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BCTLA

THE BOOKMARK

**COWS,
CARS, &
CHAINSAWS**



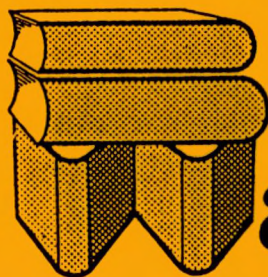
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STATEMENT OF PURPOSE

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

IN CIRCULATION

by PATRICIA FINLAY, BCTLA President

In every school, in almost every classroom, concern about the environment will initiate discussions about issues such as acid rain, the greenhouse effect, waste disposal, destruction of the ozone layer, etc. Unfortunately the list goes on and on. For teacher-librarians it is a challenge to find the resources that provide up-to-date information from various points of view on the myriad of specialized environmental topics.

As mentioned in the September issue, the BCTLA and the Environmental Educators' PSA are planning a joint project to develop an Environmental Education Resources Directory. This fall the E. E. PSA is determining areas within the existing curriculum where environmental issues would be best addressed. Next spring we hope the Ministry will approve our joint proposal for the resource directory. There are many materials available but those which will be most suitable for B. C. classrooms have to be identified.

The first months of this school year have been very busy for the BCTLA executive and, I am sure, for all of you! At school September and October set the tone for the rest of the school year. Orientation for staff and students, planning themes and units for the first term, selecting materials for classroom use, and attending meetings (it seems like one everyday) - does all this sound familiar? **Thank you**, for taking the time to complete the Working and Learning Conditions Survey and sending it to your chapter councilor, **thank you** for contributing articles to The Bookmark, and **thank you** for participating in the activities of your local chapter of the BCTLA.

At the Fall Council in October most chapter councilors were in attendance for a 2 day session. On the Friday morning Jim Skinner presented a workshop on "change" and its impact on self-perception and personal relationships. His comments certainly provoked much discussion. In the afternoon, on very short notice, Joanne Naslund provided councilors with an overview of the Concerns-Based Adoption Model from Implementing Change. On Saturday, chapter councilors were able to discuss achievements and concerns with their colleagues. The chance to "network" with teacher-librarians from around the province is the most important function of these councilors' meetings.

A very special thank you to all chapter councilors for taking the time to attend council meetings and, especially, to those councilors who must travel long distances just to get there! The executive board also appreciates your assistance in collating the data from the Working and Learning Conditions Survey.

UP-DATE

The Ministry policy document entitled Developing Independent Learners: The Role Of The School Library Resource Centre is now being prepared for the final "camera-ready" stage. The resource book which will accompany it, Literature Connections is being edited. Every school will receive one copy of each book in January or February. Make sure that you see them!

The list of titles for selection under the Library Book Purchase Plan should be arriving or have arrived before Christmas. The deadline for selection and return to the Ministry is January 30, 1991. Don't miss out on "free" B. C. books.

The College of Teachers is proceeding on schedule with its review of teacher education programs at the three universities. I attended the second forum on Teacher Education at the end of October. It was very interesting to discuss the pertinent issues with representatives from the universities, education students, trustees, administrators, ministry and teachers. Chapter councilors gave the executive in-put at the Fall Council meeting with some of their thoughts on teacher education programs. The BCTLA submitted a brief with comments on various aspects of teacher education to the BCTF. Our views will be incorporated within the brief the BCTF will give to the College of Teachers. Look in this issue of The Bookmark for the BCTLA brief.

Since the Ministry of Education has now revised its time lines for response to the Intermediate and Graduation programs we now have more time to prepare a response. Thank you to the Central Okanagan chapter who are organizing comments from the Fall Council meeting about the Intermediate program. We also need assistance from a chapter or individual teacher-librarians in preparing a response to the Graduation program.

As I anticipate that you will receive this before the holidays - **BEST WISHES FOR A JOYFUL HOLIDAY SEASON TO YOU AND YOUR FAMILIES! MAY ALL YOUR NEW YEAR'S RESOLUTIONS BE UNBROKEN!**

Become an Author in an Award-Winning Journal!
Submit articles, units or bibliographies to
The Bookmark

COMING THEMES FOR 1990-1991 ARE:

March 1991: WEAVING THE STRANDS

Deadline: Jan. 12

This issue focuses on interdisciplinary studies from primary through graduation. What are the key characteristics for successful interdisciplinary studies? What are the possible variations? Are all teachers approaching interdisciplinary studies in the same manner? Are there specific resources which naturally lend themselves to this approach? Have you a bibliography of sample units? How are teachers integrating the strands in your school? How do you deal with the concern that subject-based content is watered down in an interdisciplinary approach? Is integration of process learning happening? How are the needs of special learners addressed in an interdisciplinary unit of study? ...

June 1991: THE CHIPS ARE DOWN

Deadline: April 27

Library resource centres are quickly moving into an information era when use of technology will be an imperative. Do you feel that you are already overdrawn on the memory bank? That you have moved into information overload? What will the LRC look like in 2001? Have you developed instructional programs that will assist students to feel more competent with technology than do earlier generations? Have you identified good reference material, sources of information and information services? What's new that you can share with others? Tell us your students' successes as well as your own. ...

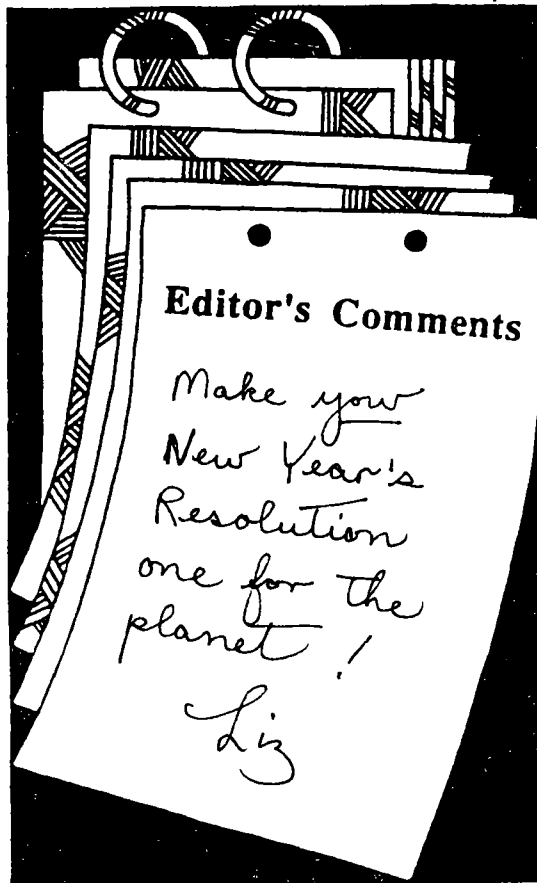
September 1991: "FANGS A LOT!"

Deadline: July 20

The motivating nature of suspense, horror and the supernatural is explored in this issue, which looks at how teacher-librarians can build enthusiasm for reading on students' natural delight in these genres. Have you discovered a favourite author or title? Why not submit a booktalk or an author study. Have you had students compare the real life characteristics of a bat, wolf or cat to the supernatural tales about them? What do you say to adults who want to censor horror books? Does the dark side of folktales and fairy tales tie to children's interest in spooks and witches, and where do superstitions fit into the suspense/horror genre? Share your own views as well as those of your students....

SUBMIT YOUR MATERIALS TO ONE OF OUR EDITORIAL BOARD MEMBERS AS SOON AS POSSIBLE. WE ACCEPT MATERIAL MONTHS IN ADVANCE AS WELL AS UP TO THE DEADLINE DATE.

Chapters are invited to adopt an issue of The Bookmark and submit as many items as possible to that issue. Special mention will be made of the Chapter's contribution in the issue itself and in minutes and annual reports of the BCTLA.



One of the great current issues in the minds of the Canadian public is the environment. In the 1960s and 1970s, concern about the Earth's ecology was a fringe movement, generally limited to animal lovers, the rebellious young, leftward leaning types who opposed the power of megacorporations to do what they wanted with our world, and those individuals who happened to live in a particularly polluted area. Times have changed! It is now "in" for a Canadian of whatever age, political stripe or locale to be a fervid environmentalist.

The most powerful evidence of this shift in the

public consciousness is the fact that corporations now feel the need to advertise their own purity. Forest companies tell us how they are committed to maintaining our forest resources in perpetuity; soap manufacturers brag about the biodegradability of their product; grocery stores press us to buy "green" products they have developed because *they believe* in protecting the environment; hydro corporations emphasize their commitment to the reduction of power use. Advertisers have obviously developed a new consumer profile to target. They would not have done so if they did not believe that environmental issues have become important to a significant portion of the population.

Additional evidence appears all around us: in election results at the municipal level; in public reaction to loss of farmlands and green space of any kind; in city planners requiring green space in development plans; in public opinion polls which result in political parties shifting policy platforms to catch the wind of public favour; in the recycling "blue boxes" which line our lanes and streets on garbage pick-up day; and in the growing percentage of time and space that our mass media devote to this issue. It seems that the environment is the hot topic of our times.

As Canadians, we seem to have moved from individual concerns to a general public concern about the environment, but, as yet, we do not seem to have made the leap into understanding that the environment is only one part of our fragile world ecology. Educators should understand why this is so by considering how children learn. First, there is the time period that is entirely egocentric and the child is only concerned with things that relate to him/her directly. Next, the child becomes aware of matters that impact on his/her family and playmates; then, the larger world of the school and community. It takes a great deal of time before young people begin to recognize that what happens in the rest of the world is important for reasons which don't affect them person-ally. For some individuals, this *never* happens because they are so trapped in their own ego involvement that they never develop a social conscience which leads them to consider other people or future generations.

When the editors were looking for a title that captured the intricate relationships of people with their world ecosystem, Harold Berson recalled a quote from James Lovelock. As a participant in the Global Forum on Spiritual and Parliamentary Leaders which occurred in Oxford, England, in April 1988, James Lovelock suggested that we all make a personal contribution to our Earth by moderating the damage we do. He expected

nothing drastic, just a willingness to cut down on "the three deadly c's — cars, cattle, and chainsaws. You don't need to be a puritan and ban them, just use them moderately."*

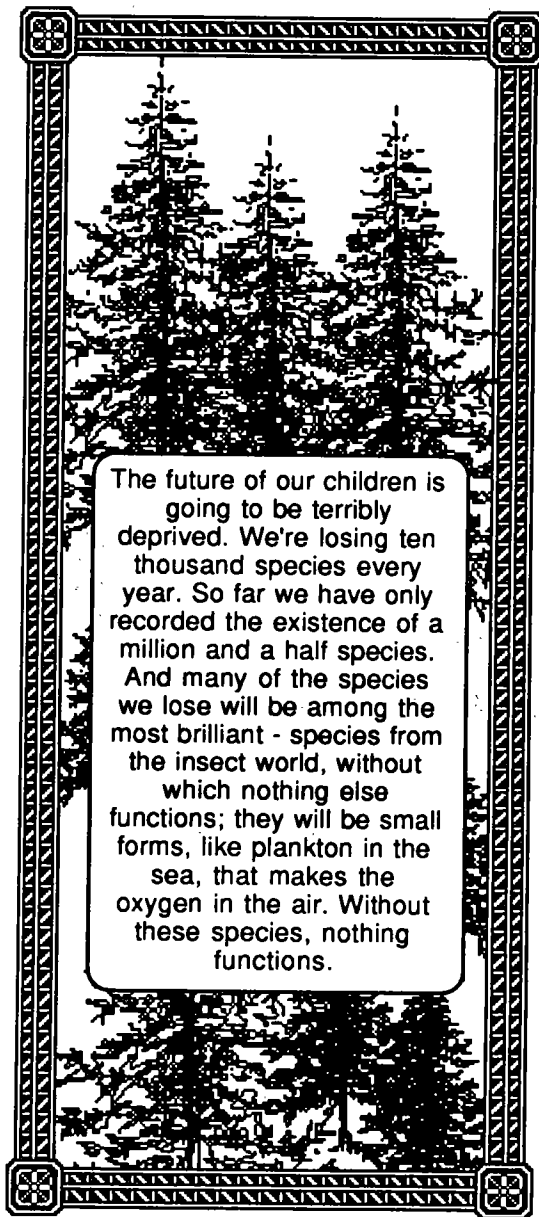
This quote seemed to us to capture many threads that are part of the ecosystem's fabric. "Cars" represents our over-consumption of energy, our reliance on technology, concerns about pollution of our air and water and the probability of global warming. "Cattle" draws in the questions of food supply, distribution of food, the amount of land required to produce equivalent numbers of calories, the politics of hunger, the use of pesticides and hormones to enhance production, and contamination of the food chain. "Chain saws" brings in the tension between current economic prosperity and a more long-term responsibility for our world, the preservation of life forms and species, and protection of the ozone layer. Obviously, all of these threads have a element which impacts on us personally, an element which impacts on other people living in our province and in other parts of the world, and an element which impacts on future generations.

The concept that "no man is an island" was never more true than it is today. With James Lovelock, we believe that "moderating the damage we do" is the imperative of our times. Obviously, we cannot simply stop using the resources of the world, but we must consider how we use them and take action to protect the ecosystem.

As teachers, the task that faces us is critical for the future well-being of our world. We must educate our youth to understand the issues, to think critically about the complex interrelationships that surround us, and to make choices based on a long-term view of the Earth. If we can assist our children to develop the social responsibility that is one of the stated Goals of the Primary Program, then we will have taken action that will have a long-term affect on our world. It is not necessary that we become propagandists for the environment. It is only necessary that we help our youth to understand the complexity of the questions that they will face, and that we ensure they have the necessary tools to make sound and ethical decisions.

Let's consider the "cars, cattle, and chainsaws" before it is too late — and let's build responsibility for the world ecosystem into our educational program by helping our students to think critically and effectively about the most important issues of our time.

* quoted in Earth Conference One: Sharing a Vision for Our Planet, by Anurandha Vittachi. Boston, Mass.: New Science Library / Shambhala Publications, 1989.



LETTERS TO THE EDITOR

From **CAROL ANTHONY**, teacher-librarian,
Prince Charles Elementary School, 35410
McKee Road, SD#34 (Abbotsford).

Upon reading the latest issue of The Bookmark, I felt that as a member for many years, it was time that I shared some of my experiences with other teacher-librarians.

Beginning in September, 1989, my school started using the MAC School Library program. All students, staff, and some parents were issued numbers and all library resources (reference, magazines, AV software, and books) were bar-coded. Parent volunteers man the circulation aspect of the library resource centre while I am involved in cooperative teaching. After a year of using the computer for our circulation I heartily recommend it, as it is extremely convenient to locate the whereabouts of a borrowed item, etc. Our students (over 300 of them) all know their library numbers (which are the same as their student number from the head office) and they all seem to enjoy the ease with which they can be reminded of their overdues or outstanding books. One drawback is the fact that the program, at this time, still has some minor glitches in it, which I hope to see remedied in the next updated version coming out soon.

We also have in our library the Grolier Encyclopedia on CD-ROM. Again, this is an easily learned source of information. All the intermediate students were given first-hand instruction on using it properly. Our CD-ROM is connected to the Imagewriter printer, making it very easy for the students to print the required information. The primary students are already asking to use it. However, the reading level is challenging for them, and I encourage them to use other print resources. Our intermediates feel very comfortable with the Grolier and are eagerly awaiting the arrival of the Update (new price for the Update is \$179.00).

A trick for keeping the shelves in almost perfect order is: this year all students from Primary 2 to Intermediate 4 are being encouraged to use shelf markers (cut from Bristol board, 3 inches by 12 inches long and laminated) to mark the place where their book is from. All the shelf markers have a sticker and either a word, number or letter printed on them. In this way, primary students select a shelf marker that they can recognize. The shelf marker is removed by the student when he/she has either decided to sign out that book or if he/she wishes to replace it and choose another book. I have found that this system has reduced the problem of

misplaced books in our library.

If any teacher-librarian is looking into computerizing their school's library resource centre or has questions concerning CD-ROM, I am most eager to be of assistance. (Telephone: 852-9323)

RESPONSE: Thank you for writing and for sharing your experiences and ideas. You are likely to find that teacher-librarians contact you to discuss your successes. The shelf marker idea is also a good strategy to use when you are short on clerical assistance for it reduces the number of items which must be reshelved.

Let's hope that some supplier puts primary materials on CD so your younger students can get the experience they are eager to have. Perhaps one of our readers can help you out and suggest a CD-ROM title for primary students.

From **ADRIENNE BETTY**, CSLA Past-President and Chair of Awards Committee, c/o Calgary Board of Education, 3610 - 9th Street S.E., Calgary, Alberta. T2G 3C5 (403) 294-8724 (W) and 289-4976 (H)

Each year, the Canadian School Library Association seeks nominations for five awards:

- Margaret B. Scott Award of Merit
- Canadian School Executive Award for Distinguished Service to School Libraries
- Maclean Hunter Teacher-Librarian of the Year Award
- Grolier Award for Research in School Librarianship
- CANEBSCO School Library Media Periodical Award

I am including copies of the notices of these awards with this letter and urge you to publicize the awards information in the various forums available to you. Also, please nominate anyone who you feel is a worthy recipient of one of the awards. Could I also ask you to think of people who are members of your association and who may be interested in becoming members of the CSLA Executive Council. Many members of the CSLA Executive Council have been leaders at the provincial level and

find involvement at the national level a great "next step."

Finally, a word about the CSLA sponsored Teleconference *Hotlines* that was held on November 3, 1990. The event in 9 sites across Canada was a great success. The technology and methodology are very exciting and hold tremendous potential, especially for providing professional development for teacher-librarians and teachers who work in schools other than in the major centres. We will be sending press releases to you; however, should you have questions relative to the technology of teleconference or the process, please be in touch with me. It really is a super way to link people without having them travel great distances.

RESPONSE: The September issue of The Bookmark published a summary of the five CSLA awards on page 112. We are pleased to give this second reminder to our membership to submit nominations for these awards. There are many deserving nominees in British Columbia!

The BCTLA has had many members who have taken major roles in CSLA in the past. Among them are Angela Thacker, Warren Grabinsky, Grace Funk, and this year's CSLA President, Joan Harper. Serving in a provincial or national organization offers both headaches and a lot of rewards, as we all know. BCTLA members have taken up the challenge before, and they will do so again, possibly in answer to your request!

Congratulations on the success of *Hotlines*. It is a good idea which should be expanded. BCTLA members, particularly those in remote areas, look forward to further opportunities to participate in this type of professional development.



BCTLA AWARD OF MERIT

INTRODUCTION

The British Columbia Teacher-Librarians' Association honours practising teacher-librarians who are making an outstanding contribution to teacher-librarianship in British Columbia.

CRITERIA

Individuals nominated for the award should be demonstrating the planning and implementation of a school library resource centre program of such exemplary quality that it is serving as a model for others. They should also be involved in one of the following areas:

- 1. Service to the profession through the BCTLA and related organizations.*
- 2. Commitment to professional growth through continuing education, research, or participation in national organizations.*
- 3. Sharing of ideas and resources through such means as workshops and publications.*

RULES

- 1. This award may be given annually by the BCTLA Executive Board and, if given, is to be presented at the AGM.*
- 2. Nominees must be practising school-level teacher-librarians and members of the BCTLA.*
- 3. Nominations may be forwarded to the BCTLA Executive Board by local chapters or by individual members of the BCTLA.*
- 4. Nominations should be sent to the Corresponding Secretary by February 28th.*
- 5. Nominations shall be considered for only the year in which they are received.*
- 6. Nominations should include biographical data such as education, experience, publications, and honours or awards.*

BCTLA AWARD OF MERIT

APPLICATION FORM

Name of Nominee: _____

School District: _____ School: _____

Home Address: _____

Telephone: _____

Nominated by: _____

Home Address: _____

Telephone: _____

DESCRIPTION OF ACTIVITIES AND CONTRIBUTIONS:

1. School Level:

2. District Level:

3. Provincial Level:

4. National Level:

SUGGESTED ATTACHMENTS:

Curriculum Vitae

Rationale Statement

Letter(s) of Reference

e.g., Principal, Teachers, Superintendent

DEADLINE: February 28, 1991

DISTINGUISHED SERVICE AWARD

INTRODUCTION

The British Columbia Teacher-Librarians' Association recognizes the efforts of individuals other than practising teacher-librarians who have made an outstanding contribution in support of effective school library resource centres in British Columbia.

