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GB
BCTLA

THE BOOKMARK

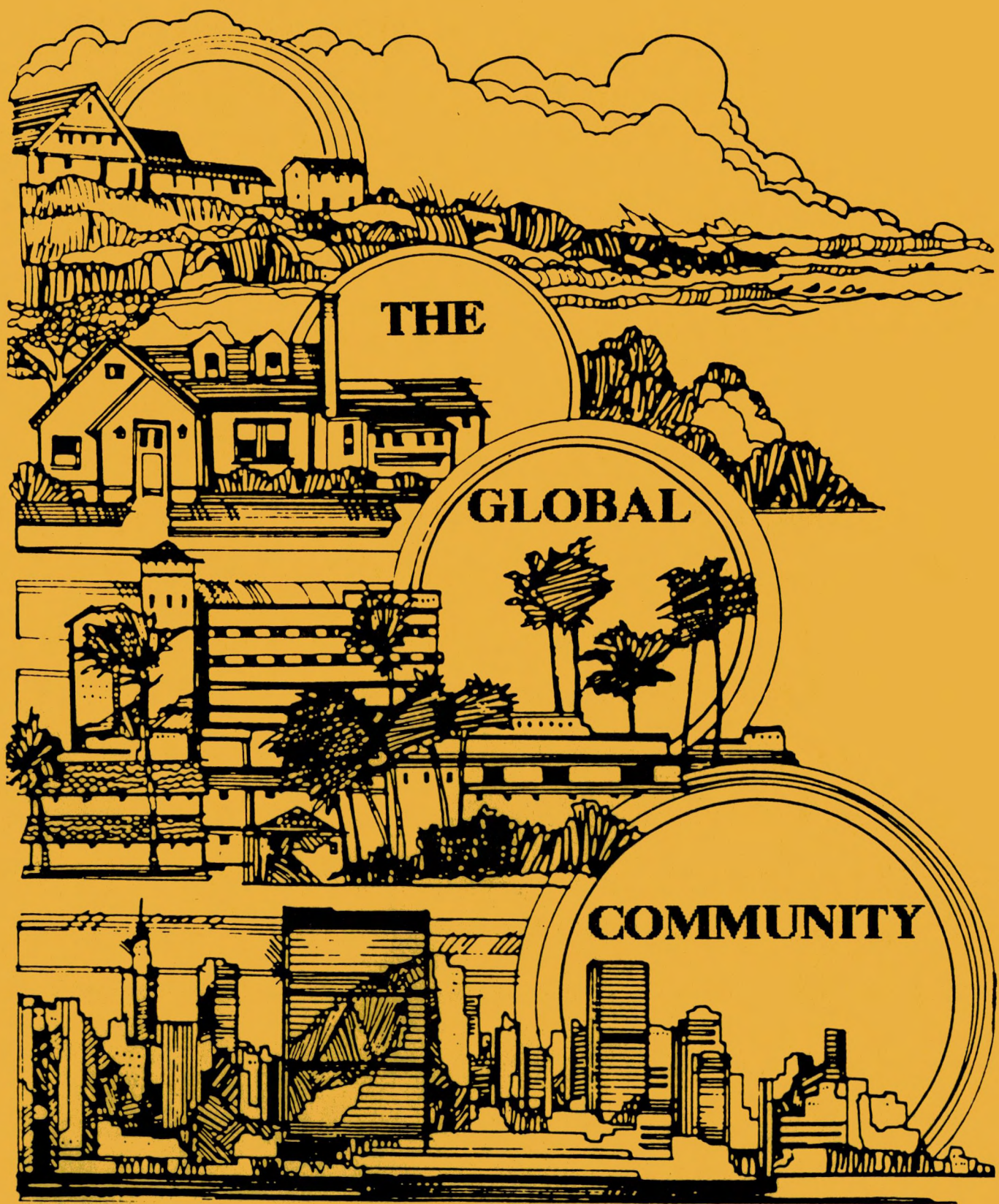




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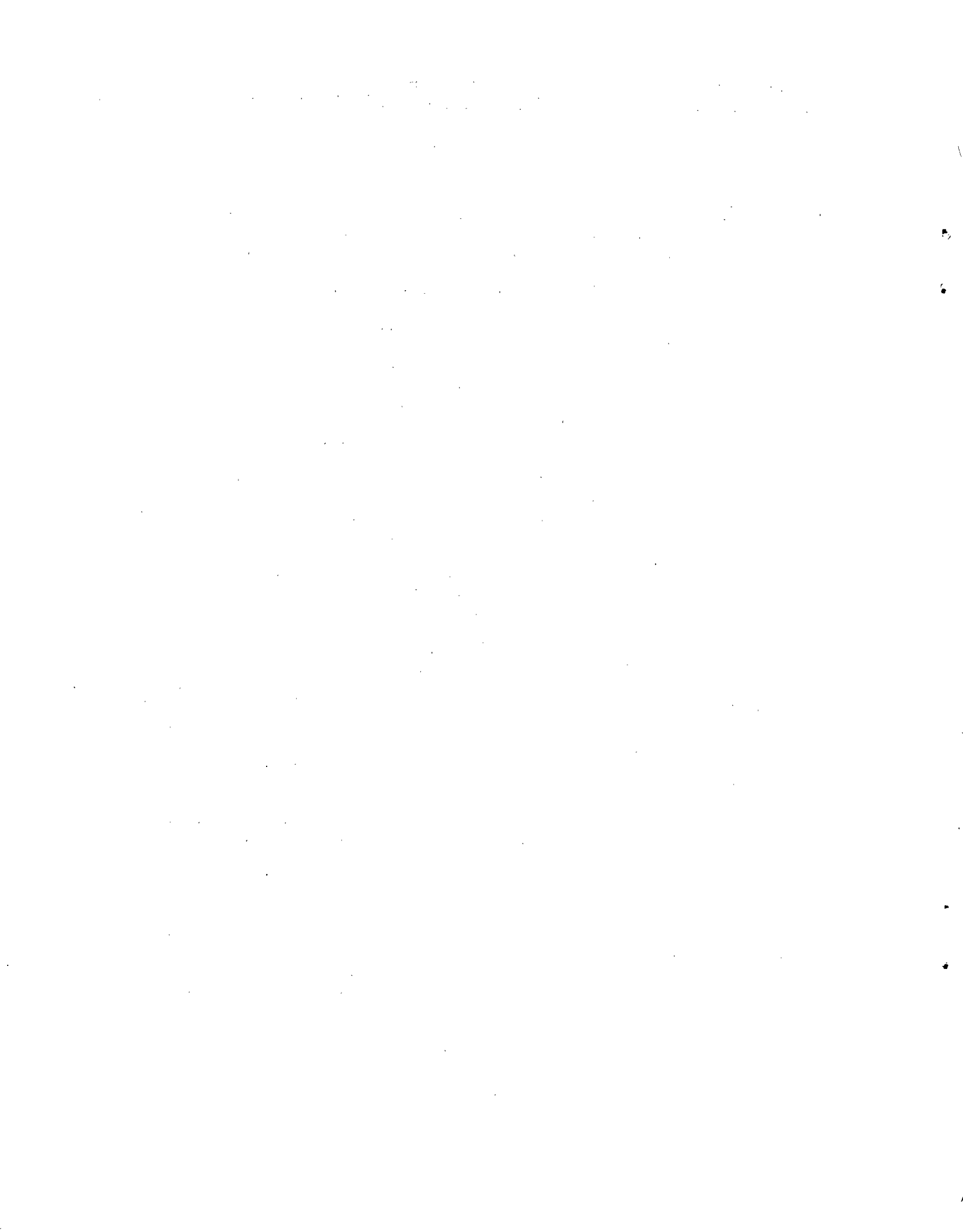
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IN CIRCULATION

BARB HALL, BCTLA President

The arrival of the president's gavel two weeks ago made me suddenly realize that I had to write this column for the September issue. Summer holidays were over! In sitting down to write, I now appreciate the spontaneous and amusing flow of news that Liz seemed to always generate. Forgive me if my first attempt appears rather stilted.

For the first time in several years, I took the whole summer off and just relaxed. When renewing my passport for a trip to Cuba, I noted that my old passport had expired in 1981. A terrific suntan and the loss of a few wrinkles around the eyes have made me determined to continue this program of relaxation in future summers.

One of the highlights of my travels was the CSLA Leadership Conference at Sunshine. As well as trying to discover my own leadership potential, the informal discussion of school library situations in other provinces was a real shot in the arm. It made me realize how similar the goals and aspirations are of teacher-librarians across Canada. It was really exciting to hear what other associations were doing and what they were attempting to do in their own provinces. I also spent some time with our new CSLA president, Susan Traill, who is not only a delightfully committed person but an avid hiker. This meeting sparked an impromptu session at the conference on our booklet Fuel for Change and provided the opportunity for me to share our first video tape with school library leaders across Canada. The sneak preview was greeted with overwhelming enthusiasm. I have confirmed orders already! My thanks must go again to the teacher-librarians in our association and Patricia Shields for the unending hours spent on these projects.

We hope that the videotapes will be completed this fall and we can advertise their availability in the next issue of The Bookmark.

MSLAVA is conducting their first survey of working and learning conditions this fall. We look forward to their results. Eleanor Walker is busy running off our 1986 - 1987 survey which Chapter councilors should receive during the first part of September. Information on French programs and District Resource Centres have been added to this year's survey. Watch for your form to fill out - let's try for 100% response! Chapter Councilors will once again be asked to bring district summaries to the fall Council meeting. The results of the survey will be published in The Bookmark.

Don't forget that the BCTLA and CSLA conferences will be held in Vancouver this June. Liz Austrom and Angela Thacker are co-chairing the planning committee and I know will still welcome suggestions. Make plans to attend the conference now by approaching your district and BCTF professional development people for funding.

Summer brings a lull in the affairs of our association and thus my first message is brief.... but I do intend to carry on with the "soap box" tradition. Let's make this a year of new challenges and renewed commitment to resource-based learning. We can all be leaders by providing some of the fuel for change in our own schools.

Have a happy and productive year!

Barb



EDUCATORS AND THE GLOBAL COMMUNITY

Guest Editorial by CAROL KING, Pres., B.C. Teachers for Peace Education PSA

Our lives as Canadians are, for the most part, comfortable ones. The large majority of us have food, shelter, clothing, education, entertainment, transportation, clean water, electricity, medical care, and a host of other things we take for granted. We can say pretty much whatever we want, travel easily, and choose our own work. When we go to bed at night we can be reasonably certain that we will not die violently before dawn. Our children do not fight and die in holy wars; our relatives and friends do not suddenly and mysteriously disappear. If we are arrested, we do not face torture or mutilation. We are admittedly fortunate, but less admittedly, smug, complacent and self-satisfied, and globally speaking, in the minority.

No one will deny that we live in perilous times or that the problems we face are the most difficult humanity has ever faced. The threat of nuclear annihilation, the pollution of our air, land, and water and the mismanagement of our ever decreasing natural resources only serve to emphasize the fragility of our existence on this planet and our dependence on other nations as well as our own for our survival. Traditionally, we will rarely take steps to improve our situation until it directly affects our personal lives, standard of living, or values. This time however, if we choose those criteria for change it will be long past the point where change can occur. In addition, if we are ever to change the world we must truly care about the world, all of it, even the people we don't agree with. When our lives are relatively safe, comfortable and prosperous, it is often difficult to understand and relate to the problems experienced in other nations or to see how they can possibly affect us. The interconnectedness and interdependence between nations becomes lost in the differences. It is an irony that, living in an age of unprecedented availability of information, we have so little real knowledge and understanding of peoples and cultures other than our own and so little inclination to pursue this knowledge.

To educate for the future, we must educate for equality and justice; for appreciation of the multiple perspectives our world offers; for empathy, compassion, and understanding of people who are culturally and socially different than we are; for wholehearted acceptance of differences; for reverence and responsibility towards our earth and its inhabitants; in short, for a global and not a national community.

Education for a global community is not an easy task. In fact it is probably the most difficult task we as educators face today. As members of a "have" nation, most of our students have not experienced starvation, despair, military oppression, censorship or any number of ills which the majority of the world's peoples have experienced. How can we make them care? Until we begin to show the connections in an immediate and personal way, they will not care and the apathy will be the end of us all. Connections and interdependence must become the very roots of our teaching. We must allow ourselves the time and effort involved to do this, and most difficult of all we must be prepared to be uncomfortable with our own ethnocentricity and lack of understanding, perhaps it is time to stop being teachers, and to begin being educators, both of ourselves and our students.

SCHOOL LIBRARY WEEK PROCLAMATION

BRITISH



COLUMBIA

1254

APPROVED AND ORDERED JUN. 26. 1986

A handwritten signature in black ink, appearing to read "B. H. Rogers", written over a horizontal line.

Lieutenant-Governor

EXECUTIVE COUNCIL CHAMBERS, VICTORIA JUN. 25. 1986

On the recommendation of the undersigned, the Lieutenant-Governor, by and with the advice and consent of the Executive Council, orders that

WHEREAS the British Columbia Teacher-Librarians' Association wishes to create an awareness and an appreciation of the newer role of the teacher-librarian and school library resource centre by the public, trustees and education decision-makers;

AND WHEREAS the Association wishes to emphasize the primary aim of the school library program to assist students to develop a commitment to informed decision-making and the skills for lifelong learning;

AND WHEREAS the Association wishes to acquaint the public, trustees and education decision-makers with the essential role of the teacher-librarian in planning with fellow teachers for the integration of research and study skills with the classroom program and team teaching these skills in the context of subject areas;

AND WHEREAS the Association wishes to encourage creative activities related to the development of information skills and the use of learning resources and libraries;

AND WHEREAS the Association wishes to acquaint the public, students and fellow teachers with local writers, artists, other resource persons and award winning books;

A PROCLAMATION be issued designating the week of November 15 - 22, 1986 inclusive, as "School Library Week" in the Province of British Columbia.

A handwritten signature in black ink, appearing to read "C. M. ...", written over a horizontal line.

PROVINCIAL SECRETARY AND MINISTER OF GOVERNMENT SERVICES

A handwritten signature in black ink, appearing to read "W. R. Bennett", written over a horizontal line.

PRESIDING MEMBER OF THE EXECUTIVE COUNCIL

B.C. LIBRARIES WEEK

by DAVID L. TWIGGE, BCLA Publicity Committee and Coordinator of Children's Services for Burnaby Public Library

Early in November of this year there will be a big celebration of all types of libraries throughout the province of British Columbia. B.C. Libraries Week is the brainchild of the Public Relations Committee of the British Columbia Library Association. Working behind the scenes since the spring of 1985 the committee has contracted Simons Advertising to prepare an audio visual presentation that will be available in a video format to high light your celebration of this week.

The purpose is to generate an awareness of resources available at British Columbia libraries of all sorts and to recognize their invaluable service to the community.

Many public relations efforts in libraries try simply to get more people into the library. We wanted to focus on the value of libraries in the community. With the help of Simons Advertising the committee decided to recommend a week long celebration of the resources available in B.C.'s libraries. The Lieutenant Governor was approached and agreed to be the patron of B.C. Libraries Week which will be held November 2 - 8, 1986.

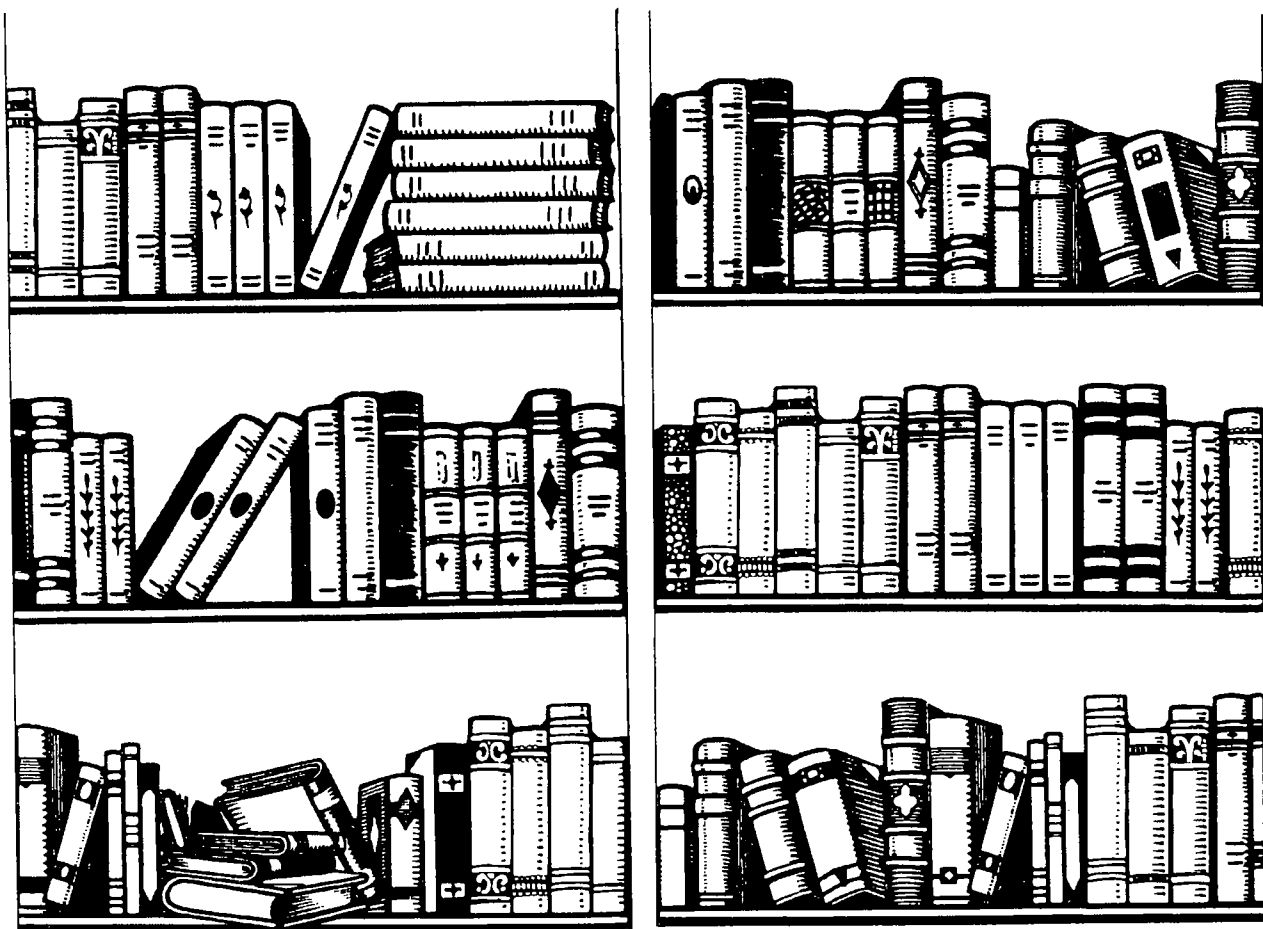
The Committee then turned to a number of specific items to assist libraries in celebrating the week. A theme slogan was commissioned and assistance sought from the Ministry of Provincial Secretary and Government Services. Pauline Rafferty, Marketing Director for the Ministry, assisted with the production and printing of kit covers, bookmarks and letterhead which will be made available to participating libraries. This printing was sponsored by the three ministries responsible for libraries: Ministry of Provincial Secretary and Government Services; Ministry of Post Secondary Education; Ministry of Education. This involvement demonstrates one basic goal of B.C. Libraries Week, to involve all types of libraries in the celebration.

Aside from this print material, BCLA has contracted to provide an audio-visual presentation related to the theme concept. This ten minute production will feature originally composed music and be available in video format to participating libraries.

To assist libraries in planning for the week and related events a session was held at the recent BCLA Conference. Following the session an "idea kit" is being distributed to all participating libraries. This will contain a media handbook, drop-in clip art, celebration ideas and details on how to obtain printed material. Libraries are being encouraged to hold receptions in their communities centred around the A/V presentation. Suggestions for the planning and format of these receptions are also in the kit.

The target of these receptions are those people who have influence over your budget. Plan a reception, plan a special event and invite those

people whose influence controls your funding. Get B.C. Libraries Week talked about in your local media. The kit for participants gives all kinds of ideas of how to deal with various media. Read it! Use it with your ideas. You will be able to tie into provincial media coverage. Give out buttons. Give out B.C. Libraries Week bookmarks. Together we can focus the awareness of the province on B.C. Libraries--a valuable source, an invaluable service.



Is your book wholesaler leading you down the right path?



Dear Teacher-Librarian:

At Baker & Taylor we realize the job of the school librarian is never easy. That's why we offer a wide variety of book-related services to help you with the daily chores of book ordering, budget control, and processing.

Over the years we've developed and improved services designed to save you time, expense and unnecessary work. Today, school librarians have come to rely upon our services as an essential aspect of their library operation.

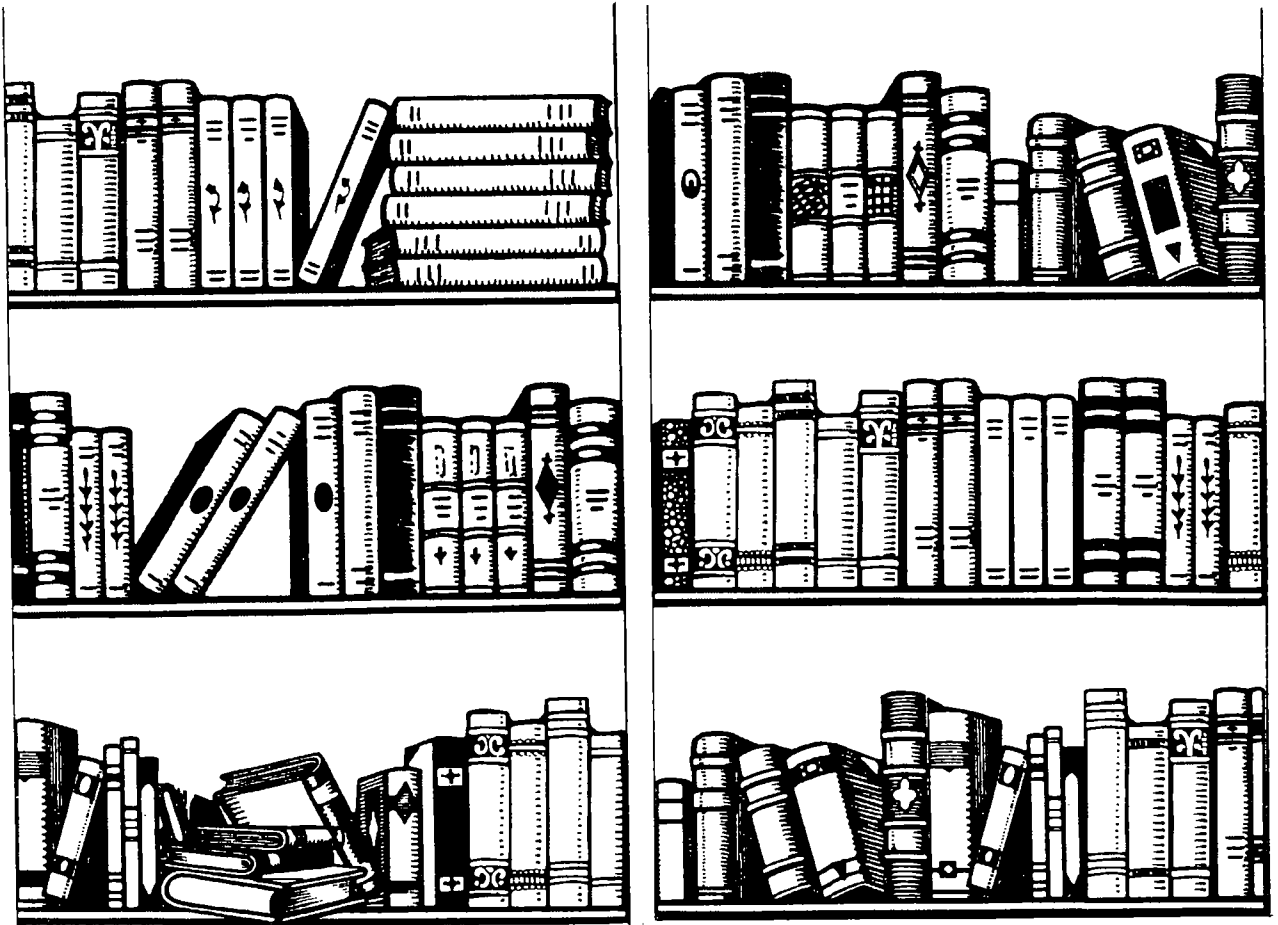
We continue our effort to extend the highest discounts possible and apply these discounts to all types of editions. No duty or brokerage charges are ever passed on to you. Please remember too, that tariff charges do not apply to books purchased from Baker & Taylor for libraries.

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955 Hampshire Road
N. Vancouver, BC, Canada V7R 1V1
(604)985-6448 (Call Collect)

Sincerely,
Ed Devine
Ed Devine

people whose influence controls your funding. Get B.C. Libraries Week talked about in your local media. The kit for participants gives all kinds of ideas of how to deal with various media. Read it! Use it with your ideas. You will be able to tie into provincial media coverage. Give out buttons. Give out B.C. Libraries Week bookmarks. Together we can focus the awareness of the province on B.C. Libraries--a valuable source, an invaluable service.



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BAKER & TAYLOR
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N. Vancouver, BC, Canada V7R 1V1
(604)985-6448 (Call Collect)

Sincerely,
Ed Devine
Ed Devine

Although we have just begun (Sept. 1985), we have had several successful completed units of work based on U.C. themes.

ROOTS...Related to the theme of "family of mankind", this unit was developed by Gary Squire for his Grade Four class. The children researched their family origins, developed imaginative reports and made presentations to their classmates. In the process they came to a better understanding and appreciation for the cultural diversity in the class. A brainstorming session followed and the youngsters decided on the following actions:

- * design and market a "One Family" sweatshirt
 - * organize a "welcome wagon" for new E.S.L. children
 - * organize a whole school assembly on the theme
 - * conduct a parade through the community culminating with a celebration, presentation and the release of "message balloons".
- All of these actions have taken place and were wonderfully successful.

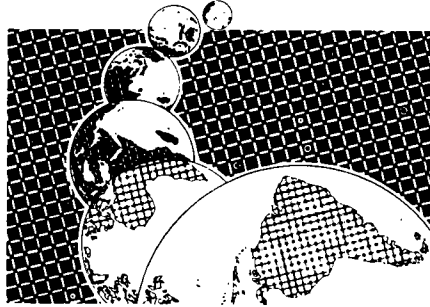
NOAH'S ARK...This was a unit on the theme of "stewardship of earth". Jane Bradner and Barry Nowlin joined forces with their Gr. 3 and Gr. 7 classes to study animals that were endangered as a species. The youngsters were paired for the project and there were many opportunities for the senior youngsters to assume leadership roles. A brainstorming session surfaced the following ACTION plans.

- * use an empty classroom and develop it around the theme
- * build an ark as a symbol of safekeeping
- * construct wire and papier mache replicas of the animals studied
- * use the room as an instructional area from which to share information and ideas with other students in the school.

These are only two examples of several successful activities and projects at one elementary school. The Universal Curriculum is not prescriptive. Rather it is descriptive and leaves much to the teacher's imaginative and creative autonomy.

H.G. Wells said that history is a race between education and disaster. As parents, educators or just people who care about our children we can not afford to sit in the bleachers to watch the outcome of this race. Without our intervention the outcome is all too predictable and absolutely intolerable.

WE INVITE YOU TO JOIN US. LET US WORK TOGETHER TO MAKE A DIFFERENCE IN THE LIVES OF OUR CHILDREN AND THE FUTURE OF OUR WORLD.



GAIA

A WORD SEARCH

Can you find these words?

DESERTIFICATION	MONOCULTURE	NEGOTIATION
SECONDWORLD	THIRDWORLD	PESTICIDES
FIRSTWORLD	ECOSYSTEM	POLLUTION
RESOURCES	SATELLITE	BIOSPHERE
FISHFARM	STEWARDS	ACIDRAIN
WETLANDS	SPACELAB	EROSION
BIOMASS	REFUGEE	ENERGY
FAMINE	OZONE	PEACE
GAIA	CUSO	WAR

GAIA

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B H J H T Q P N U J P W I D K T Q B K Q B
D Y H F F W T L X M D W L I O H L U V Z L
J L G W D C U S O L M R A F H S I F U D K
W E R R P V T Z R P O L L U T I O N Q M D
S C K O E Y O O K W J Q K T I A L A N W E
G A I A W N W W T A Q D O U R N B C P P J
G E C V E D E S E R T I F I C A T I O N U
U P U H N K R G E F I V G K C H W D N N E
M D E O R I U I O C T E E G U F E R B E U
H Q C S F I T N H T R O U B B N Q A T R S
D E D D T R L Y U T I U Z I I G R I W T D
S G Z B T I U C W K T A O H Y O L N E E N
S F W S J Y C B V C G S T S I L M W R V A
U S Z H R S O I G I P O E I E S A A O T L
N K V U A H N T D H P N J T O R N V S W T
M E T S Y S O C E E I B A N D N H N I S E
O E D R H A M R K M S S N S E Z I B O U W
H G C B A L E C A P S T O L K R D A N M L
A W B L M B Y F T M Y Q W C K N P C H H T
  
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GAIA WORD SEARCH

Word searches in themselves provide only a limited vocabulary extension and improvement, so it is suggested that the actual definitions might be given out first and separate from the word list and search. In this way the student would either have to try to match the meaning with the word, or would have to look the word up in a dictionary, in order to make the correlation with the given meaning. The word search, therefore, becomes only the final step and reinforcement of the exercise.

GLOSSARY

ECOSYSTEM	A system formed by the interaction of a community of organisms with their environment
FIRST WORLD	The developed world, the industrialised world.
SECOND WORLD	USSR and Eastern Europe
THIRD WORLD	Less developed countries
BIOMASS	That part of a given habitat consisting of living matter
DESERTIFICATION	Term used when deserts increase as a result of human action
MONOCULTURE	The use of land for growing only one type of crop
STEWARDS	Persons appointed to look after the property and affairs of others
RESOURCES	The collective wealth of a country, or its means of producing wealth
REFUGEE	One who flees for safety to a different country, especially in time of political upheaval
BIOSPHERE	The part of the earth's crust, waters and atmosphere, where living organisms can subsist
WAR	A conflict carried on by force of arms, as between nations
WETLANDS	A tract of land having wet and spongy soil, as a marsh or bog
FAMINE	Extreme or general scarcity of food
POLLUTION	Contamination
OZONE	A form of oxygen found in the atmosphere

PESTICIDES	A chemical preparation for destroying what man considers as pests
ENERGY	Available power
EROSION	The process by which the surface of the earth is worn away by the action of water, winds, waves, etc.
FISH FARM	An area and or buildings set aside for the intensive production of fish
PEACE	The normal non-warring condition of a nation
SATELLITE	A man-made device designed to be launched from the earth into orbit around the planet
ACID RAIN	Natural rain which has been acidified by pollutants from the atmosphere, particularly sulphur dioxide
NEGOTIATION	Mutual discussion and arrangement of the terms of an agreement
SPACELAB	A satellite from which experiments and research may be carried out
GAIA	The self-sustaining biosphere
CUSO	Canadian University Services Overseas - a volunteer group of experts who share their expertise with Third World countries

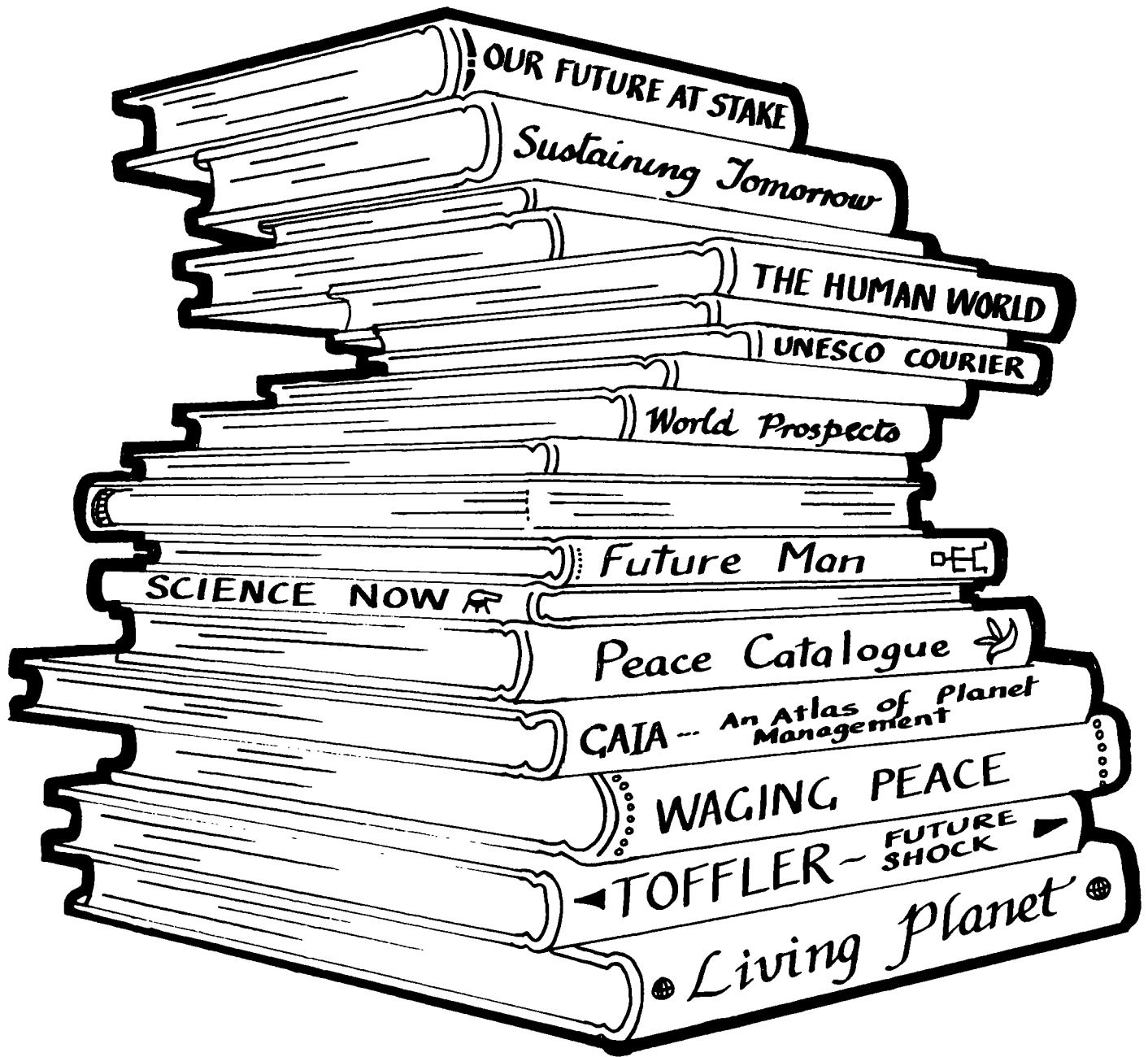
Gaia Word Search was developed using MECC programme PUZZLES AND POSTERS

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. . . . . D . . . . .
D Y . . . . . D . L . . . . .
. L G . . C U S O L M R A F H S I F . . .
. E R R . . . Z R P O L L U T I O N . . .
. C . D E . O O . W . . . . . A . . .
G A I A W N W . T A . . . . . C . . .
. E . . E D E S E R T I F I C A T I O N .
. P . . N . R G E . . . . . D . . .
. . E O . I U I O C . E E G U F E R . E .
. . C S F . T . H T R . . B B . . A T . S
. E . . T . L . . T I U . I I . . I . T D
S . . . . I U . . . . A O . . O L N E . N
. . . . . C . . . . S T S . L M W R . A
. . . . . O I . . P . E I E . A A O . L
. . . . . N . D H . N . T O R . . S . T
M E T S Y S O C E E I . A . D N . . I S E
. . . . . M R . M S S . S . . . . O . W
. . . B A L E C A P S . . . . . N . .
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OUR OASIS IN SPACE



OUR OASIS IN SPACE

A bibliography, videography and periodical list which reflects a sense of responsibility towards the care and management of our planet and the conservation of its sustainable resources.

