
The Bookmark

Spring/Summer 2007 Volume 48 Issue 1



Literacy, Family Literacy,
and Information Literacy

2006-2007 EXECUTIVE

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THE BOOKMARK VOLUME 48, NUMBER 1

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

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

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

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

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

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

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IN CIRCULATION

PAT PARUNGAO

On Literacy, Family Literacy, and Information Literacy

Currently, with vast amounts of information available in many formats, students' access to quality resources and school library programs that integrate "Literacy, Family Literacy, and Information Literacy" are as important as ever.

BCTLA Second Vice President (Advocacy) Karen Lindsay identified that, "students become better readers when they have access to a school library and books to read". Specifically, Karen notes that:

- students get a large portion of their reading materials from libraries
- students read more when they have a comfortable place to read
- free voluntary reading has an impact on reading comprehension, vocabulary, spelling ability, grammar usage, writing style and general knowledge
- access to books and magazines predicts higher reading achievement
- an ample supply of books is key to the fostering of independent and engaged readers, particularly second language learners
- students who read more typically have higher literacy development as well as higher achievement. Standardized scores tend to be 10 to 20% higher in schools with an investment in well-stocked, well-equipped school libraries, managed by qualified and motivated professional teacher-librarians working with adequate support staff.

Canadian Studies into the effectiveness of school library programs are available from: <http://www.cla.ca/slip/english/Research/>

National School Library Day

National School Library Day is celebrated on the fourth Monday of each October. The fifth annual National School Library Day will be October 22, 2007. If you are interested in seeing how some teacher-librarians, including some BCTLA members, will celebrate the day, go to <http://www.cla.ca/casl/nsld.html>. This is one way to promote our school libraries. What are your plans for NSLD? Should we think about some provincial activities? If you have ideas for these, please let Karen Lindsay (lindsaykp@shaw.ca) know.



BCTLA Awards

Do you know a teacher-librarian or an individual who is not a practicing teacher-librarian but who is making an outstanding contribution to school librarianship in BC? Could you use a professional development bursary? (e.g. to attend the BCTLA conference in Surrey, BCLA conference in Richmond, CLA conference in Vancouver, IASL conference in San Jose, California, etc.) Could your chapter use funds to provide an inservice, workshop or guest speaker? These plus more are available from the BCTLA. To find out more, go to <http://psas.bctf.ca/BCTLA/Awards.html> or ask your Chapter Councilor.

EDITOR'S NOTES

HEATHER DALY

This issue of *The Bookmark* has the theme of "Literacy, Family Literacy, and Information Literacy". Teacher-librarians and others have contributed a wide range of articles, units, and brochures related to these three areas.

On the topic of Family Literacy, Pat Parungao and Benita Bahd have collected descriptions of how Family Literacy is celebrated in Vancouver School District. Deb Cowland has contributed a Family Literacy Bingo activity which can be used with students and families in several ways.

On the topic of Literacy, Stewart Savard describes his love for science fiction and fantasy novels in the first of a multi-part series. Similarly, Diane Hayashi has contributed an article on her admiration for graphic novels. Both include lists of resources for teacher-librarians to consider. Next, the Canadian Children's Book Centre describes their activities in the area of promoting literacy, and have included a registration form. Jennifer Boal challenges teacher-librarians to try a Battle of the Books! with students. Angie MacRitchie and Michele Frater contribute a wonderful unit on "Reading Around the World" (Lecture Autour du Monde). Angie and Michele also have collaborated with Mary Pat Paterson on "Picture Books for Intermediate Students".

On Information Literacy, Karine LeBlanc Sault has contributed a brochure called "Achieving Information Literacy", a guide to 21st-century skills. John Goldsmith also looks to the future of learning with his New on the Net Feature.

Sending Submissions

Before submitting, please review the Submission Guidelines at <http://www.bctf.ca/BCTLA/bmsubmissions.html>. Please send submissions to Angie MacRitchie (amacritchie@telus.net), *The Bookmark* Senior Editor, by the deadline.

Do you need help implementing
the Guidelines for Food
and Beverage Sales
in BC Schools?

Call Dial-A-Dietitian

Greater Vancouver

604-732-9191

Toll-free in BC

1-800-667-3438

Monday to Friday

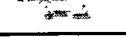
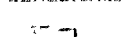
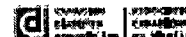
9 a.m. - 5 p.m.

www.dialadietitian.org



ActNowBC

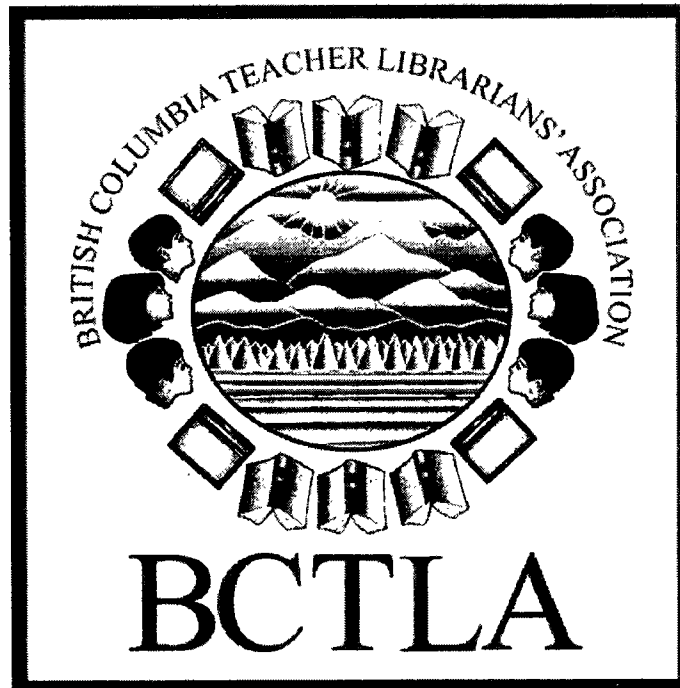
An initiative of these BC Healthy Living Alliance members:



NEW BCTLA LOGO AND ONLINE NEWS

A New Logo for BCTLA!

Vancouver artist Mary Jane Muir has developed a new logo for BCTLA:



BCTLA Forum now on Google Groups

The BCTLA Forum has been moved to Google Groups. To find the Forum and to subscribe, go to www.google.ca and search for "BCTLA" under Groups. Groups is the third option just above the search bar on the Google page.

BCTLA News blog

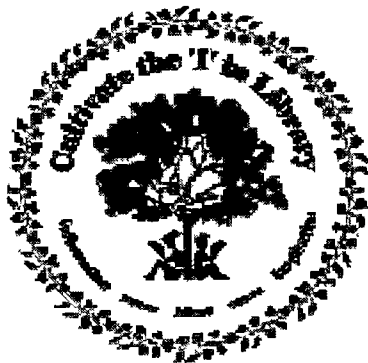
Web Steward Val Hamilton is now maintaining the "BCTLA News" (<http://bctlanews.blogspot.com/>) and the "BCTLA News from the BCTF" (<http://bctlabctfnews.blogspot.com/>) blogs on Blogspot. Sign up to the RSS feeds to get the latest news delivered right to your desktop!

BCTLA on Facebook

The BCTLA now has a group on Facebook (www.facebook.com). Second Vice-President (Advocacy) Karen Lindsay has also set up the "Librarians and Web 2.0" Facebook group.

Indigo Love of Reading "Writing on the Wall" Documentary

In addition to being with Ontario Premier Dalton McGuinty as he announced plans to invest \$120 million over four years into Ontario school library books and staffing, Indigo President and CEO Heather Reisman commissioned a documentary, "Writing on the Wall", about the state of Canada's school libraries. View the video at <http://www.chapters.indigo.ca/loveofreading/template/index.html>.



Cultivate the "I" in Library

Information ... Ideas ... Inspiration
In Surrey, City of Parks

BCTLA Conference

October 18th & 19th, 2007

Hosted by the Surrey Chapter - BCTLA Teacher-Librarians' Association
School District 36 Surrey and Guildford Park Secondary

REGISTRATION FORM

Name: _____

Home Address: _____

Home Phone: _____ Work Phone: _____ Fax: _____

Email Address (For Confirmation): _____

District Name: _____ District Number: _____ BCTLA Member? Yes _____ No _____

BCTF Member? Yes _____ No _____ S.I.N. _____ (needed for membership)

REGISTRATION FEE:

Includes the following:

- Coffee/dessert on Thursday night (Book Launch); breakfast snacks and lunch on Friday
- Two keynote addresses; over 38 workshop sessions; Advocacy Forum; and Exhibitor's Displays

Conference Fees	BCTLA Members	Non-Members
Early Bird (July 31 st , 2007)	\$125	\$165 (includes \$40 membership)
Regular (After July 31 st , 2007)	\$175	\$215 (Includes \$40 membership)

PAYMENT:

Cheque or Credit Card

p Cheque - Payable to: *School District 36 Surrey*

AMOUNT PAID: _____

Mail to: Bonnie Mackwood, SD 36 Surrey, 7532 - 134 A Street, Surrey, BC V3W 7J1 OR fax to: 604-590-2588

p Credit card: VISA _____ MasterCard _____

Expiry date: _____ Authorizing Signature _____

Refunds will be granted until October 1, 2007; refunds subject to \$30.00 administration fee

- Registration confirmation and receipts will be emailed.
- Please check the website for workshop details, accommodation, and transportation information
<http://www.sd36.bc.ca/bctlaconference>

SESSION CHOICES:

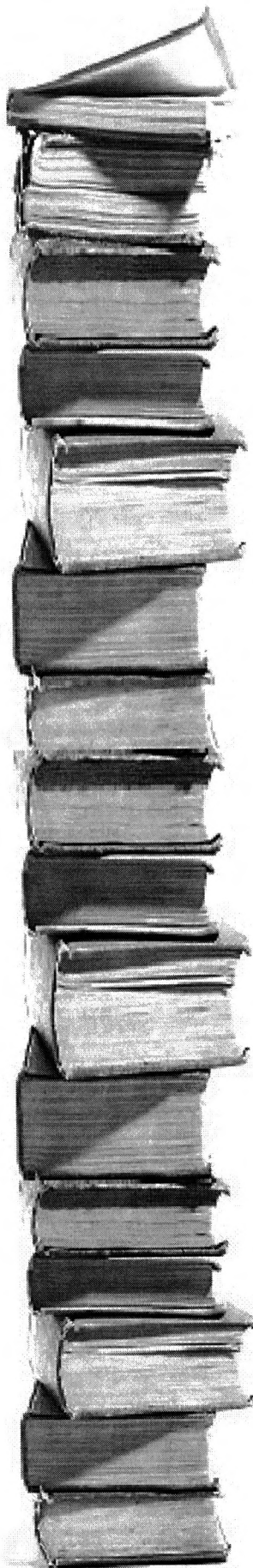
see attached

Registrations will only be processed with accompanying payment and in order of date received

Maximum 30 people per workshop due to seating unless otherwise specified

Friday, October 19	Choice 1 - Choose #1-38	Choice 2 - Choose #1-38	Choice 3 - Choose #1-38
AM Session - 10:30-11:30			
PM Session - 2:45 - 3:45			

I will be attending the Thursday evening book launch for David Bouchard's *I am Raven* ___yes___ ___no___



“B.C. Reads” Challenge

As host of the 2007 British Columbia Teacher-Librarians' Association Conference, the Surrey Chapter of the BCTLA is issuing a challenge to the province of British Columbia to:

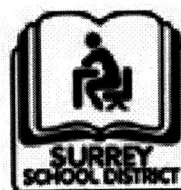
Drop Everything and Read.

In celebration of the joy reading can bring, we envision every child, staff, administrator, trustee, and parent stopping at 1:00 pm to read for 15 minutes on Monday, October 22, 2007

**This challenge is issued in celebration of:
National School Library Day
&
International School Library Day**

Take a few minutes from your hectic day to join us in reading on:

**Monday, October 22, 2007
at 1:00pm**



ERAC FALL SUPPLEMENTARY VIDEO SALE

OCTOBER 1-26

"They're basically Oscar winners". That's how one Richmond teacher describes to colleagues the quality of the supplementary videos in Educational Resource Acquisition Consortium's (ERAC) annual Video Catalogue/Catalogue Vidéo. Then she lets them know about the discounted prices, free shipping and handling, and complimentary MARC records.

This year, the annual ERAC Video Catalogue/Catalogue Vidéo at <http://www.bcerac.ca/Catalogue2007/ERAC2007Catalogue.aspx> includes supplementary and Ministry-Recommended videos.

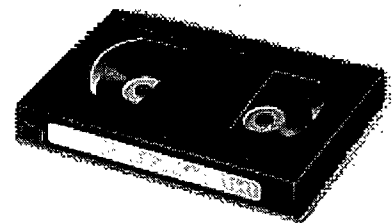
ERAC is a consortium of BC public school districts and independent schools that work together to cooperate on software, textbook, video and learning resource evaluations and purchases in order to realize process efficiencies to generate financial savings. Nearly every BC public school district belongs to ERAC.

The supplementary videos in the catalogue are selected by about 75 BC teachers and teacher-librarians, who receive training from ERAC and then follow a list of criteria to review videos in their area of specialty. Every video goes through a quick "first cut" review, where two evaluators either reject it or recommend that it go through a deeper evaluation. A different pair of evaluators goes through the video for an in-depth evaluation.

Typically, ERAC evaluators review more than 2,000 supplementary videos, recommending only about 15 percent for inclusion in the catalogue. This means that teacher-librarians and teachers can order the videos with confidence, knowing they likely won't be disappointed with their selections and have to waste time returning them and looking for different options.

ERAC released the catalogue in June and will accept orders October 1-26. Orders may be placed online at www.bcerac.ca or by fax at 604-713-5921. ERAC will process the orders and ship the videos to districts. MARC records will be available for download from www.bcerac.ca on October 1st.

Ministry-Recommended videos are available year-round. Both supplementary and Ministry-Recommended videos come with free shipping and handling. If you have any questions, please contact Sherry Kallergis at skallergis@bcerac.ca or 604-713-5013.



DATABASE NEWS

Results of the ERAC Online Database Survey

In Spring 2007, teacher-librarians were surveyed regarding their familiarity with and use of online databases. According to the "ERAC Online Databases Thomson Gale/EBSCO" software notice, the results were as follows: "it was determined that schools and districts wanted more time to use and evaluate online resources. ERAC's survey indicated the resources were being used primarily at the secondary grade level and that only certain resources were heavily utilized".

ERAC Online Databases Thomson Gale/EBSCO for Secondary

ERAC has finalized two-year agreements with Thomson Gale and EBSCO for the following online resources for use in by students and teachers in Grade 8 through 12 in ERAC member districts:

Thomson Gale

- Gale Virtual Reference Library (GVRL): An online collection of reference e-books.
- Biography Resource Center: An online biographical reference database.
- Student Resource Center: Easy access to content based on curriculum standards.
- Canadian Periodical Index (CPIQ): Canadian and international periodicals

EBSCO

- Canadian Reference Centre: Canadian and international magazines, newspapers, newswires and reference books, biographies and images
- NovelList: developed for teachers, a readers' advisory, lesson plan and booktalk database

Contact your District ERAC Software Contact for more information.

Professional Journals Online Pilot Project

As previously reported, the BCTLA is one of the four PSAs participating in EBSCO's education package which includes the Professional Development Collection database and the ERIC database. The following information was sent by Diana Broome, BCTF Information Services Co-ordinator. If you experience problems or have questions about the databases please contact her at dbroome@bctf.ca or 1-800-663-9163 (local 2243) or 604-871-2243 (direct).

Log-on instructions are as follows:

1. Go to bctf.ca
2. Click on the for Teachers button on the left hand side of the page.
3. Select Teaching Resources
4. Scroll down to the section called Research Resources and click on Professional Journals Online Pilot Project
5. Enter user id: pdonline
Password: psamember

More information about this project (the databases, online help, etc.) can be found on page 16 of the Spr/Sum 2006 issue of *The Bookmark*.

by fax: 250-387-3200

December 5, 2006

Honourable Shirley Bond
Minister of Education
PO Box 9045 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Ms Bond,

On behalf of the BCTF, I am writing to call on your government to make a commitment to ensure that all BC public schools have adequately funded school libraries and the services of qualified teacher-librarians. Although the provincial government has pledged to ensure that BC is the most literate jurisdiction in North America by 2010, it has not made a corresponding commitment to public school libraries.

Teachers, parents and students know the value of the school library and the programs that teacher-librarians undertake in their schools, teaching a well-developed program of library skills, enriching classroom units and lessons, providing assistance to students, and supporting the achievement of learning outcomes. Equally important, teacher-librarians are key to ensuring that our children and youth develop a love of reading, a thirst for knowledge, and the skills and attitudes needed for lifelong learning.

Roch Carrier, renowned author and National Librarian for Canada, is unequivocal in support for school libraries and the significant role they play in the education of our children and youth. He stated, "It is well known that effective school libraries have a direct result on the achievement of our young people. Through early association with books and reading our children will continue to be lifelong learners and will make significant contributions to society. To have well adapted, functioning citizens in a democratic society, their formation must begin in our schools."

The BC Teachers' Federation and its specialist association, the BC Teacher-Librarians' Association (BCTLA), are very concerned about the long-term intentions of the Ministry of Education and provincial government. BC teachers are increasingly concerned that the government sees public libraries and librarians as a replacement for school libraries and teacher-librarians. We are worried that the government has embarked on a path that would see the elimination of school libraries and the services of teacher-librarians. It is our firm opinion that, should this be the case, the students of BC would lose out and the government's literacy and student achievement goals would be seriously undermined by its own policies. Teacher-librarians support public libraries and librarians, and understand their tremendous value to communities all across BC. However, the role of school libraries and the contributions of teacher-librarians to student learning are different from that provided by public libraries, necessary to student success and in dire need of support.

Honourable Shirley Bond
December 5, 2006

In commenting on the impact of funding cuts on school libraries, the Canadian Coalition for School Libraries states, "School library programs are being drastically reduced across the country as school boards confront funding shortfalls. But cuts are occurring when researchers abroad have determined that well-stocked, professionally staffed school libraries which remain open during the day are linked to student achievement, reading, information literacy skills, and success at the post-secondary level." The CCSL believes that "school libraries are an integral component of a healthy public education system, to give our children the opportunity to become confident, productive Canadian citizens. As such, school libraries must be well-stocked, well funded, and professionally managed by qualified teacher librarians."

Robert Munsch, highly successful and much-loved children's author, responded to a question about the role of school libraries during an interview on the Early Edition in BC on May 11, 2005. He had this to say, " School libraries are really an essential part of the school and a good librarian interacts with the teachers and makes it a working part of the school, is really essential. It takes a long time to grow a good library. It takes a long time to kill it. Like if you take out a librarian, nothing happens to the library right away. It's like a plant that you don't fertilize any more, but after a while the library dies. You just don't get a good library by volunteers. And this is happening all over Canada, people are deciding libraries/librarians are surplus and it's a way of killing your kid's education. It's a really...a despicable thing to do—to cut school libraries."

It is the sincere hope of teachers and teacher-librarians in BC that the government not follow the ill-advised example of other jurisdictions in Canada and allow the deterioration of school libraries. Instead, we ask that the government back its commitment to literacy with an equally strong commitment to school libraries and teacher-librarians. In conclusion, I would request that the minister meet with representatives of the BCTF and the BCTLA to discuss these very important issues.

Yours truly,

Jinny Sims
President

cc: David Cubberley, Opposition Critic for Education
BC MLAs
BCTF Local Presidents
President, BCTF BCTLA

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BC CONSORTIUM FOR PEACE EDUCATION

How it started

In planning for the Peace Education Conference during the World Peace Forum in June 2006, a group of peace educators took inspiration from historic peace acts of the Doukhobor community. The Doukhobors burnt their weapons in 1895 and refused to participate in war. Susan Ruzic, a teacher and peace activist in Coquitlam, took the idea to her school and school district. She asked teachers to talk to their students about creating a culture of peace and non-violence in their schools. Students were then asked to surrender their war toys to be transformed into works of art. Parents and community artists assisted the process.

Sam Fillipoff, whose heritage inspired us, took the idea to the Vancouver School Board Peace and Justice Committee that also embraced the project and encouraged teachers to become involved. The art created in Vancouver and Coquitlam went on display at the Museum of Anthropology.

The purpose of the BCCPE is to engage children and youth of all ages in efforts to overcome the violence and injustice that characterizes the present culture of war and violence through creative and innovative thinking, citizen action and public policy designed to abolish war and cultivate a culture of peace and non-violence.

The Goals and Initiatives are:

1. To work on and organize other projects and activities, as appropriate, that promote a culture of peace and non-violence
2. To provide organizational and political support (including but not limited to human resources, financial support, office, printing and publishing) for the Peace Education Project called "Acts of Transformation from War Toys to Peace Art"
3. To encourage, inspire, motivate and cultivate an educational environment that will create capacity and community support for the understanding and growth of the Peace Education Project in schools and school districts throughout British Columbia.
4. To promote, advocate and support the Peace Education Project as a 2010 Vancouver Olympic peace education showcase that builds support and understanding for the Olympic Truce in a uniquely Canadian way.
5. To consider the feasibility of extending the Peace Education Project through our member organizations to be national and international in scope and participation.

A teacher's guide entitled, "War Toys into Peace Art" has been written and is available through BCTF Lesson Aids. We are asking each local to purchase a copy for your district. We are sending each Social Justice Representative a copy for their local as directed by the Fall RA. This is the International Decade for a culture of non-violence for the children of the world and we are once again asking you to start this project in your classroom, your school, or in your community. We are available to help you get started and to help you along the way. Please contact Susan at sruzic@sd43.bc.ca or Sam at sfillipoff@shaw.ca.

2007 BCTLA AGM EXECUTIVE ELECTION RESULTS, APPOINTMENTS, AND AWARD PRESENTATIONS

2007-2008 BCTLA Executive Election Results

President – Bonnie McComb (Saanich)
First VP Chapter Relations – Heather Daly (Coquitlam)
Second VP Advocacy – Karen Lindsay (Greater Victoria)
Working and Learning Conditions – Amanda Hufton (Richmond)
Treasurer – Evelyn LeRose (Vernon)
Communications Officer – Daphne Elwick (Surrey)
Recording Secretary – Al Smith (Central Okanagan)
Past President - Pat Parungao (Vancouver)

2007-2008 BCTLA Appointments

Conference Chair – Sylvia Zubke (Vancouver)
Web Steward – Val Hamilton (retired)
Continuing Education – Lynn Turner (Terrace)
Publications Coordinator – Val Hamilton (retired)
Liaison Chair – Moira Ekdahl (Vancouver)
The Bookmark Senior Editor – Angie MacRitchie (Central Okanagan)

Award Presentations

Diana Poole Memorial Award of Merit

Three candidates were nominated. The award will be given out at the BCTLA Conference in October 2007.

Ken Haycock Professional Development Award

Congratulations to award winner Iris Mennie (Nanaimo).

Distinguished Service Award

Congratulations to award winner Robyn McKay (Nanaimo).

Alan Knight Memorial Award

This award was not presented due to lack of nominees.

William H. Scott Memorial Award

This award was not presented due to lack of nominees.

Honorary Life Member

Congratulations to Val Hamilton (retired).





“School author visits promote reading and books!”

The positive impact of meeting and talking to an author is evident in the students' enthusiasm for reading. The lessons learned, the enthusiasm generated and the increase in books borrowed indicates that an author visit is worthwhile for any school. ♪♪ Nancy Gauthier, W2, Stella Middle School (Chilhowet)

“I love having illustrators visit

our school and our students are absolutely mesmerized by them. Illustrations are what bring a book alive. I love watching children of all ages when they are in the library. Many of them are captivated by the illustrations in the books they read and they notice much more of the details of those illustrations than adults do. Most children love to draw themselves and seeing an illustrator can motivate them to illustrate their own stories. Every year I try and have at least one illustrator visit our school. It has always been a very memorable visit. ♪♪

*Julie Damant
Guardiola Elementary (North Vancouver)*

“There are tremendous benefits

to our one-week author visit each year. Young writers in the school have the unique experience of sharing their own written pieces with the authors, and they feel honored to have a professional give them feedback on their work. Students and teachers find the author-visit week a refreshing, motivating and inspiring experience. ♪♪

*Beth Robertson
Southridge High School (Surrey)*

Where to Find an Author or Illustrator

CWILL is an organization of professional Children's Writers and Illustrators located in British Columbia. You can find us and our speaker's list at: www.cwill.bc.ca

What Will a Visit Cost?

Authors and illustrators set their own presentation fees, so be sure to clarify costs with the presenter you're hosting ahead of time. Typically, it's \$200 to \$300 for a one-hour presentation. Fees vary per author/illustrator.

Why \$200 to \$300?

Time spent presenting is time spent not meeting book deadlines. Authors and illustrators are celebrities, and are typically less expensive than other school entertainers. Most importantly, they promote what's at the core of education: a love of books.

What about funding?

Chances are, your school has an allocated fund set aside for author readings. Ask your principal or librarian for details, or you may be able to find additional funding at: www.artstarts.com, www.bcartsCouncil.ca, www.canadacouncil.ca

Things to Consider Before the Visit

- Age or grade level of the audience.
- Audience size.
- Appropriate venue (class/gym/etc.)
- Equipment required (VCR/projector/etc.)
- What is expected in terms of number of presentations and length?
- Accurate directions for getting to the school.
- Contact names in case something comes up last minute.