CRITERIA

This award may be presented annually by the BCTLA for outstanding service in support of teacher-librarianship. The contribution made by the recipient(s) of the award should be:

- (a) outstanding in its own field*
- (b) altruistic, and*
- (c) significant in terms of the continuing history of school library resource centre service.*

Consideration will be given to projects which have been completed in the previous year; or to a continuum of activities extending over a longer period and which have, currently, a positive impact on school library resource centre service at the individual school, district, provincial, or national level.

RULES

- 1. This award may be given annually by the BCTLA and, if given, is to be presented at the AGM.*
- 2. Nominees must not be teacher-librarians.*
- 3. Nominations should be forwarded to the BCTLA Corresponding Secretary by local chapters or by individual members of the BCTLA.*
- 4. Nominations must be submitted by February 28th.*
- 5. Nominations shall be considered for only the year in which they are received.*
- 6. The BCTLA Executive Board shall establish an independent jury of three BCTLA members to adjudicate.*

KEN HAYCOCK PROFESSIONAL DEVELOPMENT AWARD

INTRODUCTION

The British Columbia Teacher-Librarians' Association recognizes the need to further the professional development of a member of the BCTLA by giving an award to be used for any credit or non-credit courses, workshops, conferences or programs in the field of teacher-librarianship.

ELIGIBILITY

To be eligible for the award, an applicant must be:

1. *A Canadian citizen.*
2. *A resident of British Columbia.*
3. *A member of the BCTLA.*
4. *A holder of a valid B.C. Teaching Certificate.*

TERMS OF THE AWARD

The recipient shall:

1. *Use the award monies within 12 months of presentation.*
2. *Provide proof of registration for the course, workshop, conference or program.*
3. *Submit an article to The Bookmark.*
4. *Receive payment of award monies upon proof of completion of the course, workshop, conference or program and submission of the article to The Bookmark.*

APPLICATIONS

A complete application shall consist of:

1. *An application form.*
2. *A statement of purpose for taking the course, workshop, conference or program.*
3. *Two letters of reference.*
4. *An outline of the course, workshop, conference, or program.*
5. *Application forms are available from the Corresponding Secretary of the BCTLA.*
6. *Forms must be submitted by April 1, 1991.*
7. *Prospective applicants who are not BCTLA members may obtain membership by contacting the BCTF.*

SELECTION PROCESS

1. *The recipient of the award shall be selected by a special committee appointed by the Executive Board.*
2. *The selection committee shall consist of one member of the Executive Board and two chapter councilors.*
3. *The selection committee shall meet to consider the applications. If an award is given, the decision will be made by May 15th, and all applicants will be notified.*

BRITISH COLUMBIA TEACHER-LIBRARIANS' ASSOCIATION

OFFICIAL NOMINATION FORM FOR OFFICERS 1991 - 1992 TERM

Send completed form to:

**DIANA POOLE
RR # 3, Barker Site 2
Box 29, Quesnel, BC
V2J 3H7
School Phone: 249-5913
Home Phone: 249-5362**

**** FORM MUST BE RECEIVED BY FEBRUARY 1, 1991 ****

Only members of the BCTLA may allow their names to stand for office. A person may be nominated by five BCTLA members. Please complete the following as fully as possible.

The five BCTLA members below wish to nominate:

Name: _____

Address: _____

Postal Code: _____

Telephone: Home: _____ School: _____

Nominators:

Name:	Address:	S.D. #
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

For the position of: (Circle the appropriate office.)

PRESIDENT

CORRESPONDING SECRETARY

VICE-PRESIDENT

RECORDING SECRETARY

TREASURER

THEME SECTION



BIBLIOGRAPHIES EN FRANCAIS POUR L'APPROCHE COMMUNICATIVE



Sale for: Bibliographies en français
pour l'approche communicative

Joanne Wallis
3734 Southridge Avenue
West Vancouver, BC
V7V 3H8
H: 922-5654
W: 922-9348

NAME: _____

ADDRESS: _____

Cost \$8.00

Cheques payable to the British Columbia Teacher-Librarians'
Association. Send to : Joanne Wallis, 3734 Southridge Ave.,
West Vancouver, B.C. V7V 3H8

Chief Seattle's Letter to the President, 1852

The President in Washington sends word that he wishes to buy our land. But how can you buy or sell the sky? The land? The idea is strange to us. If we do not own the freshness of the air and the sparkle of the water, how can you buy them?

Every part of this earth is sacred to my people. Every shining pine needle, every sandy shore, every mist in the dark woods, every meadow, every humming insect. All are holy in the memory and experience of my people.

We know the sap which courses through the trees as we know the blood that courses through our veins. We are part of the earth and it is part of us. The perfumed flowers are our sisters. The bear, the deer, the great eagles, these are our brothers. The rocky crests, the juices in the meadow, the body heat of the pony, and man, all belong to the same family.

The shining water that moves in the streams and rivers is not just water, but the blood of our ancestors. If we sell you our land, you must remember that it is sacred. Each ghostly reflection in the clear waters of the lakes tells of events and memories in the life of my people. The water's murmur is the voice of my father's father.

The rivers are our brothers. They quench our thirst. They carry our canoes and feed our children. So you must give to the rivers the kindness you would give any brother.

If we sell you our land, remember that the air is precious to us, that the air shares its spirit with all the life it supports. The wind that gave our grandfather his first breath also receives his last sigh. The wind also gives our children the spirit of life. So if we sell you our land, you must keep it apart and sacred, as a place where man can go to taste the wind that is sweetened by the meadow flowers.

Will you teach your children what we have taught our children? That the earth is our mother? What befalls the earth befalls all the sons of the earth.

This we know: the earth does not belong to man, man

belongs to the earth. All things are connected like the blood that unites us all. Man did not weave the web of life, he is merely a strand in it. Whatever he does to the web, he does to himself.

One thing we know: our god is also your god. The earth is precious to him and to harm the earth is to heap contempt on its creator.

Your destiny is a mystery to us. What will happen when the buffalo are all slaughtered? The wild horses tamed? What will happen when the secret corners of the forest are heavy with the scent of many men and the view of the ripe hills is blotted by talking wires? Where will the thicket be? Gone! And what is it to say goodbye to the swift pony and the hunt? The end of living and the beginning of survival.

When the last Red Man has vanished with his wilderness and his memory is only the shadow of a cloud moving across the prairie, will these shores and forests still be here? Will there be any of the spirit of my people left?

We love this earth as a newborn loves its mother's heartbeat. So, if we sell you our land, love it as we have loved it. Care for it as we have cared for it. Hold in your mind the memory of the land as it is when you receive it. Preserve the land for all children and love it, as God loves us all.

As we are part of the land, you too are part of the land. This earth is precious to us. It is also precious to you. One thing we know: there is only one God. No man, be he Red Man or White Man, can be apart. *We are brothers* after all.



THE GREENING OF THE LIBRARY RESOURCE CENTRE



by MARGARET HAINES, teacher-librarian,
Kingsford-Smith Elementary School, SD#39
(Vancouver).

So much of what we read or hear in the media lately has been about our concern for the environment. Nuclear war now seems less of a threat but destruction of our surroundings seems inevitable. People are concerned and more importantly involved and want to make a difference. Schools, as a focus in the community, are also more actively involved and adopting programs and new behaviour models for active student participation. Everybody wants to make a difference and by careful re-evaluation of our current habits and enactment of thoughtful change, we can successfully achieve these goals.

What opportunities and challenges are provided to teachers by the attention being paid to environmental issues? Each day we are actively engaged and involved in a science curriculum that reflects the needs of society. We are helping students accept responsibility for stewardship of their environment and engage in practices which reflect a wise use of this environment.

Now what part can the teacher-librarian play beyond saving paper for the recycling bin? Apart from the obvious planning and participation in cooperatively taught units, the teacher-librarian can and should be ready to suggest resources in literature that deal with environmental themes. Which familiar titles commonly available in schools are worthy of renewed attention and promotion? Which new titles would make useful additions to our collections? With these questions in mind I set out to find fiction materials that teachers and students could use to support their studies and broaden their awareness.

First I looked at picture books and found that Bill Peet's stories, although written in the 1960's and early 1970's, are still current and provide a wonderful starting point. Wump World (1970) with its theme of pollution, and Farewell to Shady Glade (1966) and Fly, Homer Fly (1969) with their tales of man's encroachment on animal habitats are more necessary today because their message was not heard in the past. Gene Zion's (1957) Dear Garbage Man though based on outdated information can still be used effectively as an example of how we used to

think in comparison to what we now know about landfills and how garbage is not decomposing as we thought it was. This presents a wonderful opportunity to introduce the three Rs of recycle, reuse and reduce and through literature to support the science curriculum. Frances Kilbourne's (1979) wordless picture book, The Recyclers, would be good to use at this juncture. The initiative of the two girls helps contrast how throwaways were dealt with in the past and how we have to change.

The tale of the Once-ler by Dr. Seuss (1971) in The Lorax is still fresh and valid today because it illustrates the importance of placing the responsibility for the future of the environment in the hands of youth. The Giving Tree by Shel Silverstein (1964) together with Big Bear, Spare that Tree by Richard Margolis (1980) can be used to pose the question, "If we take without giving back to the environment, will we have nothing left and nowhere to live?", Trees give a lot to us and we have to give back. Maxine's Tree (1990) by Diane Leger-Haskell is a recent publication on this theme and is set in B.C.'s Carmanah Valley. Maxine goes along with her family as they work on the trails. Being too young to work, Maxine plays and enjoys the forest until one day she views the horror of clear-cut logging. Maxine proves, however, that she is not too young to set in action a program to save her beloved trees in the Carmanah from the same desecration.

Native tales are another good source for stories that present the view that nature is to be respected and not abused. Native peoples have always respected animals and not plundered their environment, and their tales reflect this attitude. In The Mountain Goats of Tamlaham by William Toye (1969) native people abuse and overhunt the goats. They are punished when the animals take their revenge. Although not a native tale, A Salmon for Simon by Betty Waterton (1978) reiterates the importance of allowing animals to live in harmony and not be hunted just for the thrill of the catch. Once he sees the salmon up close, Simon labours hard to return it to the sea rather than achieve his personal goal of catching a salmon.

Ox-Cart Man by Donald Hall (1979) is set in New England and records how, throughout the seasons, a pioneer farmer and his family wisely and carefully use the available resources to survive and improve their lifestyle. Although these days are long gone, the family did indeed practise recycling and reuse of materials. A parallel pattern could be created using a family of our decade to introduce ways a household could reuse, recycle and reduce in their home today.

Some other titles published in the 1970's continue to be current and therefore useful. Michael Bird-Boy by

Tomie De Paola (1975), The Seal and the Slick by Don Freeman (1974) and Dinosaurs and All that Rubbish by Michael Foreman (1973) are ones whose content have not become dated. Because people's attitudes and the course of world events have slowed the pace of change, the message conveyed by these stories is still valid. Don Freeman wrote his story after an oil spill off the coast of Santa Barbara in 1969. Spills are still occurring and seem to be increasing on our west coast making this story, unfortunately, still valuable as a resource in primary classrooms. Factories are continuing to pollute our atmosphere making Michael Bird-Boy's campaign, although simplistic in solution, a story that still tells well. The students' ongoing love affair and fascination with dinosaurs makes Dinosaurs and All that Rubbish a wonderful link to connect student interest to the environmental theme through the fantasy of dinosaurs being so outraged with the pollution on Earth that they return to clean it up.

Professor Noah's Spaceship by Brian Wildsmith (1980) takes another slant on this theme of animal reaction. This time it's despair and the ultimate decision to leave the planet via spaceship like the ark in search of a planet with a cleaner environment. Unwittingly they go back in time to Earth when it was unharmed and emerge from the spaceship to exclaim in wonder and awe at its beauty.

So now to more recent publications - what did the 1980's produce in this category? Some beautiful titles - beautiful in two ways: for their illustrations and their simple message.

Ruth Heller's illustrations and her rich use of vocabulary in Animals Born Alive and Well (1982) continue to have impact and make this a timely resource for use with primary E.S.L. students. There is no overt environmental message, but rather an appreciation for the individual qualities of animals and the sense of joy and wonder that is experienced when we learn of their abilities.

Wolves are portrayed not as fearful villains in The Call of the Wolves by Jim Murphy (1989) but as intelligent cooperative members of a pack with its own social rules. One young wolf becomes separated from his pack and has to flee from hunters and fight other wolves until he can eventually rejoin his group. A plea is made for an end to indiscriminate hunting of wolves in some areas as threatened with extinction. The factual information at the end of the story makes this title not only suitable for older primary students but also useful in the intermediate grades. It appeals as an introduction in a literature based study of Julie of the Wolves by Jean Craighead George

(1972). This story of an Inuit girl who becomes lost and survives by living with a wolf pack is still a worthy survival story and also focuses on adaptation to progress by man and animal in the far north. In Wolf Island, Celia Godkin (1989) writes about wolves as an essential part of the wilderness ecosystem. The story, accompanied by soft pastel illustrations, explains how this ecosystem breaks down with the sudden and unplanned departure of the wolf pack. Harmony is restored when the wolves find a way to return. This book is another resource that can be used at one level with primary students and in a more sophisticated manner with older students. In thematic studies it could be used as a starting point in studying how man affects animal communities by moving animals or interfering by initiating population control.

The wonder of whales is the theme of Whale Song by Tony Johnston (1987) accompanied by beautiful illustrations from Ed Young. Essentially a counting book in rhyme, its use does not have to be restricted to younger audiences. Davy's Dream by Paul Owen Lewis (1988) evokes an appreciation of, and sense of awe for Orca killer whales in the story of Davy, who dreams of playing with these giants. The local west coast setting makes this a title to be considered in B.C. classrooms.

Many city communities are having problems with raccoons which have adapted too easily to man's presence. Gloria Whelan's (1988) A Week of Raccoons tells how one couple, Mr. and Mrs. Twerkle, handle the problem to the satisfaction of both themselves and the raccoons. The story provides an opportunity for discussion of means to suitably resolve the conflict between the raccoons and those who have invaded their habitat. The effects of man's progress on the natural environment are examined in Goanna by Jenny Wagner. Goanna is an unidentified reptile living in the desert where he contends himself with cleaning up man's litter. One day Goanna's world is upset with the arrival of bulldozers which proceed to turn his home into a parking lot for a shopping plaza. Goanna slinks off to find another home. Another text from Australia is Where the Forest Meets the Sea by Jeannie Baker (1987). Accompanied by realistic collage the story is set in Queensland, where a young boy imagines the animals that once inhabited the rainforest. The final scene is a vision of the future in that same locale if man's progress continues unchecked. The rainforest is again the focus in Rainforest by Helen Cowcher (1988). The story, which describes a forest denuded of its trees, is told from the animals' point of view. In addition to its vivid illustrations, the book's simple explanation of the complex problem of global warming makes it suitable for use with younger students.

Natural History by M.B. Goffstein (1979) is a small book with delicate pastel illustrations but with a big message. It sums up the theme of all these picture books, that the Earth is a wondrous place and it is important for us all to protect and shelter every living thing in peace and calm. Natural History can be used in environmental theme studies and even for study leading up to Remembrance Day. Planting Seeds by Patricia Quinlan (1988) also can be used to present several themes: world hunger, nuclear weapons and one young girl's fear of war.

So there is a wealth of picture books for the teacher-librarian to suggest, provide and use with younger and older students. However, this is not the case in looking for fiction for use in literature based programs for intermediate level and young adult readers.

Julie of the Wolves has already been mentioned and its consideration as a title is still important as man's fear of wolves is evidence of our ignorance of their way of life and contribution to the natural community. Apart from titles with a survival in the wild theme which promote an appreciation of nature and the environment, I found few new titles for older readers. Of the ones I did discover, Canadian authors are well represented.

Barbara Smucker has written two novels with an environment theme. In White Mist (1985) an adopted native Indian girl seeks her heritage by travelling back in time. She and her native friend end up taking affirmative action to help solve the problems created by clear-cut logging and the pollution of the Great Lakes. Protecting endangered species is the theme of Jacob's Little Giant (1987) where Jacob is given the task of raising the young of the threatened giant Canada geese on his family's potato farm.

More on the local front is Spirit of the Rainforest by Eric Wilson (1984). This mystery novel is set in Ucluelet against the background of protests against clear-cut logging and the destruction of eight hundred year old trees of the rainforest. Also set on B.C.'s west coast in the waters off Quadra Island is Whale's Way by Heather Kellerhals-Stewart (1988). This the tale of Raza, a young Orca who has become separated from his pod and how he survives through an unusual friendship with a domestic goose that has become misplaced in his environment. Although a fantasy, the reader develops a respect for the whale's intelligence and abilities, and an awareness of the Orcas' fear of man.

Another fantasy novel, one more for the young adult reader, is My Sister Sif by Ruth Park (1987). Living in the South Pacific, Erika and her sister Sif are half people and

half sea people. Through the story of how their family separates because of the pollution of their marine world the reader is presented with questions: "Do we know how much we are polluting our oceans and what harm pollution will do in the future?" "We now protect the whales by a ban on hunting but are they still being killed by pollution?"

The Voyage Begun by Nancy Bond (1981) is set the future when energy supplies are running out and changes in lifestyles have had to be made. However this seems to be incidental to the main focus of the story which is one of trust and friendship. A very realistic scenario is portrayed in The Guilty Party by Joan Lingard (1987). Based on her own daughter's experiences, Lingard's seventeen year old protagonist, Josie, protests the presence of a nuclear power plant near her town. She is arrested but refuses to pay the fine and must go to jail. The shadow of events at Chernobyl engender respect from the reader for the courageous Josie.

We must hope that the number of titles for the older reader will increase along with increased concern for the environment, and that the literature will reflect societal trends and issues. While awaiting the appearance of more novels and stories we should not, however, overlook poetry. Amidst the wealth of nature theme titles that have been published there are three particularly worthy of mention. They are: Joyful Noise: Poems for Two Voices by Paul Fleischman (1988) that asks for oral participation by the readers and presents life from the perspective of the insects; Nature's Big Top by Lola Sneyd (1987) in which nature is presented putting on a show for our benefit, if we just care to look; and Under the North Star by Ted Hughes (1981) in which twenty three animals tell their tales of survival in a northern environment. The written word is partnered by Leonard Baskin's illustrations.

So the library resource centre too can go green! Many titles abound for use with primary students and some of these adapt well to use with intermediate children. There are enough titles for successful literature based studies in theme units - not an abundance but enough for the teacher-librarian to support, suggest and enrich the classroom program.

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DID A DOLPHIN DIE FOR YOUR TUNA SANDWICH?

by CAROL WHITE

[reprinted from Canadian Living magazine, September 1990]

The tuna industry is making waves in response to claims that fishing fleets are senselessly killing more than 130,000 dolphins a year in the hunt for tuna. But the waters are still muddied when it comes to identifying which processors are dolphin-friendly.

The uproar stems from the fact that herds of dolphin swim above schools of yellowfin tuna in the Eastern Tropical Pacific, a coastal zone that extends from Chile to Southern California. Fishermen, in pursuit of the prized yellowfin, encircle the dolphins with huge nets that kill the marine mammals along with the tuna.