Compiled by YOSKYL WEBB, Teacher-librarian, Sutherland Secondary , North Vancouver

OUR OASIS IN SPACE - BIBLIOGRAPHY

- Attenborough, David. The Living Planet. London: Collins, 1984.
- Harshman, Robert and Christine Hannell. The Human World: a changing place. Toronto: Wiley, 1985.
- Molyneux, John and M. Olsen. World Prospects. Scarborough, Ontario: Prentice-Hall, 1979.
- Moore, Melinda. Our Future at Stake. New York: New Society, 1984.
- Myers, Norman. Gaia: an atlas of planet management. San Francisco: Harper, 1982.
- Peace Catalogue. Seattle: Press for Peace, 1984.
- Science Now. New York: Arco, 1984.
- Stableford, Brian. Future Man. New York: Crown, 1984.
- Thibodeau, F.R. and H. Field. Sustaining Tomorrow. New Hampshire: University Press of New England, 1984.
- Toffler, Alvin. Future Shock. New York: Bantam, 1970.
- Wallis, Jim. Waging Peace. San Francisco: Harper, 1982.

Gaia: an atlas of planet management is regarded as such a landmark work that a complete annotation is given below:

The hypothesis of Gaia, first propounded by James Lovelock, FRS, while working for NASA and searching for signs of life on other planets, suggests that our living planet is a self-sustaining biosphere, which operates its own life-support system.

The plea of this book is that our own species, the human race, should take stock of our resources since we threaten to disrupt and exhaust them to the point that the planet could no longer self-sustain. It proposes that we have the chance to redirect our course and become caretakers of our future.

The most important feature of this book is the extremely attractive, multi-coloured visual presentation of what would otherwise be very dry statistics. It is informative, thought-provoking and powerful in its presentation. Each page should give us cause to fear for our future, but there is still time, as Norman Myers, general editor, states in his epilogue, "But by far the most significant finding of all that I have come across while working on this book is that we are making a start on the road towards sensible stewardship of our planet."

An impressive number of environmentally-aware contributors, ranging from Gerald Durrell to Alvin Toffler, substantiate the validity of the visually attractive charts, graphs, and drawings. Comments on each theme: land, oceans, elements, evolution, humankind, civilisation and management; extensive bibliographies, glossary and a detailed and precise index, make Gaia a valuable tool. The reading level is senior secondary to adult, and this work would provide an excellent basis for part of the curriculum in the new Science and Technology 11 course being introduced into B.C. secondary schools. Gaia should be a standard work in every school, public library - even, every household.

Yoskyl Webb
Sutherland Secondary
North Vancouver.



OUR OASIS IN SPACE - VIDEOGRAPHY

The videocassettes listed below have recently been aired on television and are most relevant to all aspects of planet management, ranging from understanding the physical basis to recognising the subtle changes being brought about to our environment by our rapidly advancing technology. On one hand there is a plea for preservation from nuclear holocaust by a concerned physician, and on the other, there are soul-searching questions being asked by our own David Suzuki. Intended primarily for adults, these videocassettes would be valuable for discussion in senior geography and science classes.

The Living Planet. BBC, 1984.

Filmed as an extension of the original television series LIFE ON EARTH, David Attenborough traces the adaptation of life forms to particular environments, such as the jungle, deserts, oceans. The series gives visual form to the wide variety of plants and animals. It provides a good visual background at the senior level to the wealth of life forms on Planet Earth.

Planet Earth. Annenberg/CPB Project, 1986.

A seven-part, one hour each series unfolds the history of our planet, revealing that in a solar system of long-dead worlds, only Earth appears alive - an oasis in the solar system. Vivid, animated, three-dimensional colour models graphically display subduction zones, mid-ocean spreading and plate tectonics. Current research is explained by those scientists actively engaged in it. The final episode, Fate of the Earth, explains Lovelock's theory of Gaia - Mother Earth, and that perhaps it is the life forms that support our planet, rather than the planet supporting the life forms. Nuclear winter is simulated by computer and camera. This series will make viewers cherish our planet. Eminently suitable for information and discussion in senior geography and geology classes.

Planet for the Taking. CBC, 1985.

David Suzuki hosts an eight part, one hour each, series which raises some fundamental questions about Western science and technology, and the human impact on nature. The human drive to dominate and control may have dangerous consequences on all forms of life on earth. One reviewer states: "If people watch the(se) programmes, they'll never think about themselves and the rest of

the environment and nature in the same way again." Although generalised in some areas for popular appeal, this series poses many questions which should be discussed in senior classes in science, geography and law. Should be edited by teacher for specific issues.

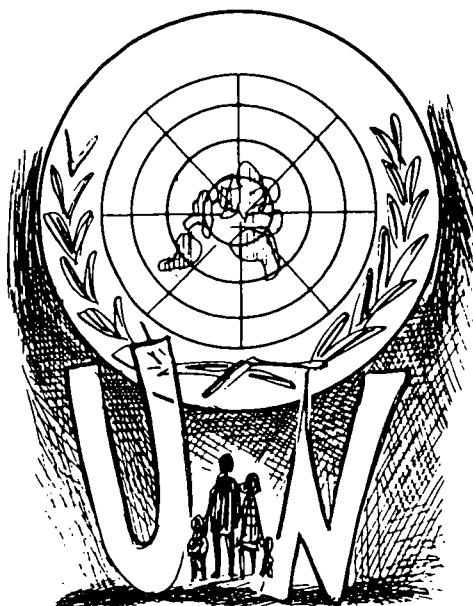
If You Love this Planet. NFB, 1982.

A heart-rending plea by Dr. Helen Caldicott, outspoken nuclear critic and National President of Physicians for Social Responsibility. She states that nuclear war would be madness and raises hard-hitting questions that the 1970's and '80's tried not to think about. Pertinent to the study of Hersey's Hiroshima, and senior geography and history classes. Resource Guide is available from NFB.

AND NOW LOOK FOR.....

The Miracle Planet. NHK/Japan, 1986

This science series, currently in production, will be presented in twelve one-hour installments in 1988 on Channel 9. It will examine earth's 4.6 billion year evolution from early life forms to how it is threatened by the very life forms its supports.



OUR OASIS IN SPACE - PERIODICALS

OUR OASIS IN SPACE - A bibliography of periodicals showing a sense of responsibility towards the care and management of our planet, and the conservation of its sustainable resources.

<u>Alternatives</u>	Canada	S S+
Trent University		4/yr.
Peterborough, ON KOJ 7B8		\$20.00
		CPI

Now combined with Conservation Society News, formerly published by the Science Council of Canada, Alternatives is the journal of Friends of the Earth (FOE), a national association for environmental groups in Canada. Readable articles examine problems concerning Canada's resource policies (energy, wildlife etc.) as well as current political, economical, and social issues that affect the Canadian future. Stresses conservation - planning and protection of the human and natural environment. Politically (non-partisan) tries to influence the Canadian public for environmental causes; for example, the acid-rain issue. Critical book reviews. (J.C.)

<u>Canada and the World</u>	Canada	S
481 University Avenue		12/yr.
Toronto, ON M5W 1A7		\$12.00
		CPI

Each issue focusses on one theme. Factual, objective, and easy to read. "Suggested Activities" and "For Further Study" accompanies each brief article. Excellent source for current material. Ideal for classroom use. (D.S.)

<u>Chickadee</u>	Canada	P
Young Naturalists Foundation		10/yr.
59 Front Street East,		\$15.00
Toronto, ON M5E 1B3		SICM

Extremely colorful and attractive format, and excellent material for Canadian children under eight. Each issue has a careful mix of stories and activities for different age levels and a "read-to-me" story, all lively and entertaining. Recommended first purchase. (A.I.)

<u>Discover: The Magazine of Science</u>	U.S.A.	S
Time, Incorporated,		12/yr.
541 North Fairbanks Court,		\$24.00
Chicago, IL 60611		

"A science magazine written specifically for the educated, intelligent non-scientist." Similar in format to other Time Incorporated products. Includes longer articles, interspersed with short features. Covers the full range of sciences. Well illustrated with color photographs and not too many ads, yet. Not directly related to school science courses, but interesting for browsing. (G.P.)

The Futurist U.S.A. S
World Future Society, 6/yr
4916 St. Elmo Avenue, \$30.00
Washington, D.C. 20014 RG

"A journal of forecasts, trends and ideas about the future."
Leaders/experts in many fields, using non-technical language, report on the
future as they see it. Disturbing but provocative. (G.P.)

International Wildlife U.S.A. J S
National Wildlife Federation 6/yr
1412-16th Street Northwest \$19.50
Washington, D.C. 20036 RG

Focusses on the world-wide preservation of the environment. An awareness
of the wise use of resources is encouraged. The material is factual and
objective, with many illustrations in both color and black and white.(G.P.)

National Geographic U.S.A. I J S
National Geographic Society, 12/yr
Washington, D.C. 20036 \$16.50
ARG/RG/SICM

"Geography, anthropology, archeology, natural history." Attractive,
excellent photographs, although text is frequently uninformative. Loose
maps are a bonus from time to time. Format and style are very popular.
Must be ordered direct. (D.S.)

National Geographic World U.S.A. I
Department 00980 12/yr
17th and M Streets Northwest \$9.95
Washington, D.C. 20036 ARG/RG/SICM

Thirty-two pages of high-gloss photo-stories about "the whole wide
wonderful world"--nature, animals, sports and kids. A poster or
collection cards in every issue. (A.I.)

Nature Canada Canada I J S
75 Albert Street, 4/yr
Ottawa, ON K1P 6G1 \$15.00
CPI/SICM

Although the text may be a bit advanced for most intermediate students, the
outstanding color photographs are understood by all. "Canada's national
nature magazine" covers a wide range of topics in brief articles beautiful
to behold. Written by authorities on environment, wildlife, and nature in
general. Book reviews. Limited advertising. (D.S.)

Omni
909 Third Avenue,
New York, NY 10022

U.S.A. S
12/yr
\$18.00

Omni is a science and a science-fiction magazine. It is a well-balanced mixture of short newsy columns on such topics as "Communications," "Earth," "Space," and "The Arts"; of longer articles, interviews and pictorial sequences on a variety of popular scientific subjects; and of top-flight science fiction by well-known SF writers. Omni is an informative, entertaining magazine that appeals to secondary students showing these interests. (L.D'A.)

Owl
Young Naturlaist Foundation
59 Front Street East,
Toronto, ON M5E 1B3

Canada P I
10/yr
\$15.00
SICM

Now "the discovery magazine for children." Outstanding production with balance of excellent color photographs and superb illustrations. Mostly natural science but also activities, cartoons, stories, games, and puzzles. Not overtly Canadian as formerly. Recommended as first purchase for elementary schools. (A.I.)

Ranger Rick's Nature Magazine
National Wildlife Federation
1412-16 Street Northwest
Washington, D.C. 20036

\$12.00
SICM

Children's version of National Wildlife. Various articles, projects, puzzles on nature and natural sciences at different grade and interest levels. Typesize adjusted to age of reader. Fascinating color photographs and art work. Book reviews monthly. Education reprints of articles are useful. (D.S.)

Science News
Science News Incorporated,
1719 N Street Northwest
Washington, D.C. 20036

U.S.A. I J S
52/yr
\$29.50
ARG/RG

Popular, documented international coverage of all fields relating to science and health. Short, current articles with a readability level from Grade 6 up. Descriptive book and film reviews. Superior to Science Digest for research purposes. (G.P.)

Scienceland
Scienceland Inc.,
501 Fifth Avenue,
New York, NY 10017

U.S.A. P
8/yr
\$27.00

Scienceland is a unique magazine for primary grade students, produced on heavy card and devoid of advertising. Its expressed purpose is "to nurture scientific thinking," which is reflected in the carefully written articles and magnificent illustrations. Each issue has a table of contents and vocabulary list with pronunciation key. Reading level is approximately grade 2. Highly recommended as a first purchase for elementary schools. (Hazel Starling)

Unesco Courier
Unipub
P.O. Box 433
New York, NY 10016

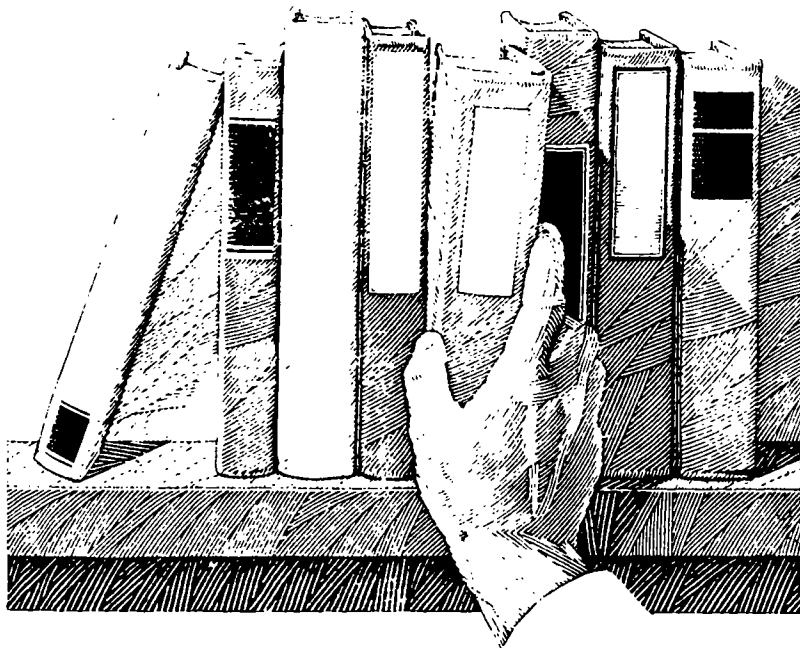
U.S.A. J S
11/yr
\$12.00
RG

Each issue deals with one topic. All articles have many black and white photographs. Several pages of superb color photos highlight the topic. Short, readable articles present scholarly information and the multiple-discipline approach ensure usefulness to most areas of the curriculum. Available in French. (G.P.)

The annotations are based upon Periodicals for British Columbia School Libraries, 2nd edition, published by BCSLA, 1981, with the exception of Scienceland. Initials in brackets refer to the following reviewers:

Lillian D'Acres
Glen Pinch
Debra Simmons
June Curley
Ann Irving

Prices are updated to 1986



HERITAGE WEEK

- contributed by BILL SCOTT, teacher-librarian, Hope Secondary School, Hope.

Hope Secondary School celebrated Heritage Week 1986 in a variety of ways resulting in its winning first prize for the best celebration by a secondary school.

In his letter congratulating Hope Secondary School for their efforts, John D. Adams (Supervisor, Interpretation and Heritage Site Operations for BC), wrote that entries from around the province for the awards ranged from film productions to fashion shows. He further stated that the quantity and quality of all entries receives acknowledged the importance of heritage to the lives of all British Columbians.

Hope Secondary School won a five volume set of Journals of the Colonial Legislatures - Vancouver Island and British Columbia, 1851 - 1871.

Heritage Week Activities

* A display of family trees of several staff members was arranged in the school's main hall display case. (One family tree went back to 1608!) Students were encouraged to study the various types of family trees and to create their own.

* The Family Studies 12 class spent one 75 minute period studying these family trees and listened to a lecture given by the teacher-librarian on the meaning of Heritage Week. These Family Studies students then created their own family trees.

* Accompanying the family tree display was a display of library books on various ethnic groups that make up Canada.

* The Foods 12 class prepared and served a lunchtime feasts of East Indian and Japanese food to further understand two of the groups that make up the Fraser Canyon community.

* Everyday at lunch, films from the National Film Board were shown so that students could further appreciate the various groups that form the Canadian mosaic.

* The school library sponsored a contest "Home in on Hope". Students had to search through several local and provincial history books to find answers about the history of Hope. All correctly answered entries were placed in a draw. Peter Pfenniger, a grade 12 student, won a copy of It Happened in British Columbia.

* The highlight of the week was a special slide show on the history of Hope. Prepared by Social Studies teacher Don Dale, this 113 slide presentation traced Hope's past from ice age to modern times. The show, which lasted over 30 minutes, was presented on four different days to the grades of the school.

* Heritage week was publicized through the principal's newsletter which was sent to all parents, and the student bulletin.

Films used during Heritage Week

Enemy Alien

- the story of Japanese Canadians, including a long look at the internment camps of World War II. - 27 minutes

Franco: the story of an immigrant

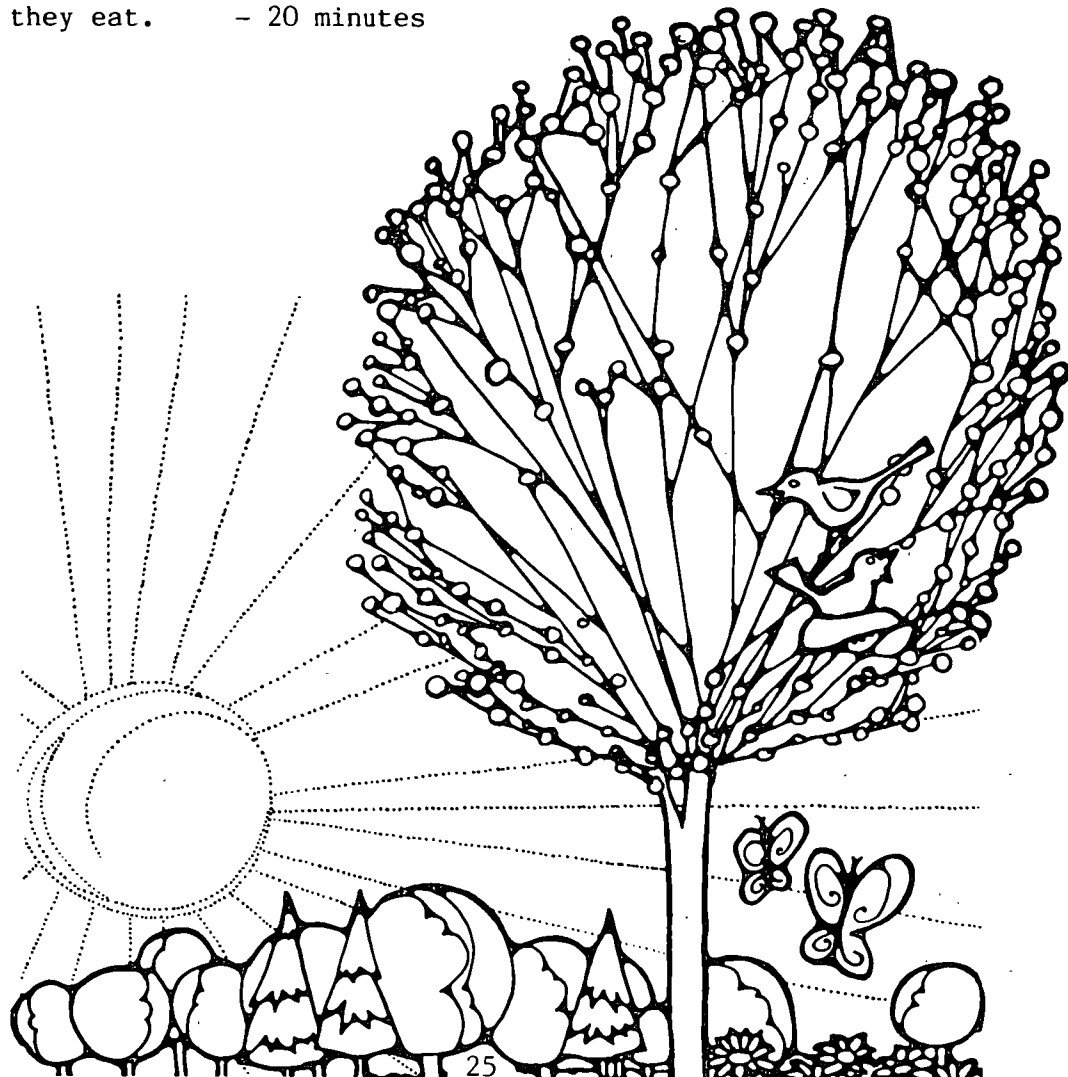
- an Italian immigrant in Toronto encounters problems with the Canadian way of life. Be aware: occasional coarse language - 28 minutes

Golden Mountain

- the struggle of Chinese immigrants to survive and be accepted in the land of gold - B.C. - 29 minutes

Hold the Ketchup

- a funny, mouth watering, and visually delectable film about new Canadians and what they eat. - 20 minutes



TRAVEL ARRANGEMENT

by PAT PARUNGAO, Teacher-Librarian, Killarney High School,
Vancouver School Division

This assignment was designed for Office Procedures 11 to combine research skills practice and an opportunity to learn about a topic of interest and value to the students.

ASSIGNMENT: TRAVEL ARRANGEMENTS

Purpose: To familiarize students with the process of making travel arrangements for an employer going abroad on business.

Time Allotment: 3 periods

Process:

1. Locate resourcees
2. Take notes
3. Organize information
4. Prepare bibliography
5. Type assignment

Requirements:

Choose a country. You may work in pairs, but no country is to be duplicated.

- A. Type an itinerary covering a two-week period.
- B. Type a report (1 to 3 pages, double-spaced) containing general information about the country to be visited. The information must include currency, language, time difference, border customs, climate, what to wear, and any five areas listed below:
 1. foreign embassies and representatives, and other important addresses
 2. local transportation and costs
 3. leisure activities or sightseeing tours
 4. current events
 5. accommodations - facilities and costs
 6. map of the country and city
 7. style of government, implications, and politics
 8. local cultural customs, holidays, festivals
 9. economy - local businesses, banks, shopping areas, best bargains
 10. foods
- C. Type approximate expenses and various travel forms which will be provided.
- D. Type bibliography in correct form.

Possible Resources: school library, public library, travel agents, textbooks, maps, atlases

Sources:

1. Reference

- Deadline Data on World Affairs
- Specialized encyclopedias
- Other reference sources
- Maps on File

2. Subject Catalogue

- Pamphlets
- Non-fiction books under these headings: Country or City - Description and Travel, e.g., Toronto - Description; Cookery, International; Travel photography (Hint: Fodor's series are very useful.)

3. Periodical Index

- Readers' Guide
- Canadian Periodical Index
- National Geographic



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CIVIL RIGHTS IN CANADA AND THE WORLD

A RESOURCE BASED UNIT

Teacher-Librarian - JACKIE LOYD

Teacher - GWENYTH GREER

School: - George Elliot Secondary, School District #23, Central Okanagan

Unit Background: As a part of a civil rights unit in Law 11 the teacher wanted to give students the opportunity to investigate civil rights issues in Canada and the World. The following two assignments were planned. The first unit, Civil Rights Issues in Canada, works very well with a less academically inclined class. The second unit, Global Civil Rights Issues, is best suited to a strong academically oriented class.

A. CIVIL RIGHTS ISSUES IN CANADA

Objective: After class discussion on the Canadian Charter of Rights, students realized that there are many minority groups in our Canadian society who still suffer discrimination. The objective of this resource based unit was to make students aware of these groups and their situations.

Topics: After considering the types of resources available in the library on the issue of Civil Rights, the following topics were decided upon:

Abused Groups

Child Abuse

Wife Battering

Minority Groups in Canada

Mentally and Physically Handicapped

Adopted Children and Foster Children

Women

Aged

Ethnic Groups

Prisoners

Censorship

Pornography in videos, books and films

Violations in the Past and Present

Japanese Canadians

Terrorism

Cruel and Unusual Punishment

Capital Punishment

Torture - Amnesty International

Format: In groups of 3-4, students were required to give an oral presentation or workshop on their topic. They were encouraged to use guest speakers and appropriate audio visual software but were expected to explain the violation of human rights.

In their presentation students were expected to accomplish the following:

- Describe the nature, type, extent, number of people involved, and the public's attitude to the abuse or violation of human rights.
- Explain the laws of the situation.
- Discuss the government agencies involved.
- Recommend the corrective measures required to prevent and stop further abuses.

Students were given three class periods to research their topics. The teacher-librarian pulled a core selection of resources for each topic to eliminate some of the time often wasted while searching for resources. For many of the topics, students had to rely heavily on periodical indexes to find up-to-date information. In some cases students had to contact local organizations for information on particular topics (e.g. prisoners - Halfway House, Wife Battering - Womens Shelter, etc.). Both the teacher and teacher-librarian were kept busy assisting students with their topic, helping them find suitable audio-visual resources via the District Resource Centre, and directing them to local community resource groups for possible guest speakers.

We strongly suggest that for some of the more contentious issues, guest speakers from both sides of the issue be asked to speak. The group studying the issue of pornography invited a guest speaker from Red Hot Video one day and a representative from a local anti-pornography group the next day.

Evaluation: Students were evaluated strictly on the basis of their oral workshop; the factual nature of their presentation as well as how well informed they were on their topic, the laws involved and the quality of the recommendations made by the group. The classroom teacher assigned a letter grade to each group on the basis of these criteria. Several students also prepared questionnaires to monitor public opinion on their topic and several prepared their own video presentation of their topics.

B. GLOBAL CIVIL RIGHTS ISSUES

Objective: This particular assignment arose from the teacher's perception of the need to contrast the lack of civil rights in today's world and in the past. She wanted students to realize that in the past as well as today, groups have been persecuted or have lost their rights. Students were expected (in groups of two) to choose one of the persecuted groups listed below and present a case on this persecution to an Assembly of the United Nations. They were expected to explain the situation surrounding the persecution, describe the acts of persecution and, finally, present a motion of action to the Assembly.

Topics: Civil Rights issues involving the following:

- El Salvador in the 1980's
- Any minority group in the USSR
- Iran in the last 10 years
- Japanese Canadians in World War II
- Argentina 1974-1983

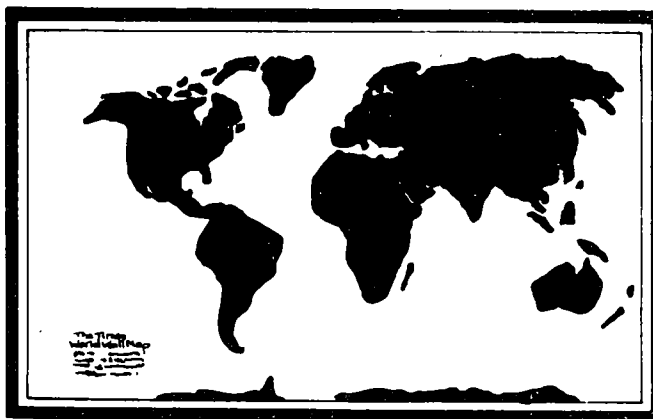
Minority Groups in South Africa
Jews in Germany 1939-1945
Blacks in the USA in the 1900's
PLO Refugees in Middle East
Armenians in Turkey
1970 War Measures Act in Quebec
UN support for Amnesty International
Beotuk Indians
Women's Rights in the 1900's
Native Groups in Canada

Format: Students were given two class periods to research their topic. The teacher-librarian pulled a core collection of resources for each topic. Students had to rely heavily on magazine indexes, vertical file items, and yearbooks, as well as other specialized reference sources. Since they were allowed to use evidence to support their case, many made use of posters, pictures, overhead transparencies, etc. Both the teacher and teacher-librarian were available to assist students as they were preparing their cases.

Prior to the date of the Assembly the classroom teacher instructed students on how a meeting of the UN Assembly is conducted and how to present a motion to the Assembly. The teacher also chose a very advanced and mature student to chair the meeting as Secretary General. Each group of two students acted as a delegation from a country. After each presentation was made, time was allowed for questions from the delegates before the vote was taken on the motion presented. Two fifty-minute classes were needed to complete the presentations. The class was moved to a larger room with tables to provide appropriate surroundings for the meeting of the Assembly. Many students also came in a costume or dress appropriate for their country.

Evaluation: In evaluating the project the following criteria were used:

- Quality of the facts used
- Wording of the motion presented to the Assembly
- Quality and organization of the presentation
- Amount of interest generated by the presentation



Make your voice heard

by PAT PARUNGAO, teacher-librarian and GYAN NATH, Business Communications teacher , Killarney Secondary, Vancouver.

*** This is an assignment utilizing a section of Our Future at Stake: a Teenager's Guide to Stopping the Nuclear Arms Race New Society Publishers, 1985, entitled "Beyond Voting: Making your voice heard in government by lobbying, writing, calling."

The original assignment was used shortly before Peace Festival Week, with nuclear war, nuclear weapons, disarmament, the peace movement, and nuclear research as appropriate topics. During the week, a number of noon-hour presentations were scheduled in the school library resource centre. A field trip to TRIUMF was also arranged.

Goal of the Assignment

Students were to:

1. Write one letter to a newspaper editor.
2. Write one letter to a Member of Legislative Assembly or a Member of Parliament.
3. Optional: write one letter to the Prime Minister.

Requirements

1. Attend three noon-hour presentations.
2. Take notes on forms provided by the teacher. The teacher-librarian is to sign students' attendance sheets.
3. Write two letters.
4. Submit for marking.
5. Rewrite good copy.
6. Mail the letters.
7. Check the newspaper for your letter and wait for reply from MLA or MP.

Suggestions on writing letters to politicians were given in the handout provided to students. Some of the suggestions were:

1. to start with a positive comment.
2. to show that you know something about where the person stands on an issue.
3. to show some of your own personal insight on an issue - if it frightens you, for example. (How you feel about the issue).
4. Focus only on the issue - don't wander in your writing.
5. Tell the politician that you will be monitoring how he or she votes on the issue.
6. Ensure that your name, address, and telephone number is clearly marked on your letter. Signatures should be legible.

How to write to the Prime Minister

Write directly to :

The Honourable Brian Mulroney
Prime Minister of Canada
House of Commons
Ottawa, Ontario
K1A 0A6

* Students have a better chance of receiving a response to a letter when there is a direct question asked.

Writing to a Newspaper

Letters to the editor should be timely and specific. They should be double spaced, legible, and on one side of the paper only. It helps to refer to an item that recently appeared in the newspaper. All letters should be signed legibly, and have the writer's name, address, and telephone number.

The following is a student letter reproduced as written to Ian Waddell, MP.

April 24, 1986

Mr. Ian Waddell, MP
5792 Victoria Drive
Vancouver, BC
V5P 3W7

Dear Mr. Waddell :

I am writting this letter to support the Nurclear Freeze. As a refugee, I escaped Cambodia to search for freedom. During my escape, I faced a lot of hardships, and saw people dying around me. It was horrible!

I hear about war, and it frightens me. I want to live my life to the fullest and die from old age, not from war.

No man or country should have the right to destroy the world. In these days of human rights, each individual should be given the right to live their lives free from the threat of war.

Yours very sincerely,

Stella Ngo
Student from Killarney School

There are People Too Gentle
To Live Among Wolves:
...But They Must Anyhow...

Some Reflections on the Need To
Change Educational Metaphors in Order
To Secure a Peaceful World.

A Paper Presented to the Conference
"Students, Peace, and Power"
The University of British Columbia.
October 25, 1985

MILTON MCCLAREN, Associate Professor,
Faculty of Education,
Simon Fraser University.

In the spring of 1985 I attended a training session for Peace Education Associates sponsored by the BCTF. During the weekend session I met many fine teachers who were vitally concerned about the role that educational institutions, especially public schools, could play in furthering world peace and in ending the race in nuclear arms. During that weekend seminar a question emerged which has engaged my attention since: "To what extent is the current curriculum and style of operation of public schools inimical to the very concept of a peaceful world?" It is this question that I would like to explore here.

Public schools are institutions both loved and cursed in modern times. They are representative of one of the most audacious experiments ever attempted by humankind--the attempt to educate not a mere elite fraction of the population, but rather to educate the majority of people, to enable them to have access to their culture, their heritage and history and to sophisticated tools of intellectual inquiry. Never before has such a venture been attempted. I am certain that historians many years in the future will look back at these times and number public schools and

the notion of public universal education as one of its wonders. Nevertheless, public schools are deeply invested with the metaphors of an industrial era. As such, they celebrate uniformity, routine, discipline, specific objectives, and employ systematic methods of assessing progress toward the objectives. To some extent they operate in the style of that most powerful and effective of industrial models--the assembly line.

It is neither entirely true nor apt to compare public schools to assembly lines, but neither is the comparison entirely misplaced. It should be noted that the assembly line has been a most wonderful and effective method of production. It has made the plethora of attractive, cheap, widely available products affordable to millions of people. By so doing it has to some extent enriched the lives and capacities of these people. It is small wonder, given the success of this method of production, that other agencies, including public schools, have attempted to emulate the assembly line in their styles of operation. However, it must also be observed that assembly lines are terrifically powerful means of producing things when we know exactly what the product of the process will be--a toaster, a car, a suit of clothes. However, it is not usually expected that any of these products will convert themselves into some other, often radically different product years into their operational life. We would not ask that a Volkswagen Rabbit change itself into an aircraft after five years in service because the needs of its owner have changed. On the other hand, we do regularly require just such dramatic changes of human beings.

To understand public schools one must also understand industrial work. The factory in industrial times required

that the worker serve machines, not vice versa. Thus, in films such as Philip Borsos' fine NFB film Nails we see three versions of work: the smithy, a pre-industrial craftsman who hand made a product from start to finish using tools and processes which he almost entirely controlled, the factory hand who "fed" machines the raw materials of production or who removed the products from the line; and the "supervisor" who attends the robots and automatons who direct the process and conduct its operations. The question we must ask ourselves is to what extent public schools were intended to produce workers who could perform assembly line work of the second type. If we answer that schools were intended to perform this mission, at least as part of their role, then we need to ask ourselves some other important questions about the demands placed on humans in the industrial era.

The assembly line has been a wonderful innovation, but it has also required that workers give up many other human attributes. The line requires that workers be on time, that they attend in detail to a repetitive task (which may require considerable strength, patience, concentration, or all three), that they make few errors, that they keep up with the pace of the line or that they produce the maximum number of "products" in a given time. The worker on the assembly line, whether in an office or factory is not usually expected to make decisions about pace, sequence, quality, or quantity. Often they are not expected to be creative or innovative, nor are they expected to show initiative. Do the job, be on time, and collect your paycheck are the prevailing expectations. There has been much talk about newer approaches to industrial work including Quality Circles and production teams. Recreational or fitness activities have been injected

into the routine. But the fact remains that many workers exercise little if any skill either in thought or performance.

I would contend that for the past two hundred years the nature of schooling has been directed by a metaphor which might be summarized as The Supply of Human Resources. Human resources work on assembly lines and in offices, they provide services, they fight as soldiers in wars, they raise families, and, as citizens, they play a role in the industrial state. I would also like to suggest that the term "human resource" is an inappropriate way to think about yourself or other people. We humans are not equivalent to tin, copper, oil, natural gas, or lumber. The value of such "resources" is derived externally and extrinsically--it is determined by the "market" or other economic forces. Human value, on the other hand, is not expected to be derived from how much money they make or from how much work they do, or from their utility.