On the Day of the Visit

- Have someone available to greet the author/illustrator and show him/her where to set up, the location of staff washrooms, etc.
- Have drinking water available during the presentation.
- Remain on-hand to supervise your students during the presentation.
- Have copies of the presenter's books in the library on display, ready to be borrowed after the visit. You may be able to arrange to have books sold at the school either through the author or a local book store.
- Don't forget to have the school camera on hand for photos of the event.
- Invite parents, school board trustees, or other officials.



CWILL B.C. is a volunteer, cooperative organization of over 150 published B.C. writers and illustrators for children. Our purpose is to exchange support and information about creating literary works for young people, to communicate with other arts groups, schools and libraries in B.C. and Canada, and to help each other promote and publicize our literary works.

FAMILY LITERACY IN VANCOUVER

COMPILED BY PAT PARUNGAO AND BENITA BAHD

Family literacy offerings vary from school to school across the district. Schools can apply for district funding for family literacy programs and a celebration to showcase how the funding was applied is held in June. Below is a sampling to show some of the variation of family literacy programs in Vancouver School District.

Family Members Welcome at False Creek (Jan Berney, Teacher-Librarian)

The school library at False Creek Elementary is accessible not only to students, but also to parents, caregivers and siblings before, during and after school. To enhance a welcoming atmosphere, special furniture such as couches, pillows, and even a story tent are in the library and special events such as a storyteller are offered. Nearby, other resources to encourage family reading range from uncatalogued board books to the daily newspaper. The teacher-librarian provides parents with their own library card upon request. One benefit of this welcome atmosphere is that by the time young students arrive for Kindergarten in September, the teacher-librarian already knows about half of the new students.

Year 2 of Family Readers' Theatre at Fraser Elementary School (by Marisa Orth-Pallavicini, Teacher-Librarian)

This year the Fraser library again invited families at Fraser Elementary to participate in the fun of Readers' Theatre as our Family Literacy initiative. Continuing the project for a second year was an important step in ensuring its continued success. This year the number of families participating more than doubled and we felt that in fact we are starting a family Readers' Theatre tradition at Fraser.

We started Readers' Theatre events last year as a follow-up to our "Fraser Unplugged" activities of two years ago. During the introductory evening, families were invited to see Readers' Theatre performances put on by several families who had been involved the year before, to browse our collection of Readers' Theatre scripts, and to enjoy cake and juice. We did a couple of readings as a whole group to warm up and there was a hand-out that included web resources for families.

After three weeks to get ready, which also included an extra practice night at school for groups who wanted feedback and support, families were invited to come back to school for an informal evening of fun to celebrate and share their Readers' Theatre plays. When the first family to arrive came with their own tree (a prop they had built for their presentation of the story of "The Peddler and His Hats") I knew we were on to something!

- 57 people (parents and children) participated in our final evening.
- 9 plays were put on!
- We all had a really good dinner.
- We all had a really good time.

We collected comments on feedback sheets. Many parents felt that we need to move the event to the gym for more room (up until now, we have been using the library for the performances and the corridors for the displays and dinner). We will need to meet the challenge of keeping the atmosphere cosy and informal in the gym during future events. All of the parents who responded felt very positive about the evening and one Grade 5 student whom I drove home said that the evening was better than TV!

**Reading Power at Laura Secord
(Lauren Smith, Teacher-Librarian)**

To complement their school's Reading Power program, the staff at Laura Secord Elementary connected parents to classroom practice in a series of interactive sessions with literacy mentor Adrienne Gear. The goal was to help parents make the most of the reading experience at home by introducing the five reading powers:

- Make connections
- Ask questions
- Visualize
- Draw inferences
- Transform

Sessions were held for primary and intermediate students and their families and one session was in Cantonese. For more information see Adrienne Gear's *Reading Power: Teaching Students to Think While They Read* (Pembroke, 2006). The school library provides a major underpinning function with regard to literacy and will contribute a page about the school library in the upcoming school-prepared handbook for parents.

Little Mountain Neighborhood House and David Livingstone Elementary School (by Sylvia Zubke, Teacher-Librarian)

At David Livingstone, we wish to encourage school readiness and parent involvement by providing preschool sessions one morning a week. We have partnered with the Little Mountain Neighbourhood House, a local community service. Little Mountain Neighbourhood House sends two experienced teachers who lead the Mother Goose-type sessions of finger plays, chants, rhymes, and counting activities for the preschool children and their caregivers. Parents and caregivers stay and participate with the children, many of whom are younger siblings of Livingstone students. The school's teacher-librarian and other teachers also join in with story times, gym time, and other activities so children and caregivers become familiar with the teachers and the activities of the school.

Books for Breakfast at Maquinna Annex (by Colleen Tsoukalas, Teacher-Librarian)

Family Literacy here is very much a group effort. We have Books for Breakfast on the first Friday of every month. Families come into the gym at 8:00 a.m. and read with their kids until 8:45 or so (time is flexible). Coffee, tea, juice, and fruit and muffins are served. The dual language collection comes out and grandparents are delighted to read in L1 (first language) while the students read back in English. Bins come from the library and we try to put out old favourites such as *Franklin* and *Arthur*, as well as pop-ups, magazines, newspapers, and a few new items. The stuffed animals and puppets come out as do the books for babies (which all ages love). Donations have been generous from Costco, Save On Foods, Book Warehouse, Canada Safeway and Starbucks!

As we did last year, we will celebrate Pancake Day (Shrove Tuesday) by cooking and eating pancakes and reading and singing about them. Parents are invited and help cook, sing and read. Preschoolers and grandparents are a part of Books for Breakfast too.

Tyee Family Authors of Dual Language Books and Tapes (by Chris Evans, Teacher-Librarian)

Intermediate students first learned cultural tales from family members and then together they created and illustrated dual language books. Where it was appropriate, the adult family member translated the tale into the heritage language while the student provided the English translation and illustrations. The authors also intend to create dual language audio tapes and to circulate these book/tape kits from the library.

Pat Parungao is a teacher-librarian at Gladstone Secondary and Benita Bahd is the Family Literacy Consultant and a primary teacher at Maquinna Annex, Vancouver

FAMILY LITERACY BINGO

DEBBIE COWLAND

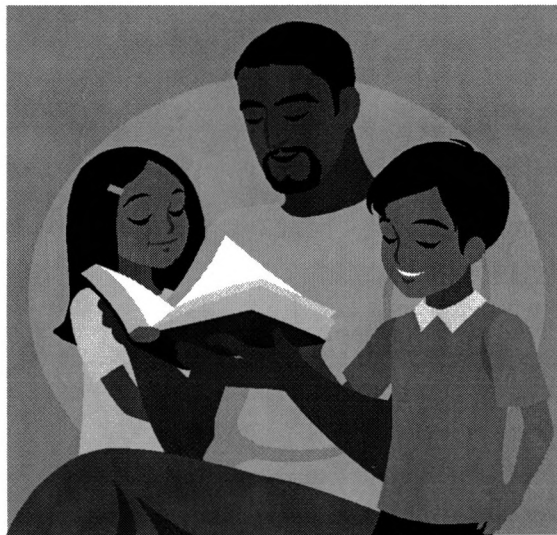
I have had success with this incentive for our past two Family Literacy Days. I have done Family Literacy Bingo in two ways. I've sent the bingo card home the Friday before Family Literacy Day so bingo was happening at home during Family Literacy Week. I've also sent it home ten days before Family Literacy Week started so that all cards were returned to school by the start of Family Literacy Week. I announced winners each day throughout Family Literacy Week and gave out my wonderful Dollar Store treasures (the bingo card should be at home for seven to ten days, i.e. sent on a Friday, home for the week and the following Friday to be returned by the Monday).

Last year, we had a Home Reading Theme of "Read Across Canada" for the ten weeks from January to Spring Break. Students needed to meet their weekly reading goal on at least five days per week to cross a province. A giant map of Canada was hung in the foyer and students put a sticker with their name on it on each province as they "read across Canada". We thought the bingo would be too much but we're having a "Turn off the TV" night for whole families and we'll draw a family name for a coupon for dinner out. Our PAC has committed \$500 for prizes for the bingo and Turn off TV reading incentives.

Some of my prizes were cake mixes, calendars, notebooks and pens, books, magazines and crossword puzzle books. Prizes sent home were family packages so everyone in the family got something. The dollar store is a great place to find fun affordable gift ideas.

My favourite response to playing Family Literacy Bingo was from a Kindergarten student who told me that he was going home to make something tasty!

Deb Cowland is the teacher-librarian at Betty Gilbert Elementary and Dorothy Peacock Elementary in Langley (SD #35).



Family Literacy BINGO

Student : _____ Teacher: _____

Write a note to someone in your family.	Read about your hobby or special interest.	Visit the public library.	Have a grown-up in your family tell their favourite childhood story.	Have a family sing-a-long or karaoke night
Read to Gramma or Grampa.	Make an ABC list about your family.	Read with a brother, sister or cousin.	Read or write about your pet or favourite animal.	Write a thank you note to someone.
Read the newspaper.	Read some poetry together. (Try some fun kid internet sites.)	Free	Read with an adult in your family.	Everybody in the family reads quietly for 15 minutes.
Play <i>Scrabble</i> or another word game together.	Write a story and read it to your family.	Read a recipe & make something tasty.	Have a family game night; NO TV	Write a letter or email to a relative.
Read a Robert Munsch story together.	Read a magazine.	Do a crossword puzzle or other type of word puzzle.	Help read or write a shopping list.	Read together with at least 2 other people in your family.

- Parents initial & cross out each box when completed.
- BINGO sheet is sent home on a Friday and returned in 10 days on a Monday.
- Each participating student receives a bookmark and all cards with at least 2 lines completed are entered into a draw for more prizes.
- Schools with House Teams could award a House Point for participation.

GROWING THE COLLECTION: BUILDING AN AWARD WINNING SCIENCE FICTION COLLECTION

STEWART SAVARD

The presence of Harry Potter, William de Worde, Gregor the Overlander, Ender, the Kiln People, and Miles Vorkosigan enrich my life. I am a Science Fiction and Fantasy fan and a teacher-librarian. I am not alone in enjoying these genres. Fantasy and Science Fiction stories are amongst the most popular novels checked out at the Courtenay Middle School library where I work. Students and staff routinely ask me for leisure reading suggestions within these genres.

A challenge facing every teacher-librarian is what to buy. A few years ago, I found myself in a bit of a rut in terms of what and whom I was reading. Almost as soon as the most recent Orson Scott Card (Ender and others from Battle School), Lois McMaster Bujold (Miles and his family), David Eddings (Belgarion and friends), or David Drake (Honor Harrington) novel hit store shelves I had devoured it and purchased those appropriate for middle school.

One day, while driving home from work, I listened to a CBC program that was discussing Robert Charles Wilson. He had just received the Aurora Award for *Blind Lake*. I had never heard of Robert Charles Wilson or the Aurora Awards. A bit of research taught me that the Canadian Science Fiction and Fantasy Association present "The Prix Aurora Awards" for material in English and French.

I decided that I might be able to challenge my reading habits and develop an "award-winning" library collection by reading from the short-listed nominees for the four major Science Fiction and Fantasy awards: the Auroras, Hugos, Nebulas, and World Fantasy Awards.

Each of the major Science Fiction and Fantasy awards has different criteria and award categories. The Canadian Science Fiction and Fantasy Association present the Prix Aurora Awards

for material in both English and French. Writing categories include: Best Long-Form Work in English, Meilleur livre en français, the Best Short-Form Work in English and French, Best Work in English and French (other than novel or short-story), and Artistic Achievement.

The Hugo Awards are voted on by fans and are presented at the World Science Fiction Convention. Hugos have been awarded since 1953. Awards are presented for the Best Novel, Best Novella (stories between 17,500 and 40,000 words), Best Novelette (less than 7,500 words), Best Short Story (less than 7,500 words), Best Related Book (graphic novels, biographies, etc.), and for dramatic presentations, editing and art work.

The Science Fiction and Fantasy Writers of America vote on the Nebula Awards. They select the best work written by their peers in five categories: Novels, Novellas, Novelettes, Short Stories, and Movie Scripts.

Readers and a panel of judges recommend world Fantasy Award novels. Judges then decide who will receive the awards. Categories include: Novel, Novella, Short Story, Anthology, Collection, Artist, Special Award Professional, and Special Award Non-Professional.

I have a bias when I read from within these genres. I tend to read novels instead of short story collections. I have read many more of the nominated and award-winning novels going back to the turn of the century. This includes *Darwin's Radio* by Greg Bear (Hugo 2000), *The Quantum Rose* by Catherine Asaro (Nebula 2002), *Warchild* by Karin Lowachee (Aurora 2003), *Paladin of Souls* by Lois McMaster Bujold (Nebula 2004), *Iron Council* by China Miéville (Hugo and World Fantasy Awards 2005) and *Spin* by Robert Charles Wilson (Hugo 2006).

Many, but not all, of the nominated books are suitable for schools. The Courtenay Middle School collection includes: *Going Postal* by Terry Pratchett, *Polaris* by Jack McDevitt (both Nebula 2006 nominees), *Black Brillion* by Matthew Hughes (Aurora 2005 nominee), *Paladin of Souls* by Lois McMaster Bujold (Hugo 2004), *Harry Potter and the Goblet of Fire* (Hugo 2001), and *The Other Wind* by Ursula K. Le Guin (World Fantasy Award 2002). While Rowling's work would have been purchased without this approach, others have been identified and added because I was pushed to read outside my normal boundaries.

I have used the list of nominees to search for other works by these authors. Neil Gaiman, for example, received the Hugo Award in 2002 for *American Gods*, a book I do not believe suitable for middle school libraries. He also wrote *Coraline* and *The Wolves in the Walls*. These books are in our collection. I have enjoyed all of Lois Bujold McMaster's novels, but have only purchased her Chalion series (*The Curse of Chalion* and *Paladin of Souls*) for our more advanced fantasy readers. Her Miles Vorkosigan novels

have elements that are too mature for our collection. I have, however, recommended the rest of her work to staff members.

Award-winning novels are not the only device that teacher-librarians should use to develop their collections. Readers will see, from the list of nominated novels on the next few pages, that some of the same authors repeatedly appear. I do not know whether this is due to the size of the pool of authors available for nomination, or other biases in the nomination process. This approach, which is skewed towards more developed readers, needs to be offset with plans for the purchase of novels aimed at both emerging and average readers.

Teacher-librarians can look beyond these awards to expand their collections. Writers and fans have created awards in countries such as the United Kingdom, Australia, and Russia. Starting in 2006 the Andre Norton award for young adult fiction was presented by the Science Fiction and Fantasy Writers of America. These awards serve as important entry points into building powerful collections.



Prix Aurora Awards¹

2007 (to be announced)

Children of Chaos: Dave Duncan

Regeneration : Species Imperative 3: Julie E. Czerneda

Righteous Anger: Lynda Williams

Smoke and Ashes: Tanya Huff

Sun of Suns : Book One of Virga: Karl Schroeder

Blindsight: Peter Watts

2006

Migration: Julie E. Czerneda

Cagebird: Karin Lowachee (Winner)

Mindscom: Robert J. Sawyer

Silences of Home: Caitlin Sweet

Lone Wolf: Edo van Belkom

Spin: Robert Charles Wilson

2005

Fallen Angel: Stephanie Bedwell Grime

Survival: Julie E. Czerneda

Radiant: James Alan Gardner

Black Brillion: Matthew Hughes

The Alchemist's Daughter: Eileen Kernaghan

Wolf Pack: Edo van Belkom (Winner)

2004

Hidden in Sight: Julie E. Czerneda

Burndive: Karen Lowachee

Humans: Robert J. Sawyer

A Telling of Stars: Caitlin Sweet

Screaming Queen: Edo van Belkom

Blind Lake: Robert Charles Wilson (Winner)

Nebula Awards²

2007

The Privilege of the Sword: Ellen Kushner

Seeker: Jack McDevitt (Winner)

The Girl in the Glass: Jeffrey Ford

Farthing: Jo Walton

From the Files of the Time Rangers: Richard Bowes

To Crush the Moon: Wil McCarthy

2006

Jonathan Strange & Mr. Norrell: Susanna Clarke

Camouflage: Joe Haldeman (Winner)

Polaris: Jack McDevitt

Going Postal: Terry Pratchett

Air: Geoff Ryman

Orphans of Chaos: John C. Wright

2005

Paladin of Souls: Lois McMaster Bujold (Winner)

Down and Out in the Magic Kingdom: Cory Doctorow

Omega: Jack McDevitt

Cloud Atlas: David Mitchell

Perfect Circle: Sean Stewart

The Knight: Gene Wolfe

2004

The Mount: Carol Emshwiller

Light Music: Kathleen Ann Goonan

The Salt Roads: Nalo Hopkinson

Chindi: Jack McDevitt

Diplomatic Immunity: Lois McMaster Bujold

The Speed of Dark: Elizabeth Moon (Winner)

2003

To Trade the Stars: Julie E. Czerneda

Warchild: Karin Lowachee

Hominids: Robert J. Sawyer

Permanence: Karl Schroeder (Winner)

Margys: Edo van Belkom

2002

In the Company of Others: Julie Czerneda (Winner)

Ascending: James Alan Gardner

Teeth: Edo van Belkom

Maelstrom: Peter Watts

The Cronoliths: Robert Charles Wilson

2001

Charging Vision: Julie E. Czerneda

Hunted: James Alan Gardner

The Snow Queen: Eileen Kernaghan (Winner)

Calculating God: Robert J. Sawyer

The Playback War: Lisa Smedman

Hugo Awards ³

2007

Eifelheim: Michael Flynn

Rainbows End: Vernor Vinge (Winner)

His Majesty's Dragon: Naomi Novik

Glasshouse: Charles Stross

Blindsight: Peter Watts

2003

Solitaire: Kelley Eskridge

American Gods: Neil Gaiman (Winner)

The Other Wind: Ursula K. Le Guin

Picaverse: Robert A. Metzger

Perdido Street Station: China Miéville

Bones of the Earth: Michael Swanwick

2002

The Quantum Rose: Catherine Asaro (Winner)

Eternity's End: Jeffrey A. Carver

Mars Crossing: Geoffrey A. Landis

A Storm of Swords: George R.R. Martin

The Collapsium: Wil McCarthy

The Tower at Stony Wood: Patricia A. McKillip

Declare: Tim Powers

Passage: Connie Willis

2001

Darwin's Radio: Greg Bear (Winner)

A Civil Campaign: Lois McMaster Bujold

Crescent City Rhapsody: Kathleen Ann Goonan

Midnight Robber: Nalo Hopkinson

Forests of the Heart: Charles de Lint

Infinity Beach: Jack McDevitt

World Fantasy Awards ⁴

2007 (to be announced)

Lisay's Story: Stephen King

Soldier of Sidon: Gene Wolfe

The Lies of Locke Lamora: Scott Lynch

The Orphan's Tales: In the Night Garden: Catherynne Valente

The Privilege of the Sword: Ellen Kushner

2006

A Feast for Crows: George R. R. Martin

Learning the World: Ken MacLeod

Old Man's War: John Scalzi

Accelerando: Charles Stross

Spin: Robert Charles Wilson (Winner)

2005

The Algebraist: Iain M. Banks

Jonathan Strange & Mr. Norrell: Susanna Clarke

Iron Council: China Miéville

Iron Sunrise: Charles Stross

River of Gods: Ian McDonald

2004

Paladin of Souls: Lois McMaster Bujold (Winner)

Humans: Robert J. Sawyer

Ilium: Dan Simmons

Singularity Sky: Charles Stross

Blind Lake: Robert Charles Wilson

2003

Kin People: David Brin

The Scar: China Miéville

The Years of Rice and Salt: Kim Stanley Robinson

Hominids: Robert J. Sawyer (Winner)

Bones of the Earth: Michael Swanwick

2002

The Curse of Chalion: Lois McMaster Bujold

American Gods: Neil Gaiman (Winner)

Commonant Keep: Ken MacLeod

Pardido Street Station: China Miéville

Passage: Connie Willis

2006

Vellum: Hal Duncan

Lunar Park: Bret Easton Ellis

The Limits of Enchantment: Graham Joyce

Old Magic: Patricia A. McKillip

Kafka on the Shore: Haruki Murakami

A Princess of Roumania: Paul Park

2005

Jonathan Strange & Mr. Norrell: Susanna Clarke

The Runes Of the Earth: Stephen R. Donaldson

Iron Council: China Miéville

Perfect Circle: Sean Stewart

The Wizard Knight: Gene Wolfe

2004

The Etched City: K. J. Bishop

Fudoki: Kij Johnson

The Light Ages: Ian R. MacLeod

Veniss Underground: Jeff VanderMeer

Tooth and Claw: Jo Walton (Winner)

2003

The Portrait of Mrs. Charbuque: Jeffrey Ford

Fitcher's Brides: Gregory Frost

The Facts of Life: Graham Joyce (Winner - tie)

Ombria in Shadow: Patricia A. McKillip (Winner - tie)

The Scar: China Miéville

2002

From the Dust Returned: Ray Bradbury

The Curse of Chalion: Lois McMaster Bujold

The Wooden Sea: Jonathan Carroll

The Onion Girl: Charles de Lint

American Gods: Neil Gaiman

The Chronoliths: Robert Charles Wilson

2001

Midnight Robber: Nalo Hopkinson

The Sky Road: Ken MacLeod

A Storm of Swords: George R.R. Martin

Harry Potter and the Goblet of Fire: J. K. Rowling

Calculating God: Robert J. Sawyer

The Other Wind: Ursula K. Le Guin (Winner)

Brown Harvest: Jay Russell

2001

Lord of Emperors: Guy Gavriel Kay

Perdido Street Station: China Miéville

Declare: Tim Powers (Winner - tie)

Dark Materials 3- Amber Spyglass: Philip Pullman

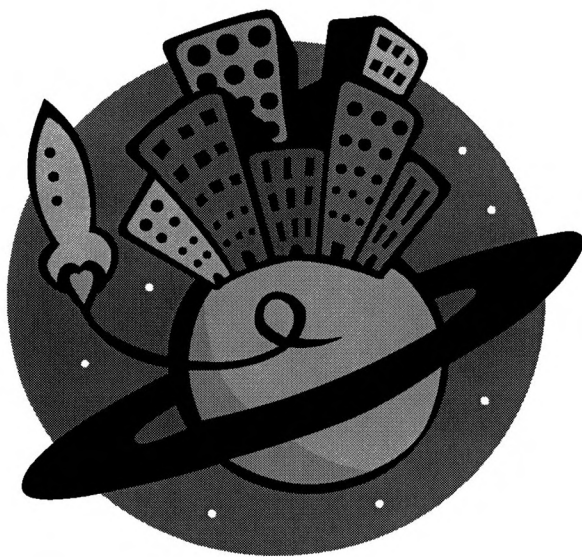
Galveston: Sean Stewart (Winner - tie)

The Grand Ellipse: Paula Volsky

Some of these novels can be difficult to find in paperback. Some publishers hold these works in hardcover or trade paperback formats to maximize sales. Other books, with European or International authors, are not easily available in North America. I use White Dwarf books on 10th Avenue in Vancouver (<http://www.deadwrite.com/wd.html>) and Bolen Books in Victoria for help in tracking down these novels.

Internet Links

1. Aurora Awards-
<http://www.sentex.net/~dmullin/aurora/>
2. Nebula - <http://www.sfwawards.org/>
3. Hugo - <http://www.worldcon.org/index.html>
4. World Fantasy Awards -
<http://www.worldfantasy.org/>



Stewart Savard is the teacher-librarian at Courtenay Middle School in Courtenay, BC (SD#71). His Science Fiction series continues in the next issue of *The Bookmark*.

HOW GRAPHIC NOVELS SAVED MY LIBRARY PROGRAM (WELL, MAYBE NOT SAVED BUT CERTAINLY HELPED!)

DIANE HAYASHI

About five years ago, graphic novels broke on to my professional awareness when the daughter of one of my colleagues, a teacher-librarian at a neighbouring school, walked into my library, her nose buried, not in a novel or a magazine or a nonfiction book, but in a graphic novel. She was so enthralled with what she was reading, it piqued my interest and I had to see what so fascinated her. It was one of Neil Gaiman's beautifully illustrated fantasy series, *Sandman*. It took only a few pages and I was hooked.

This was not actually my first interaction with graphic novels. I had lived in Japan years before and had been an avid reader of manga (Japanese graphic novels) but it had never occurred to me that "comic books" would have a place in my collection. I started looking – first in my collection where I discovered that I actually had a few (the four volumes of *Barefoot Gen* and the two volumes of *Maus*) – then in the local comic book store. Slowly I started to add a variety of graphic novels to my collection. It was a slow process for several reasons. I had a hard time finding reviews – there were only a few reviews in the journals that I normally browsed – and I found it difficult to justify in my own mind spending money on "comic books" when my budget was so small to begin with. But the few graphic novels I added brought a flurry of excitement to a very specific group of students – mostly girls.

They continually pushed me to buy more and read more. Then, early in 2005, mostly on a whim, I asked several of these girls if they would be interested in an anime and manga club. The response was overwhelming. Even if I had wanted to back away from the idea, these students wouldn't have let me. Our first meeting had approximately thirty students attending. The group needed very little from me – they talked and drew and shared their own graphic novels (primarily manga). I quickly realized that

I needed to add more titles to my collection if I was to keep these students happy. Fortunately, I have a very generous Parent Advisory Council at my school and they gave me two thousand dollars just to buy graphic novels. From the time that the students knew that the new books were in, they hounded us to get the books out on the shelves.

