsHour with Jim Lehrer, a program of the Public Broadcasting Service (PBS). (LIWEEK)

RACE TO BUILD THE ATOMIC BOMB

<http://www.cccoe.k12.ca.us/abomb>
 This site was created by Doug Prouty of California's Costa County Office of Education as a resource for teachers and students to learn more about the development of the atomic bomb. This site is a rich resource for teachers or students who are studying about this time in history when the first atomic bomb was developed. Students are provided with enough information and resources to do their own research about this important topic. Lesson plans are available for teachers to complement their curriculum as well as links to a host of resources including books, videos, CD ROMs, and Web sites. (Classroom Flyer Newsletter)

ROMAN BATHS AT BATH

<http://www.romanbaths.co.uk/>
 This monument, located in Bath, England, is "the best preserved Roman religious spa from the ancient world." The site includes an online tour and a history of the baths as well as a searchable and browsable database of selected items from the Roman Baths Museum's holdings of archaeological and historical materials. Also includes information for children. (LIWEEK)

TRAVELS WITH THE TALL SHIP, "ROSE"

<http://www.tallshiprose.org/>
 The "HMS" Rose, the "world's largest active wooden sailing vessel" is "a replica of an 18th century Royal Navy frigate that cruised the American coast during the Revolutionary War." The site features a history of the original ship, a virtual tour, articles, ship sounds, and related links. (LIWEEK)

THE VIRTUAL GRAMOPHONE: CANADIAN HISTORICAL SOUND RECORDINGS

<http://www2.nlc-bnc.ca/gramophone/src/home.htm>
 This site is "devoted to the first half-century of recorded sound in Canada" as produced on 78-rpm recordings. The searchable database provides details

about original recordings, and selected entries have links to label images and audio. Also includes biographies of Canadian artists, a history of recorded sound in Canada, and a bibliography. From the National Library of Canada. Available in French and English. (LIWEEK)

WHO'S WHO IN POST-SADDAM IRAQ

http://news.bbc.co.uk/1/shared/spl/hi/middle_east/03/post_saddam_iraq/html/default.stm
 "As Iraq moves into a post-Saddam Hussein era, a wide range of religious, ethnic and nationalist groups are making claims to national and local political power. ... BBC News Online looks at the roles of key individuals and groups in Iraq's post-war politics. " Include profiles of the Iraqi Governing Council and Islamic, secular, Kurdish, and other groups. (LIWEEK)

UNDERWATER DISCOVERY

<http://www.underwaterdiscovery.org/default.asp>
 This site is hosted by the The Franck Goddio Society, a public outreach and educational arm of people all around the world dedicated to archaeological underwater exploration. The purpose of the Society is to inform and involve the general public through television programming, the World Wide Web, books and CD-Roms and other media created around the explorations of Franck Goddio which are aimed at finding and recovering or preserving underwater shipwrecks and other underwater sites of special historical and cultural significance. (Cool Tricks and Trinkets Newsletter)

TEACHER REFERENCE

EFFECTIVE BEHAVIOR MANAGEMENT:

http://www.inspiringteachers.com/tips/behav_manag/index.html
 Try positive reinforcements and attitudes—even when dealing with very negative behaviours—to resolve any issues in your classroom. Find guidelines and suggestions here. (Classroom Flyer Newsletter)

INTERNATIONAL COMPARISONS IN EDUCATION

<http://nces.ed.gov/surveys/international/>
 The National Center for Education Statistics (NCES), through the International Activities Program and the Annual Reports Program, collects, analyses, and disseminates "statistics and other data related to education in the United States and other nations." The site includes education indicators and trends in mathematics and science, reading, civic education, and adult literacy. Data is also available relating to primary, secondary, and higher education. (LIWEEK)

TECHNOLOGY.....

REPORT CARD BLUES?

<http://www.inspiringteachers.com/tips/reportcards.html>

If report card time feels too stressful, then try a visit to this site for some tips on getting ready and attacking the task with minimal strain. (Classroom Flyer Newsletter)

SPONGE ACTIVITIES FOR VOCABULARY DEVELOPMENT

<http://coe.sdsu.edu/people/jmora/MoraModules/vocabularydev.htm>

Many of these short activities involve naming and listing—in creative ways—to get students to push the normal boundaries of their vocabulary use. (Classroom Flyer Newsletter)

TECHNIQUES FOR WORKING WITH BEHAVIOR CHALLENGES

<http://www.teachervision.fen.com/lesson-plans/lesson-7242.html>

Every classroom has them and every teacher will experience them—the behavioural problems that really present a challenge. Find some strategies here for dealing with them in a positive manner in your own classroom. (Classroom Flyer Newsletter)

TECHNOLOGY/INTERNET

KEYBOARDING

<http://www.sasked.gov.sk.ca/docs/elemkey/suggested.html>

This site contains several suggestions which both introduce beginning students to keyboarding skills, and support, maintain, and improve keyboarding skills for more advanced students. (Classroom Flyer Newsletter)

FREE ONLINE TYPING COURSE

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

This online tutorial provides a series of free typing lessons. Registration (free) required to select a keyboard type and save lessons. (LIIWEEK)

WACKY, WILD AND JUST PLAIN WEIRD

ONLINE SPIROGRAPH:

<http://www.scugog-net.com/room108/java/spiro/spiro.html>

Get a hold of these controls to generate some pretty cool spirographs. Students can use the buttons—accompanied by appealing bubble sounds—to make their pictures larger, more complicated, or in different shapes. (Classroom Flyer Newsletter)

SQUISHED PENNY MUSEUM

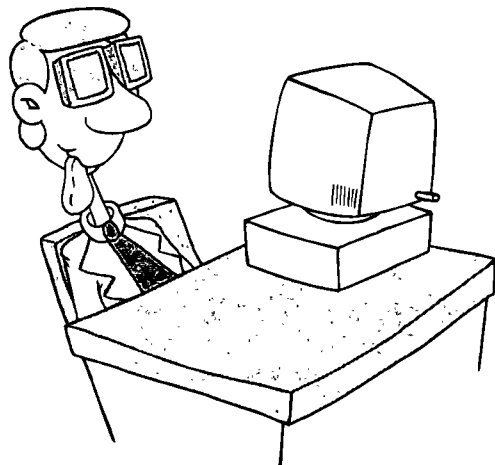
<http://www.squished.com/>

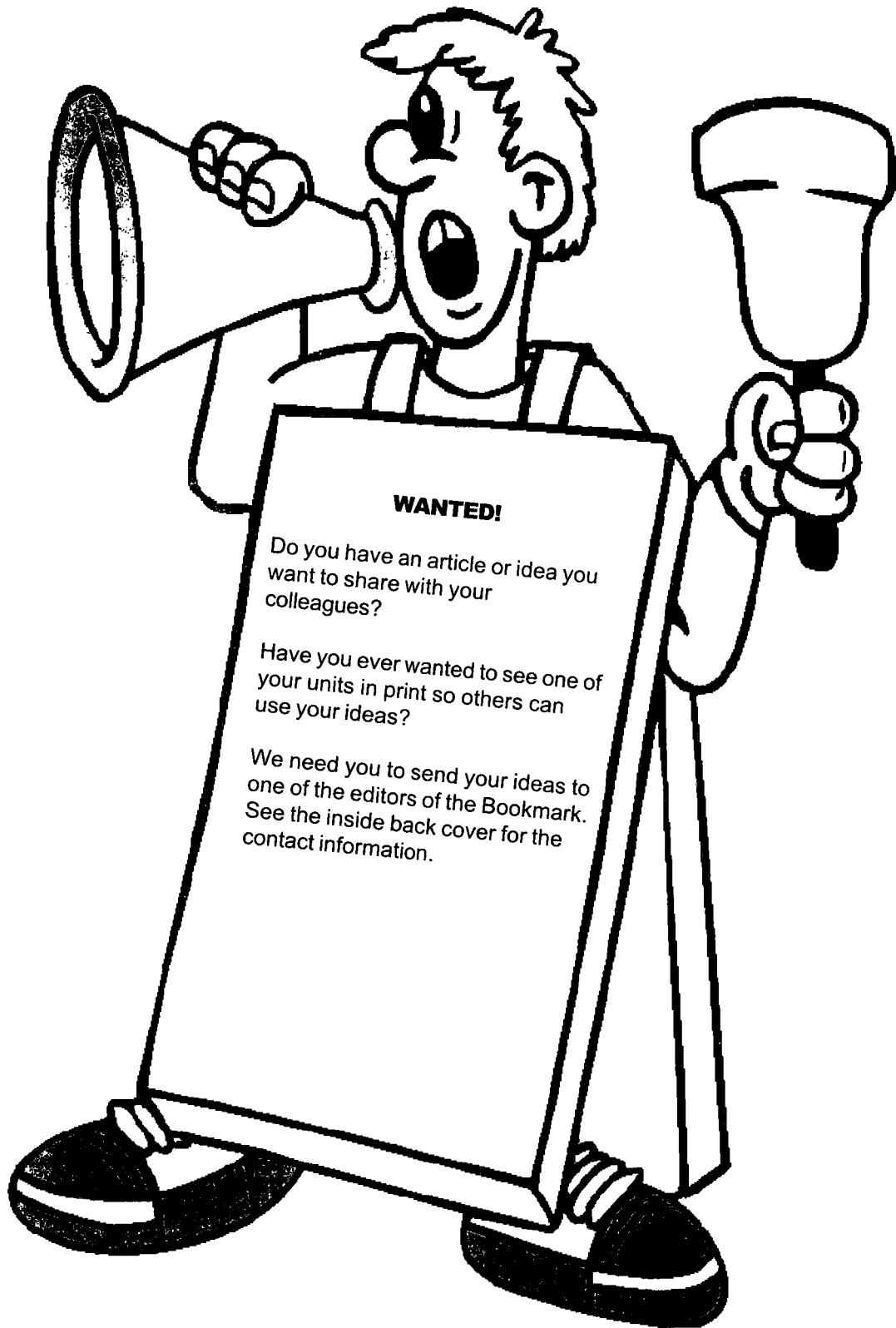
How many museums can brag that their whole collection is worth about \$40? The contents of the Squished Penny Museum may seem like pocket change, but these flattened coins are treasured tokens of road trips past. Squished 101 explains how ordinary pennies become tourist souvenirs — not to be confused with the faux pennies that are accidentally squashed by trains or trucks. The site touches on copper mining and minting, relays stories about a cross-country penny-collecting trip, and invites you to take a pit stop at the penny meccas of the U.S. There are pennies of mystery, a penny of the month, and penny games. If you're in Washington D.C., you can even visit the museum (by appointment only). Honest Abe would be proud. (Yahoo Picks)

WASH ME

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

It all started way back in April of 1998 when this site's creator saw "www.washme.com" written in dirt on the back of a mini-van. Colour inspired him. He started the site soon thereafter, and its URL became "an international phenomenon," popping up in obscure places such as Curaçao and on unusual modes of transport like tanks and police cars. The most popular canvas for the down-and-dirty URL is the minivan — more than 100 folks have reported seeing it written on the modern-day family truckster. The land of the free is apparently also home to cars in desperate need of a wash. From sea to shining sea, there have been sightings reported of the URL written on vehicles in 49 of the 50 states. The lone hold out is North Dakota. Anyone out there care to make it 50 out of 50? (Yahoo Picks)





THE BCTLA REVIEWS PROCESS
Information for publishers and reviewers.