A separate issue is the use of enormous drift nets to capture albacore tuna. As the nets — which frequently measure 60 kilometres in length — drift through the ocean, they indiscriminately snag birds, sea turtles, dolphins and other marine life along with the intended catch.

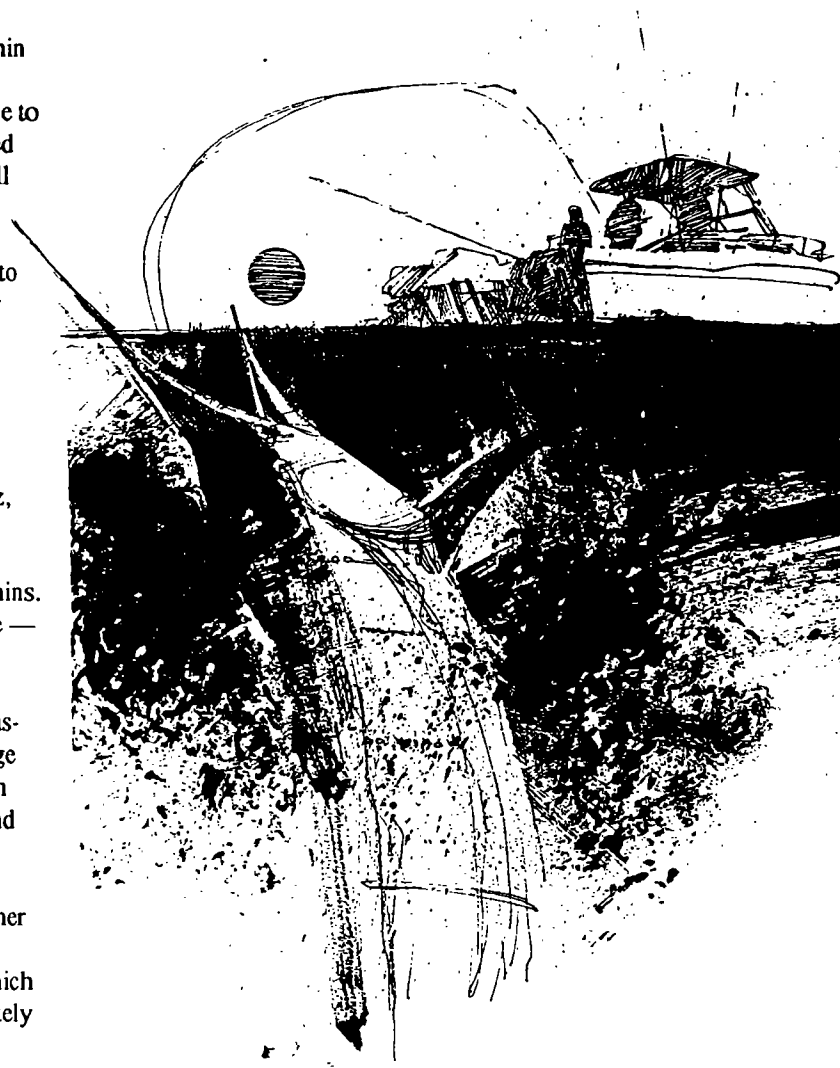
In response to growing public concern, H.J. Heinz, which produces Star-Kist and Bye The Sea tuna in Canada, announced last spring that it would no longer buy, process or sell tuna trapped by nets that kill dolphins. The policy also extends to the company's cat food line — 9 Lives and Kitty Treat.

Not surprising in the highly competitive tuna industry, similar policies have been announced by other large companies, including British Columbia Packers, which produces Clover Leaf, Paramount and Bumble Bee, and Ocean Fisheries, which packs Ocean brand tuna.

Christina Burrige, manager of media and consumer relations for the Fisheries Council of B.C. say, "The fisheries council and the companies they represent, which include B. C. Packers and Ocean Fisheries, are absolutely opposed to the wanton destructiveness of high seas fishing for salmon, and the same concern extends to the tuna and dolphin issue." Although these companies have a policy to purchase only tuna that is caught by "environmentally friendly" methods, some organizations, such as Friends of the Dolphins, a nonprofit dolphin protection

group, have not yet given all companies their stamp of approval.

For more information on dolphin protection, contact Friends of the Dolphins, P.O. Box 1328, Stouffville, ON, L4A 8A3.



NATURE WATCH: A CELEBRATION OF NATURE



A bibliography prepared by ALISON HAUPT,
librarian, North Vancouver District Public
Library.

These are just a few of the picture books and easy
information books for preschoolers and early primary
students on nature, ecology, endangered species and the
environment, which are available at the North Vancouver
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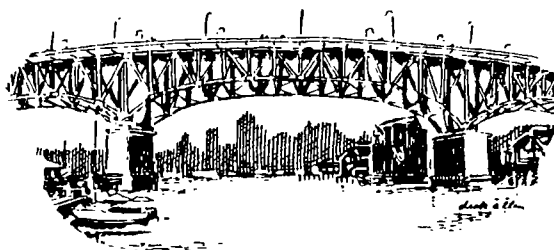
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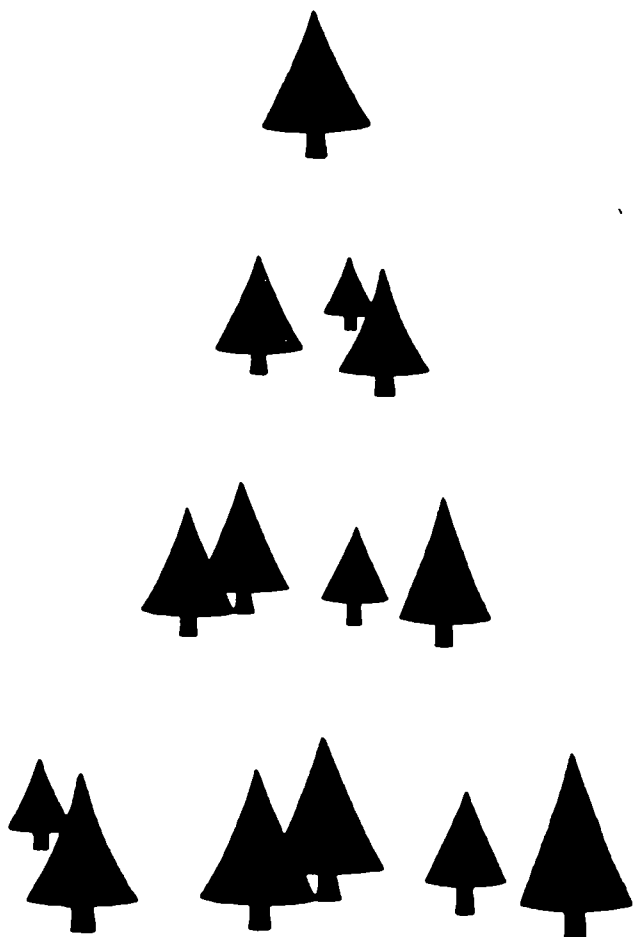
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NOVELS FOR ENVIRONMENTAL LITERACY

a bibliography prepared by **BRENDA KRAUSE**, vice principal, Braemar Elementary School, SD#44 (North Vancouver).

The novels listed here are generally suitable in reading and interest level for students from about grade four to grade seven. A more specific grade suitability has been indicated on each entry. A major or minor theme in each novel stresses some aspect of environmental awareness. Many of the books deal with wildlife while a smaller set deals with such issues as pollution, land use, gardening, and recycling.

The note for each novel stresses the environmental theme which may not necessarily be the main focus of the novel.

Aaron, Chester. Spill. McClelland and Stewart, 1977.
Topic: wildlife conservation, oil spill.
The Taylor family, who owned a small reach in the hills above Bolinas, California, had always been close-knit. Fourteen-year-old Judy took in injured birds and animals and either cured or cared for them. Her older brother Jeff had made the Duxbury Reef, just offshore, his special preserve, discovering and protecting a rare sea anemone. For years their mother had worked at the local Audubon Canyon Ranch, and their father raised sheep. Then two huge oil tankers collided above the Golden Gate Bridge and oil enveloped the beaches, threatening the nearby lagoon just as the migrating birds that fed there were due back. Against the thoroughly documented background of one of America's most destructive oil spills, the author tells this moving story of one family's personal crisis that resolves itself during three grueling days of fighting to save a priceless natural heritage. Grade level: 6, 7

Bawden, Nina. Henry. Lothrop, Lee and Shepard, 1988.
Topic: wildlife, red squirrel.
Henry was a baby red squirrel, about three inches long, very ragged and skinny, when Charlie tipped him out of his nest and brought him home. Henry hadn't asked to be with us, but since he was, he treated our mother and Charlie and James and me as if we were just some kind of different trees who could supply him with everything he needed. This is a true story which might provoke discussion on whether we have the right to capture wildlife. Grade level: 5, 6

Benchley, Nathaniel. Kilroy and the Gull. Harper and Row, 1977.

Topic: wildlife capture, whales.

Kilroy is a normal young member of a pod of killer whales—until humans capture him and put him into a Marineland aquarium. Then Kilroy proves that he is a very special sort. With Morris the seagull's help he is able to trick the humans and rejoin his pod in the open sea. But Kilroy is different now—he is curious about humans. Somehow he feels it is possible to communicate with them, and he is determined to find a way. The story and John Schoenherr's illustrations capture the enchantment of orcas and their life in the open sea. Grade level: 4 to 6

Bond, Nancy. The voyage begun. Argo, 1981.

Topic: pollution, future.

The ravages of environmental pollution and changes in weather create food and energy shortages in this story set in the future. Paul is among those who band together to try to change the frightening picture. Grade level: 6-7

Bosworth, J. Allan. A wind named Anne.

Doubleday, 1970.

Topic: whales, care of living things, social change.

This novel weaves together several strands—a half-grown killer whale, some looted lobster pots, an old sailor, beached and measuring out his life ashore, a boy with a streak of independence and a reverence for living things, and a New England town in the process of joining the twentieth century. Grade level: 6-7

Brenner, Barbara. The gorilla signs love. Lothrop, Lee and Shepard, 1984.

Topic: endangered species, gorilla research.

Maggie moved into one of the small huts that housed volunteers who came to Africa to help Charlotte Wingate with her gorilla research. Later, deep in the African rainforest, Maggie has an unexpected meeting with the gorilla Naomi. As the days pass it becomes evident that the gorilla has chosen Maggie as a friend. Against Charlotte's wishes, Maggie starts to teach Naomi how to communicate in sign language. Grade level: 6, 7

Burnford, Sheila. Mr Noah and the second flood. Victor Gollancz, 1973.

Topic: pollution, wildlife protection.

One year, reading in the Sunday paper about the pollution of the skies, Mr Noah realises that there is about to be a second flood. He dusts his ancient papyrus plans and begins to build an ark; but as launching day draws near, remarkably few animals have arrived to claim a place. This witty fable, hilariously funny as well as satisfyingly sad, is one which can appeal to readers of all ages. Grade level: 4 to 7

Carroll, Jeffrey. Climbing to the sun. Seabury, 1977.

Topic: mountain goat, mountain wilderness.

Tum Tsoy, the leader of the goat herd, had managed by instinct and skill to survive the avalanche that swept them from their mountain pasture during the night. Now their only purpose was to make their way to the mountain's base and climb its sheer rock face to the tribe. In the morning, Kwayo, the Indian boy, and his father scanned the distant mountain and snowfield for signs of the wild goat herd. This is a novel which displays remarkable insight—whether describing the force of an avalanche, the world perceived by a mountain goat, or the developing attitudes of an adolescent boy. Grade level: 5 to 7

Chetin, Helen. The Lady of the Strawberries. Peter Martin, 1978.

Topic: growing crops, life in Canada's rural west.

Jessica loves the farm's rolling green hills and eases her loneliness by looking after her small brother, riding horseback, and listening to her father and their Indian friend, John Bearpaw, tell marvellous stories. Then her new teacher helps her plan an exciting project—growing a field of strawberries. To guard the ripening fruit Jessica and her teacher create "the lady", a scarecrow that Jessica begins to regard as a real-life friend. Grade level: 5, 6

Garden, Nancy. Peace, O River. Farrar, Straus, & Giroux, 1986.

Topic: nuclear waste, land use.

A long-standing feud is quietly raging between wealthy Riverview and Hastings Bay, the working-class town across the river. The two communities will not even join forces to oppose a nuclear-waste disposal plant the state is proposing for the area. Kate wants nothing to do with the feud but soon finds herself in the middle of it. She is eventually convinced she must put an end to the senseless hatred once and for all—unaware of the tragic chain of events her efforts will set in motion. Grade level: 6, 7

George, Jean Craighead. Water sky. Harper & Row, 1987.

Topic: whales, whaling.

Nothing in Lincoln's past experience quite prepares him for the whaling camp at Barrow. Here ice is a living presence and the temperature is so cold that spilled water hits the ground as ice balls. He had only one thing in mind when he made the long trip from Massachusetts to Barrow and that was to find his Uncle Jack. He thought Vincent Ologak, an Eskimo whaling captain, would tell him where to find him, for Vincent was the man Jack had planned to see when he went to Alaska to help save the bowhead whale from extinction. Grade level: 6, 7

George, Jean Craighead. Julie of the wolves. Fitzhenry & Whiteside, 1972.

Topic: wolves, Arctic survival.

Miyax, a young Eskimo girl, has run away from home and now she is lost. She is without food, without even a compass, on the North Slope of Alaska where the view in every direction is exactly the same. Alone—except for a pack of Arctic wolves, into whose company she is slowly accepted and whom she comes to love as though they were her brothers. Grade level: 6, 7

Heneghan, James and Bruce McBay. Puffin Rock. The Book Society of Canada, 1980.

Topic: wildlife, puffins.

The Puffins of Puffin Rock have a problem. A flock of gulls has taken over their island. Whether they fight with the gulls or give way to them, they will lose their home. How should they protect themselves? Only the Great Auk who lives on far-off Button Island is wise enough to solve the Puffins' problem. Lundigan Puffin sets out alone on the long and dangerous flight to ask the Great Auk's help. He makes friends, and enemies, along the way. Grade level: 5, 6

Himler, Ronald and Ann Himler. Little Owl, keeper of the trees. Fitzhenry & Whiteside, 1974. Topic: wildlife, owls.

As night falls and most creatures of the forest go to sleep, Little Owl wakes up. He climbs onto the branch of the Sycamore Tree and looks over the wild fields, and at the small stream winding through the forest below him. He has a dream that someday he will become the guardian of the forest, climb to the top of the Sycamore Tree and hoot at the moon. The stories of Little Owl's nighttime adventures will introduce young readers to the nocturnal world of the owl. Grade level: 4

Hobson, Sam and George Hobson. The Lion of the Kalahari. Greenwillow, 1976.

Topic: interdependency among living things.

Skankwan was descended from a line of great hunters. His father and grandfather are respected leaders among the Leopard people. Their lives are disrupted by a stranger and the eight-year-old Skankwan is forced to flee. He finds himself suddenly alone deep in the Kalahari. In a struggle to survive the boy faces drought, extremes of sun and weather, sandstorm, and constant danger from animals of the veld. But, born to the skills of the desert hunter, he stalked game, foraged the arid plains, found shelter. Set against the keen, spare beauty of the Kalahari desert with its endless expanse of sands and thorn veld, the tale of Skankwan depicts the life of an extraordinary people. At the time it was written, the Bushmen still followed their traditional nomadic ways, hunting and

gathering food. This book evokes the special relationship of the Bushmen to their harsh environment and to the many creatures that share it. Grade level: 6, 7.

Hodges, Glen A. Lost Bear. Clarke, Irwin, 1975.

Topic: wildlife, bears.

When the little bear's mother disappeared during the earthquake, the odds against his surviving alone in the wilderness seemed tremendous. Almost immediately he was snatched up by a great horned owl and carried to her nest as food for her young. But his instinct saved him as it would many times in his confrontations with other wild animals of Alaska. This suspenseful story of the small bear's perilous path to survival through the short Alaska summer delights, as do the drawings of David Stone. Grade level: 4, 5.

Holden, Philip. Fawn. Hodder and Stoughton, 1976.

Topic: wildlife, deer.

The red deer fawn was born in a clearing beyond some river flats on the South Island of New Zealand during the first week of December, the summer of the southern hemisphere. This is the story of the fawn's first year of life: a story by turns placid, perilous, dramatic, joyous, cruel—and always realistic. The life of a red deer in New Zealand is a constant struggle against unpredictable dangers. There are the natural hazards of forest and bushland and the remorseless rules of survival of his own kind. Above all, there is the ultimate danger: Man and his gun. The hunter stalking the countryside; the rifleman droning overhead by helicopter. Grade level: 6, 7

Holland, Isabelle. Alan and the animal kingdom. J. B. Lippincott, 1977.

Topic: pets.

Alan is a twelve-year-old orphan who has determined never again to trust an adult. The authorities who took care of him until his Great-aunt Jessie could bring him to live with her had also taken his pets off to be "well cared for." That turned out to mean "put to sleep". Alan has rebuilt his animal kingdom while living with Aunt Jessie. She's not exactly wild about animals, but she understands Alan's love for them. Everything is going well for him and the kingdom (a dog, a cat, a rat, a hamster, and a pair of gerbils) until one tragic day Aunt Jessie dies of a heart attack. Alan's story is by turns an hilarious and touching account of a young boy caught between his worst fears and his need to love, trust, and forgive. A startling place for an exploration of our right to keep animals as pets and our treatment of them. Grade level: 6, 7

Houston, James. Whiteout. Greer de Pencier, 1988.

Topic: survival, the Arctic.

Whiteout is the story of a young man's emotional strug-

gles and growth in an inhospitable land. It is also the saga of northern native people being pulled into today's world. Jonathan Arid is sent to an isolated Arctic settlement on Baffin Island. His new challenge is the harsh reality of an environment where respect for the land and other people can make the difference between life and death. Grade level: 7

Houston, James. Ice Swords. McClelland and Stewart, 1985.

Topic: whales, deep sea diving.

Mathew and Kayak, his Inuit friend, get a chance to spend the summer with an American scientist who has set up a research station in the Arctic to study the migration of whales. Jill is an accomplished deep sea diver who gives the boys intensive diving lessons so they will be able to dive under the sea ice and help in photographing whales. Even the scarce and little-known narwhals, each with a spiral ivory tusk, appear. Houston gives a vivid sense of Arctic life both on land and under the sea in this unusual book. Grade level: 6, 7

Hughes, Monica. The refuge. Doubleday Canada, nd.

Topic: urban wilderness areas.

Due to a family break up Barb and her mother are on their own. She and her mother move to an apartment in a poorer neighbourhood. Barb's friends are left behind and a long, boring and lonely summer looms ahead. Life looks pretty bleak until one day Barb stumbles upon a hidden paradise in the middle of Westwood Industrial Park: a beautiful and quite secret garden. Soon Campbell's bush becomes her refuge, a place she can go when her troubles are at their worst—and soon she has a friend to share it with. Grade level: 6, 7

Jones, Adrienne. The hawks of Chelney. Harper and Row, 1978.

Topic: prejudice/superstition toward wildlife.

Siri long ago ceased to work or play among the dour people of his coastal village. He follows the wild birds over the cliffs and estuaries until he feels a deeper kinship with the ospreys than with his own villagers. The villagers, who have never understood Siri or his joy in the wild beauty of the shore, are content to let him be. That is, until their life-sustaining fishing season suddenly turns sour. They fix the blame for the failed season on the sea hawks and their human companion. Siri flees to the cliffs where the hawks nest and takes lonely pleasure in his growing closeness to the birds. Much of Jones' description of the cliffs and birds of Chelney is precise and realistic. Grade level: 6, 7

Katz, Welwyn Winton. False face. Douglas and McIntyre, 1987.