The day that I wheeled the trolley into our meeting room I was mobbed – and a most interesting thing happened to our circulation. It doubled. And not just for that day or for the next few weeks – it stayed up and is still up at the time that I write this. The increase in circulation was not the only positive, however. Students were not just signing the books out to look at the pictures, they were actually reading. I would see them in the hall, in corners of our multipurpose room, in classes, and, of course, in the library pouring over the graphic novels. Students who had never spoken to each other before were chatting like best buddies.

In the meetings, the students decided they wanted to put on an anime/manga convention. We created an egroup so that we could stay in touch over the summer and when the fall came and teachers in British Columbia moved into job action, several of the students in the anime club stepped up and took over the organization of the convention. On November 18th we hosted an extremely successful anime convention open to students from any school. We had an art show and art workshops, movies, a cosplay (costume and posing) competition, vendors, and a trivia contest. We had wonderful feedback and the students involved left with a sense of having personally accomplished something very special.

As you may guess from the experience I have related, I am a die-hard graphic novel convert. I believe that graphic novels have an important place in our schools in supporting literacy and

curriculum at all grade levels. So, how do we go about implementing the use of graphic novels? Well, first, we must become familiar with what graphic novels are and how they can be used.

What are graphic novels?

There are certain characteristics that define a graphic novel. According to Miller in *Developing and Promoting Graphic Novel Collections*, graphic novels must have the following characteristics:

- Panels of comic art with the text inside the border of the panels.
- More than 40 pages with a continuous storyline.
- The comic art is at least as important if not more important than the text in telling the story.

Comic strip compilations such as *Calvin and Hobbes* and *Dilbert*, and comic books which are smaller than magazines and bound with staples are not graphic novels.

What makes graphic novels different from other books?

The characteristics that set a graphic novel apart from other books make them challenging and interesting both to teach and study. The artwork creates the depth to the story – without the artwork, the narrative and dialogue lack the depth that makes a story interesting. Because of this visual aspect, the literacy needed is different than that of other books; readers are challenged in different ways. Graphic novels without the artwork cannot be understood. Conversely, if they are missing the narrative and dialogue, they are equally incomprehensible. This makes graphic novels at least as complex as ordinary books, despite their undeserved reputation as “fluff”.

Why do graphic novels have this reputation?

Graphic novels are the result of an evolution out of comic books and are often thought to be “kids’ reading” only. In fact, a cursory glance at any of the *Sandman* series, *Maus*, *Last Day in Vietnam*, *Fox from Sarajevo*, or *Persepolis* will quite clearly show the reader that these graphic novels are hardly “fluff”. Ironically, graphic

novels, particularly manga (Japanese graphic novels) also have the reputation of being sexually explicit. In the 1970s and 1980s, there was an increase in the amount of sexually explicit comics that were being published, which led to this false reputation. As for the explicitness in Japanese manga and Korean manhwa, there are differences in cultural mores that allow more nudity and sexual innuendo in the Japanese and Korean graphic novels than many are comfortable with here in North America. However, there are numerous manga and manhwa that are quite suitable for our clientele.

What are the differences between Asian graphic novels and North American and European graphic novels?

North American and European graphic novels can be subdivided into several genres:

- Superheroes – *Spiderman*, *Batman*, *Superman*, *Wonder Woman*, *X Men*
- Drama/Real Life – *Road to Perdition*, *The Tale of One Bad Rat*, *Ghost World*
- Science Fiction – *Star Wars*, *Star Trek*
- Fantasy – *City of Light* *City of Dark*, *Castle Waiting*
- Horror – *Sandman*, *Preacher*
- Classics – *Moby Dick*, *The Hobbit*, *Sherlock Holmes*
- General Fiction – *Bone*, *A Contract With God*
- Nonfiction – *Louis Riel: A Comic Biography*, *Pedro and Me*, *The Amazing True Story of a Single Teenage Mom*

Manga and manhwa have a distinctive storytelling style in which the adage “less is more” is very much in evidence in terms of text, forcing the reader to make more inferences about the story. They are aimed, generally, at teens and adults often containing content not necessarily appropriate for younger readers of graphic novels such as *Spiderman* and *Batman*. A good example of this would be *Ranma ½* in which the main character falls into an enchanted well causing him to change sex when splashed with water. This leads to nudity and some suggestive situations.

The artwork in North American graphic novels can be edgier. A good example of this is *Sin*

City. The artwork evokes a very sharp and violent mood that matches well with the deak underbelly of the story. Also, the artwork is drawn with the reader as observer. Manga and manhwa, on the other hand, have a very identifiable style of art. Characters are often wide-eyed and small mouthed with big hair. The artwork of Rumiko Takahashi in her various series, i.e. *InuYasha*, *Ranma ½*, *Maison Ikkoku*, and *Uruseiyatsura*, is a prime example. Movement of characters is subjective. In other words, the characters remain static and the background moves – what we see when we move – as opposed to the North American more objective style in which the characters move and the background remains static. The subjective style often serves to draw the reader deeper into the story as it appears that the reader is the one doing the moving.

Should I add graphic novels to my collection?

If you are trying to decide whether graphic novels belong in your collection, ask yourself the following questions:

1. Why does the collection need graphic novels?
2. Will they be read?
3. Do they fit my library's mission and goals?
4. How do I know which graphic novels are appropriate?
5. How much will they cost? Can I afford graphic novels? Can I afford not to buy graphic novels? (Miller 2005)

In answering these questions, consider Miller's "Five Cs of Graphic Novel Librarianship" (Miller 2005):

Credibility

Graphic novels:

- inspire art and imagination
- improve visual literacy
- promote recreational reading
- increase library patronage and circulation
- attract reluctant readers
- promote literacy
- develop language skills

Circulation

Graphic novels can measurably increase circulation.

Commitment

Library staff must be committed to developing and maintaining a graphic novel collection.

Collection

Ask your students. What do they want to see in your collection? Recommended titles can be found in several sources. Reviewing journals have some recommendations but there are a number of websites that have more reviews and are more up to date. Check out local comic book stores to see what is available, and what titles you think would be appropriate for your clientele. Remember, most graphic novels are marked according to the suitable age.

Cost

Generally the cost of graphic novels is fairly low as most are paperback. Manga and manhwa range from \$10 to \$20. North American graphic novels can cost somewhat more as they are often printed on better paper and are more frequently in colour.

Once I have chosen some titles, where can I buy them?

Book jobbers have realized the popularity of graphic novels and are endeavoring to make them available for libraries to buy. Jobbers such as Follett and United Library Services can provide lists of appropriate graphic novels. Jobbers, of course, can give good discounts and have a wide selection but you cannot view the graphic novels before purchase and fill rates vary depending on the jobber. Local vendors, depending on the size of the store, may or may not have a wide selection. Staff in local comic book shops are often very knowledgeable, and there are no shipping costs and no delays. They also have the most current volumes in the various series. The biggest plus to buying locally is that you can preview the book before you buy it. A third option is to buy from online bookstores such as Amazon or Chapters. They carry a wide range of graphic novels, their prices are good, and if you make a large enough purchase, there are no shipping charges.

Once I have them in my library, how should I catalogue and shelve graphic novels?

Some libraries place all graphic novels in the 741s which works well with a small collection. If, however, you have a larger collection or are considering developing a larger collection, you may want to consider different options. Treating graphic novels by subject rather than by form makes a good deal of sense. Thus, graphic novels that are fiction should be placed in with fiction, and nonfiction graphic novels in nonfiction.

Shelving is, however, another matter. Shelving is a matter of marketing. To promote your graphic novel collection, they should be in an area of high visibility and, therefore, should be shelved in a separate area from the rest of the fiction collection. This will allow your students to find all the titles in one area and will also promote discussion as they stand in that area and select the titles they want to read.

How else can I promote the graphic novels?

Other activities that you can do to promote graphic novels include:

- Start an anime/manga club.
- Host anime conventions, contests, student art shows.
- Display the graphic novels cover facing out to show the beautiful artwork.
- Booktalk graphic novels.
- Start manga discussion groups.
- Use the school newsletter and website to announce new selections.
- Host contests for student-made graphic novels.
- Hold graphic novel games nights.
- Encourage the English and Social Studies departments to teach a graphic novel, i.e. *Persepolis*, *Maus*, *Louis Riel...* (Miller, 2005)

How can I learn more about graphic novels?

There are several excellent books on graphic novels. For information on graphic novels as a literary and art form, the best books to read would be:

Eisner, W. (1985). *Comics and sequential art*. Tamarac, FL: Poorhouse Press.

Eisner, W. (1996). *Graphic storytelling and visual narrative*. Tamarac, FL: Poorhouse Press.

McCloud, S. (1994). *Understanding comics*. New York: HarperPerennial.

For integrating graphic novels into your library and the classroom, good choices to read would be:

Crawford, P. (2003). *Graphic novels 101*. Salt Lake City, UT: Hi Willow Research and Publishing.

Gorman, M. (2003). *Getting graphic: using graphic novels to promote literacy with preteens and teens*. Worthington, OH: Linworth Publishing Inc.

Lyga, A., & Lyga, B. (2004). *Graphic novels in your media center*. Westport, CN: Libraries Unlimited.

Miller, S. (2005). *Developing and promoting graphic novel collections*. New York: Neal-Schuman Publishers.

There are also numerous websites on the subject. This is not an exhaustive list, just some websites that I have found useful and informative:

Anime (movies based on manga):

The Anime Café – anime trivia – <http://www.abcb.com/trivia/>

Anime News Network – <http://www.animenewsnetwork.com/>

The Librarian's Guide to Anime and Manga – <http://www.koyagi.com/Libguide.html>

The Pirate Anime FAQ – how to spot pirated anime and why you shouldn't buy them – <http://www.digital.anime.org.uk/piratefaq.html>

General Graphic Novel Sites:

Friends of Lulu – has an interesting section on women writers – <http://www.friends-lulu.org/>

Gilles' Service to Fans Page – Very informative site by librarian Gilles Poitras – <http://www.koyagi.com/>

GNLIB – discussion of graphic novels in libraries – <http://www.angelfire.com/comics/gnlib/>

News: ICv2 – <http://icv2.com/index.html>

A Parent's Guide to Anime – <http://www.abcb.com/parents/>

What Parents/Teens/Teachers & Librarians Want To Know About Comics & Graphic Novels – great Canadian site – <http://www.informationgoddess.ca/Comics&GraphicNovels/>

Reviews

ALA Great Graphic Novels for Teens – <http://www.ala.org/ala/yalsa/booklistsawards/greatgraphicnovelsforteens/gn.htm>

The Anime Café – reviews of anime – http://www.abcb.com/misc/revw_00.htm

Anime News Network – reviews of manga – <http://www.animenewsnetwork.com/encyclopedia/manga.php>

The Comic Journal (this is not a free site) – <http://www.tcj.com/>

Graphic Novels for Libraries: Recommended Titles for Children and Teens – <http://www.education.wisc.edu/ccbc/books/detailListBooks.asp?idBookLists=192>

Graphic Novels for Public Libraries – <http://my.voyager.net/~sraiteri/graphicnovels.htm>

Graphic Novels for Younger Readers – from A.L.A – <http://www.ala.org/ala/booklinksbucket/graphicnovelsforyounger.htm>

No Flying No Tights – probably the best reviewing site for graphic novels of all types – <http://www.noflyingnotights.com>

T.H.E.M. Anime Reviews – <http://www.themanime.org/>

Manga Maniacs – <http://www.mangamaniacs.org/>

Listservs to join:

GNLIB-L – send an email to: Gnlib-l-subscribe@topica.com. This is an active listserv with lots of interesting discussion.

Comix Scholars – Send a message to comix-scholars-request@clas.ufl.edu with the single-word message "subscribe" in the *body* of the message.

Graphic Novel Titles From My Own Library

The following are titles that I have in my collection. Again, this is not an exhaustive list, only the ones that I have found useful in my school (Grade 9-12).

These are books on writing, drawing and the history of manga – it is important to check these carefully as some illustrations can be fairly explicit:

- *Robot Design Techniques for Beginners*: an instruction manual for manga artists
- *How to Draw Manga*
- *More How to Draw Manga*
- *How to Draw Anime & Game Characters*
- *Manga: Sixty Years of Japanese Comics* (great book but a couple of questionable pages)
- *Shoujo Manga Techniques: Writing Stories*

These are graphic novels (GN) and manga (M):

- *Saber marionette J* – Satoru Akahori (M)
- *Vision of Escaflowne* – Katsu Aki (M)
- *Case Closed* – Gosho Aoyama (M)
- *Fullmetal Alchemist* – Hiromu Arajawa (M)
- *The Amazing True Story of a Teenage Single Mom* – Kathy Arnoldi (GN) – some content more suited to older students – excellent nonetheless

- *Arthur Conan Doyle* (GN)
- *Nadesico* – Kiya Asamiya (M)
- *Black Order Brigade* – Enki Bilal (GN)
- *When the wind blows* – Raymond Briggs (GN)
- *Louis Riel: a comic strip biography* – Chester Brown (GN) **excellent resource for Canadian libraries
- *Tibet* – Daniel de Bruycker (GN)**
- *The Quest Begins* – Bob Buchholz (GN)
- *Tsubasa* – Clamp (M)
- *Magic Knight Rayearth* – Clamp (M)
- *Road to Perdition* – Max Allan Collins (GN)
- *Pas de vacances pour l'inspecteur!* – Dieter (GN)
- *Mon dernier jour au Vietnam: memoires* - Will Eisner (GN)
- *Last day in Vietnam* - Will Eisner (GN) **
- *Moby Dick* – Will Eisner (GN)
- *W Juliet* – Emura (M)
- *Kin: Descent of Man* – Gary Frank (GN)
- *Marvel 1602* – Neil Gaiman (GN) **
- *Sandman: Dream Country* – Neil Gaiman (GN) **
- *Preludes & Nocturnes* – Neil Gaiman (GN) **
- *Sandman: Dream Hunters* – Neil Gaiman (GN) **
- *Sandman: Season of Mists* – Neil Gaiman (GN) **
- *Sandman: endless nights* – Neil Gaiman (GN) **
- *Megatokyo* – Fred Gallagher (M)
- *Full Metal Panic* – Shouji Gatou (M)
- *Aquarian Age: Juvenile Orion* – Sakurako Gakurakuin (M) a current top seller
- *Asterix et Cleopatre* – Rene Goscinny (GN)**
- *Asterix aux jeux Olympiques* – Rene Goscinny (GN)**
- *La Zizanie* – Rene Goscinny (GN)**
- *Asterix en Hispanie* – Rene Goscinny (GN)**
- *.hack//Legend of the Twilight* – Tatsuya Hamazaki (M)
- *Requiem for an Elf* – Drew Hayes (GN)
- *Hikaru no go* – Yumi Hotta (M) **
- *L' Etoile mysterieuse* – Hergé (GN)**
- *Tintin au Tibet: suivi de les bijoux de la castafiore* – Hergé (GN)**
- *Les Bijoux de la Castafiore* – Hergé (GN)**
- *Bride of Deimos* – Etsuko Ikeda (M)
- *Godzilla* – Kazuhisa Iwata (M)
- *Juline* – Narumi Kakinouchi (M) **
- *Zero Girl* – Sam Kieth (GN) some content that makes it more suitable for older students
- *Zero Girl: Full Circle* – Sam Kieth (GN) some content that makes it more suitable for older students
- *Naruto* – Masashi Kishimoto (M)
- *Shadow Star* – Mohiro Kitoh (M)
- *Warcraft: The Sunwell Trilogy* – Richard Knaak (GN/M)
- *Lone Wolf and Cub* – Kazuo Koike (M)
- *Fax from Sarajevo: A Story of Survival* – Joe Kubert (GN) **
- *Cowboy Bebop* – Cain Kuga (M)
- *Boss* – Jae-won Lim (M)
- *Descendants of Darkness* – Yoko Matsushita (M)
- *Marionette Generation* – Haruhiko Mikimoto (M)
- *Nausicaa of the Valley of the Wind* – Hayao Miyazaki (M)**
- *Record of Lodoss War* – Ryo Mizuno (M)
- *League of Extraordinary Gentlemen: Volume One* – Alan Moore (GN) note – the first volume of this title is fine but content needs to be reviewed in subsequent volumes before purchase
- *Gravitation* – Maki Murakami (M)
- *Barefoot Gen* – Keiji Nakazawa (M) ** supports the novel *Hiroshima* if you teach it at your school
- *9-11: September 11th 2001: Artists respond* (GN) **
- *9-11: September 11th 2001: The World's finest comic book writers and artists tell stories to remember* (GN) **
- *Harlem Beat* – Yuriko Nishiyama (M)
- *Rebound* – Yuriko Nishiyama (M) ** our basketball kids LOVE this one
- *Dragon Knights* – Mineko Ohkami (M)
- *No Need for Tenchi* – Hitoshi Okudo (M)
- *All-New Tenchi Muyo* – Hitoshi Okudo (M)
- *Akira* – Katsuhiro Otomo (M) **This is a classic, however it does contain considerable violence. You should definitely preview before buying to make sure it is suitable for your audience.
- *Rising Stars of Manga* (M)
- *Usagi yojimbo* – Stan Sakai (M)
- *Demon Wars* – R.A. Salvatore (M)

- *Persepolis* – Marjane Satrapi (GN) **
- *Persepolis 2: The Story of a Return* – Marjane Satrapi (GN) **just as good as the first how ever you should preview as some of the content may not be suitable for every school
- *Crouching Tiger, Hidden Dragon* – Andy Seto (GN/M)
- *Shonen Jump* (M)
- *Maus: a Survivor's Tale* – Art Spiegelman ** Absolutely a must have – deals with WWII and the Holocaust
- *Star Wars: The Empire Strikes Back* (GN)
- *Star Wars: A New Hope* (GN)
- *Star Wars Infinities: A New Hope* (GN)
- *Star Wars Tales* (GN)
- *Delicate Creatures* – J. Michael Straczynski (GN)
- *D.N.Angel* – Yukiru Sugisaki (M)
- *Ranma ½* - Rumiko Takahashi (M) **another classic – there is some content that you should check out first – the main character turns into a girl when water is thrown on him
- *InuYasha* – Rumiko Takahashi (M) **currently the highest seller at most comic book shops
- *Maison Ikkoku* – Rumiko Takahashi (M)
- *Shaman King* – Hiboyuki Takei (M)
- *Tale of One Bad Rat* – Bryan Talbot (GN)
- *Miss Me?* – Tomoko Taniguchi (M)
- *Astroboy* – Osamu Tezuka (M) not as popular in the high school but I think would probably be fine for middle school boys
- *The Hobbit or There and Back Again* – J.R.R. Tolkien (GN) **
- *Dragon Ball* – Akira Toriyami (M)
- *Jinki: Extend* – Sirou Tunasima (M)

- *Asterix chez Rahazade* - Albert Uderzo (GN)**
- *Asterix : La Rose et le glaive* – Albert Uderzo (GN)**
- *Rurouni Kenshin* – Nobuhiro Watsuki (M) a current top seller
- *Imadoki Nowadays* – Yu Watase (M)
- *Alice 19th* – Yu Watase (M)
- *Pedro and Me: Friendship, Loss, and What I Learned* – Judd Winick (GN) ** deals with AIDS, death, and loss
- *Full House* – Soo Yon Won (M)
- *Those who Hunt Elves* – Yu Yagami (M)
- *Banana Fish* – Akimi Yoshida (M)

Last Thoughts

Graphic novels have been a gift to my library program, and to me. Students are reading more. Reluctant readers, so frequently disenfranchised by what they perceive as the “typical” library book, are actually choosing to come in and sign out a graphic novel of their own accord. Students excited about manga are making connections with each other all over the school and I am getting to know students that I have never known before. This was a risk that has become an exciting and very successful chapter in the life of my library. A special thank you to Kala who made me realize what place graphic novels could have in a school library program.

Diane Hayashi is the teacher-librarian at Stelly's Secondary School in School District 63 (Saanich)

PROMOTING LITERACY: THE MISSION OF THE CANADIAN CHILDREN'S BOOK CENTER

JO-ANNE NASLUND

Summer's over—and it's back to the books. This Fall, take advantage of the Canadian Children's Book Centre and its programs, publications, and services that support literacy.

Do you know about the Canadian Children's Book Centre and the TD Book Giveaway? 420,000 Grade 1 children this fall will receive a copy of *The Zlooksh / Le Zloukch* as the TD Book Giveaway Book. "The Magic of Books" is the theme for the 2007 TD Canadian Children's Book Week—the Canadian Children's Book Centre's signature event that runs from November 17 to 24. These programs are two of many Canadian Children's Book Centre events that support family literacy.

The 2007 Book Week kit includes a theme guide packed with magical books and activities, a poster by Martin Springett, full-colour bookmarks, the CCBC's *Our Choice* publication and a directory of presenters. Students in Grade 2 to 6 are invited to send stories or poems on magic to the sixth annual Imperial Oil Foundation Writing Contest. Authors and illustrators will visit British Columbia on the Canadian Children's Book Week tour, which has sent Canadian authors, illustrators, and storytellers from coast to coast to meet young readers at school and public library readings since 1977. The National Film Board of Canada will again circulate English and French versions of videos in celebration of part of Book Week 2007.

The Canadian Children's Book Centre is a registered, charitable organization promoting the reading and creating of Canadian children's books. The CCBC provides programs, resources, materials and activities for teachers, librarians, authors, illustrators, publishers, booksellers, and parents.

These include *Our Choice*, an annual, authoritative guide to new Canadian children's books and media; *Canadian Children's Book News*, a quarterly magazine with book reviews, interviews, profiles, and articles on relevant news and issues; and Get Published: The Writing for Children Kit with its publishers list.

The CCBC also maintains an informative website as well as reference collections in Toronto, Halifax, Winnipeg, Edmonton, and Vancouver (in the Education Library at the University of British Columbia). The CCBC administers the Norma Fleck Award for Canadian Children's Non-Fiction, the Geoffrey Bilson Award for Historical Fiction for Young People, and the new TD Canadian Children's Literature Award. The Centre is part of organizations and committees such as the BC and Canadian Coalitions for School Libraries, the Book Promoters Association of Canada Children's Committee (BPAC Kids), Canadian Children's Book Camps, the Word on the Street, the Book and Periodical Council, the Canadian board of the International Board on Books for Young People (IBBY), and Children's Literature Roundtables across the country.

The CCBC operates through a national board, a central office in Toronto and regional officers in BC, Alberta, Manitoba and Nova Scotia. The CCBC was founded in 1976, when only 50 new Canadian children's books were published a year, and has supported the growth of children's publishing to its current annual output of more than 400 books.

For information on the Canadian Children's Book Centre or TD Canadian Children's Book Week visit www.bookcentre.ca and www.bookweek.ca, or email bc@bookcentre.ca or phone 604-506-2693. If you'd like to support the CCBC by becoming a member, please see the form on the next page.

MEMBERSHIPS

Individual, student and senior members receive *Our Choice* and a subscription to *Canadian Children's Book News*.

Associate members, including schools, libraries and bookstores, receive the Book Week kit, *Our Choice* and a 10-copy subscription to *Canadian Children's Book News*.

Corporate members, including publishers, receive (in addition to the above) discounts on advertising in our publications, acknowledgement in *Canadian Children's Book News* and promotional copies of CCBC publications.

Patron members receive (in addition to the above), acknowledgement on our website and in *Canadian Children's Book News* and invitations to special events.

Yes, I'd like to join the Canadian Children's Book Centre!

☆ Individual \$60 ☆ Senior (age 60+) \$30 ☆ Student \$30 ☆ Associate \$135 ☆ Corporate \$500 ☆ Patron \$1000
Note: International members please add an additional \$25.00 CAD for international shipping fees.

☆ I would also like to make an additional donation of \$ _____ to the Canadian Children's Book Centre.

Membership is renewable annually on the anniversary of your registration.

Name: _____ Organization: _____

Street address: _____

City: _____ Province: _____ Postal code: _____

Telephone: _____ Fax: _____ Email: _____

Total \$ amount: _____

☆ A cheque or money order payable to the Canadian Children's Book Centre is enclosed.

☆ VISA ☆ MASTERCARD # _____ Expiry: _____ / _____

Name as it appears on card: _____

Signature: _____

Send the completed application to:

The Canadian Children's Book Centre
Suite 101, 40 Orchard View Blvd., Toronto, ON M4R 1B9
Tel: 416.975.0010 Fax: 416.975.8970
Website: www.bookcentre.ca

BATTLE OF THE BOOKS!

JENNIFER BOAL

As a teacher-librarian, I am often searching for ways in which to enrich my students' experience in the library. The Battle of the Books program has proven to both excite and encourage my students.

A few years ago I decided to attend a professional development workshop at the BCTLA conference in Vancouver. The workshop was entitled "The Battle of the Books" and was presented by Faith Bailey and Fawn Knox of the Kamloops school district. In 1987, Faith Bailey had introduced the Alaskan Reading Motivation Program to the teacher-librarians in her district with the hope of adapting the program to meet their needs. The program blossomed within her district.

The prospect of having kids read a variety of genres, critically reading for details, and enjoying a fun competition thoroughly excited me. I immediately implemented this program in my own school during my first year as a teacher-librarian in 2002.

In a nutshell, the Battle of the Books is a motivational and comprehensive reading program. Students read from twelve pre-selected books, discuss them, quiz each other on the details, and then compete in teams of three to try to correctly answer questions. All of the questions in the competition begin with the phrase "In which book..." and the correct answer is always the title of the book.

New lists of recommended titles for each grade level from three to seven are assembled each year by a committee of Kamloops teacher-librarians based on the "Criteria of Book Selection". Currently I purchase these lists and questions from the Kamloops school district to share with my own Central Okanagan school district. In the future, I would like to begin a committee to start creating our own book lists and questions.