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

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

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

F ARM

Armstrong, Luanne. *The bone house*. — New Star Books, 2002. — 278pp. — ISBN 0-921586-91-4. — \$21.00 paper.

Reviewed by: Christopher Hunt, teacher-librarian, SD#33 (Chilliwack).

Part apocalyptic premonition and part back-to-the-land nostalgia, *The bone house* is the future story of British Columbia after our current negligent environmental practices have done their damage. Global warming has melted the polar ice cap and the sea has risen up to swamp the feet of Vancouver's skyscrapers. The weather and the seasons are unpredictable. Freshwater is increasingly scarce, causing drought and desertification in many areas of the world. Giant faceless corporations have gained control over all resources, and governments are ineffective and crumbling. Books, libraries and the Internet have nearly died out, to be replaced by NewsNets, which give free yet conflicting information about the state of the world. City living is reduced to abject poverty and fear of marauding gangs of disillusioned street kids who are angry at the older generations. Only the wealthy, living in gated communities and travelling in bullet-proof cars, are relatively safe.

Lia, a toughened young woman, escapes a miserable life on the streets of the deteriorating metropolis of Vancouver to hitchhike to her murdered grandmother's former homestead in the Kootenays. She finds a small town where the few remaining people are alienated from one another and isolated from other communities. She is drawn into an outsiders' commune in the woods when she meets Magnus and his mother. The residents build their own homes, grow their own produce and raise their own animals, relying on their network of trust and teamwork. As removed as they are from the larger society, their way of life is still threatened, and the commune begins to unravel as they are faced with having to fight for their land.

Though to some it will seem like left-wing paranoia, material in this book about the destruction of society and the environment seems a natural extension of what we already observe: refugees fleeing impoverished countries, corporate exploitation of third world labour, scientists predicting disastrous climate change, etcetera. Excerpts from the book could be compared to current events stories, or used in discussions of utopias or dystopias in fiction.

There are several graphic sex scenes in the early chapters of the book, a fact that the teacher-librarian should be prepared to defend if objections are raised about its inclusion in the school library collection. On a purely aesthetic note, the cover, with its blended/morphed image of a male torso, a bone fragment and some dried papery flesh, is quite grotesque.

The novel will appeal most to grade ten to twelve students and adults; certainly, environmentally conscious or activist teenagers will enjoy it. It is an interesting conceptual read with strong characters. Recommended with reservations.

F ATT

Attema, Martha. *When the war is over*. — Orca Book Publishers, 2002. — 256pp. — ISBN 1-55143-240-4. — \$9.95 paper.

Reviewed by: Karen Horton, teacher-librarian, J. L. Jackson Junior Secondary School, SD#83 (North Okanagan-Shuswap).

This novel concentrates on the hiding of Jews during World War II. Janke is a fifteen-year-old girl who sympathizes with Jewish people and risks her own life to guide them to safety. All her family members, except her mother, are involved in the resistance movement. The mother has a difficult time emotionally dealing with what her husband, son and daughter are doing and the risks they are taking. There are moral issues between family members and friends as to what is the right thing to do. These issues are portrayed in a way that leads readers to take sides. Things get even more complicated when Janke falls in love with a Nazi soldier.

The events of World War II are accurately depicted, and the plot is very suspenseful. This real page turner will be a welcome addition to any secondary fiction collection.

Highly recommended for students in grades nine to twelve.

E BAD

Badoe, Adwoa. Illustrated by Bushra Junaid. *Nana's cold days*. — Groundwood Books, 2002. — 32pp. : ill. — ISBN 0-88899-479-6. — \$15.95 hardcover.

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

Ken and Rama's grandmother, Nana, has arrived from Africa. Since it is the middle of the winter in North

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America (probably Toronto), the weather is very cold. Nana says it is too cold for living things and she buries herself under sheets, blankets and comforters. Mama, Papa, Ken and Rama worry that something is wrong as Nana sleeps on and on in her cozy nest.

They play her favourite music but she only snores louder. They make her favourite food hoping the smell will wake her up, but nothing seems to work. Nana finally wakes up but she has a terrible cough. The doctor diagnoses croup and tells Nana the best cure is "cold air." This tale of a grandmother's visit is made lively by the repeating refrain of "three blue top sheets, three red blankets, and three pink comforters."

Adwoa Badoe deals with real issues. How does anyone come from the heat of Africa to a North American winter? How does grandmother adjust to weather not fit for living things? How can grandmother visit with her family when she won't come out from under her covers? In the end grandmother herself must find a way to adjust.

Bushra Junaid's collages are abstract and modern. She has used some bright colours for the backgrounds — yellow, blue and white. The family is black, but she has also made the clothes brown and the blankets dark blue, black and grey. The use of these dark colours gives the pictures a gloomy, somewhat depressing feel.

This book will be useful for themes on grandmothers, winter and multiculturalism.

F BEV

Beveridge, Cathy. *Shadows of disaster*. — Ronsdale Press, 2003. — 191pp. — ISBN 1-55380-002-8. — \$8.95 paper.

Reviewed by: Cari Main, teacher, Carmi Elementary School, SD#67 (Okanagan-Skaha).

Jolene is twelve years old and experiencing feelings of insecurity. She is jealous of her twin brother, impatient with her parents, embarrassed by her father's enthusiasm for a business venture she can't understand, and worried about her grandfather's periodic, odd behaviour.

Her life takes an amazing turn when she realizes Grandpa isn't crazy, but instead has the same gift as she has, the ability to move through a time crease and step back to 1903, to the site of the famous Frank Slide in the Crow's Nest Pass. Masquerading as a young lad, Jo experiences life in 1903 as she

forms new friendships and attends school, where she struggles with a nib pen, tries to avoid the strap and has to pass a written hygiene test. Meanwhile, she retains her knowledge of the 21st century.

Another extraordinary connection is made when Karen, the present day tour guide from the Frank Slide area, admits that amnesia has erased her personal past. With their insight into the past, Joe and her Grandpa soon realize that Karen is the reincarnation of Grandpa's late Aunt Peggy, who was able to time crease into the future!

The story moves at a good pace, with the characters experiencing shifts in perception from beginning to end. Historical reference points regarding the area, the mine, mining procedures and life as it was, are dealt with easily through descriptive dialogue. A good example of foreshadowing occurs when Jo hears that the Blackfoot believe the name Turtle Mountain means "mountain that moves."

Through time travelling, Jolene develops compassion, tolerance, determination, respect and appreciation for herself and those around her. She emerges as a confident young girl with high self-esteem. The notion of time crease travel is both intriguing and mysterious, so it captures the interest of readers.

The novel is well suited to intermediate readers. Recommended for elementary library collections.

F BUT

Butcher, Kristen. *The trouble with Liberty*. — Orca Book Publishers, 2003. — 72pp. — ISBN 1-55143-274-9. — \$9.95 paper.

Reviewed by: Marv Worden, retired elementary teacher, Nanaimo.

This novel is part of the Orca Soundings teen fiction series which features realistic teenage characters in stories that focus on contemporary situations and problems. Set in the fictional contemporary small town of Sutter's Crossing in the BC interior, the story is told from the viewpoint of Val MacQueen, who introduces to her classmates Liberty Hayes, an ultra popular, ultra good-looking new girl. Val is dismayed to find that Liberty uses her charms selfishly, mainly to create jealousy in the father she idolizes.

Along the way, Val's brother becomes romantically ensnared and a teacher is wrongly accused by Liberty of attempted rape. The theme of honesty and trust between friends is well developed when Val's friend from childhood, Ryan, reports having witnessed

REVIEWS.....

the events leading up to the wrongful action. He also reveals that, while others were falling under her spell, his gossipless avoidance of Liberty was based on having met her earlier and having experienced rejection through her selfish manipulation.

With readability at the grade five level, the twelve chapters move the story along at a good pace and the lack of illustrations is effective in that readers can create their own versions of Liberty's beauty.

Although this well-told story will appeal more to girls than to boys, it would make a good read aloud for both genders. Butcher is especially successful with realistic dialogue, and captures the Chapter Three conversation in the cosmetics department of the drugstore very well.

Recommended for junior secondary students.

F CIT

Citra, Becky. *Dog Days*. — Orca Book Publishers, 2003. — 96pp. — ISBN 1-55143-256-0. — \$7.95 paper.

Reviewed by Cari Main, teacher, Carmi Elementary School, SD#67 (Skaha-Okanagan).

Brady was a happy city kid living with his Mom and filling his time with anything to do with outer space. Naturally he was horrified when his mom said they were going to leave the city and move to a small town; the reason being, his Grandpa was beginning to behave in strange ways and needed help.

Upon arriving, Brady found it difficult to fit in. All the cool kids seemed to have dogs but dogs scared him to death. He was lonely and Grandpa, a former rodeo cowboy, seemed totally "out of it" what with his weird birthday presents, bear paw slippers and pyjamas covered in wild horses. Not only that, he had some "thing" that made him too scared to leave the house so he was always coercing Brady into hours of endless card games.