Topic: land use.

A compelling story about the power of ancient Indian myths and the nature of evil. Laney McIntyre is an ordinary 13-year-old trying to cope with her divorced parents. Tom Walsh is half-Indian and struggling to come to terms with his father's death and a move away from the reserve where he grew up. Then one day Laney and Tom discover false face masks in a nearby bog. The question arises as to whether these ancient artifacts should be exploited for their monetary value or returned to the bog where they were found. Planned development of the bog could destroy the site. The issue of land use—development or preservation—can be extended with this novel as a starting point. Grade level: 6, 7

Kellerhals-Stewart, Heather. The whale's way. Polestar, 1988.

Topic: whales, Pacific Northwest.

Can you imagine two more unlikely friends—Flora, a brainy domestic goose on the run, and Raza, a cocky teenaged whale separated from his pod? These two befriend Jesse and Merle, two kids living with their logger father on an isolated island. The action of "The Whale's Way" happens on the West Coast and the story is flavoured with cedar, salt and smoke, mists and storms, barnacles and sea lions. And whales clicking and squeaking, spyhopping and blowing. Grade level: 5 to 7

Kherdian, David. The song in the walnut grove. Alfred A. Knopf, 1982.

Topic: insects.

By night Ben was a chirruping cricket like all the others, but by day he was filled with questions. What is night? he wondered. What is daytime? And why do we never go out into it? Convinced that there must be more to life than chirruping, Ben decides to leave his protected pumphouse home to look for answers. Venturing out into the daylight for the very first time, Ben faces every kind of danger. But he also meets Charley, an equally curious grasshopper. Together they find adventure. This fanciful look at the world of insects gives a bugs-eye-view of natural and man-made elements of our environment. Grade level: 4 to 6

King, Clive. The seashore people. Penguin, 1987.

Topic: marine wildlife.

Lisha is one of the seashore people. The story begins with her playing on the sand, but beaches were emptier in those days. She is alone on the beach when she sees the strange tracks—something has crawled out of the sea or into the sea. Lisha seeks out the animals which have spent their lives between land and water: the turtle, the seabirds, the seals, the porpoises, the whale, the otters. But they didn't make the tracks. This novel highlights the special

relationship between these seashore creatures and their environment. Grade level: 5, 6

Langton, Jane. The Fledgling. Harper & Row, 1980.

Topic: wildlife, geese.

Georgie Hall had just slid off the back of the Prince Goose and was soaring through the night above Walden Pond. It all started when she learned that jumping from the porch and floating as high as the rooftop was possible for her. So when the mysterious Canada goose came to her window one night it seemed only natural to climb onto his back and go off with him to learn how to really fly. But no one wants Georgie to fly; they try everything to stop her. And worst of all, in the eyes of her family, lovely Goose Prince is a menace that must be stopped. This is a marvelous fantasy that incorporates the themes of wildlife and the importance of its preservation. Grade level: 6, 7

Lasky, Kathryn. Home free. Four Winds, 1985.

Topic: endangered species, bald eagle.

This story of personal sacrifice, loss, and recovery began fifty years ago, when four New England towns were destroyed to create the Quabbin Reservoir, now home for the endangered bald eagle. Developers are turning it into a recreational area. However fifteen-year-old Sam, a dying photographer, and an autistic girl vow to protect the eagles and the land from further exploitation. Grade level: 7

Lawson, Robert. The tough winter. Viking, 1954.

Topic: wildlife habitat, man's impact on wildlife.

There was a Hill and on that Hill there was a house known as the Big House. The Folks who lived in the Big House loved and respected all Animals, and the small Animals who lived on the Hill loved and trusted their Folks and were not afraid. But peace and happiness do not always flow on endlessly and Folks are not trees to stay forever rooted in one spot. Although this story was written many years ago it does convey a range of attitudes toward wildlife and man's impact upon it. Grade level: 4, 5

Levin, Betty. The trouble With gramary. Greenwillow, 1988.

Topic: recycling.

This novel is set somewhere on the New England coast. At summer's end there is a sea change, weather coming. Mercka Weir, who lives with her family over her grandmother's welding yard, senses more than a sea change in the air. Gramary seems bent on turning the most important people in town against her. The townspeople are interested in making the town an attractive place to summer visitors but Gramary refuses to move her dock-

side welding business. Her property houses various unsightly heaps of machinery and equipment which she recycles into useful materials. Merkka's brother, Ben, also cashes in on the recycling business: he collects plastic and styrofoam litter from the beach and sells it to a merchant for recycling. In this novel Merkka learns about sticking to one's principles, about a special kind of courage, and about the love that binds families together. Grade level: 6, 7

Lively, Penelope. A house inside out. E. P. Dutton, 1987.

Topic: wildlife in our homes.

Mr. and Mrs. Dixon, their three children, and their terrier live at 54 Pavillion Road. What only Willie knows is that the house is also inhabited by a variety of smaller creatures. Meet Sam, the mouse whose bravado leads to near-disaster in a teapot and on a motorbike. And wise Nat, whose daring Great Bath Climb takes him where no pill bug has been before. The escapades of these creatures and others make a fanciful book about a house filled with "wildlife" - inside and out. Grade level: 5 to 7

McKeever, Katherine. Granny's gang. Greedy de Pencier, 1984.

Topic: owls.

Katherine McKeever devotes her life to owls. She rescues them, shelters them, nurses them, releases them. Her home is a refuge, at any given time, to more than 100 injured or orphaned owls. This book describes the operation of the Owl Rehabilitation and Research Foundation. McKeever invites the reader to "...enjoy reading about the owls that have enriched our lives as much as we have enjoyed living with them. And while you are laughing at their antics, maybe even shedding a tear, I hope you will come to think of them as unique and beautiful creatures." Grade level: 4, 5

Mathieson, David. Trial by wilderness. Houghton Mifflin, 1985.

Topic: wilderness survival, seashore.

A small plane crashes off the rugged coast of British Columbia, and one lone passenger fights her way ashore, into a world as harsh as that of the Stone Age. Her first concern is for food and water; she must learn to find and eat such things as mollusks and sword-fern roots. Along the beach she scavenges material for shelter and tools. Then, drawing upon unsuspected skills and strengths, she undertakes her boldest project: Elena determines to build a seaworthy boat and rescue herself. Grade level: 6, 7

O'Brien, Robert C. Mrs. Frisby and the Rats of Nimh. McClelland & Stewart, 1971.

Topic: animal experimentation, rats, mice.

Mrs. Frisby, the head of a family of field mice, lives in an underground house in the vegetable garden of a farmer. Due to a family crisis she seeks the help of the rats who live under the rose bush near the farm house. She is surprised to find an advanced rat civilization. They have electricity in their underground community, they have taught themselves to read, and they are planning for a future independent of the farm. This uncommon intelligence, it is revealed, is the result of experimental drugs administered to the oldest rats of the group. They escaped from a research laboratory and eventually settled and raised families on the farm. This novel will serve to start research and discussion on the issues of animal experimentation and our treatment of pets and domestic animals. Grade level: 5 to 7

Paulsen, Gary. The voyage of the Frog. Orchard, 1989.

Topic: survival, oceans.

David thought he was alone, that the ocean around him was all there was of the world. The wind screamed, the waves towered, and his boat, the twenty-two foot fiberglass Frog, skidded and bucked and each moment filled deeper and grew heavier with sea water. When David set sail the evening before he hadn't thought of a storm roaring across the Pacific, or of a shark attacking, or of the four killer whales. Grade level: 6, 7

Robertson, Keith. In search of a Sandhill Crane. Macmillan, 1973.

Topic: endangered species, sandhill crane.

Link Keller was sure his summer in the Michigan wilderness was going to be the loneliest, dullest time of his life. His Uncle Albert had lent him a set of expensive cameras on the condition that Link bring back some pictures of sandhill cranes. He reassured himself he would just stay long enough to get the pictures, then nothing could keep him there. But deep in the woods Link begins to discover that to be still and silent is not necessarily to be bored. Slowly he comes to know the drama and fragile beauty of nature. Grade level: 6, 7

Smucker, Barbara. Jacob's little giant. Penguin, 1987.

Topic: endangered species, giant Canada geese.

Jacob Snyder is the youngest in the family, so everyone treats him like a baby. At school he is the smallest kid in the class, the one who never gets picked for the baseball team. But then Jacob's father becomes involved in an exciting experiment: raising giant Canada geese to help save them from extinction. It is Jacob's job to take care of them: feeding them and protecting them from predators, even chasing away hunters when they try to shoot the birds. Most of all, Jacob worries about the smallest, frailest gosling. Will it grow like the others? Will it have

the strength to fly south when the others migrate in fall? Only time and Jacob's watchful care will tell. Jacob, through caring for the giant Canada geese, learns about their environmental needs and the dangers to their survival. Grade level: 4 to 6

Sutherland, Robert D. Sticklewort and Feverfew. Pikestaff, 1980.

Topic: pollution.

A non-sexist novel for children. The Sudge-Buddle factory is ready to go into operation just as school is opening in September. The countryside around the village of Grover has been drastically altered to accommodate a factory, including a pipeline to pump water from the Lake to the factory, a new road through the eastern meadows, a new railway track to bring coal for the factory furnaces not to mention the factory complex itself. The factory gate and the main driveway are right across the road from the schoolhouse. Matthew Muddle, the school teacher, is alarmed and demands a meeting with the mayor to look into the effects of the new factory on the village. There is great concern among many other creatures who call the countryside around Grover home—Priscilla Possum, Hilda Badger, Doctor Badger, Ambrose Fieldmouse. This is a large book (355 - 8" x 10" pages) but valuable in translating, for children, the issues surrounding the impact of industrial development on the environment. Grade level: 7

Tate, Joan. Luke's garden, Gramp. Harper & Row, 1979. Topic: gardening, ageing.

Joan Tate has written two short novels which examine gardening as therapy for a troubled fourteen-year-old and the special relationship between a boy and his grandfather who is trying to deal with change. In "Luke's Garden" Luke is a quiet, shy boy who is more interested in raising flowers in a small garden a few blocks from his grimy city house than he is in playing soccer with other boys his age. In "Gramp" Simon's grandfather feels unhappy ever since he moved with the family to a city apartment and lost his toolshed and workbench. Grade level: 4 to 6

Taylor, Theodore. The hostage.

Topic: wildlife capture, whales.

This story takes place in an isolated village on northern Vancouver Island. A twelve-year-old boy wishes for relief from the loneliness and boredom of life in the fishing village. An advertisement in a newspaper offering a large reward for the capture of a killer whale gives him and his father something to dream about. The dream comes true. Father manages to trap a killer whale in a narrow-mouthed bay and needs only to wait for the Americans with the money to collect the animal. But while they wait they have second thoughts about whether they have the

right to take away the freedom of this beautiful creature. Grade level: 5 to 7

Taylor, Theodore. The Cay. Doubleday, 1969.

Topic: survival, tropics.

After the Germans torpedoed the freighter on which Phillip was travelling from war-time Curacao he found himself dependent on an old West Indian. There were just the two of them cast up on the barren little Caribbean island. The story of their struggle for survival by making wise use of the materials, plants and animals available makes fascinating reading. Grade level: 5 to 7

Tchudi, Stephen. The Green Machine and the Frog Crusade. Delacorte, 1987. Topic: wildlife protection, marshland.

Sixteen-year-old David usually collects pollywogs in the spring from the marsh near his home and releases the young frogs in June. However, this spring the marsh is being filled in and turned into a housing development. With the help of his sister and her friends, the Green Machine, David begins a fight to save the marsh and its wildlife. Grade level: 7

Thiele, Colin. Fight against Albatross Two. Harper & Row, 1974.

Topic: energy production, oil spill.

From the moment the giant oil rig arrives near the southern Australian fishing village and begins drilling the offshore well Albatross Two, it dominates the lives of everyone in the community. It is viewed as both a beautiful machine that symbolizes progress and a technological nightmare that fouls the ocean. The Albatross Two blows out and the resulting oil spill threatens to kill all the marine-bird life on the coast. A massive rescue operation is launched. This exciting story is as relevant as today's energy problems and the survival of our environment. Grade level: 6, 7

Tolan, Stephanie S. A time to fly free. Scribner's, 1983. Topic: wildlife, tending injured wild birds.

Josh has had enough of school. One day he simply walks out. He wants to spend his time rowing up and down the Virginia waterways, watching the herons and gulls. He comes upon the house where Rafferty lives and in which he runs his "hospital" for sick and injured birds. Best of all, Rafferty invites Josh to work with him. Some of the birds are healed and some are not. The failures lead Josh on to learn a lot about freedom, about birds, and about himself. Grade level: 6, 7

van de Wetering, Janwillem. Hugh Pine. Houghton Mifflin, 1980.

Topic: wildlife/human contact, porcupines.

The funny, white whiskered man in the floppy red hat is Hugh Pine, a porcupine. Hugh dresses like a human because he thinks it is safer. Speeding cars never stop for his animal friends, but the drivers not only see Hugh and swerve around him, they even wave to him. But the other porcupines are too lazy to follow Hugh's example. So Hugh agrees to help them, only to discover that you don't really have to be human to be smart.

Pirate loggers in Thailand saw the result of their work when over 1,000 people died as the logged-off side of a mountain slid down and buried entire villages.

Waterton, Betty. Morris Rumpel and the wings of Icarus. Groundwood/Douglas & McIntyre, 1989.

Topic: wildlife protection, peregrine falcons.

Morris Rumpel is on the way to the little town of Cranberry Corners to visit his grandparents for the summer. The trip brings surprises and adventures and a friendship with a family of peregrine falcons that live near his grandparents' farm. The adventure begins when Morris gradually realizes that his new friends, the falcons, are in deadly danger. Grade level: 4, 5

White, E. B. The trumpet of the swan. Harper and Row, 1970.

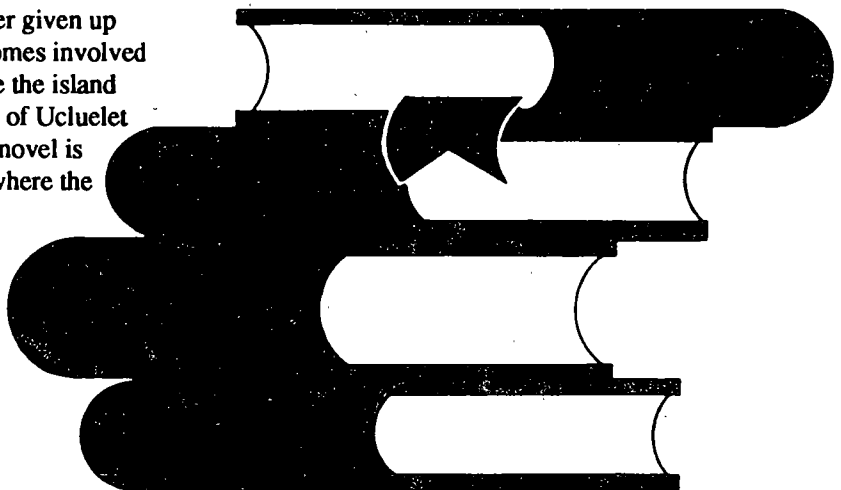
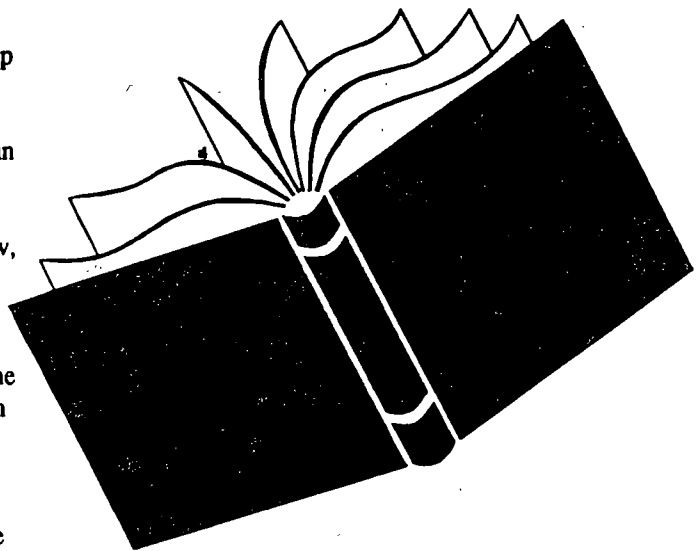
Topic: trumpeter swans.

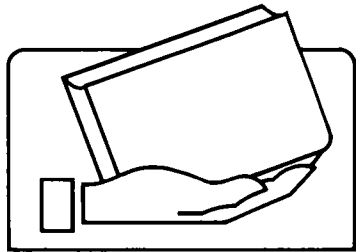
Louis is a Trumpeter Swan who came into the world lacking a voice. When his father explained to him that he was different from other cygnets, Louis felt scared. Sam Beaver, a boy who loved all wild things, took Louis to school, where he learned to read and write. But that did not solve his major problem: he was in love with the beautiful swan, Serena, and she spurned him because he was defective. Grade level: 5 to 7

Wilson, Eric. Spirit in the rainforest. Totem, 1985.

Topic: rainforest.

Tom Austen arrived in British Columbia with no idea he would soon be part of a protest against logging the centuries-old rainforest of Nearby Island. The owner had given a logging company permission to clear-cut every tree on the island. Environmental groups said this would mean the destruction of eight-hundred-year-old cedars. Natives also protested, saying they had never given up their aboriginal title to the island. Tom becomes involved in intrigue and adventure as he helps to save the island from destruction. Set near the real-life town of Ucluelet on the west coast of Vancouver Island, this novel is flavoured with authentic depictions of life where the rainforest meets the sea. Grade level: 5, 6





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ENVIRONMENTAL CONCERNS IN SCIENCE FICTION NOVELS

by LIZ AUSTROM, district principal, Curriculum Resources, SD# 39 (Vancouver).

I have had a long-standing fascination with speculative fiction, or science fiction, because it addresses many of the issues and questions that we face now and will face in the future. Issues related to the environment, such as overpopulation, pollution, mismanagement of resources, the ethical use of science and technology, and the degradation of the land, have all been prominent in science fiction for decades. Sometimes these issues are directly addressed as problems facing the protagonists, but more frequently they are embedded in an exciting story that stimulates readers to ask questions about the relationship of these concerns to their own world and lives.

The most exciting part about sharing science fiction with others is that interest in it crosses age boundaries. It is possible to discuss the same title with adolescents and with eighty year-olds, because the questions and concerns addressed within many types of speculative fiction are important to everyone. In addition, glimpses of our possible futures tantalize and stimulate the imagination. Who is not curious about what our world will be like in another twenty, one hundred or one thousand years? I know I am!

The following bibliography has been compiled from my own reading experiences, by using my personal card file of "booktalk" titles, and by consulting a number of standard reference works in order to fill in good titles I might otherwise have overlooked. The listing is most suitable for secondary school students, although there are many titles that are totally appropriate to intermediate level students. Where no grade designation is given, the title is often found in adult science fiction collections, but is suitable for and interesting to most secondary students. Most titles are in print, but a few out-of-print titles which may still be available in library collections are included. The bibliography is not a complete one, but is purely dependent upon the idiosyncratic nature of the compiler's reading habits.

Asimov, Isaac. The Gods Themselves. Ballantine, 1988. ISBN: 0-345-33778-6.

A solution to Earth's energy crisis which involves pumping energy from a parallel universe results in great danger to everyone on Earth.



Bass, T.J. Half Past Human. Ballantine, 1971. O/P.

In the distant future, a degenerate people live underground in a society regulated by computers, while the world's surface is used to grow food. Only a few real humans are left living on the surface of the planet.