Books are selected so that classics, award winners, and new favourites are all considered. Books are selected over a range of reading levels so that all students in grades three to seven can participate. An attempt is made to vary the titles chosen both by genre and complexity so that readers may be exposed to a broad range of books.

Developing a new program in a school takes time, enthusiasm, and support. I have been fortunate to have the support of the teachers, students, and parents at Ellison Elementary School in Kelowna, B.C. The beauty of this program is that you can tailor it to your own needs.

In my school, students who are average to above-average readers are encouraged to come to the library for our Battle sessions once a week starting in January. Initially, all interested members meet in September to go over the program expectations and then they begin reading until we meet again in January. By the middle of December, students have to have read six of the twelve books in order to continue on, as well as having completed the reading logs required by me for those six books.

Groups consisting of three students from grades three, four, five, and six (we are a K-6 school) compete against each other and points are tallied to determine which three students from each grade will represent us at the championship level held within the district in April/May. I hold practice "battles" in my library from January to April but students in the program have been reading a selection of twelve books since September. It takes a lot of commitment from these students to read this many books, as well as to complete reading log assignments along the way, while keeping up with their classroom work.

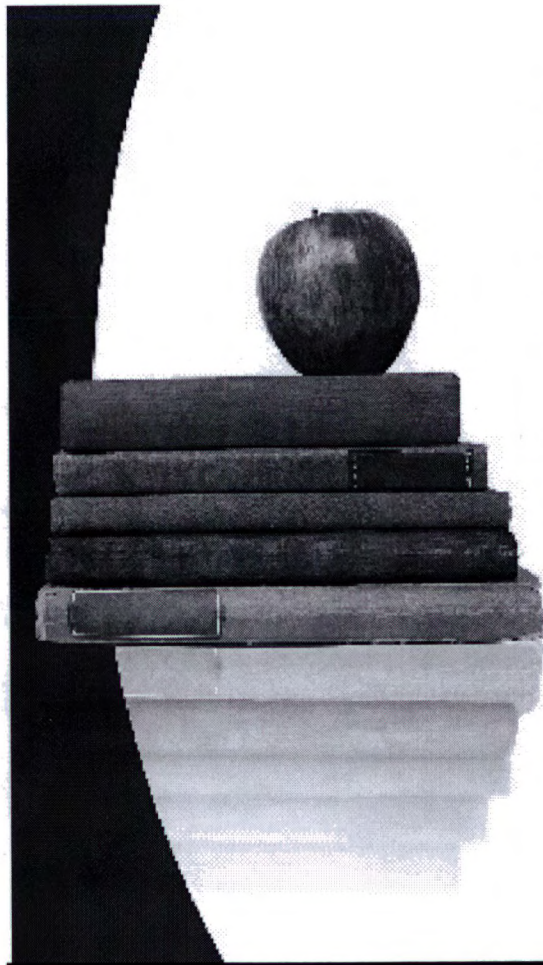
Three students from each grade level are selected to represent the school during the final battle which is hosted by a different school each year. The winning teams from surrounding elementary schools join in this championship round.

I've been running this program in my own school for the past four years and involved the district in the program in 2004/05. At that time five schools joined with my school to compete and I hosted the first "Championship Battle". The next year nine schools attended the final battle. Currently I have fifteen schools interested in participating.

This has very much been an exciting project for me, particularly to see how many schools are now joining in and reaping the benefits of this program. Every year I fine tune details to keep things running smoothly and I am happy with the recognition it is receiving in the district.

This is a worthwhile program to consider running within your own school. Please feel free to contact me for further information.

Jennifer Boal
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Kelowna, B.C.
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jboal@sd23.bc.ca



Teacher-librarian programs at San José State University

Kids. Learning. Libraries. The best of all worlds.

- Fully accredited MLIS
- Affordable tuition
- Face-to-face, hybrid, and/or online courses
- Opportunities to gain professional experience



School of Library & Information Science
<http://slisweb.sjsu.edu>

“READING AROUND THE WORLD” & “LECTURE AUTOUR DU MONDE”

MICHELE FRATER AND ANGIE MACRITICHIE

What: A school-wide reading incentive program aimed at the elementary level.

When: Choose a three week period

Who: You, your students and the whole school community

Why: To promote a love of reading

To encourage a variety of reading:
individually, with partners, reading for
enjoyment, for information

To improve reading skills

To increase the amount of time spent
reading

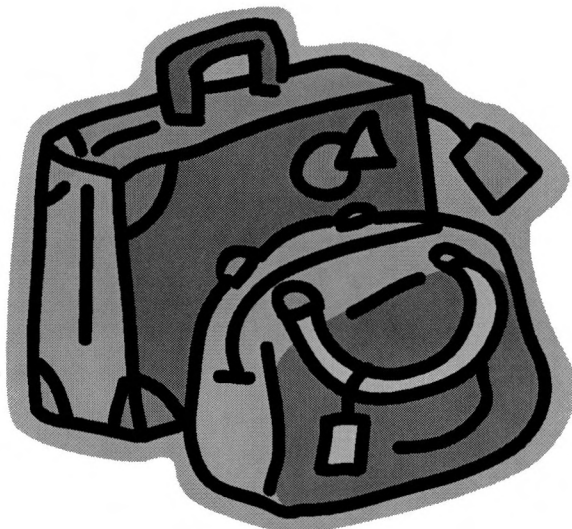
To help meet a school-wide literacy goal

To have fun working together as a school
community to achieve a common goal...
that is, to “read around the world”!!!

Events

*Launch (assembly)

On the Kick-Off day, I had filled a suitcase or bag for each class with books (multicultural in nature, both fiction and non-fiction), maps, travel brochures, a disposable camera (to catch kids reading), the reading “passports” for students and a package of Werthers candies (an essential companion when traveling).



I entered the assembly (gym) with my backpack and travelling gear on, pulling a “camel” (my travelling companion!) to center stage where the suitcases were waiting. I announced that I was heading on a journey around the world and asked who wanted to come along. I described that the journey would be a reading trip around the world and then shared a giant calendar of events for our journey, indicating the distance (about 40,000 km) around the equator and that for every minute we read we would travel 1 kilometer (you could choose to count minutes read only at home or both at home and school). I handed each class their suitcase and our journey began!

*Theme Days

Theme days happened on Friday. On these days the whole school assembled in the gym and students read for 15 minutes with their buddies. There was lots of noise, energy and READING! Some of these theme days could be:

Tacky Tourist Day

Pajama Day

Camp-out Day

Multicultural Day

*Reading Rooms

Each staff member chose one favourite book that they would read aloud once each week. The book could be fiction, non-fiction, a picture book or a passage from a favourite novel. A list of the staff books was posted and students signed up to listen to a different teacher each week (groups were limited to 15 or so students each so that all the reading rooms would be fairly full). This happened once a week for a 20-30 minute time period.

*Daily Mystery Questions

Each day on the announcements a question was asked, one to the primary students and one to the intermediate students. The questions had a "global" theme. When the students found the answer they would be able to put their name into a draw for random prizes of books and posters. Some sample questions:

- What is the capital city of Italy?
- In which country would you find pyramids?
- Where is the highest lake in the world?
- In which country will you find the highest mountain in the world?

*Multicultural Music: Every day music from around the world was played over the P.A. system after morning announcements.

*United Nations Expo

Several classes chose to incorporate a research project about various countries from around the globe. The young "ambassadors" made mini-pavilions that were set up in the library to be shared with others.

*Museum Walks

Some classes shared a variety of artifacts from a particular region in the world. These are items the students may have had at home; something from their own culture or a trip. The young "curators" organized a display for others to explore.

*Celebration Day

On the last day we gathered to record and celebrate how far we had travelled on our reading journey. There were cupcakes for all (provided by our local PAC group).

Tracking Reading Progress

Students kept track of their individual reading progress on their personal passports (15 min. = 15 km = 1 stamp). When students read for 10-15 minute sessions (150 minutes) they received a small paper flag of Canada to colour and post on our large world map on the front bulletin board. As the days passed our flags took over the world! As the flags were put up on the bulletin board they were numbered so that we could track our distance travelled.

Materials Needed

- * Passports. These included a map of the world, a place for tracking reading times, and a place to answer the daily mystery question.
- * Small Canadian flag template.
- * Large map of the world.
- * Suitcases or travelling bags (one for each class)
- * Music from around the world
- * A reading song (see following suggestion)

School Reading Song

(tune: *I've Been Working on the Railroad*)

(Your school name)'s been reading 'round the world,
All our live long day,
_____ 's been reading 'round the world,
Just to pass the time away!

Can't you hear (principal's name) saying,
"Read you students read!"
Can't you hear (T-L's name) saying,
"Lisez tu monde, s'il vous plait"



(Your school name) won't you read,
_____ peux-tu lire,
_____ peux-tu lire autour du monde.
Repeat last verse.

Michele Frater is a teacher-librarian in Kitimat (SD# 82). Angie McRitchie is a teacher-librarian in Kelowna (SD #23).

PICTURE BOOKS FOR INTERMEDIATE STUDENTS UNIT

ANGIE MACRITCHIE, MARY PAT PATERSON, AND MICHELE FRATER

The purpose of this unit is to expose older students to high quality picture books that contain a strong theme appropriate for examination by nine to thirteen year olds. The picture books that were chosen for this unit ask the audience to consider "big life" questions often based on a moral, ethical or social issue. The unit allows the students to critically consider, reflect, respond and perhaps transform their thinking. The value of using picture books with older students is threefold. Picture books present an idea in a concise manner. The accompanying illustrations help support the text which aid in student comprehension and can often be an additional point of examination and discussion. Picture books provide an opportunity for all students, regardless of reading ability, to participate in high-interest and high-thinking activities.

Fox (Margaret Wild, Ron Brooks)

Publisher: Kane/Miller Book Publishers, c2000
Intended Audience: Grades 4-7

Theme(s): friendship, betrayal, temptation

Summary: A one-eyed dog and an injured magpie become friends and live happily in the forest until a jealous fox arrives and lures Magpie away, only to leave her stranded and ultimately teaching them what it means to be alone.

Suggested Activities:

a) Pre-reading idea: The title of the story is *Fox*. Discuss what students know about foxes, both physical and personal characteristics. Listen to see if any of these characteristics present themselves in the story.

b) During the second reading, have the students list the range of emotions Magpie experiences throughout the story and the reason for the emotion (evidence) (i.e. sadness for her wing is burnt and she cannot fly, happiness for she has met a new friend...)

c) At the end of the story, have Magpie write a letter to dog. What would Magpie be thinking on her way home? What would Dog be thinking and feeling when she gets there?

d) Write and draw an additional two or three page sequel (Magpie's trip home from the desert, her arrival at home...)

Old Turtle and the Broken Truth (Douglas Wood, Jon. J Muth)

Publisher: Scholastic Press, c2003
Intended Audience: Grades 4-7

Theme(s): Truth, tolerance, environment, war

Summary: A powerful "truth" blazed through the sky and as it fell, the truth broke in two. Part of the "truth" was found and coveted by many people, but they do not realize that it is incomplete. As a result the Earth is full of suffering and war, until a little girl seeks Old Turtle to help the people. He tells of the "broken truth" and how mending it will help her community to understand the common bond of all humanity.

Suggested Activities:

a) During the initial reading of the story, have the students sketch the retelling and add written predictions and comments. Read aloud to specified points in the story. Stop and allow the students a few minutes to show what is happening through sketching (consider using thinking and speech bubbles to aid comprehension). Following the sketching, ask students to write their predictions to the next section of the book. Repeat the "sketch and predict" procedure at four different spots in the story.

b) Respond to a quote in the book (think-pair-share): "The Broken Truth, and life itself, will be mended only when one person meets another – someone from a different place or with a different face or different ways – and sees and hears...herself".

c) Brainstorm "small and simple truths all around" that would help mend the world. Post the "truths" around the school.

d) Journal response: "What difference has this book made to me? Has anything changed in me because of this book? Are there any questions I have about the main characters?"

The Quiltmaker's Gift
(Jeff Brumbeau, Gail de Marcken)
Publisher: Pfeifer-Hamilton Inc., c2000
Intended Audience: Grades 2-7

Theme(s): Generosity, greed

Summary: When a greedy king who covets everything discovers that he does not have one of the quiltmaker's beautiful quilts, he sets about to get one. However, the generous quiltmaker does not sell them, but gives them away to the poor or homeless. After many attempts to acquire a quilt by force, the quiltmaker agrees to make a quilt for him under certain conditions which causes him to undergo a change of heart.

Suggested Activities:

a) Discuss the King's desire for wanting so much "stuff". Can each of us relate to wanting more and more similar to the King? Make a list of five items (not people) you would keep if, for instance, you knew a tsunami were about to destroy your home, and you were allowed five items to take away with you. Tell why you would keep these important items. Make a list of five important personal belongings that you have decided to give away because it would make somebody happy. Which item would you give to who and why?

b) Develop a plan to do "Random Acts of Kindness" throughout the school.

c) Write an Social/Emotional report card for the King. Assign him a letter grade in various categories for both the beginning and the end of the book. Provide anecdotal reasons for your final grades.

Other Literary Links:

One Grain of Rice - Demi
Under the Lemon Tree - Edith Hope Fine
The Giving Tree - Shel Silverstein

***The Tower* (Richard Paul Evans, Jonathon London)**

Publisher: Simon and Schuster, c2001
Intended Audience: Grades 3-7

Theme(s): Greatness, pride

Summary: A young man who wishes to be great builds a high tower, for he believes he will achieve his goal only when everyone must literally look up to him. However, he soon becomes lonely. One day a bird tells of an old woman who is greater than he. The man is angry and descends his tower to investigate and learns that "to be great is not to be higher than another, but to lift another higher".

Suggested Activities:

a) Pre-reading: Brainstorm ideas to complete the phrase: "To be great is..."

b) Give groups of students statements from the book and ask how this can be true, including "... a great man must often walk alone", "to be great is not to be seen by, but truly see, others", "to be great is not to be higher than another, but to lift another higher".

c) Did any of the characters remind you of someone you know. Write a short profile of somebody in your life you believe to be great. Begin by listing the qualities of this person.

d) Compare the King in *The Quiltmaker's Gift* to the young man.

***Fly Away Home* (Eve Bunting, Ronald Himler)**

Publisher: Clarion Books, c1991
Intended Audience: Grades 3-7

Theme(s): Homelessness, poverty

Summary: A father and his son live in the airport for they cannot afford a home of their own. They move from terminal to terminal trying not to be noticed, but the boy is given hope when he

sees a trapped bird find its freedom.

Suggested Activities:

a) Pre-reading: Before showing the cover of the book, ask the students to predict the premise of the story from the title.

b) Pre-reading: Have students list and discuss the feelings that are associated with poverty and some possible causes of poverty. Re-examine the list after reading the story, also adding possible solutions.

c) Write a "Recipe for Anti-Poverty". Include at least six ingredients and the directions.

For example:

- 1/4 cup good luck
- 1/2 cup opportunity
- 1 cup literacy
- 1/2 cup hope
- 1/2 cup good health
- 3 tbsp. supportive friends and family

Other Literary Links:

A Chair for My Mother - Vera Williams

***The Sweetest Fig* (Chris Van Allsburg)**

Publisher: Houghton Mifflin, c1993

Intended Audience: Grades 3-7

Theme(s): Dreams, meanness/kindness

Summary: A cold-hearted man receives two magical figs that make his dreams come true. Before he eats the second fig, he practises hypnosis and dreaming of great wealth. However, his plan is eventually upset by his long-suffering dog, who ends up eating the fig and having his dream come true.

Suggested Activities:

a) Pre-reading: Present the students with "magical" jelly beans that when eaten will make their dreams come true. But before they eat them, they need to get a clear picture in their minds of what they would wish for. Have them sketch two wishes: one wish for themselves and one wish for the world. Share ideas and eat the magical jelly beans.

b) Write a diary entry from the point of view

of the Mr. Bibot now that his dream has been dashed and he has become a dog and his dog has become his master.

Other Literary links:

Free Fall - David Wiesner

Zoo - Anthony Browne

***The Three Questions* (Jon J. Muth based on a story by Leo Tolstoy)**

Publisher: Scholastic Press, c2002

Intended Audience: Grades 4-7

Theme(s): Life questions

Summary: A boy asks his friends, a dog, a monkey, a heron, and a turtle for help answering three important questions: "When is the best time to do things? Who is the most important one?" and "What is the right thing to do?"

Suggested Activities:

a) Pre-reading: Present a series of "big" questions to get the student thinking about "thinking and questioning". Questions such as "Will there ever be a cure for cancer? Will we ever know what happened to the dinosaurs? Is there a heaven? Sort the questions. Consider how these questions might be answered based on who is answering them (perspective). For example, a scientist, a priest, a farmer...

b) Discuss and list other questions that might arise from the three questions from the story.

c) Understanding the questions and the "answers" given in the book, role-play how fictional characters would answer these three questions. For example, Cinderella, the Big Bad Wolf, or characters from books previously read (ie. the Quiltmaker, Mr. Bibot (from *The Sweetest Fig*))

Other Literary links:

Old Turtle and the Broken Truth - Douglas Wood

***Rose Blanche* (Roberto Innocenti and Christophe Gallaz)**

Publisher: Creative Editions, c1985

Intended Audience: Grades 4-7

Theme(s): World War II, concentration camps

Summary: Rose, a young German girl, watches as the war gears up and sees the changes going on in her town. One day she notices an army truck and follows it to discover something horrible, a concentration camp. She is moved by what she witnesses and secretly returns often to give what food she can.

Suggested Activities:

a) Journal response: "What difference has this book made to me? Has anything changed in me because of this book? Are there any questions I have about the main character?"

b) Re-examine the book. Stop at various points in the book and consider what Rose might be thinking at different times. What are you thinking?

c) Using a VENN diagram, compare *Rose Blanche* with *The Araboolies of Liberty Street*.

Other Literary links:

Number the Stars - Lois Lowry

The Lotus Seed - Sherry Garland

Zoo (Anthony Browne)

Publisher: Alfred A. Knopf, c1992

Intended Audience: Grades 2-7

Theme(s): Zoos, animals in captivity

Summary: A family spend the day at the zoo. As they look at the animals, the animals are also looking at them and we wonder what they must be thinking.

Suggested Activities:

a) Discussion Web strategy to examine the question: should animals be held in captivity at a zoo? Pairs of students consider both sides of the issue. The pair then joins another two students and considers any additional pros and cons. The group comes to a conclusion based on the discussion within the group. Each group of students share their conclusion and rationale. Following the discussion, have a class vote regarding whether or not zoos should be allowed.

b) Write a poem from the perspective of a zoo animal. Begin by describing your life, as an animal, by using your senses. Complete the phrases: Smells like..., sounds like..., feels like..., looks like..., tastes like...

c) Imagine if the roles of the animals and humans were reversed at the zoo. How would the animals describe the humans behind cages?

The Rough-Face Girl (Rafe Martin, David Shannon)

Publisher: G.P. Putnam's Sons, c1992

Intended Audience: Grades 2-7

Theme(s): Justice, reward

Summary: An Algonquin Cinderella story of a kind sister who is burnt and scarred because her two hard-hearted sisters make her continuously tend the fire. The two cruel sisters try to marry the Invisible Being, but fail in their attempt when it is learned they care only about their looks. The third sister's kind, honest nature is revealed and she wins the affection of the Invisible Being and her scars are magically healed.

Suggested Activities:

a) Response Journal: Near the end of the story (and before the sister's scars are healed), the Invisible Being proclaims her to be beautiful. What do you think of this? Respond to the saying: "Beauty is in the eye of the beholder".

b) Rate the story characters on a scale based on different contrasting characteristics (i.e. clever/dull, cruel/kind...). Students place characters at certain degrees along the characteristic scale and justify their placements.

Other Literary links:

The Golden Sandal: A Middle Eastern Cinderella story - Rebecca Hickox

The Araboolies of Liberty Street (Sam Swope, Barry Root)

Publisher: Sunburst Books, c1989

Intended Audience: Grades 2-7

Theme(s): Prejudice, tolerance, racism

Summary: Liberty Street is a boring, lifeless street due to General Pinch and his wife who are on constant patrol stamping out fun. But things change when the Araboolies move into the neighbourhood and add some excitement. The kids of Liberty Street join forces to help the Araboolies when mean General Pinch orders them to move because they look and act different.

Suggested Activities:

a) Have students prepare points to debate the two sides to the question: "What is better: when everything is the same? or when everything is different?"

b) Discuss and list why the Pinchs feel the way they do toward the Araboolies (scared, threatened, superior...). What things could the Pinchs and Araboolies do to alleviate these feelings?

c) Discuss what might shock us if "it" moved onto our street.

Other Literary links:

The Robots - Novak
Smoky Night - Eve Bunting

Unit Conclusion:

Suggested Activities:

a) Reviewing major themes: Display books that have been examined during the unit and brainstorm the major themes addressed in each book. In pairs, students choose a theme and web relevant words, concepts, characters, actions etc. on chart paper. Display charts and have students add additional ideas.

b) Alphabet book: Brainstorm themes, events, characters, emotions for each letter of the alphabet. Have students choose a letter and create a page of the alphabet book by adding illustrations and written comments.

Professional Resources:

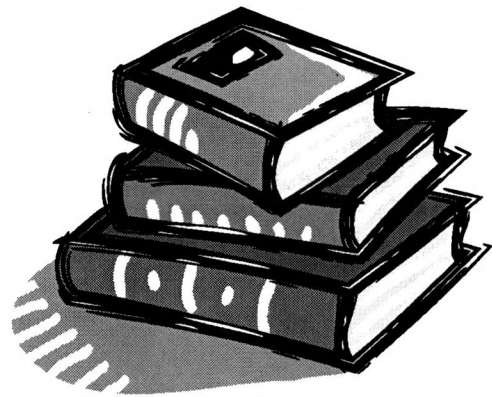
Brownlie, Faye, Susan Close and Linda Wingen (1990). *Tomorrow's classroom today : strategies for creating active readers, writers, and thinkers*. Heinemann Educational Books Inc. : Portsmouth, NH.

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Helpful IL Links

An Outline for Planning a Collaborative

Unit:

http://rjtollis.20m.com/Information_Literacy/UnitDesign2.htm

Resources on IL by Connitlam District's

Judith Comfort, T-L:

<http://www.bestlibrary.org/pre/>

The Seven Faces of IL—Christine Bruce:

<http://crm.hct.ac.nz/events/archive/2003/speakers/bruce.pdf>

IL : A Modular Approach for Faculty:

<http://www.bcc.ctc.edu/lmc/ilac/infolit/infolit.html>

IL Resources for Collaborative Teaching:

<http://www.deblogan.com/flex2.html>

Library Associations:

<http://www.bctf.bc.ca/PSAs/BCTLA/>

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

<http://www.cla.ca/casl/index.html>

Implementation of *Information Literacy* is critical to ensure that all our students grow up to be literate citizens and life long learners in the global knowledge-based society of the 21st century.

"It has been demonstrated that, when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills."

UNESCO School Library Manifesto

Most of the information in this brochure is taken from:

Achieving Information Literacy: Standards for School Library Programs in Canada

A Handbook by Canadian School Library Association & Association for Teachers-Librarianship in Canada, 2003

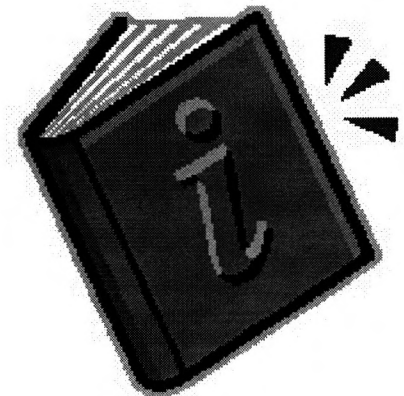


Summarized & Designed by
Karine LeBlanc Gault

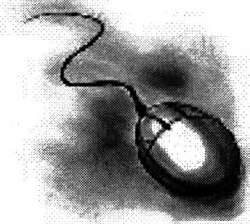
kleblanc@nd43.bc.ca

Achieving Information Literacy -IL-

Standards for School
Library Programs in Canada



Information Literacy is the ability to recognize the need for information to *solve* problems and *develop* ideas; *pose* important questions; *use* a variety of information gathering strategies; *locate* relevant and appropriate information; *assess* information for quality, authority, accuracy and authenticity.



Information Literate Learner

An information literate citizen:

- ◆ Works independently and collaboratively to solve problems
- ◆ Analyses information critically in all its formats and in all media contexts
- ◆ Applies information strategically to solve personal and social problems
- ◆ Makes decisions based on accurate and current information
- ◆ Uses information and communication technologies
- ◆ Respects information sources and diverse perspectives
- ◆ Honours intellectual property and privacy rights
- ◆ Appreciates the aesthetic qualities of various creative and scientific expressions
- ◆ Communicates effectively and expressively using a variety of information and media formats

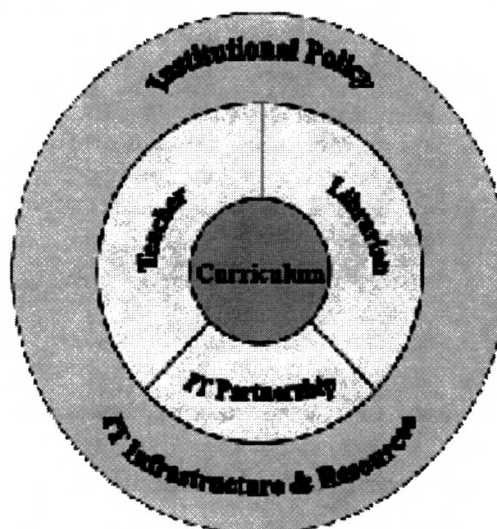


The Collaborative Team for Achieving IL

When classroom teachers and teacher-librarians teach and evaluate IL learning activities together, a school-wide plan for IL emerges. Collaboratively, T-L's, teachers and school administrators develop information literate students.