Brady brags a bit in order to show off to the kids, which leads him into greater difficulty and ultimately, a worse situation of being unable to deliver on his boasts. Fortunately, by then, he'd changed his opinion about his Grandpa because he discovered something very neat from Grandpa's past and also that the two of them share a few things in common such as hating celery and loving to collect junk.

Brady respects his Grandpa for these things and it is Grandpa's advice and master plan which help Brady win the respect, admiration and friendship of the kids

in town. Further childhood fears are overcome when Grandpa presents Brady with Jupiter, a wiggly cuddly puppy. The language is simple and uncomplicated, well suited for Grade 2 - 4.

F DAY

Day, Marie. *Edward the "Crazy Man"*. — Annick Press, 2002. — 32pp. : ill — ISBN 1-55037-720-5. — \$7.95 paper.

Reviewed by: Valerie Pollock, teacher-librarian, James Whiteside Elementary School, SD#38 (Richmond).

This unusual tale tells the story of a young boy, Charlie, and his relationship with Edward, the Crazy Man. Charlie first spots Edward on the street one day wearing a vivid costume seemingly made from junk. He is fascinated by this flamboyant homeless character, so he searches his basement for cast-off objects to leave on the street for Edward. He is delighted when he spots Edward the next day with a costume incorporating many of the things he has left out. That same day, Edward rescues Charlie when the school bully pushes him into the path of a car. Charlie grows up to become a costume designer and, though he never forgets Edward, he doesn't see him again for many years. When he finally meets him, Edward is in very rough shape, ill, uncared for, and still homeless. After some time in the hospital, Edward seeks out Charlie, who willingly employs him in his costume factory, in spite of strange looks and comments made by the other employees. It is when a famous rock star needs a costume for the evening's performance after his luggage goes missing that Charlie calls on Edward to help him out of a difficult jam. Edward comes through with a spectacular outfit that Krackerjack loves, and the situation pulls the other employees in to help and get to know Edward.

Mary Day has told a very difficult and touching story with sensitivity and openness. How often do we turn away from the homeless, the shabby, the different, with judgement and often fear in our hearts? It is with the clear seeing eyes of a child that Charlie first encounters Edward and, as such, he does not make the same kinds of judgements that an adult might make. Charlie has the capacity to experience wonder and marvel at the creativity of such a mind, to see through the sparkling blue eyes to the kind soul behind. Edward suffers from schizophrenia, and Marie Day explains the connection between her fictional tale and fact in her afterword.

The illustrations are line drawings with some of the images coloured in with pencil crayon, and others left

blank. In the afterword, Day invites her readers to send her pictures of further costumes for Krackerjack.

The book is in the grade six reading range, but this is the type of picture book that needs to be shared and discussed, so the reading level is not really a problem. It could also be used with older students to lead into discussions of tolerance and bullying, or issues of mental health.

Recommended for elementary school libraries.

F DOB

Dobbie, Susan. *When eagles call*. — Ronsdale Press, 2003. — 242pp. — ISBN 1-55380-005-2. — \$19.95 paper.

Reviewed by: Carolyn Cutt, retired teacher-librarian, Vancouver.

It is in the early 19th Century when Kimo Kanui decides to leave his native Hawaii, seeking adventure and work with the Hudson's Bay Company on the Pacific Northwest Coast. On arrival he finds himself assigned as a labourer to Fort Langley on the Fraser River. Immediately, he is taught to load and fire a musket, which increases his anxiety in his new surroundings. Work days at the fort are long and arduous, and the continuous rain and dampness weighs on the spirits of Kimo and his fellow Hawaiians. A terrifying skirmish with a native raiding band adds to both his fear and his awe of this wild frontier.

As the days lengthen and grow warmer and sunnier, Kimo begins to appreciate his lush surroundings, the abundant wilderness and the rivers teeming with fish. He becomes caught up in the life of the fort, trading, building and working on the surrounding farms. As well, he finds himself becoming more and more attached to a half-Kwantlen, half-French girl, Rose Fanon, the daughter of a voyageur. Nevertheless, Kimo remains determined to work out his contract and return to his sunny homeland. Suddenly, he begins to face an inner struggle. Is he becoming attuned to this wild land, falling in love not only with Rose, but also with a new way of life, seeing a future when men can trade freely and work the land?

Through Kimo's eyes the author depicts the conflicts, struggles and interactions between the fur traders, voyageurs, various native bands and the Hudson's Bay Company workers, including Scots, British and many native Hawaiians. The author draws vivid

contrasts between a colourful Hawaii and the cool, misty greyness of the coast. Strong characterizations, descriptive and imaginative language, and an engaging story bring this historical novel alive. Interesting historical details are included as the story recounts the little-known involvement of the Hawaiians in the early history of British Columbia.

Recommended for use both as a novel study and for historical reference. The reading level and subject matter is fairly sophisticated, making *When eagles call* suitable for accomplished grade six readers and up.

F DYE

Dyer, K.C. *Seeds of time*. — Dundurn Press, 2002. — 256pp. — ISBN 1-55002-414-0. — \$12.99 paper.

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

"Eagle Glen is a wonderful school, Dr. Connor, and many of our students have found their lives enriched in ways they never expected." These prophetic words were spoken by the principal of the school. However, Darrell Connor feels that she is being forced to go to summer school while her mother spends a month studying medicine in Europe. Darrell is an angry thirteen-year-old who had her lower leg amputated after the motorcycle accident in which her father died. Now her mother has left her behind for a month of summer school.

Feeling sorry for herself even though the art program at this unusual school suits her well, Darrell goes down to the beach where she has a confrontation with a bully who warns her off the beach. She makes friends with a lovely dog and meets her two room-mates.

Darrell returns to the beach early one morning to find stacks of boxes hidden between two rocks. In an attempt to hide from the bully who is approaching in a boat, she goes into a cave and touches the rock. Instantly she is spun dizzily into the past, into Scotland in the fourteenth century and the time of the Plague. She becomes involved with a family in a village and tries to teach the mother some basic hygiene. Darrell and her dog return twice more to the past, the last time to bring her two school friends back to the present.

The book ends with Darrell knowing that her mother will be happy that she wants to come back to Eagle Glen in September, for she has overcome her anger and made friends at the school. Oh yes, the bully

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and his father were smuggling heroin and are arrested.

This book is a page turner. The reader becomes concerned for Darrell and her problems, and there is a modicum of information about life in the fourteenth century and the Plague. The author occasionally forgets that her protagonist is a thirteen-year-old girl and changes the narration from expository to overly flowery (e.g., "Darkness wrapped itself around her like water."). However, it is an enjoyable read.

Recommended for intermediate grades.

F GAE

Gaetz, Dayle Campbell. *No problem.* — Orca Book Publishers, 2003. — 92pp. — ISBN 1-55143-231-5. — \$9.95 paper.

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

Curt is a teenager who has a lot going for him. He has good friends, a promising career in baseball and a summer job. But he also has a baseball coach who gives him pills to cope with a sore pitching shoulder and at work he meets a woman who introduces him to drugs. Curt's father wants for his son what he nearly had himself — a major league pitching career that was sidelined due to a broken arm. Dad puts a lot of pressure on Curt without realizing it and is not very sensitive to his son.

This is very contemporary and realistic teen fiction that keeps you turning the pages with interest. It is compelling and illustrates how easily drugs can change one's personality and outlook. Curt starts to go into a downward spiral and risks losing all the good things he has going for him, especially his new girlfriend.

In these 92 pages the characters come to life and show their true colours by not giving up on Curt, even though he has been acting like a jerk. Lessons are learned without the novel becoming pedantic or preachy. Romance, peer pressure and family values all surface in this novel to make it a good discussion starter.

Dayle Campbell Gaetz is a prolific author who wrote this for the Orca Soundings series, which is designed for readers who want mature content and compelling stories with manageable reading level and structure. The titles in this series are excellent for reluctant readers who will be encouraged by high interest stories such as this one. Well-known writers are

making this series very popular for secondary school libraries and English classes.

Highly recommended for reluctant readers in grades eight to twelve.

F GOO

Goobie, Beth. *Who owns Kelly Paddik?* — Orca Book Publishers, 2003. — 92pp. — ISBN 1-55143-239-0. — \$9.95 paper.

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

[Editor's Note: Patrick Romaine's untimely death will sadden readers who have come to rely on his thorough and balanced reviews of a wide range of resources.]

This latest title in the Orca Soundings series begins with the protagonist, Kelly, being driven from downtown Winnipeg to the Marymount School for Girls in the city's north end. We learn that before the novel begins, Kelly was living in a group home and had attempted suicide by slashing her wrists. After the consequent hospital stay, she is being moved to an environment where she can be more closely supervised.

Upon arriving at the residential school, Kelly attempts to run away but is caught and taken to her new quarters. She is kept under close observation as she is both a runner and a slasher. Kelly is an angry young woman who is trying to escape from her past when she was sexually abused by her father. She misses her younger brother and sister, but is angry at her mother, feeling that her mother should have protected her from her father.

During her stay at Marymount, Kelly develops a friendship with Chris, a Cree girl from Churchill. Chris is working towards getting out of the school and returning to her family. She becomes a positive influence on Kelly. In spite of some setbacks and conflicts with other residents, Kelly makes progress and by the end of the novel realizes that she cannot keep running and needs to take control of her own life. She owns herself! With encouragement from her social worker, Kelly agrees to meet her mother. At this meeting the abused daughter learns that her mother had also been a victim of Kelly's father. By the end of the novel, the reader knows that Kelly will make it. She is not completely out of the woods, but she is no longer running and now loves and owns herself.

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This is a good teenage problem novel that portrays a contemporary teenager coping with and eventually overcoming contemporary problems. It is recommended for grades six to ten.

E GRA

Gray, Jane. Illustrated by Liz Milkau. *Princess Backwards*. — Second Story Press, 2002. — 24pp. : ill. — ISBN 1-896764-64-9. — \$14.95 hardcover.

Reviewed by: Sheila Black, teacher-librarian on leave, Vancouver.