Bond, Nancy. The Voyage Begun. Macmillan, 1981. ISBN: 0-689-50204-4. (Grades 7 up).

Pollution, energy shortages and changes in weather patterns severely affect the economy of this future world, yet a young boy and his elderly friend undertake an extremely optimistic project.

Bova, Ben. Millennium. Random House, 1976. ISBN: 0-394-49421-0. (Grades 7-10).

It is 1999, and the super-powers are in a struggle to the death for control of the world's dwindling supply of natural resources. Securing the moon colonies and their network of space satellites could be the key to world domination. Compare with Hughes' Crisis on Conshelf Ten.

Brooke-Rose, Christine. Xorandor. Carcanet, 1986. ISBN: 0-85635-655-7.

A strange creature with a silicon chip brain is discovered to feed on hard radiation. Using the creature's children to process nuclear wastes looks like an easy solution to disposal problems but leads to unforeseen consequences.

Brunner, John. The Sheep Look Up. Ballantine, 1981.

A future America is portrayed as drowning in its own industrial wastes. The book presents one of the harshest views in fiction of the effects of pollution. Compare to the somewhat lighter treatment in Robinson's Telempath.

Brunner, John. Stand on Zanzibar. Ballantine, 1988. ISBN: 0-345-34787-0.

A classic, but complex look at the problems of overpopulation in the near future. Both this and the preceding novel place Brunner in the front rank of science-fiction writers who have been concerned about the interconnections between people and their environment.

Christopher, John. Empty World. Puffin (Penguin), 1981, ISBN: 0-14-037305-2 (paperback). Dutton, 1978, ISBN: 0-525-29250-0 (hardcover). (Grades 7-10).

A teenager steels himself to survive in a world threatened by plague. This novel makes an effective contrast with the problems experienced by the central

character in O'Brien's Z for Zachariah.

Cooper, Clare. Earthchange. Lerner, 1986. ISBN: 0-8225-0730-7. (Grades 5-8).

Set in a future where life is primitive and scientists bear responsibility for the collapse of civilization, this story centers on a young girl, the granddaughter of one of the leading scientists. Compare with Panshin's Rite of Passage.

Crichton, Michael. The Andromeda Strain. Knopf, 1969, ISBN: 0-394-41525-6 (hardcover). Dell, 1987, ISBN: 0-440-10199-9 (paperback).

A deadly plague is carried to Earth by a returning space satellite. Scientists manage to find a solution, but it is a suspenseful, close call for Earth's inhabitants.

Dick, Philip K. Do Androids Dream of Electric Sheep? Doubleday, 1968. Published under the title Blade Runner by Ballantine, ISBN: 0-345-32388-2.

A bounty hunter has the job of terminating human androids. The novel raises ethical questions about human interference with nature. The film, Blade Runner, is based on this novel, but does not convey the complexity of its concerns. This novel extends the question of what it means to be "human" that is examined in Nolan's Logan's Run.

Farmer, Philip José. Dayworld. Berkley, 1986. ISBN: 0-425-08474-4.

The title is drawn from the fact that this future world is so overcrowded that people must take turns living in shifts, one day per week. Those who break the rules are pursued relentlessly.

Felice, Cynthia, and Connie Willis. Water Witch. Ace, 1984. ISBN: 0-441-87380-4.

The heroine of this story tries to join society's elite, a group who have gained their power because they control access to and distribution of water.

Harrison, Harry. Make Room! Make Room! Ace, 1984. ISBN: 0-441-51605-X.

This classic novel examines overpopulation and pollution. Also published under the title Soylent Green and made into a less than wonderful movie.

Heinlein, Robert A. Farnham's Freehold. Ace, 1989. ISBN: 0-441-22834-8. (Grade 9 up).

Faced with the aftermath of nuclear war, one family tries to survive in a world polluted by radiation. Despite the lawlessness that follows the breakdown of society, their vision is to build a better, more peaceful

world.



Herbert, Frank. Dune. Putnam, 1984, ISBN: 0-399-12896-4 (hardcover). Berkley, 1985, ISBN: 0-425-07160-X. Ace, 1987, ISBN: 0-441-17266-0 (Grade 7 up).

The ecological renewal of a desert planet is the most intriguing element of the novel, but a medieval society and fast-paced adventure attract male readers in particular. Practical day-to-day life in a forbidding environment is well described. Readers will almost feel the grit in their teeth and smell the acrid odour of a sweating survival suit.

Herbert, Frank. The White Plague. Putnam, 1982 (hardcover). Berkley, 1983, ISBN: 0-425-09050-7 (paperback). Ace, 1987, ISBN: 0-441-88569-1 (paperback). (Grade 9 up).

A molecular biologist who has been driven insane by the loss of his family in a terrorist attack, develops, then spreads a plague that will kill every woman exposed to it. The extinction of the human species is a distinct possibility. Compare to Wilhelm's Where Late the Sweet Birds Sang.

Herzog, Arthur. Heat. Tudor Pub., 1989. ISBN: 0-944276-51-2 (paperback). (Grade 10 up).

As a result of a sudden climatic change which is the result of over-use of energy, polar ice caps begin melting and the world land mass is threatened by rising oceans. Carbon dioxide concentrations in the air increase, and people begin to suffer from extreme heat.

Herzog, Arthur. The Swarm. Simon & Schuster, 1974. O/P (Grade 10 up).

One of mankind's most haunting fears — that the forces of nature will overrun man's defenses and exterminate the human race — looks like it will come true when killer bees begin to spread into North America.

Hoover, H. M. Children of Morrow. Puffin (Penguin), 1985. ISBN: 0-14-031873-9. (Grades 6-9).

The survivors of a nuclear war are at odds on how society will be governed. One group is highly suspicious of science and technology, while the other wants to use these tools to create a new society. The stage is set for conflict.

Hughes, Monica. Crisis on Conshelf Ten. Magnet Books, 1981. ISBN: 0-416-89990-0 (paperback) [British Edition only]. (Grades 6-9).

It is 2005, and people living on the Earth have to

depend on the Moon and ocean for resources. The colonists living on the Moon and in the under-water colony struggle to wrest control of their own destinies from the ruling elite on Earth. The underwater environment is particularly well portrayed, and the connection between politics and resource use is strongly made.

Hughes, Monica. The Tomorrow City. Magnet Books, 1982. ISBN: 0-416-22420-2 [British Edition only]. (Grades 6-9).

A computer, which was designed to control power supplies in a high-tech city of the future, begins to take charge of humans as well. Run-away technology is a repeating theme in SF novels, for example, 2001: A Space Odyssey.

James, Dakota. Milwaukee the Beautiful. Fine, 1986. ISBN: 0-917657-15-2.

The greenhouse effect makes life in the tropics unbearable, and hordes of Central Americans escape to the United States. The social impact is satirically examined. A good companion novel to Herzog's Heat.

Kingsbury, Donald. Courtship Rite. Pocket Books (Timescape), 1983. ISBN: 0-671-46089-7 (paperback).

A space colony on an arid planet is failing because of its lack of natural resources, and the political and social organization begins to breakdown as the stress on the inhabitants increases.

Lawrence, Louise. Children of the Dust. Harper & Row, 1985. ISBN: 0-06-023739-2 (lib. bdg.) (Grades 6-9).

Children born after a nuclear war that has devastated the Earth not only have mutations, but also exhibit strange behaviours. Compare with Lightner's The Day of the Drones.

Le Guin, Ursula. The Dispossessed. Avon, 1976. ISBN: 0-380-00382-1.

Two societies are compared and contrasted: one which is poor, anarchist and egalitarian, and the other which is rich, capitalist and competitive. Their relationship to the environment is clearly coloured by their view of society.

Le Guin, Ursula. The Word for World is Forest. Berkley, 1976. O/P (Grade 8 up).

Human colonists force the peace-loving inhabitants of a forest planet into slavery, then over-harvest the forest to the point where parts of the planet become

eroded wastelands. The original inhabitants are forced into revolt.

Lightner, A. M. The Day of the Drones. Norton, 1969. O/P (Grades 4-8).

A future world contaminated by radiation is populated by the Bee-people, a mutant, human dwarf race who are controlled by giant mutant bees. The underlying premise is that no one can predict what form living things will take if mutations caused by radiation occur.

Martel, Suzanne. The City Under Ground. Greenwood, 1982. ISBN: 0-88899-019-7. (Grades 5-9).

In a post-catastrophe world, a technologically advanced people live in an underground city, leading comfortable but highly regulated lives. It is the ultimate throw-away society, where people are required to dispose of possessions and buy new things regularly. Two sets of brothers venture to the surface where they find other survivors who lead a less comfortable, but more free and ecologically appropriate existence.

Miklowitz, Gloria. After the Bomb. Scholastic, 1985. ISBN: 0-590-33287-2. (Grades 6-9).

A nuclear disaster thrusts a young boy into the harrowing responsibility of leading his family, and trying to ensure they all survive the perils of nature and of mankind gone mad. Compare his experience with that of the girl who is left to survive on her own in O'Brien's Z for Zachariah.

Mitchison, Naomi. Not by Bread Alone. Marion Boyars, 1983. O/P

Free food produced by bioengineering is given away by a multinational company in the hope of stimulating economic growth. Naturally, things don't turn out as expected.

Moeri, Louise. Downwind. Dutton, 1984. ISBN: 0-525-44096-8. (Grades 6-9).

A radiation leak from a nuclear power station threatens a 12 year-old boy and his family. A good companion novel to Miklowitz's After the Bomb.

Nolan, William F., and George Clayton Johnson.

Logan's Run. Amereon, n.d. ISBN: 0-8488-0103-2. As a solution to overpopulation, a future society requires euthanasia of all citizens at age 21. Society's agent of termination goes on the run when it is his turn to die.

Nourse, Alan E. The Bladerunner. McKay, 1974. O/P (Grade 7 up).

It is early in the 21st century, and overpopulation has resulted in the breakdown of medical services. Children over the age of five who have required medical treatment more than three times are sterilized. A black market provides some medical assistance to anxious parents, but it is totally insufficient when an epidemic strikes.

O'Brien, Robert C. Z for Zachariah. ABC-Clío, 1989. ISBN: 1-85089-955-X (lib. bdg.). (Grades 8-10). A teenage girl who has survived a nuclear war is faced with further tragedy as she realizes that another survivor might harm her. The tragedy of war is personalized for readers by the sensitive characterization of this young woman. Descriptions of the damage done to the environment by nuclear war are vivid.

Panshin, Alexei. Rite of Passage. Pocket Books (Timescape), 1982. ISBN: 0-671-44068-3 (paperback). (Grades 7-10). In the year 2198, conflict brews between two distinct societies which have grown out of the destruction of Earth by nuclear war. On one side are scientists and technologists who live in space ships; on the other are farmers and resource industry workers who have colonized new planets. The conflict is viewed through the eyes of a young girl undergoing her rite of passage.

Pedlar, Kit, and Gerry Davis. Mutant 59: The Plastic Eater. Souvenir Press, 1971. O/P In order to reduce non-biodegradable wastes, a virus is developed which processes plastics. Through human error, the virus is let loose to attack the city's communications system. Another solution to a waste disposal problem also goes awry in Brooke-Rose's Xorandor.

Pohl, Frederik. The Years of the City. Pocket Books, 1985. ISBN: 0-671-46047-1 (paperback). The dismal future of life in a New York City beset by crime, pollution and urban decay, is examined in five novellas. A good companion piece to Robinson's Telempath.

Reed, Kit. Armed Camps. Faber, 1969. O/P An over-valuing of technology and a desire for social control combine to produce a society where warfare is an institutionalized political process. A frightening look at an extreme position.

Robinson, Spider. Telempath. Berkley, 1986. ISBN: 0-425-08475-2. (Grade 9 up).

A conceited scientist creates a virus which magnifies everyone's sense of smell in the hope that people will be driven to clean up the unbearable New York City pollution. Instead, people go mad, kill themselves or other people, or escape to the cleaner surrounding countryside. These people eventually send a young man to seek out and kill the scientist.

Sanders, Scott Russell. Terrarium. Tor, 1985. O/P Domed cities have been built to protect the people from their heavily polluted environment, but eventually a few misfits return to the outside world to live in a recovering wilderness. They face hardship, but it is a more satisfying life than their life was under the dome.

Silverberg, Robert. The World Inside. Doubleday, 1971. O/P There is no privacy in the high-rise cities of this overpopulated future world, and many individuals cannot cope with this fact. Stress on the society rises as individuals are put under psychological pressure. Compare with Farmer's Dayworld and Sanders' Terrarium.

Stoutenburg, Adrien. Out There. Viking, 1971. (Grades 5-8). O/P A group of children leave their 21st century domed city hoping to see animals in the ravaged wilderness outside the dome. They are disturbed to discover that the healing wilderness is being used for recreational hunting and that the cycle of exploitation of the land is beginning again. Sanders' Terrarium poses a similar situation.

Strieber, Whitley, and James Kunetka. Nature's End: The Consequences of the Twentieth Century. Warner Books, 1987. ISBN: 0-446-34355-2. (Grades 10-12). The ruler of Earth chooses the "voluntary" suicide of every third person in the world as the solution for overpopulation, hydrocarbon pollution and nuclear damage. A drastic solution for a desperate problem, but one that the "selected" ones do not welcome!

Swindells, Robert. Brother in the Land. Oxford, 1986, ISBN: 0-19-271552-6 (paperback) [British Edition]. Holiday House, 1985, ISBN: 0-8234-0556-7. (Grades 6-9). The friendship of two English teenagers sustains them as they face ruthless marauders and Black Rain in the aftermath of a nuclear war. The boys discover they can only survive if they too are ruthless and violent.

Townsend, John Rowe. Noah's Castle. Penguin, 1988, ISBN: 0-14-032513-1 (paperback) [British Edition]. (Grade 6 up).

As British society disintegrates, a family hoards supplies, reinforces their home and tries to defend their "castle." A clash of wills among family members breaks their unity of purpose, and ultimately leads to the destruction of their home. Swindells' Brother in the Land presents a similar situation, but the resolution varies.

Wilhelm, Kate. Where Late the Sweet Birds Sang. Pocket Books (Timescape), n.d. ISBN: 0-671-49409-0. (Grade 9 up).

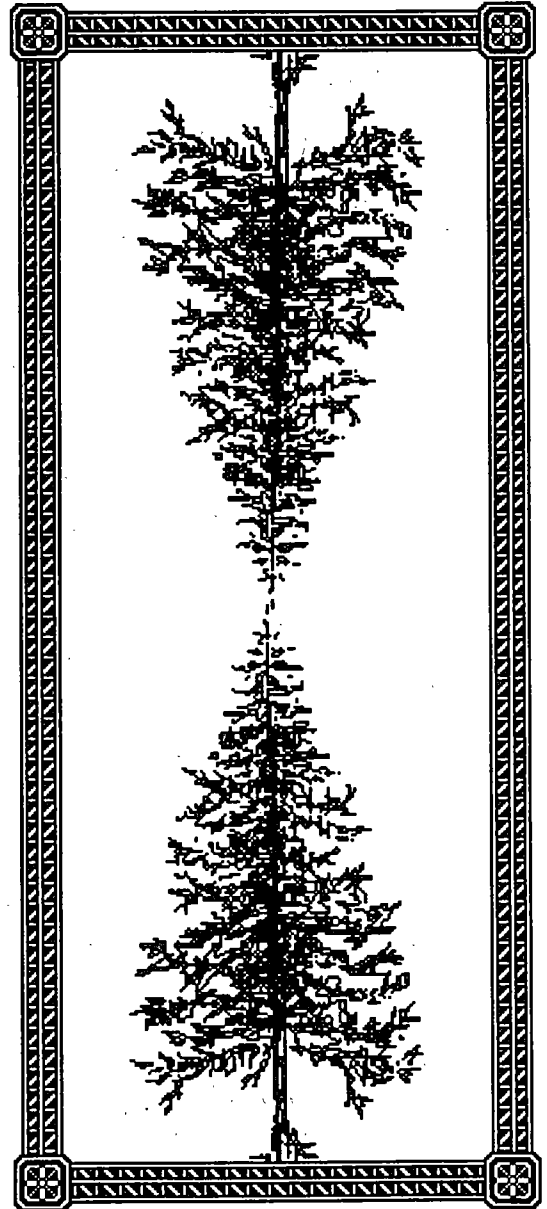
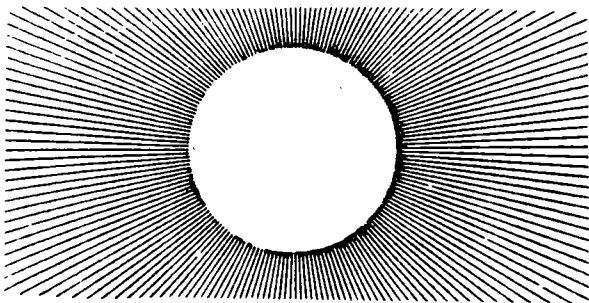
Eco-catastrophe destroys humans' ability to reproduce, but a family of gifted scientists believes that they have found the key to survival of the human species through cloning their own cells to produce genetic copies of themselves. Ethical issues are at the centre of an empathic story in which identical children cloned from the same "parent" develop telepathic communication.

Wingrove, David. Chung Kuo: The Middle Kingdom. Delacorte, 1990. ISBN: 0-385-29873-0. (Grade 9 up).

A chilling look at an overpopulated future two centuries from now shows us a society where 39 billion people live in crowded, vast ocean-to-ocean cities built on layers of ice.

Young, Robert F. The Last Yggdrasil. Ballantyne, 1982. ISBN: 0-345-30420-9.

The extinction of living species is examined when a human, hired to fell an ancient tree, actually meets the "dryad" who lives in the tree. The situation brings the moral dilemma to life — do people have the right to use the resources of the Earth without considering the other life forms which depend on those same resources?





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WILD SPECIES CASE STUDY



by ALLAN MATTHEWS, teacher-librarian, Columneetza Senior Secondary, Williams Lake

The recent Geography 12 curriculum revision saw documents produced that encourage co-operative planning and teaching. The modules that support the curriculum include numerous activities and extensions that promote the use of the library.

To demonstrate to Geography teachers how they could be involved in the co-operative planning and teaching of an activity the following sample based on Module 5 (Biosphere), Activity 15 - Wild Species Case Studies was developed. It was presented at the Geography 12 Summer Institute and some regional implementation workshops.

The sample uses both the skill development model shown on page 34 of the Geography 12 Curriculum Guide and the format outlined in "Working with Teacher-Librarians", pages 31-34 of the Geography 12 Instructional Strategies Manual.

Title of Unit: Wild Species Case Study

Subject: Geography 12

Time line: 1 1/2 periods

Intended learning outcomes: Summarize major causes of plant and animal extinction.

Information skills:

Use specialized reference books.

Use Reader's Guide to Periodical Literature and other indexes.

Operate a microfiche reader to retrieve information from microfiche.

Operate a computer to retrieve information gathered from a variety of sources.

Write a report.

Prepare a bibliography.

Teaching strategies and responsibilities:

Teacher: pre-teach the major causes of extinction and explain the structure of the assignment.

Teacher-librarian: prepare resource list; review search techniques for periodical indexes; review search techniques for New York Times Critical Issues series; review search techniques for LSR Reader; teach search techniques for using the electronic encyclopedia via SFU Xchange.

Learning Activities (reproduced below): Assignment Sheet; Action Plan; Electronic Encyclopedia Search Plan.

Resources (reproduced below): Resource List; Bibliography Quick Reference Sheet.

Evaluation of unit: Letter to the editor (evaluation by teacher); Bibliography (evaluation by teacher-librarian); Group performance (evaluation by students).