Together teachers and T-L's develop an instructional program that ensure that IL outcomes are integrated into student learning experiences.

Successful IL initiatives



Seven Faces of Information Literacy, towards inviting students into new experiences, Dubai, UAE, 2003; Christine Bruce, Associate Professor and Director of Teaching and Learning, Faculty of Information Technology, QUT.

Within school learning communities, people play interconnected and interdependent roles in making that community successful.

Revisoning School Libraries

Revisoning School Libraries

Five components of school library programs that will support students as they take their place in a learning society

1. Learning centers for lifelong learning
2. Active Learning environments
3. Gateways to the world
4. Resource-based teaching and learning
5. Collaborative teaching and learning

School libraries are the instructional center in the school that coordinates and provides on site and off site access to information resources, services and programs that integrate IL, access to information, with teachers, to develop independent learners who are effective users of information and ideas and make informed decisions.



NEW ON THE NET: SCHOOL OF THE FUTURE

JOHN GOLDSMITH

It's called the School of the Future (SOF): a high-tech wonderland filled with all the things you'd expect in a futuristic campus: wireless Internet, laptop computers, video projectors, smart boards, digital lockers and more. It does, however, lack one thing that may surprise you – a teacher-librarian. Apparently, future schools won't need libraries or teacher-librarians. That's the view of Microsoft.

Microsoft! Since when did the software giant start making decisions about school staffing? Since it was asked by a Philadelphia school district to help plan a new school. The district's vision was to create a campus where students, especially those from less affluent, inner-city areas would learn the skills, knowledge and abilities needed for the 21st-century world of work. So, who better to ask for help than the very company that might some day hire these graduates.

While Microsoft was pleased to be part of the project, it also saw this project as an opportunity to put its "stamp" on American public education. After all, Microsoft Chairman Bill Gates has been an outspoken critic of American public education. Rather than build a "one-off" showcase facility, the software giant instead created a kind of template or blueprint that any school district could follow to create its own "School of the Future" within existing budgetary constraints. It's all laid out on the company's "School of the Future" website and it makes for interesting reading – especially the part about school libraries:

"The Internet has expanded access to information, removing both teacher and student dependencies on a limited amount of information sources. Education is no longer bound by the limits of the teacher, textbook, or the books in the school library. Instead, it is limited only by the student's interest and ingenuity. New learning models enable the teacher to serve

as a learning facilitator, mentor, and guide for subjects that do not always require students to spend time in a classroom. Moreover, the Internet offers students in low-income and remote locations far more information than any single traditional library. In short, technology has greatly expanded the boundaries of the 'traditional' student".

In other words, Microsoft is not a big fan of school libraries, so the School of the Future doesn't have one. Instead, there's a large room called the "Interactive Learning Centre" (ILC) which is described as a place that supports "ad-hoc collaboration and informal learning". There is a reference to a circulation desk being located in the ILC but nothing about its purpose or staffing. If a teacher-librarian is involved then the school has done a good job of hiding the fact. There's no listing for a TL or similar position in the school's staff directory.

Upon reflecting on Microsoft's school plan, it's my humble opinion that the company has interpreted the future signs correctly but arrived at the wrong conclusion. Permit me to explain.

I agree with the Windows folks that textbooks, novels and all other forms of print information will soon become a thing of the past. I realize that for a teacher-librarian or even a former TL to say such a thing is tantamount to heresy. Nevertheless, I believe that my generation, "The Baby Boomers", will be the last to rely print media as their primary information source. While I don't intend to belabour the point, I will point out a few trends which lead me to this conclusion.

First of all, there's today's students – the digital natives. They are as accustomed to absorbing information from a screen as they are from the printed page. I don't believe they have the same "warm and fuzzy" attachment to print that we do and would scarcely notice its demise.

Add to this the rapid change and expansion of information. Trying to capture it on something as immutable as a printed page is becoming harder to do. By the time many books appear, the information is already outdated. Data in electronic form is the only way to keep up and stay current.

Speaking of expansion, it's not just information that's expanding, it's book prices too. Textbooks and academic works often exceed one hundred dollars while even lowly paperbacks frequently break the ten-dollar mark. Although book costs may be increasing, most library budgets aren't. As a result, even TLs in love with the printed page will find it increasingly difficult to maintain any sort of meaningful print collection.

Much of a book's cost is associated with printing: ink, paper, machinery, shipping, warehousing, etc. Eliminate those costs and the price drops substantially. It wouldn't be hard for publishers to do. The work is already in digital form before it goes to print. Repurposing the content in an electronic format should not be too difficult – in theory anyway.

Finally, there are the issues of global warming, pollution and the general health of the planet. Most of us realize that cutting down trees to make books is not a particularly efficient way to use this resource.

"But, can you imagine reading in bed with a laptop?" That's a favoured counter argument. Simply because a good electronic device does not currently exist to replace the book doesn't mean one won't be built and soon. After all, one hundred years ago most people could not imagine transportation without a horse. The early automobiles of the time did little to convince people to give up their horses but autos did evolve and improve. Now, we all drive instead of ride.

While there have been some attempts at creating an ebook reader, nothing has yet caught on and I don't think that type of single-purpose device ever will. Instead, I believe the tipping point will come when someone creates a single device with the functionality of a mini-computer,

PDA, cell phone, MP3 player, mini TV & video player, wireless Internet device and ebook reader all rolled into one.

The end of print, however, does not equal the end of librarians, especially teacher-librarians. If anything, I believe the role will expand and take on greater importance.

First of all there's the whole matter of digital literacy – finding, evaluation and using information online to construct new meaning and knowledge. It's the foundation of the School of the Future and constructivist learning in general yet who will be responsible for that literacy? What many educators and software giants seem to forget is that digital literacy, like any other literacy, has to be taught in a systematic and structured manner and someone has to take responsibility for it. To expect every teacher to be a teacher of digital literacy is a little like saying every teacher is a teacher of English so let's eliminate the English program. Not likely.

And then there's the issue of cross-curricular integration. Microsoft identified it as one of five factors critical to the school's success. Nevertheless, the School of the Future is still very "retro" in that regard. The building is segmented into several subject specific areas such as the science wing, the humanities area, music section and so on. Who on staff will have the breadth and depth of curricular knowledge to help teachers collaborate and make those cross-curricular connections?

Finally there's the whole area of digital copyright and I predict this will be huge. A quick look at the music and film industry is all that's necessary to confirm this. In fact I'm really surprised the folks at Microsoft seemed to have overlooked this issue. After all, I can't think of another company that complains more about unauthorized copying and software piracy.

To demonstrate what I'm referring to, let me describe a hypothetical situation. A school buys three digital copies of *Charlotte's Web*. First of all, there's the whole issue of who buys these resources if there's no TL but, more on that later.

When the three copies have been purchased and downloaded to the school's network, then what? Where are the copies stored? Who gives the digital books out to students? Who keeps track of the copies in circulation? What happens when a fourth student wants the book? Who is responsible for ensuring that one of the circulating copies is "returned"? What about some method for students to search through the "collection" to see what's available? I could go on but hopefully you see where I'm headed with this.

I suspect that publishers would have a lot more digital content available but for fear of copying and the lack of digital rights management. They want some sort of guarantee that one copy of an electronic book won't simply be duplicated one hundred times. At the moment there are several ebook formats competing to become "The" standard for ebooks. Part of the competition involves copyright protection and prevention of unauthorized copying. Regardless of what eventually transpires, I predict that future schools will not only need someone to look after and care for the digital collection but also the digital copyrights that go with these resources.

The move to digital content also opens up many other issues that, in my opinion have not even been considered, much less prepared for. For example, there's the matter of "indie" (independent) books and publishers. Once again I'll refer to the music industry. Before the advent of digital technology, virtually all musicians had to be signed to a major record label in order to get recording time in a studio and distribution of their music. Today, virtually anyone with a little knowledge and a little money can purchase and operate the equipment needed to record music and create CDs. In fact, the technology has become so cheap, ubiquitous and easy to use that even street performers have their own CDs to sell. Add in a website where music can be marketed and sold and you have a whole sub-industry with no connection to the big name record labels.

I expect the same thing to happen in publishing. Authors who want to avoid the big publishing houses will do their own editing, publishing and

distribution. Because print is no longer an issue, there will be an explosion of "indie" publishing. Schools (among other places) will be inundated with notices of new ebooks, publications and digital resources. Who on staff will have the skills, knowledge and ability to objectively evaluate these resources?

While I could go on, I think you get my meaning. There's a lot more to being a teacher-librarian than looking after a physical collection and removing that collection does not remove the need for a teacher-librarian.

This brings me back to my earlier statement when I said that Microsoft read the signs correctly but got the conclusion wrong. In other words, they correctly interpreted the signs pointing to the demise of the physical collection but incorrectly concluded that a teacher-librarian would no longer be needed.

Don't worry. It's not the first time. For example, Gates dismissed the Internet at first as being of little importance. It was some years later that he remarked, "Sometimes we do get taken by surprise. For example, when the Internet came along, we had it as a fifth or sixth priority". Finally, do I dare mention the Microsoft Zune, MP3 player? When introduced last year it was heralded as being an "i-Pod" killer. Last time I checked, i-Pod sales remain brisk. As for the Zune, check the Best Buy bargain bin.

To their credit, the folks from Bellevue are usually pretty good at recognizing and correcting their errors once they become apparent so it would not surprise me to see a new title appeared to the SOF staff list. Naturally it will be something catchy like, "Knowledge Navigator", "Data Director" or "Fact Facilitator" but we'll all know who that person really is and what they're really doing. When that happens, the "School of the Future" truly will be a school of the future.

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EDUCATION

BAM! (Body and Mind)
http://www.bam.gov/sub_physicalactivity/

Here's an innovative website from the Center for Disease Control and Prevention, part of the US Department of Health and Human Services. The site has a printable activity calendar that students can enter activities on, activity cards with the rules for many different sports and "Go For Activities You Like to Do" which includes a short profile quiz to get some recommendations for sports to try. (Click Schooling)

C•R•E•A•T•E
<http://www.create.cett.msstate.edu/create/index.asp>

"The C•R•E•A•T•E (Challenging Regional Educators to Advance Technology in Education) for Mississippi project was designed to better prepare students and teachers for life in the 21st-century through seamless integration of technology into instruction. The project has developed a School Mentor Model for technology integration that contains elements identified through research as crucial for stimulating technology use in the classroom and enhancing student performance". The site also provides hundreds of lesson plans and other classroom resources. (John Goldsmith)

FIELD TRIP EARTH
<http://www.fieldtripearth.org/>

This site has an incredible variety of virtual field trips covering things like Appalachian black bears, red wolves of Alligator River, and elephants of Cameroon. Students can read field reports and essays from wildlife experts, interview the researchers, listen to recorded phone calls, see videos shot in the field, and discuss conservation issues. Ongoing wildlife conservation projects from around the world are available from an interactive map. The site also contains reviews of at least twenty children's books dealing with conservation topics including tips for how they can be used in conjunction with conservation study; an example of a map interpreting exercise; ideas for using paper-based activities alongside the website; plus a host of strategies (lesson plans) that have been submitted by other teachers. (Education World Newsletter)

FRENCH IN ACTION
<http://www.learner.org/resources/series83.html>

"This video-on-demand collection of instructional videos is available to students, teachers or anyone wanting to speak French quickly. Videos can be viewed in order or users may skip around and view just the ones of interest. Each video features teacher Pierre Capretz's on-camera instruction and utilizes his proven language-

immersion method. A French family along with a visiting American gives users the opportunity to learn the French language in context and experience some of the culture as they travel, dine out, attend entertainment venues, and visit with family and friends. The videos are free of charge but can also be purchased along with other accompanying materials". (Education World Newsletter)

FUTURE SCHOOL

http://www.edutopia.org/magazine/ed1article.php?id=Art_1750&issue=feb_07

Microsoft isn't the only one with a vision of future schools and education. Alvin Toffler, author of *Future Shock* and *The Third Wave*, has a few thoughts on the subject as well which he has laid out in a recent article for *Edutopia*, an online magazine. As you'd expect, his ideas are both radical and controversial beginning with the premise, "We don't need to reform the system; we need to replace the system". And it gets better. An interesting read. (Webbits)

HOMEWORKSPOT.COM

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

"HomeworkSpot.com is a free homework information portal that features the very best K-12 homework-related sites together with engaging editorials in one high-utility, educational spot". (Site of the Day)

NATIONAL COUNCIL FOR TEACHER QUALITY

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

"An advocate for reforming regulations and policies that stand in the way of effective teaching, this organization compiles and analyzes data. Among the reports available here: ratings of all reading texts, teachers' collective bargaining agreements and school board policies from all 50 states". (Neat New Stuff)

A PERIODIC TABLE OF VISUALIZATION METHODS

http://www.visual-literacy.org/periodic_table/periodic_table.html

A visual categorization of techniques for visualizing data, information, concepts, strategies, metaphors, and compound visualization. Offers mouseover views of each strategy. (Neat New Stuff)

WINNIE THE POOH

<http://winniethepooh.disney.co.uk>

A collection of activities related to the Disney animations based on A.A. Milne's Winnie the Pooh series. Included on the site are images and profiles of characters such as Tigger, Eeyore, and Piglet. From Disney UK. (Librarians' Internet Index)

ENGLISH

CAN I HAVE A WORD?

<http://www.barbican.org.uk/canihaveaword/>

Developed by the British company, Barbican Educational Services, this site features four projects: the elements, the human body, the Odyssey, and changing voices which covers the various areas of creative writing such as descriptive writing, conversational and narrative prose, creative character prose, and influential writing. Students learn to create these writing assignments by listening to new poems by such poets as Margot Henderson, Michael Rosen, and Valerie Bloom, by watching stimulating visual presentations, and by participating in the classroom activities and ideas that are provided. Teachers will find worksheets and poems, classroom displays, teacher tips, and a link to download the Flash animation to their desktop for easy viewing in the classroom. Also included are profiles for all the poets featured on the site, top tips for writing, curriculum connections, and other resources. (Education World Newsletter)

CHASING CRUSOE/BUSCADO A CRUSOE

<http://www.rcrusoe.org>

"This multimedia documentary...examines the lives and times of the mythical Robinson Crusoe and the Scottish sailor Alexander Selkirk, whose marooning is thought by many to be the inspiration for Daniel Defoe's classic novel". In English

and Spanish. A project from "students from the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill and a team of visiting students from Universidad de los Andes in Santiago, Chile". (Librarians' Internet Index.)

DISCOVERING POETRY IN 30 DAYS:
http://www.msrogers.com/English2/poetry/30_days_of_poetry.htm

"This collection provides thirty different lesson plans, each with its own format, for students to experiment with to 'discover' that they may actually enjoy this genre of creative writing. Many of the formats contain templates, making it easy for reluctant writers to commit themselves to the task". (Classroom Flyer Newsletter)

HENRY WADSWORTH LONGFELLOW
<http://www.hwlongfellow.org/>

"This is a one stop source of information about the life and work of one of America's most renowned literary figures, Henry Wadsworth Longfellow. The information is divided into seven sections that include a biography, an essay about Longfellow's works and his influence, information about his family and his homes, a searchable database of his poems and lesson plans for teachers. The database of poems is quite extensive and can be searched by key word or the entire list can be sorted by title, first line, publication name, or publication year. For teachers, there is a collection of interdisciplinary lesson plans that were developed by teachers. Lesson plans, available in a printer friendly format, include suggested grade levels, learning objectives, materials and resources, and classroom activities". (Education World Newsletter)

LANGUAGE LOG
<http://itre.cis.upenn.edu/~myl/languageblog/>

"If you care passionately about the use and abuse of the English language, you'll have fun with this blog. Recent entries have dealt with topics like language in cartoons, superbowl ad language, taboo words, the dangers of analogies, etc. Searchable but not browsable". (Neat New Stuff)

LEARN ENGLISH
<http://www.learn-english.co.il>

Learn English is a free, online, educational resource for ESL and EFL students to learn English words. The Flash site incorporates 40 topics along with over 1,500 English words and phrases. When you click on a word or phrase you can hear it spoken. The high quality audio was created in a sound studio. (Neat New Stuff)

THE OXFORD SHAKESPEARE
<http://bartleby.com/70/>

"The 1914 Oxford edition of the *Complete Works of William Shakespeare* ranks among the most authoritative published this century. The 37 plays, 154 sonnets and miscellaneous verse constitute the literary cornerstone of Western civilization". (Site of the Day)

READING COMPREHENSION CONNECTION
<http://www.readingcomprehensionconnection.com/index.php>

"This is a great resource for teachers to supplement the reading curriculum or students to use as practice for increasing their reading comprehension. This resource is helpful for elementary and secondary students, ESL classes, and GED preparation programs. The lessons are divided into three categories: Vocabulary in context, including commonly confused and misused words, Reading for Understanding, which helps students master specific reading skills, and Reading Strategy, for developing the ability to make inferences. Each of the lesson categories is available in two levels: intermediate and advanced". (Education World Newsletter)

WRITERS' CAFÉ
http://writerscafe.ca/book_blogs/book_blogs.php

The Writers' Cafe is a large collection of audio interviews with authors. Amongst the more than two hundred voices, you'll be able to hear Brian Doyle, Arthur Slade, Vincent Lam, Margaret MacMillan, Roy MacGregor, and Guy Gavriel Kay. The categories of books include Kids and Young Adult, however most titles are most suitable for senior student and adult readers.

(Margaret Stimson, Manitoba School Library List)

WRITING FUN WITH JENNY EATHER
<http://www.teachers.ash.org.au/jeather/writingfun/writingfun.html>

This site has a wealth of ideas and resources to help students with their writing from idea to completion. There's a great section on writing purpose such as: explanation, description, narrative, etc. (The Teacher's List)

LIBRARY

ATLAS OF PLUCKED INSTRUMENTS
<http://www.atlasofpluckedinstruments.com/>

"Henny de Bruin, a collector of plucked instruments, offers this 'encyclopedia of all the world's plucked instruments of lute, guitar, banjo and mandolin type'. Browse by instrument type or by geographic region or origin. Using his personal collection, he provides for each instrument a photo and a description of its construction and playing characteristics. He also provides links to related resources and a bibliography". (Neat New Stuff)

AUSTRALIA DAY
<http://www.australiaday.gov.au>

"Australia Day is the biggest day of celebration in the country and is observed as a public holiday in all states and territories. On Australia Day we come together as a nation to celebrate what's great about Australia and being Australian". Provides a history of the holiday, a timeline, details about national symbols, activities for children, material for teachers (such as song lyrics) and more. (Librarians' Internet Index)

BIRDHOUSES 101: DETAILED BIRDHOUSE SPECIFICATIONS FOR OVER 50 NORTH AMERICAN BIRDS
<http://www.birdhouses101.com/>

"If you're craving the return of spring and birds, now's a good time to start making your yard a welcoming place for birds. Here's advice on

building or buying birdhouses, attracting birds, protecting your avian visitors, as well as information on bird watching equipment, books, etc." (Neat New Stuff)

THE CHARLES DICKENS MUSEUM VIRTUAL TOUR
<http://dickensmuseum.com/vtour/>

"A photographic tour of 48 Doughty Street, London, the home occupied by Charles Dickens from 1837 until 1839 and where he published and completed some of his most famous works including *The Pickwick Papers*, *Oliver Twist*, and *Nicholas Nickleby*. The tour includes a floor plan and annotated images of rooms on four floors". (Librarians' Internet Index.)

cRANKy
<http://www.cranky.com>

"This search engine, fully launched in January 2007, bills itself as 'the first age-relevant search engine', and is designed for those over fifty. Only four results are displayed at a time, and users may rank sites (free registration required). From a company dedicated to creating media products aimed at the baby-boom generation born from 1946 through 1964". (Librarians' Internet Index.)

HOLY LAND MAPS
<http://www.jnul.huji.ac.il/dl/maps/pal/html/>

Collection of over 1,000 maps of Israel from the 15th century through the 1920s. Browsable by author, year, or by location, such as Bethlehem, Nazareth, and Tel Aviv. Also includes links to related sites. In English and Hebrew. From the Eran Laor Cartographic Collection, Jewish National and University Library. Note: detailed views may not be available in all browsers. (Librarians' Internet Index.)

LIBRARYSPOT.COM
<http://www.libraryspot.com/>

Welcome to LibrarySpot.com, a free virtual library resource center for educators and students, librarians and their patrons, families,

businesses and just about anyone exploring the Web for valuable research information. (Site of the day)

MARY ELLEN BATES

<http://www.batesinfo.com/tip.html>

Mary Ellen Bates is acknowledged by some as being one of the sharpest searchers/researchers on the planet. A former librarian, Ms. Bates has turned her passion for information into a business, Bates Information Services, a research and consulting business based in Boulder, CO. Each month, she posts a searching tip on her website. The tips are also archived and go back for some time. (Neat New Stuff)

MONSTER LIBRARIAN

<http://www.monsterlibrarian.com>

A "collection of horror fiction reading lists for adults and teens. Topics include vampires, werewolves, zombies, horror-themed romance, and more. Also includes suggestions for scary books for children, and reviews of horror podcasts. From librarian Dylan Kowalewski". (Librarians' Internet Index.)

RESEARCH CHANNEL

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

The Research Channel organization has been in existence since 1996, and with over 70 participating members, they have created this website to provide access to a prodigious array of talks, conferences, lectures, and so on. Visitors to the site can go ahead and get their feet wet by just joining their programming in progress at the "Now Playing" link, or they can look over some of their 3000 titles currently available for viewing. If all of this seems a bit overwhelming, one can just take a look at some of their newer programs, which have included presentations from Texas A&M University on using general chemistry principles and a talk by the Nigerian ambassador to the United States on oil production and drug trafficking. (Webbits)

ROBERT BURNS, 1759-1796

<http://www.nls.uk/burns/>

"This site provides brief illustrated essays about the life of Scottish poet Robert Burns. It is based on material by or relating to 'Scotland's Bard' which is held by the National Library of Scotland...Special features are pages giving highlights of the Library's significant resources whether original letters or poems (see Manuscripts page) or important books (see Books page). Includes links to related sites. From the National Library of Scotland". (Librarians' Internet Index)

TUMBLEBOOK LIBRARY

http://www.tumblebooks.com/library/asp/home_tumblebooks.asp

The TumbleBook Library, part of San Mateo County Library in California, is an online collection of animated, talking picture books (many by beloved children's authors) that teach young children the joys of reading. The SMC library is associated with TumbleBook making access to their website free for visitors to the library's website. (Click Schooling)

WIKIHOW

<http://www.wikihow.com/Main-Page>

The nice thing about wikis is the breadth of information you can get by giving anyone who wants to share their knowledge a venue to do so. Search or browse by categories or by most popular topics such as, "Get Six Pack Abs, Save a Wet Cell Phone, Exercise While Sitting at Your Computer, Sweep a Girl off Her Feet". As this is a wiki, you are welcome to contribute as well. (Neat New Stuff)

MATHEMATICS

RAINFOREST MATH

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

This site, developed by Australian educator Jenny Eather, contains approximately 800 interactive Math activities for students from Kindergarten to Grade 6. Makes a great change from worksheets. (The Teacher's List)

INTERACTIVE MATH & SCIENCE LESSONS

<http://www.shodor.org/interactivate/>

"Shodor Education Foundation with the support of the National Science Foundation offers this collection of resources to help students and teachers with learning and teaching about Math and Science. The resources are grouped into two categories: Learners, and Instructors. Learners will find over one hundred interactive activities that cover areas of Math such as number operations, geometry, algebra, probability, statistics and others. There is also a dictionary of terms used on the site and a set of tools that can be used as stand-alone applications in analyzing and organizing numbers and data. (Education World Newsletter)

ONLINE JOURNAL OF SCHOOL MATHEMATICS (ON-MATH)

http://my.nctm.org/eresources/journal_home.asp?journal_id=6

The Online Journal of School Mathematics (ON-Math) is a publication of the National Council of Teachers of Mathematics. It contains interactive, peer-reviewed articles for teaching such topics as area and perimeter relationships, transforming linear graphs, electronic explorations of tessellations, real-time traffic data, angles and circles, developing algebraic thinking, projectile motion, tangents, and much more. (Education World Newsletter)

SCIENCE

ANATOMY OF THE HUMAN BODY

<http://bartleby.com/107/>

"The Bartleby.com edition of Gray's Anatomy of the Human Body features 1,247 vibrant engravings – many in color – from the classic 1918 publication, as well as a subject index with 13,000 entries ranging from the Antrum of Highmore to the Zonule of Zinn". (Site of the Day)

BRAINSRULE!