Imagine living in a world where everything is the reverse of what we know. People eat dinner for breakfast and breakfast before going to bed. They say, "Morning good" and "You see to nice" rather than "Good morning" and "Nice to see you." All of this is perfectly normal to everyone except Princess Fred (names are also reversed), who far prefers to walk forward and see where she is going and doesn't like roast beef and Brussels sprouts for breakfast. The princess tries and tries to be like everyone else, but just can't get it right. Because of her strange notions, Princess Fred is known as Princess Backwards. People throughout the kingdom think she is "a lovely girl — but so different!"

One day Princess Backwards notices Marvin the Dragon and a faint whisper of smoke. The princess informs the guards of the impending danger, but since they can only shoot their arrows blindly over their shoulders, Princess Backwards takes matters into her own hands. She races past the guards armed only with a bucket of water. She looks Marvin the Dragon straight in the eye and throws the water at him. Rather than what one would expect, Marvin thanks the princess. His mouth has been burning for many years and it turns out all he has ever wanted is a drink of water. The little backward princess who couldn't seem to get anything right has saved the day and the kingdom. Everyone who once saw Princess Fred as hopelessly different sees that "sometimes, different is a lovely thing to be."

Jane Gray's fun picture book relates an important value: even though a person may appear unusual, he or she has much to offer. Princess Fred's nonconformity is really an asset. This story would work very well as a read-aloud with younger students and as independent reading for others. The possibilities for classroom and library lessons or activities are endless.

Just as much fun as the story are Liz Milkau's richly coloured full-page illustrations opposite each page of text. These are filled with "backwardness" details for an observant audience.

This small format hardcover is perfect for younger children to hold. The only question is the durability of the cardboard binding. There is no dust jacket and library binding isn't an option, but the publisher assures that they have had no complaints from any libraries anywhere about this kind of binding, which they use on all their picture books.

Recommended for kindergarten to grade five.

F HAL

Halvorson, Marilyn. *Bull rider*. — Orca Book Publishers, 2002. — 92pp. — ISBN 1-55143-233-1. — \$9.95 paper.

Reviewed by: Judy Cottrell, teacher-librarian, Beaconsfield Elementary School, SD#39 (Vancouver).

This novel is part of the Orca Soundings series intended for young adults. Each title features teenage characters dealing with contemporary issues and problems, and focuses on different topics woven into interesting plots. Other authors in the series include Sheree Fitch, Lesley Choice and William Bell.

In *Bull rider*, young, impulsive Layne desperately desires to enter the rodeo as a bull rider. Secretly practising in a friend's arena, heeding the advice and wisdom of a veteran bull rider, has fueled his desire to enter the rodeo competition. Even though Layne is a disciplined bull rider, he is up against a few obstacles. One is his mother's ban on the whole idea, or of any discussion of allowing him to ride, and another is his own fear and grief over his father's death. An accident on the day of Layne's first ride at the rodeo shakes his confidence. He manages to enter the ring, but loses his concentration during the ride.

The short novels in the Soundings series are easy to read and boast large print. All have a high interest level with low difficulty vocabulary. They are aimed at grades eight to ten, with glossy, eye-catching covers to entice reluctant readers. A good choice for public and secondary school libraries.

F HEL

Helmer, Marilyn. *Dinosaurs on the beach*. — Orca Book Publishers, 2003. — 144pp. — ISBN 1-55143-260-9. — \$7.95 paper.

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Reviewed by: Carolyn Cutt, retired teacher-librarian, Vancouver.

Arriving at Grampa's cottage on Nova Scotia's rugged Bay of Fundy, Josie's excitement mounts. She is looking forward to once again fossil hunting with her grandfather, especially since her brother had found a small fossil bone the year previously. Josie is determined to discover more pieces to that small dinosaur puzzle, enough to confirm her find with Dr. Larsen, who is a family friend and a local paleontologist.

Her grandfather is an amateur paleontologist who has filled his cottage with secrets from the past. Fiddlehead Cove, carved by the tides and waves over centuries, has always been their special area for discoveries. For Josie, the giant cliffs along the shore signify "dinosaur secrets hidden in stone." Recently, new neighbours on the beach have become threatening competition. Josie is determined to find the answer first and, scrambling among the rocks at low tide, she manages to wriggle herself into a small cave. Reaching into a tidal pool she notices tiny raised prints on the rocky bottom. Could this be the clue she is searching for?

Fast-paced and imaginatively written, this story will appeal to children's enduring interest in dinosaurs, especially new discoveries. The characters are lively and curious, and the author creates suspense through their competitive search for new finds. Though written in a clear, concise style, the novel is also informative. The chapters are short, with large print and a few black and white illustrations, making it a good beginner book for grades two through five.

This novel will be a popular addition to the elementary library resource centre collection.

F HUT

Hutchins, Hazel. *TJ and the haunted house*. — Orca Book Publishers, 2003 — 112pp. — ISBN 1-55143-262-5. — \$7.95 paper.

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

This adventure begins where its predecessor, *TJ and the cats*, left off. TJ takes ownership of two lively kittens who are the offspring of the cats in the previous book. His friend Seymour comes up with the idea of turning TJ's home into a haunted house for Hallowe'en. The funds collected would go towards

the class field trip, so they wouldn't have to sell magazine subscriptions!

TJ has lots on his mind. He is worried that his father wants him to take over the family hardware business, and he thinks a real ghost might inhabit his house. His grandmother remembers a story about an old prospector who boarded with her family, which seems to prove there is something to the ghost tale. The kittens help to solve the mystery surrounding the old prospector, and the class becomes involved in the haunted house project and it is a great success. As well, TJ's father realizes that his son should decide for himself what he wants to do when he grows up.

This Orca Young Reader title is suitable for readers who are just beginning chapter books. Sentences and chapters are short and there is not a lot of difficult vocabulary. The conclusion is satisfying, although predictable, just what the readers would expect.

Recommended for grades three and four.

E HUT

Hutchins, Hazel and Ruth Ohi. *I'd know you anywhere*. — Annick Press, 2002. — 24pp. : ill — ISBN 1-55037-746-9. — \$7.95 paper.

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

Hazel Hutchins has written yet another book that will be enjoyed by young children and will be a treat for story-time. For those too young to read it for themselves, there will be enjoyment in the delightfully poetic text that repeats the reassuring "I'd know you" from the little boy's father. A series of situations set in the outside world are described by the little boy. In each he becomes a creature or thing which he thinks would provide him anonymity. Each time he asks his father, "Would you know me then?"

Ruth Ohi's illustrations are the perfect accompaniment to the story. Her watercolour illustrations spread across two pages and reflect the different scenarios that the little boy suggests. In the corner of each is a different picture of the little boy and his father, lovingly enjoying the game they have created for each other.

Recommended for purchase by school libraries serving kindergarten to grade three.

F KAD

Kadano, Eiko. Translation by Lynne E. Riggs. *Kiki's delivery service*. — Annick Press, 2003, 1985c. — 168pp. : b&w line drawings. — ISBN 1-55037-788-4. — \$9.95 paper.

Reviewed by: Kate Zahir, Summit Elementary School, SD#73 (Kamloops-North Thompson).

This unique novel has been translated from the Japanese original. In it, Kiki is a typical twelve year old girl who is curious, spunky and always ready for a challenge. The only difference is that she is a witch.

As part of Kiki's apprenticeship, she must venture out on her own to find and attach herself to a suitable "community." She sets off on this journey with her trusted sidekick and confidante, Jiji. Jiji has all the qualities any twelve-year-old girl would want in a friend. The only difference is that Jiji is not a human — he is a cat!

Throughout the story, Kiki spends her time convincing people of her usefulness as a witch. She also has to combat typical stereotypes about witches. She does this by setting up a delivery service where she can fly on her broom to far-off destinations in minutes, with Jiji in tow.

The story is expertly translated and is enhanced by simple yet amusing black and white sketches.

Highly recommended for elementary library resource centres.

F MCB

McBay, Bruce and James Heneghan. *Waiting for Sarah*. — Orca Book Publishers, 2003 — 176pp. — ISBN 1-55143-270-6. — \$9.95 paper.

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

Mike and his family had spent the day at the air show. They were driving home when a truck crossed the median and hit them head on. Mike's life is changed forever. His parents and sister were killed and Mike lost both of his legs below the knee. He is very withdrawn and bitter, and spends almost a year shutting out the world and feeling sorry for himself.

Mike now lives with his only relative, Aunt Norma, who does all she can for the seventeen-year-old. Eventually, however, she tells him he must return to school. Before the accident Mike had been a good student, particularly in history. He will be given credit

for grade eleven if he does well this year. However, Mike finds everything meaningless and boring, especially Mr. Dorfman's history class.

There is a way, however, to get out of the history class. If Mike writes a history of Carleton High for its fiftieth anniversary, he will get his history credit without attending class. He is told he may have a grade eight student named Sarah to help him, but he declines this offer. However, one morning Sarah appears in the old archive room, calling him Michael and refusing to be put off by his bad temper. As she gets things from shelves Mike cannot reach, Sarah's bubbly personality begins to break though his shell and he begins to look forward to her company. She even encourages him to get artificial limbs so he can get out of the wheelchair.

One day Mike finds Sarah bleeding and crying. As he tries to get help for her, he discovers that Sarah is not just another student. While solving Sarah's mystery, Mike also helps himself.

This is a high-interest, very fast-paced and exciting mystery, with short chapters. We are told Mike's story in flashbacks, while Sarah's story comes from Mike's research. The mystery is solved, but the authors do not tie up all the loose ends. The how and why remain a mystery. Since this book is for ages twelve and up, it is probably best left to the reader's speculation.

Recommended for grades six and up.

ERIC

Richardson, Bill. Illustrated by Marc Mongeau. *But if they do*. — Annick Press, 2003. — 32pp. : ill. — ISBN 1-55037-786-8. — \$8.95 paper.

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

This slight book brings back the old bedtime rhyme, "Nighty night, sleep tight, don't let the bedbugs bite." However, the little girl in the story expands upon the theme with a parade of night time visitors. With ghouls, monsters and vampires to battle, she describes a fanciful and vigorous assault plan in rollicking rhyme. Eventually, her father comes in to put an end to the saga and finishes with "Nighty night, No buts, Sleepy, sleepy, Eyes shut."