In the past two centuries we have covered the globe with the inventions of technologists and applied scientists and we have unearthed a landslide of information about the natural and humanmade world. However there is now a growing sense that the technologies which were intended to serve human-kind have begun to instead control and direct us. In fact, the human resources often seem to be grist for the giant industrial-state engine we have constructed. Moreover, our attitude toward technology is reflective of the technology having superiority or priority over human values. Thus, we do what we can do as if it was what we must do instead of asking why or if we should do it. If a product or gadget can be made it becomes highly likely that it will be made, especially if it will make money for someone or can be employed for

military advantage. We are rich in means but low in intentions.

Nevertheless, we must acknowledge that we have raised some aspects of the standard of living of about one third of the world's population to new highs of comfort and convenience. Our machines have served us well, including the "vast machine" of modern society, but they have required a Faustian bargain. In exchange for their service we have had to surrender or suppress a number of our powers as a species. Modern social theory seems intent on asking how the engine of society with all its myriad institutions can be put to the task of creating humans fit to live in that society. Instead, perhaps, we should ask how we can create humans capable of creating a society worth living in.

In short, we need to move away from the supply of human resources to the development and nurture of resourceful humans.

The modern world is filled with wonders and dangers, challenges and opportunities. We have created monsters and we have created masterpieces. It would be nice if we could eliminate or erase the monsters--but we cannot. But the monsters are of no consequence if we can control them or, better yet, create a world in which they cannot exist.

In my contacts with many people who have devoted themselves to the cause of peace and peace education over the past years I have sensed a strong wish to eliminate nuclear arms, or to ban them, to control arms or to eliminate them outright. It is an ancient and honourable goal--a longing to unhorse one of the unholy tetrad of the apocalypse. However I am convinced that the problem is not arms per se, but rather people. Arms are immaterial--bizarre curiosities

of our unenlightened past--if we have neither the need nor the intention to use them. I know that this sounds like a bumper sticker for the National Rifle Association--Guns Don't Kill...People Do--and of course the statement is true, at least 99% if the time.

I am fully aware that if weapons were not readily at hand people might not use them in moments of drunkenness, passion, or weakness. Clearly we must reduce the possibility of accident and the opportunities for use. But clearly we must focus not on the weapons themselves but rather on the human predilection to reach for weapons. If there be giants and monsters we must focus on creating people who can move among them and contend.

Primal or native peoples before the industrial and even agricultural eras had a "curriculum" for developing the characters of the young. Most such societies recognized that one creates a society not by having wise kings who control a mass of ignorant subjects but by having wise subjects who create and embody a "wise" society. Thus, the "curriculum" of primal societies focussed not on the development of "information recall" or "skill," but instead on the development of character--of human powers and capacities. For example, many primal societies required courage. Hunting was often dangerous work and required great risk and sometimes personal sacrifice. The young needed courage. They also needed persistence, patience, determination, the ability to be observant and to pay attention, Respect for their culture and traditions, respect for their fellow band members, care for the old, the young, the sick and the weak. The young needed to learn many skills, but more they needed to develop the understanding required to know when to use those skills and when not to.

Thus, these societies developed a curriculum, a set of tasks, requirements, and experiences designed to develop these essential characteristics. The curriculum was not so much taught as it was lived, but, at times elements of it were in fact taught quite formally, albeit not in schools as we know them.

Many of the skill activities required of the young were intended not only to serve their overt, surface purposes--weaving, basket making, spear point making, stalking, etc.--but also to develop concomitant attributes--patience, observation, curiosity, discipline, courage, etc. In most cases the young were taught these things by elders who could clearly not only talk about them, but who could also perform them and model the features of character desired by the culture. This is quite a contrast to the bromide about teachers in the modern world: those who can, do, and those who cannot, teach.

The modern world is, on the surface of it, obviously different from that pre-industrial and pre-agricultural era. And yet we certainly have a surfeit of dangers, an abundance of circumstances which require courage, care, wisdom, patience, empathy, and respect. We have created a world in which our inventions may rule, and even ultimately destroy because we have not paid enough attention to the difference between wisdom and "smartness," and between education as information acquisition and recall and education as the development of character. For example, no one ever claimed that the advisers who surrounded Richard Nixon were not "smart" or that they were not schooled--because, of course, they were. However, it became obvious during the Watergate investigations that these people totally lacked many attributes of quality in human character. They may have been smart but they were not wise. In our

process of industrial schooling we have chosen to emphasize the acquisition and "processing" of information and the development of skills. We have assumed that "character" will simply occur as a side-effect of being schooled. I think this is very unlikely.

Thus we walk a fearful landscape filled with the Frankensteins of our creation and tremble at the possibility that they may well destroy us. As a species we have great powers and capacities, but we often choose to emphasize only a narrow portion of them, creating people who are incompetent and underengaged and who seek constantly to find engagement and a mission worthy of their capacities. What can be done to redress this situation?

My position is that we need to recognize the gravity of our situation not simply by attempting to develop (social) technologies to control our machines, science, and inventions, but rather that the long term solution rests with placing humans back at the centre of the enterprise so that we direct, choose, and control these things, not institutionally so much as personally. We seem to have delegated our human powers to social institutions. These "agencies" or "institutions" will educate the young, care for the sick and the old, wage war, produce food, keep us safe and provide us with information, guidance and assistance. It has been very convenient, and in a sense empowering, for us to become so specialized. The assembly line worker has little idea of the whole process and executes only a simple set of tasks again and again. The need for any single worker to be skilled, thoughtful, inventive, daring, or creative are minimized. We have, as it has been said, created an institution capable of being operated by "average people". I first heard

this remark from Dr. Stuart Smith, Chairman of the Science Council of Canada. He was, of course, cautioning against making things unnecessarily complicated. I have puzzled over the remark since I heard him make it and, although I agreed with it at first, I have changed my mind since. Unfortunately, institutions which can be operated by average people (whatever they are) also nurture and perhaps even require "averageness". If we are to take back control then we will need to foster the fullest possible expression of human capacity in the largest number of people.

The human species is immensely powerful and capable. As a biologist I am reluctant to treat my species as the pinnacle of evolution. I am not prepared to take such a "species-centric" point of view. The data on the evolutionary import of our species is not yet in. But, one does not have to be narrowly "species-centric" in order to still acknowledge the terrific powers and capacity of humanity. By the way, the word "power" in this context does not imply "Power" in the dominance/inferiority/superiority sense but is used in the way that my colleague Ken Low uses it: power is the ability to transform oneself or the environment. We need empowered humans in this sense if we are to manage the sort of world and the times in which we find ourselves. But how are we to nurture this empowerment?

First, we must ask ourselves some very difficult questions about the difference between schooling as information acquisition and transfer, and education as the development of people who have knowledge, and who understand when and where to use that knowledge, i.e. wisdom. We have created a system of education which abounds in "data" and "facts" and which we appraise on the basis to which these are taught and learned,

but which is very low in meaning. Our age is that of the "Information Explosion". More than half of all current information and fact has been discovered in the past 30 years. The rate of growth in information has been exponential. In trying to cope with this we have made "education" and "schooling" synonymous with "information processing and acquisition". But it is clearly both impossible and inappropriate for schools and other institutions of learning to define their role in such terms. They cannot only not succeed given the rate of proliferation of information, but in attempting to accomplish this mission they cannot possibly address the issues of purpose, meaning, and intention. There is not a need to develop larger and larger stores of information which people carry around in their heads. There is a need to ask what the plethora of information and data mean and to develop overviews, perspectives, and concepts which can make sense of it all. This requires sustained, engaged contact between caring adults and young people--a relationship closer to mentorship than to teaching especially in the forms in which we often demand it.

Second, we need to ask ourselves about ways of reconnecting action with learning. In the era of public schools we have seen schools as having the purpose of providing ideas and information. The implementation of these, turning them into practice, has largely been left to the student or to other agencies. The difficulty with this is that action is often the catalyst which enlivens learning, transforming it into education. From action we gain the information (the feedback) which we need in order to shape and refine our skills and to hone our ideas. But action requires a schooling of its own. Many people have little knowledge of how to act, or when. They lack knowledge of tools, and give up, become

discouraged, and lose patience especially if they have no mentor or network of support. Action provides the touchstone for our skills and ideas and it enables us to gain skill in self evaluation. We have made schools politically safe but at the same time we have severely diminished their capacity of empowerment.

I recently heard a native Indian speak of the purpose of the Vision Quest in native education. As you know, many tribes have a rite of passage in which young males go on a solo journey at around age fourteen. During the journey they seek a vision, often a vision which will reveal to them a special totem animal or their adult name. However, the quest also is a time of self-evaluation through action. In the journey the young man must put together and use all the many attributes of character and skill which he has learned. The action of the Vision Quest is the catalyst for the integration of knowledge, skill and character. There seems to be no similar opportunity for integration through action for people, young or old, in our society.

A third element to which we must direct our attention is that of how time is used in contemporary schools. We have modelled the structure of time and the pacing of events in modern schools on the factory and industrial office. These places are driven by the clock and the whistle or bell. The day is cut up into tightly regimented time sequences, as is the year, and even entire groups of years. The bell or buzzer displaces all other activities in schools, especially secondary schools. In the process we have minimized the potential of these institutions to foster patience, persistence, determination, creativity, effort, observation, and diligence. If you can make few if any decisions about the timing and

pace of events then you quickly learn not to attend to the needs and requirements of the task or situation but rather to play the game directed by the clock and schedule. Any attempt to do otherwise is often very threatening to others and will be discouraged if not censured.

Similarly, in the industrial school teachers and students alike are often simply treated as interchangeable "units of production". Human relationships which can nurture ideas of the quest for attainment, courage, attention to detail, self-discipline, and mutual care and respect are all minimized. Student and teacher alike are numbers in a large machine. We need to reestablish the idea of education as being PERSONAL and to see the relationship between teacher and students as being built on a mutual search for competence and improvement with the teacher being in some respects a master and in others a student, but a master nevertheless.

Progressive education has been profoundly confused about the difference between equality, diversity, and uniformity. In a forest the rabbit is not seen as superior to the trees--they are different, diverse elements of a fabric. Those who demonstrate mastery are equal to students in terms of human rights but they are not equal in terms of skill, knowledge, and demonstrated competence or experience. The student may surpass them--if they respect the student they will expect and foster this--but they are not the same as the student. The student celebrates the mastery of the mentor by showing respect and by attending to the tasks of learning. The master respects the student by offering instruction to the limits of the student's skill and capacity. The relationship is mutual and symbiotic, but it is not based on some phony notion of "equality" or sameness. Of course, if contact

between a student and a teacher is minimal then it can be impersonal. It can be based solely on power and authority, dominance and submission, rather than on mutual respect. Moreover, in an impersonal relationship incompetence or minimal competence is possible for either the student or the teacher. It is from precisely such impersonal relationships that many of our notions of power and authority, dominance and control, derive. The guards in German concentration camps had no moral or personal authority--they had power and they demanded conformity and submission even to the death. The authoritarian teacher is not one who demands respect on the basis of demonstrated ability and mastery but is one who insists on respect simply because he has been hired for a position--on form alone.

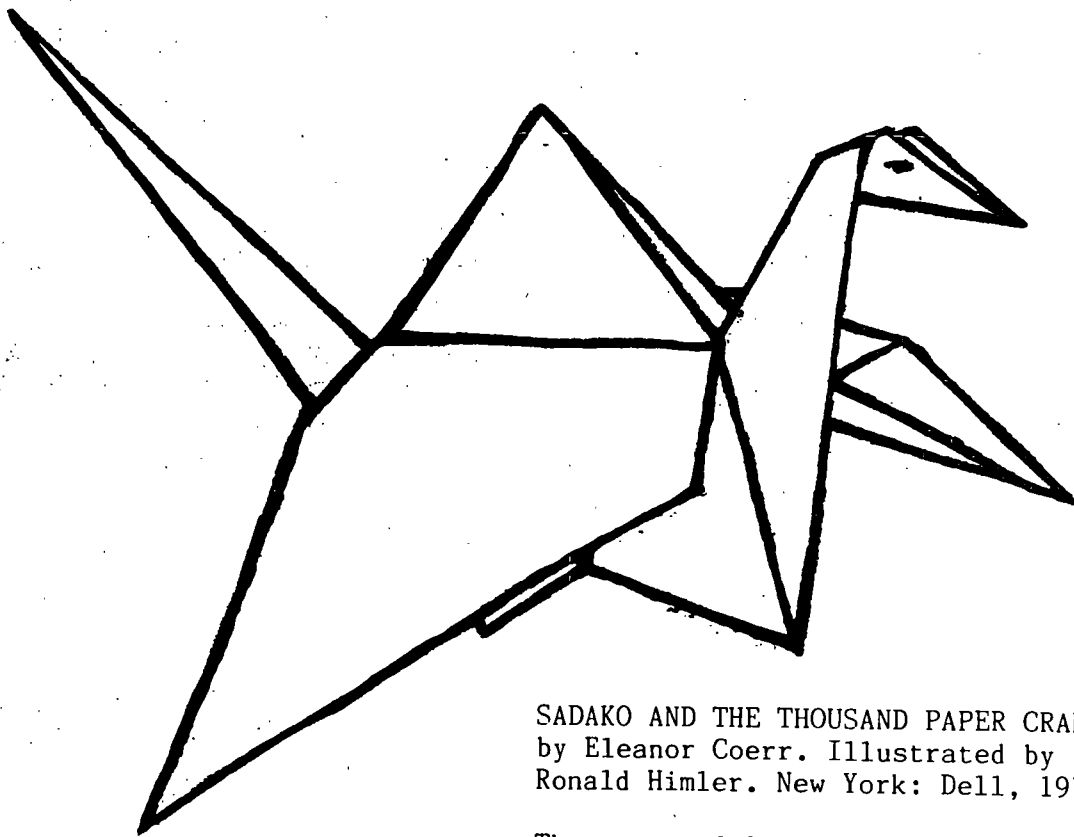
Finally, in an impersonal system based on the imperatives of an externally derived schedule and sequence, there is a need not to create and foster competence, but rather to create a series of barriers or obstacles which only a few can possibly surmount, or surmount well or fully. The system is operated under the domain of the myths of scarcity. According to these myths there is not enough honesty, intelligence, courage, discipline, desire for learning, patience, and so on to go around in humans. The system focusses not on development and demonstration but on assessment and classification, with the intention of perpetuating the idea that only a few people are good enough to run things while the majority must go along and conform. In a sense this emphasis on assessment and classification is to be expected according to the industrial metaphor of humans as resources. If people are resources are they lead, brass, plastic, wood, or gold. Instead of focussing on

mastery we create arbitrary barriers, usually in time, and then use these as "proof" that few humans are really good at anything. Such a system is inherently unjust, creating anger, sorrow, frustration, and abuse of self and others. At the same time, however, its greatest tragedy is that it creates far fewer humans who have powers and capacities than might be the case. Given the immense dangers of the modern world this is foolish and has placed us all at grave risk.

In a way we are like people awakening from a sleep to find ourselves aboard a jet airliner. Not knowing how we got there, but being aware that we are in flight, we go forward to the cockpit to find no crew aboard. We have never flown before, and never expected to have to, but now we must, or perish. We must take control of the technology we created and direct it not only to human purposes but also to the purposes of all life and the biosphere itself. We must overcome our inventiveness and become wise. We cannot do it with institutions of learning which foster the notion that many will be passengers and that few will try to maintain control in increasingly turbulent air.

Of course the aircraft metaphor is less than fully apt. It is likely necessary that a few skilled people function as crew aboard an aircraft. But, in the times in which we find ourselves it is required that many more people take action, seek solutions, and exercise creativity and energy in the search for solutions and opportunities than has generally been the case. The metaphor of a lifeboat might be better. We cannot afford to allow a small elite, often an elite highly steeped in the traditional approaches of the past--solutions no longer useful or appropriate--to "run" the show and decide what will be done. In a real sense the greatest challenge

we face is to perform an act of invention--the invention of our possible selves. This new or potential human must act with care, intelligence, and creativity to manage and reduce the dangers, while exploiting and creating new possibilities. In the long run I think that the best hope for a peaceful world will come from a widespread extension of human capacities among the greatest number of people of all ages.



SADAKO AND THE THOUSAND PAPER CRANES
by Eleanor Coerr. Illustrated by
Ronald Himler. New York: Dell, 1974.

The story of Sadako Sasaki, a twelve year old Japanese girl who died of leukemia as a result of the nuclear weapon dropped on Hiroshima, is one that appeals to children of all ages.

NUCLEAR AWARENESS WEEK

by PAT PARUNGNAO and LYNNE DOUPE, Teacher-Librarians,
Killarney Secondary School, Vancouver School Division

In the past year, Killarney Resource Centre celebrated National Book Week, choosing a theme of current interest to young people today--NUCLEAR AWARENESS.

A full slate of noon hour events was scheduled, open to all staff and students:

- The N.F.B. documentary, "The Nuclear Path", narrated by Dr. David Suzuki, was shown. This 30 minute non-partisan documentary traces the path of nuclear fuel until it becomes waste or weapons. It was funded by the Science Department at Killarney and viewed by 11 different science classes in addition to the noon hour showing.
- Michael La Brooy, science writer and technical editor from TRIUMF (Tri-University Meson Research Facility), located at U.B.C., came and spoke on "the positive uses of radioactivity."
- Andrew Milne, a physicist, who has served on the Steering Committee for End the Arms Race Coalition since 1982, spoke on "Nuclear Weapons and Peace."
- Major Sear from National Defense Canada spoke on "Disarmament, Arms Control and Deterrence."

All of the noon hour events generated enthusiastic discussion and interaction among students and speakers. This was a unique opportunity for young people to ask questions of area specialists and adults outside the school community.

Each morning, the 1983 Academy Award winning NFB film "If You Love This Planet", narrated by Dr. Helen Caldicott was shown. She discusses the medical and global consequences of nuclear war.

Two window displays, as well as a current bibliography were developed around the week's theme. Several subject assignments relating to nuclear awareness were:

- Consumer 9/10: Pollution, including nuclear reactor waste and environmental aspects of the uranium industry.
- English 9: Research paper on a variety of topics relating to nuclear energy and fuel, pollution and waste disposal.
- Business Communication 12: Letters to a newspaper editor and to an M.L.A. or M.P. were drafted and were posted in the library display case once they were completed.

Mid-week, a field trip was organized for interested Library Club and Physics students to visit the TRIUMP installation at UBC. Of particular interest was the experimental treatment of brain and pelvic tumours with pions.

A nine-question survey brought to light some interesting findings. Out of 166 participants, classed by grade (8-12 and E.S.L.) and sex (93M), (73F), the following responses were given:

Killarney Nuclear Awareness Week Survey

1. Do you think there is a strong possibility of nuclear war?

Yes - 111

No - 55

2. In your opinion, are nuclear weapons necessary for national security?

Yes - 61

No - 105

3. How often do you think about the threat of a nuclear war?

a. never - 26

b. every now and then - 102

c. few times week - 9

d. all the time - 19

4. Do you think there will be a major war in the next ten years?

Yes - 82

No - 84

5. Do you think there will be a major nuclear war within 25 years?

Yes - 92

No - 74

6. In the event of a nuclear war, do you believe you would survive?

Yes - 33

No - 133

7. Do you want to be alive after a nuclear war?

Yes - 49

No - 117

8. Do you feel that Canadians are contributing to the world as a safer place to life by allowing American cruise missile testing on Canadian soil?

Yes - 46

No - 120

9. Should Canadian Armed Forces have any kind of nuclear weapons?

Yes - 77

No - 89

The objective of creating nuclear awareness among participants in the week's events was a successful one and will, we hope, better prepare them for making well-informed choices as Canadian citizens.

PEACE



World Food Day

WORLD FOOD DAY

by MELODIE BRANDON, Teacher-librarian and MARGIE WILLERS, grade 6 teacher, Senator Reid Elementary, Surrey

This unit is intended to make the students aware of the inequities of the distribution of resources in the world. It is intended to begin on October 16, World Food Day, and end by Halloween with Trick or Treating for UNICEF. The unit compares and contrasts Canada and four Third World countries. It examines factors which work to define standard of living and concentrate on some of the specific aspects which contribute to world hunger and related problems. Several lessons focus on what is being done, and what students can do themselves to affect change. Knowing that they can have a part in improving social justice will, it is hoped, give the students a sense of empowerment. The personal involvement might change the study from what could be merely an academic examination of world affairs to a feeling of responsibility for global citizenship.

UNIT OBJECTIVES

Through presentations, discussions, group work, the use of reference materials, and the preparation of charts and graphs, students will be able to:

- demonstrate understanding of the concept of unequal distribution of resources that affect the quality of life.
- demonstrate an understanding of the variety and complexity of the factors contributing to the quality of life in Third World countries.
- demonstrate an understanding that complex problems cannot be easily or quickly solved.
- demonstrate an understanding that, as Canadians living in a country with a very high standard of living, we have a responsibility to help people in the Third World achieve a just quality of life.
- demonstrate an understanding that individuals and groups can make a difference.

ATTITUDES TO BE DEVELOPED IN THIS UNIT

An awareness of inequitable distribution of resources.

An awareness of how people in other cultures live as compared to Canadians.

An awareness that "standard of living" is a complex concept and that it is determined by many varied and different factors.

An awareness that "knowledge is power" and that when we understand causes of problems we are better able to find solutions.

An awareness that there are people and organizations which are working to effect change.

An awareness that groups and individuals, including themselves, can make a difference.

SKILLS*

The following skills are either taught, reinforced, or strengthened by the activities in this unit.

- problem solving
- decision making
- interpreting maps and globes
- interpreting charts and graphs
- designing bar graphs
- locating information in varied sources of media
- acquiring information through reading, listening and observing
- organizing and evaluating information
- values clarification
- discussion and questioning skills
- leadership skills
- working effectively in groups
- co-operation

* These are prescribed in the Social Studies Curriculum Guide, Grade One to Seven, 1983, Ministry of Education for inclusion in the Grade Six Curriculum.

LESSON ONE

Time: One 40 minute period

OBJECTIVE:

The students will be able to demonstrate understanding of the concept of unequal distribution of resources that affect the quality of life through discussion generated following the activity of unequal sharing of apples in the classroom.

MATERIALS: 19 apples and 4 knives

PROCESS:

- class of 30 will be divided into groups consisting of 2,5,8, and 15
- distribute apples to groups
 - Group of 2 - 11 apples
 - Group of 5 - 1 apple
 - Group of 8 - 3 apples
 - Group of 15.- 4 apples
- Task: Group must divide the apples so that each person has an equal share.
- Through open-ended questioning, lead students to see that the groups represented different areas of the world and that all countries do not have access to the same share of resources as do Canadians. Cover many areas such as food, clean water, arable land, medical care, consumer goods, etc.
- Make some statements that lead students to question the fairness of inequitable distribution. "How did you feel when you had more apples than someone else? How did you feel when you had less? What could you do about this?"

FOLLOW-UP:

- 1) Explain that for the next two weeks we will be studying the problems and reasons for world hunger and deprivation.
- 2) Explain that the unit will continue until Halloween and that we hope that they will each choose to Trick or Treat for UNICEF then.

WEBBING

This will be an ongoing activity conducted by the classroom teacher on a daily basis. A display space will be provided in the classroom so that the web can be continually up-dated during the duration of the unit. The central question of the web will be "Why do some people in the world go hungry?"

PROCESS:

- Brainstorming as a process will be discussed with the class.
- These rules will be followed:
 - All ideas will be accepted.
 - No judgments will be allowed.
 - Ideas will not be evaluated.
- Students will be encouraged to discuss the problem with others in order to extend the web.
- On succeeding days students will be asked if there are any things on the web that they think should now be eliminated in light of their research and if they have new things to add. Items will only be deleted if the class reaches consensus to do so.

LESSON TWO

Time: One 40 minute period

OBJECTIVES:

- 1) Students will be able to locate information using Almanacs to fill in charts.
- 2) Students will be able to interpret statistical data found in the Almanac to fill in charts.

MATERIALS: 10 WORLD ALMANACS (They should all be the same edition.)

PROCESS:

- Briefly explain the terms of the variables to be researched:

Population Density - number of people in country divided by the area
(in square miles)

Per Capita Income - average earned by each person in a country
converted to dollars

Labour Force (agricultural) - number of people in country who work
to produce food

Life Expectancy at Birth - how long the average person is expected
to live

Literacy - percentage of people in the country who can read and
write

Divide the class into five groups.

Task: Using the Almanacs, the group must work co-operatively to complete the worksheet. Data will be found in the "Nations of the World" section.

EVALUATION: Each group's worksheet will be checked for accuracy.

LESSON THREE

Time" Two 40 minute periods

OBJECTIVES:

- Students will be able to interpret charts and from those charts, develop bar graphs.
- Students will, by completing bar graphs, show that they are able to organize and present information.
- Students will be able to compare and contrast the information that was analyzed by drawing conclusions from the bar graphs.

MATERIALS:

Worksheets from the previous lesson, chart paper, rulers, markers, stencils.

PROCESS:

- Students will be divided into 5 homogeneous groups:
 - Group One - Life Expectancy at Birth
 - Group Two - Population Density
 - Group Three - Literacy
 - Group Four - Labour Force
 - Group Five - Per Capita Income
- Each group will be assigned one variable from the previous lesson with the assignments determined according to the difficulty of graph to be designed or the analysis of data.

Task: Using the information on the charts, each group will design a bar graph which compares one variable for all five countries.

The bar graphs will be displayed in the library as they are completed.

- After all 5 of the graphs are displayed, students will be guided in comparing and contrasting the data.

LESSON FOUR

Time: Three 40 minute periods

OBJECTIVES:

- Students will be able to locate information using various sources such as books, encyclopedias, atlases, magazines, and pamphlets by completing worksheets.

- Students will demonstrate an understanding on how the variable they studied relates to the quality of life through discussion in small groups.
- Students will be able to make inferences on the quality of life in a specific country by evaluating the findings of their group.
- Students will demonstrate an understanding of the variety and complexity of the factors contributing to the quality of life in Third World countries through discussion of the similarities and differences of the countries studied.

MATERIALS:

Displayed bar graphs, various reference sources, worksheets on each different variable (see attached)

PROCESS:

The classroom teacher and the teacher-librarian will team-teach this lesson in order to better help students locate information and to monitor the progress of group discussions.

- Worksheets for each group are distributed to the members of that group by the classroom teacher.
- The teacher-librarian has a work station prepared with a variety of reference materials available for each of the five countries.
- Students are told to go to a station for a country. Each country must have at least one person from Groups 1-5.
- Task: Students must complete their individual worksheets but are encouraged to discuss their findings or to seek advice or help from other members of the country or group.
- After completing the worksheets, students discuss their findings.
- Task: Each group will prepare an oral presentation. They must choose one person to actually make the presentation but all are responsible for the content of the presentation.
- Each country group will concentrate on a specific variable in the oral presentation:
 - Bangladesh - Population Density
 - Canada - Life Expectancy
 - Ethiopia - Literacy
 - Haiti - Labour Force
 - Indonesia - Per Capita Income
- Presentations will explain what effect the variable has on the quality of life in that country.

LESSON FIVE

Time: One 40 minute period

OBJECTIVE:

Through brainstorming and class discussion, students will demonstrate an understanding that people and organizations are working to aid Third World countries.

MATERIALS: None

PROCESS:

- Brainstorm and list on the board people and organizations who are working in Third World countries.
- Add additional if necessary.

Possible list:

WHO
UNESCO
UNICEF
FAO
Mother Theresa
Bob Geldoff
Quincy Jones and Michael Jackson
David Foster
Hope International Development Agency
Individual Church groups and missionaries

- Discuss and explain briefly the roles of the people and organizations.

FOLLOW-UP:

Explain that we will have a speaker later on in the week to talk with us about the work done by OXFAM.

LESSON SIX

Time: One 40 minute period

OBJECTIVE:

Students will demonstrate an understanding of the variety and complexity of the factors contributing to the quality of life in Third World countries by questions they generate.

MATERIALS: Web displayed in classroom

PROCESS:

- Task: Prepare a list of questions to ask the person from OXFAM.
 - Examine the web. Eliminate any of those questions that are no longer appropriate or those for which they have already found answers. Add any new questions they may have.
 - From the remaining questions, reach consensus on 20 questions to ask the speaker from OXFAM.
 - Explain that some of our questions may be answered by the speaker but the lecture may raise even more questions we would like answered.
 - Assign 20 people to copy down the question they will ask if it is not covered by the speaker.
 - Those that are not assigned a question to ask, will try to formulate questions during the presentation.
-

LESSON SEVEN

Time: One 40 minute period

OBJECTIVE:

Listen to and question a person from OXFAM who has had personal experience working with the problems of Third World countries.

MATERIALS: Prepared questions

PROCESS:

- The speaker will have been informed of the content of our study beforehand and will be asked to stress the interdependency of the factors which contribute to the lower standard of living in the Third World. After the presentation, a question period and discussion time will take place.

UNIT CONCLUSION

OBJECTIVES:

By their involvement in a class project, students will demonstrate an understanding that:

- 1) as Canadians living in a country with a very high standard of living, we have a responsibility to help people in the Third World achieve a just quality of life.
- 2) we, as individuals, can make a difference in the lives of people in the Third World.

MATERIALS: UNICEF boxes for Trick or Treat

PROCESS: Students will Trick or Treat for UNICEF

CONCURRENT SUPPLEMENTAL ACTIVITIES

The following activities will be integrated into other areas of the curriculum. They will be completed concurrently with the other activities in the two week unit.

READING AND/OR LANGUAGE ARTS:

Prepare articles on unit activities for school newspaper.

ART: 1) Prepare a display relating to the unit for the hall bulletin board

2) Design posters to advertise Trick or Treating for UNICEF

LIBRARY: Create a vertical file of newspaper and magazine clippings and pamphlets related to the unit.

HEALTH: In a unit on nutrition, students could compare the calories consumed by Canadians with those consumed in Third World nations.



LIFE EXPECTANCY AT BIRTH WORKSHEET

Group One

NAMECOUNTRY.....

- 1) Explain the term life expectancy at birth.
- 2) Does your country have a high or low life expectancy?
- 3) What is the infant mortality rate in your country?
- 4) How do the inhabitants of your country obtain drinking water?
- 5) What kinds of sanitation systems exist in your country?
- 6) How many doctors are in your country?
- 7) How many hospitals are in your country?
- 8) What kinds of social services exist in your country?
- 9) What are the major health problems in your country?
- 10) What are the major causes of death in your country?
- 11) Why do you think the life expectancy of your country is what it is?

POPULATION DENSITY WORKSHEET

Group Two

NAME.....COUNTRY

- 1) What does population density mean?
- 2) What is the population density for your country?
- 3) Is the population density high or low in your country?
- 4) What geographical factors contribute to the population density in your country?
- 5) What climatic factors affect the population density in your country?
- 6) How is the population in your country distributed?
- 7) Is your country overpopulated?
- 8) What is the birth rate in your country? Is your country doing anything to try to control the birth rate? Explain.
- 9) What are the forces in your country that contribute to the birth rate?
- 10) Have there been forces in your country that cause the population to fluctuate dramatically? Explain.

LITERACY WORKSHEET

Group Three

Name.....Country.....

- 1) What does literacy mean?
- 2) What is the percentage of students between the ages of 7 and 19 who attend school?
- 3) Are children required to attend school? If yes, for how long?
- 4) Does your country have public High Schools? Do students have to pay to attend them? Are students required to attend them?
- 5) Does your country have public technical schools or colleges? Do students have to pay to attend them?
- 6) How many Universities are there in your country?
- 7) Are there any programmes to teach adults to read and write?

LABOUR FORCE WORKSHEET

Group Four

- 1) What does Labour Force mean?
- 2) What crops are grown in your country?
- 3) Which of these crops are grown to provide food for your country?
- 4) Which of these crops are grown to export to other countries?
- 5) Are there any plants that process food in your country? What do they process? Do they process food for their own country? Do they export the processed food?

PER CAPITA INCOME WORKSHEET

Group Five

Name.....Country.....

- 1) What does per capita income mean?
- 2) What is the per capita income in your country?
- 3) What kinds of jobs do people in your country do?
- 4) How do most of the people earn their money?
- 5) Why do most of the people earn their money that way?

WORKSHEET FOR LESSON FOUR

NameCountry.....

I n d o n e s i a	H a i t i	E t h i o p i a	C a n a d a	B a n g l a d e s h	
					Population Density/ sq. mi.
					Labour force (agricultrue)
					Per Capita Income
					Life expectancy at birth (male)
					Life expectancy at birth (female)
					Literacy

Answer:

Worksheet - Lesson Four

Indonesia	Haiti	Ethiopia	Canada	Bangladesh
206	535	71	6	1608
66%	79%	80%	5%	74%
\$415	\$260	\$117	\$10,296	\$105
47.5	47.1	37	69	45.8
47.5	50	40.1	76	48.6
64%	23%	8%	98%	29%

Population Density/ sq. mi..

Labour Force (agriculture)

Per Capita Income

Life Expectancy at birth

Male

Female

Literacy



POPULATION CONTROL SIMULATION

By PAT PARUNGAO (Teacher-Librarian) and
BOB LAMBERT (Social Studies Teacher),
Killarney Secondary School, Vancouver School Division

This is a unit research project done with all Social Studies 11 students at Killarney. Students must form groups of 3 - 4 students to prepare an oral presentation which justifies why the third world country they have selected to research deserves a new contraceptive drug being offered by Canada. (See assignment, Sheet #1).

During the first period, each student selects two countries to research. Information is recorded on a form sheet. (See Sheet #2)

Each group must then select one country from those researched by group members to research in more detail. No duplication of countries in a class is allowed. Students are given a resource list (see Sheet #3) called "A key ... to information in the library on Population Control" and allotted three periods in the library to research their country and prepare their presentations.

SHEET #1
Student Assignment Sheet

POPULATION CONTROL SIMULATION

Staff scientists of the Canada Research Council are reported to have perfected a new form of contraceptive drug. The drug is effective for one year with only one dose and may be taken by either a man or a woman. There are no harmful side effects and it is soluble and so can be added to water systems. The drug is one hundred percent effective, but an antidote is available.

Unfortunately the drug is expensive to manufacture and, until a commercial plant can be built, only a limited supply will be available. The Canadian Government has decided to offer this contraceptive to the world. However, because of the small amount produced so far, only one country will be able to receive the drug.

Your group has been called together by the Prime Minister and Minister for External Affairs. Briefly, your task is to decide which country should receive the drug. You should look at possible countries from these points of view:

1. Which country has the most need? Some factors to consider are:
 - a. Population per arable acre or hectare
 - b. Food availability
 - c. Growth rate
 - f. Degree of industrialization
 - g. Gross national product or gross domestic product
 - h. Distribution of income

- d. Density
- e. Degree of urbanization
- i. Health facilities
- j. Potential for development

2. What factors will work against widespread acceptance of the drug? These are mainly cultural, for example, religious beliefs, local customs, need for large families.

There are two options to choose from:

OPTION #1

Procedure: You will work in groups of 3 - 4 people. Each student will select 2 countries and fill in the note-taking sheet. The group will then meet and choose one country from these to research in detail. When you have chosen your country, let me know. Each country may only be done by one group per class. As a group, you will be required to make a three to ten minute report explaining the reasons for choosing a particular country. This report must also contain visual materials. Each group member must participate in the oral presentation. The teacher and the rest of the class will listen critically as members of the Cabinet. Be prepared to defend your choice during a question period after your presentation.