<http://www.brainsrule.com>

The BrainsRule! web site has fun and excit-

ing ways to teach students about the brain and neuroscience. The site creators have collected activities and translated them to lesson plans for use in the classroom. Each plan is matched with "games" so that the classroom experience can be bridged and extended with an online activity that can be done outside the classroom in an extracurricular setting. (Education World Newsletter)

CELL STRUCTURE

http://www.wiley.com/legacy/college/boyer/0470003790/animations/cell_structure/cell_structure.htm

From book publisher Wiley comes a highly animated and interactive website on three different types of cells: prokaryotic, animal and plant. The site helps students to recognize the difference between these cells as well as understand the function of cell organelles. (Thinkport Weekly)

CORNELL LAB OF ORNITHOLOGY MACAULAY LIBRARY SOUND & VIDEO CATALOG

<http://www.animalbehaviorarchive.org>

This site allows visitors to hear sound clips, view videos, and see visualizations of animal sounds. Includes clips of thousands of sounds for approximately two-thirds "of the world's birds, and rapidly increasing holdings of insects, fish, frogs, and mammals". Searchable by common or scientific name, location, recording date, and other fields. Some features require free software downloads. From the Cornell Lab of Ornithology. (Librarians' Internet Index)

ECOKIDS - THE ENVIRONMENTAL EDUCATION PROGRAM OF EARTH DAY CANADA

<http://www.ecokids.ca:80/pub/index.cfm>

"This site originates in Canada, and children all over the world have been playing the terrific games, participating in the forum, and using the printables, teacher helps, and other educational resources to enjoy learning about ecology. Two sections are just for Canadian schools: EcoKids Club and EcoKids Challenge. Get as many students involved as possible in some activity that benefits the environment!" (Click Schooling)

ENDANGERED SPECIES
PROGRAM KID'S CORNER
<http://www.fws.gov/endangered/kids/>

"This site from the U.S. Fish and Wildlife Service's Endangered Species Program demonstrates how loss of habitat and ecosystems can lead to a decline in biodiversity, and how the Endangered Species Act helps prevent extinction. Features a slide show, a quiz, resources for teachers, material about spotlight species (bats and frogs), and suggestions for how children can help. Includes links to related sites". (Librarians' Internet Index)

I WAS WONDERING
<http://www.iwaswondering.org/>

This site from the National Academy of Sciences was created to promote an interest in science among middle school-aged girls by letting Lia, the teenage cartoon character who hosts the site, lead them through interactive resources and activities. The site focuses on inspiring girls to think about a career in science. The accomplishments and careers of ten women in science are featured. These include such prominent scientists as Nancy Wexler, gene hunter, and Diane France, bone detective. Each of the features includes a biographical scrapbook, a Flash comic and an interactive science lab. Visitors to the site can also use the interactive timeline to learn about twenty-five women and their scientific accomplishments from 1985 to the present. Also included are interactive games and a guide for parents and teachers. (Education World Newsletter)

THE JAMES WEBB SPACE TELESCOPE
<http://www.jwst.nasa.gov>

"Background and updates about the James Webb Space Telescope (JWST, formerly called the Next Generation Space Telescope), a 'large, infrared-optimized space telescope, scheduled for launch in 2013. JWST will find the first galaxies that formed in the early universe, connecting the Big Bang to our own Milky Way Galaxy'. Covers technologies, scientific instruments,

science themes, and other aspects related to the telescope that 'has been called the successor to the Hubble Space Telescope". (Librarians' Internet Index.)

PANCAM
<http://pancam.astro.cornell.edu>

Project website for the Pancam, "a high-resolution stereo camera that takes color pictures of the surrounding Martian landscape from the Mars Exploration Rovers". Features a large collection of images (including panoramas and Mars surface features), Pancam technical details, project information, a list of relevant publications, a data tracking database, and related material. From the Cornell University Department of Astronomy. (Librarians' Internet Index.)

UNITED NATIONS ENVIRONMENT PROGRAMME THE BILLION TREE CAMPAIGN
<http://www.educationworld.com/awards/2007/r0107-22.shtml>

"The Plant for the Planet: Billion Tree Campaign is the worldwide tree planting campaign of the United Nations Environment Programme that is asking people, communities, business and industry, civil society organizations, and others to make pledges to plant trees during 2007. Pledges at the site can be anything from a single tree to 10 million trees with an emphasis on planting indigenous trees and trees that are appropriate to the local environment. Visitors to the site can find such sections as 'Facts and Figures' containing basic information that tells where forests are found and how much of the world is forested. 'Trees and Humanity', another section, discusses the role of trees in our lives. There is also a section called 'How to Plant a Tree' with step by step instructions." (Education World Newsletter)

SCIENCE FOR ALL AMERICANS [AAAS]
<http://www.project2061.org/publications/sfaa/online/sfaatoc.htm>

"An online textbook aimed at laypersons explaining the basic concepts of science and its important branches. It is also available here in Spanish". (Neat New Stuff)

WEATHER BONK
<http://weatherbonk.com/>

Besides offering live weather conditions and webcams for the location of your choice, this site offers a travel mapping service that incorporates weather data along the route. If they'd add road condition information from every state as well, it would be a perfect travel planning site. (Neat New Stuff)

SOCIAL STUDIES

ABORIGINAL CULTURES &
TRADITIONS: STORYTELLING
<http://cado.ayn.ca/index.asp>

This site which is a joint project of the Aboriginal Digital Opportunities and the Aboriginal Youth Network focuses on Aboriginal Storytelling. Storytelling has always been a vital part of the cultural identity of the Aboriginal peoples of Canada. Stories were told to teach lessons, give warnings, and keep history alive. (Webbits)

ANCIENT GREECE
<http://www.ancientgreece.co.uk/>

"The Ancient Greece Web site from the British Museum is primarily for students and teachers. Ten chapters cover the Acropolis, Athens, Daily Life, Festivals and Games, Geography, Gods and Goddesses, Sparta, Knowledge and Learning, Time and War. There is a lot of material and it is covered very well with interactive features and Flash animations. The staff room offers teachers resources for making the most of the site for their class.

Included is an overview of each of the site's chapters as well as other resources that can be located by chapter, topic, or historical skill. Types of resources include discussions and background material, worksheets accompanied by teachers' notes, and follow-up activities". (Education World Newsletter)

AMERICAN PRESIDENT:
AN ONLINE REFERENCE RESOURCE
<http://www.millercenter.virginia.edu/academic/americanpresident/>

A "collection of material about U.S. presidents, including 'essays about each President and their lives before, during, and after their presidential terms. It additionally provides information about the First Lady and cabinet officials of each administration'. From the Miller Center of Public Affairs at the University of Virginia". (Librarians' Internet Index.)

BEST OF HISTORY WEB SITES
<http://www.besthistorysites.net/>

Best of History Web Sites is an award-winning portal that contains annotated links to over 1000 history web sites as well links to hundreds of quality K-12 history lesson plans, history teacher guides, history activities, history games, history quizzes, and more. (Site of the Day)

THE BORGIIAS: THE FIRST CRIME FAMILY
http://www.crimelibrary.com/serial_killers/history/borgias/

This site contains background information about four members of this prominent Italian Renaissance family that includes "members [who] in particular are remembered, if only vaguely, as remarkable examples of greed and evil. Two were popes: Calixtus III (Alonso Borgia) and Alexander VI (Rodrigo Borgia). Cesare Borgia, was, for a time, a cardinal. The fourth member has become a metaphor for feminine evil: Lucrezia Borgia, sister of Cesare." Also includes a bibliography. (Librarians' Internet Index.)

CEMETERIES AND CEMETERY SYMBOLS

<http://cemeteries.wordpress.com/>

"This site, which explores 'the meaning of cemetery symbols and other graveyard mysteries', might be an interesting addition to your genealogy tools. Entries are illustrated with photos of gravestone artwork. Browsable by categories like Christian, Jewish, Knights Templar, Angels, Flowers, etc." (Librarians' Internet Index.)

ENCYCLOPAEDIA ROMANA

http://penelope.uchicago.edu/~grout/encyclopaedia_romana

"Essays on the people, events, architecture and culture of Ancient Rome, along with supplemental sections on Roman Britain, Spain, and Anglo-Saxon England. The site has a linked alphabetical index and bibliography". (Librarians' Internet Index)

MAPS OF AFRICA FROM THE SIXTEENTH TO TWENTITH CENTURY

<http://www.library.northwestern.edu/govinfo/collections/mapsof africa/>

"This site features digital copies of 113 antique maps of Africa and accompanying text dating from the mid 16th-century to the early 20th-century. All scanned maps are authentic and originally collected by the Melville J. Herskovits Library of African Studies (or the Africana Library) at Northwestern University". Searchable or browseable by title, cartographer, date, country, region or place of publication. (Librarians' Internet Index)

MAPS OF WAR

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

A collection of Flash-based maps including topics such as History of Religion, Imperial History of the Middle East, American Leadership and War, Signs of Occupation, Iraqi Pressure Vault, and CIA Secret Prisons. (Librarians' Internet Index)

MUGHAL INDIA

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

Over the years, The British Museum has created some fantastic virtual exhibits and this one with the theme of Mughal Empire in India continues that tradition. Done up as a Flash representation of a classroom, the site contains a wealth of visual and textual resources: paintings, coins, weapons, jewellery and models from The British Museum's collections. There are timelines on the wall to provide a basic chronological framework for the period. An atlas on the bookshelf provides geographical information. The filing cabinets provide primary sources which can be used to deepen students' understanding of the period. (Click Schooling)

NATIONAL POSTAL MUSEUM

<http://www.postalmuseum.si.edu/>

This site offers "a number of intriguing online exhibits, including 'The Art of Cards and Letters', 'Posted Aboard RMS Titanic', 'War Letters Lost and Found', etc. The 'Stamps Take Flight' collection offers a lot of behind the scenes information about the history and techniques of stamp making". (Neat New Stuff)

THE NOBEL PRIZE: OFFICIAL WEB SITE

<http://nobelprize.org/>

"The Nobel Prize is an international award given yearly since 1901 for achievements in physics, chemistry, medicine, literature and for peace. In 1968, the Bank of Sweden instituted the Prize in Economic Sciences in Memory of Alfred Nobel, founder of the Nobel Prize. The prize winners are announced in October every year. They receive their awards (a prize amount, a gold medal and a diploma) on December 10, the anniversary of Nobel's death". (Site of the Day)

THE ROMANS IN BRITAIN

<http://www.brimms.co.uk/romans/>

This site is a wonderful resource for Social Studies 7. It contains facts and information on who the Romans were, why they invaded Britain, their buildings, towns, military, and much more. (John Goldsmith)

SOCIAL STUDIES TEN DIGITAL HANDBOOK
<http://www.bestlibrary.org/ss10/>

Teacher-Librarian Judith Comfort (TL at Dr Charles Best Secondary School, SD#43, Coquitlam) proves once more that a TL can be a Social Studies teacher's best friend. She has compiled a fantastic series of resources to support the Grade 10 Social Studies curriculum. Identifying key prescribed learning outcomes, she has located external resources which support those outcomes. (John Goldsmith)

TIME PERSON OF THE CENTURY
RUNNER-UP: MOHANDAS GANDHI
<http://www.time.com/time/time100/poc/runnerup2.html>

This site has "essays about Mohandas Karamchand Gandhi, who was a *Time* Person of the Century Runner-up in 2000. Includes a story about Gandhi's achievements, an appreciation by Nelson Mandela, a photo essay, and related links. From *Time* magazine." (Librarians' Internet Index)

THE TUDORS
<http://www.brimms.co.uk/tudors>

This site, aimed primarily at younger students, has been created to help them learn about the Tudor family who ruled England from 1485-1603. Included on the site is information about inventions developed during this period, differences in how the rich and poor lived, events that were taking place in other parts of the world and of course all of the secrets and intrigue of the Tudors. (John Goldsmith)

TECHNOLOGY & THE INTERNET

CENTER FOR APPLIED RESEARCH
IN EDUCATIONAL TECHNOLOGY
<http://caret.iste.org/index.cfm>

The Center for Applied Research in Educational Technology (CARET) site is a rich resource of information for anyone involved in educational technology. It offers critical reviews of articles and studies related to all areas of educational

technology with links to many full-text articles. The reviews are archived from 1997 and include such topics as the digital disconnect, virtual schools, and the impact of media and technology on schools. (Education World Newsletter)

INTERNET TELEPHONY MAGAZINE
<http://www.tmcnet.com/voip/>

"Highlights from this publication cover VoIP (voice over Internet protocol, or Internet telephony). The site includes features, reviews, news, and analysis related to VoIP products, companies, and organizations. Includes related links". (Librarians' Internet Index)

LAND, AIR & SEA
<http://www.landairandsea.com>

The "website for this virtual museum is dedicated to alternative vehicles, including 'flying cars, amphibious aeroplanes, amphibious cars, hovercraft, submarines and ATVs'. The exhibits section features descriptions and images of vehicles such as the 'Yellow Submarine' and the 'Amfibidiver', a 'twin seat machine, that drives on land, floats like a boat and dives like a submarine". (Librarians' Internet Index)

WEB DESIGN REFERENCES: TOOLS
<http://www.d.umn.edu/is/support/Training/Online/webdesign/tools.html>

An annotated collection of links to Web design tools, including HTML validators, link checkers, and tools for accessibility, color, CSS (cascading style sheets), information architecture, usability, and XML (extensible markup language). From Information Technology Systems and Services, University of Minnesota, Duluth. (Librarians' Internet Index)

WACKY, WILD OR JUST PLAIN WEIRD

COW ABDUCTIONS
<http://www.cowabduction.com/>

The site is called Cowabduction.com. Its purpose is to educate the public on a serious problem that is growing at an alarming rate: the

abduction of bovines by aliens. To date, 239,696 cattle have been officially listed as abducted by extraterrestrial visitors. It's a serious problem in many ways. First, cattle that witness the abduction of their colleagues become traumatized, slashing milk production. Many are afraid to go out to the pasture afterwards. This causes economic pressure on farmers, who have to increase the price of the surviving beef. An independent study suggests that alien abduction adds 15 cents to every Quarter Pounder with Cheese alone. Now, that is serious! (Click Schooling)

PROCRASTINATION CENTRAL

<http://webapps2.ucalgary.ca/~steel/Procrastinus/index.php>

Just when you think you've seen it all – a website on procrastination and a Canadian site, too. Yes, it is a serious site, not a hoax. Created by a professor at the University of Calgary (who actually did his Doctoral thesis on procrastination) the site has a collection of research material and fun resources about procrastination, including quotes, links to websites (such as procrastination societies and tests), theories, studies, and more. (Librarians' Internet Index)



WEB LINK SOURCES

The above web links were gathered from the following sources which have given their permission to use these resources.

"ClickSchooling", Diane Flynn Keith. Click-Schooling-subscribe@yahoogroups.com

"Educational Cyberplayground/NetHappenings" <http://www.edu-cyberpg.com>

"EDTECH", <http://www.h-net.msu.edu/~edweb>

"Education World Newsletter", <http://www.educationworld.com/maillist.shtml>

"Librarians' Internet Index", <http://lii.org/pub/htdocs/subscribe.htm>

"Neat New Stuff I Found This Week", Marylaine Block, <http://marylaine.com/neatnew.html>

"Schlib", Margaret Stimson, <http://merlin.mb.ca/mailman/listinfo.cgi/schlib>

"Site of the Day", <http://www.refdesk.com>

"The Teacher List", Peter MacKay. pete@resco.ca

"Thinkport", <http://www.thinkport.org/default.tp>

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BCTLA REVIEWS

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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. Self-published items are not considered for review.

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F ALL

All sleek and skimming stories. Edited by Lisa Heggum. — Orca Book Publishers, 2006. — 224pp. — ISBN 1-55143-447-4. — \$19.95 paper.

Reviewed by: Rick Mulholland, teacher-librarian, Morgan Elementary, SD #36 (Surrey).

Award-winning teen service librarian Lisa Heggum has edited a wonderful anthology of twenty-two short stories with teen appeal from a number of well-known Canadian authors and award winners such as Tim Wynne-Jones, Arthur Slade, Brian Doyle, James Heneghan and Martha Brook. The majority of stories have been previously published in other works. Aimed at readers fourteen years and older, the collection includes a variety of writing styles ranging from graphic novel (drawings and text) to poetry and prose to suit everyone's reading tastes. The stories are funny, serious, angry, honest, and playful. The themes cover family, friends, music, sex, self-discovery, loss, and growing up. The characters seem very real. The reader experiences the emotions of the characters such as pain, joy, and excitement.

Editor Lisa Heggum has searched for short stories that would appeal to the older teen reader. She stresses this point in the introduction: "This anthology combines young adult fiction and adult fiction with teen appeal. It gathers stories of interest to older teen readers, a neglected group. It recontextualizes young adult literature by associating it with adult literature rather than children's, and I hope it changes the way books for teens are published". Heggum has done just that and more. This collection is sure to be a hit with a large number of teens. There will be at least one story that will hit home with each reader.

This book is a must for every secondary school library. It could become a short story anthology for upper grade English classes.

F BEN

Bennett, Holly. *The bonemender's oath*. — Orca Book Publishers, 2006. — 176pp. — ISBN 1-55143-443-1. — \$9.95 paper.

Reviewed by: Valerie Pollock, teacher-librarian, James Whiteside Elementary School, SD#38 (Richmond).

The war between the peoples of the Krylian Basin and the Greffaires from beyond the mountains is over, and now Gabrielle, the bonemender, and her brother Tristan must return home to tell their mother she is a widow and her eldest son Dominic is king. Accompanying them is a young Greffaire, Derkh, whom Gabrielle has healed and for whom she feels responsible. Though not a prisoner, Derkh is extremely uncomfortable in the stronghold of his enemy, and feels he cannot be accepted, or forgiven for his peoples' attack. Derkh wishes to return home, and Gabrielle wants to go back to the Elves, to learn more about her Elvish heritage and to meet the family of her beloved Féolan. Complicating matters are internal strife and treachery in the country of Verdeau, Gabrielle's homeland, and the unsettling knowledge that the Greffaires have not abandoned their plans to conquer the Krylian Basin.

Second books in a series often disappoint and this sequel to *The bonemender* is no exception. While many books could benefit from a strong editor who will cut unnecessary volume, this book barely has enough content to keep the story line going. The action moves far too quickly with far too little description and background. In this book, Bennett was unable to handle multiple story intrigues while advancing the main plot. This book needs to be completely rewritten; not only is the content thin, but the Grade 7 reading level will put it out of reach of those struggling students who might see a slim book and feel they can tackle it.

Not recommended.

F BRO

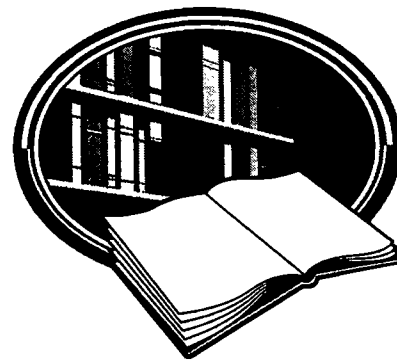
Brouwer, Sigmund. *Wired*. — Orca Book Publishers, 2005. — 112pp. — ISBN 1-55143-478-4. — \$9.95 paper.

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

Wired is another high appeal story for the hard-to-reach middle school reader. With a target audience of Grade 6 to 8 and a reading level of Grade 2.9, the Orca Currents series combines a winning format of action, romance and suspense with teenaged characters that is bound to keep a reluctant reader turning the pages. Brouwer is a best-selling author of books for children and young adults.

Wired is about a provincial champion downhill skier who nearly gets killed when a maliciously set trap is placed on his downhill ski run. When a snowboarding girl also has a close call with the same trap, the two teens start to play detective to find out who is putting lives at risk and why. Of course there is some good plotting and sensitivity to the male-female dynamics along with the usual parent-child relationships. With such short novels there is not a lot of space for characterization but on the whole this title accomplishes what it sets out to do and reaching such a readership is quite an accomplishment. Orca Publishers are to be commended for the Orca Currents series.

Highly recommended.



F BUT

Butcher, Kristen. *Chat room*. — Orca Book Publishers, 2006. — 112pp. — 1-55143-485-7. — \$9.95 paper.

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

Chat Room is about a secondary school-aged girl named Linda who ventures into a chat room on her school website. Her friend warns her about all the perverts and psychos who hang out in chat rooms but Linda thinks it will be safe since the school is sponsoring it. As soon as she goes in to the chat room and logs on using her pseudonym she gets hooked and spends much time figuring out who is who. She becomes very excited about the identity of her favourite correspondent. Friendships, trust and typical teenage angst all play a part in this engaging novel. This is such a contemporary topic that it will keep readers turning the pages just to find out what happens.

The Orca Currents series appeals to the twelve to fourteen-year-old reluctant reader. The issues are current, realistically portrayed and fast-paced. Reading level is at Grade 4.

Highly recommended.

F CHA

Challenger, Robert James. *Grizzly's home and other Northwest Coast children's stories*. — Heritage House Publishing Company, Ltd., 2005. — 48pp. : ill. — ISBN 1-894384-94-6. — \$9.95 paper.

Reviewed by: Rick Mulholland, teacher-librarian, Morgan Elementary, SD#36 (Surrey).

Grizzly's home and other Northwest Coast children's stories is a different book. The title and the Aboriginal style of art on the cover and throughout the book lead the reader to believe this is a collection of stories from British Columbia's coastal peoples. However, while the stories are written in the tradition of Aboriginal storytelling, this is a collection of modern stories

designed to provide the listener or reader with a lesson.

There are eighteen one to two-page stories in the collection. Each one follows a similar structure beginning with the introduction of a dilemma, usually involving a young person. An elder recounts a story with animals as the protagonist and antagonist who eventually solve their problem; the guidance provided by the allegorical tale helps the child make the right decision to resolve his or her problem. Each story is accompanied by an illustration of the animals in the story using the West Coast Aboriginal style. Lessons in the eighteen stories range from telling the truth, change is often for a reason, to when to tell adults secrets. All are important topics for modern times, but are often told in a very "black and white" manner. However, this book does have its place in either the elementary school library or classroom collection.

Recommended for an elementary school library.

F CHA

Challenger, Robert James. *Raven's call and more Northwest Coast stories*. — Heritage House Publishing Company, Ltd., c1999, 2003. — 48pp. : ill. — ISBN 1-895811-91-0. — \$9.95 paper.

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

Raven's Call..., written and illustrated by Vancouver Island stone carver Robert James Challenger, is a collection of Aesop-esque fables told in a First Nations oral style. Each of the eighteen one to two-page tales is about some aspect of nature and teaches a moral lesson to the fictional children or adults to whom they are told.

Raven teaches us to care about others. Mouse reminds us not to worry over things about which we have no control. The Blue Jay cautions how important it is to share with others. And Cedar Tree helps us see that a family must have strong "roots" in order to weather stormy times. While the stories are deceptively easy to read,

they give much to contemplate. Their brevity offers a quiet resonance in keeping with their focus on Nature's teachings. Both the writing and the beautiful yet stark quality of the red and black drawing accompanying each story show Challenger's interest in and homage to First Nations culture.

The language may be at a third grade reading level, but this collection of fables would support and extend curriculum well beyond that.

This book is a companion volume to *Eagle's Reflection and other Northwest Coast Stories* and *Orca's Family and more Northwest Coast Stories* both written and illustrated by Robert James Challenger.

Recommended.

F FOO

Foon, Dennis. *The keeper's shadow*. — Annick Press, 2006. — 432pp. — ISBN 978-1-55451-027-6. — \$12.95 paper.

Reviewed by: Valerie Pollock, teacher-librarian, James Whiteside Elementary School, SD#38 (Richmond).

The third book in The Longlight Legacy trilogy, this book finds Roan struggling to accept the destiny of leadership and decision-making that have been thrust upon him. He knows that the only way to restore the Dreamfield is to overcome Darius, the Keeper of the City, and prevent the use of addictive dirt. Can he unite the disparate factions among the peoples of the world? Can he justify the sacrifices he is demanding of people in order to achieve his end? Is he ready to face the truth about his family and his past? Will the people survive the overthrow of Darius?

A fast-paced and action-packed fantasy, *The Keeper's Shadow* is an exciting final chapter to the trilogy. Foon explores the themes of war and sacrifice in a way that will move young readers as well as engage them.

The reading level for the book is Grade 6, making the book suitable for upper intermediate and secondary students.

Recommended.

F GAE

Gaetz, Dayle Campbell. Illustrated by Amy Meissner. *Sea dog*. — Orca Book Publishers, 2006. — 64pp. : b&w ill.— ISBN 1-55143-406-7. — \$6.95 paper.

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

On a walk along the beach, Kyle and his mother discover a dog and name her Treasure, because "she's the best treasure we ever found", according to Kyle. One day, Kyle and Treasure meet an old man while walking on the beach and Treasure recognizes him. He is the dog's original owner. Cap'n Bill tells how his daughter gave him a puppy that he almost lost years before in a boating mishap and so he named the puppy Otter, as in "she ought-ter have drowned". As the old man tells the story, Kyle realizes the puppy helped Bill deal with his loneliness and the readers have already realized Treasure has helped Kyle with his feelings of loneliness after his father moved away. The two feel that the dog should stay with the other, but they come to an agreement that Cap'n Bill will keep her during the day, while Kyle is at school, and Kyle will pick her up after school.

This is a simple story that young children will enjoy, especially the pet and dog lovers. Readers will empathize with Kyle and his loneliness and love for Treasure.

The illustrations are well suited to the story and occur every three or four pages. An early chapter book, it is suitable for students in Grade 2 through 5.

Recommended.

F GIN

Gingras, Charlotte. Illustrated by Stéphane Jorisch. *Emily's piano*. — 64pp. : b&w ill. — ISBN 1-55037-912-7. — \$8.95 paper.

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

Emily loved the family's old grand piano. No one played it anymore, but she liked to lie under it to read or daydream. Now her world is changing. The piano has been sold, grandmother is in a senior's home and her father doesn't love her mother anymore. To Emily, the piano becomes a symbol of happiness. If she could find it her family would be happy again. Where should she begin to look, which house could hold her Steinway?