Marc Mongeau's illustrations belie the possibility of any threat from the "monsters."

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Young children will enjoy sharing this book with adults. Recommended for pre-school to grade two.

F ROS

Rose, Simon. *The alchemist's portrait*. — Tradewind Books, 2003. — 126pp. — ISBN 1-896580-29-7. — \$9.95 paper.

Reviewed by: Carolyn Cutt, retired teacher-librarian, Vancouver.

Matthew loves art, and finds his interest is further sparked by a class field trip to the Art Museum to see an exhibition of seventeenth-century Dutch paintings. Fascinated by the portrait of a young boy, Matthew suddenly hears his name. Where did the voice come from? Did the picture change? He is sure the boy was smiling at him.

Matthew returns to the museum, reluctantly towing his sister Sally along, yet still curious to investigate. Suddenly he finds himself caught up in the story and intrigue of Peter Glimmer and his treacherous uncle, Nicholaas van der Leyden. Transported back in time to Amsterdam in 1666, Matthew and Sally learn of the magical and sometimes sinister discoveries made by Peter's father and uncle, both accomplished alchemists as well as artists.

Peter reveals his need for help in stopping his uncle's diabolical plot to rule the world. A missing spell book must be found and time is running out. Matthew and Sally agree to help, but once they are back in time things begin to go horribly wrong. The three children must face all the dark powers Peter's uncle can produce if they are to save the world.

Author Simon Rose combines time travel with an exciting twist, and the power of magic. Well written and fast-paced, this fantasy will keep the reader spellbound. It will be a popular addition to the school library resource centre, enticing even the reluctant reader.

Recommended for grades four to seven.

F SPA

Spalding, Andrea. *Dance of the stones*. — Orca Book Publishers, 2003. — 192pp. — ISBN 1-55143-268-4. — \$9.95 paper.

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

This eagerly awaited second book in "The Summer of Magic Quartet" is an exciting fantasy that features the four children who began the quest in *The white horse talisman*. Again we are treated to a sensitive tale that intertwines the children's relationships, a glimpse of English history, the excitement of time travel and the magic of fantasy. It is Owen who is visited by the Wise One, Ava, who gives him a mission, saying "The time is near for the Circle Dance."

At first the children are upset that they might not be able to work on the quest, but find out they are travelling to Avebury, the location of an ancient stone circle, older even than Stonehenge. On the trip, Holly is spoken to by The Mother Tree, an oak who gives her a young acorn with some magical power. In their first exploration of Avebury, Chantelle senses an evil presence by one of the rocks. While resting, she is visited by Equus, a main presence in the first book, who explains about the quest, dark magic and the stones.

Ava takes Owen on a visit to Neolithic times and the erecting of the stones. A ceremony with sacred rites is solemnly enacted until a boar wreaks havoc and injures the shaman. Adam is angry because he seems to be ignored by the mythical creatures, but is finally sent a message from Myrddin, which reveals that the children can save an injured Ava by going to the magic circle. Eventually, the convoluted story builds to a climax in which the evil wraith inhabits a human body set to do evil to Chantelle, but it is finally neutralized by the magic acorn and Ava's hawk body is presented to King Sel at Silbury Hill. The story comes to a satisfying conclusion when Ava's circlet is recovered, but we know more is to come. "The unlocking of your staff may not be so simple, Myrddin."

This is a page-turner that upper elementary students will devour. Highly recommended for grades five to seven.

E TOD

Todd, Barbara. Illustrated by Rogé. *The rainmaker*. — Annick Press, 2003. — 32pp. : ill — ISBN 1-55037-774-4. — \$6.95 paper.

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

This is a book about wondering. Clarence wonders — if the wind could make him fly, if clouds taste good, and if he eats one, would he float? One day he

is so busy wondering he almost walks past the tap that says "RAIN" (it used to say "DRAIN" but the "D" has worn off). He wonders — if he turns it, will it rain? As the rain pours down, Clarence meets the wonderful man who owns the tap: the Rainmaker! He asks Clarence to take over and shows him how to operate it. Clarence is great at this, including making it rain cats and dogs, and hats and frogs, but when he tries to make the rain stop, he can't get the tap to turn off. He has to visit the Rainmaker to get a can of oil to make the tap turn. Then he is given the job of making it rain once in a while and a kit containing materials he will need to be a good rainmaker, such as a book called *The big splash: Make it rain*, umbrellas, a paint can and a brush to make rainbows, and a key to make thunder and lightning.

Barbara Todd has worked with children as a storyteller and teacher in India, Toronto and the Canadian Arctic. This is her first picture book.

The bright, colourful pastel drawings complement the delightfulness of this amusing story. Rogé has illustrated several other children's picture books, including *When pigs fly*, which received a nomination for the 2002 Governor-General's Award for illustration, *Parents do the weirdest things* and *Elton the elf*.

This charming, whimsical and amusing book will be a nice addition to school and public libraries. Recommended for kindergarten to grade three.

F UPT

Upton, Joe. *Runaways on the Inside Passage*. — Alaska Northwest Books, 2002. — 302pp. : maps. — ISBN 0-88240-565-9. — \$9.95 paper.

Reviewed by: Valerie Pollock, teacher-librarian, James Whiteside Elementary School, SD#38 (Richmond).

Thirteen-year-old twins Annie and David arrive home from school one day to find their rundown duplex empty — no furniture, no mom. They camp out in sleeping bags in their bedroom in hope that mom will return during the night or the next day, but the next day brings only the landlord and the harsh reality of no money, no heat, little food and the spectre of Social Services. In order to avoid going back into foster care, the twins hide from the landlord and slip down to the docks on Seattle's waterfront. There they hope to find Lars, their father's friend, who lives on his fish boat and divides his time between Seattle and fishing seasons in Alaska, where their father still lives. Lars is there, and welcomes them aboard the "Karen A" on a typical Pacific Northwest autumn night

of pouring rain. Between them, they make plans to travel north to try to get the twins to their dad, even though it is late in the year for such a trip and the weather can be very dangerous. However, once underway, Lars, who is in his seventies, suffers a stroke and is ill for large parts of the journey. The bulk of the navigating and running the ship falls to the two inexperienced adolescents.

It seems extremely implausible that thirteen-year-olds would be able to take over the navigation and operation of a small fishing boat through such treacherous waters and harrowing experiences, yet the powerful narrative, the palpable tension and the twins' determination to overcome all obstacles combine to render the account less unbelievable. The author spent many years as a commercial fisher and pleasure boater in the waters described here. His intimate knowledge of the coast, the waters and the dangers lend authenticity to the story. That many of the incidents in the book are drawn from his experience further enhances the believability of the narrative.

Maps at the beginning of each chapter help chart the course of events and bring the story close to home for BC residents, particularly for anyone who has spent time in the Strait of Georgia or the Inside Passage.

Written at a grade six level, this is an exciting, fast-paced adventure story with page-turning, heart-in-your-mouth moments. It is highly recommended for both elementary and secondary school libraries.

E VAN

van Kampen, Vlasta. *It couldn't be worse*. — Annick Press, 2003. — 32pp. : ill. — ISBN 1-55037-782-5. — \$7.95 paper.

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

When one lives in a tiny house with nine quarrelling relations, it can seem as though life couldn't be worse. When a farmer's wife complains of just such a situation to a wise old fishmonger, he gives her an important lesson in perspective. Each day the fishmonger tells the farmer's wife to bring one of the family's animals into the house, and things start getting much worse indeed. However, when he finally tells her to take all the animals out of the house, things suddenly couldn't be better.

This retelling of a classic Jewish folktale is lively and amusing, and van Kampen's bright and humorous watercolour illustrations enhance the story. Children

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will enjoy the antics of the animals and the looks on the faces of the increasingly frazzled family. For added interest, a running visual gag of various people and animals riding in a wheelbarrow is also included. The book is fun to read aloud and will be popular with children and adults alike.

Highly recommended for kindergarten to grade three.

E WYN

Wynne-Jones, Tim. Illustrated by Dusan Petricic. *Ned Mouse breaks away*. — Greenwood Books, 2003. — 68pp. : b&w ill. — ISBN 0-88899-474-5. — \$14.95 hardcover.

Reviewed by: Marv Worden, retired elementary teacher and teacher-librarian, Nanaimo.

Ned Mouse is being held in jail for not cooperating with the government, namely for not finishing his spinach, and then writing with his finger in his spinach or pureed squash, "The government is unfair to mice." After failing in a few clever attempts to escape, Ned hears himself say, "I'd give my right arm to be out of here," and decides to escape by enlisting the help of his dull-witted keeper in mailing pieces of a puzzle to his friend Morty, the puzzle pieces being a few of Ned's body parts at a time. To escape detection, Ned crafts his missing body parts in tin from the prison workshop. Although not mentioned in the text, illustrations by Dusan Petricic show the body parts as jigsaw puzzle pieces. This greatly enhances the fantasy and steers the reader away from potentially gory imaginings.

Fans of Wynne-Jones will find his humour well matched by Petricic's numerous imaginings. Short, "plot-boiling" chapters and a grade three reading level should allow this book to be quickly read by students.

Recommended for grades three and four.

070 MCC

McCardell, Mike. *Back alley reporter*. — Harbour Publishing, 2002 — 288pp. — ISBN 1-55017-294-8 — \$32.95 cloth.

Reviewed by: Ruby McBeth, retired teacher-librarian, Baldonnel.

Mike McCardell is known to many in British Columbia for his story spot following the Global TV evening news out of Vancouver. In this his second book, he presents 75 true stories, each with a life-affirming message. Like the Chicken soup books, the stories

are quite short, varying from two to seven pages. The first half of the book included humorous stories describing incidents from the author's childhood in New York City. He grew up in a poor neighbourhood and the stories show, in typical McCardell style, that you don't need money to enjoy life. Following the childhood stories we are given a few tear-jerkers. One, especially memorable, relates the death of his mother from lung cancer. She had begun smoking as a teenager and never quit. Another tells of a teen paralyzed from the neck down. The second half of the book features anecdotes reporting on life in and around Vancouver.