ACTION PLAN

1. Establish a focus for the inquiry.

What factors are contributing to species becoming endangered?

2. Select and develop and organizer.

Species	#1	#2	#3
Factors:			
1. Habitat disturbance			
2. Commercial hunting			
3. Pest/predatory control			
4. Collecting specimens			
5. Pollution			
6. Accidental/deliberate introduction of new species			

1. Habitat disturbance
2. Commercial hunting
3. Pest/predatory control
4. Collecting specimens
5. Pollution
6. Accidental/deliberate introduction of new species

3. Locate information

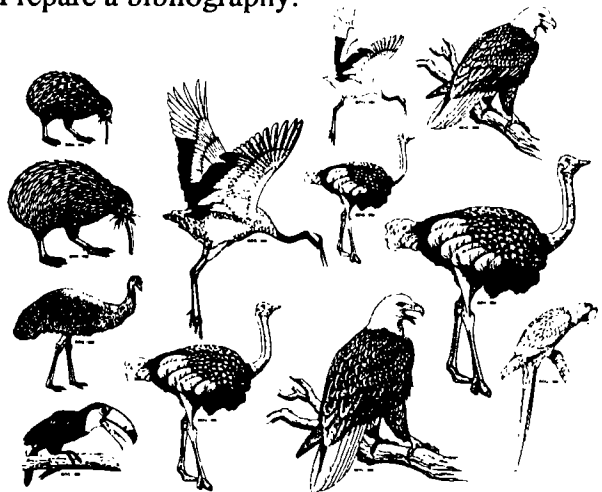
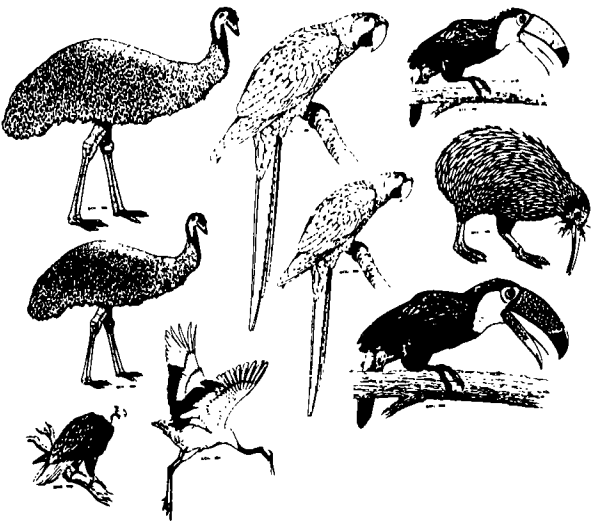
With the aid of the resource list provided, find out which of the factors have been responsible for the species becoming endangered.

4. Synthesize and Conclude

Determine those factors most influential in the plight of your specific species.

6. Communicate

Write a letter to the editor.
Prepare a bibliography.



WILD SPECIES CASE STUDY

Working in a group of three, you have the opportunity to examine three individual species to determine which of the factors causing extinction have lead to their being considered endangered. You may wish to refer to your notes and SRS U (Wildlife File) for background information.

Assignment:

You are to investigate three specific species (three plants or three animals) that are endangered t determine the factors that have lead to their current status. An action plan to assist you in the investigation has been provided on the back of this page.

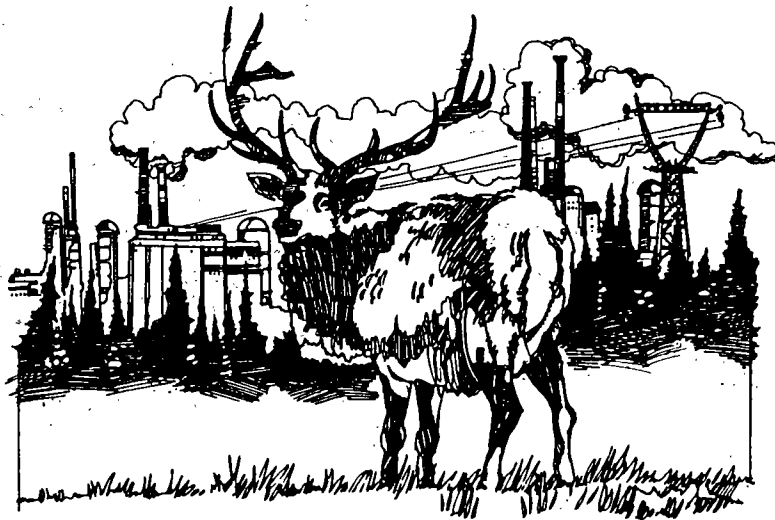
When you have completed the investigation each group member will write a letter to the editor of the local newspaper expressing concern about the plight of endangered wild species with specific references to the three species investigated by the group.

Prepare a bibliography of the references your group consulted during your investigation, that is, one bibliography for the group.

Evaluation:

Letter to the editor	___ / 30
Bibliography	___ / 10
Group work	___ / 10

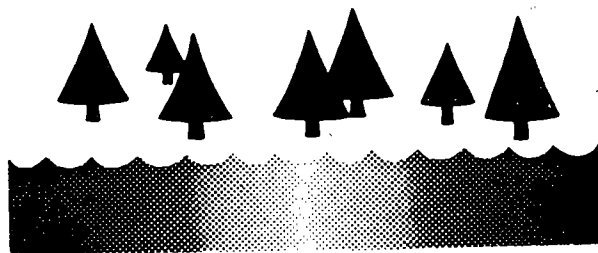
Date due: _____



GEOGRAPHY 12 - WILD SPECIES CASE STUDY
RESOURCE LIST

REFERENCE BOOKS:

Annual Editions: Environment
Encyclopedia of Birds
Encyclopedia of Mammals
International Wildlife Encyclopedia
Macmillan Illustrated Animal Encyclopedia
Mammals of the Canadian Wild
New Book of Popular Science, vol 4 and 5
Oxford Illustrated Encyclopedia, vol. 2
Science Year
Scientific Yearbook
Yearbook of Science and the Future



SUBJECT HEADINGS: for use with Reader's Guide to Periodical Literature and
Canadian Periodical Index.

Animals, Extinct	Fish protection
Breeding	Game laws
Birds - Protection	Game preserves
Conservation of resources	National Wildlife Federation
- Conferences	Plant conservation
- Law and legislation	Poaching
Convention on International Trade	Rare animals
in endangered species of wild	Rare plants
fauna and flora	Wildlife conservation
Environmental movement	Wildlife management
Environmental policy	Zoological gardens

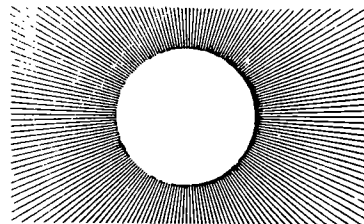
VIDEOS:

Jersey: Wildlife
USA: Wetlands

OTHER SOURCES:

LSR Reader (Vertical File computer diskettes)
New York Times Critical Issues Series (microfiche)
SFU Xchange (electronic encyclopedia)

GEOGRAPHY 12 SUPPLEMENTAL REFERENCES UPDATE



by ALLAN MATTHEWS, teacher-librarian, Columneetza Senior Secondary, Williams Lake

The Geography 12 Instructional Strategies Manual offers a list of supplemental references (pp. 107-108) for teacher use and possible inclusion in the school library. Since this list was compiled a number of additional resources have appeared that could be added to this list.

Corson, Walter, ed. Global Ecology Handbook. Boston: Beacon Press, 1990.

This large format paperback advertises itself as the "practical supplement to the PBS series Race to save the planet."

Cunningham, William and Barbara Saigo. Environmental Science: A Global Concern. Dubuque, Iowa: Wm. Brown, 1990.

This American college level textbook comes with an instructor's manual, testpak, transparencies and an issues analysis workbook.

Doerr, Arthur. Fundamentals of Physical Geography. Dubuque, Iowa: Wm. Brown, 1990.

An American introductory college level paperback textbook. Ancillary materials available are an instructor's manual, 32 overhead transparencies and testpak.

Miller, G. Tyler. Resource Conservation and Management. Belmont, California: Wadsworth, 1990.

Similar to his book Living in the Environment. Miller states this book "is different . . . including much broader and more detailed discussions of renewable living resources and less detailed discussions of ecological concepts, population, and pollution." An instructor's manual and master sheets for transparencies are available.

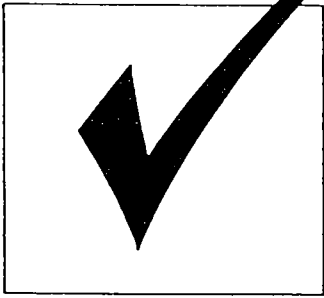
Owen, Oliver and Daniel Chiras. Natural Resource Conservation. New York: Macmillan, 1990.

An American textbook written for an introductory resource conservation course.

Steger, Will and Jon Bowermaster. Saving the Earth. New York: Alfred A. Knopf, 1990.

The book "details the causes and effects of the major environmental threats -- the history of each and its damage to the planet -- and then offers solutions."

In addition, Booklist (September 15, 1990) includes a special feature entitled "An Endangered Planet", pp. 103-116. It offers a selective guide to non-fiction, fiction, reference and audio-visual environment oriented resources. The selection include materials for both adults and youth, Grades 1-12.



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Centre for Global Education

TITLE	Price	Tick Item
<u>Greenprints for Changing Schools.</u> (World Wide Fund for Nature/Kogan Page) A handbook for decision-makers and those interested in change towards more holistic approaches in schools.	\$15.00	_____
<u>Earthrights. Education As If The Planet Really Mattered</u> Illustrated teacher's handbook exploring the relationship between development, environmental, human rights and peace education and arguing for a global and holistic approach to education.	\$10.00	_____
<u>Human Rights.</u> (Cambridge University Press) A book for senior secondary students - very suitable for history, social studies and citizenship courses.	\$ 7.00	_____
<u>Global Teacher. Global Learner</u> (Hodder & Stoughton) An exploration of what global education involves. Lots of activities for the primary and secondary classroom.	\$25.00	_____
<u>Human Rights Activity File</u> (Mary Glasgow Publications) Twenty-eight activities for the primary/secondary classroom. Lots of photocopiable pages.	\$32.00	_____

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CANADA'S FUR TRADE: LESSONS FOR AN ENVIRONMENTAL AGE

Reprinted by permission from Canada Today
D'aujourd'hui.

by ALAN HERSCOVICI.

Editor's Note:

The fur trade played a central role in the development of Canada as a modern nation.

1990 marks 300 years since the Hudson Bay Company's Henry Kelsey explored Canada's western prairies—becoming the first white man to see the musk-ox and the buffalo.

Highways now trace routes used by the voyageurs, and many cities began as fur-trading posts. The need to facilitate financing for the trade prompted the establishment of the first bank (Bank of Montreal, 1817), and early contracts were often written on beaver pelts.

But the fur trade also carries an environmental message that has been 'field-tested' for hundreds of years. Montreal writer Alan Herscovici believes that the trade has important lessons for a world concerned about protecting our natural environment.

For most people, the fur trade conjures up romantic images of daring voyageurs, paddling canoes up wild rivers, into the heart of a vast new continent. Or the glamour of movie stars, emerging from limousines as long as locomotives, to display the latest designer creations...

But behind the myths and marketing images, this historic endeavour makes important contributions to environmental conservation which deserve to be better understood today.

Wildlife and natural habitat are threatened around the world, by growing human populations, industrial activity and pollution.

In this generally gloomy picture, the fur trade is notable for the support it lends to (1) the sustainable use of wildlife, and (2) the protection of habitat.

The fur trade provides income for thousands of people in rural and remote parts of Canada—people who depend directly on nature and sound the alarm when habitat is threatened.

Above all, fur is still a versatile **natural** clothing material. Unlike synthetics, its production does not use up scarce resources or pollute. It does not destroy forests or deplete the ozone layer. In a society of mass-produced 'disposables' and overflowing landfills, fur garments are hand-crafted, long lasting and ultimately, completely biodegradable.

Management

The Canadian fur trade today is strictly regulated. Products from endangered or threatened populations are not used.

Trapping periods may vary from a few weeks to several months, depending on populations' size, reproductive and survival rates and the carrying capacity of the land.

Canadian fur-bearers have not always been so well managed. By the end of the last century and as recently as the 1930's, overexploitation and destruction of habitat by logging, agriculture and the expansion of human settlements had significantly reduced fur-bearer numbers, completely eliminating some species in certain regions. It became clear that a more responsible approach was required.

The first systematic efforts to monitor wildlife populations (if only for business reasons) are found in records kept by employees of the Hudson's Bay Company, in the 18th and 19th centuries. The naturalist Ernest Thompson Seton used these records to plot graphically the periodic fluctuations of fur bearer populations in his classic Life Histories of Northern Animals (1909).

In Britain, Charles Elton of Oxford University published Animal Ecology, in 1924. The following year he became a consultant for the Hudson's Bay Company, investigating wildlife population cycles in Canada. The Hudson's Bay Company later provided funds for Elton to establish a Bureau of Animal Population, at Oxford.

The work of Elton and Canadian researchers like William Rowan of the University of Alberta, and J. R. Dymond of the University of Toronto, laid the groundwork for current fur-bearer management programmes. This cooperative effort by scientists, government and

business anticipated the approach to environmental issues proposed by the recent World Commission on Environment and Development (Our Common Future, Oxford University Press, 1987).

Practicing conservationists

Today, Canadian trappers are licensed and the furs they sell are registered. In many regions, trappers receive exclusive harvesting rights in their territories, providing both the incentive and the means to assure long term, sustainable use of fur resources.

Much like a farmer or rancher, trappers cull some animals each year so that populations remain stable and healthy, at levels which can be supported by the land.

The populations of species most commonly used in the fur trade are now generally stable and abundant. Three prolific species (muskrat, beaver and squirrel) account for about three-quarters of all wild furs taken in Canada. Some species (red fox, coyote and raccoon) are probably more abundant in Canada than they have ever been.

Regulated trapping often allows the maintenance of larger wildlife populations than would naturally occur.

Muskrat and beaver for example, can rapidly overpopulate, until suitable vegetation is exhausted. Starvation, cannibalism and hemorrhagic diseases like tularemia then take their toll. By then, however, the ravaged habitat may support few, if any, muskrat or beaver for ten years or more.

Many other species which thrive around an active beaver pond would also be lost.

By contrast, regulated trapping combined with habitat management can maintain stable, healthy beaver and muskrat populations indefinitely, while providing income for local people in regions where alternative employment is very limited.

Ontario accounts for over one-quarter of Canadian wild fur production. Trappers there earned about \$4 million from the sale of beaver pelts, during the winter of 1987-88. A large proportion of these animals also provided meat, for humans or pets. The rest were returned to the woods as bait or to feed wildlife.

About 150,000 beaver are taken annually in Ontario, from a total estimated provincial population of about two million. Beaver are believed to be more numerous in

Ontario than they have ever been (Status Report on Beaver in Canada, Environment Canada, 1985).

In all, some 80,000 Canadian trappers earned close to \$65 million for their furs in the winter of 1987-88.

Control required

Humane societies euthanise unwanted urban pet populations, rather than leave them to die of starvation and disease. Nor would anyone advocate allowing rats or cockroaches to multiply in our cities, until nature 'took its course'. Yet, few urban people realise that similar problems can arise with wildlife.

Overpopulated coyote, foxes and other fur-bearers are more susceptible to cruel diseases like distemper, encephalitis, hepatitis, sarcoptic mange and rabies, which can spread to domestic animals or humans.

Uncontrolled, beavers can cause flooded roads and farmland. Raccoons cause extensive crop damage, destroying more standing corn than they eat. (Raccoons also account for a high proportion of nuisance-animal problems in Canadian cities.) Coyotes and bobcat attack livestock, while mink and marten have a taste for domestic poultry.

Without the commercial incentive provided by the fur trade, wildlife populations would still have to be controlled at the tax-payers' expense.

Maintaining a balance

In a world where people have profoundly affected the environment, wildlife must also be managed in order to protect endangered species.

In Western Canada, the draining of wetlands for agriculture has reduced summer nesting grounds for migrating ducks and geese. Without controls on fox and coyote, heavy predation on eggs and young chicks would have a serious impact on the survival of threatened waterfowl.

Similarly, in the southern United States, the trapping of raccoons and foxes for the fur trade protects the eggs of endangered sea turtles on coastal beaches.

In the coastal wetlands of Louisiana, Muskrat and nutria (coypu) can completely strip vegetation, resulting in large areas of marsh being permanently lost to the open water. These wetlands support some of the densest fish, bird, and wildlife populations in the world—including

ing an important part of Canada's migrating waterfowl. The marshes are already being eroded as a result of flood control on the Mississippi delta and dredging for off-shore oil exploration. In this fragile environment, trapping provides seasonal income for people who fish, shrimp or do other work the rest of the year, while protecting a unique habitat.

The message is clear. Having altered the environment in countless ways, we cannot ignore our responsibility to maintain a balance that permits the survival of a diversity of wildlife species.

Protecting the land

We all 'care' about wildlife and the preservation of wilderness areas. But few of us are 'out there' to see what is happening.

Trappers serve as 'environmental antennae'. As people who still spend much of their time in direct contact with nature and animals, they can be our eyes and ears on the land—the first to spot pollution or poorly-planned industrial activity.

In British Columbia, trappers have led the fight against wasteful forestry practices. Clear-cutting large areas may maximise short-term timber revenues, but it is disastrous for wildlife.

With other conservationists, trappers argue that respecting the needs of wildlife may not cost more, even in purely economic terms, if the real value of hunting, trapping, tourism, environmental quality and genetic diversity are included in the balance-sheet.

In the Northwest Territories, native Dene and Inuit hunters and trappers succeeded in stopping a gas pipeline project until environmental assessments can determine the effect it would have on the wildlife upon which they depend.

In northern Quebec, Cree and Inuit communities insisted on increased involvement in environmental and wildlife management planning as part of their land settlement agreement, in a region where hydro-electric development is having a major impact.

In southern Canada, trappers, hunters and fishermen provide a political voice for wildlife, when wetlands are threatened by agriculture or urban development. The biologists can now argue: "The land is already producing in its natural state—let's leave it alone".

The point is not that development can or should be stopped. Rather, we can no longer consider 'development' and 'environment' as totally distinct concepts.

There can be no true long-term economic development unless the environmental base is protected. But environmental protection measures will fail unless they take account of the needs of local populations. This is the message of the recent World Commission on Environment and Development (The 'Brundtland Commission'), in which Canada has played a lead role.

The fur trade provides income for people who live on the land without harming nature—while providing a vital check on the impact of other resource development.

Cultures threatened

Recent protests against the seal hunt provide a tragic example of how poorly-informed initiatives, by people far away, can unwittingly upset the close relationship which northern people maintain with their environment.

In the 1950s, Arctic Inuit moved from scattered hunting camps to larger communities where hospitals, schools and other services could be provided. Fortunately, rising prices for seal pelts (thanks largely to improved tanning methods) permitted the Inuit to use newly-developed motorised snowmobiles to travel to their far-flung hunting-grounds.

The Canadian Royal Commission on Sealing established that seal populations were never endangered by hunting. But the collapse of prices following the 1983 EC seal-pelt ban had disastrous social and economic consequences for the Inuit.

Seal meat is a mainstay of the Inuit diet in remote communities where the cost of importing food is astounding. (A cabbage costs \$4 in Pangnirtung, on Baffin Island. A chicken costs \$25.)

But without money from seal pelts, few Inuit can afford to run the snowmobiles and other equipment they need to hunt.

Within two years of the EC ban, Canadian Inuit had lost over three-quarters of their income from sealing and up to one-third of their cash income from all sources (Report of the Royal Commission on Sealing, 1986).