Emily's Piano by Gingras is a great story about an eleven-year-old girl and her quest to bring music and happiness back to her family. The grownups think she doesn't understand, but if she can only find the piano everything will get better. Gingras has captured Emily's isolation: mother has retreated into painting, her sisters have their young families and father has his new love. Emily is a very determined girl and she does locate her piano. It is indeed the centre of the family's happiness, because locating Emily's beloved piano helps facilitate further positive changes.

Recommended for elementary schools; this book is aimed at Grade 3 to 5.

F GOL

Goldfarb, Sheldon. *Remember, remember*. UKA Press, 2005. — 244pp. — ISBN 1-904781-43-8. — £9.99 paper.

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

Fourteen-year-old Aleister Lister Smith is the engaging central character of this murder mystery set in the Victorian era. Aleister attends a boarding school in Shropshire while his par-

ents are living and working in India. He is a top student who does well in Latin and Greek but prefers reading books like *The Count of Monte Cristo* to playing sports. The plot moves along quickly and just a few pages into the story Aleister experiences a big change in his life thanks to the headmaster's brother-in-law. Before he can protest, Aleister is on a train to Manchester to help the brother-in-law find out who is blackmailing him. Aleister quickly goes from student to an apprentice clerk in an insurance office and acts as a spy for the brother-in-law, Mr. Talbot. Luckily for Aleister there is a nice young girl named Kate living at the Talbot's house who likes to quote *Paradise Lost*. She also seems determined to break out of the very restricted options that girls had in the Victorian era. Quilting, needlework and deportment were high on the list for females and Kate is determined to convince her father to let her take a course in how to use the typewriter so at least she has a few more options. Readers between the ages of ten and fourteen will connect with the young characters and learn quite a bit of what life was like in the late 1800s in England.

The author has a captivating style that will appeal to young readers who like murder mysteries set in different times and places. Please note that this novel is not published in Canada; copies may be obtained directly from the author.

Recommended for elementary and secondary school libraries; suitable for students aged Grade 6 and up.

F GOO

Goobie, Beth. *The dream where the losers go*. — Orca Book Publishers, 2006. — 204pp. — ISBN 1-55143-455-5. — \$9.95 paper.

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

Skey has been incarcerated in a mental institution for slashing her wrists, but she can't remember anything about the night it happened. When she is finally allowed out of the institution during the day to attend school, Skey falls back in with her old boyfriend, Jigger, and his gang,

the Dragons. She resumes a sexual relationship with Jigger, but somehow isn't able to really relax around the Dragons.

Meanwhile, when she goes to sleep at night, Skey either dreams about a dark peaceful tunnel or a bright terrifying tunnel of fear. One night she meets a boy her age in the dark tunnel. Eventually Skey remembers that she was gang raped by the Dragons, with the help of her boyfriend, the night she slashed her wrists. The boy in the dark tunnel is there because he was molested by his older brother. Skey and the boy must help each other come out of the tunnels and deal with their real lives.

Beth Goobie's writing flows well, Skey's character is well-crafted, and the tunnel metaphor is effective. The white-middle-class gang plot seems a bit contrived, and it is a difficult to understand what Skey ever saw in Jigger in the first place. However, taken as merely an extreme example of more standard peer pressure and manipulation the book rings true.

Teacher-librarians should know that *The Dream Where the Losers Go* contains profanity and a graphic description of a gang rape. The subject matter is not clear on the cover, so it could be potentially traumatic for a student who has been sexually assaulted to pick this up without being forewarned. On the other hand, the book may provide comfort, depending on the reader's state of mind. One of the things that most traumatized Skey about the rape was that she had orgasms, and thought that somehow that meant that she wanted to be raped. The counsellor at the institution reassures her that it is common for women who are raped to have an orgasm, and that it in no way means she actually liked it or deserved it. That is information that is not widely available and could be very helpful.

The Dream Where the Losers Go addresses an important issue, and does so in a bold and direct way with no sugar coating. This is the kind of truthfulness that teenagers appreciate. Provided you can find a way to warn readers about the content, this book would be an asset for secondary school libraries.

Recommended. Reading Level: Grade 6. Recommended Grade Level: 10-12

F GOO

Goodwin, Catherine. *Seeking shelter*. — Ronsdale Press, 2006. — 160pp. — ISBN 1-55380-033-8. — \$9.95 paper.

Reviewed by: Marv Worden, retired teacher-librarian, SD#68 (Nanaimo/Ladysmith).

This well-told tale deals very credibly with the dynamics of families and friendship and should appeal to girls from Grade 5 to 8. Readers will follow Marcie Chisholm's summer activities as she returns to Montreal for the first time in four years since moving to Toronto after her mother's death in a pedestrian crosswalk. Her father has arranged for Marcie to stay at the home of Daniella, her former best friend. Swimming competitions and interest in an elderly homeless woman help Marcie develop independence in dealing with changing friendships, the first hints of romance, and her mother's death.

While there are no illustrations, the twenty untitled chapters have generous amounts of realistic dialogue to move the story along at a good pace.

Recommended for Grade 6 and up.

F GRI

Griggs, Terry. Illustrated by Cynthia Nugent. *Invisible ink*. — Raincoast Books, 2006. — 224pp. : ill. — ISBN 1-55192-833-7. — \$12.95 paper.

Reviewed by: Marv Worden, retired teacher-librarian, SD#68 (Nanaimo/Ladysmith).

Upper intermediate and older readers with a well-developed interest in language, including puns, will find much in this book about which to chuckle, ponder and, occasionally, groan. This third book in the Cat's Eye Corner series continues with ten-year-old Olivier in the old house, Cat's Eye Corner, owned by his Gramps and

and Sylvia, his step-step-stepgramma, whom Olivier is pretty sure is a witch. After reintroducing readers to Olivier's "pen pal", Murray, a fountain pen that thinks and writes, Griggs uses a garage sale to introduce more junk items and characters with both histories and potentials.

Readers meet Olivier's friends from earlier books in the series, Linnet, a wind diviner, and the boys, Sylvan and Fathom, and many new characters including: Professor C. Blank, a garden elf doorstep/spy, a disembodied head, a giant, a Queen Bacteria, and the book's chief enemy; Sleek, Facilitator of the Control Freaks in the Department of Air Control Systems, Tourism and Flag-Waving who are bent on reducing every aspect of life to mediocrity, and who have taken away Linnet's power to summon winds.

Different rectangular sections cropped from the beautiful cover illustration are used to introduce each of the twenty-one numbered chapters, and trying to locate each section in the original provides an unstated bonus activity.

Although the plot does hinge on magic, the author has been successful in weaving loose ends back into the story. At a Grade 6 reading level this book would be a good purchase for a library serving upper intermediate and junior secondary readers and should find a devoted readership.

F HAC

Hacking, Norm. Illustrated by Cynthia Nugent. *When cats go wrong*. — Raincoast Books, 2006. — 32pp. : ill. : CD. — ISBN 1-55192-917-1. — \$12.95 paper.

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

In *When Cats Go Wrong* Norman Hacking takes the over-the-top emotion of the tango tradition and applies it to the mischief that unsupervised cats can get up to. The verse is highly entertaining, and Hacking's musical rendition on the included CD is excellent. It is very funny to hear a man singing in mournful tones about such things as shredded lace curtains and cat drool.

Cynthia Nugent's illustrations are an excellent match for the book. She has intentionally used traditional tango colours of fiery red and yellow, and the book has a bright, vibrant look. She is able to convey both the boy's frustration with his naughty cat, and his ultimate love for his pet.

Every elementary school library should have this book. The Grade 5 reading level is above the Kindergarten to Grade 3 crowd the book is aimed at, but the accompanying CD mediates the difficulty of the language. It is sure to be popular—but keep an eye on the CD!

Highly recommended.

F HAR

Harvey-Fitzhery, Alyxandra. *Waking* — Orca Book Publishers, 2006. — 176pp. — ISBN 1-55143-489-X. — \$9.95 paper.

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

In the novel *Waking*, Beauty is different and convinced that she sticks out in the conformist world of her secondary school. Not only is her name odd, but everybody seems to be whispering and pointing behind her back because they all know she discovered her mother's slit-wristed suicide. Beauty struggles with her father's over-protectiveness, her own confused grief, and her increasingly ominous nightmares. When a new free-spirited, artistic student named Luna moves in with her artist colony "family", Beauty finds a way to explore her grief through her painting.

"The-one-who-doesn't-fit-in" role is central to the majority of teen fiction and "the-previously-home-schooled-artist-free-spirit" character is becoming increasingly common to the genre as well; yet Alyxandra Harvey-Fitzhenry succeeds in taking us beyond stereotyped writing. Beauty's dream sequence chapters are effectively layered with images and omens from the fairytale lore that her name evokes: parts of the dreams deliver clairvoyance; there is a witchy Dark Lady stalking her dream world; spinning wheels and pricked fingers recur, and so on.

Furthermore these elements are echoed in descriptions of Beauty's house engulfed in climbing blood-red roses, and in her father's insistence on cutting his teenage daughter's food and locking away sharp objects to prevent accidents. The reader is kept wondering throughout if *Waking* is a modern fairytale in which Beauty (and her mother) was destined to live out a wicked witch's curse. In the end, it turns out that the horror of her mother's death has spun Beauty into a grief state similar to being trapped in the dark, nightmarish side of a traditional fairytale.

Exploring her creative side is what finally allows Beauty to come to terms with her loss, her grief, and to begin "waking" up from her nightmarish state. Though rebirth through art is another standard plot line, the author again brings it off believably. Luna's self-confidence and encouragement gives Beauty the push needed to explore painting (her secret love) further. The two girls team up on an enlightening English class presentation about the Pre-Raphaelites. The tragic beauty of the movement's paintings (Ophelia, etc.) and poetry ("The Lady of Shallot") of course add to the dark fairytale atmosphere of the book.

The reading level of the book scans at a Grade six level, but the subject matter is perhaps better suited to middle and secondary school readers. *Waking* is an original, well crafted, artist novel that will become a frequently read asset to any library collection it finds its way into.

Highly recommended for middle and secondary school libraries.

F JOH

Johansen, K.V. *The Cassandra virus*. — Orca Book Publishers, 2006. — 176pp. — ISBN 1-55143-497-0. — \$8.95 paper.

Reviewed by: Valerie Pollock, teacher-librarian, SD#38 (Richmond).

Thirteen-year-old Jordan O'Blenis is bored. School's out for summer, his parents are in

Belize on an archaeological dig, his sister Cassie is busy with her graduate studies in computer science under his best friend's mother, and he and said best friend Helen have been banned from the university for the duration of the summer. Normal kids could get up to a lot of trouble unsupervised for the summer, but Jordan is anything but normal. Having mastered Latin, Greek and Yucatec by age eight, and started in on Calculus by age ten, the boy genius is desperately trying to measure up to his big sister.

Semi-Chinese, semi-Scottish Helen is also passionate about learning, but she leans toward biology, and in particular, amphibians. While she is out newt-hunting one day, Jordan decides to write a computer program that would allow the computer to understand things like patterns and strategies, and be able to re-write its own programs so that it could evolve and learn. He names the program Cassandra after his sister. When he starts losing at the game of Go to the computer, he is not too worried. When the computer starts to write him messages, he thinks it is Cassie playing a joke on him. Helen and Jordan gradually begin to realize, however, that Cassandra is sentient, and learning fast. Ethical questions that he hadn't previously considered start to arise. Should he really have read that email to his parents that Cassandra intercepted? Everyone's privacy is at risk, as Cassandra can go into any hard drive through the Internet. Bank accounts could potentially be manipulated. The possibilities become quite frightening, and then even more so when the less than ethical vice-president of the university discovers something about Cassandra. How can Jordan and Helen protect Cassandra and survive the summer? Are both things possible?

This is an engaging novel that moves along at a good pace, with action and mystery aplenty. The characters are believable, if somewhat unidimensional, and Johansen does a good job of rendering a plausible plot. The story is set in the not-too-distant future, and an author's note describes some of the factual bases for the future described here.

On a purely physical note, this copy of the book started losing pages from the binding after the second reading. This is not a good sign for a book that must stand up to library wear and tear. If available, it is recommended that library binding be purchased for this book. The Grade 4 reading level should make the text accessible to many elementary school students.

Recommended for elementary school libraries.

F LOH

Lohans, Alison. Illustrated by Gillian Newland. *The raspberry room*. — Orca Book Publishers, 2006. — 64pp. : b&w ill. — ISBN 1-55143-353-2. — \$6.95 paper.

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

Abby has discovered a hidden enclosure in her raspberry patch that she calls the raspberry room. She wants her friend Laura to play in it, but Laura only wants to swing. Then Abby sees an eye peeking through the fence into her raspberry room. It is Thomas, a new friend for her who enjoys adventure more than Laura. In the end all three children are playing together.

The Raspberry Room is an odd book. Alison Lohan's writing style is fine, but the plot is just plain dull. Orca Books recommends it for children who are seven to nine years old, but while kids that age will indeed be able to read it, the likelihood of them truly enjoying it seems slim. For one thing, Abby appears to be a four or five year old, and kids normally like to read about children a few years older than they are, not several years younger. In addition, the book is seriously lacking in both action and humour.

The one possible use for *The Raspberry Room* is as a low/high book. The book has a Grade 3 reading level and could be a good choice for a Kindergarten or Grade one student who has learned to read but is not emotionally ready for scarier or more involved plotlines.

Reluctantly recommended.

F MAC

Mac, Carrie. *Crush*. — Orca Book Publishers, 2006. — 112pp. — ISBN 1-55143-526-8. — \$9.95 paper.

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

Hope's Hippie parents have gone to Thailand for the summer to build a school, and Hope is stuck staying with her nasty and shallow older sister in New York. To make matters worse, Hope develops a crush on her new friend Nat, and Nat is a girl! Hope is forced to wrestle with her sexual orientation without having her loving and supportive parents to talk to. Eventually Hope and Nat become a couple, and Hope learns to accept this new and surprising side of her own personality.

Crush addresses the topic of sexual orientation head on without being voyeuristic or sensational. It is also non-judgemental. Hope is freaked out about liking a girl, but only because it has never happened to her before. Once she determines that she really does like Nat, and that it isn't just some weird phase, she accepts it. In addition, her parents are supportive when she tells them. In some ways this might be an overly rosy scenario, but it would likely be a relief for gay and lesbian students to get to read a non-traumatic coming-out story.

Crush is from the Orca Soundings series of high/low books that reads at a Grade 3 reading level. As such, it moves at breakneck pace and lacks the character development one would expect from a regular teen novel. However, Carrie Mac is an award-winning YA author, and this comes across despite the constraints of the genre. Although the pacing of the plot is somewhat unrealistic, Mac's use of language elevates the work above what one would expect of formula fiction.

Recommended for middle and secondary school libraries.

E OHI

Ohi, Ruth. *Clara and the bossy*. — Annick Press, 2006. — 32pp. : ill. — ISBN 1-55037-942-9. — \$6.95 paper.

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

Clara likes triangles, tuna fish sandwiches and her purple dress with the pocket to hold her treasures, but she abandons these favourite things to meet the expectations of her confident, outspoken, new-found friend, Madison. When she misses the comfort of being who she really is and liking what she really likes, and sees that Madison tends to be bossy and critical of others, Clara chooses to be true to her independence, and finds acceptance by Madison and the others.

Attractive colour illustrations of the characters as guinea pigs and the charming realistic language and behaviours of characters as children will make this book a favourite with primary readers and listeners alike, and the book should provide a useful resource for teachers and parents to help children deal with bossiness and popularity.

This book would make a worthwhile purchase for libraries serving early primary children.

F POR

Porter, Pamela. *The crazy man*. — Greenwood Books, 2005. — 192pp. — ISBN 0-88899-695-0 — \$18.95 paper.

Reviewed by: Margaret Jensen, teacher-librarian, Ladner Elementary, SD#37 (Delta).

The Crazy Man, a novel written in free verse, is set in the 1960s in Saskatchewan. Eleven-year-old Emaline's father blames himself for the accident which permanently cripples Em's leg, and almost causes her to lose her foot. In his grief, and trying to exculpate himself, he shoots the dog and walks out on Emaline and her mother, leaving them with no money and no way of planting the crop that they need to harvest in order to survive. Emaline's mother, dealing with the tragedy of the accident, decides to hire An-

gus, an inmate of the local mental hospital, as a farm hand. Over time, Em learns to respect and trust Angus despite the disdain and fear of the community, who are terrified of Angus and only accept him when he saves the life of a boy during a severe winter blizzard.

The Crazy Man is the winner of the 2005 Governor General's Literary Award for Children's Literature and the CLA's Book of the Year for Children (2006). Powerfully written, it paints a picture of a small prairie town, complete with its prejudice and racism but also neighbourliness, self-sufficiency and hope.

The free-verse narration makes the book a quick read, but there is tremendous power and depth in the text. Best suited to students in Grade 4 to 9.

Recommended.

F RAZ

Razzell, Mary. *Snow apples*. — Greenwood Books, c1984, 2006. — 216pp. — ISBN 0-88899-728-0. — \$9.95 paper.

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

Sheila is growing up on the Sechelt Peninsula in the 1940s. Her mother is obsessed with finding enough money to support the family. Her father and oldest brother have been serving in the armed forces during WWII. Now that the war is over, Dad's pay will cease, so she has been told she will not be returning to school, as she must work to help with family finances. Her mother doesn't just want money for support, she wants to buy land and build a new house. This dream is not shared by the rest of the family, especially her Dad.

First published in 1984, this coming of age story offers insight into the beliefs and ideas of the not so distant past. Sheila must work to overcome the era's prevailing attitudes wherein education or careers for women are not valued. Her dreams of becoming a nurse are in conflict with

her mother's beliefs, but luckily, help comes from a very unexpected source.

This young adult novel contains sexual tension and is best suited for a secondary school library. Still relevant twenty years after its first publication, the novel will be enjoyed by students in Grade 9 and up.

Recommended.

F SAN

Sandilands, Joyce. Illustrated by Simone Padur. *3 on a moonbeam*. — Whitlands Publishing, 2004. — 80pp. — ISBN 0-9734383-1-2. — \$6.95 paper.

Reviewed by: Margaret Jensen, teacher-librarian, Ladner Elementary, SD#37 (Delta).

In Book Two of the Moonbeam series, Paddy is getting ready for the annual Fairyland Day Parade by trying to learn to walk on stilts. Falling and breaking his leg causes him to miss the opportunity to be Parade Marshall (which he doesn't want to do anyway) but doesn't stop him from being a "Moonbeam Rider", traveling to earth to help children with their problems. He travels to Yellowknife to help Shayla, who is learning to ride her bike, and meets Shayla's dog Rev. A tiny fairy named Eliza stows away in Paddy's pack for the trip and is temporarily stranded, but Paddy comes back and rescues her.

While this is not deep fiction, it is an entertaining little chapter book that will appeal particularly to girls in Grade two and three. There is compassion, friendship, fear and character development in Paddy's ability to overcome the obstacle of a broken leg and help both Shayla and Eliza. As well, many children will identify with Eliza's sorrow and fear when she is unable to return to her family until Paddy returns to accompany her home. The book's ending is satisfying, with the family reunited, Paddy back with his friends, and Shayla able to ride her bike.

Recommended.

F SIA

Siamon, Sharon. *Gallop to the sea*. — Whitecap Books, 2006. — 160pp. — ISBN 1-55285-713-1. — \$8.95 paper.

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

Jan, perched high atop the cliff on Saddle Island, scans the shore with her binoculars. A moving white spot suddenly catches her attention. It is Casper, of course, a spirited white horse who is always escaping from Harefield Farm, the riding stable where Jan works. She knows that she had better catch him quickly before she gets in more trouble with her boss. As she scrambles down from the cliff Jan realizes she faces another problem. A thick fog is rolling in towards the island. Jan leaps into her sea kayak, knowing it will be a race to reach the beach at Dark Cove before being engulfed in a blinding, white blanket.

At the same time the MacKay family is also lost in the fog, their car slowed to a crawl along the shore road. Doug MacKay has grown up in Dark Cove, raised by his Aunt Maggie, who owned a large farm there. But that was twenty-five years ago, and now he is hoping to leave his thirteen-year-old daughter, Kelsie, and twelve-year-old son, Andy, visiting with her while he establishes himself in a new job. Suddenly their thoughts of Aunt Maggie are interrupted when a huge, white animal appears through the fog, standing right in the middle of the road. Kelsie leaps from the car, determined to lead the horse to safety, but as she winds his halter rope around her arm, he bolts off, dragging her through backyards and gardens engulfed in fog. Suddenly the horse stops very close to a blue house – Aunt Maggie's. Almost as suddenly, Jan appears in the yard, very relieved to find Casper with Kelsie MacKay. This adventurous day marks the beginning of a fast friendship between the two girls and also some mysterious happenings on the island.

This novel is a delightful beginning to a new series by the author of the popular Mustang Mountain series. Well written and extremely

fast-paced, the story is packed with adventure. Set along Nova Scotia's eastern coastline, the rugged seascape and deserted islands add to the intrigue. The author has also set the scene for more excitement to follow as stories of buried treasure and hidden family secrets are slowly revealed. With themes of friendship, adventure and horses, this series should have wide appeal and will be a popular addition to the school library collection.

Recommended for elementary school libraries, for students in Grade four and up.

F SMI

Smith, Linda. Illustrated by Zorica Krasulja. *Kelly's cabin*. — Orca Book Publishers, 2006. — 64pp. : b&w ill. — ISBN 1-55143-408-3. — \$6.95 paper.

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

Kelly is unhappy that she had to leave her friends when her family moved from Calgary to Grand Prairie so her Dad helps her make a cabin out of a refrigerator carton. Fourteen full page black and white illustrations accurately match Smith's sensitive text showing not only the details of Kelly's cabin, but also the conflicting emotions as Kelly learns that others, like her friend Melissa, do not value, and are in fact not even aware of the wonders that Kelly creates with her imagination.

Melissa had insulted a classmate named Sean and an argument developed between Kelly and Sean. When a small dog appears at her "cabin", Kelly decides to keep it overnight without permission. But when the dog's owner, Sean, appears with his mother, they iron out their difficulties to become friends.

The Fry readability level of the ten numbered chapters is age appropriate and the plot development and dialogue realistically involves fear of the dark, blaming others and dismissing them as "mean".

This book should be a very popular holding for

any library serving primary aged readers.

F SPA

Spalding, Andrea. *Behind the sorcerer's cloak*. — Orca Book Publishers, 2006. — 240pp. — ISBN 1-55143-627-2. — \$9.95 paper.

Reviewed by: Valerie Pollock, teacher-librarian, James Whiteside Elementary School, SD#38 (Richmond).

In Book Four of The Summer of Magic Quartet, the four magic children enter the final battle with the Dark Being. Adam has been captured by the Dark Being, but he is misled by her and believes her to be the Lady. The three other children, Owen, Chantel, and Holly fly with Mr Smythe and Myrddin to the strongest place of old magic on Earth, the Isle of Mann. Each has a role to play in overcoming the Dark Being and recovering Adam, but time is short and the Dark Being has sent Shades to Earth, and Shades can meld with a human and control him. Holly needs to find the Lady's necklace and re-string the beads in the correct order to waken her magic. Chantel is sent beneath the waves to seek the help of the Cabbyl Ushtey, the horses of foam, and Owen teams up with local Mr. Cubbon, former magic child, to help dispose of the Shades hovering over the island. Equus and Ava do their part, though they struggle to reach Earth through the vortex created by the Dark Being. Holly has the final word, when she restores the necklace and banishes the Dark Being and confiscates her Ring of Power.

This book is full of action and Celtic lore. Spalding has skillfully woven the ancient lore into the modern tale to add a wondrous familiarity to the original storyline. At a Grade 3 reading level, this book will be appreciated by all fantasy lovers from about Grade 4 and up.

Recommended for elementary school libraries.

F WAL

Walters, Eric. *Laggan lard butts*. — Orca Book Publishers, 2006. — 112pp. — ISBN 1-55143-518-7. — \$9.95 paper.

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

Laggan is a small farming community with a school of 150 students in Kindergarten to Grade eight. Their sports team, the "Lairds", rarely wins. When an opposing player suggests "your team should be the Laggan Lard Butts", an idea is born.

The basketball team has a chance to make the playoffs (by finishing sixth, instead of last place) and their luck seems to change after the cheer "Go Lard Butts" is used in their final league game. Meanwhile, the Grade eight class is studying democracy and a real-life example is proposed – to change the school team name to Lard Butts. The teacher/coach and principal require certain rules and regulations to be adhered to and what follows is a humorous campaign with slogans and posters and a secret ballot to determine the team name. The basketball play-offs are running during the team name change campaign. Sam Campbell, the captain of the basketball team and main protagonist, is a witty smart aleck who spends a lot of time in the principal's office. His nemesis is Sarah, the know-it-all class president who is good at everything. The basketball team is composed of believable characters, with likable personalities.

By the end of the book we know what the new school team name is going to be, but we don't know who wins the basketball play-offs, although we know the boys on the team "won" by being in the final game. Sam has matured and achieved his goal. What's that old sports adage, "It's not whether you win or lose, it's how you play the game"?

This is a feel good book that readers will enjoy. There is the camaraderie of sports teams, basketball jargon, school events and relationships. It is part of the Orca currents series, books for middle school-aged reluctant readers. With a reading level of 3.5, it targets its intended audience very well.

Recommended.

F WAL

Walters, Eric. *Stuffed*. — Orca Book Publishers, 2006. — 112pp. — ISBN 1-55143-500-4. — \$9.95 paper.