The stories could be used to prompt journal writing or other creative writing. The book would also be handy in the classroom for students who have forgotten their book for silent reading. While McCardell's tone is respectful, he is writing for an adult audience. In the stories about his childhood, he makes light of prepubescent sexuality. This makes humorous reading for an adult, but it might not be so suitable for children.

Adults seem to enjoy McCardell's stories. The teen who sampled the book said she thought it would appeal to students who like the Chicken soup books.

Recommended for school libraries beyond the elementary level.

320.971 HOU

Hou, Charles and Cynthia Hou. *Great Canadian political cartoons, 1915 to 1945*. — Moody's Lookout Press, 2002 — 240pp. : ill. — ISBN 0-9680016-4-5. — \$39.95 paper.

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

This oversized soft cover volume contains approximately 360 black and white cartoons, in both French and English, from a wide variety of Canadian publications. World Wars I and II, the Great Depression, and many other momentous events are the subject of clever and informative cartoons from a variety of points of view. Many issues that we are still concerned with today are satirized, including: relations with our American neighbours, eastern versus western Canada, the popular desire to reform the Senate, the high cost of government, the tragedy of drunk driving, the debate on immigration rules, and the ongoing Quebec issue. There are many excellent anti-Nazi cartoons and one gem showing a German soldier from World War I with his stock of the

“Weapons of Mass Destruction” of that era — poison gas, liquid flame and incendiary bombs. The racism of the times is expressed in several cartoons calling for restricted immigration.

A bibliography, index and a list of Canadian Prime Ministers and Leaders of the Oppositions during the years covered are included. Unfortunately, there is no biographical data on the cartoons’ artists nor information on the newspapers and journals that published them.

This excellent collection complements the authors’ previous book, *Great Canadian political cartoons, 1820 to 1914*. Both volumes will be useful for Social Studies and History classes.

Recommended for all secondary library resource centres.

387.2 DOU

Douglas, Robb. Text by Peter A. Robson and Betty Keller. *Skookum tugs : British Columbia’s working tugboats*. — Harbour Publishing, 2002. — 144pp. : colour photos. — ISBN 1-55017-275-1. — \$49.94 cloth.

Reviewed by: Marv Worden, retired elementary teacher, Nanaimo.

Although they are a common sight on the British Columbia coast, the work that tugboats do is little noted and the specific day to day jobs of their crews are not well understood. Through the knowledgeable and skillful interplay between the photography of Douglas and the text by Robson and Keller, this book fills the void. More than merely showing beautiful scenery, the colour photographs provide information about the setting in which these tugboats work and details about the boats themselves. Although there is no supporting index, the details included in the photos are complemented by a tremendously informative text, delivered mainly in half or third pages written at a seventh grade readability level.

Enough history is provided in the introduction and four following chapters to give a good grounding as to how and why the industry operates as it does, and technical information is given about how and why the tugs are shaped and powered as they are for differing assignments, such as towing booms, barges of logs, or barges of various other materials, or guiding gigantic ocean liners safely into dock. The book vividly shows the workdays of crews in Vancouver Harbour, the Fraser River and off the west coast of Vancouver Island. With one tiny exception where

unnecessary cuteness was included, captions are concise, clear and well integrated. Even the many full-page photographs are nicely supported by easily found captions.

One final short chapter recounts how Skipper Pat McBride escaped death when a barge jack-knifed against the tugboat and sank it. The matter of fact statement by McBride, “...hours and hours of boredom interrupted by moments of sheer terror,” hints that this fine book could have benefited from a few more anecdotes about the dangers faced by tugboat crews.

Though it is costly, career preparation at the secondary level would benefit from including this book in library holdings. Recommended for junior and senior secondary.

398.21 YOL

Yolen, Jane and Shulamith Oppenheim. Stefan Czernecki, illustrator. *The Sea King*. — Tradewind Books, 2003. — 32pp. : ill. — ISBN 1-896580-46-7. — \$22.95 hardcover.

Reviewed by: Carolyn Cutt, retired teacher-librarian, Vancouver.

A king is enticed by the pleas of a large, talking eagle, then falls victim to the powerful Sea King, who does him a favour. In return, he unwillingly promises to send the Sea King his newborn son.

The authors have woven many elements of folklore into this compelling Russian tale. The universal patterns of tasks and trials, tricks and transformations create interest and suspense. Readers will delight in a magical talking eagle and Baba Yaga (featured in many Russian tales), an iron-toothed witch living in a chicken-footed house. These creatures contrast with the handsome prince and the Sea King’s twelve beautiful daughters.

Repetition of Vasilisa’s advice, “Go to sleep. The morning is wiser than the evening.”, is almost a proverb of the country and links this folktale to its Russian origin. Similarly, the richly painted illustrations give visual references. Czernecki’s colours are bold and vibrant. The clean-edged shapes create a feeling of movement throughout the book as the tale moves from trials and tasks to conclusion.

This entertaining folktale for readers of all ages is highly recommended for school library resource centres.

REVIEWS.....

523.4 GAL

Galat, Joan Marie. Lorna Bennett, illustrator. *Dot to dot in the sky : stories of the planets*. — Whitecap Books, 2003. — 64pp. : ill. — ISBN 1-55285-392-6. — \$16.95 paper.

Reviewed by: Tanya Rahn, teacher, SD#57 (Prince George).

Situated in the Canadian prairies, Joan Marie Galat is in a perfect location for star gazing! While passing on her hobby to her children, she discovered an absence of good astronomy books for her children to read. As a result, Galat started a series of books linking the constellations and the planets to Greek and Roman myths. The first book in the series, *Stories in the stars* (2001), sold 11,000 copies, and this second book will probably be equally successful.

Stories of the planets is an enjoyable combination of current planetary facts and ancient mythology. The book begins with an explanation of how to identify planets versus stars in the night sky. There is also a brief section on the types of equipment useful to beginning astronomers. The remainder of the book includes a chapter for each planet, along with a glossary and index at the very end. While the book is best suited for the grade seven reading level, frequent illustrations help to make it appealing to younger audiences as well. In fact, when a chapter was read to grade one, two and three students, several children were eager to hear more.

Probably the most exciting aspect of Galat's book is its usefulness as a teaching resource. Whether studying mythology in Language Arts, the solar system in Science, or the ancient Greeks in Social Studies, *Stories of the planets* is a worthwhile purchase. While some of the names of the Greek and Roman gods can be hard to pronounce, the stories themselves are highly entertaining.

Highly recommended for as a curriculum support for grade seven.

582.13 CLA

Clark, Lewis. *Wild flowers of field and slope in the Pacific Northwest*. — Harbour Publishing, c1974, 2002. — 80pp. : ill. — ISBN 1-55017-195-X. — \$9.95 paper.

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

This re-issue of a well-known and often-used field guide will be a welcome addition to those who enjoy the outdoors. Lewis Clark spent years photographing wildflowers and writing a comprehensive text to help with the identification of flora in many habitats in the area. This guide is based on his larger work, *Wild flowers of the Pacific Northwest*. His photos are of a good size and the degree of magnification is always

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given. The size of the plant is given in imperial rather than metric. The scientific names are given along with the common name, both of which are entered into the index. A simple, illustrated glossary at the back clarifies the terms. This field guide is not too long, so that it is not difficult to flip through the pages to look for a flower. However, it would have been helpful if the author had arranged the plants by habitat or by colour for ease of quick identification.

The introduction reveals the author's knowledge and passion for the subject. He succinctly describes the effect of various habitats and the adaptations that the plants have made to live there. He then turns to the subject of "immigrant and invasive" plants that endanger the native species in our "natural areas, parks, sanctuaries, and environmental reserves." It is noteworthy that this warning call was sounded many years ago, and still is a major concern.

The book will be a welcome addition to schools with strong outdoor education programs. It is clear, consistent and portable. Those accustomed to using the larger Clark work will appreciate having this field guide in the library collection.

Recommended for grades six through twelve.

624.1 SWA

Swanson, Diane. *Tunnels!* — Annick Press, 2003. — 144pp. : b&w diagrams. — ISBN 1-55037-780-9. — \$8.95 paper.

Reviewed by: Tanya Rahn, teacher, SD#57 (Prince George).

As the author of over 55 books, Swanson is an established Canadian author. Presently residing in Victoria, she specializes in non-fiction children's books and has been nominated for a number of literary awards. This work is part of an exciting new series called "True Stories from the Edge." In this first book of the series, Swanson begins with a broad introduction to the role tunnels have played in human history.

Full of well-researched examples, *Tunnels!* focuses on ten stories from around the world. It provides a fresh perspective on many historical events. By focusing on the accounts of hostages, prisoners of war, explorers and many others, Swanson is able to enlighten readers on such topics as the Vietnam War, the discovery of King Tut's tomb, and the building of the Berlin Wall. Easy reference to countries and events is provided by the index at the end of the book.

Well worth reading, this title is an ideal support for the Social Studies curriculum. Teachers will find it an enjoyable resource for a variety of purposes, including studies of Canadian history and ancient Egypt.

Recommended for intermediate students in grades seven and up.

641.3 BAR

Barstow, Cynthia. *The eco-foods guide : what's good for the Earth is good for you.* — New Society Publishers, 2002. — 288pp. — ISBN 0-86571-460-6. — \$23.95 paper.

Reviewed by: Carolyn Cutt, retired teacher-librarian, Vancouver.

Most of us in BC are able to choose what type of food we eat, but we may not make the right choices. We need to know more about our foods and how they are grown and raised.

Cynthia Barstow begins with the premise that people care about buying healthy food that is also good for the Earth, that is, our environment. The prime goal of organic agriculture is "to optimize the health and productivity of interdependent communities of soil life, plants, animals and people." She has worked with growers, agricultural students and consumer groups. In the introduction she states that she will simplify some of the complex issues, but will also present enough information to assist the reader in making informed shopping decisions.

The book is written in a conversational style, although it presents some statistical data and price comparisons, beginning with an organic shopping trip. One main message is "buy locally whenever possible and eat seasonally," which she maintains is better for body and soul. Many problems are addressed, including the use of pesticides and growth hormones, genetically altered foods, fish farming, food processing and additives. There is also historical information on NAFTA, GATT and the World Trade Organization, as well as an interesting discussion on environmental labelling and the slow enforcement of labelling laws. She concludes with "shopping alternatives" and emphasizes the power of the consumer.