In Pangnirtung, for example, income from the sale of seal pelts fell from over \$200 000, in 1981-82, to only \$42 000 two years later. In the small community of

Resolute Bay, in the high Arctic, income fell from \$55 000 to \$2400.

Proud, self-sufficient hunters have been reduced to living on government assistance—with all the social and cultural costs this implies.

But the plight of the Inuit also has environmental implications.

The Inuit Tapirisat of Canada (ITC) has warned that without sealing income, Canadian Inuit could be obliged to accept more rapid industrial development in the north.

This could disrupt the fragile Arctic environment in a land where even increased ship traffic through pack ice has a far more serious effect on seal populations than hunters ever did.

Not least important, the Inuit, like other native (and many non-native) hunters and trappers, carry on traditions which are founded on generations of detailed knowledge about wildlife and their environment.

It would be tragic if these cultures were lost just as ecologists are coming to recognise our need to learn from them.

Like seals for the Inuit, beaver and muskrat provide meat as well as needed income for Indian hunters. It has been estimated that the replacement value of this food often exceeds the price received for the furs. But fur is one of the few resources which can provide the money Indian hunters need to pay for supplies and equipment, while remaining on the land.

Native groups from across Canada, Alaska and Greenland have now formed Indigenous Survival International (ISI) to explain the importance of the fur trade for the survival of their communities—and the role they play in responsible conservation.

Animal welfare

A survey of the fur industry would not be complete without reviewing efforts to ensure the humane treatment of animals.

Canada is the world leader in humane-trap research and development. In response to animal-welfare advocates and concerned trappers, Environment Canada and the International Fur Trade Federation (headquartered in London, England) have jointly contributed over \$5 million to this programme, administered by the Fur

Institute of Canada.

Over ninety percent of the wild fur-bearers used in Canada can now be taken with quick-killing systems, the use of which is already promoted by trappers' associations and in many provinces required by new regulations. Rubber-padded holding traps are being recommended for the capture of larger predator species such as red fox and coyote.

Training courses ensure that trappers know how to use the new methods. The courses also teach techniques for preventing the capture of the wrong animals or protected species.

For example, a quick killing set for pine marten can be placed in a specially-constructed box on a tree limb, out of reach of wayward dogs. A sprig of pine protects the opening of the box to prevent birds from springing the trap.

In brief, legitimate animal-welfare concerns are being seriously addressed.

But trapping is used for wildlife management and pest control, even in countries with little or no fur trade. For this reason, Canada has lobbied for the development of international trapping standards through the International Organisation for Standardization (ISO) in Geneva. Several EC countries have now expressed interest in participating in this process.

Fur farms

About half the value of fur produced in Canada now comes from farms. National standards for raising mink and fox on farms are set out in voluntary Codes of Practice, developed by the breeders' associations and Agriculture Canada, in cooperation with the Canadian Federation of Humane Societies.

These codes reflect a strong commitment to animal care, which is also in the farmers' interest. Only high standards of husbandry can produce the quality of fur required by today's highly competitive, international markets.

Fur farms also play an important environmental role. Wastes from the meat and fish processing industries provide feed for farmed mink and foxes. In addition to fur, these animals provide organic fertilisers, fine oils and other products, while supporting some 1500 farm families across the country.

A natural product

The fur trade makes one overwhelming contribution to conservation: well regulated, it uses a renewable Canadian resource, without depleting wildlife species or harming the on-going productivity of nature.

The substitution of synthetics, by contrast, generally depends upon the use of petroleum-based **non-renewable** resources, which is not consistent with sustainable use of the environment.

The production of synthetics, moreover, involves chemical reactions at high temperatures, producing nitrogen oxides and releasing chlorine, mercury and other dangerous substances into the environment.

Some of the problems caused by the production of synthetics can be improved, for example, by reducing waste emissions. Similarly, the production of natural fibres, like cotton, might be improved by reducing the use of chemical fertilisers and pesticides.

But as biologist Barry Commoner has explained:

'what is at issue here is the fundamental point that even if all possible ecological improvements were made in the two processes, the natural one would still be more advantageous ecologically' (The Closing circle, 1971)

Finally, unlike synthetics, furs are biodegradable. Produced through natural processes, they will be broken down in their turn to feed a new cycle of these same processes. As Commoner explains:

'for every polymer produced in nature by living things, there exist enzymes that have the specific capability of degrading that polymer... The contrast with synthetic fibres is striking... Ecologically, synthetic polymers are literally indestructible.'

Environmental lessons

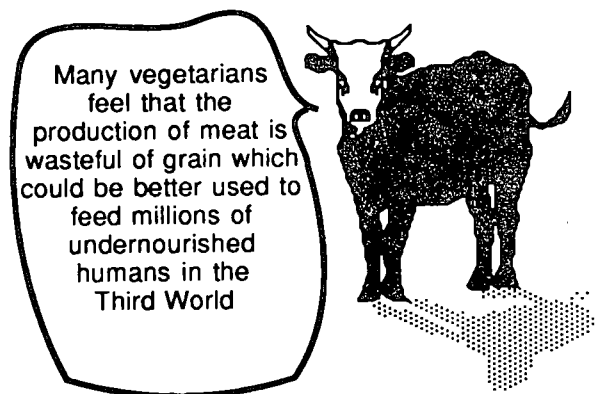
The European exploration of North America in the 17th century was fuelled by a demand for beaver pelts, primarily for the manufacture of waterproof felt hats. The popularity of genuine beaver hats during this period was apparently encouraged by a belief that they would prevent deafness and memory lapses (perhaps by keeping the head warm and dry).

Today, when we are feeling the effects of our own environmental deafness and forgetfulness, the fur trade provides some important lessons about the responsible

use of resources, while protecting our natural heritage for future generations.

About the author

Alan Herscovici is a Montreal writer specialising in social and environmental issues. His recent books include Second Nature: The Animal-rights Controversy (CBC Enterprises, Toronto and Montreal, 1985) and Furs: An Environmental Ethic (J. Theilade, Copenhagen, 1989). His filmscripts include An Ocean for our Children (1988), aired across the Arctic in Inuktitut by the Inuit Broadcasting Corporation, to introduce the Canadian Arctic Marine Conservation Strategy.





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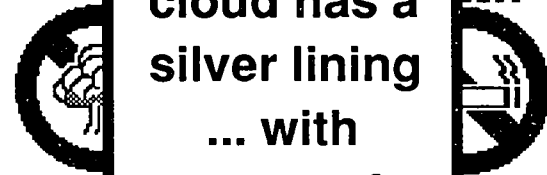
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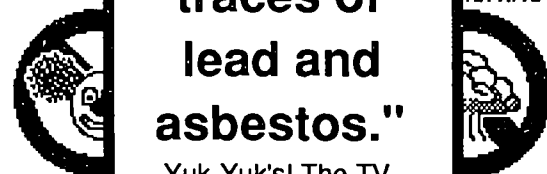
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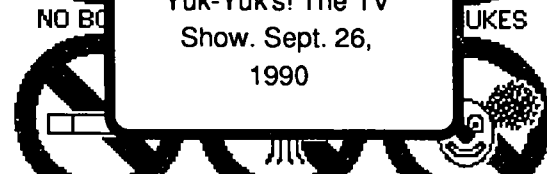
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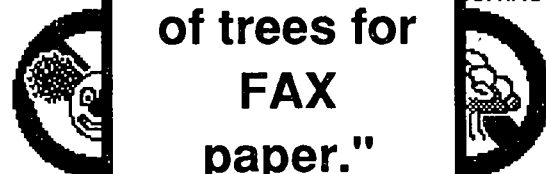
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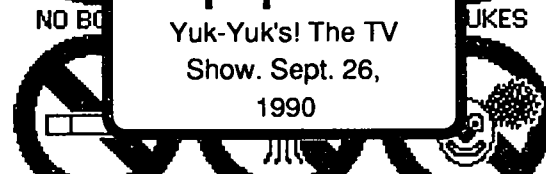
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"Every cloud has a silver lining ... with traces of lead and asbestos."

Yuk-Yuk's! The TV Show. Sept. 26, 1990

"Over-logging ... the senseless destruction of trees for FAX paper."

Yuk-Yuk's! The TV Show. Sept. 26, 1990



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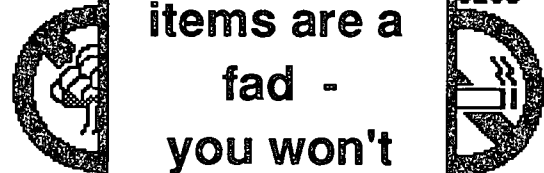
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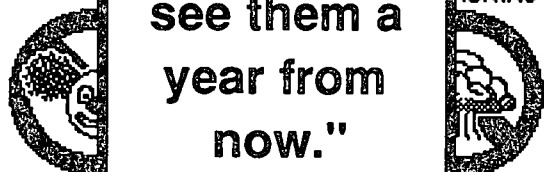
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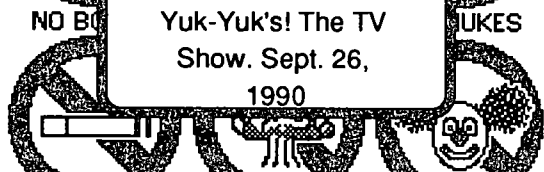
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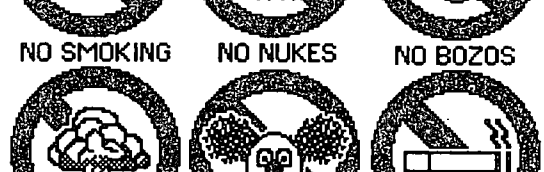
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"Bio-degradable items are a fad - you won't see them a year from now."
Yuk-Yuk's! The TV Show. Sept. 26, 1990

TEMPLETON ENVIRONMENTAL WORKSHOP

“THINK GLOBALLY - ACT LOCALLY”

by **DEBRA SIMMONS**, teacher-librarian, Tupper Senior Secondary, and **SHARON TANABE**, teacher, McGee Senior Secondary, SD#39 (Vancouver).

The Social Studies Department at Templeton Senior Secondary held a workshop for all Social Studies 11 students October 11, 12 and 13, 1989, at Camp Elphinstone on the Sunshine Coast. The main focus was to create a harmony between the student and the local and global environments. Templeton has students from over 25 ethnic groups. As well, many of the students' families are considered lower middle class or below. Bringing together students from the various ethnic and socio-economic groups at Templeton helped to enhance the idea that we are all part of a global community.

In the contemporary world students are often faced with decisions which may be influenced by peer pressure. These decisions sometimes involve questions of personal attitudes and lifestyles which are harmful to the environment. This workshop was planned to make students aware of the impact their actions and involvements can have in creating a healthy environment and the role they can play in solving local and global issues.

The workshop was designed to:

- a. develop interpersonal skills among the students attending the workshop;
- b. provide opportunities for ESL students to participate in an integrated workshop;
- c. help students develop a sense of self worth;
- d. make students aware of the fact that we are all global citizens and must work together to solve environmental problems;

- e. help students develop a responsible outlook toward their lives and the world around them;
- f. familiarize students with the components of the Social Studies 11 course;
- g. make students aware of environmental issues;
- j. make students aware of the need to decrease our material demands on the planet;
- i. encourage students to take a position on an environmental issue;
- j. have students realize that they can make a difference when they become involved with an environmental issue;
- k. facilitate personal contact with people involved in environmental issues;
- l. prepare students to use what they learn from the workshop in the school and the surrounding community;
- m. develop a video tape which might be used in classroom discussions and environmental displays.

These objectives were to be met through workshops, field studies, guest speakers and group discussions.

PRE-TEACHING

All grade 11 social studies students completed a cooperative-learning assignment prior to the workshop. It was taught cooperatively between the teacher-librarian and the classroom teacher. Groups of five students received materials on a topic relating to environment, which they jig-sawed, synthesized, and then shared with the rest of the class. The materials were newspaper and magazine articles, and pamphlets which had been selected by the teacher and teacher-librarian. This assignment was important preparation for the workshop to take place later at Camp Elphinstone.

AGENDA FOR THE THREE-DAY WORKSHOP

Wednesday, Oct. 11

- 8:00 to 10:00 bus and ferry trip from the school to Camp Elphinstone
- 10:00 to 12:00 unpack and divide into cabin groups to choose a cabin name, identity, etc.
- 12:00 to 2:00 lunch and free time
- 2:00 to 3:00 treasure hunt

In groups of 15 the students explored the area around Camp Elphinstone and created a collage which demonstrated the various ecosystems, food chains and natural resources present in the area. The individual groups then created a question which they had formulated based on the information depicted by their collage.

- 5:00 to 7:00 dinner and free time
- 7:00 to 9:00 Groups present skits; multicultural campfire songs
- 10:00 lights out

Thursday, Oct. 12

- 8:30 to 9:15 breakfast
- 9:30 to 10:30 keynote speaker: Fulton Fisher. Topic: Man's Influence on the Ecosystem and the Implications for the Future
- 10:30 to 12:00 Effects of man on Camp Elphinstone's Ecosystem.

In groups of 15 the students were taken by BCIT students and shown evidence that human beings have had an impact on the Camp Elphinstone ecosystem and the implications this has for future generations. The students were then expected to create a poster outlining the effects people have had in this area.

- 12:00 to 2:00 lunch and free time

- 2:00 to 3:00 keynote speakers: Jess Gibbs and Donna Terrill. Topic: Action for Youth: How Youth Can Become Involved in Environmental Issues

- 3:00 to 4:30 Implementing solutions

In groups of 15 students identified steps which they can take to solve environmental problems in the Camp Elphinstone area. They were then expected to identify environmental problems which are prevalent in their community.

- 5:00 to 7:00 dinner and free time

- 7:00 to 9:00 skits and campfire

Friday, Oct. 13

- 8:30 to 9:10 breakfast and packing
- 9:30 to 10:30 Solutions to Local Environmental Problems

Students met in cabin groups and outlined methods which they could use to make their local community more aware of environmental issues and the steps they could take to help solve these environmental issues.

- 10:30 to 11:30 group presentations to the entire group

- 12:00 leave for ferry ride home

FOLLOW UP ACTIVITIES

- to be carried out through the school year
- environmental workshop and display, put on by participants, for Templeton and surrounding elementary schools

Group study #1

The students were divided into six groups. Each group was directed to various ecosystems within the Camp Elphinstone area. These included the shoreline, a creek, a marsh, a grassland area and a forested area. The students were expected to examine the impact man has had on these ecosystems. The students focussed on the causes, the effects, the solutions and the

implications this has for future generations.

Students returned to the Longhouse and in cabin groups they discussed the effects man has had on the Camp Elphinstone area. Each group selected the effect which they thought was the most important.

Group study #2

The group divided in two to listen to either Jeff Gibbs or Donna Terrill discuss the various solutions which they could undertake to help solve environmental problems. Cabin groups then examined environmental problems which they feel are facing the Templeton area and designed a project to be carried out at Templeton. Each group presented this project to the full session, and everyone voted on the project to be carried out when we returned.

Group Study #3

Half the students listened to the Gibsons Community group who gave a historical overview of the Gibsons community, and the environmental problems their community faces and the actions they are taking to solve the problems. Half the students listened to a representative from the Howe Sound Pulp and Paper Mill who discussed their efforts to prevent environmental damage and the impact their industry has on the economy of the area.

Speakers then switched groups and repeated their presentations.

Students directed questions to the Howe Sound Pulp and Paper Mill representatives, and the Gibsons Community representative.

CAN WE SAVE OUR PLANET?

S.S. 11 Environment Assignment

The purpose of this assignment will be for you to gain an understanding of the environmental issues that are threatening the fragile eco-systems that are present on this planet. You will be given 5 environmental issues: Greenhouse effect, deforestation, acid rain, depletion of the ozone layer, oil spills - in which you must state the definition for each and then identify the causes and effects of the 5 issues.

Follow the format below:

1. Define your environmental issue, e.g. The greenhouse effect is...
2. State the causes of your environmental issue, not in point form, e.g. Carbon dioxide, the main cause of...
3. State the effects of your environmental issue as it would affect the physical, biological and economical worlds. Note: you must identify each separately.
4. Sketch your issue on a separate sheet of blank paper which illustrates the magnitude of the environmental problem.
5. State the locations where your issue is posing a real danger.
6. On a general map of the world locate and identify the areas that are being affected by each environmental problem. Use only one map to locate all 5 environmental issues. Use a legend. The map will be supplied by the teacher.
7. State specifically who or what is being affected, e.g. which species? Man? Animal? Plant?
8. State possible solutions for each of the environmental problems. For this you must identify what you feel are appropriate measures, e.g. In my opinion, factories should... Then you must identify a secondary source, e.g. Time, The Sun, and outline its solutions.
9. State whether or not any of the solutions have been implemented, and identify reasons for why they have or have not been implemented.
10. In a paragraph, outline how each of the environmental problems are inter-related.

KEEPING A WATCH ON THE ENVIRONMENT: A CURRENT EVENTS ASSIGNMENT

Toxic landfill. Increased traffic. Polluted water in the Fraser River. How healthy are BC's land, air and water?

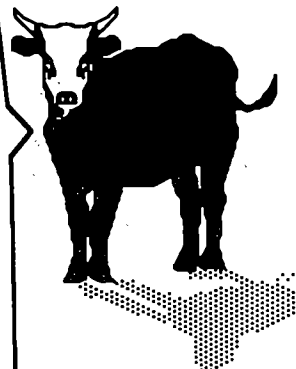
Are elected officials like MLA's and aldermen making laws to improve the environment?

Are residents and businesses making changes to help the environment?

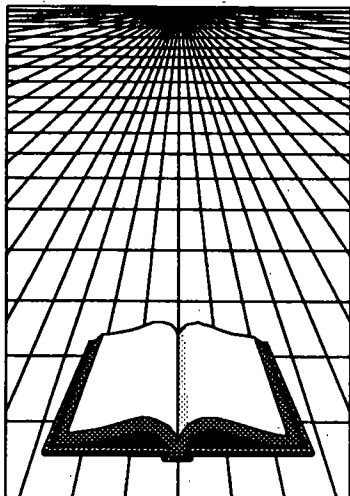
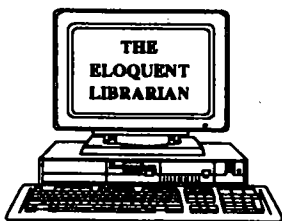
Assignment:

1. Scan the newspaper, magazines, etc. daily for clippings about environmental concerns in BC, Canada, and the world. You need 10 stories in total.
2. Classify the stories and pictures, grouping them according to problems related to land, air or water.
3. Include the date and source of each article.
4. Write a summary of each article.
5. Write a few sentences suggesting what you think might be a solution to the problem.

Veal calves were once unwanted male animals produced in the dairy industry but are now tethered in tiny stalls and fed a liquid diet of milk powder and are deprived of iron to make them anaemic and to keep their flesh "white" for the veal market.



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MEMO BOARD

The American Forum for Global Education has available The New Global Resource Book, a resource directory of books, curriculum materials and audio-visual titles available on a broad range of global/international topics. Intended for use in schools K-12, the Resource Book is in its 2nd edition in 1990 and is priced at \$30.00 (US). The Forum also offers 'Fire in the Forest', a role-play kit in which students take the parts of environmentalists, settlers, native tribe members and representatives of local government in a controversy over land utilization in the Amazonian rain forest. The unit is intended for use at secondary level and is available at \$89.95 (US). For information, contact The American Forum for Global Education, 45 John Street, Suite 1200, New York, NY, 10038, USA.