Stuffed is a high/low novel (reading level between Grade 3 and 4) from the successful and ever-growing Orca Soundings series of books targeting reluctant (and stronger) teen readers. In the Orca Soundings tradition of commissioning notable established authors, this book is penned by the prolific Eric Walters.

Characterization is rapidly established and the plot line unfolds quickly in this novella. Ian Cheevers is a secondary school student with two best friends, Julia and Oswald, who have only just begun to "go out" together. Their relationship is rocky already, and besides, everybody seems to think that Ian and Julia would be a better fit. Yet this tension is only in the background; the main issues in the book deal with combating a multi-national fast food chain.

In the author's note in the opening pages, the author reveals that the documentary *Super Size Me* and a visit to a secondary school with a fast food cafeteria gave him the instant outline for this book. The three friends have seen a video in an English class that is about a man who goes on a diet of purely fast food from the "Frankie's" chain for breakfast, lunch, and dinner. Debate ensues afterwards. Julia, a vegetarian, is disgusted by the Frankie's chain and its unhealthy food. She expects her boyfriend, Oswald, to share her opinions but he is not so sure he wants to condemn the food. Others in the class defend the food. Ian is not overly concerned about the issue one way or another, though he agrees that fast food is unhealthy and that the fast food chains manipulate consumers.

Later, at home, while trying to write a report on the possibilities of mass communication via the Internet, Ian decides to create an email message requesting that the recipient boycott Frankie's on a specified Friday to force them to recognize that their menu should at least offer a few healthy options. Ian sends the message to forty people on his contacts list and he gets Oswald and Julia to do the same. Each recipient

is encouraged to forward the email to forty of their contacts. Incredibly, the message spreads exponentially as more and more people seem intrigued by the boycott idea.

Ian gets hundreds of responses, both positive and negative, within hours. Soon, one of the responses comes from a major law firm representing Frankie's. Ian is asked to cease and desist or be sued. Luckily, both his parents are seasoned lawyers who analyze the original message, find nothing libelous, and can't wait to do battle defending their son's rights. In the end Frankie's attempts damage control by offering to bring in a lunch combo for all 1500 students at Ian's school if he will just send a new email asking people not to boycott the restaurant. In the end, Ian becomes incensed by Frankie's attempt to have him corrupt his integrity by making him bow under peer pressure—at least half the school is excited about the free meal day—so he delivers a speech to the student body that succeeds in riling them up. The Friday boycott becomes a huge success nationally and the company announces plans to include some healthier choices within days.

The book is a fast-paced, enjoyable read. It would be suitable for students in Grade five through twelve (though many other titles in the Orca Soundings series might be a little mature for upper elementary or lower middle school readers). *Stuffed* will be enjoyed by both male and female audiences and it would make a great discussion/debate book, especially if shown in conjunction with the *Super Size Me* documentary (if your school has the Public Performance Rights to play it).

Highly recommended for Grade five and up.

F WIL

Wilson, John. *Red Goodwin*. — Ronsdale Press, 2006. — 170pp. — ISBN 1-55380-034-6. — \$9.94 paper.

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

This historical novel is set in the area around the

coal mining community of Cumberland, British Columbia, during the week ending July 27, 1918, the day labour activist and union organizer Ginger Goodwin was shot and killed. The beginning and closing chapters are set in 1968 when the protagonist, Will Ryan, visits Albert Goodwin's grave. The thirteen chapters dealing with 1918 are titled by the date and time of day, whether morning, afternoon, evening, or night.

Orphaned upon the death of his father in World War I in France, sixteen-year-old Will has been sent to live with his uncle, the manager of a coal mine. This is the social class to which Will had been born, so he was surprised at becoming friends with young people who were against his uncle's labour and safety policies and practices. These new and outspoken friends cause Will to question his views to the extent that he tries to warn Goodwin of a plan to kill him, arriving only in time to witness the intentional killing.

Although the only illustrations are a simple map of the Comox Lake/Cumberland area and a photograph of the author, the Grade 5 reading level and the attractive cover should attract readers in upper intermediate, middle and secondary years. The book, though fiction, is based on a real time and place, and does introduce some controversial points of view that should help young people to view their own world with greater understanding.

Recommended for upper intermediate, middle and secondary students.

F WIS

Wishinsky, Frieda. Illustrated by Louise-Andrée Laliberté. *Dimples delight*. — Orca Book Publishers, 2005. — 64pp. : b&w ill. — ISBN 1-55143-362-1. — \$6.95 paper.

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

Lawrence was looking forward to the beginning of school. He has a new teacher, Ms. Parks, who starts the new year off by telling him he has cute dimples. Unfortunately, Joe, the bully,

is also in the class and he starts calling Lawrence "Dimple Boy". The bullying does not stop at name-calling. Joe also physically abuses him and makes annoying phone calls to his house. That the bullying upsets Lawrence is obvious; his face turns red "like a tomato, a tomato with worm holes".

Lawrence's best friend, Stewart, tells him to ignore Joe, as does his mother. It doesn't help. Next Lawrence tries "smile control" or staying serious all day. Even his little sister wonders why he doesn't laugh anymore and Lawrence is beginning to hate school. How can he stop the bullying without getting physical with Joe?

Wishinsky has written a fast-paced, easy to read novel aimed at primary readers. Through her character, Lawrence, Wishinsky offers a number of non-violent ways of dealing with classroom bullies, and Lawrence eventually finds his own solution.

Recommended for elementary school libraries.

F WIT

Withers, Pam. *Breathless*. — Orca Book Publishers, 2005. — 112pp. — ISBN 1-55143-480-6. — \$9.95 paper.

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

Beverley has flown from Winnipeg to Kauai, Hawaii, to help her Uncle Tom in his dive shop over the Christmas break. Even though she has been a qualified diver for a year, fifteen-year-old Beverley is afraid of the new dive locations, the fish, and the currents. She is constantly afraid she will panic and surface too quickly, harming herself and others. When Beverley meets two local boys, she decides she will lose ten pounds and have a boyfriend before the end of her holiday. When she starts seeing eighteen-year-old Garth, she misleads her uncle and tells him they are just friends.

The Orca Soundings series is aimed at reluctant readers. A reading level of 3.0 coupled with

the mature themes and fast paced adventure of Withers' *Breathless* ensures this novel will hit its target audience. Withers' personal knowledge of scuba diving lends realism to the story.

Recommended for secondary school libraries.

F WIT

Withers, Pam. *Vertical limits*. — Whitecap Books, 2006. — 160pp. — ISBN 1-55285-783-2. — \$8.95 paper.

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

Vertical Limits is the sixth in Pam Withers' Take it to the X-treme series about two fifteen-year-old friends, Jake and Peter, who are seriously into hardcore outdoor sports. This particular book is all about rock climbing: it contains a mix of indoor gym climbing (up rock walls), outdoor urban climbing (up cranes, for instance), and wilderness rock climbing (up granite cliff faces).

Jake, usually more reserved and cautious, finds that mountain climbing is the perfect sport for him, though considerably more dangerous than his usual pursuits of mountain biking, kayaking, or skateboarding. He becomes obsessed with doing a solo climb to really push his limits. It turns out that Peter, usually more of a daredevil, is afraid of heights, so he plans to film Jake's exploits for an extreme video he is making.

The boys get permission to go on a climbing expedition to the Bugaboo spires near Radium Hot Springs with an expert guide known as Gecko. Along the way they end up picking up a troubled runaway, Katja, who is an incredible climber but who seems to have a death wish. In the end, Gecko is called out on a Search and Rescue mission, leaving Jake, Peter, and Katja to camp on their own with strict instructions for Jake to delay his solo climb until Gecko can come back to oversee him. Jake unwisely decides he can't wait more than one day and heads up a granite tower. While doing a "bivy," an overnight sleep hanging on the cliff wall, a vicious wind picks up. The next day dawns well, yet the weather turns

stormy, putting Jake's life on the line. On a hike to the summit, Jake and Katja are also caught up in the foul weather, narrowly escaping death by rockslide. In the end, the three have to work together to get off the spire safe and sound.

Withers writes intense, high-interest, action-packed stories that attract both reluctant and voracious readers. The dialogue is notably realistic for male teenage characters and their thoughts and discussions about their emotions are believable as well. Though she is writing them as a series, each book is a stand-alone story and reading them in order is not necessary. This is an asset in a library collection as one doesn't end up with a backlog of patron holds as everyone wants the same number in a series.

Pam Withers has been actively involved in a variety of outdoor sports with her family for many years; thus, her writing always rings true. Furthermore, she researches extensively and consults with experts in the field to ensure authenticity.

Withers herself makes an excellent guest speaker for a school author visit. At Chilliwack Central Elementary earlier this year, she held approximately 150 Grade four to six students enthralled for an afternoon while talking about inspiration, research, the writing process, and publishing her books. Her books are still flying off the shelves. *Vertical Limits* will be just as popular. It is highly recommended for Grade five through twelve (the reading level is about Grade seven).

364.9 MAC

MacDonald, Beverley. Illustrated by Andrew Weldon. *It's true! Crime doesn't pay.* — Annick Press, 1006. — 96pp. : b&w ill. : index. — ISBN 1-55037-946-1. — \$6.95 paper.

Reviewed by: Margaret Jensen, teacher-librarian, Ladner Elementary, SD#37 (Delta).

The It's true! series is a non-fiction series that examines a variety of topics of interest to most children in Grade 4 to 8. The language is rich

and humorous, and these highly entertaining books are full of facts and anecdotes about the subject. Black and white cartoon-style illustrations highlight the text, and the books have indices, glossaries, and information about where to find more information.

Reading levels in the series are somewhat uneven, as could be expected when several authors are involved. However, most children in the grade range will be able to handle the content. These books are very engaging and will captivate children with inquisitive minds.

Recommended for Grade 4 and up.

428.1 PEA

Pearson, Debora. Illustrated by Nora Hilb. *Kids do, animals too : A book of playground opposites.* — Annick Press, 2005. — 24pp. : ill. — ISBN 1-55037-922-4. — \$5.95 paper.

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

All children enjoy a trip to the playground. Why not make it a learning experience? Debora Pearson's descriptive sentences, full of fun words like zip, skitters and boing-ka-flop easily grasp the young child's attention.

Nora Hilb's charming illustrations capture the innocence and excitement of young children at the playground. Both reader and listener will delight in finding the little creatures she has carefully tucked away on each page.

This is a learning book that three to five year olds will enjoy listening to or turning the pages on their own.

567.915 KEI

Keiran, Monique. *Pachyrhinosaurus : The mystery of the horned dinosaur.* — Heritage House Publishers, 2006. — 56pp. : colour ill. : colour photos. : glossary. — ISBN 1-894974-03-4. — \$24.95 hardcover.

Reviewed by: Pat Parker, teacher-librarian,

Arthur Hatton/Dufferin Elementary Schools,
SD#73 (Kamloops/North Thompson).

This an account of the discovery and uncovering of the *Pachyrhinosaurus* ("thick-nosed reptile") dinosaur in northwestern Alberta. It was a rare and mysterious horned dinosaur, so when its remains were found in the Pipestone Creek area, it was a major find.

The first section, "Discovery", takes us through the discovery period, how the bone beds were uncovered; how the fossils were cared for, and how the heavy skulls (more than 200 kilograms) were transported to Drumheller. This section also includes a geological and geographical description of the area around Pipestone Creek. The second part, "Preparation", describes the assembly and repair of the skulls. At least four different sizes of *Pachyrhinosaurus* were preserved at Pipestone Creek. Section three, "Display", tells how the massive skulls were replicated, as the originals were too heavy to exhibit. Technicians assembled the fossils into a frame that would be displayed in the museum. It took eight years to put together a skeleton.

At the same time as the scientific story is unfolding, the book provides a fictionalized account of a single *Pachyrhinosaurus* herd and possible events that lead to its end 76 million years ago. Both the scientific story and the fictionalized account are accompanied by a combination of illustrations, photographs and diagrams. Sidebars explain such things as habits of the *Pachyrhinosaurus*, the evolution of frill scallops and the making of fossil casts. Also included are a glossary and biographies of the five main researchers and technicians.

Monique Kieran is an experienced nature writer. The Royal Tyrrell Museum of Palaeontology is a world-renowned museum.

Recommended for Grade 5 and up.

576.8 MCN

McNamara, Ken. Illustrated by Andrew Plant. *It's true! We came from slime*. — Annick Press, 2006. — 96pp. : b&w ill.: b&w photos : index.

— ISBN 1-55037-952-6. — \$6.95 paper.

Refer to *It's true! Crime doesn't pay* (364.9 MAC) on page 76 for a review of this series.

595.7 CAT

Catchpole, Heather and Vanessa Woods. Illustrated by Craig Smith. *It's true! There are bugs in your bed*. — Annick Press, 2006, — 96pp. : b&w ill. : b&w photos. : index. — ISBN 1-55037-950-X. — \$6.95 paper.

Refer to *It's true! Crime doesn't pay* (364.9 MAC) on page 76 for a review of this series.

598.097113 CAN

Cannings, Richard, Tom Aversa, and Hal Opperman. *Birds of southwestern British Columbia*. — Heritage House Publishers, 2005. 414pp. : colour photos : index. — ISBN 1-894384-96-2. — \$19.95 paper.

Reviewed by: Carolyn Cutt, retired Teacher/Librarian, SD#39 (Vancouver).

Birdwatching is one of the most popular outdoor activities in Canada. Great entertainment for families, it is inexpensive, healthy and allows everyone to understand and appreciate the beauty of the natural surroundings. In southwestern B.C. over two hundred species of birds can be seen at one time of the year or another, depending on whether they are permanent residents or seasonal visitors. All of these species are featured in this guide.

Identifying birds can be confusing, and this volume begins with some simple and general guidelines. Common local birds are illustrated at the beginning of the guide as well as a two-page map of southwestern B.C. Parts of a bird and mallard duck are clearly labelled in two diagrams included in the introduction.

The birds are organized by family groupings. Related species are shown together, with names on a colour-coded background at the top of each page and thumb-indexed with colour as

well. A "sample species account page" is presented, explaining how and what information is entered for each bird. Each two-page spread contains information on one bird, including a detailed description, "where to find", habitat, diet and behaviour, voice, etc. There are often two illustrations shown, male/female or breeding/non-breeding plumage, as colours vary greatly.

This guide is extremely comprehensive, yet the bright, clear photographs and colour-coded information extend its appeal to the young researcher. It is compact in size, thus easy to handle and carry. There is a table of contents and an index/checklist of the main species included. Appealing and informative, this guide should be a very welcome addition to the elementary school library resource centre.

Recommended for Grade 4 and up.

629.1309 DEN

Denton, Terry. *It's true! Pigs do fly.* — Annick Press, 2006. — 96pp. : b&w ill. : glossary : index. — ISBN 1-55037-948-8. — \$6.95 paper.

Refer to *It's true! Crime doesn't pay* (364.9 MAC) on page 76 for a review of this series.

811 FIT

Fitch, Sheree. Illustrated by Yayo. *If I had a million onions.* — Tradewind Books, 2005. — 64pp. : ill. — ISBN 1-896580-78-5. — \$18.95 hardcover.

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

If I Had a Million Onions is a unique collection of poems. While some are straight-out fun or wonderful tongue twisters, others deal with more thought-provoking questions. "Sometimes", "Let Us Play", "Do Your Best Under the Circumstance" and "The Children's News Network" open the door for some serious discussions about life.

What makes this collection special is its ability to reach a broad range of age groups. Young

children (five to nine years old) will be caught up in Sheree Fitch's wonderful use of words and rhythm. Older students (ten to sixteen years old) will find the poems cause them to examine their lives and the world they live in. It's her final poem, "A Prayer", that touches the heart, offering hope and comfort to children of all ages.

Recommended.

811.54080357 GOI

Going top shelf: An anthology of Canadian hockey poetry. — Edited by Michael P.J. Kennedy. — Heritage House Publishers, Ltd., 2005. — 112pp. : bibliography. — ISBN 1-894384-99-7. — \$15.95 paper.

Reviewed by: Sheila Black, teacher-librarian (on leave), SD#36 (Vancouver).

In the opening essay for this anthology, Michael P.J. Kennedy makes the point "...as any real Canadian would know. Hockey is Canada. I am Canadian. Therefore...I am Hockey!" The thirty-two poets and songwriters whose hockey-inspired poetry is included here emphasize this point, either literally or metaphorically, in their work. From outstanding poets like Al Purdy, Don Gutteridge, Florence McNeil, Margaret Avison, Lorna Crozier and Michael Ondaatje to the most contemporary of songwriters such as The Tragically Hip, the Rheostatics, and Jane Siberry, and a category unto himself – Stompin' Tom Connors – this anthology has indeed gone top shelf.

The Forward by NHL star and hockey commentator Kelly Hruddy and the Preface by literary star Roch Carrier both praise not only Kennedy's efforts at compiling this anthology, but also comment on the emotional pull of the poetry that celebrates "our great game".

In his introduction, Kennedy aptly discusses the four sections of the anthology. "More than a Game" contains poetry that reflects on the notion of hockey and its connection to both individual and collective identity. "Life reflected on Ice" juxtaposes hockey and its wistful reminiscence

of past times, with how ice, hockey's surface, can distort reality. In "Home Ice Advantage" all the ice rinks from flooded backyards to professional arenas are captured. The final section "Winners and Losers" shows how the elation of winning and the frustration of losing affect players and their fans alike.

Kennedy has also included a short biography of each contributor to the anthology and a rather extensive bibliography of "Hockey in Canadian Literature" for further reading.

All the poems, in their various forms, remind Canadians that, as Stompin' Tom Connors proclaimed, the "best game you can name is the good old hockey game". All of the contributors to this anthology are not only "top shelf" writers, but they have all gone "top shelf" to write about a distinct part of the Canadian fabric in an entertaining and intellectual way.

Michael P.J. Kenney is not only a writer, but teaches the very popular Canadian Hockey Literature course at the University of Saskatchewan. He has also compiled *Words on Ice: A Collection of Hockey Prose* published in 2003.

NB – Three poems contain language some people may find objectionable.

Highly recommended for Grade 9 to 12.

839.31 VAN

Van Lieshout, Ted. Illustrated by Philip Hopman. Translated by Simona Sideri. *Uncle Gus's magic box*. — Annick Press, 2005. — 64pp. : b&w ill. — ISBN 1-55037-934-8. — \$6.95 paper.

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

Uncle Gus's Magic Box is a translation of a beginner's novel written by Ted van Lieshout, an award-winning writer from the Netherlands. On the one hand, it is a fun and mischievous, yet, on the other hand, it is a little awkward and disjointed.

The premise of the story is that a young boy (approximately seven years old) receives an odd gift in the mail. The gift, a magician's box, includes items such as a top hat, wand, a saw, and instructions for sawing an Orphan Girl in Half, and comes from his deceased uncle who was a magician. When the boy's father serves as a substitute for an orphan girl and is sawed in half, the boy is unable to re-attach his father! Eventually the family's pet dog discovers the proper magician's saw and the boy realizes he cut his dad up using a real carpentry saw. Finally, the father is returned to his whole self once more.

Students from Grade one through four will most enjoy the humour in this story. The reading level scans at about Grade two with very short, simple sentences and vocabulary. The illustrations are the highlight of the book: they are highly expressive, full of fine details (patterns on clothes, etc), and well-placed liberally across all of the pages. The awkward portions of the book are mainly surrounding the relationship between the father and son. The father seems more like a bratty older brother than a father, and although this is likely supposed to be a delightful inversion of the adult/child dynamic, it just comes off flat in this book. Still, as a beginner's novel, this book may be a change from many of the standard beginner chapter book series.

Recommended for elementary school libraries.

912.711 HAR

Islands in the Salish Sea : A community atlas. — Edited by Sheila Harrington and Judi Stevenson. — Touchwood Editions, 2005. — 160pp. : ill. : maps. — ISBN 1-894898-32-X. — \$44.95 paper.

Reviewed by: Valerie Pollock, teacher-librarian, SD#38 (Richmond).

Three thousand people and thirty artists, in a variety of community projects, coordinated by the editors and Briony Penn, contributed to the community mapping projects in the Gulf Islands that resulted a series of maps of the Gulf Islands as unique and beautiful and each island. This

project involved not only the mapping of each island, but the study of the ecosystems, agricultural practices and crops, resources and even history of each community. Each mapping project was approached in a different way, and many forms of mapping were used. The artist's rendering of the final piece is, for each community, a masterpiece that is far more than the sum of its parts.

The book includes the history of the project, photos, community history, discussions of the ecosystems, references for further reading, related artists' projects, and, of course, the maps. This is a stunningly beautiful resource that should be in every school in the province, and will be of particular interest to any who have lived and/or vacationed on our Gulf Island jewels.

Highly recommended for elementary, middle and secondary schools. Though the text reads at a college level, there is many ways in which this atlas could be used that avoid the dense text.

920 SCA

Scandiffio, Laura. *Evil masters : The frightening world of tyrants*. — Annick Press, 2005. — 240pp. : b&w photos : ill. : index. — ISBN 1-55037-894-5. — \$14.95 paper.

Reviewed by: Margaret Jensen, teacher-librarian, Ladner Elementary, SD#37 (Delta).

Evil Masters... is a collection of biographies of tyrants through the ages, beginning with Qin Shi Huangdi, first emperor of China (about 2,500 years ago) and continuing with Nero, Ivan the Terrible, Robespierre, Hitler, Stalin and Saddam Hussein. Short biographies follow on several modern figures including François Duvalier ("Papa Doc" of Haiti), Augusto Pinochet, Pol Pot, Idi Amin and Kim Jong Il of North Korea. The introductory and concluding sections are a description of tyrants in general and of ways to end tyrannies.

The biographies are very clearly presented, in all cases beginning with the tyrant's childhood and youth. The reader is guided into an under-

standing of circumstances that have resulted in the creation of each tyrant and common patterns evolve despite the differences in time and geography. While it is therefore an interesting book to read "cover to cover" it can also be used as a reference in researching specific individuals.

Written at a Grade 7 to 9 reading level, *Evil Masters...* is a valuable addition to both biography and history collections for senior elementary and secondary students.

971.201092 TOU

Touchie, Rodger D. *Bear child : The life and times of Jerry Potts*. — Heritage House Publishing Ltd., 2005. — 336pp. : b&w ill. : b&w photos : bibliography : index. — ISBN 1-89438463-6. — \$19.95 paper.

Reviewed by: Marv Worden, retired teacher-librarian, SD#68 (Nanaimo/Ladysmith).

With a Fry Readability at Grade 9 and more than 60 photographs and approximately 30 prints of drawings or paintings well-spaced throughout, the book easily maintains a reader's interest. Especially interesting are the drawings and paintings of R.B. Nevitt who served as physician and surgeon from 1874 to 1878 and whose daily letters to his fiancée provided a wealth of information about the early years of the North West Mounted Police.

As suggested by the title, the book is more than merely a biography of Jerry Potts; it uses the life of Potts, scout, interpreter, ambassador and negotiator, as a unifying factor in developing thoroughly the "times" during which the NWMP brought order to the way white settlement of the Canadian portion of the western North American plains took place.

Much is made of Potts' impressive ability to find his way in apparently trackless wilderness, on many occasions leading to safety the European or Eastern-Canadian bred North West Mounted Police when they would otherwise have perished. The respect earned by his skill and bravery allowed him to meet and negotiate with the

Blackfoot, Cree, and Sioux, often building trust between groups who easily outnumbered the fifty NWMP members. The book also clearly shows the role of alcohol in the fur trade of the time, in the lives of NWMP members, and in Jerry Potts' life in particular.

With its footnotes, four-page bibliography, excellent seven page index, sidebars and photo credits, this book would be a very worthwhile purchase for secondary and post-secondary libraries.



**NOTICE OF PROPOSED AMENDMENT TO THE BYLAWS OF THE BRITISH COLUMBIA
TEACHER-LIBRARIANS' ASSOCIATION.**

TO BE VOTED ON AT THE SPRING 2008 AGM OF THE BCTLA.

**NOTICE IS HEREBY GIVEN THAT IT HAS BEEN PROPOSED BY THE EXECUTIVE
BOARD OF BCTLA THAT:**

**BYLAW 4, NO. 5, WHICH READS, "Elected officers shall be eligible for election to one
additional consecutive term but later may be elected to any other position" BE
DELETED IN ITS ENTIRETY.**

BCTF
Y490 BC Teacher Librarians Association
For the Nine Months Ending March 31, 2007

	<u>Current Month</u>	<u>Current YTD</u>	<u>Original Budget</u>	<u>Percent Used</u>
Income				
4099921		29,680.54-	29,681-	100.0
4099930	1,187.18-	16,300.36-	14,447-	112.8
4099931		9,638.50-	9,639-	100.0
4099932		330.00-	100-	330.0
4099934	193.14-	1,056.33-		
4099939	62.60	15,410.37-	8,500-	181.3
Total Income	<u>1,317.72-</u>	<u>72,416.10-</u>	<u>62,367-</u>	<u>116.1</u>
Expenses				
4099950		335.36	3,000	11.2
4099959			1,000	
4099960		1,364.47	16,000	11.7
4099962			1,500	
4099970		22.05	100	22.1
4099972		5,751.07	17,000	33.8
4099974			-3,267	
4099979	225.00-	455.05	18,000	2.5
4099998		2,500.00	2,500	100.0
Total Expenses	<u>225.00-</u>	<u>10,928.00</u>	<u>62,367</u>	<u>17.5</u>
Total	<u>1,542.72-</u>	<u>61,488.10-</u>		

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