Evaluation

- 1. Note sheet (everyone must do this!)
(if completed during period one).....5
- 2. Teacher evaluation as follows:
Factual information.....20
Concluding argument.....8
Visual (or audio) materials
(classroom size charts, graphs, maps, etc).....18
- 3. Student evaluation:
Argument
(what did they say, how convincing were they?).....7
Presentation
(manner, clarity of voice, use of visuals).....7

These marks will be averaged from each student's evaluation

TOTAL 65

BONUS: 5 marks for most convincing presentation

LATE DEDUCTION: 20%

- TIME:
- Initial research period and 3 more library periods
 - Books will be available during class time as well as for overnight loan.
 - Presentations will begin _____

OPTION #2

This is a realistic alternative for those students satisfied with a passing but lower grade.

Procedure: 1. Choose a country which you feel could benefit from receiving Canada's miracle contraceptive drug. This will be done during the first library class.

2. Working alone, make a large poster showing the following: a) a map of your country showing its capital city, main rivers and transport links, main physical features, and neighbouring countries. b) your nations problems, eg. drought, rural overpopulation, slum dwellers, commodity resource base, poor transportation, etc. c) explain each picture/chart/map, etc. with a short caption paragraph of your own composition.

3. If you wish to work with a partner (this is a risk) the partner should also make a poster. This should be for the same country, use the above format but stress solutions to the problems you have mentioned, eg. drought - irrigation.

Evaluation

1. Note sheet.....	5
2. Poster graphics.....	20
3. Poster captions.....	15
TOTAL	40

NOTE:

1. All graphics presented in this project must be original. NO MAGAZINE OR BOOK PICTURES. If you wish to use printed pictures they should be photocopied and enhanced by colouring.

2. Selection of option #2 means you cannot achieve higher than a C+ standing on this assignment. It is however less demanding than option #1 and should make it easier to obtain a pass standard for this important term.

SHEET #2

Notetaking Form

CONTINENT _____

CONTINENT _____

SUB-REGION _____

SUB-REGION _____

BR ____ DR ____ GNP ____

BR ____ DR ____ GNP ____

POP. _____ AREA _____

POP. _____ AREA _____

GEOGRAPHIC FEATURES:

Main rivers _____
Main landforms _____

RESOURCES AND EMPLOYMENT

LIVING STANDARD (Medical care,
housing, education, amenities)

WHAT CAN THEY DO TO IMPROVE?

GROUP MEMBER

GROUP PROJECT CHOICE _____ (must be approved)

GEOGRAPHIC FEATURES:

Main rivers _____
Main landforms _____

RESOURCES AND EMPLOYMENT

LIVING STANDARD (Medical care,
housing, education, amenities)

WHAT CAN THEY DO TO IMPROVE

COUNTRIES

SHEET #3

A KEY TO INFORMATION IN THE LIBRARY ON POPULATION CONTROL

1. CARD CATALOGUE

-Look under general subject headings such as Birth Control, Population
and Geography - Encyclopedias

Third world
Under developed Areas

2. REFERENCE MATERIALS

a. General encyclopedias such as

ENCYCLOPAEDIA BRITANNICA
MERIT STUDENTS' ENCYCLOPEDIA
WORLD BOOK ENCYCLOPEDIA

b. Special encyclopedias such as

- ENCYCLOPEDIA OF SOCIAL SCIENCES *R 300.3 INT*
- ENCYCLOPEDIA OF THE THIRD WORLD
- LANDS AND PEOPLES *R 910.1 CAN*
- MCGRAW HILL ENCYCLOPEDIA OF SCIENCE & TECHNOLOGY
- THE MARSHALL CAVENDISH ILLUSTRATED ENCYCLOPEDIA : WORLD AND ITS PEOPLE *910.3 MAR*

c. Other references materials such as

ALMANACS:

- THE WORLD ALMANAC AND BOOK OF FACTS *R 310 WOR*
- WHITAKER'S ALMANACK *R 310 WHI*
- CITIES OF THE WORLD *910.2 CIT*
- COUNTRIES OF THE WORLD
- CURRENT AFFAIRS ATLAS
- ENCYCLOPEDIA OF LATIN AMERICA
- THE INTERNATIONAL GEOGRAPHIC ENCYCLOPEDIA & ATLAS
- MAPS ON FILE
- THE NEW BOOK OF WORLD RANKINGS *310KUR*
- OXFORD ECONOMIC ATLAS OF THE WORLD *912.04*
- WORLD CAPITALS; TOWARD GUIDED URBANIZATION
- THE WORLD FACTBOOK

*New State of the World Atlas 912
Canada the World 912 NAT*

The World in Figures 310 WOR

*Instant World Facts 031.02.020
World Facts & Figures 910.2 SKG
Worldmark encyclopedia of the Nations 910.3
WOR*

YEARBOOKS:

- DEMOGRAPHIC YEARBOOK (UNITED NATIONS) *BRITANNICA 1987 BRK YEAR 030 BRI*
- EUROPA YEARBOOK *Encyclopedia Yearbook*
- STATESMAN YEARBOOK
- STATISTICAL YEARBOOK (UNITED NATIONS)

3. PERIODICAL INDEXES

*Cambridge Ency. Africa 960.03 CAN
LATIN Am. 980 CAN
Third World - S.R 909.5 ETH*

- Will guide you to magazine articles on your topic. Look under headings such as:

- POPULATION
- POPULATION INCREASE
- FOOD SUPPLY
- BIRTH CONTROL

and under specific countries, for example:

- INDIA - POPULATION
- CHINA - FOOD SUPPLY

- Use:

- Canadian Periodical Index
- National Geographic Index
- Readers' Guide
- World Health Index

4. PAMPHLET FILES

To locate, use the SUBJECT side of the card catalogue.

5. AUDIO VISUAL ITEMS

If there are filmstrips, slides, etc. on your topic, they will be listed in the card catalogue.



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For catalogue requests: **NELSON CANADA**
1120 Birchmount Road
Scarborough, Ontario
(416) 752-9100

STUDENT MESSAGES FOR PEACE



by LYNNE DOUPE, on leave from
Vancouver School District

I was a judge in the BC Central Credit Union's Student Messages for Peace Contest. Students at both the elementary and the secondary level were invited to submit their thoughts on peace using a variety of media - poetry, prose, and audio-visual presentations. The judges for the contest were chosen from a wide spectrum of society, and included teachers, parents, and the media.

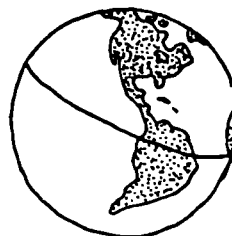
The whole judging process was fascinating. I particularly enjoyed the contact with young people through their writing.

While reading through about five hundred papers, I discovered that students are genuinely concerned with peace. Their concern was not specific to the contest or to events such as the Walk for Peace March, but is a concern that continues daily. There were many sophisticated and thoughtful comments written.

The BC Central Credit Union brought the winners of the contest to Vancouver for the presentation of awards, which impressed me very much.

The organization of the contest was excellent, and I was happy to see that not only were the winning entries to be displayed at the UN Pavilion at Expo 86, but a selection of entries from all of the participants was to be displayed as well.

What on earth?



PEACE ON EARTH

GLOBAL CONNECTIONS

by CAROL KING, President BC Teachers' for Peace Education Assoc.

Would you like to get your Social Studies teachers started on global awareness for peace? Give them the following outline for their students and invite the classes to the library to work with you on researching the issues raised.

A. How Globally Connected Are You?

1. What brought about the current popularity of chocolate? Which countries were affected?
2. Which Canadian developments have had the greatest impact on third world countries?
3. Where did the natural fibres in your clothes come from? Who makes your clothes?
4. What is the relationship between CIL industries and the Indian cotton industry?
5. How would your life be different if all trade with Africa were suspended? How would life in Africa change if all trade with us were suspended?
6. What are the similarities between our students and Iran's 14-year-old holy warriors?
7. How are smoking and apartheid related?

B. An Exercise in Awareness

How would your life change?

1. Imagine no one in your community has a phone.
2. Imagine that you also have no electricity.
3.or piped water.
4.or medical care.
5. Imagine the only reading material that you have is a government approved newspaper.
6. Imagine that it doesn't matter because you cannot read or write.
7. Imagine that there is no transportation except by foot.
8. Imagine that most males between the ages of 14 and 65 have disappeared and are probably dead.

9. Imagine that the only job you are allowed to hold pays you about 10% of what you need to survive?
10. Imagine that you have two changes of clothes and one pair of sandals.
11. Imagine that you will die if you complain.
12. Imagine that you still haven't given up hope.

.....Welcome to the average Chilean village.



World Harmony Week and Beyond

by BARBARA COOPER, Teacher-librarian, H.T. Thrift Elementary, Surrey

In November, 1985, H.T. Thrift School in Surrey celebrated the concept of peace by having World Harmony Week. What follows is an overview of that event.

BACKGROUND

A small group of elementary and secondary teacher-librarians met during the spring of 1985. Our self-imposed task was to take an idea - doing something to introduce the concept of Peace Education to teachers so that they could initiate a different kind of Remembrance Day programme in their schools - and change it into practical reality.

Toward the end of the school year the staff of H.T. Thrift meets to organize a school calendar of events for the upcoming year. During this meeting I introduced the notion of World Harmony Week. Because of the research I had been doing within the context of the teacher-librarians' committee, I had some rough ideas for the week, which I conveyed at that time. The staff was aware that the degree to which they involved themselves was voluntary, and they approved the concept.

PREPARATIONS

A number of preparations were necessary to ensure the success of World Harmony Week. I asked people by telephone to be guest speakers or performers and confirmed the arrangements by letter. These letters and other newsletters appeared on paper which had a small dove logo and "World Harmony Week" as the heading. I found this identifying device to be useful, especially for teachers who are inundated with notices.

Because I didn't want teachers to feel pressured to have to create lessons for the week, I acquired some resource materials for the school library collection. The bulk of these was produced by United Nations Education. The inexpensive pamphlets, available from BCTF Lesson Aids, contain lesson plans on a variety of themes connected to peace. Two extensive teaching guides, A Day of Dialogue and Perspectives, both published by Educators for Social Responsibility, were also on hand.

Arrangements were also made to borrow some films from National Film Board. NFB has a varied collection of films related to peace, and just recently has created an annotated leaflet, Films for Peace Education, which includes a breakdown of films by themes (eg. conflict resolution, prejudice, human rights, etc.) and some teaching suggestions. A videotape No Frames, No Boundaries, was borrowed from BCTF.

Two book displays were set up. The one in the library was for pupils and included books on friendship, sharing, co-operation and other related titles commonly found in most school libraries. The Peace Education Resource Centre in New Westminster supplied on loan books of interest to parents. These were displayed in the foyer by the school office.

Some beautiful, nonsectarian banners were borrowed from churches and hung in the foyer and library. Of imposing size, they helped create and send a clear message about our intentions.

PUBLICITY

As early as possible I circulated a tentative schedule of events to the staff for their approval, so that necessary changes could be made well in advance. A final "official schedule" and bulletin was distributed in the week preceding the event.

Parents were kept informed by special newsletter which outlined the upcoming week and included an invitation to the book display.

MORE SUPPORT

Two final details completed the preparatory stage. The music teacher was approached and agreed to teach the intermediate choir and primary pupils some appropriate songs. Two extra choir sessions were planned so the pupils could rehearse as one group in preparation for the final assembly.

We were fortunate to have four boys within the school who are adept at origami. During a noon hour they put on a workshop in the library for teachers to show us how to fold paper cranes - a Japanese symbol of long life. They also offered to assist teachers in classroom demonstrations and help other pupils as they attempted this sometimes frustrating exercise.

SPECIAL EVENTS

Events outside the normal school routine help to emphasize the importance of a theme being presented.

Storytelling: Bill Richardson, formerly of the Surrey Centennial Library, has a special talent for making a story memorable. In shifts of three classes at a time, pupils crowded into the library to hear him weave his magic. Included in his peace repertoire were a snippet from The Little Prince, The Story of Ferdinand, and a condensed version of Sadako and the Thousand Paper Cranes. The latter formed the basis for origami crane-making in all the intermediate grades.

Singing and Drama: Lynn Stones performed her own songs and others that dealt with personal, familial and global peace. Acceptance of others and striving for a happy, better world were her dominant themes. Lynn encouraged a lot of audience participation.

The drama portion of the assembly was performed by three volunteers from United Nations Education. A skit revolving around the twin themes of friendship and conflict resolution was presented.

Classroom demonstration lessons: Two district helping teachers (consultants) were invited to present peace in the classroom. In each instance, another teacher from the same grade came to watch the lesson so it could be repeated to the other class. The principal supervised the

extra class. The lessons for grades five to seven focussed on symbols and slogans for peace and a writing process lesson on "What Peace Means to Me".

Final Assembly: This assembly was indeed a departure from the usual Remembrance Day fare. The primary staff arranged to have their pupils' paper doll figures displayed around the gym. These dolls, representing the pupils and other children of the world holding hands, were made in conjunction with the song the pupils were learning for the assembly. All pupils in the intermediate grades made at least one origami crane. The cranes were strung together by the grade sevens and hung from the rafters. What was really stunning was the spontaneous display of children's work which covered the walls of the gym - bumper stickers, peace buttons, paintings, friendship balloons, recipes and writing about peace, co-operatively made monsters and doves, T-shirts with peace slogans and more.

Some pupils read short compositions about peace and primary and intermediate pupils presented choral selections.

Our guests this final day were the Reverend Mollie Williams and Mayor Gordon Hogg. I had expected each of them to give a short talk, but they decided to team up and present a hilarious, memorable role-play based on conflict resolution and friendship.

LESSONS

The lesson plans which follow are representative of some of the lessons taught during World Harmony Week. They are not my lessons particularly, nor am I sure if the teachers who presented them got their ideas from books or from their heads. What I am attempting to do here is recreate the lessons as I think they might have been taught.

Unit Objectives

If World Harmony Week could be thought of as a school-wide unit, I think the objectives would look like this:

1. Pupils will demonstrate an awareness and understanding of peace as a broad concept that has many interpretations;
2. Pupils will explore ways to achieve peaceful coexistence at different levels, from personal to global;
3. Through active participation, pupils will discover they can be instrumental in the dynamic process of peace.

Evaluation

Criteria for formal evaluation of pupils' learning in the unit as described are difficult to determine. The lessons for the most part are introductory in nature and /or are based on pupils' contributions to class discussion as much as work produced by pupils. Teachers who want to add to other evaluations in the curriculum areas could consider specific skills relevant to a particular subject. Others may want to evaluate individual effort, outlined on the British Columbia Public Schools Progress Report: Grades 4 to 7.

SPIN-OFFS

Although World Harmony Week officially ended on November 8, 1985, direct and indirect reactions to and spin-offs from it continued long afterward - and still continue. All the unanticipated outcomes were positive.

Direct Publicity about the Event

1. photographs in the local paper
2. article, photographs and pupils' writing in Vancouver Sun
3. photographs in the B.C. Teacher Magazine

Peace Display; Pupils' art and written work

1. in the gym (public polling place) on voting day
2. at the local public library
3. in the Peace Tent at Vancouver Centennial Peace Festival
4. origami cranes sent to Hiroshima with playwright Colin Thomas.

District Convention

1. choral presentation by Thrift pupils at opening ceremony
2. special peace issue of district teacher-librarians' newsletter

More Information

1. requests from other teachers, within the district and without
2. participation in SFU summer Peace Education courses

Raising Awareness

1. school district endorses A Peel for Peace programme
2. congratulatory letter from local mayor

Slide Presentation of the Week's Events

1. at year-end school assembly
2. to class at university
3. for school parents' group - Fall '86
4. to Soviet delegation that included the Deputy Minister of Education For Russian Republic .

LIST OF REFERENCES

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Hargraves, S. (1985). The Nuclear Anxieties of Burnaby youth: A partial replication of the Beardslee/Mack (1982) study. Unpublished paper presented in Montreal, Quebec. (Revised).

Winter, M. (1986). Nuclear education update. School Library Journal, 1, 22-26.

PLANS FOR WORLD HARMONY LESSONS

Co-operative Monsters

Suggested grades: 4 to 6

Approximate time: 60 minutes

Objective:

Pupils, by working together toward a common goal will demonstrate an awareness of some components of co-operation.

Introduction

Teacher shows pictures of the centaur and other mythical beasts which combine the recognizable characteristics of two or more known animals. Teacher asks how these beasts might have come to be.

Procedure

1. Before having the pupils divide themselves in groups of three, teacher asks class why co-operation might be important in a project such as this. Teacher elicits pupils' suggestions for co-operative behaviors that would be useful in this context. Teacher indicates that pupils' co-operation as well as the art project itself will be the basis of evaluation.
2. Within their groups pupils decide on and create one colorful monster on large paper. As pupils work, teacher circulates and gives encouragement.

Conclusion

Teacher debriefs class on their experience, asking "What problems arose and how did you solve them?" Teacher offers further encouragement based on observations made.

Afterwards

An adapted version of this lesson was used in the kindergarten, where pupils worked in small groups to colour pre-cut dove shapes.

Curriculum-related subjects Art

Recipe for Harmony

Suggested grade : 4

Approximate time: two 40 minute periods

Objectives:

1. Pupils will review measurement terminology
2. Pupils will identify components of peaceful coexistence.
3. Pupils will individually create a recipe for harmony by demonstrating an ability to combine knowledge from objectives one and two.
4. Pupils will demonstrate their ability to sponge paint.

Part A - Introduction

Teacher briefly describes a delicious baked food item and asks pupils what they would need to make it.

Procedure

1. Teacher leads pupils to generalize their response information into two categories: measurement and ingredients. Other recipe components - method and equipment are discussed. The underlined words are written on the chalkboard and teacher adds examples given of the other two.
2. Teacher reviews with class two measurement systems, Imperial and metric, and elicits responses pertaining to amounts commonly used in baking. Teacher records responses.
3. Teacher asks pupils to suggest ingredients for a recipe for harmony and records responses on the chalkboard.
4. Teacher instructs pupils to create their own recipe for harmony which includes appropriate ingredients which are measured using either the metric or Imperial system. (Pupils' choice of measurement must be consistent throughout).

Conclusion

Teacher asks some children to share their recipes by reading them aloud.

Evaluation

Teacher corrects recipes and provides time for pupil correction prior to the related art lesson.

Part B - Introduction

Teacher asks pupils to identify dove and explains it is an image commonly associated with peace.

Procedure

1. Teacher demonstrates method for drawing dove and pupils follow procedure on 12" by 18" paper, drawing in pencil or chalk.
2. Teacher elicits pupils' suggestions for effective copy technique. Pupils copy in pencil inside the dove shape their recipes for harmony, then trace over their printing in dark felt or crayon.
3. Teacher demonstrates sponge painting technique, and points out painting stations which have been set up around the room. Pupils sponge paint their doves.
4. When paint dries, pupils cut out doves and mount them on construction paper.

Conclusion

Teacher determines where class would like to display this artwork and the pupil decorating committee acts accordingly.

Do You Know What I'll Do

Suggested grades 2 (or late grade 1)

Approximate time: 55 minutes

Objectives

1. Through listening and discussion pupils will respond to the concept that helping others brings happiness to others and themselves.
2. Pupils will articulate some ways to spread happiness.

Introduction

Teacher, after showing cover of book Do You Know What I'll Do? by Charlotte Zolotow, asks pupils to read the title aloud, then asks them what the book could be about.

Procedure

1. Teacher reads story and elicits through discussion, responses to the following questions:
 - What were some of the things the girl did?

- Why did she do them?
 - How did her brother feel before and after?
 - How did the girl feel after helping each time?
 - How might she have felt if she did nothing?
2. Brainstorm ideas about different situations that could make different people unhappy. Teacher records information on chalkboard.
 3. Brainstorm ideas about simple ways you could make someone else happy. Teacher records.
 4. Independently, pupils choose one situation and one solution to complete open-ended sentences modelled on the story pattern:

Do you know what I'll do when I'll

Conclusion

Teacher seeks pupils' permission to compile the pages into a book. Pupils decide how book will be shared.

Curriculum-related subjects Language Arts Social Studies

The Quarreling Book

Suggested grades : 5 and 6 (may be adapted for grades 1 to 4)

Approximate time: 75 minutes

Objectives:

1. Pupils will identify the turning point in the story.
2. Pupils will analyze the cause and effect relationship of emotions and actions leading to conflict/harmony.
3. In small groups, pupils will dramatize a sequence of events of their choice that leads to conflict, then harmony.

Introduction:

Teacher asks, "Did you ever have a day when nothing seems to go right, and everyone is crabby with everyone else?" After getting pupils' confirmation, teacher explains that because these are unhappy or painful times, we often avoid examining the problem. Teacher introduces The Quarreling Book by Charlotte Zolotow.

Procedure

1. Teacher reviews the term "turning point" and asks pupils to listen for it in the story as she reads it.
2. After having the turning point identified, teacher asks questions about events in the story, the characters' feelings and how they acted upon them.
3. Teacher directs discussion to the personal level, asking pupils to share similar experiences. In each case, teacher elicits information about feelings and actions.
4. Teacher reviews first half of story, asking pupils to suggest alternative behaviors which might have reduced or avoided conflict.
5. In selected groups of 4 - 6 participants, pupils brainstorm possible situations which would lead to conflict and peaceful resolution. Pupils select situations and prepare a simple drama incorporating both conflict and harmony.

Conclusion

Pupils in groups enact the situations for the rest of the class. Teacher may use this opportunity to review elements introduced in the lesson.

Afterwards

The pupils who were involved in this lesson wanted to share their plays with the primary classes and made arrangements to do so.

Curriculum-related subjects Language Arts

Norbert Nipkin

Suggested grades: 1 and 2

Approximate time: 40 minutes

Objectives:

1. Pupils will identify the cause of conflict in the story.
2. Pupils will identify qualities of the fictional characters and common needs and elements of themselves as humans.
3. Pupils will participate as a group in a role-play in order to experience the part they can play in seeking resolution to a problem.

Introduction

Teacher introduces book by asking, "Have you ever heard of a Nipkin? Do you know about Zlogs?"

Procedure

1. Teacher reads Norbert Nipkin by Robert McConnell, and upon conclusion asks pupils to describe a nipkin and a zlog.
2. Teacher asks pupils to identify the cause of conflict and what happened to initiate the beginning of the friendship between the two main characters.
3. Teacher leads discussion which identifies the qualities shared by each of the fictional characters, then explores common characteristics and needs of human beings.
4. Teacher sets the stage for the role play by asking pupils to imagine they are Norbert as he returns home, after his meeting with Grog Zlog. Teacher, in role as Norbert's parent, will question Norbert about his activities. The pupils, as Norbert, will try to convince the parent of the need for friendship between the two groups and find practical ways to make it a reality. The same procedure is repeated with the pupils as Zlog and the teacher as Zlog's parent.

Conclusion

Teacher asks, "What might have happened if Norbert and Zlog didn't tell their parents what happened and how they felt about each other?"

Afterwards

1. If a break is desired between steps 3 and 4, teacher may ask children to move like Zlogs, then Nipkins.
2. Pupils may make a co-operative mural of the story, contributing a Nipkin, Zlog or part of the community.

Curriculum-related subjects Language Arts Social Studies

The Story of Ferdinand

Suggested grades: K and 1

Approximate time: 45 minutes

Objectives:

1. Pupils will analyze the behavior of a pacifist.
2. Pupils will become aware that they can make a choice regarding their behavior and can act on that choice.
3. Pupils will discuss ways to reduce their involvement in physical altercations.
4. Pupils will help recreate the peaceful scene depicted in the story in an art activity.

Introduction:

Teacher initiates discussion about the nature of bulls, concluding with the question, "Do all bull act the same way?" and introduces the book, The Story of Ferdinand by Munroe Leaf.

Procedure:

1. Teacher reads story and restates the above question.
2. Teacher questions the group as follows:
 - What did Ferdinand prefer to do?
 - Why was his mother worried? Was Ferdinand worried?
 - How do you think the other bulls might have treated him? Why?
 - Why wouldn't Ferdinand fight?
 - Do you think it is difficult to be different from others, to do your own thing"?
 - If you thought it wasn't right to fight, and someone was trying to start a fight with you, what could you do or say?
3. Teacher, after demonstrating briefly some methods of construction, invites pupils to make a flower that Ferdinand would like, using materials from the scrap art box.

Conclusion

Teacher creates bulletin board with large construction paper bull and caption: "Ferdinand doesn't like to fight. He'd rather smell the flowers" or "Ferdinand prefers flowers to fights". Pupils attach flowers to complete the scene.

Curriculum-related subjects: Language Arts Social Studies

Slogans and Symbols for Peace

Suggested grades: 6 and 7

Time needed: 75 minutes

Objective:

1. In a whole class exercise, pupils will verbally define aspects of harmony and discord, and identify images and colours associated with peace.
2. Pupils will independently demonstrate an understanding of the components of a slogan and one method of effective application.
3. Pupils will share their individual work.

Introduction:

Teacher prints HARMONY in the centre of a large clean chalkboard or piece of mural paper and asks, "What do you think of when you see or hear the word 'harmony'?"

Procedure:

1. Teacher records pupil responses around the word, asking pupils to justify or clarify those contributions which seem oblique or off-topic.
2. Teacher continues same method for the categories of discord, images and colours. Words recorded in the discord category only are in a different colour, and surround in widening circle the harmony words. Image and colour responses are listed down either side of the board/ paper, and recorded in the same colour as the harmony words.
3. Teacher asks what a slogan is and how it is used. Teacher shows some examples of peace buttons and bumper stickers. Teacher asks for and supplies information about components and techniques used which add to the effectiveness of each example. Design and language elements are stressed, including the term 'pun'.
4. Pupils compose their own slogans and design either a bumper sticker or button on which to display it. Prepared paper is supplied.

Conclusion:

1. Teacher asks pupils to share their completed work with the class by showing bumper stickers/buttons and reading aloud their slogans.
2. Teacher asks pupils for other ways their messages could be shared. The class decides on one method and makes arrangements to act upon it.

Curriculum-related subjects: Language Arts Art

PUBLIC EDUCATION FOR PEACE SOCIETY

List of materials

Since 1982 the Public Education for Peace Society has been promoting public discussion and education about issues related to peace and nuclear disarmament. The society has produced a number of educational materials which have helped lay the groundwork for the implementation of Peace Education curriculum in British Columbia schools.

The Public Education for Peace Society's resource centre is located at 28 6th Street in New Westminster, and contains a wide variety of peace - related material of use to educators, students, researchers and members of the general public. For more information, call 522 -1123.

GENERAL MATERIAL

Aim for Peace - An annotated bibliography about peace and nuclear issues. Contains over 200 references for books, periodicals and audiovisual materials in over 20 subject areas. 72 pages \$4

Nuclear Anxiety Study - Full text of a PEPS survey of youth's concerns about nuclear war. Study was conducted among 732 respondents in the Burnaby school system. \$18 Technical summary \$1 A two page summary of the findings is available free of charge.

Parents' Kits - Introduces parents to peace education and nuclear war issues. Contains handouts, home activities, suggestions to help deal with children's fears. Peace Education in the Home. Ages 3 - 13 \$4 Children and their Nuclear Fears, Ages 4 - 18 \$3.50

CURRICULUM

Destinations - A workbook produced by PEPS to be used by students in grades 7 - 12. The text covers the effects and the consequences of nuclear war, history of the arms race, and summary of current nuclear issues. \$7.50

Dialogue - A teaching guide to nuclear issues for grades K - 12 published by Educators for Social Responsibility. Contains information on psychological effects on children of the arms race, resources, and classroom activities. \$30

Perspectives - A companion volume to Dialogue, it serves as a resource for teaching concepts of peace, peacemakers and peacemaking, and imagining the future. \$30

Selections - Compilation of curriculum materials from our resource library. Binder contains materials divided by subjects and grade level for primary, intermediate, and secondary students. Prices available on request.

Issues of the '80s - Teaching unit for Senior Secondary schools produced by the Peace Education Network. The first in a series deals with the nuclear freeze debate. \$4

AUDIOVISUAL

I Wanna Grow Up, Not Blow Up - PEPS produced video about children's perspectives on nuclear war. Children and Nuclear Fears kit available as accompaniment. 28 min. Rental - 1/2" VHS \$5, \$7 with kit. Purchase \$35 Kit \$4

Target Vancouver - Details effects of a nuclear attack on British Columbia. Accompanied by a kit. 16 min. Rental - 1/2" VHS \$5 Slide/tape \$15 Purchase 1/2" VHS - \$35 Slide/tape \$120

The Nuclear Path - Traces links between uranium mining and the production of dangerous wastes and nuclear weapons. Science and Social Responsibility Study Guide available to accompany video. Rental - 1/2" VHS \$5 Study Guide \$5

In the Nuclear Shadow - Moving documentary about American children's perceptions of nuclear war. 28 min. 16 mm booking \$5

OTHER MATERIALS

"Teach Peace" buttons \$1 each

Peace Calendars - Produced by Vancouver Peace Centre Society featuring drawings of local school children. Available in the Fall of each year.

We Can Do It - A kid's peace book A-Z. coloured pages, \$1.25

Ordering Information

Specify title(s) desired. Specify booking date for AV rentals. Add 15% for mail orders. Cheques should be made payable to Public Education for Peace Society and sent to :

PEPS
Box 2320
New Westminster, BC V3L 5A5

All orders should include name and mailing address, including postal code.

WORLD PEACE EDUCATION CONFERENCE

by CAROL KING, President B.C. Teachers' for Peace Education Assoc.

- A Paraguayan teacher for 3 years suffered torture and incarceration in a concentration camp for publishing a doctoral thesis stating that in Paraguay the educational system has the role of legitimising the ruling apparatus and is in the service of under-development and dependency. His wife died as a result of the psychological torture to which she was subjected by the political police.
- The president of the black South African Teachers Union was arrested, held without contact with the outside world for an extended period of time, and then released only days before coming to Canada for the conference.
- An African teacher was thrilled to discover that he could get 500 sheets of paper for less than \$10.00. He bought a lot because paper is scarce in his school system and very expensive when available.
- A woman spoke quietly, movingly, almost matter-of-factly about surviving the bombing of Hiroshima. After her speech, the entire body of delegates rose to their feet and applauded as tears ran freely down their faces.

Between August 9th and 12th of this year, over 200 delegates from 78 countries met in Richmond for the World Confederation of Organizations of the Teaching Profession Conference on Educating for Peace. The WCOTP represents 101 member countries and about 93 million teachers including BCTF members.

From the opening session with Kinuko Laskey, atomic bomb survivor, and Douglas Roche, Canada's Ambassador for disarmament at the UN, to the final session with a panel of B.C. high school students speaking to and fielding questions from the delegates, the conference emphasized the need to educate all children about and for peace. The major themes discussed included awareness of global perspectives and the global community, issues of justice and equality, strategies for organizing teachers to teach peace, problems of implementation, and approaches to take within the classroom. It became obvious to all that the task is an enormous one, given the variety of educational and political systems involved, but one which is achievable. As in all good conferences of this type, this one raised more questions than it answered. In the end, it was the students themselves who offered the most hope to everyone attending. This was the first time in WCOTP conference history that students played a major role in seminar presentation, and their optimism coupled with thoughtful suggestions and answers to the delegates were an inspiration. If you are interested in obtaining documents including copies of the presentations and speeches given, please contact the BC Teachers' for Peace Education PSA for further information. (879-8308)

ASK THE EXPERTS

Compiled by HAZEL STARLING,
Teacher-librarian, Upper
Lynn Elementary and YOSKYL
WEBB, Teacher-librarian,
Sutherland Secondary, both
of North Vancouver



QUESTION: AT THE HIGH SCHOOL LEVEL IN GRADE EIGHT, I HAVE RUN A LIBRARY CLUB FOR SEVERAL YEARS, BUT ALWAYS WITH LIMITED SUCCESS BEYOND CHRISTMAS. EARLY ENTHUSIASM AND CONTINUATION OF GOOD ELEMENTARY SCHOOL LIBRARY PRACTICES TENDS TO WANE, PARTLY AS NEW FRIENDS ARE FOUND, AND PARTLY AS THE SECURITY OF THE LIBRARY IS NEEDED LESS. I WOULD LIKE TO MAINTAIN THE ENTHUSIASM OF GRADE EIGHT FOR HELPING IN THE LIBRARY. THIS SEEMS TO BE A PROBLEM WITH MANY OF MY COLLEAGUES! I WOULD WELCOME ANY SUGGESTIONS FROM OTHER LIBRARIANS, BOTH ELEMENTARY AND SECONDARY, WHO HAVE ACHIEVED ANY MEASURE OF SUCCESS WITH THEIR LIBRARY CLUBS.

ANSWER: Our school awards certificates for service at the end of the school year, and I find that many individual students like to help in the Library in order to achieve hours of service. Eligibility is based upon dependability throughout the entire school year.

ANSWER: I keep a fairly tight schedule of times for helping and request students to meet that agreed time or let me know if they are unable to attend. Having their own time slot gives them a sense of belonging. We usually close one lunchtime at the end of each semester for students to share their lunch, eat some Library-supplied goodies, and give the Library a general tidy-up. Library Club members enjoy the privilege of first choice at new books, use of the telephone, and of course very individual attention when they need help.

MORE CHALLENGES

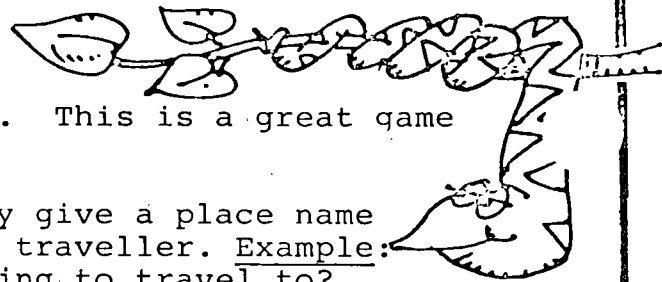
By MARK ROBERTS, Teacher-librarian, Roosevelt Park Elementary,
Prince Rupert.

Give children opportunities to participate in oral activities which stimulate their thinking abilities.

PATTERN GAMES

Picnic Game

Choose an attribute for the children to discover as you play this game. (e.g. - the attribute could be food or items to take on a picnic that begin with the same letter the children's first name) The leader begins the game by saying, "We're going on a picnic. I'm going to bring some marshmallows" Alison, what are you going to bring? If she says carrots, she can't come, but if she says apples, then she can come. On consecutive turns, I might suggest bringing mustard, mayonnaise, milkshakes, melba toast, Marcy, Matthew, and myself... all things that begin with the initial letter of my name, Mark. Continue play until students discover the pattern.



Trip Game

Take an imaginary trip to faraway places. This is a great game and can be played in different ways.

Version 1 (Easy)

Begin with a destination. Students simply give a place name that starts with the same letter to be a traveller. Example:

"I'm going to Toronto. Where are you going to travel to?"

Sample replies..... Trinidad, Thailand, Turkey, Tennessee, Texas, Tampa, Tokyo.....

Version 2 (More Difficult)

Begin with a destination. The next place must begin with the last letter of the previous destination. We're going on a trip around the world. We'll start in Vancouver, travel to Regina, come west to Alberta, then go to Arkansas, up to Saskatchewan, west to Nanaimo, east to Ontario, west to Okanagan Valley, then to Yoho National Park, back to Kamloops, etc....