Most of the information and statistics are American, but the author does refer to Canadian organic food production, product availability and hormones used in milk production (rBGH), which are banned in Canada. The book is very comprehensive, well written, with

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good references and many web sites for further study. On many pages there are small boxes containing tips or important facts. There is a lot of information to wade through, however this title will be a good teacher reference and an excellent resource for secondary nutrition students.

Recommended for grades ten to twelve.

793 HUN

Hunter, Dette. Deirdre Bettridge, illustrator. *38 ways to entertain your grandparents*. — Annick Press, 2002. — 48pp. : ill. — ISBN 1-55037-748-5. — \$13.95 paper.

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

This title is sure to be a hit with elementary-aged children, their grandparents and other adults who care for them. An engaging series of activities are linked together in a narrative that makes this more than just a "how-to" book.

When the children in the story are admonished by their departing parents not to let their grandparents get bored, the fun begins! They embark on different ways to entertain each other, involving cooking, crafts, music and games. The suggestions are easily carried out, with the sort of equipment and supplies commonly found in most homes. Many supply an adaptation for the younger children, so that all can be included.

There is a table of contents that groups the activities by type so that one could easily find them again without reading the story. The illustrations are whimsical at the same time as being informative.

Highly recommended for all elementary school libraries, for use by students from kindergarten to grade five.

796.8 SCA

Scandiffio, Laura. Illustrated by Nicolas Debon. *The martial arts book*.—Annick Press, 2003.—64pp.: ill. — ISBN 1-55037-776-0.—\$12.95 paper.

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

First time author Laura Scandiffio has provided us with an entertaining overview of the martial arts from their origins in 500 AD China to the present. Suited to browsing or longer reading sessions it is an

accessible book with an engaging text, index, table of contents and many full-colour illustrations. Phonetic pronunciation guides and a glossary will help younger readers with difficult terms. Chapters are devoted to the early beginnings of martial arts, their spiritual side, different disciplines, weapons and their influence today. Sidebars and text boxes provide additional information such as biographies of Buddha and Bruce Lee.

This book would be well-suited to students looking for non-fiction recreational reading or those needing general information for a report.

Recommended for grade 5 and up.

799.292 MAC

Mack, Clayton, as told to Harvey Thommasen. *Bella Coola man : The life of a First Nations elder*. — Harbour Publishing, c1994, 2002. — 240pp. : b&w photos : maps. — ISBN 1-55017-286-7. — \$24.95 paper.

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

Clayton Mack has been described as "a walking encyclopedia of Native lore and the best storyteller to walk the earth since the year the ocean froze" — which happens to be one of the stories he tells in this book. When caring for Clayton Mack in the Bella Coola hospital, Dr. Harvey Thommasen began taping Mack's stories during his morning rounds. Now teaching at the University of Northern British Columbia, Thommasen edited the tapes into a 500 page manuscript that was subsequently published as *Grizzlies & white guys* (1993) and *Bella Coola man*.

Descended from Bella Coola chiefs, Mack (1910-1993) worked as a logger, fisherman and rancher before becoming a hunting guide. Much of his life was spent on the central coast guiding the rich and famous on trophy hunts for the world's largest grizzly bears. Throughout he gained a reputation as a great storyteller, with enough of a reputation to be flown to Hollywood to recount his hunting tales. He wanted to pass on as much as possible about the Nuxalk way of life before his death. His oral history is entertaining, intelligent, humorous and invaluable.

This is a most attractively designed book and the stories are helpfully complemented by appendices and an index. Because of the above qualities, plus Mack's importance as an elder and the irreplaceable

cultural information, this book is recommended for secondary school libraries.

810.8 WOR

Wordscapes : British Columbia youth writing anthology. — Ripple Effect Press, 2002. — 192pp. : ill. — ISBN 1-894735-03-X. — \$14.00 hardcover.

Reviewed by: Marv Worden, retired elementary teacher, Nanaimo.

This attractive anthology, divided into Senior and Junior Poetry, Senior and Junior Prose, Essays, and Senior and Junior Art, includes all the winners of the first annual British Columbia High School Writing and Design Contest. Secondary school readers should recognize themselves in its pages, and be inspired to express themselves in similar fashion. Though some of the writing is emotional to extremes only dimly remembered by older adults, this intensity should appeal to the intended audience.

Almost all the contributing authors or artists are thoroughly presented in the Authors' Bios section, which should both bolster the sense of achievement of the contributors and show potential creators that these works of art have been produced by people just like them.

The variety of style and tone within the anthology is probably due to the diversity of the four judges' backgrounds of education writing, business and marketing, and performance arts. Generally, the book is effectively edited, although one spelling error, one word order error, and one page of line formatting problems are present.

This anthology will be a valuable inclusion in junior and senior secondary school libraries and should influence adolescent readers towards self-recognition and self-expression.

811 LAM

Lam, Fiona Tinwei. *Intimate distances.* — Nightwood Editions, 2002. — 88pp. — ISBN 0-88971-188-7. — \$15.95 paper.

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

If you are a teacher-librarian trying to build an inspiring 811 section of poetry based upon single volumes whose authors make words sing, *Intimate distances* is the book for you! The poems within are

incredibly well crafted. Lam has mastered end lines that either resonate with meaning or cause an awed silence. Every poem will serve as proof, but the end of "The Doctor's Widow" is a favourite:

When he died,
the sky rained down in needles
to pin you to his grave.

Older students studying poetry will be pulled into many poems in this collection. "Camouflage" is about a scared young girl hiding in a closet from an enraged parent of sibling. "Tag" is about an injury sustained from a freak accident while playing with the neighbourhood children. There are poems about the poet's multicultural "hyphenated" upbringing. "Loop" is a wily gimmick of a poem in two parts; the second part reverses the order of the lines in the first section.

Other poems that will appeal to a teen sensibility include the ironic "Conspiracies," in which a seemingly senile character squirrels away a life's savings under the floorboards, only to have rodents gnaw the money into shavings for a nest. "Neighbourhood" uses a post-apocalyptic tone in looking at suburbia and our TV addiction. In "Aftermath," a female character speaks in sedated tones from the picturesque grounds of a sanatorium where "no one notices / the barbed wire artfully / braided into the hedges."

Highly recommended for middle schools and, especially, high schools (grades seven through twelve).

811 MCC

McCaslin, Susan. *At the mercy seat.* — Ronsdale Press, 2003. — 102pp. — ISBN 1-55380-003-6. — \$13.95 paper.

Reviewed by: Tanya Rahn, teacher, SD#57 (Prince George).

Susan McCaslin is a poet and instructor of English in Coquitlam, BC. With six volumes of poetry already published, this is her most recent work.

Written at a grade nine reading level, McCaslin's poems are definitely not to be taken lightly. A mixture of scholarly words and biblical references, her poems actually require a great deal of study and thought. In fact, a dictionary is just one tool needed in the reading of her poems.

The book is divided into three sections: The Names of Green, Ob-La-Di-Bla-Da (Life in the Burbs), and

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Matrilineal Lines. Unfortunately, the relevance of the section titles to her 75 poems is not always evident. In fact, the poems are often difficult to understand.

For school use, the very things that make this book difficult to read may make it a valuable resource in the classroom. Best suited for the English curriculum, poems contained in this book could "inspire" some fairly challenging vocabulary lists. Students may also be interested in discussing the message they perceive in each poem. On the other hand, teachers may be wise to choose better material to meet the goals of the English curriculum.

Not recommended.

940.54 SHA

Shapiro, Stephen, and Tina Forrester. Illustrated by David Craig. *Ultra hush-hush*. —Annick Press, 2003.—96pp. : ill. : photos : maps.—ISBN 2-55037-778-7.—\$19.95 paper.

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

First time author Stephen Shapiro is a recipient of the Canadian War Museum History Award for essay writing. Tina Forrester's past works include *By Truck to the North* and *Hidden Worlds: Amazing Tunnel Stories*.

Ultra Hush-Hush provides entertaining anecdotes about agents and spies from both the Allied and Axis forces in WWII. The style of this book is perfectly suited to computer-oriented kids who like their information in small doses. Sidebars support the text with definitions, short explanations of concepts and biographies. The book gives readers a good introduction to the war. It includes chapters on espionage, special forces and codes and ciphers and is clearly organized with a glossary and index. The many illustrations, photographs and maps add to the reader's enjoyment of the stories.

Readers will meet the Navajo Code talkers, and the magician who was able to hide the Suez Canal and move the city of Alexandria. Students in grades eight to twelve and Socials teachers alike found this book interesting and informative. Socials teachers looking for human interest stories to liven up units on World War II will find this a useful resource.

First in a new series called "Outwitting the Enemy: Stories from the Second World War." The second volume, *Hoodwinked: Deception and Resistance* will follow in the spring of 2004.

Recommended for grade 5 and up.

971.062 GOO

Goodall, Lian. *William Lyon Mackenzie King : Dreams and shadows*. — XYZ Publishing, 2003. — 200pp. : index : b&w photos. — ISBN 1-894852-02-8. — \$15.95 paper.

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

William Lyon Mackenzie King was a man of extraordinary intelligence and ambition who became one of Canada's most successful politicians. He was greatly influenced by the legend of his maternal grandfather and namesake, William Lyon Mackenzie. King studied law, political science and economics and was a recognized authority on industrial relations before he took over the leadership of the Liberal party in 1919. He became the Prime Minister in 1921 and served a total of twenty-two years in that capacity. As a wartime leader he had to deal with the always divisive issue of conscription and in peace he brought in social legislation, including the old age pension and the family allowance. He believed strongly in an afterlife and communicated regularly with his mother and other family members through mediums.

The author outlines the events of King's life using a flowery writing style. There are so many recreated conversations in this book that it reads more like historical fiction than biography. Here is one of King's conversations with his mother:

"It's all been so wonderful, Mother, the dream of my life. It's as if an unseen hand guides me in the direction of my life's work. One step after the other I have been led up to this height. College, settlement life, post-graduate study, the Bill, the recognition from the Crown, my doctorate from Harvard for my work in Oriental Immigration, all come as if Fate or Destiny was guiding me in the direction of a living. Now, with the election, the voice of the people is calling me to come as their champion in the fight for greater liberty." King thrust the poker back into the stand and turned to look at her directly, his cheeks flushed. "Surely my success can erase the blot of the rebellion if a blot it was!" (p.48).