Alphabet Games

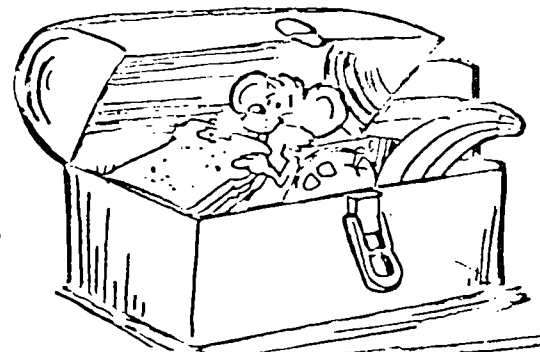
Develop alphabetical lists for different themes.

Can you think of different airlines for each letter of the alphabet?

Can you make a summer alphabet?

Make an alphabet of feeling words.

Play an alphabet game, based on a pattern. Example: I unpacked my suitcase after the summer, and out of it, I took an.... alligator, binder, cap, deoderant, eggplant, fan, grapes,...



CHALLENGE

Memory Activities

These activities lend themselves well when working with small groups of students. Give students opportunities to REPEAT words, numbers, letters and numbers backwards and forwards. Students can even develop the lists for you.

Can you repeat (either forwards or backwards) the following?

6-3-4	9-4-7-6	96-22-31	A-62-R-15	P-22-S-10
2-7-8	5-8-9-2	87-66-15	K-73-X-28	H-42-M-12
8-9-1	6-3-5-4	93-17-36	B-16-Z-76	C-33-F-99
2-6-1	6-5-2-1	49-81-42	Y-28-T-62	I-18-P-26
3-0-6	4-2-1-8	15-69-94	J-98-Q-11	Y-91-O-13



Have students repeat each other's phone numbers, birthdays (day, month, year) orally.

Tell students to choose their favourite colour, animal.... Repeat the group's favourite _____ in consecutive order.

The Dictionary Game

This is a great game, and encourages students to use the dictionary without any complaints.

4 or more players

1. Choose a dictionary that has word entries which are unfamiliar and challenging to the players.
2. Have small pieces of paper and pencils available.
3. Play begins with one person choosing a word from the dictionary that no one in the group is familiar with. Each player WRITES a definition for the word on their piece of paper. The person who chooses the word rewrites the true meaning of the word (OPTIONAL - he/she can also include their own meaning for the word).
4. Pass completed definitions to the person who has chosen the word, who reads the different responses aloud in random order. (Sometimes, this is more effective if this person turns away from the group)
5. Players vote to decide which particular definition is the most suitable for the word.
6. Continue play with the dictionary being passed to the next person in the group, who chooses a new word.

DOUBLE TROUBLE

Two sets of doubled letters have been omitted from each word below. Add them in the right places to complete familiar words. Can you think of other words having one or two sets of doubled letters?

EXAMPLE D I I N E D I Z Z I N E S S

- | | | | |
|----------------|--------------|--------------|----------------|
| 1. G S E B E Y | 2. I K P E R | 3. C L A R M | 4. C A O N B A |
| 5. S U E F U L | 6. A O W R T | 7. O S H T | 8. A R E O R |
| 9. P U E T R | 10. C K B K | | |

CHALLENGE

SCRAMBLED SOUP

Rearrange the pairs of letters in each set to form a word.
Do not rearrange letters within a pair.

1. ol ho sc
 2. ll in fa ra
 3. se do ou gh
 4. nd fu re
 5. cu mb er cu
 6. ot ba fo ll
 7. ci er se ex
 8. ve en pe lo
 9. tt er le
 10. ic et hm ar it
 11. rd nk ya ju
 12. me rn go nt ve
- Can you find 5 more words to scramble?

NURSERY RHYME PUZZLER

The first line or two of five nursery rhymes is abbreviated below.
The first letter of each word is given. Each rhyme starts with a name. Give the line of each nursery rhyme.

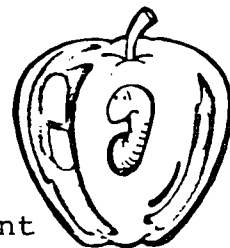
Example OMHWTTTC Old Mother Hubbard went to the cupboard....

1. LBBCBYH
2. MMQCHDYGG
3. HDSOAWHDHAGF
4. OKCWAMOS
5. LMMSOATEHCAW

SAT ON A CAT?

The clues below should lead you to a word with CAT in it.

1. a big one on line
2. main church
3. 'sweet' music strings made from this
4. class or set
5. picture book shopping
6. disaster
7. sports player
8. short snooze
9. ancient engine
10. eye complaint
11. larva
12. livestock
13. cats like its smell
14. male feline



OVER THE BAR

1. a cereal
2. to broil outdoors
3. a nobleman
4. famous circus entrepreneur
5. marine crustacean
6. a sausage
7. weather prognosticator
8. prohibition of commerce
9. West Indian Island
10. a sedative
11. crowd attracter (circus)
12. what was agreed upon
13. English lawyer
14. a lush

HANK PANKS / HINK PINKS - Rhyming Synonyms

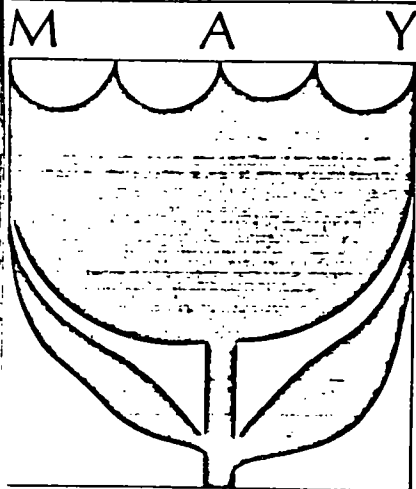
smashed headcover ...	flat hat	iron teapot ...	metal kettle
pottery platter ...	clay tray	silly flower ...	crazy daisy
scary nightmare ...	scream dream	prison letter ...	
stinker's bed ...	skunk bunk	funny cat ...	
skinny relative ...	tramp champ	monster movie ...	
delicate escargot ...		king's barbeque..	
wedding vehicle ...		humorous rabbit..	
upset thief ...		tent light ...	
great musical group ..		extensive tune ..	
monarch's jewelry ...		choice hour ...	

BOOKMARKS

Design bookmarks each month that include puzzles, small wordsearches, and riddles.

Samples enclosed.

CHALLENGE



BRAIN BOGLER #1

Duncan decides to take a bath and starts filling his bathtub. When the water gets neat the top he tries to shut it off but the tap falls off. The bathroom has no window and the door closes with an airtight seal so the room begins to fill up with water. Duncan can't get the door open so how can he save himself?

CRAZY BOOKS

HOW TO GET AN A ON YOUR MATH EXAM.

by Cal Q. Later

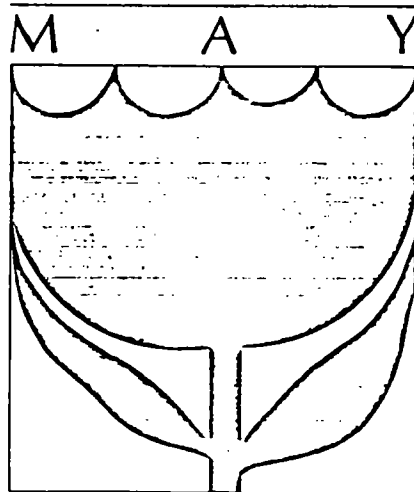
YOUR TEETH

by Pearl E. Whites

FREEZING

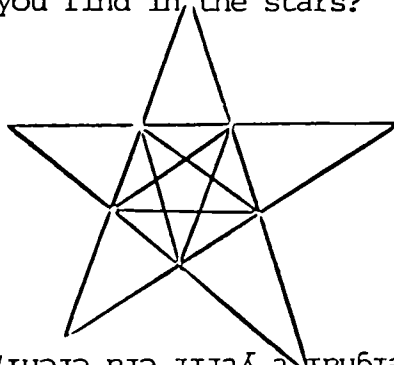
by I. C. Toes

Brain Boggler Answer:
(He pulled the plug.)



BRAIN BOGLER #2

How many triangles can you find in the stars?

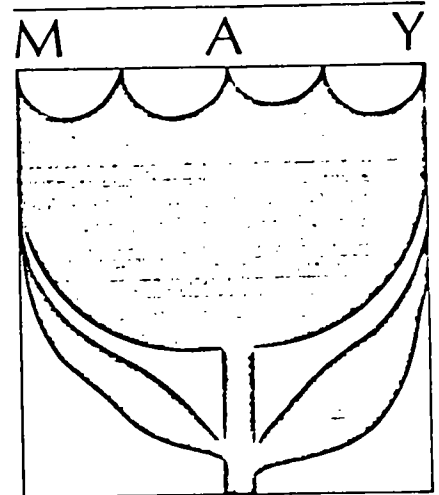


(signed t'ylif era ereht)

GROAN TIME:

1. Why did the hockey player bring a rope onto the ice?
2. What is the tallest building in the world?
3. Why did the circle, the square & the triangle go jogging?

1. To tie the game.
2. A library because it has the most stories.
3. They wanted to keep in shape!



PALINDROMES

Palindromes are sentences that can be read the same forwards and backwards.

TEN AT A NET.

SIT ON A POTATO PAN OTIS.

RISE TO VOTE SIR.

PUT IT UP!

MAYTIME MAGIC

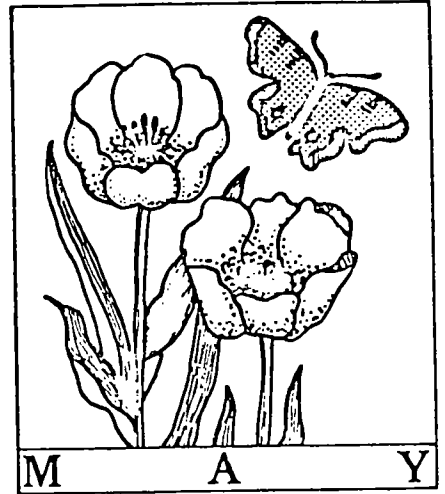
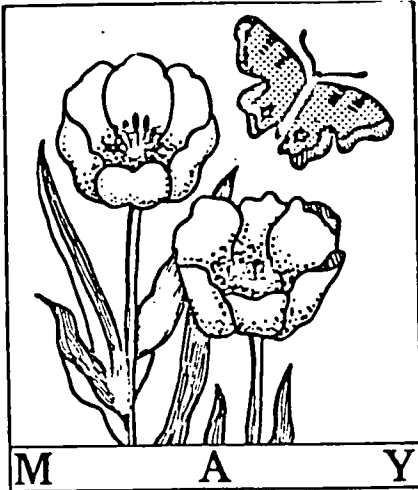
A little seed
For me to sow . . .

A little earth
To make it grow . . .

A little hole,
A little pat . . .
A little wish,
And that is that.

A little sun,
A little shower . . .
A little while,
And then - a flower!

by Mabel Watts



GET TO THE
ROOT OF THIS

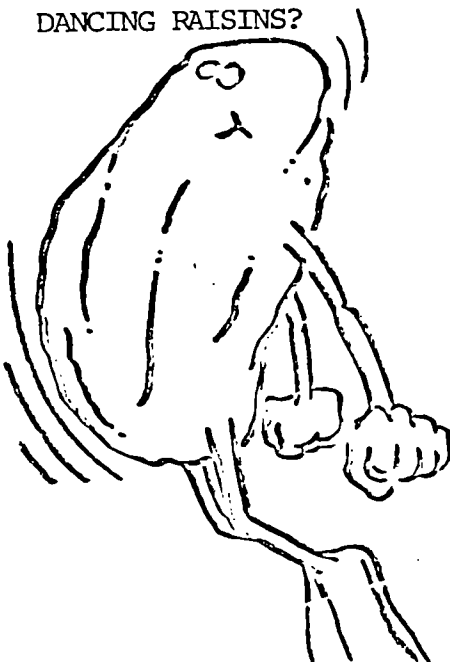
Find the given words
and circle them.

F O R E S T N M I K R A B
D L O G H E E I N I E I A
R E O I A N S O A L R G S
A A T W D I T C P C B R E
H F S T E P O P H H R O L
C N R L R R A S E E A U D
R I P U N U S Y N R N N E
O A K S I A N E O R C D E
M R A E P T I K C Y H H N

- | | | |
|--------|---------|---------|
| Forest | Needles | Flowers |
| Pear | Shade | Orchard |
| Fruit | Leaf | Twig |
| Keys | Birch | Cherry |
| Bark | Sap | Acorns |
| Maple | Apple | Pine |
| Knot | Sun | Branch |
| Ground | Perch | Nest |
| Rain | Roots | Base |
| Trunk | Cone | Oaks |
| Mend | | |

FUN STUFF

DANCING RAISINS?



- Drop some raisins into a glass of soda water or clear soda pop. After a few minutes they will begin to pop up to the surface and back down to the bottom.
- Put on your favourite music and dance along!