There are black and white illustrations, an index, and an extensive bibliography. One of the best features of the book is a 24 page chronology chart that shows

what was going on in King's life and in the world from his famous grandfather's day to King's death in 1950.

lian goodall (her spelling) has a degree in history from the University of Guelph. She has worked as a teacher and for Parks Canada as a bilingual interpreter at Woodside National Historic Site, King's boyhood home in Kitchener, Ontario. This book is part of the Quest Library series that features biographies of well known Canadians, including Tommy Douglas, Emily Carr, Frederick Banting and Norman Bethune.

Recommended for upper elementary school libraries.

971.1 CZA

Czajkowski, Chris. *Snowshoes and Spotted Dick : Letters from a wilderness dweller*. —Harbour Publishing, 2003. —304pp. b&w photos and ill.— ISBN 1-55017-279-4.—\$24.95 paper.

Reviewed by: Margaret Montgomery. retired, SD #22 (Vernon)

Chris Czajkowski grew up in rural England, backpacked around the world for a decade, worked on a dairy farm in B.C. for two years, then headed 500 kilometers north of Vancouver into the Coast Mountains. In the south-east corner of Tweedsmuir Park, she runs a wilderness experience business (eco-tourism) in three log cabins she built herself (with a little help from some friends).

This is Chris Czajkowski's fourth book about her life in the wilderness. She began her writing career by sending letters to Peter Gzowski's Morningside program.

Chris offers a taste of real wilderness to her guests—roadless, uncluttered and peaceful. Nuk Tessli is Carrier for "West Wind:" and is the name of her establishment.

"All the work at Nuk Tessli was done with simple tools and muscle power: just getting in the winter's firewood was a major undertaking." p. 13

After an author's note of eight pages (including two maps), there is a long chapter called Nuk Tessli's Cabin Three, describing the work of starting Cabin Three when Chris found some help.

"But life throws out chances once in a while. Talented, young muscle power with wilderness ideal meets middle-aged lady with opportunity. When Nick and his friends came into my life, Nuk Tessli's Cabin Three suddenly jumped into focus." p.26

The last and longest section of the book is called 'Letters to Nick' wherein Chris corresponds with her friend Nick in Germany. This section is episodic, describing Chris's work on the cabin, her writing and her trips on book tours or to craft fairs. There is also much about her dogs, snowshoeing in the mountains, help from her wilderness neighbours, her helping them, and some poetic descriptions of the light, the lakes, sunrises, moon and stars, and above all, the mountains. There is a recipe for Spotted Dick and notes and cartoons from some of her guests.

A good read for secondary students with an interest in the wilderness. Also, an excellent role model of an independent woman for young women.

971.2 MAN

Manson, Ainslie. *Alexander Mackenzie : From Canada by land*. — Groundwood Books, 2003. — 96pp. : index : b&w ill. — ISBN 0-88899-483-4. — \$9.95 paper.

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

This is a very straightforward biography of Mackenzie, the fur trader and explorer who was the first white expedition leader to reach the Pacific Ocean by crossing overland from the east.

Mackenzie began his life in the Hebrides islands off the west coast of Scotland and emigrated to the United States in 1774, just in time to be caught up in the American Revolution. He joined the Loyalists moving to Canada and wound up in Montreal, where he found employment as a clerk in a fur trading company. He soon became a partner in the North West Company and managed a post at the remote Fort Chipewyan. It was here that he began his quest to find a trade route out to the Pacific Ocean. His first expedition took him up the river that would eventually bear his name to the Arctic Ocean. Mackenzie named it the River of Disappointment. His next expedition, in 1793, was much more successful. The trail Mackenzie took to the Pacific had been used by First Nations people for many years. It was, in fact, an established trade route for them and Mackenzie benefited greatly from their information and sharing.

The book chronicles Mackenzie's thirst for adventure and his many accomplishments. We do not get a deep look into the morality of fur trading or the effect Mackenzie and his people had on the native people.

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There is a glossary and index as well as a number of special pages giving details about aspects of the life of the voyageurs and fur traders. The black and white illustrations are mostly small, dark and old looking. The text is relatively short (just over a hundred pages) and is well written. The print size and font make the book easy to read.

Ainslie Manson has written a number of books for young readers, including *A dog came, too*, the story of the dog that crossed Canada with Alexander Mackenzie.

Recommended as a useful resource book for upper elementary grades.

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DEFINITIONS

1. Active members [by-law 1.1(a) and 1.1(b)] must sign up with a local and the Federation. Have voting rights.
2. Associate members [by-law 1.2] must apply to the Federation. Do not have voting rights.
3. Honorary associate members [by-law 1.3] have membership conferred on them by the Executive Committee. Do not have voting rights, other than the right to select delegates to vote on pensions resolutions at the Annual General Meeting.
4. Honorary members [by-law 1.4] have membership conferred on them by the Annual General Meeting or the Representative Assembly. Do not have voting rights.
5. Honorary life members [by-law 1.5] have membership conferred on them by the Annual General Meeting. Have voting rights.
6. Affiliate members [by-law 1.6] must apply to the Federation. Do not have voting rights. (Includes affiliate administrative members.)

A. ACTIVE (VOTING) MEMBERSHIP (By-law 1.1)

20.A.02—Active (voting) membership shall be granted for the term of a person's employment to:

1. All persons employed as teachers in a B.C. school district who sign up to a local and the Federation, including:
 - (a) teachers on call who hold a valid B.C. teaching certificate; and
 - (b) persons who hold a valid BC teaching certificate, and who are employed by school boards to teach night school or adult education courses which are in the regular school curriculum, or equivalent thereto.
2. All exchange teachers coming to B.C. from another country or province, without signing up or paying a membership fee.
3. Associated professionals who are employed in a school district to provide professional services to students and/or teachers, who are covered by the collective agreement, and who sign up.
4. Persons employed by school boards who teach in night school or adult education programs or courses which are part of the regular school curriculum or equivalent thereto, who have university level training or relevant specialized experience, who are covered by the collective agreement, and who sign up.

B. ASSOCIATE MEMBERSHIP (By-law 1.2)

20.B.02—Associate membership shall be granted upon application and receipt of fees to the following people:

1. Persons holding instructional positions in recognized education institutions that are not public schools. "Public school" means a school established and maintained under the provisions of the B.C. School Act.
2. Persons who do not hold valid B.C. teaching certificates and are employed as teacher replacements by a board of school trustees.
3. Persons who hold valid B.C. teaching certificates but are not employed as teachers.
4. Persons employed as home-school co-ordinators by a board of school trustees.
5. Members of the B.C. Early Childhood Educators' Association.
6. Teachers, active or retired, holding certificates valid in other provinces.
7. Students enrolled in programs of study in university/college programs leading to certification as teachers.
8. Associated professionals who are employed in a school district to provide professional services to students and/or teachers, and who are not covered by the local's collective agreement.
9. Persons employed by school boards who teach in night school or adult education programs or courses which are part of the regular school curriculum or equivalent thereto, who have university level training or relevant specialized experience, and who are not covered by the local's collective agreement.

10. Members who as active or affiliate administrative members have been in receipt of, and who will continue to receive Salary Indemnity Plan benefits or benefits from another salary continuance plan, who cease to be employed by a school board, shall be granted associate membership without application or payment of fees.
11. Other persons who meet the criteria of by-law 1.2, and who apply to and are accepted by the Executive Committee.

20.B.06—That associate membership entitle a member to:

- (a) receive the *Members' Guide to the BCTF*, on request;
- (b) receive the Appointment Calendar, the *Teacher* newsmagazine, or their equivalents;
- (c) purchase Lesson Aids without paying a surcharge;
- (d) join provincial specialist associations on payment of the PSA membership fee;
- (e) participate in BCTF PD activities, as appropriate;
- (f) participate in BCTF/Seaboard Voluntary Group Life Insurance Plan, the BCTF/North American Group Life Insurance Plan, and the BCTF/Royal Trust Group Registered Retirement Savings Plan where school board payroll deduction is available, and subject to eligibility conditions under the terms of those plans.

C. AFFILIATE MEMBERSHIP (By-law 1.6)

20.C.02—(a) That, in keeping with by-law 1.6, the BCTF enter into affiliation with the education student society executive committees of the public universities and university-colleges of B.C. according to the terms agreed to by both parties.

- (b) That no affiliation fee be levied upon the education student society executives of the public universities and university-colleges.

D. AFFILIATE ADMINISTRATIVE MEMBERSHIP

20.D.02—That affiliate administrative membership entitle the member to:

- (a) participate in the Salary Indemnity Plan;
- (b) participate in the BCTF/BCSTA Group Life Plan, the BCTF/Seaboard Voluntary Group Life Plan, and/or the Citadel Life Insurance Plan, or their equivalents, where applicable;
- (c) receive pension and income security advice, such as advice on BCTF benefit plans, unemployment insurance, WCB, the teachers' pension plan and the Canada pension plan, and have the right to attend pension seminars;
- (d) receive the *Members' Guide*, on request;
- (e) receive the Appointment Calendar and *The B.C. Teacher*, or their equivalents;
- (f) purchase Lesson Aids without paying a surcharge;
- (g) access materials available through the Resources Centre on the same basis as active members;
- (h) join provincial specialist associations;
- (i) participate in BCTF PD activities, as appropriate.

E. HONORARY ASSOCIATE MEMBERSHIP (By-law 1.3)

20.E.02—HONORARY ASSOCIATE MEMBERSHIP

1. Honorary associate membership shall be granted to retired members on receipt of an application.
2. The following persons may be granted honorary associate membership:
 - (a) other members whom the Federation wishes to honor on the occasion of their leaving the profession;
 - (b) members who leave teaching for public service, such membership to expire at the end of their terms of office;
 - (c) former members whom the Federation wishes to honor on the occasion of their retirement; e.g., district superintendents.
3. Recommendations to grant such memberships may be made by any local and may be approved by the president and executive director.

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