EGGS-ERCISE YOUR MIND

1. Why was the chicken jumping up and down?
2. What do you call a stolen egg?
3. How do secret message writers like their eggs?
4. What kind of gasoline does an eggmobile use?
5. Why did the chicken jump up and down?

- ~~~~~
1. She was egg-cited.
 2. Poached egg.
 3. Scrambled.
 4. Shell.
 5. She was making scrambled eggs.

EGG TRICKS

Put an egg in $\frac{1}{2}$ a glass of water - - add salt. Voila!

IT FLOATS!

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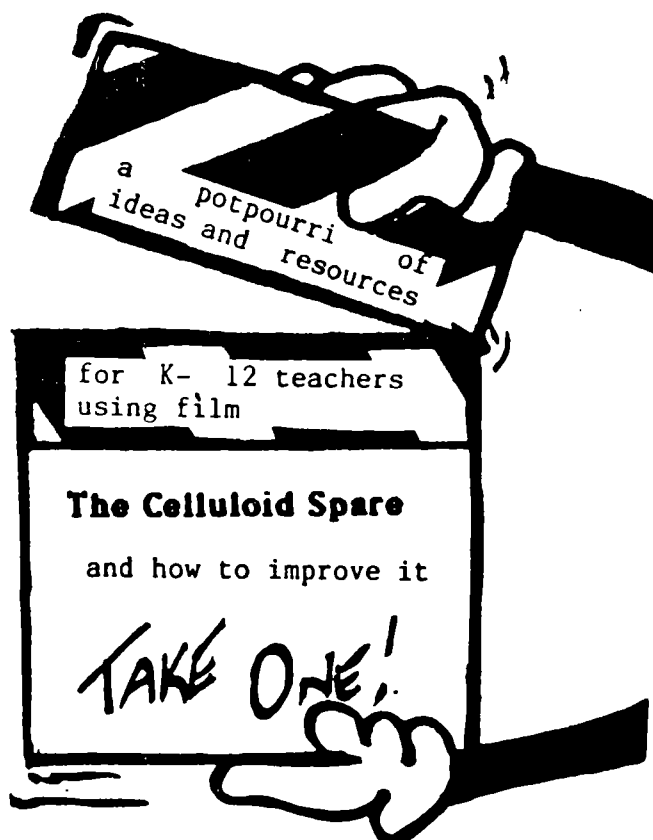
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by CHUCK HEATH, Teacher-Librarian (North Vancouver), presently on leave being a homemaker.

Releases

TOP TEN

As of January 1986, the top ten N.F.B. films sold worldwide (does not include video):-

- 1) Universe
- 2) Phoebe
- 3) Paddle to the Sea
- 4) Neighbours
- 5) Rise and Fall of the Great Lakes
- 6) Climates of North America
- 7) Teeth are to Keep
- 8) Terrible Twos and Trusting Threes
- 9) Cosmic Zoom
- 10) Origins of the Weather

WATCH FOR

-Three new films in the CANADIAN LITERATURE SERIES on:-

- Mordecai Richler
- Irving Layton
- and -Brian Moore

to be released this fall



AWARDS

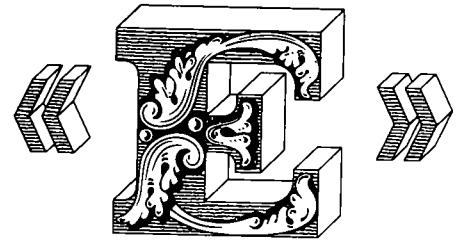
Banff, May 30 - The National Film Board of Canada production Final Offer: Bob White and the Canadian Auto Workers Fight for Independence will share the Banff Television Festival Grand Prize with the F.B.C. production Music Hall, directed by Marcel Blunel and starring Simone Signoret. The two films were selected from the more than 150 films and television programs in competition at this 7th annual international festival. Final Offer also won the festival's ROCKIE award for best political and social documentary.

Big Snit

-Except for the Oscar, Big Snit has won every competition it entered, garnering awards from festivals in Hiroshima, Montreal, Chicago and Rio de Janeiro. "At the 1985 film fest at Annecy, France, the oldest and most respected for animators, the Big Snit won the critics award. A member of the jury called it "perfectly made, full of keen observation, fantasy, accurate notations and funny inventions".
Winnipeg Free Press, Mar. 22, 1986



HUNGER



"E" 6 mins 32 sec NFB

-Under the guise of a pretty fairy tale, "E" makes a strong political statement. Animated paper cut-outs enact a drama in which a dictator imposes his delusions on his unfortunate subjects.

TOP PRIORITY 9 mins 9 sec

-Set in an unspecified Third World country, this animated film, based on a short story by Enver Carim, suggests that "top priority" means different things to governments and to the governed.

THE GLOBAL COMMUNITY

-a random collection of films that can be interpreted on a global level.

HUNGER 11 mins 22 sec NFB

-The stark contrast between super-abundance and hunger is forcefully depicted in this short film, by means of computer-assisted animation. Simple line drawings are employed to compound a picture of affluent over-indulgence in a world where many people starve.

TILT 19 min 6 sec NFB

-An animated film exposition of what is wrong with our world and how a little more sharing the wealth on the part of the have-countries might ease many of the world's economic ills.

A NORTH-SOUTH MONOLOGUE - Foreign Aid - reality or myth?

57 mins 41 sec NFB

-A film-maker and journalist from Canada travel to Haiti where they are confronted by both extreme luxury and abject poverty. A film on foreign aid and investment in a developing country.



Notes on the Animation Technique

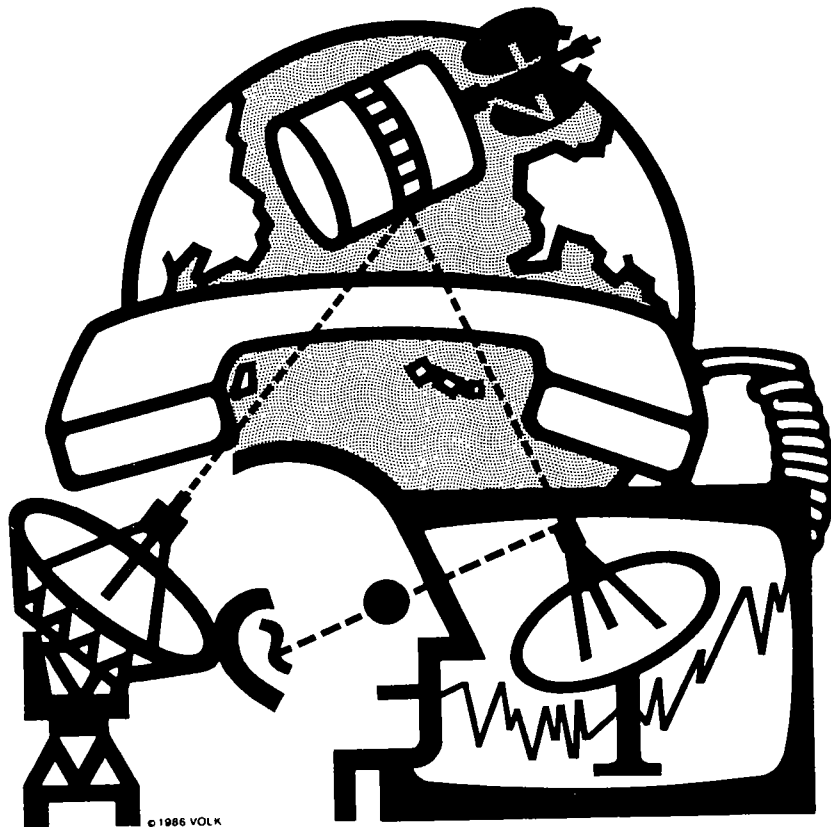
The technique used by animator Ishu Patel is one he discovered by accident. Plasticine is applied to the glass surface of a light box. An animation camera is positioned above. Each image is carved into the plasticine with a variety of tools to vary texture and edges. When shooting starts, the room is in total darkness except for the light inside the box shining through the multicolored plasticine. The effect is brilliant, luminous and startling.

YOUR RESIDENT SCATOLOGIST SUGGESTS:-

SATORI IN THE RIGHT CORTEX

29 mins 2 sec

-Satori is a sudden flash of intuitive enlightenment - the spiritual goal of Zen Buddhism. This documentary yields insight into the Japanese way of being. Oblique and impressionistic in style, short scenes reflect Japan's striking contrasts and contradictions. Narration is minimal. A film which can generate controversial responses and provide many hours of healthy discussion with colleagues. It is the fourth film in a highly-popular award-winning documentary series on Japan.



SUFI TALE 8 mins 16 sec

-This animated film is based on an old Persian fable. The inhabitants of a village learn to overcome their fear of the unknown. This powerful tale illustrates how the outcome of a particular problem is very much altered by how the problem is approached. (TRY LISTENING TO THE SOUNDTRACK ONLY THE FIRST TIME IN A DARKENED ROOM WITH YOUR CLASS). -The fable that Gayle Thomas used in making Sufi Tale is a powerful statement on education. It is recommended that you view the film first with the class before using and discussing the fable.

The Water-Melon Hunter

One upon a time there was a man who strayed, from his own country, into the world known as the Land of Fools.

He soon saw a number of people flying in terror from a field where they had been trying to reap wheat. 'There is a monster in that field,' they told him. He looked, and saw that it was a water-melon.

He offered to kill the 'monster' for them. When he had cut the melon from its stalk, he took a slice and began to eat it. The people became even more terrified of him than they had been of the melon. They drove him away with pitchforks, crying: 'He will kill us next, unless we get rid of him.'

It so happened that at another time another man also strayed into the Land of Fools, and the same thing started to happen to him. But, instead of offering to help them with the 'monster', he agreed with them that it must be dangerous, and by tiptoeing away from it with them he gained their confidence. He spent a long time with them in their houses until he could teach them, little by little, the basic facts which would enable them not only to lose their fear of melons, but even to cultivate them themselves.

SPEAKING OUR PEACE 55mins 19 sec

-Filmed in Canada, Britain and the USSR, this hour-length documentary focuses on local and international peace initiatives by women. Support material available.

Soon to Be Released

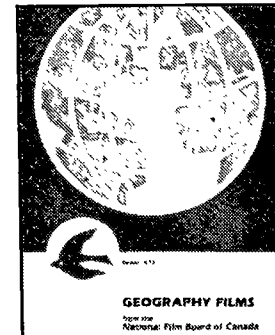
A series of short films
expanding upon
the views of women
who appear in
Speaking Our Peace.

ONE MAN'S GARDEN 21 mins 2 sec NFB
-A tongue-in-cheek film, a mixture of documentary and dramatic effect, on the subject of garbage in general and in particular, the part it plays in the life of a young man named Simon, in the role of a latter-day Adam. His fateful act of tossing away an applecore sets in motion all we know about litter, waste and garbage dumps - and, the most recent development, recycling.

NEW!

NFB GEOGRAPHY CATALOGUE

The National Film Board has just published Geography Films, a new catalogue for teachers.



The catalogue contains 130 titles specially selected for use in the geography classroom. The films have been organized under the following headings: Agriculture/Soil, Climate and Weather, Desert Regions, Economic Development, Energy, Forest Regions, Geology and Evolution, Labour Studies, Mapping, Oceans, Other Lands — Other Cultures, Regions of Canada, Third World Development, Through Time and Space, Urban, Settlement and Population Studies, and Water Systems.

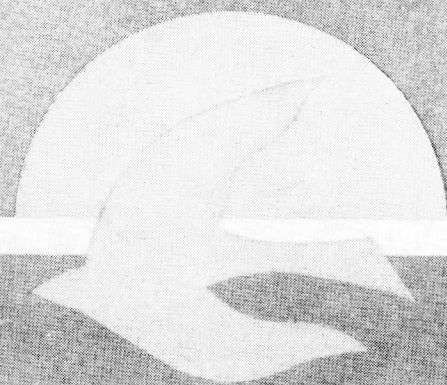
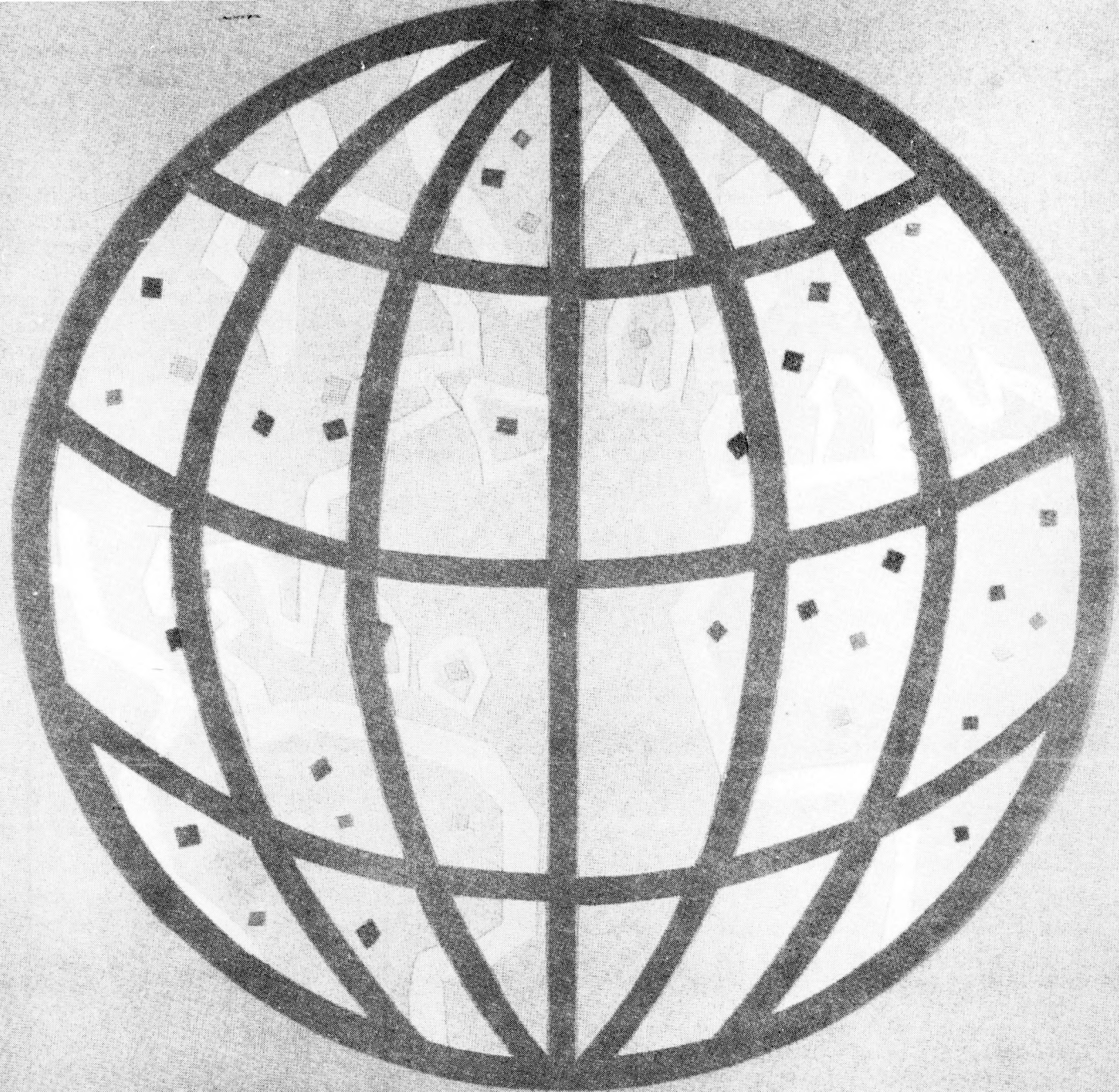
This catalogue can be obtained, free of charge, from all NFB offices, or by writing to:

Marketing, D-5
National Film Board, Box 6100
Montreal, Quebec H3C 3H5



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Grades 8-13

GEOGRAPHY FILMS

from the
National Film Board of Canada

OTHER LANDS — OTHER CULTURES



China: A Land Transformed

BEIRUTI NOT ENOUGH DEATH TO GO ROUND

A moving and graphic portrait of the people of war-torn Beirut, in their day-to-day struggle to survive in the rubble and despair which the war has brought upon them. Filmed shortly after the 1982 massacres of Sabra and Chatila, the film gives a vivid picture of the plight of these people and of any people who are too poor to escape the ravages of war.

57:06 106C 0183 041

CHILDREN OF THE TRIBE

This documentary offers an intimate view of child-rearing in Japan. Beginning at birth the infant shares in a social process which continues through the educational system, and which creates individuals who are prepared to be part of a corporate endeavor.

27:59 106C 0180 120

CHINA: A LAND TRANSFORMED

The North China plain, once flood-ravaged and starvation-plagued, has been transformed into a flourishing agricultural region. Combining archival and contemporary live-action footage with scenes of a topographical model, this film describes the transformation. Of special interest is the social structure which relies on the utilization of abundant manpower rather than sophisticated technology to achieve these results.

25:28 106C 0180 142

CHOICES

Choices is a film that documents a wide variety of development approaches being tried by Third World researchers and planners in their efforts to harness science and technology to meet the particular needs of their nations. In Asia, Africa, Latin America, the Caribbean, and the Middle East, the film shows how researchers are tackling the problems and finding solutions that are sometimes simple, sometimes complex but always appropriate. Produced by the International Development Research Centre.

28:00 106C 0180 221

THE DOGON

A record of a monsoon season thanksgiving ritual held at the palace of the chief of these cliff-dwelling subsistence farmers who live along the escarpment of the Niger River in Mali. (CBC.)

27:50 106C 0176 322

DREAM OF A FREE COUNTRY: A MESSAGE FROM NICARAGUAN WOMEN

This film is about the women of Nicaragua who helped overthrow the Somoza dictatorship in 1979 and who are continuing the struggle for social and political change. In this film they share their experiences and the contributions they made to the revolution. Now they are questioning — has the revolution been successful in bringing about social change at home and in the workplace?

1 hour (approx.) 106C 0183 061

JALAN, JALAN: A JOURNEY IN SUNDANESE JAVA

A re-edited and shortened version of *Wet Earth and Warm People*, this film without commentary portrays life in and around Indonesia's largest city. It provides a splendid introduction to the region.

20:17 106C 0173 026

JAPAN INC: LESSONS FOR NORTH AMERICA?

This film captures some of the chief characteristics of the Japanese business world: the small working group approach, the consensus method of decision making, the rituals which foster a collective spirit, and the paternal relationship between the corporation and its employees. It suggests that the underlying philosophy of these approaches is indigenous to the culture of a small land, relatively poor in natural resources.

27:59 106C 0180 119

JAPAN: THE COLLECTIVE GIANT

This documentary succinctly captures the corporate spirit and organization of Japanese society in city, country, industry, and university. Despite the industrial prosperity resulting from the relationship between the individual and the collective, the film points out that a high price has been paid in terms of environmental damage. (CBC.)

19:20 106C 0176 252

MAGIC IN THE SKY

A documentary film based in Canada but focusing on the Inuit people of the Canadian Arctic and how they established the first-ever Inuit-language television network. It is also an investigation of the impact of U.S. and Canadian television on the Inuit people, and the story of the Inuit people's struggle to move with the times and yet preserve their culture.

57:00 106C 0181 058

THE MENDI

A documentary on the ancient culture and daily life of the Mendi, a stone age tribe living in the highlands of Papua New Guinea. This film examines their complex rituals, personal relationships, mythologies, and social structure. (CBC.)

56:50 106C 0175 242

NORTH CHINA COMMUNE

A case study of the political, social, and economic activity of a Chinese rural commune which supports 14 500 people on 1200 hectares of land, this film shows farming methods, small industrial operations, and the building of homes. The commune exemplifies one approach to a conserving society. Also available in an abridged version as *Wuxing People's Commune* (56:41 — 106C 0180 058).

80:19 106C 0179 158

NORTH CHINA FACTORY

This detailed account of a Chinese cotton mill factory community touches on work, education, recreation, and social relationships. Retirement and wedding ceremonies are singled out for special attention as examples of how all facets of life in this Chinese community are carefully integrated.

56:31 106C 0180 023

OUR LAND, OUR TRUTH

A moving and colorful documentary about the Inuit of northern Quebec, their way of life, and the impact which "progress" from the south has had on their relationship to the land. From the villages of Povungnituk, Salluit and Ivujivik, these Inuit people refused to sign the James Bay agreement with the Quebec government, by which much of their land was given up for 225 million dollars. An excellent background film for discussion about the land claims and aboriginal rights issue in Canada today.

54:19 106C 0183 040

PORTRAIT OF A MARKET: SOLOLA

Solola, perched high above Lake Atitlan in Guatemala, is one of Central America's most colorful markets. This film documents both the role of the market in the economic life of the region and its function as a center of local gossip and social activity. (CBC.)

27:50 106C 0178 459

THE SAMI: FOUR LANDS, ONE PEOPLE

This film documents the efforts of the Sami (Lapps) of northern Scandinavia to reconcile their traditions with the impingements of the modern world. Long isolated, roads and new communication links are bringing outside influences to their doorstep. In the face of these changes they are struggling to preserve their language, culture, and land rights.

23:35 106C 0178 506

NOTES AND NEWS

"Performance Appraisal" a workshop presented by the B.C. Library Association is being held on Oct. 1, 1986 from 2:30 - 4:30 p.m. at the University of British Columbia. Speaker: Peter Frost, UBC Faculty of Commerce. Contact: BCLA Office, L50-4946 Canada Way, Burnaby, B.C. V5G 4H7 (604) 660-7343.

"Book Repairing" a workshop presented by the B.C. Library Association is being held on Oct. 8, 1986, from 6:00 - 9:00 p.m. at Vancouver Community College, Langara Campus, 100 West 49th Avenue, Vancouver, B.C. Speaker: Wendy Murphy. Contact: BCLA Office, L50-4946 Canada Way, Burnaby, B.C. V5G 4H7 (604) 660-7343.

Save June 11-14, 1987 for attendance at the 1987 CSLA Conference in Vancouver! It will be a major event, similiar to that of 1980, in that CLA/CSLA and BCTLA are all combined into one package. If professional development funding is a problem, you may wish to make your preliminary request now so that monies are held back for you. Program information should come out early in 1987 and will be included in The Bookmark as it becomes available. The tentative list of speakers is impressive, including local, national and international figures addressing such areas of interest as: children's literature, French Immersion, future trends, multiculturalism, learning strategies, intellectual freedom, publishing, and young adult literature. Watch for further information! Liz Austrom and Angela Thacker are very ably convening the CSLA/BCTLA Committee that is already hard at work planning the conference.

Canada's third annual Freedom to Read Week will be held October 19 - 26, 1986. The aim is to direct attention to the issue of censorship and threats to intellectual freedom and to focus on the ways in which schools, libraries and book stores can be subject to pressures from groups and individuals who wish to curtail the freedom to read. The Book and Periodical Development Council, an umbrella organization representing writers, publishers, book and periodical distributors and librarians, has prepared an information kit for use in the 1986-87 school year. It includes a poster, a statement of principle by author Timothy Findlay, information about challenged books in Canada, and an expanded selection of activity suggestions. Kits are available for \$5.00 prepaid (including postage) from the Book and Periodical Development Council, 34 Ross Street, Suite 200, Toronto, Ontario, M5T 1Z9. For further information contact Peter Carver, Coordinator of Freedom to Read Week or Nancy Fleming, Executive Director of the BPDC.

The Third National Conference of the Canadian Council for Multicultural and Intercultural Education will take place in Edmonton, Alberta, November 11-14, 1987. The Council is now accepting proposals for speakers, panels, and workshops to be presented at the conference. Contact: Canadian Council for Multicultural and Intercultural Education, Suite 8-200, 252 Bloor Street West, Toronto, Ontario M5S 1V5.

We regret to inform our readers that the first CanebSCO School Library Media Periodical Award has been awarded to the Alberta Learning Resources Journal and Christine Spring-Gifford, editor. We'll just

have to try harder!!!!!!

MEDIA AND MESSAGES

Alan Knight, former BCTLA President and editor of The Bookmark, is now a member of CSLA Council.

A huge thank-you to the following Chapters who have already sent in the names of their new executives and congratulations to their new presidents: Northern Lights, Cariboo Chilcotin, Coquitlam, Gulf Islands, Pondersa, Columbia-Shuswap Regional Kamloops, West Kootenay, Vancouver Island North, Cranbrook, Vancouver, and Bulkley Valley. If you haven't already sent in the new names from your chapter, please do so as soon as possible. Send information to the corresponding secretary: Diana Poole, 46875 Eric Drive, Chilliwack, B.C. V2P 3M5.



Fuel for Change is provided free of charge to current members of the BCTLA. Additional copies or copies for non-members are available at a cost of \$12 prepaid, and \$15 invoiced from:

Bill Scott
Box 985
Hope, B.C.
VOX 1LO

Accompanying videos are nearing completion and will be advertised in The Bookmark, to BCTLA Chapter Councilors, and in national journals as soon as they are available.

An interesting article "Learning About the World: An Introduction to Global Awareness" by Fred Czarra appeared in a recent issue of School Library Media Activities Monthly (Volume II, Number 10, June, 1986). In it, the author provides an introduction to the subject of global awareness reviewing some startling statistics that indicate a crisis in world awareness and competence among modern adolescents. He goes on to discuss the goals and concepts which need to be taught to elementary and secondary students to equip them for the world of the 21st century and provides an annotated list of several resources which teacher-librarians ought to consider to support classroom teaching in this emerging field.

Recent books on war recommended for young adults in School Library Journal's April 1986 issue include:

Fiction:

- Ender's Game by Orson Scott Card (Tor)
- Sirens and Spies by Janet Taylor Lisle (Bradbury)

- In Country by Bobbie Ann Mason (Harper)
- Wolf of Shadows by Whitley Strieber (Knopf)

Non-fiction:

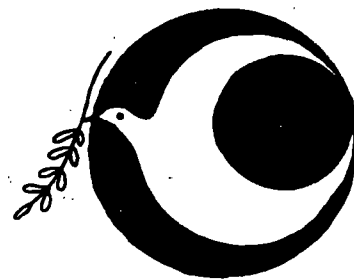
- Ain't Gonna Study War No More by Milton Meltzer (Harper)
- Auschwitz by Sara Nomberg-Przytyk (Univ of North Carolina)
- Day One by Peter Wyden (Simon & Schuster)

None of these books glorify war, but rather lead the student to react emotionally to the protagonists' stories, and then to question the moral issues involved.

A booklet was recommended at The Prince George Conference for the new Social Studies 10 course. Titled Public Issues in Canada, it is published by Dominie Press, 1361 Hunting Wood Drive, Unit 7, Agincourt, Ontario M1S 4J4. The cost is \$2.00 per booklet or 20% discount on the purchase of 5 or more booklets (prepaid). Add 10% shipping and handling fee.

If you are interested in reading about developments in school libraries in many countries around the world, then you should join the International School Association of School Librarianship and receive the organization's newsletter. The February 1986 issue contained: an article by Jean Lowrie on her trip to China and on the public and school library services to children; articles on the 1985 International Reading Association Conference in Chicago and on the 1985 European Reading Association Conference in Dublin; a brief article on leadership training for women in Central Africa; a summary of the IASL Conference in Jamaica last year; an article on training for school librarianship in Australia; plus a variety of reports

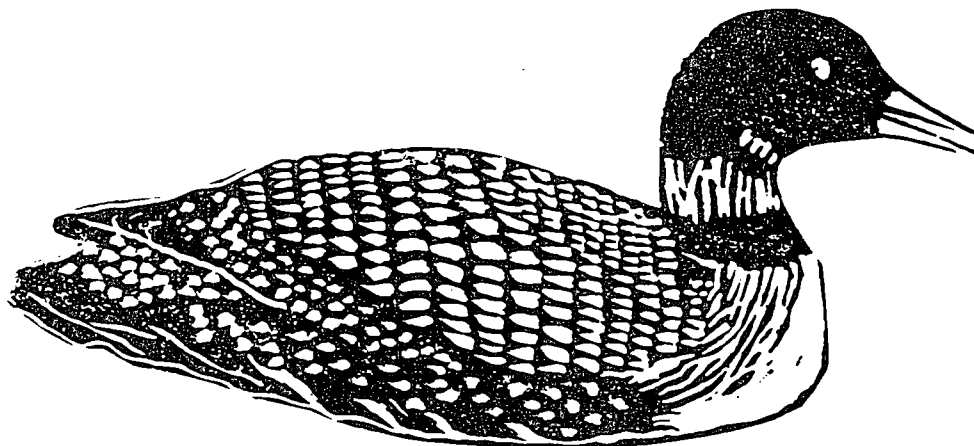
and reviews. This issue also gave the application information for the IASL Conference held in Halifax this past July. For information on joining IASL, write International Association of School Librarianship, P.O. Box 1486, Kalamazoo, Michigan. 49005.



Happily ever after -

is after what ?

VANCOUVER CHILDREN'S LITERATURE ROUNDTABLE



What is the Children's Literature Roundtable?

It is an assembly of enthusiasts who believe in quality literature for children. Anyone interested in children's books and reading may become a member. (Parents, teachers, librarians, booksellers, book-reps, university professors, student teachers and YOU!)

Programs include author visits, theme nights, book discussions, seminars, and special events such as Serendipity.

MEMBERSHIP: \$10 (\$5 outside the lower mainland & Seniors) includes the newsletter "Serendipity", meetings, and reduced rates for special events.

FOR INFORMATION ASK ANY OF THE STEERING COMMITTEE:

Sue Ann Alderson, Sally Clinton, Jan Douglas, Corinne Durston, Sarah Ellis, Jane Flick, Paula Hart, Ronald Jobe, Dyann McLeod, Jo Anne Naslund, Rita Ourom, Kit Pearson, Mel Rainey, Marion Ralston, Ken Roberts, Judi Saltman, Phyllis Simon, Gerry Snyder, Wendy Sutton.

1986-87 MEMBERSHIP: VANCOUVER CHILDREN'S LITERATURE ROUNDTABLE

NAME: _____

ADDRESS: _____ CITY _____ CODE _____

TELEPHONE HOME: _____ WORK _____

WORK LOCATION: _____

COST: \$10 CHEQUES PAYABLE TO CHILDREN'S LITERATURE ROUNDTABLE

RETURN TO: DR. W.K. Sutton, CLR Coordinator, Language Education Dept.

Faculty of Education, 2125 Main Mall, U.B.C.

Vancouver, B.C. V6T 1Z5 (228-5229 or 5788)

THE VANCOUVER CHILDREN'S LITERATURE ROUNDTABLE

SALUTES

The 10th Anniversary of Canada's Children's Book Centre

With an outstanding program of 4 British Writers

THE STORYTELLERS

FEATURING:

PHILIPPA PEARCE

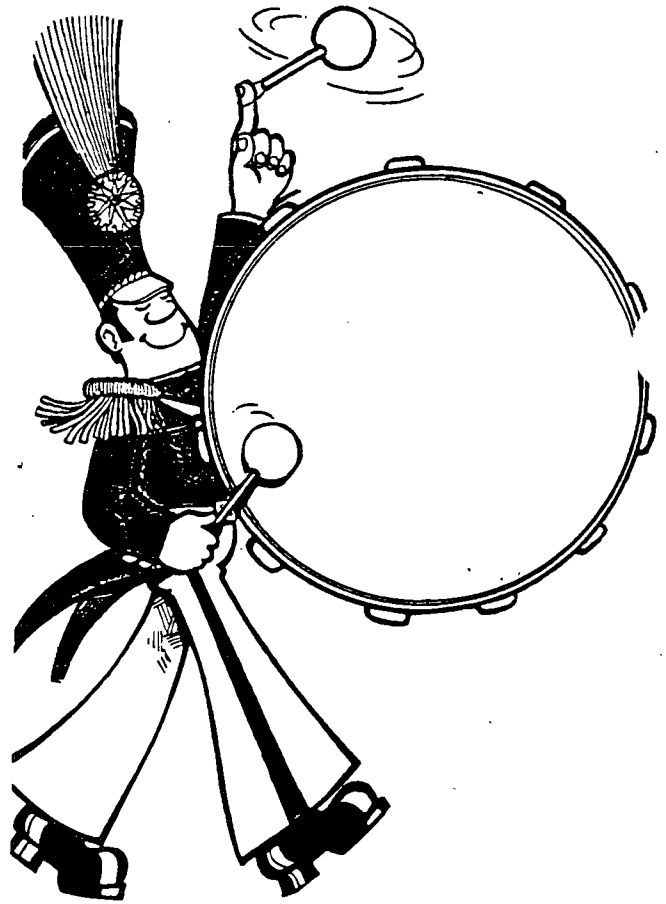
JAN MARK

JILL PATON WALSH

and awaiting confirmation from
either Shirley Hughes,
or Kevin Crossley-Holland.

Saturday, November 1st.
U.B.C. Graduate Student Centre
10:30 -3 p.m.

Cost: \$18 (Canadian)
(including lunch and morning coffee)



TICKETS AVAILABLE NOW!

Limited registration.

Cheques payable to Vancouver Children's Literature Roundtable
c/o Dr. Ronald Jobe, Department of Language Education, Faculty
of Education, U.B.C. V6T 1Z5. (228-5233 or 5788, Home 683-1808)
Information--Wendy Sutton, Marlon Ralston, Judi Saltman, Jane Flick

*******BOOK YOUR FLIGHTS & FERRIES TODAY*******

.....
PLEASE PARTICIPATE!
.....
.....

YOUR HELP IS NEEDED

in providing information for a survey of automation in B.C. school libraries. A questionnaire was recently sent to all districts in the province.

-
- Did you receive it?**
 - Did you complete it?**
 - Did you return it?**
 - Are you using a micro -- for any purpose - in your library resource centre?**
-

***IF* you have not seen the questionnaire and *IF* you have experiences/expertise to share, please contact your district coordinator or resource centre librarian, your BCTLA Chapter Councilor, or write or telephone --**

**Lynne Lighthall
School of Library, Archival & Information Studies
University of British Columbia
843A - 1956 Main Mall
Vancouver, B.C. V6T 1Y3**

**Telephone: 228-2704 (work)
271-0915 (home)**

CSLA & CLA
come to Vancouver!
June 11-15, 1987

MERCHANTS OF LIGHT:

Expanding your horizons

CLA/CSLA and BCTLA combine to produce an exceptional conference program in an exciting location - Vancouver, B.C. In June !

The CSLA/BCTLA component of the program features eight themes:



- Children's Literature**
- French Immersion**
- Future Trends**
- Intellectual Freedom**
- Learning Strategies**
- Multiculturalism**
- Young Adult Literature**

Participants may elect to expand their horizons in one theme area or in several.

Speakers will include such leading lights as Joni Bodart, Eric "The Wired Librarian" Anderson and Nancy Laurensen.

There will be authors galore!...Social events!...Publisher's displays!... An Awards Luncheon sponsored by Saunders Publishing!...CSLA and BCTLA AGM's and assorted meetings.

The program for teacher-librarians will be concentrated into Friday to Sunday, June 12-14, in order to reduce the need for substitute time.

PLAN TO ATTEND

Watch for coming announcements and
registration packages

Preliminary estimates indicate a conference fee in the \$200 range.
Approach your ProD sources now!

**THE BCTLA 1986-87
WORKING & LEARNING CONDITIONS
SURVEY FORMS ARE DUE IN
EARLY OCTOBER 1986**

**HAVE
YOU COMPLETED
YOUR
SURVEY
FORM
?**

**ASK YOUR
CHAPTER
COUNCILOR
ABOUT
THE FORM**

WEEDING CRITERIA FOR SCHOOL LIBRARY COLLECTIONS

by MEL RAINEY, Language Education Department,
University of British Columbia

The present critical times of shrinking budgets for school resource centres have caused many teacher-librarians to be overly cautious about discarding materials for fear they will not be able to replace them with new attractive up-to-date editions or with other materials which support the curriculum. The foundation of the school-based resource centre is the collection. Subtraction of materials is as crucial a process as addition in maintaining a vital, healthy, well used collection. Careful planning and evaluation must go into the development of the collection and it is imperative that the same careful planning and evaluation be followed in the removal of materials. Some teacher-librarians take comfort in those overflowing shelves, and in filing cabinets so jammed with file folders that it is almost an impossibility to remove a folder, let alone add any new materials. Too often they suffer from a sort of paralysis, an emotional block against weeding. Principals, too will sometimes look at those bulging shelves with certain pride that their collection surpasses not only district standards (if they have any) but provincial and national ones as well. It is certain that school boards are not likely to set aside funds for new materials when they see bulging shelves. In reality teacher-librarians who do not weed are doing a great disservice to themselves as well as to students and teachers. They mislead their users with those bloated file folders and outdated information sources by promising something they are unable to deliver. Weeding the collection on a regular and carefully planned basis will remove the illusion of a well stocked collection and the teacher-librarian will be in a stronger bargaining position when it comes to gaining funds for purchase of new materials. An effective weeding of the collection will allow for a better utilization of space in general and specific materials can be displayed more effectively. Weeding of the collection will certainly allow for much easier access to materials in the collection.

The teacher-librarian is responsible for development, quality, quantity and organization of the resource centre. Professionally, the teacher-librarian is best equipped to weed the collection because of thorough understanding and knowledge of the existing collection and overall knowledge of the curriculum and the various kinds of units taught within the school. If the teacher-librarian is to make unbiased and informed decisions when it comes to removing materials from the collection a sound knowledge of the great variety of materials which are found in the collection is essential. The need to be decisive and firm when it comes to weeding is imperative. Decisiveness will be easier for the teacher-librarian who has self confidence in his or her ability as an expert in materials. Before any weeding takes place the teacher-librarian must have developed well thought out plans for a systematic removal of outdated and shoddy materials. These plans should be conveyed clearly to the administration of the school as well as the staff. Cooperation of the staff is essential to the task. In both elementary and secondary schools, but perhaps more importantly at the secondary level, the subject experts

can be of great assistance to the teacher-librarian. A good knowledge of the community and its resources which are useful to the school are also an important and necessary part of the process of weeding.

So teacher-librarians, why wait? Read the literature on the discarding process and lay your plans carefully. Don't stop: discarding is a continuous year round process, not merely a one-shot activity. Don't worry about or be afraid to make a mistake. An honest mistake in the weeding process is far better than attempting to work with an outdated, worn, shabby collection. So, teacher-librarians, you have nothing to lose but those materials that you no longer need!

The following general criteria are usually used in weeding print collections:

- a. General appearance
- b. Condition
- c. Duplication
- d. Currency
- e. Accuracy (poor content)
- f. Age
- g. Use

For non-print material the general criteria used are:

- a. Age
- b. Physical condition
- c. Accuracy (poor content)
- d. Technical quality
- e. Appropriateness
- f. Use

More specific criteria for discarding print materials are as follows:

- a. Unattractive in appearance because of yellowed paper, fine print, etc.
- b. Ragged binding, torn or dirty pages, or materials with missing pages.
- c. Materials which seldom circulate, given of course that every attempt has been made to get such materials to circulate.
- d. Titles with old copyright dates that make the books outmoded in content, use and accuracy.
- e. Titles in the area of social studies with illustrations that stereotype individuals as to their dress and physical appearance.
- f. Old fashioned stories which are so written that they are not appealing to children today. These may also include those titles with a didactic or moralizing tone, once thought to be exemplary reading for the young.
- g. Fictionalized representations of life in this country and other countries which have contributed to the development of false and stereotyped concepts of minority groups in our own country and of people in other countries.
- h. Duplicated titles which are no longer in heavy demand.
- i. Textbooks, except those single copies that have reference value. (sets of text books or supplementary texts do not belong on shelves in the library).
- j. Sets of books (especially in the literature and history sections).

which have gathered dust for years and should be removed.

- k. As a rule of thumb, encyclopedias should be replaced every five years. If they are subject encyclopedias in the field of science, they may well need to be replaced more often than every five years.
- l. Many biographies are of passing interest and unless the subjects are of historical value, they should be discarded as popularity wanes.
- m. Magazines which are not indexed in Readers' Guide should not be kept longer than two years. They may be clipped for pictures and articles of value for the vertical file. Magazines which are indexed should be kept for six to eight years providing there is space available. In secondary schools there may be need to keep some titles even longer.
- n. Atlases and maps - usually atlases are outdated after five years. Exceptions to this would be historical atlases. An important point to note when purchasing maps and atlases is to make sure the measurements are in metric.
- o. For non-print materials like filmstrips and audio discs, one should check carefully for torn or scratched items, as well as checking for outdated information.

Articles, journals, pictures, etc. which deal with local history should never be discarded. Every item of this nature should be preserved by every means possible. Very special care should be taken in lending such materials to students and staff.

If the collection is to be a strong, supportive element of the overall learning and teaching activities of the school it is important that weeding be carefully and thoughtfully carried out. Once that all-important first thorough weeding has been completed it should be reasonably easy to keep the collection up-to-date by weeding one quarter to one half of the collection each year.

REFERENCES

1. Freeman, Patricia. Pathfinder: An Operational Guide for the School Librarian. Harper & Row; 1975.
2. Miller, Shirley. The Vertical File and Its Satellites. 2nd ed. Libraries Unlimited, 1979.
3. Slote, Stanley. Weeding Library Collections. Libraries Unlimited, 1975.
4. "Weeding The School Library Collection" School Libraries in Canada (Summer, 1982)
5. Weeding the Small Library Collection. ALA, 1966.

CLOSING A SCHOOL RESOURCE CENTRE

ALL YOU WANTED TO KNOW ABOUT CLOSING A SCHOOL RESOURCE CENTRE
.....THOUGH NO ONE EVER ASKED

By LAURIE DESAUTELS, Teacher-Librarian, Belgo Elementary, Kelowna.

In these times of declining population and restrained budgets, closing of schools is occurring more and more frequently. Although three schools had been closed in my district in the last four years I had given little thought to the mechanics of closing a library. When my own school, Belgo Elementary was closed I remembered the angry frustrated voices of those who had already suffered this experience.

I found that I passed through three stages: initially there was shock and disbelief, then emotional turmoil (thinking of undoing all I had done in the past five years and that of others before me). Then, finally, I reached the stage at which I wanted action--finding a way to distribute the resources so that they could be well used.

The following is the sequence of events that followed in dismantling the 10,000 title collection at Belgo Elementary:

1. After consulting with myself and those who had previously dealt with closure, a district staff member, Mr. Bob Sherer, sent out a memo to all schools stating that the three schools receiving students as a result of the closure would select materials first. Other schools were invited to contact the board office and book a day on which the teacher-librarian and library aide would select materials, pull their catalog cards, place them in the card pockets and box the resources for transportation.

2. The receiving schools spent two days selecting materials. The aides from these schools needed longer than two days as pulling card sets was a slow process.

3. Four schools per day came to select from the remaining materials. Schools with smaller collections were given first available days.

4. At the beginning of each day schools were assigned a table on which to place selected materials. My aide and I matched shelf list cards to materials and the other aides pulled the catalog cards and placed the book (with its complete card kit in its pocket) into a box. At one point we had nine schools all pulling catalog cards so having two people pulling shelf list cards saved lineups. The card catalog drawers were spread out in order across six tables, to allow room for many to work at once. Often teacher-librarians joined their aides in pulling the catalog cards once they had finished selecting materials.

5. About 300 boxes were used! An empty classroom next to the library was filled with the labelled, packed boxes. The school district transportation department brought the empty boxes and later delivered the full boxes.

6. The files for pamphlets, pictures, teacher resources, and enrichment materials went as complete units. Cataloging was pulled for each by the receiving school, those with the greatest need having been given priority.

7. After the majority of books were selected about 10% of the collection was remaining. Many of the remaining titles were already part of the other collections. There were many suggestions as to how to deal with these remaining books: offer the easy books to a preschool; send non-fiction books to a correctional institute; allow classroom teachers to choose some for their reading corners; send the books overseas; or sell the books. Decisions would have to be made depending on your unique situation.

8. In less than 3 weeks 23 schools had selected materials. A total of 620 man hours of labour had been used to close the resource centre.

Every situation will be different, but this should give you a starting point if you are ever faced with this formidable task.



A BIBLIOGRAPHY OF SELECTED FREE PERIODICALS

BONNIE MCCOMB, Teacher, Mission Senior Secondary School.

This annotated bibliography of free periodicals suitable for the secondary school was developed as a course requirement in Library 384 at U.B.C. All titles are Canadian.

Atomic Energy of Canada, Ltd.,
130 Adelaide St., W., Ste. 718,
Toronto, Ontario. M5H 3P5

Ascent is a quarterly magazine whose purpose is "to inform about the company's research, development and commercial activities" and to "further the understanding of nuclear power, its uses and its importance." It contains an interesting assortment of information, such as an article about the benefit of CANDU reactors, a nature article with beautiful full-page closeup illustrations of insects, and a medical feature on cancer treatments in India. Although the magazine is obviously biased in favour of the use of nuclear power, it does try to provide alternate views, for example by discussing what the critics say about irradiated foods. The articles are short and readable, the content is current and controversial, and the photography is lovely. The magazine is appropriate for home economics, science, English, biology, computer studies and for clipping. It would be reasonable to balance this with something from Greenpeace.

Dofasco Steel,
P.O. Box 460,
Hamilton, Ontario

Dofasco Illustrated News is a wonderful picture magazine published four times a year. It has good quality paper with dark modern print and large pictures. The content has a Canadian focus and is not quickly dated in some cases. It includes articles on art and artists, sports and Canadian sports heroes, cybernetics, science, Canadian culture (folklore, history, handicrafts), and the variety of uses of steel. When there is advertising, it consists of a single back page featuring an aspect of the steel industry. The pictures are suitable for any age level and could be effectively used in a poetry unit at the secondary level. Articles might be used in art, science, social studies, physical education, biology, and science and technology. The only shortcoming of the magazine is its awkward size; being long and wide with few pages, it crumples easily unless stored flat. The value of the pictures, however, outweighs the storage problem.

Easy Living Magazine
13281 Comber Way,
Surrey, B.C. V3W 5V8

Easy Living is a general interest magazine delivered free to most homes in the Fraser Valley (350,000 in seven regions). It focusses mainly on local advertising. Each issue has an article about a local celebrity (e.g. Debbie Brill), a feature on housing, a house plan, restaurant reviews which lack any negative commentary, and a contest to win "a night on the town." A new feature is a James Barber cooking article. Easy Living is of possible interest to home economics or interior decorating classes, but may not be worth the shelf space because nearly everyone receives it at home.

Caltrex Petroleum Co.,
P.O. Box 619500,
Dallas, Texas, 75261

Lifestream of Oil Progress is a beautiful little magazine with thick glossy pages, modern easy-to-read print with larger than normal lead space and a nice balance of coloured pictures and print. It contains a variety of articles that cover international industry and trade, communications and unusual tourist attractions, events of international interest, and an emphasis on the Far East. The content and pictures focus on what modern engineering is doing to help modernize underdeveloped areas. The only advertising in each issue occurs on the back cover. Articles such as unusual flora and fauna in Rwanda would be appropriate for biology or geography classes; articles on the temples and shrines of Nepal could be used for social studies and Western Civilization classes; and engineering articles would be appropriate for the new Science and Technology 11 course.

Province of British Columbia,
Parliament Buildings,
Victoria, B.C., V8V 1X4

The newsletter, Provincial Report contains articles about British Columbia Government projects such as the Coquihalla Highway or Annacis Island Bridge. It has a strong Social Credit bias and may or may not be useful in social studies or current events. There is little about it to catch a student's attention or interest.

Imperial Oil Ltd.,
111 St. Clair Ave., W.,
Toronto, Ontario. M5W 1K3

The Review covers four main subject areas in each quarterly issue: one or two technological or business development stories, an article focussing on an educational issue such as French immersion, an article on the arts such as a profile of a writer or survey of a type of literature, and two human

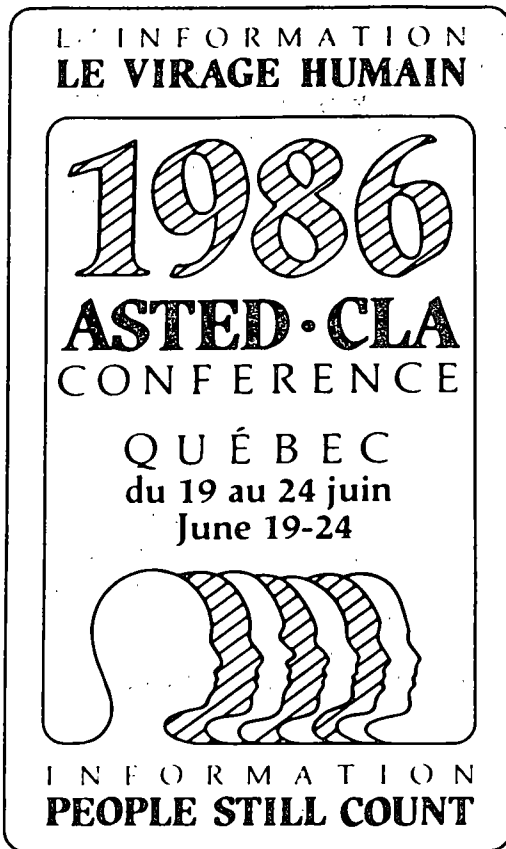
interest features. The "remember when" tone of the human interest stories will not appeal to the teenager, the technological and business development articles may be too specific to be useful, and many of the pictures are merely photographs of little-known people mentioned in the story. However, the arts articles and the education articles could be very useful in the library's vertical file. Because it is a free publication, it is worth receiving even if only to provide material for classes that need magazines from which they can cut pictures.

Royal Bank of Canada
P.O Box 6001,
Montreal, Quebec. H3C 3A9

The "Royal Bank Monthly Letter" is not something that students would pick up by choice. The articles are well-organized, comprehensively treated, and on popular topics at a popular level. It is something that English teachers might use in teaching essay writing or precis writing. Students might find the solid columns of print somewhat intimidating. Even though this will not be a popular item, it is worth browsing through each month. Occasional articles might be added to the vertical file or used with public speakers and debaters.

National Research Council,
Ottawa, Ontario. K1A 0R6

Science Dimension is a general interest science magazine published six times a year. It contains articles about machines that see, cloning conifers, searches for new synthetics, reinforced plastics and so on. It also contains a feature article by David Suzuki. It has above average quality paper, large print, attractive typesetting, good diagrams and graphics, photographs that illustrate the content of the articles, a variety of shorter and longer articles, and eye-catching coloured photographs. It seems to contain no biases and to be well-researched. For a free magazine, it is a good bargain.



by LIZ AUSTROM, BCTLA Past President

Quebec is a wonderful place to go for a conference, as long as you can fit in some time to walk around the old city, and as long as you have brought along a good pair of walking shoes or sandals. I was hard pressed to fit in any time between the workshop sessions and the many meetings I was expected to attend. I had planned to do some exploring on the Thursday morning since the first session of interest to me was the CSLA update on Thursday afternoon. However, when I arrived at my hotel on Wednesday evening I discovered that my hotel reservation was for that night only, instead of the five nights I had requested. Naturally, I spent Thursday morning looking for a place to stay. It was not the most auspicious start!

CSLA Update is a session designed for ordinary members to ask questions of

the executive and for presentations to be made to the executive. I represented BCTLA and showed the first of our Fuel for Change videos. Reaction was extremely positive; so much so that the CSLA executive later voted at their Council meeting to lend their support in a very practical manner by giving us a grant of \$2000 toward the cost of production. In return, BCTLA will add CSLA to the credits on the video, and will advertise the videos in all of the provincial journals as well as in SLIC.

The opening session was largely in French, and provided me with my first experience in listening to a translator via an earphone. For those who may not have had this experience, I offer the following hint. Place the earphone in the ear which is closest to the speaker. The English message coming into one's head from the earphone blocks out the French version which is being amplified in the room. I first attempted using my other ear and had the strange experience of stereo, but opposing languages. Not only was my French facility incapable of dealing with that situation, but so was my English skill. Fortunately, I hit upon the solution before I missed very much of what turned out to be an excellent address by Denis Varloot, of the Ministry of Education in Paris.

His address was a very positive message of balance between the human needs of library patrons and the necessity of utilizing the technological advances which are available to us. In one way or another, this message was repeated several times during the conference, usually in the theme addresses. M. Varloot seemed the most optimistic to me, and was very certain that technological advances would serve the human needs very well.

I attended two other theme addresses,

both of them at the crack of dawn -- at 8AM Friday and 9AM Saturday. One dealt with the impact of technology working conditions and morale, while the other discussed the relationship between librarian and researcher. I found the first the most useful. Jeannine David-McNeil is a labour law specialist. She presented material relating to the resistance of workers to changed work patterns due to the implementation of new technologies. Her research relates very clearly to the research on curriculum implementation and change theory. She found that library staff generally adjust better to technology changes than do workers in business or industry. This surprised her, but further interviews revealed the reason to be that generally the library workers were involved in the selection of the equipment and software via a process of discussion about the tasks that needed to be done by the new technology. The process of talking in advance of the innovation was deemed to have significant effect on acceptance by the workers.

The session that I had greatest expectation for was the one on copyright, since the proposed new law will likely impact on some of the services libraries can offer their patrons. The information presented on copyright societies was not heartening. This avenue of dealing with the issue would result in added expense which school libraries in this province are unlikely to be able to bear, so the likelihood is that they will restrict services instead. Public education, in general, will be deterred from the liberal use of materials outside of the standard textbook. The development of a copyright society is clearly a giant project that will need a great deal of cooperation from many groups. Those which operate currently in the United States and Quebec are profitable, which should provide some impetus to the effort.

One problem I had with this session was that while it was in both French and English, there was no translation service provided. While I have a good aural understanding of French, I found that I could only concentrate for ten to fifteen minutes and then my brain went into a dead stall. I noted with some amusement that the Francophones in the audience did the same thing during the English section of the address. Initial alertness would gradually fade into a numbed look and then into the glazed deadness that I had experienced. In spite of my distress -- mind, ears, and posterior -- after a forty-five minute address in French, I had high hopes for the half hour question period. Unfortunately, the first question was from a Francophone in the audience and the reply, in French, took up most of the time allowed.

Lunch and the CLEA exhibits provided a marvelous break from all this intellectual strain. There were many automation systems on display, endless publishers, and a variety of special service items. I was most pleased to discover some publishers that I had not known about before, some with very good Canadian history materials, and several dealing with Native indian materials. I was also extremely fortunate in meeting John Saunders, who supplied me with a ticket to the CSLA Awards luncheon, which his company generously sponsors. I had sent in my registration so late that I was told there were no tickets left. The Awards luncheon was well worth attending. The food was good, I had a great seat near the front, and my luncheon companions were interesting. However, the very best thing about the luncheon was the remarkable address given by Grace Funk when she received the Margaret B. Scott Award. She spoke as a representative of all those teacher-librarians who work so diligently in the schools and she

spoke as herself, as someone who has always tried to grow, to learn, and to explore new areas of commitment. I wish we had her speech on tape so that it could be played for all of you. You would have been moved, as I was. Grace's co-winner, Gerald Brown of Winnipeg, also gave an excellent address, but I know he will forgive my partiality to Grace, for she is clearly one of ours, a staunch BCTLA member who has served both provincially and nationally.

I do not intend to outline the three hour Liaison of Provincial Associations (LOPAC) which I attended on Friday afternoon on BCTLA's behalf. A report is being prepared from written submissions presented by the Associations that were in attendance, and when it is available we can request permission to reprint. I'm sure that it will be a more complete and accurate record than my rather scanty and misspelled notes would yield. There were some unexpected surprises, at least in my eyes. First and foremost was the fact that, once again, Ontario was not represented. I had thought that the province where Partners in Action was adopted as government policy would have something worth sharing with professionals in the rest of the country. Second was the growth in activity over the preceding year. The bulk of the three hours was taken up in reporting all the wonderful things we are all doing! Naturally, I presented BCTLA's activities at considerable length. Gerald Brown was kept busy recording on a chalkboard grid so large that he had to stand on a chair.

Another meeting which I attended was on Education for School Librarianship. This topic generated a lot of discussion but no consensus. It is apparent that situations in different provinces vary so much that no one pattern will suit all. In British Columbia we have been pushing for a

Diploma program within the Faculty of Education. In other jurisdictions the preferred route seems to be an M.L.S. Some of the participants felt that now was the time to pull back from demanding change at the university level, while others felt we must continue to press ahead. The valuable part of the session was to hear the differing opinions and to be able to ask questions about why perceptions were so different than my own.

This session, and several conversations that I had with individuals during the course of the conference, impressed on me firmly the importance of the chapter network in British Columbia. People asked me questions about how we do our Working and Learning Conditions surveys and when I explained to them the process, they were amazed at our organizational framework. I was invited out for a drink and conversation (coffee for me!) twice so that I could describe our system more fully. Alan Knight tells me that he has been asked to speak in Metro Toronto on the same topic. Our system provides an information gathering and exchange process which keeps us healthy and viable as an organization. The wonder of it is -- it has been in existence so long that when I was asked how we developed the chapter concept, I could not give an answer. Maybe there is a BCTLA member out there who knows the answer and who will write to the editor and let us all know.

I was most interested in hearing of developments in Calgary, where they have begun to tackle the problem of evaluation of library resource centres. Sometime ago Yvonne Hodges did a survey to determine if the district was getting its money's worth out of its school libraries. Now a committee has been working under Adrienne Elliott to establish survey forms to broaden the scope of

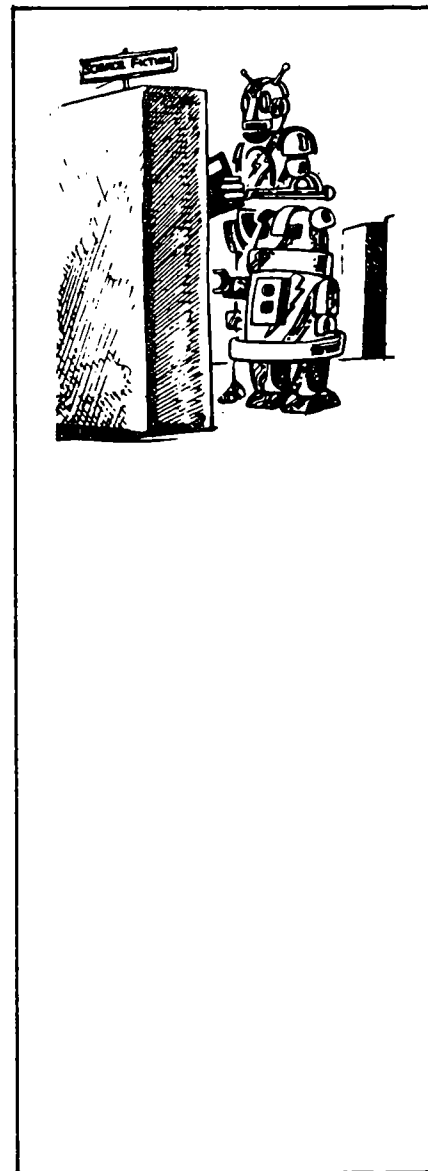
evaluation. It will be interesting to see the finished questionnaires for they may be useful in more than one district, and possibly even for a comparative study. Although Adrienne had to fill in at the last minute, her presentation raised a number of useful points in regard to evaluation and accountability.

We missed Ken Haycock at the CSLA AGM. There were no controversial motions made. Even Gerry Brown was silent. Perhaps the extreme decorum of the group was a function of the fact that there was less than fifty people present at the AGM and the reception following. New President, Susan Traill presented the executive's ideas on a program focus for the coming year, which would include the establishment of provincially-based committees to develop policy papers on a variety of topics of interest to the association. These policy papers would go through a process of sending out for reaction from across the country, revision, presentation at a conference, revision, and adoption as policy by the CSLA. Over a period of time the association would be able to develop policy stances on a range of issues. Although this process will mean work for provincial associations, it is one which may produce effective results, since it spreads the work across the country, and places responsibility upon groups which have a sound membership base from which to draw.

Susan Traill has asked that provincial associations invite her to their AGMs. She would like to become more familiar with them, and to establish two way avenues of communication. Since the next CLA conference will be here, it should be possible for BCTLA to extend that invitation for next June.

Quebec is a great city. It is much nicer than Montreal because it is

walkable. Grace Funk recommends the bus tours, but I prefer shank's mare and the caleches. Cafe au lait in a big bowl is fabulous at midnight in an outdoor cafe. People, people, people swarm happily on the streets at all hours of the night. Entertainers gather crowds of people under a streetlamp. Time means nothing, at least until one has to face one of those crack of dawn theme addresses! No one has heard of lime and tonic as a drink, but you can't have everything. I recommend Quebec as a city to visit, but if you do it in conjunction with a conference you'll be as exhausted as I was at the end of CLA '86.



BCTF POLICIES OF INTEREST TO TEACHER-LIBRARIANS

-contributed by ELSIE McMURPHY, President BCTF

The following motions passed at the 1986 AGM and the spring RA have particular reference for teacher-librarians.

Freedom of academic inquiry:

1. That the BCTF affirm these principles of freedom of academic inquiry:
 - (a) The study of and inquiry into controversial issues and/or difficult and disturbing issues is a fundamental right of students of British Columbia.
 - (b) The scheduling, organization, and execution of programs of study of and inquiry into such issues is a fundamental right of teachers in the schools of British Columbia.
 - (c) Teachers have the fundamental right to select the approach and resources that they consider most appropriate in presenting materials and topics.
 - (d) Teachers are free to pursue the goals and objectives of courses being taught, in an atmosphere of openness and sensitivity.

2. That BCTF members adhere to the following guidelines when selecting resource materials.
 - (a) Learning resources should be consistent with the general educational goals of British Columbia and the school district, and with the aims and objectives of individual schools and specific courses.
 - (b) Learning resources should meet high standards of quality in factual content and presentation.
 - (c) Learning resources should be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of the students for whom the materials are selected.
 - (d) Learning resources should be designed to help students gain an understanding of the many important contributions made to our civilization by women and minority and ethnic groups.
 - (e) Learning resources should be designed to motivate students to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in our society.
 - (f) The selection of learning resources on controversial and/or difficult and disturbing issues should be directed toward maintaining a balanced collection representing various views. The teacher selecting such resources should place principle above personal opinion and reason above prejudice.

3. That the BCTF oppose the arbitrary or unilateral removal of learning materials or units of study.

Volunteers in Schools.

That the following policy be adopted:

Volunteer participation in schools should be encouraged and should be related to educational programs where volunteers can bring their special talents to schools.

As a general rule, volunteers should be used on a by-need, special occasion basis in the curricular and extra-curricular and activities of the school.

Teachers will respect the provisions of any collective agreements between boards and non-teaching employees regarding the use of volunteers in the schools.

In absence if any such provisions in collective agreements teachers shall be guided by the following principles:

- (a) policies regarding the use of volunteers should be monitored by a committee with representatives from the school board, the teachers' association(s) and non-teaching employee unions;
- (b) implementation of policies on use of volunteers should be monitored by a committee with representatives from the school board, the teachers' association(s) and non-teaching employee unions;
- (c) districts should develop through such monitoring committees mechanisms for:
 - (i) ensuring school adherence to policies
 - (ii) resolving conflicts that may arise between teaching or non-teaching staff and volunteers;
- (d) volunteer participation in schools should complement the work of paid teachers and non-teaching staff and should not substitute for it;
- (e) volunteers should not be used in schools to replace teachers, teacher aides or other school personnel who have been laid off or had their hours of work cut.
- (f) volunteer participation in schools should not be a substitute for adequate staffing by professional and non-teaching support personnel.

WHAT DOES "RESTRAINT MEAN TO YOU?"

by GLEN PINCH, teacher-librarian, Langley

In the autumn of 1985, the Langley Teacher-Librarians' Association became concerned about what appeared to be happening to the school libraries in the district. While some things were obvious (the number of new faces in our organization), others were not (what was happening to budgets and programs). We decided that our first task was to collect information. Upon this informational basis, we would then be able to formulate some conclusions and present our findings to the Board of Trustees.

A committee of four teacher-librarians (two elementary and two secondary) drafted a questionnaire (See Appendix A). This questionnaire would look at four areas - budget, staffing, services and collection - over a three year period on a comparative basis. After discussion of the questionnaire and the process of collecting the information, the Langley Teacher-Librarians' Association decided to approach the Staff Representative Assembly for assistance in gathering the information from each school. Our chief reason for using this approach was that a considerable number of our elementary schools had lost their teacher-librarians. By using the Staff Reps. we hoped to obtain a higher return rate for our response.

The response rate was quite satisfactory - 7 out of 7 secondary schools and 20 out of 27 elementary schools. After tabulating the results, the following conclusions could be drawn.

1. Over the three year period, the average per pupil allocation has decreased at both the elementary and secondary school.

Elem. - \$13.12 (1983) - \$8.81 (1985)

Sec. - \$10.68 (1983) - \$8.84 (1985)

2. In some of the elementary schools, P.T.G. donations and School Book Fairs are now providing an amount of funding equal to half or more than half of the school library allocation.

3. Most of the spending was on maintaining the printed materials. Only three schools reported having purchased A-V items in the last year.

4. The number of students a teacher-librarian served increased as follows:

Elem. - 1: 376 (1983) - 1: 544 (1985)

Sec. - 1: 885 (1983) - 1: 924 (1985)

5. Teacher-librarian time has been decreased, over the three year period, in 17 of the 34 schools in the Langley district. In 5 of these 17 schools, there is no teacher-librarian. There is a classroom teacher, untrained in school library management, who has

been designated to act as librarian. The average decrease in time is from 20% to 40%.

6. Aide time has been significantly reduced.

Elem. (1983) - All elementary schools had some aide time.

(1985) - Only 14 out of 27 schools had any aide time.

Sec. (1983) - All secondary schools had some aide time.

(1985) - 5 out of 7 secondary schools had aide time.

7. The use of volunteers has increased, especially at the elementary level.

8. Sources and Resources recommends a guideline figure for collections of 15 items per student.

Elem. - 12 out of 27 meet the guidelines*

Sec. - 2 out of 7 meet the guidelines.

* Many of the elementary schools are old and the collections have grown over a considerable number of years.

9. All schools which offered E.S.L. programs and had Learning Assistance felt that those areas of the collection needed more materials. The new Primary Reading program and the Social Studies program both require expanded collections, so reported all schools.

10. Circulation statistics indicated an increase in materials usage at all levels.

11. Modern technology (the use of computers and data bases) has provided us with the means and techniques to supplement the information available in our libraries. In our district we have not had the funding necessary or the clerical assistance to take advantage of these areas.

12. The District Resource Centre was not an area included in the survey. Many of our responses noted this omission.

Our findings were presented to the Board of Trustees for their information. While the L.T-L.A. realizes that the major problem is funding, we hoped to make the trustees aware of the actual efforts of the Restraint program on a specific aspect of education. Hopefully, when funds to Education are restored this situation will be redressed.

LANGLEY TEACHER-LIBRARIANS' ASSOCIATION

LIBRARY SURVEY

1. What was the student enrollment for budget purposes?

	1983/84	1984/85	1985/86
--	---------	---------	---------

2. What dollar amount of the school budget was allocated to the library?

	1983/84	1984/85	1985/86
--	---------	---------	---------

3. Were total allocated funds spent on library materials (yes/no)

	1983/84	1984/85	1985/86
--	---------	---------	---------

4. If "NO" how much was diverted to other school budgets?

	1983/84	1984/85	1985/86
--	---------	---------	---------

5. Indicate the source and amount of funds raised by the library over the allocated amount (PTG, donation, etc.)

	1983/84		\$
	1984/85	_____	\$
	1985/86	_____	\$

6. Is the library budget used to purchase any of the following? (yes/no)

a) office supplies (glue, typewriter ribbons, pencils, etc.)			
b) A.V. materials		a) _____	
c) magazines		b) _____	
d) textbook sets		c) _____	
e) workbooks		d) _____	
f) maps		e) _____	
g) promotional materials		f) _____	
h) processing and book repair material		g) _____	
		h) _____	

7. What was the number of FTE teachers as of September 30?

	1983	1984	1985
--	------	------	------

8. How much time per week was your teacher-librarian assigned to your school library and its program? (eg. .6)

	1983	1984	1985
--	------	------	------

9. How much time per week was a trained library technician assigned to your school library?

	1983	1984	1985
--	------	------	------

10. How much time per week was a paid secretary or aide assigned to your school library? (eg. .1)

	1983	1984	1985
--	------	------	------

11. Does your teacher-librarian have the specialized courses for the position? (yes/no) _____

12. If there has been an increase in staffing over the past years, how has this affected your school's library program and services?

13. If there has been a decrease in staffing over the past years, how has this affected your school's library program and services?

14. Give the number of hours per week that the library is open. _____

15. Indicate type of staffing for supervising these hours.

Teacher-librarian	_____	hours
Aide	_____	hours
Other _____	_____	hours
Unsupervised	_____	hours

16. Give the number of titles in the collection. _____

	1983/84	1984/85	1985/86

17. Give the number of magazine titles in the collection. _____

	1983/84	1984/85	1985/86

18. Give the number of donated titles in the collection. _____

	1983/84	1984/85	1985/86

19. Give the number of titles "weeded" (discarded) from the collection. _____

	1983/84	1984/85	1985/86

20. Rate the collection in your school's library in the following categories : (Please circle)

	1 inadequate	2 somewhat adequate	3 adequate	4 more than adequate
a) Periodicals	1	2	3	4
b) Encyclopedias (volumes, sets, date of issue)	1	2	3	4
c) Reference materials	1	2	3	4
d) Support materials for new social studies curriculum	1	2	3	4
e) Support materials for other areas of the curriculum	1	2	3	4
f) Support materials for other school programs	1	2	3	4
g) Replacement of lost/missing materials	1	2	3	4
h) Rebinds / Repairs	1	2	3	4
i) Fiction	1	2	3	4
j) Easy-fiction (if applicable)	1	2	3	4

21. What trend do you perceive in your school library in terms of the following: (1983 - 86) i.e. increase/decrease

budgeting: _____
supplies: _____
staffing: _____
circulation: _____
utilization: _____

Please explain: _____

22. Indicate with a checkmark the major library activities in the school library.

1. Individual research _____
2. Book exchange _____
3. Story time _____
4. Enrichment _____
5. Library and research skills _____
6. Audio-visual presentations _____
7. Other _____

23. Indicate with a tick mark other activities which are held in the library on a regular basis.

1. Music/Band/Choir _____
2. Assemblies _____
3. Regular classroom instruction _____
4. Learning assistance _____
5. Testing _____
6. Medical room _____
7. Workshop/meetings _____
8. Community groups (Brownies, Cubs, etc.) _____
9. Staff meetings _____
10. Computer classes _____
11. Other _____

24. a) Has the card catalogue been updated to conform with the new filing rules? (Circle) Yes No
- b) Has the card catalogue been updated to correspond to its current collection? (Circle) Yes No
- c) Is the shelf list updated to the current collection? (Circle) Yes No

BCTLA

CHAPTER REPORTS

Chapter reports are edited and published in The Bookmark. Full copies are kept on file by the Chapter Relations Chairperson.

POLITICAL ACTION

ALBERNI

* Worked on a teacher-librarian evaluation form.

BULKLEY VALLEY

* submitted a brief seeking an increase in library aide time for September '86 in order to facilitate the teacher-librarian's involvement in cooperative planning and teaching.

CAMPBELL RIVER

* four secondary teacher - librarians presented a brief to the school board regarding their additional teaching assignments despite school enrolment. Their brief was favourably received.

CENTRAL OKANAGAN

* a committee was struck to define the role of the teacher - librarian and the resource centre. Recommendations were ratified and presented to the district staff liaison person.

* presented a brief to the Finance committee stressing that all three components of the school library program were important.

* submitted a proposal requesting more money for learning resources, in-service of teachers, and computerization of some libraries.

CHILLIWACK

* BCTLA Survey was summarized and sent to Learning Conditions.

* a committee was established to review District Library policy.

CRANBROOK

* one teacher-librarian is a member of PDAC committee

* working on District Library policy and revising draft.

* wrote a summary of the role of the teacher-librarian for the local bargaining committee, indicating areas not being covered because of restraint.

* wrote to school board in support of retaining the District Resource Centre.

GULF ISLANDS

* lobbied the district superintendent for more funds for school libraries. Requested that school libraries be the top fiscal priority for 1986 - 87.

HOPE

* made a presentation to the school board to address board concerns about purchase of a computer for the District Resource Centre and to clarify the role of the teacher - librarian. (Purchase of computer and printer were subsequently approved.)

* two members are on the local teacher association executive.

KAMLOOPS

* a committee including three teacher-librarians made recommendations to school district concerning automating school libraries.

* letter sent to ministry

requesting new BC library handbook similar to Ontario's Partners in Action.

* prepared a brief outlining concerns about continued cutbacks on class size and support services. Five recommendations included areas of budgets, staffing, library aides, qualifications of teachers placed as teacher-librarians, in-service, and training as a condition of continued library placement for clerk typists/library aides.

LANGLEY

* surveyed all schools to determine levels of funding for library services and resources over several years. Results presented as statistics to school board.

MAPLE RIDGE

* made a budget submission to school board detailing effects of cutbacks in school library resource centre budgets as a result of restraint.

MOUNT ARROWSMITH

* sent a brief to the external team for one secondary school's accreditation. (This school has no teacher-librarian.) The brief defined the need for a teaching program in school resource centres, discussed the role of teacher-librarians, and concern about lack of staffing at the school.

NANAIMO

* made presentations and briefs to school board, resulting in an increase in library time to schools with special needs students.

* succeeded in having courier time reinstated and clerical service to school libraries increased.
NECHAKO

* made a presentation to school board to have side time maintained if not increased.

NORTHERN LIGHTS

* organized a panel discussion regarding school based decision making. Concerns were submitted to district administration. (Reduction in librarian time through reassigning of job function is currently an issue.)

* presented a brief to district budget committee and to board relating the need for maintained and improved funding to provide quality service.

PRINCE GEORGE DISTRICT

* invited Director of Personnel to speak about use of volunteers in school libraries.

* accepted Learning Resources Draft policy prepared by Learning Resources Advisory Council.

* wrote to Ministry expressing concerns about circular regarding potential safety hazard of moving audiovisual equipment.

* wrote letter to President of local teachers' association expressing concern about policy of "bumping" clericals and aides.

QUESNEL

* lobbied school board for reinstatement of clerical aide time.

* discussed possibility of lobbying school board for a district school library supervisor/advisor.

SOOKE

* made presentation to Finance Committee about effects of restraint

study and research skills.

* a local member is co-producing and publishing local native legends to fit in with Grade four S.S. and L. Arts.

WEST KOOTENAY

* exchanged units at the chapter level.

MEETING IDEAS OR SPECIAL PROGRAM IDEAS

ALBERNI

* presented cooperatively planned units to all K - 4 teachers and teacher-librarians.

BULKLEY VALLEY

* had a Young Author's conference with workshops given by Ann Walsh, Frances Duncan, Gordon Korman, and Terry Gould.

* "Search for the lost Planet" reading contest.

* Involvement in Olympics of the Mind teams.

CAMPBELL RIVER

* met to decide on allocation of non-shareable capital for each school with the idea of bringing all school libraries to a more equitable standard.

CENTRAL OKANAGAN

* shared cooperatively planned units

* invited district resource people to discuss topics such as the Gifted program and the evaluation of teacher-librarians.

* held a workshop for library aides

* held an informational presentation on library oriented computer software.

COQUITLAM

* invited district superintendent to their first meeting.

CRANBROOK

* had a demonstration of the Card Catalog Printer (Apple IIE).

* held a cooperative planning workshop for teachers and teacher-librarians.

GULF ISLANDS

* shared "best books" from each school collection.

MAPLE RIDGE

* held a Young Writers' Conference. Presenters were songwriter Ian Johnstone, storyteller Lois Walker and mystery writer Eric Wilson.

* held a "Read for the Top" competition.

NANAIMO

* regularly shared reading promotion ideas and book reports.

* held a meeting at a local museum with their education coordinator.

PENTICTON - SUMMERLAND

* studied possible introduction, merits, and problems of computer assisted library management systems.

* compiled bibliographies and worked as a group to order materials to support the new S.S. curricula.

PRINCE GEORGE DISTRICT

* discussed problems encountered with selecting library resources: is it selection or censorship?

* Knowledge Network video on "Report Writing and Problem Solving" was made available.

* discussed magazines: "Good, Bad, and Changed."

VANCOUVER

* held an Ideashop: a Spotlight on BC.

RECOMMENDED SPEAKERS/ WORKSHOP IDEAS

BULKLEY VALLEY

* John Uselac (Prince Rupert):
"Curriculum Orientation using the Aoki model".

* Mary Love May:
"Storytelling for Elementary and Secondary Students".

* Carol Ann Haycock (Vancouver):
"Partners for Effective Education: the Teacher-librarian and the school principal".

COQUITLAM

* Kathy Lovegrove :
"Using Parents and Student Volunteers Effectively".

* Shirley Blair (Maple Ridge):
"Planning a School-wide scope and sequence of skills".

LANGLEY

* Barb Howlett:
"Procedures for establishing a Book Trac computerized circulation system in a secondary school".

* H. Diana Crutchley (Supervisor of Core Curriculum):
"Resources for the New S.S. Curriculum".

* H. Diana Crutchley:
"Secondary Library Services Criteria and the method of monitoring".

* Wayne Groutage (PEMC):
"Existing and draft copyright legislation that affect education".

*Carole Trueman:
"Poetry Party: Cooperatively planned poetry units".

NANAIMO

* Author visits:

Kathy Stinson
Kevin Major
Joan Clark
Camilla Gyski
Alan Daniel
Claire Mackay
Michele Lansberg
Linda Rogers
Nicola Morgan
Robert Heidbreder
Roger Pare
Celine Larousse

* Brian Carver (Children's Book Council)

* Dr. Jon Stott:
"Gods and Heroes".

NECHAKO

* Authors:

Eric Wilson
Ann Walsh

PONDEROSA

* Mel Maglio (Vernon):
"Cooperative Planning".

* Mary Love May:
"Storytelling".

PRINCE GEORGE

* Eric Wilson (author)

* Dave Harrison:
"A Grade Eight Homework and Study Skills Manual".

* Janet Saltman:
"Puppetry and Storytelling".

QUESNEL

* Lynn Fraser (local district Enrichment helping teacher)

SOOKE

* Don Hamilton (U. Vic.)
"Library education in BC"

* Crystal McClare (Van. Island Regional Libraries Area Childrens' Librarian):
"Role of Regional libraries and effective student use of facilities".

VANCOUVER

* Lorna Williams (Coordinator of Native Indian Program):
"The Native Indian in Literature".

* Marsha Ivany:
"Computer literacy and childrens' literature".

VERNON - ARMSTRONG

* Authors:

Kevin Major
Mark Thurman

* Ken Haycock (Vancouver):
"The administrator and the teacher-librarian: partners for effective education".

* Anne Moore (PEMC):
"How to Evaluate Computer Software".

* Tom Colbens (Media specialist with the Calgary Media Services

Group):

"Library automation and its impact on a district's decisions on hardware and software purchases".

PUBLIC RELATIONS ACTIVITIES

ALBERNI

* during Education month a full page feature highlighting library practices was put into the local newspaper

CAMPBELL RIVER

* made use of a display case in a shopping mall to publicize school libraries.

CARIBOO - CHILCOTEN

* produced a pamphlet about school libraries to be distributed during October parent/teacher interviews.

CHILLIWACK

* local library's children's librarian is a member of the local teacher-librarians' association.

COLUMBIA - SHUSWAP

* had displays in a local mall during Education week.

COQUITLAM

* Dianne Driscoll led a workshop based on the Public Relations workshop presented at the Fall council, resulting in many teacher - librarians getting stories and pictures in the local newspaper.

CRANBROOK

* launched balloons with titles of children's favourite books.

* worked in conjunction with local public library to set up a summer K - 3 reading program.

GULF ISLANDS

* promoted Childrens' Book Week in the local newspaper.

HOPE

* Bill Scott and Jean May appeared on a local radio station talk show during School Library Week. The topic was "What does a teacher-librarian do?"

* During Heritage Week the library at Hope Secondary organized a number of events. Hope Secondary won an award for the best celebration of Heritage Week by a Secondary School in BC. [Watch for an article in a future Bookmark issue - editor.]

* During National Book Festival, Burnaby science fiction/fantasy author Eileen Kernaghan spent a day at Hope Secondary discussing writing and Canadian publishing with several English classes. This author visit was part of Fraser Valley Author week arranged with the National Book Festival office in Vancouver.

* each school carried out in - school displays and contests around several themes.

LANGLEY

* initiated a Book of the Year award. The first winner was Superfudge by Judy Blume.

NORTHERN LIGHTS

* had a mall display which included activities and a poster contest.

PONDEROSA

* had contests during Childrens'

Book Festival, book fairs, book swaps.

* members of various ethnic groups told folktales.

* some school librarians read bedtime stories at the public library during Book Festival Week.

PRINCE GEORGE DISTRICT

* made presentations to parents at Open houses or school advisory council meetings.

* Private School librarian and a representative of the public library were made welcome at meetings.

* held "Branching Out" conference which provided many ideas for promoting school libraries.

PRINCE RUPERT DISTRICT

* major emphasis placed on National Book Week. Local newspaper had reports, the school district published a book of local student authors' stories, and many activities were sponsored in each school.

SOOKE

* published "Footnotes" - a new quarterly newsletter of the Sooke T-L Association, intended as an information resource for both teachers and teacher-librarians.

SOUTH PEACE

* held annual "Reach for the top" competition.

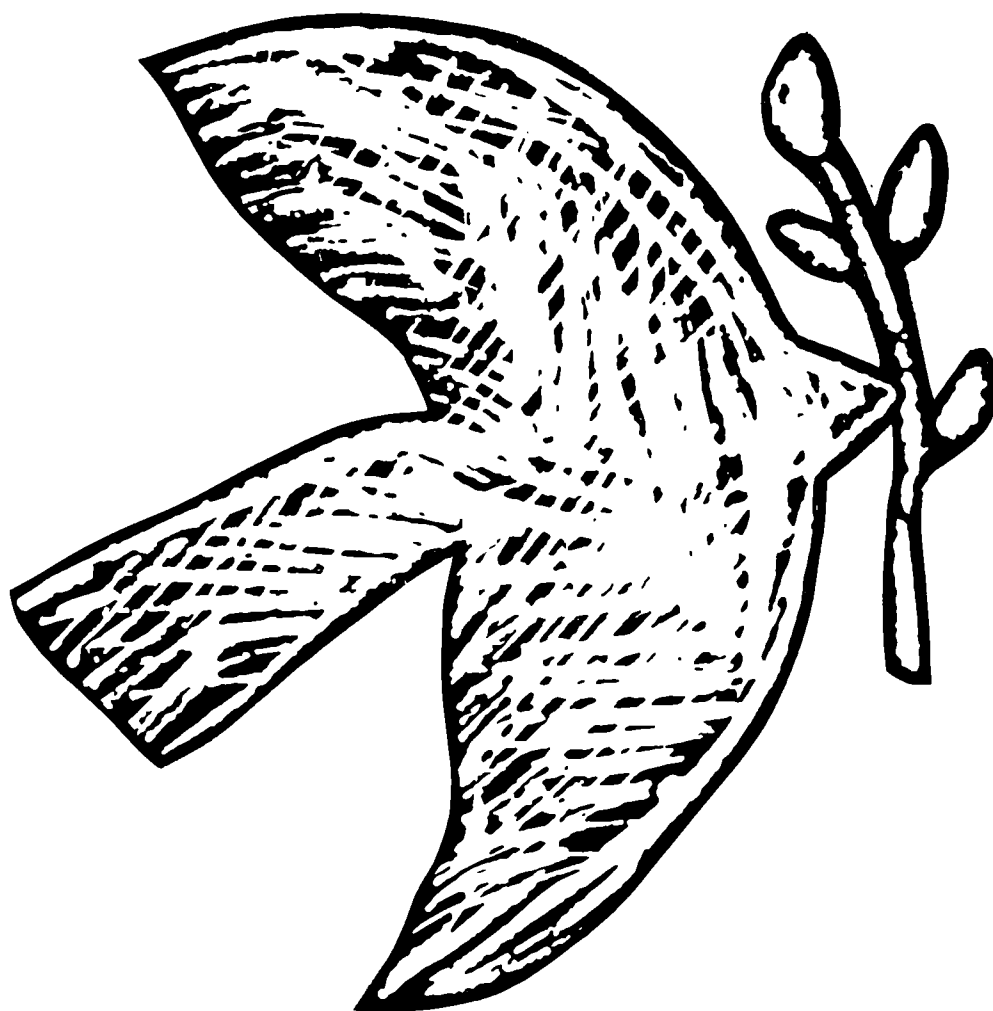
VANCOUVER ISLAND NORTH

* held week long district activities with illustrator Alan Daniels and author Bill Freeman, and had press coverage for their visits.

* held Book Fairs.

* a major article on libraries and teacher-librarians appeared in the local newspaper.

* a teacher from Japan visited all schools and taught origami, calligraphy and showed slides of daily life in Japan. Teacher - librarians dispersed information and made arrangements for the visiting teacher. The local newspaper printed a major article focusing on the teacher's visit.



THE TEACHER-LIBRARIAN AND THE ACCREDITATION PROCESS

GWEN BLUNT, Teacher-Librarian
Churchill Secondary,
Vancouver School District

I began my work as teacher-librarian at Churchill just two weeks before the arrival of the External Accreditation Team. A summary of the accreditation process and my suggestions for coping with it follow. They are based on information acquired from colleagues about the internal assessment at Churchill and reflections on my own participation in the external evaluation.

The accreditation process consists of an internal self-evaluation by the school's staff followed by an external evaluation conducted by a Ministry-appointed team. The external evaluation determines how far the school's performance meets the stated objectives and where the school stands in relation to other schools in terms of Ministry expectations.

The Internal Evaluation Process

The staff at Churchill began the internal evaluation one year before the report was due. A steering committee including the principal and six staff members informed the staff of the purpose and process of accreditation; assigned to four sub-committees the preparation of draft sections dealing with School and Community, Philosophy and Objectives, School Staff and Administration, and School Facilities; assigned the evaluation of curriculum sections to Department Heads; and set timelines. The two teacher-librarians worked on a systematic examination and assessment of library facilities, goals, programs and staff. Headings for this process

are assigned by the Ministry are very specific. For example:

- A1. Outline the objectives of the library. Relate these to pupil, staff, and community use.
- C1. State annual library budget allotment and explain how it is apportioned.

In responding to such Ministry requirements, the teacher-librarians found that policies formulated in Vancouver School District, approved by the Board and already in place were invaluable. Such policies as Selection of Learning Resources: A Policy Statement are contained in Administering the School Resource Centre (VSB, 1985). Also useful was the general introduction to the library, its services, and resources written by the teacher-librarians and included in the Churchill Staff Handbook. With the assistance of written policies and reports, the teacher-librarians were able to produce a comprehensive document which was presented to the External Accreditation Team.

The External Evaluation Process

The six member external team visited Churchill for one week. Members of the team were assigned to specific departments and were responsible for reviewing the internal evaluation, visiting classrooms, meeting with Departments, and examining records, plans and student work. The teacher-librarians worked toward demonstrating and supporting the findings of the internal evaluation. Here are some of the methods we used which others might find useful:

1. Before the arrival of the external team, meet with the Administration Department Heads, and the Steering Committee to request that library programs and services be mentioned in their reports and that in discussions with the external team they include references to the resource centre.

2. Make an appointment with the external team member assigned to the library for a time early in the week. Ask the principal and the steering committee to arrange this as they will be first to meet with the external team.

3. When you meet with the external accreditor, emphasize cooperative planning and teaching. Have a short summary sheet available. The team member will have read your complete internal evaluation with all its appendices but it will be up to you to direct attention to the teaching/learning areas. Provide copies of plans for cooperatively planned and taught units with samples of the end products. For example, for a cross-grade Library/English Department program on note-taking, you could show sets of complete note cards made by the students.

4. Do not assume that the external accreditor is familiar with cooperative planning and teaching programs. Explain what they are and how they relate to district goals.

5. Provide the external accreditor with a list of times for the week when he/she will be able to observe cooperative teaching and learning. Emphasize the importance you place on demonstrating the link between theory and practice.

6. Be prepared for lots of "drop-in" visits from external team members. They like to wander and the library resource centre is often a convenient place to visit on the way to or from other classes. (This is another reason for making at least one definite appointment.)

7. Expect lots of questions of a technical nature on number of volumes, circulation, the effectiveness of the security system, etc. The answers are probably in your internal report, but have the information available anyway.

8. Try to relate statistical questions to programs. This is not always easy. External evaluators are often more comfortable measuring library performance in terms of statistics

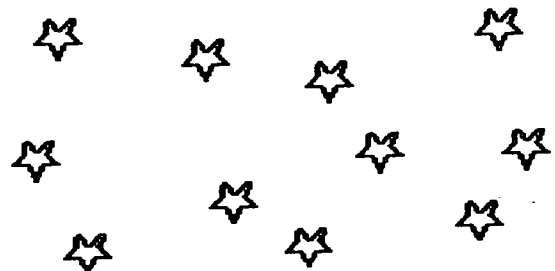
rather than quality of programs. A question on circulation figures could lead to a description of the number of times students were expected to use in a Grade 8 Library/Science Department cooperative program. These items would not be counted in the circulation figures. A question on the selection policy could be linked to work with the Social Studies Department involving the selection of suitable curriculum support and implementation materials.

Conclusion

The accreditation process certainly entails a lot of extra work but it can be most rewarding. At Churchill we found that the internal self-evaluation led to a clarification and re-examination of goals, and a thorough assessment of the procedures for implementing the goals. We were pleased to find that the external accreditation final report stated:

The staff of the library has made a sound analysis of the services offered to students of this school and has articulated a most reasonable set of objectives.... Not content with being good, the library staff has a well-defined plan to be even better in the service offered to students.... The external evaluation team is frankly impressed by the services offered by this staff and this facility.

Only two more years and we can start the process all over again!



MARGARET B. SCOTT AWARD

The Margaret B. Scott Award of Merit is the CSLA's most prestigious award. It recognizes outstanding and sustained contributions to school librarianship in Canada. The BCTLA is especially proud of Grace Funk and her contributions. The following is the text of Grace's acceptance speech.

It is with a feeling of deep humility that I thank the Canadian School Library Association for the Margaret B. Scott Award of Merit. I remember Margaret Scott. The year I graduated from library school, she was President of CSLA, and she took the Annual Meeting in a specially made dress with a big turtle printed down the front, because, she said, the turtle is the one who makes progress only when he sticks his neck out. I've been fond of turtles ever since. My supervisor, who is an outstanding, or should I say "outsticking" turtle himself, gave me a brass turtle last week. I owe him special thanks for his support through the years, and for nominating me for this award. When Gene Burdenuk wrote to tell me that Gerry and I would be given the award, he said I was the right kind of turtle. That is an honor indeed.

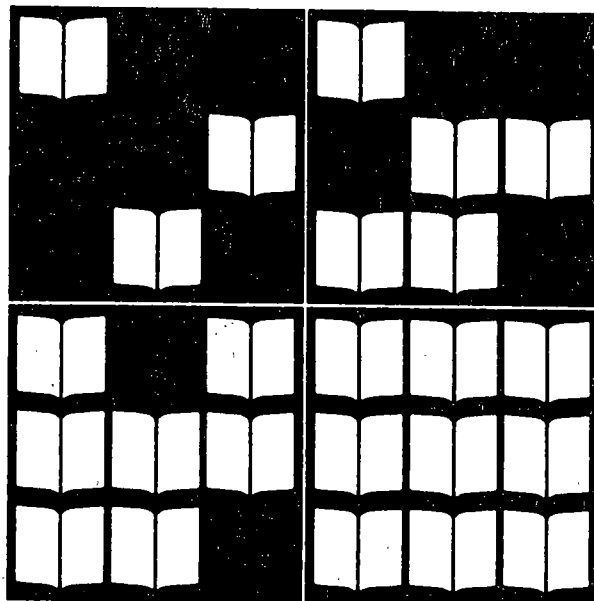
I would also like to tell you about a previous supervisor, Mr. Bernie Webber. I assisted in nominating him for the Distinguished Administrators Award, and when it was awarded to him, BCTLA was meeting in Vernon that year, and I got in ahead of CSLA, and sort of pre-presented the award to him there.

When joining the various associations of my life, professional and otherwise, I have thought of myself as, and tried to be "a contributing member". I am not particularly fond of trying to run things; I have served on various

executives, because every member should take a turn. And I have tried to work for the things to believe in, like public education and Canadian children's literature and school libraries. But you see, I have been unusually fortunate. I have already mentioned my supervisors. I was given the opportunity to participate in the BCTF Demonstration School Library Project. I have been able to write for publication book reviews where I could make my views known. I have been in schools where my principals believed in libraries, and believed, too, that my attendance at national and provincial conferences enhanced the library program in the school. I work in a district that is noted for participation in professional associations and professional development at all levels. My superintendent agreed heartily when I was asked to run for CSLA Council. With support like that, how could I help but contribute, as opportunity arose? And I owe a special debt to CLA for the scholarship I received the year I first went to library school. Others are not so fortunate. Not all administrators approve of "taking time off school" to trot round the country, or of using school time and stationery to run associations. I have been for 19 years a "full-time" or almost full-time librarian. Many excellent school librarians are also part time teachers, their professional attention is divided, (not to mention their preparation time). When I looked up a list of recipients of this award, I thought, "How can I accept? I don't belong with these people!" But now I do accept, not only for myself, but on behalf of all the hard-working teacher-librarians who serve their schools and their students, and who haven't had the chances I have had to do the kinds of things that show up a bit more.

I thank you all very much.

BCTLA REVIEWS



F Swede, George.
Dudley and the birdman ; illustrated by Mary McLoughlian. --
Three Trees, 1985. -- unp. : ill. -- ISBN 0-88823-101-6.
ISBN 0-88823-1028-4(pbk.).

Animal abuse - Fiction // Friendship - Fiction.

Dudley cannot decide which of his many birthday presents to play with so he goes for a walk instead. He soon discovers a new laneway and peers through the broken fence to an old home in disrepair. Its solitary occupant, also in disrepair, is the Birdman who catches song birds flying South so he can listen to their beautiful songs over the winter. Dudley, believing that the birds should be free, gives the old man one of his 2 new cassette recorders to solve the problem.

This 22 page colorful children's book has some underlying problems. The story is based on the false assumption that technology (the recorder) can alleviate an old man's loneliness. Dudley's lack of appreciation for his grandparents' gifts undermines the theme of generosity intended in his gift to the Birdman.

The narration was a little too lengthy for my Grade 1 listeners who are always anxious to see the pictures. Descriptions such as "white hairs grew from the old man's nose and ears", were not received humorously and I felt they were unnecessary. My students also pointed out that although Dudley received an "atlas" for his birthday a globe was always pictured.

It is a book more suitable for Grade 3 independent reading. The soft cover makes it an economical addition to the library collection.

John Keller, Teacher-librarian, Soentula.

346.71104 Lane, David.

Landlord/tenant rights in British Columbia. -- 4th ed. -- International Self-Counsel, 1985. -- 121 p. : ill. -- ISBN 0-88908-156-5. -- \$7.95(pbk.).

Landlord and tenant.

Landlord/Tenant Rights in British Columbia is not the sort of book one normally reads from beginning to end, but it is something one might wish to have on hand when a problem arises. Indeed, as the back cover says, its main purpose is to answer a number of commonly asked questions.

Does the book answer the questions? Yes, it does, and it answers them quite well. The language is simple and clear, with appropriate emphasis on common pitfalls to be avoided by both landlord and tenant; and the text is logically organized. There is no index, but the table of contents is very detailed.

Much of the advice is just commonsense guidance through the routine affairs of a landlord-tenant relationship: inspecting the property, raising the rent, making repairs, terminating the lease, and generally protecting oneself. Many readers will find the samples of forms and letters useful.

The landlord or tenant who gets into trouble will also find the book useful as a starting point. There are clear chapters on small claims court and arbitration procedures, which include the costs of action (a point which many legal advice books are very vague about); and, again, sample forms and letters.

A problem common to Self-Counsel Press and similar publications is that their advice is necessarily general. Everything is made to appear as if it can be solved by the simple application of a set of legal principles, whereas, in fact, every case has its own unique aspects and ambiguities. To help resolve the unique problems we have lawyers; but one senses a danger that a naive reader, not finding the precise solution to his or her problem in a self-help book, will simply decide that there is no solution. To be fair, Lane has clearly recognized this possibility, and Chapter 10 serves as a directory to sources of assistance.

Another problem that users must be aware of is that legal self-help books quickly go out-of-date, and they can do so without it being noticed. This is particularly true if laws are also the subject of political debate, an example being landlord-tenant relations. Thus the user or librarian must watch vigilantly for new editions of the book or major changes in the law, which will mean that old editions must be replaced. In the meantime, especially if more than a year has passed since publication, some of the specific information such as fees, addresses, and telephone numbers, must be treated with caution.

Landlord/Tenant Rights is recommended for high school libraries as both a student and teacher reference. Consumer education and law teachers will find it a useful and comprehensive source of information.

Robert Jackson, Teacher, J. Lloyd Crowe Secondary School, School District #11 (Trail).

362.7 Foon, Dennis.

Am I the only one? : a young people's book about sex abuse /
by Dennis Foon and Brenda Knight. -- Douglas & McIntyre,
1985, -- 68 p. : ill. -- ISBN 0-88894-486-1. -- \$9.95(pbk.).

Child abuse.

Am I the Only One? is a collection of first hand accounts of the experiences and feelings of sexually abused children. While most are not graphic in detail, they are very explicit about the emotional impact. Each story pounds home the children's fear and disgust, and their frustration with other adults who did not seem to recognize what was going on. Each child found it very difficult to tell about what was happening, afraid that they would be blamed or that they would make an already unbearable situation even worse. In every case the children did receive positive help once they found the courage to speak out.

The stories were collected by Brenda Knight, a psychologist who specializes in treating sexually abused children and adults. She was assisted by Dennis Foon, artistic director of Green Thumb Theatre, whose play Feeling Yes, Feeling No was seen in many BC schools. Their aim is to help abused children. The difficulty lies in getting the book to the right children. For children in normal situations the stories have the potential to be very upsetting and frightening.

The text has been edited but retains the style and character of the child writers. Each story is accompanied by a child's drawing illustrating feelings which he or she is now free to express. Many of the pictures are in black and white and none are captioned. This creates somewhat mixed messages from the pictures of rainbows and happy faces. However, the whole book is a powerful message to adults to pay attention to what is going on with the children in their lives.

The large format paperback appears to be well-bound, the large clear type makes the book fairly easy to read.

This is not the sort of book to go on the regular classroom or library bookshelf. The subject is obviously a sensitive one and children should have the chance to discuss what they have read with a trained adult. Am I the Only One? could be a useful adjunct to the CARE Kit or for a trained counsellor to use in cases where abuse is strongly suspected or uncovered.

In all, the book probably achieves its aim, but its use in the school library should be limited to a teacher resource.

Carole Eyles, Substitute Teacher-librarian, School District #64 (Gulf Islands).

370.9711 Adams, Joan
Floating schools & frozen inkwells : the one-room schools of British Columbia / [Joan Adams and Becky Thomas]. -- Harbour, 1985. -- 151 p. : ill., map. -- ISBN 0-920080-69-3. -- \$19.95.

Rural schools - British Columbia - History // British Columbia - History.

Floating Schools and Frozen Inkwells is a collection of vividly retold stories of education in rural British Columbia. The authors have compiled a treasure of images from the past. More than 100 teachers and students recall with pride the fulfillment of living and working in the backwoods.

Much more than a reminiscent examination of the past, Floating Schools and Frozen Inkwells is a testimony to the pioneer spirit of our ancestors. The authors chronicle the development and subsequent impact of the educational system. In many instances the school became the "hub of the community" drawing families together and offering a reprieve from the difficulties and loneliness of residing in the country. Emphasis is placed on the types of one room schools and upon the teachers, who were often "city kids" unaccustomed to living in the bush.

Complete with an index and a variety of black and white photos, this easy to read book is suitable for Grade 10, and is recommended for purchase, particularly as a supplement to material on the history of education in British Columbia.

L.R. Little, Assistant Librarian, Penticton Public Library.

372.8 Growing with dance: developing through creative dance from ages two to six. -- Winborne Publications, 1986. -- 200 p. -- \$12.95 (\$1.50 shipping).

Movement education.

Growing with Dance provides a practical and theoretical answer to the question of why, when and how to teach creative dance to children under seven years of age. The book is clearly written, well organized and easy to read. Although targeted mainly for preschool and kindergarten teachers, it contains valuable information for parents, private dance teachers, physical education teachers, and administrators of early childhood programs.

The initial chapters outline the educational value of creative dance and the special approaches and resources required for teaching dance to young children. Subsequent chapters describe the child's developmental characteristics and suggest dance activities for each of the three preschool dance stages identified by the author. Dance activities are presented under subheadings of circle activities, using space, sensory contrasts and combinations (tempo, weight, size, level), patterns in space,

dancing with a partner and stimuli for movement. In each of these chapters, appropriate music, art, language and environmental experiences are nicely integrated with the children's dance activities.

Very few books have been written on dance for the very young child. This book certainly begins to fill this gap. The author's educational philosophy, knowledge of movement, and experience with young children is reflected in every part of the text thus providing a sound, unified framework for the many practical examples that are presented. Growing with Dance is an informative, inspiring and imaginative book that will be of use to all parents, students and teachers who wish to further the education and development of the young child through creative dance.

Moira D. Luke, School of Physical Education, Faculty of Education, University of British Columbia.

595.7 Suzuki, David.
Looking at insects / David Suzuki with Barbara Hahner. --
Stoddart, 1986. -- 96 p. : ill. -- ISBN 0-7737-5062. -- \$8.95.

Insects.

David Suzuki's Looking at Insects is an example of a well-conceived book that is put together poorly. Suzuki's engaging writing style seems to talk to readers and anticipate their questions.

Each of the three chapters is organized into short sections containing either information or suggested experiments. The "Something to do" sections follow traditional scientific format: purpose, materials and equipment, procedure, and observations. Unfortunately, the book contains no index to these experiments.

As well as covering three of the twelve insect orders--moths and butterflies, beetles, and bees and ants--Suzuki includes a chapter on spiders. With more than a million different kinds of insects it seems questionable to include a chapter on a non-insect. A list of insects which North American readers might encounter while doing the outlined experiments, and which they may wish to research further, would have broadened the scope of the book.

Although the book is technically poor it does contain many good features. The most appealing features are Suzuki's enthusiasm for his subject and his experimental format which is exceptionally well presented in simple language and instructions.

It is recommended that Looking at Insects be purchased by school libraries for a teaching resource. It supplements the Grade 5 materials-based program units titled "Mealworms", "Mosquitos", and "Minibeasts", as well as the Grade 7 unit titled "Small Creatures". From the Exploring Science Program, the Year 5 unit "Small Living Things" would benefit by the addition of Looking at Insects.

Grade 5 Fry readability.

Jeanette Dieward, Teacher-librarian (on leave), School District #88 (Terrace).

634.9 Pavlick, Leon E.
Red pines on the ridge ; illustrated by Lissa Calvert. --
Braemar, 1985. --35 p. : ill. ISBN 0-919749-07-0. -- \$12.95.

Norway pine.

In this first book in the series On the Ridge naturalist Leon Pavlick described plant and animal life on a low ridge in southeastern Manitoba as seen from the viewpoint of a 300 year old red pine.

Each page supplies much information worthy of reflection, not only from a purely biological angle, but also from a human values aspect. Lissa Calvert's illustrations support the text with just the right degree of restatement, and reflect Pavlick's tone of hushed reverence for life. The author's device of "...putting (himself) in the place of the tree and letting it speak as if it were a human being with similar sensory organs, feelings and psychological make-up" never seems strained.

While discussing the dry surroundings, the lengthy root system and the waxy cutin-covered leaves, Pavlick touches on the relationship between wind and tree in transpiration, seed dispersal and provision of shelter for other living things. It is this soft interweaving of such factors as how oxygen produced by the tree aids surrounding animal life, how the red squirrel limits the pine's reproduction by snipping off many seeds before they mature, and how man continues to affect the ridge and its denizens that make this book a welcome addition to any school library. The quality of ideas, the richness of the language and the contribution of the attractive illustrations make this a valuable introduction to ecology. It should prove popular as required reading and as a basis for discussion. However, despite its attractiveness, do not expect it to move off the shelf by itself.

Recommended especially for elementary and junior secondary school libraries.

Marv Worden, Grade 4/5 Teacher, Forest Park Elementary School, School District #68 (Nanaimo).

641.5 Mendelson, Susan.
The Expo 86 cookbook ; food photography by Derik Murray.
-- Expo Souvenirs/Whitecap, 1986. -- 128 p. : ill. -- ISBN
0-9-20620-85-X. -- \$12.95

Cookery

Susan Mendelson, co-owner of the Lazy Gourmet, has four cookbooks to her credit. All are excellent, but this may be her best.

Unlike her other cookbooks, Nuts About Chocolate, Fresh Tarts and Let Me in the Kitchen; The Official Cookbook of Expo 86 contains chicken, beef and veal dishes. It also contains her typical fresh fish and vegetable dishes which stress simplicity and local produce.

Tips on steaming, stir frying, barbecuing and an additional section on recipes from some of Vancouver's ethnic restaurants complete this quintessential West Coast collection.

Pesto, caviar pie, deep dish spinach and feta pie, and wild rice with red peppers and snow peas are a few of the tempting dishes you will find here.

The flexi-coil binding is sturdy, opens flat and the cover is spill resistant. The index is extensive and specific with good cross-referencing and full capital main headings.

The recipe reading level is Grade 9 but only senior students would use it for foods class work.

At \$12.95 your school can afford this collection as a worthwhile souvenir of Expo 86.

Mary Louise Guest-Bond, Teacher-librarian, Barriere Ridge Elementary School, School District #24 (Kamloops).

641.5952 Takashima, Reiko
The art of Japanese cooking for all seasons / by Reiko
Takashima & Mary Haji. -- Mary Haji/Reiko Takashima, 1985.
-- 112 p. : ill. -- \$9.95 (pbk).

Cookery, Japanese.

This collection of recipes centers around 12 menus, each of which is suited to a different month of the year, and which feature the available fresh foods of the season. The first 15 pages are devoted to "The Basics", including such information as: table customs, tableware, ingredients, food suppliers, the traditional Japanese tea ceremony, and how to make staples like dashi, chicken stock and Japanese rice. The monthly menu sections are presented with black and white photographs of a table setting, a diagram identifying the dishes and offering interesting comments on them, an

attractive black and white design suitable for use on a menu cover, a menu in Japanese with a brief description in English, and simply written recipes with metric and Imperial measurements. In addition to the menu sections, a 30 page section of party favorites like tempura and yakitori is included. Access to specific recipes is provided through an index to courses (eg. soups and stocks), to basic foodstuffs (eg. noodles), and to special dishes (eg. sushi).

While this reviewer has not had time to test many of the recipes, the ones which were tried were easy to prepare, tasted authentic, and were very attractive to the eye. While serving on traditional Japanese dishes would enhance the cultural experience, I found it possible to use some of my miscellaneous "western" dishes and still make the setting look somewhat appropriate. For the timid cook, the wonderful soups provide a beginning point that all diners will enjoy.

This combination recipe collection and cultural presentation is appropriate to students in the secondary school as well as the general public. Mary Haji is an experienced British Columbia home economic teacher who saw a need for a book presenting this ethnic cuisine in a manner which would convey the customs, culture, and traditions of Japan to her students. Her friend and co-author, Reiko Takashima, studied cooking in Tokyo, where she developed an especial fondness for the kaiseki ryori style of cooking which is presented here so well.

While color photographs of the table settings would have demonstrated the visual appeal of the cuisine, the black and white illustrations, the format of the recipes, and the typeface are all attractive. The spiral binding lies flat, recipes are complete on one page, and ingredients are given in boldface. These features make the cook's task easier. One quibble is the small typesize of the directions portion of the recipes, which to middle-aged eyes is too small for easy reading. Fortunately the directions are usually quite brief. Most students will not find the typesize a problem, particularly since the sans serif typeface is very easy to read. In addition, the reading level is appropriate to junior high in the introductory sections, and even to younger students in the recipe sections. Interest level will likely be strongest for Grade 9 to adult. Front and back cover color photographs by Raymond Lum will attract the browser.

Recommended for secondary library resource centers, particularly in schools where ethnic cooking is taught. This title would be excellent as part of a booktalk on Japanese cookbooks.

Available from the publisher at 2535 W. 16th Ave. Vancouver.

Liz Austrom, Coordinator of Curriculum Resources, School District #39 (Vancouver).

780.23 Orobko, William.

The musician's handbook : a practical guide to the law and
and the business of music. -- International Self-Counsel,
1985. -- 189 p. -- ISBN 0-88908-607-9. -- \$7.95(pbk.).

Music trade.

William Orobko, a Canadian lawyer currently counsel for Nautilus Entertainment (Canada) Corporation and an amateur musician, has written a guide for "anyone who is trying to get an act or group off the ground, or wants to increase the number of profitable engagements landed."

In a chapter on liquor and drugs he counsel, "If you indulge, leave it behind." Other topics cover choosing a name, hiring an agent, contract information, financial records, musicians' unions, insurance plans, music copyrights, music publishers, performing rights societies and mechanical rights societies.

Although there is no index, he does provide a detailed table of contents. Two other useful features include an appendix of addresses and a three page bibliography. The text is written at a senior secondary level but would have a limited use in a school resource centre. Public libraries may be interested in purchasing this well-bound paperback.

The cover is well designed and attractive, but the only illustrations are reproductions of sample forms related to the music industry.

Not recommended for school purchase.

Roberta Kennard, Teacher-librarian, John Field Elementary School, School District #88 (Terrace).

791.5 Walker, Lois.

Puppet kit for elementary teachers, K-6 [kit]. -- Puppcorn
Productions, [198-?]. -- 1 portfolio.

Puppets and puppet plays.

Lois Walker, "The Puppet Lady", has a wealth of experience in puppet work with children. She has assembled a clearly explained and illustrated set of materials in a puppet kit for use in elementary schools.

Individual instruction sheets, which could be laminated and placed at a centre for independent use by older students, outline directions for making a variety of junk-based puppets. The beauty of Walker's designs lies in her innovative use of throw-away materials like paper tubes and plates, styrofoam meat trays, bleach bottles, and popsicle sticks. She guides readers through the assembly of puppets that have wonderfully moveable mouths and/or body parts, have appealing appearances, and are easily adapted to specific needs and individual creative urges. Who could resist

a paper plate turtle who withdraws and extends his tube sock head, or a wobbly necked bird with flapping wings?

This portfolio kit includes a set of six folders of teacher-related materials on motivation, activities for Grades K-6, a puppet show script, production notes, and techniques for guiding children through creation and performance of a group story.

The kit takes up about as much space as a letter-sized file folder containing a few ditto masters and yet provides enough inspiration and guidance for years of successful classroom puppet work--a useful and stimulating teaching tool.

Leslie Davidson, Grand Forks.

819.8009 Twigg, Alan.
Hubert Evans, the first ninety-three years. -- Harbour,
1985. -- 154 p. : ill. -- ISBN 0-920080-88-X.-- \$8.95(pbk.).

Evans, Hubert // Canadian authors // Canadian literature -
history and criticism.

Alan Twigg, a Vancouver journalist and broadcaster, brings to the attention of Canadian literature fans the story of a remarkable man and his work. Hubert Evans, the First Ninety-three Years reveals the life and work of a man who began writing in Canada in 1910. A biographical chapter tells of Evan's start with the Galt Reporter, a move to BC, four years service in World War 1 and his marriage. In mid-life Evans made a decision to become a free-lance writer living his life in tune with nature. He spent his later years living and writing on the Sunshine Coast.

Evans wrote short stories and novels for young people. His two adult novels, Mist on the River (1954) and O Time in Your Flight (1981), are considered Canadian classics. Non-fiction articles and poetry written in his later years make up the balance of his work.

Twigg interviewed Evans in his home and had access to his files. Direct quotes from Evans appear throughout the book. Twigg's analysis and criticism of Evan's work puts it into an historical and literary context. Such criticism can be dry reading, but laced as it is with Evans' own pithy comments and explanations of how economic considerations, demands of conscience, dry spells and fluent stages shaped his writing career make for fascinating reading.

Black and white photographs show Evans, his family and his environment. There is a complete chronological bibliography of Evan's work, and the book is indexed.

Canadian literature buffs, aspiring writers and people who enjoy an inspiring biography will enjoy this book. Recommended for adult and professional reading.

Brenda Watson, Teacher-librarian, Dunsmuir Junior Secondary School, School District #62 (Sooke).

917.11 Wershler, Terri.

The Vancouver guide. -- Douglas & McIntyre, 1985. -- 239 p. :
ill., maps. -- ISBN 0-88894-464-0. -- \$9.95(pbk.).

Vancouver - Description - Guides.

The Vancouver Guide attempts to cover a wide range of services, places to visit and other indispensable information for visitors: it almost succeeds. It is obviously difficult to write a guide book about a city that is constantly growing and changing. The inclusion of phone numbers enables users to update information.

Unfortunately the population statistics do not mention Vancouver's black population which has contributed greatly to the city's cultural mosaic.

The format is clear, with enough white space for adding notations. A table of contents with each chapter and an index make it easy to find information in the book. Maps, photographs, drawings and a few pages of superb color photographs increase its usefulness and attractiveness. A short section on Expo 86 rounds out the book. There is something here for everyone.

Marjorie Da Costa, Vancouver.

921 Kelly, Russell.

Pattison : portrait of a capitalist superstar. -- New Star, 1986. -- 263 p. -- ISBN 0-919573-54-1. -- ISBN 0-919573-55-X (pbk.). -- \$5.95.

Pattison, Jim // Businessmen - British Columbia // Vancouver - Biography.

The name Jim Pattison conjurs up different meanings to different people--from successful businessman, entrepreneur and "Super Boss" of Expo 86 to ruthless, greedy, opportunistic, pious and dispassionate Vancouver businessman. I believe that this contradiction is the result of the Social Credit Party's careful cultivation of Jim Pattison's image to enhance the reputation of Expo 86 on the one hand; and the information gleaned from newspapers, financial documents, and business colleagues of Jim Pattison and researchers like Kelly on the other hand. The former predominates, but Kelly certainly has done an excellent job of "de-mysifying" the prevailing image of Jim Pattison.

The author has been a newspaper reporter in Nova Scotia, a columnist for the Globe and Mail, and a CBC radio openline host. Kelly has utilized his

journalistic skills to write a well-researched, readable analytic biography. The author's purpose in writing this book was to dispell the mystery around how Jim Pattison made his fortune as well as to "shed light on how anyone accumulates wealth and power in this society."

Kelly achieves this while writing in a lucid, scholarly and absorbing style. He has not restricted the text to information, but has included the opinions of those who have dealt with Jim Pattison as well as his own analysis. As a result, the book should provide a basis for discussions regarding capital, those who possess it, and its effect on the economy and government of British Columbia. In addition, the growing influence by certain fundamentalist churches on government and its allies, like Jim Pattison, should provide interesting and thought provoking discussions on the separation of church and state in British Columbia.

Appended are notes and appendices which contribute to the text, as well as a bibliography and an index. According to the Fry readability scale the reading level is Grade 8, making this text accessible to students taking courses in political science, the Canadian economy or history.

I most certainly recommend this book to secondary school librarians across this province.

Kenard A. Knutson, Teacher-librarian. Uplands Elementary School, School District #12 (Grand Forks).

921 Shostak, Peter.
Saturday came but once a week / [paintings and text by Peter Shostak]. -- Yalenka, 1984. -- 1 v. : ill. -- ISBN 0-9691180-2-3. -- \$24.95.

Shostak, Peter // Artists, Canadian - Alberta // Farm life - Alberta.

Peter Shostak has put together another beautiful book of paintings and recollections of his growing-up years in rural Alberta.

This is the second Shostak book I have reviewed, and as before I found the realistic, blue-toned paintings extremely appealing. The accompanying stories are also full of interesting detail.

Thinking that I was perhaps viewing the book too much from a personal bias/adult only angle, I asked my two English 7 classes for their opinions. The boys spent longer time periods with the book than the girls although every student viewed the book favorably. This might be explained by the fact that the stories are male-oriented. It seems there were only boys in the Shostak family. Like me, each student pored over every painting, spending a great deal of time studying the detail and appreciating the blues. The "roll-your-own smokes, firecrackers and pipe bomb story" was a real favorite. The farm dog tales were popular as, of course, was the outhouse moving story.

We strongly recommend this book to libraries serving the Grade 5, 6 and 7 levels.

Marilyn Clements, Teacher, Courtenay Junior School, School District # 71, (Courtenay).

940.54 In the clutch of circumstance : reminiscences of members of the Canadian National Prisoners of War Association / edited by Tony Strachan. -- Cappis, 1985. -- 285 p. : ill. -- ISBN 0-919763-10-3.

World War, 1939-1945 - Prisoners and prisons, German // World War, 1939-1945 - Prisoners and prisons, Japanese // World War, 1914-1918 - Prisoners and prisons, German // World War, 1939-1945 - Personal narratives, Canadian // World War, 1914-1918 - Personal narratives, Canadian.

The subtitle gives the real clue to this book--these stories are indeed reminiscences, told long after the fact. Most of the memories deal with the German camps during World War II. Others deal with the war versus Japan, World War I, or the Korean War. Many of the experiences are printed versions of taped interviews.

The people telling these personal stories are ordinary Canadians. This is one of the strengths of the book: it is also the greatest weakness. Ordinary people lead ordinary lives, and often lack the ability to write in an exciting manner. Even the horrible experiences which most of these people underwent in prisoner of war camps tend to become blurred with time, and many of the memories found in this book lack detail.

The book does give insight into the various types of German camps. Regular Allied armed forces personnel in camps run by the German armed forces seemed to have fared best--the German government paid them salaries and allowed them mail and Red Cross parcels. The concentration camps run by the S.S. were the worst--the infamous death camps.

The 38 experiences outlined in In the Clutch of Circumstance vary from 1 page to many. The reading level varies from Grade 6 to Grade 10. There is no index. Access is by a table of contents.

A few of the stories are quite interesting; most are pedestrian. War buffs may read this 14 X 22 cm. hardcover book, and a dedicated teacher could probably use it in a world history course. Most secondary school students would not pick this book up; if they did, they would quickly put it down again.

Recommended only for large collections wishing personal reminiscences of prison camps.

William H. Scott, Teacher-librarian, Hope Secondary School, School District #32 (Hope).

[Editor's note: In the Clutch of Circumstance was also reviewed in The Bookmark, March, 1986, Vol. 27 No. 3, p. 149.]

954 Semaan, Leslie.
 India [kit] / by Leslie Semaan and Kathleen Lightman. --
 VIDEA, 1984. -- 1 book, 1 cassette, 48 slides.

India

The booklet portion of this kit provides very basic information which would be useful to a teacher who has not previously taught a unit on India. There is a section with suggested classroom activities and questions. If current atlases are not available the former names of cities and provinces given in brackets behind the current names will be a useful feature.

The slide/tape presentation provides an interesting overview of modern India; but the enduring problems of poverty, over-population and religious conflict are either not mentioned or are glossed-over. In many cases, as with the text of the booklet, statements are made without providing qualification or support. I often found myself asking, "Why?". For example, "Why do Rajasthan women wear clothing primarily red and yellow in color?", as cited in the commentary.

The reviewing kit contains no information regarding price. If it is expensive I would suggest it be purchased by a district resource center rather than by individual schools.

This is not a vital purchase for school libraries, but may be useful depending on individual collections.

S. Frost, Teacher-librarian, Colwood Elementary School, School District #62 (Sooke).

[Editor's note: Mr. Hunt in his review of the kit Modern Egypt in this issue quotes a price of \$40.00. As well as the other VIDEA kit reviewed in this issue, China was reviewed in The Bookmark, June, 1986, Vol. 27 No. 4, p. 193.]

962 Modern Egypt [kit]. -- VIDEA, 1984. -- 1 book, 1 cassette,
 48 slides.

Egypt.

Evaluating "economy" productions such as Modern Egypt presents difficulties. On the one hand, some aspects do not equal the standards of

such touchstone publishers as National Geographic or Sandak. On the other hand, it does include a more comprehensive assortment of practical teaching materials and classroom activities than most competing kits. The price is also right. A tape-script, 48 slides, and 50 pages of text and duplicating masters must be considered a bargain at \$40.00 Canadian.

The slides follow an itinerary from Alexandria to Abu Simbel that is commonly travelled by tourists. Subjects fall about evenly into 3 general themes--landscapes, daily activities and historical features or artifacts. Surprisingly, there are only a few which focus on economic or industrial scenes. It is certainly a useful collection for the intermediate or junior high school level and probably represents what most observant and sensitive teachers would try to capture on film if they were to make such a trip. A few of the photographs are less than artistic masterpieces but they are competent, and the set has no serious technical problems. Slides are mounted in cardboard sleeves.

The tape-script, also reproduced in the guide, offers the usual brief explanatory remarks. They are as informative as is possible within a framework of 25 to 50 words and are read smoothly in a well-modulated, pleasant female voice. One annoying feature is that the Egyptian folk music playing in the background is not turned off when the notes are being read. The tape is useful for individual study, but teachers would be advised to disregard it in favour of more open discussion in class.

The coil-bound guide includes textual material, notes, sketches and questions. It not only summarizes what might be found in textbooks or libraries but adds topical information about such matters as the ecology of the Aswan Dam, urbanization and politics. There is a glossary and bibliography of both curriculum and professional readings. Most items date from the early 1980's but the 3 films on the list were produced in the 1960's.

Finally, the 16 pages of reproducible student activities and transparency masters provide maps, diagrams and sketches that would take teachers many hours to create for themselves. The artwork is simple but it makes points clearly.

A well thought-out unit at a good price!

Howard Hurt, Librarian, Curriculum Laboratory, University of British Columbia.

966.9 Semaan, Leslie.
Nigeria [kit] / by Leslie Semaan & John Hillian. -- VIDEA,
1984. -- 1 book, 1 cassette, 59 slides.

Nigeria.

Beautifully designed. Artistic line-drawings. A pleasure to preview. The whole package is a pleasant alternative to former sterile texts and would

provide an excellent format for the study of any country.

The 59 color slides; the well-modulated sound cassette tape; and the text, which is interesting in itself, leaves scope for further study.

There is a good mix of objective and intuitive problems. The questions offer good choices for the teacher, and are designed to interest all students.

The table of contents may make up for the lack of an index. There is a bibliography. Its factual, non-judgemental approach treats Nigeria with intelligence and respect for its place in to-day's world.

Would that books like this could replace the Ministry of Education's issues in the schools!

Sylvia Zwick, Teacher-librarian (on leave), Amy Woodland Elementary School, School District #2 (Cranbrook).

972.92 Jamaica - a development perspective [kit]. -- VIDEA, 1984. --
1 book, 1 cassette, 59 slides.

Jamaica.

Jamaica - a Development Perspective is a multi-media package made up of a spiral-bound booklet, slides and a cassette. The booklet covers a range of topics from Jamaica's geography and climate to economy, religion and culture. It could be used as a student's textbook or as a teacher reference book. The booklet includes a section of reproducible worksheets with research questions, mapwork, quizzes and other student activities.

The kit considers some of Jamaica's economic and social problems and some of their possible solutions. A realistic picture of a changing Jamaica is presented. It neither condescends to a developing Jamaica, nor paints an overly rosy picture of a tropical paradise.

I would recommend this for purchase for upper elementary and junior secondary students.

Pat Kolterman, Teacher-librarian, Uplands Elementary School, School District # 88 (Terrace)

"BCTLA Reviews" is co-ordinated by

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The CANADIAN EDUCATION INDEX regularly scan and index "BCTLA Reviews" which is published in The Bookmark.

Items reviewed include print materials that have been written by a British Columbia author, or are about British Columbia, and non-print materials that have been produced in British Columbia, are performed by B.C. artists, or are about this province.

THEMES

The Bookmark Editorial Board announces themes for 1986-87!

Coming in December! CURRICULUM CATCH - UP

* The ministry of Education is constantly reviewing and revising curricula. This has a profound effect on school library resource centres. The Bookmark editorial board invites submissions in connection with any curricular areas where change has or will take place.

The deadline for sending materials to the senior editor is OCTOBER 15, 1986.

Coming in March! TECHNO-STRESS

* Don't be overly stressed by the information explosion! This issue will include articles on computers, helping students cope with technology, the information explosion and school libraries. Do you have any units or materials, ideas, etc. that will help other teacher-librarians cope? How about sharing them?

The deadline for sending materials to the senior editor is JANUARY 15, 1987.

Coming in June! LITERACY: LEST WE FORGET

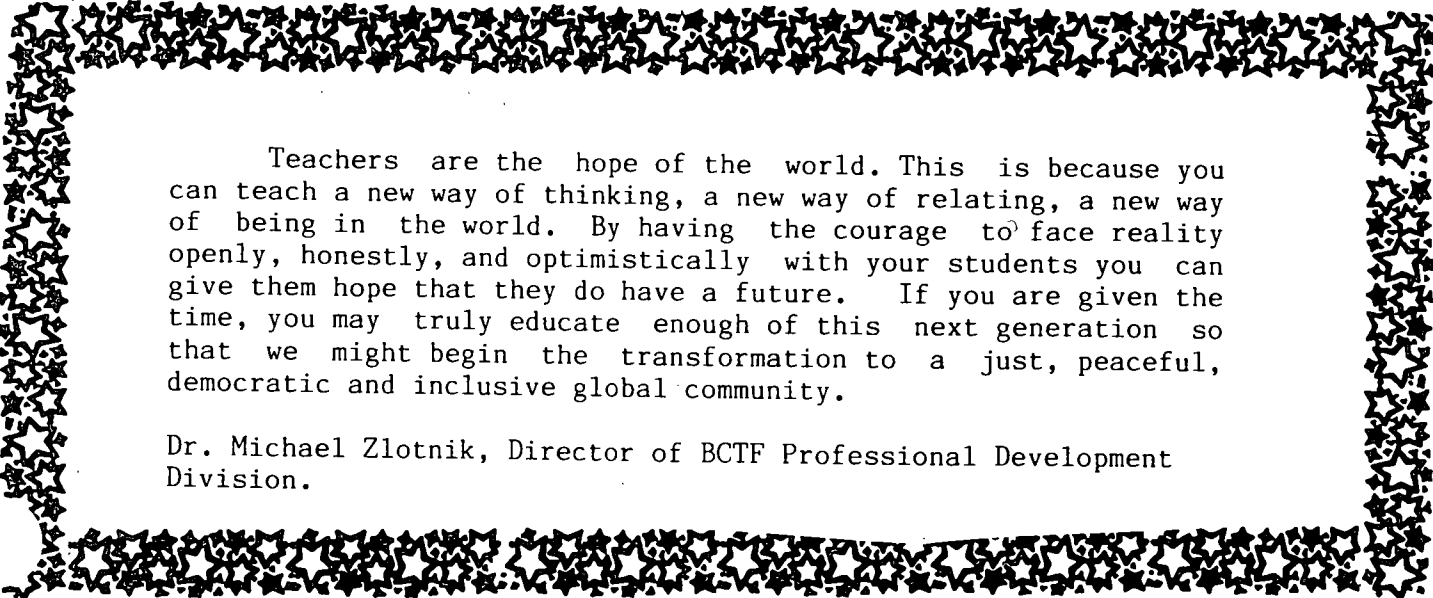
* Let's get back to Reading, the Writing Process, Literature, and Creative and critical thinking! What about computer literacy? Are there other kinds of literacy?

The deadline for sending materials to the senior editor is APRIL 15, 1987.

PUBLICATION SCHEDULE FOR 1986-87

Theme	To Editor	To BCTF	BCTF Mailing
Volume 28, Number 1 <u>The Global Community</u>	July 15	September 8	September 23
Volume 28, Number 2 <u>Curriculum Catch - Up</u>	October 15	November 17	December 1
Volume 28, Number 3 <u>Techno - Stress</u>	January 15	February 16	March 3
Volume 28, Number 4 <u>Literacy - Lest We Forget</u>	April 15	June 1	June 15

- * The new BCTLA members guide will be mailed with the December issue of The Bookmark.
- * Nomination Form will appear in Volume 28, Number 2 and must be received by the nominations chairperson by February 1, 1987.
- * Elections 1987 will appear in Volume 28, Number 3.



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Dr. Michael Zlotnik, Director of BCTF Professional Development Division.

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