'The Collection Developer's Link to Global Education' appeared in the Fall 1990 issue of School Library Media Quarterly. The article suggests that collection development practices need to be altered due to the emphasis on global education. Author Shirley L. Aaron suggests librarians must develop a global perspective, examine the impact of technology on library collections, and promote 'an understanding and appreciation of the connectedness of information and ideas.' The article is both specific and practical.

Check out the magazine Green Teacher, which has been described as 'an excellent source of information and inspiration for all who are concerned about children and about the future....' Green Teacher has been publishing for four years and promises with each issue to provide classroom-ready materials for teachers, information on ecological concerns, energy studies, alternative technology, and development and intercultural education. Sixty-four-page issues a year. Subscriptions are \$30.00 (Cdn) and may be ordered from Green Teacher, 95 Robert Street, Toronto, ON, M5S 2K5.

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 Accepted 1991

Canadian Geographic Society is offering a 70 cm x 50 cm poster entitled 'Environment in Peril' for \$8.50 (prepaid). The poster, which presents an overview of the state of Canada's environment, highlighting four topics: wilderness and wildlife, global warming, air quality and waste disposal, was first published in the Dec '89/Jan '90 issue of Canadian Geographic (pp 112-113). The Society has a variety of environment theme materials The Daily Planet: A Hands-on Guide to a Greener Environment, by Paul Griss at \$16.95 (prepaid) and David Suzuki's Looking at the Environment at \$8.95. For more information, Canadian Geographic Products, 39 McArthur Ave., Vanier, ON, K1L 8L7.

Oliver
 A series of 27 information packages on issues of environmental concern is available from Pollution Probe. Titles include Acid Rain, Air Pollution, Greenhouse Effect/Global Warming, Lead, Phosphates and Rainforests. The packages contain documents from various sources and are available at \$3.00 (Cdn) each from Pollution Probe, 12 Madison Avenue, Toronto, ON, M5R 2S1.

Check the September-October issue of Media & Methods for the article 'The Relationship Between Global Education and the Media' for useful ideas, strategies and resources for teaching about planet Earth and the peoples thereon. The article touches on the use of computer networks to provide information and personal contact with individuals around the world, and concludes with a list of instructional resources complete with supplier addresses.

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Does your District plan to purchase the recently-aired PBS video series Race To Save the Planet? It is available, at a cost of \$29.95 (US) for individual programmes or \$275.00 (US) for the 10 part series, from the Annenberg/CPB Project, WGBH, 125 Western Avenue, Boston, MA, 02134, USA. Write for the American Library Association teaching kit that accompanies the series. Requests for this free item, which includes a poster and a guide featuring strategies to publicize environmental awareness, ideas on use of the series and an excellent multi-media bibliography, should be directed to ALA Video and Special Projects, American Library Association, 50 East Huron Street, Chicago, IL, 60611, USA.

The Communications Directorate of Environment Canada can provide materials on a wide range of environmental concerns, including publications of the Canadian Wildlife Service, Parks Canada and the Conservation and Protection Service. For more information: Environment Canada Communications Directorate, 224 West Esplanade, North Vancouver, BC, V7M 3H7. Addresses for other provinces will be found in the item 'Agencies and Government Departments in Canada Concerned About Planet Earth', elsewhere in this issue of The Bookmark.

The National Film Board has available in 16mm and video formats a 46-minute film, Trouble in the Forest, which examines the phenomenon of forest 'dieback'. The culprit is acid rain and the result is dying trees and poisoned soils. Hosted by David Suzuki, the film includes possible solutions to the problem. Prices: 16mm - \$80.00 (rental) or \$710.00 (purchase); U-matic video - \$400.00; VHS video - \$300.00. If you can't afford it, contact your District Learning Resources Centre.

The Western Canada Wilderness Committee has plenty of ideas for activities, resource materials, and means of promoting the goal of living on planet Earth without destroying the environment. Recent publications include Mearns Island - Protecting a Natural Paradise and Carmannah - Artistic Visions of an Ancient Rainforest. During your next 'environment-theme' research unit, adorn the library with some of their spectacular posters on B.C. forests or Clayoquot Sound. Award one of their 'Refuse Styrofoam' mugs or a 'Let It Be!' T-shirt to the student who does the best research project. For information: Western Canada Wilderness Committee, 20 Water Street, Vancouver, BC, V6B 9Z9.

MEMO:

Watch for the January 1991 issue of Canada and the World Today, which includes a feature report on sustainable development. The issue promises to examine 'resource industries in Canada and how they must now operate in harmony with the environment.'

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GLOBAL EDUCATION – SCHOOL-WIDE THEME

by **DONNA SINE**, teacher-librarian, Lord Nelson Elementary School, SD#39 (Vancouver).

A global theme was chosen by the staff at Lord Nelson with several goals in mind:

1. to encourage teachers to work cooperatively with one another and with the teacher-librarian
2. to promote integrated studies within the curriculum in the classroom.
3. to raise the awareness of global issues among both teachers and students.

Every class, K-7, was involved and many of the units were done in the library with continuation or extension in the classroom.

Because our focus this year was awareness, each teacher chose a theme that she or he was comfortable with and that could be integrated with the social studies, science, language arts, and art curriculum areas. The topics chosen were:

1. recycling
2. environment
3. churches and festivals around the world
4. children's rights
5. logging in B.C.
6. problems of hunger
7. first people around the world
8. trees and forests
9. communication
10. food & nutrition
11. endangered animals
12. animal habitats
13. homes
14. outer space

Some of the completed projects were churches built of cardboard boxes, an environmental newsletter, scrap material homes, a quilt, and many art projects.

Other activities included were two assemblies, speakers from the Canadian Youth Organization, tree planting ceremony, puppet show, GVRD talk on recycling. Coinciding

with this was a school-wide make-making with all art classes with the help of Theresa Gaiters, Artist in Residence. As follow up activities, some classes went to the Lynn Canyon Ecology Centre and one class spent four days at Camp Fircom on Gambier Island.

Newsletters:

Our Fragile Future A Southern Environment Project

The New Catalyst A quarterly Review of Western Regions

Carmanah Western Canadian Committee Education Report

Environment B.C. Special Edition of B.C. News

Everwild B.C. Edition

Excellent materials in the school:

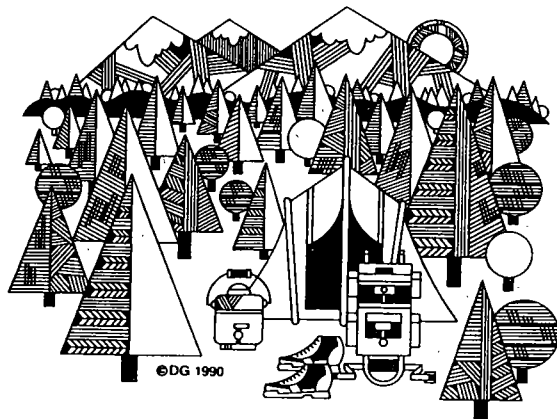
The Canadian Green Consumer Guide

Encore - kit of environmental cards

Project Wild

Global Education - Vancouver School Board
Prime Areas

We also used many of the booklets that come from the Vancouver School Board on topics such as multiculturalism and human rights.



HOW TO WIN AN ARGUMENT WITH A MEAT EATER



[reprinted with the permission of EARTHSAVE]

The Hunger Argument

Number of people worldwide who will die of starvation this year: 60 million
Number of people who could be adequately fed with the grain saved if Americans reduced their intake of meat by 10%: 60 million
Human Beings in America: 243 million
Number of people who could be fed with grain and soybeans now eaten by U.S. livestock: 1.3 billion
Percentage of corn grown in the U.S. eaten by people: 20
Percentage of corn grown in the U.S. eaten by livestock: 80
Percentage of oats grown in the U.S. eaten by livestock: 95
Percentage of protein wasted by cycling grain through livestock: 99
How frequently a child starves to death: every 2 seconds
Pound of potatoes that can be grown on an acre: 20,000
Pounds of beef produced on an acre: 165
Percentage of U.S. farmland devoted to beef production: 56
Pounds of grain and soybeans needed to produce a pound of feedlot beef: 16

The Environmental Argument

Cause of global warming: greenhouse effect
Primary cause of greenhouse effect: carbon dioxide emissions from fossil fuels
Fossil fuels needed to produce a meat-centered diet vs. a meat-free diet: 50 times more
Percentage of U.S. topsoil lost to date: 75
Percentage of U.S. topsoil loss directly related to livestock raising: 85
Number of acres of U.S. forest cleared for cropland to produce meat-centered diet: 260 million
Amount of meat U.S. imports annually from Costa Rica, El Salvador, Guatemala, Honduras and Panama: 200,000,000 pound
Average per capita meat consumption in Costa Rica, El Salvador, Guatemala, Honduras and Panama: less than eaten by average U.S. house cat
Areas of topical rain forest consumed in every quarter-

pound hamburger: 55 sq. ft.

Current rate of species extinction due to destruction of tropical rain forests for meat grazing and other uses: 1,000 per year

The Cancer Argument

Increased risk of breast cancer for women who eat meat 4 times a week vs. less than once a week: 4 times
For women who eat eggs daily vs. less than once a week: 3 times
For women who eat butter and cheese 3 or more times a week vs. less than once: 3 times more
Increased risk of fatal ovarian cancer for women who eat eggs 3 or more times a week vs. less than once a week: 3 times
Increased risk of fatal prostate cancer for men who consume meat, cheese, eggs and mild daily vs. sparingly or not at all: 3.6 times

The Natural Resources Argument

User of more than half of all water used for all purposes in the U.S.: livestock production
Amount of water used in production of the average cow: sufficient to float a destroyer
Gallons to produce a pound of wheat: 25
Gallons to produce a pound of meat: 2,500
Cost of common hamburger if water used by meat industry was not subsidized by the U.S. taxpayer: \$35 a pound
Current cost of pound of protein from beefsteak, if water was no longer subsidized: \$89
Years the world's known oil reserves would last if every human ate a meat-centered diet: 13
Years they would last if human beings no longer ate meat: 260
Barrels of oil imported into the U.S. daily: 6.8 million
Percentage of fossil fuel energy returned as food energy by most efficient factory farming of meat: 34.5 percent
Percentage returned from least efficient plant food: 328 percent
Percentage of raw materials consumed by U.S. to produce present meat-centered diet: 33

The Cholesterol Argument

Number of U.S. medical schools: 125
Number requiring a course in nutrition: 30
Nutrition training received by average U.S. physician during four years in medical school: 2.5 hours
Most common cause of death in U.S.: heart attack
How frequently a heart attack kills in U.S.: every 45

seconds

Average U.S. man's risk of death from heart attack: 50 percent

Risk for average U.S. man who avoids the meat-centered diet: 15 percent

Risk for average U.S. man who consumes no meat, dairy products or eggs at all: 4 percent

Amount you reduce risk of heart attack if you reduce consumption of meat, dairy products and eggs by 10 percent: 9 percent

Amount you reduce risk if you reduce consumption by 50 percent: 45 percent

Amount you reduce risk if you eliminate these foodstuffs from your diet entirely: 90 percent.

Meat, dairy and egg industries claim you should not be concerned about you blood cholesterol if it is: "normal"

Your risk of dying of a disease caused by clogged arteries if your blood cholesterol is "normal": over 50 percent

The Antibiotic Argument

Percentage of U.S. antibiotics fed to livestock: 55

Percentage of staphylococci infections resistant to penicillin in 1960: 13

Percentage resistant in 1988: 91

Response of European Economic Community to routine feeding of antibiotics to livestock: ban

Response of U.S. meat and pharmaceutical industries to routine feeding of antibiotics to livestock: full and complete support

The Pesticide Argument

Percentage of pesticide residues in the U.S. diet supplied by grains: 1

Percentage of pesticide residues in the U.S. diet supplied by fruits: 4

Percentage of pesticide residues in the U.S. diet supplied by vegetables: 6

Percentage of pesticide residues in the U.S. diet supplied by dairy products: 23

Percentage of pesticide residues in the U.S. diet supplied by meat: 55

Pesticide contamination of breast milk from meat-eating mothers vs. non-meat eating: 35 times higher

What USDA tells us: meat is inspected

Percentage of slaughtered animals inspected for residues of toxic chemicals including dioxin and DDT: less than 0.00004

The Ethical Argument

Number of animals killed for meat per hour in U.S.:

500,000

Occupation with highest turnover rate in U.S.: slaughterhouse worker

Occupation with highest rate of on-the-job injury in U.S.: slaughterhouse worker

Cost to render animal unconscious with "captive bolt pistol" before slaughter: 1 cent

Reason given by meat industry for not using "captive bolt pistol": too expensive

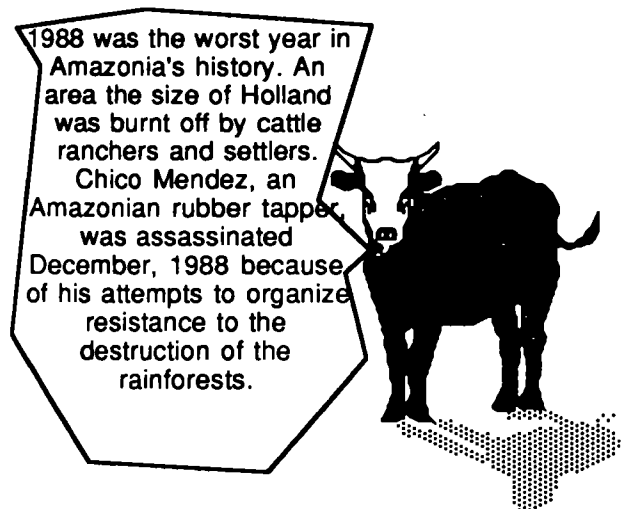
The Survival Argument

Athlete to win Ironman Triathlon more than twice: Dave Scott (6 time winner)

Food choices of Dave Scott: Vegetarian

Largest meat eater that ever lived: Tyrannosaurus Rex

Last sighting of Tyrannosaurus Rex: 100,000,000 B.C.



ADOPT A MARMOT

an environment unit for Science 8

by CHARLOTTE HOOD-TANNER, teacher and THOMAS JOHN POPE, teacher-librarian, Como Lake Secondary School, SD#43 (Coquitlam)

A. UNIT BACKGROUND

The B.C. Ministry of Education curriculum guide for Science 8 outlines five separate and different streams of study: Changes in Matter, Changes in the Environment, Ecology and Resource Management, Energy, and Life Functions. At first glance these topics appear to be mutually exclusive. For the students to get the most out of all of the course content then there should be a theme or central idea that links the five streams. I suppose that you will never find a theme that fits all streams perfectly. If the idea is kept broad enough, however, the learners have a consistent infrastructure to which they can relate acquired knowledge. I let my students choose from a number of different ideas, and endangered species was the theme of choice for the course. The timing of the theme could not have been better. Curb side recycling programs were being set up, the public was in a state of moral dilemma over the Carmanah, and CFC's had become a dirty word. The students were very aware of the environmental problems that their generation was about to face and were interested in learning more about them.

The plan of action for the unit was to work with a partner, research information in the library about a specific endangered species and to write an extensive report on it. The students were given approximately two months for the report to be completed. We called it our "adopt-a-species" project. While the students pursued their research, I also chose a species, and would occasionally tell the students a bit about my Vancouver Island Marmot. Then, as a class we adopted the marmot. We wrote letters to newspapers and wildlife organizations telling what we were doing to raise awareness about endangered species. During the unit we conducted a bake sale to raise money, which was donated to the World Wildlife Fund of Canada to aid in the preservation of the Vancouver Island Marmot. The Federation sent us back a thank you letter for our efforts and a beautiful poster of our adopted animal.

B. PROCESS OF PLANNING

1. INITIATION:

The overall unit was initiated by the teacher and students; the library component was organized by the

teacher and teacher-librarian. An early concern about there being adequate resources for an extensive research unit proved unfounded after the library's collection was examined; there was more information available than we had originally predicted. The main focus of the unit was taken from the World Wildlife Fund Teacher's Activity Guide and Operation Lifeline. Some accompanying activities have been taken from Project Wild.

2. OBJECTIVES:

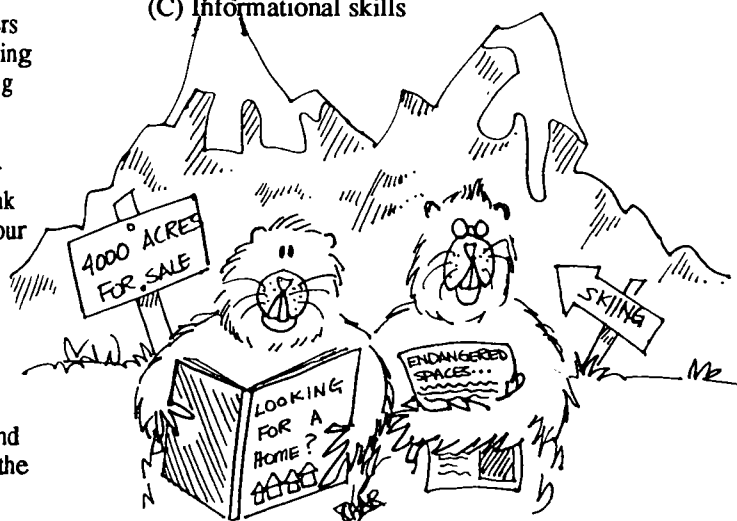
The student will be able to:

- a. Describe the interrelationships in an ecosystem.(A)
- b. Express a concern for endangered species.(A)
- c. Locate information on an individual endangered species from a variety of sources.(B,C)
- d. Classify an endangered species as:
 - *omnivore, herbivore, or carnivore.(B)
 - *predator or prey.(B)
 - *producer or consumer.(B)
- e. Identify how human activities have played a role in changing both the biotic and abiotic environment of their endangered species.(C)
- f. Propose and defend a solution for the preservation of their species.(A)

(A) Content and affective objectives

(B) Subject specific skills

(C) Informational skills



3. ACTIVITIES:

- * How to write a letter - students were encouraged to write letters to different organizations to obtain information on their species.
- * Bake Sale - money raised donated to World Wildlife Fund.
- * Food Web Game. Each student is given a role (for example, a wolverine, grass, bacteria, etc.). The students are then placed around the room and strung together, using a continuous length of string, to make a series of food chains. By doing this the students will understand how complex a food web is.
- * Carnivore or herbivore? - design a menu for an imaginary restaurant that caters to a specific carnivore or herbivore.
- * Food, Space, Shelter and Water - a game that reinforces the four main requirements of any animal.
- * Imaginary Critter - students are given specific niches of an imaginary animal and some plasticine. They must design a critter that would best suit the niche assigned, for example, a predator, in the ocean, in the Northern Pacific.
- * Pictionary - the class is divided up into teams and the vocabulary from the unit is introduced.
- * Endangered Species Map of Canada - given an empty map the learners colour in areas that are inhabited by different endangered species of Canada.
- * Wildlife Newsletter - a newsletter that was sent home to parents, written by the students. Included a trivial pursuit section and an update of our projects, as well as other information.
- * A day in the life of . . . - students wrote a short story imagining that they were an endangered species for a day.
- * Poems
- * Clipping file - for the duration of the course, students were responsible for keeping a current events file on endangered species.
- * Bumper stickers
- * Cartoons

ACTUAL UNIT

Teacher and teacher-librarian meet two weeks in advance to discuss the objectives of the unit and the library project.

CLASSROOM (5 classes):

Introduce the unit. Develop a common knowledge base and review relevant skills:

- a. Pictionary
- b. Food web game

- c. Carnivore or herbivore?
- d. Food, space, shelter and water
- e. Imaginary critters
- f. How to write a letter
- g. Current events files set up

This part of the unit includes reading from the textbook, note taking from the board, and one or two worksheets to reinforce objectives. During the last class students are assigned partners and are informed of their specific roles and responsibilities in the partnership. They also receive an outline of the library unit.

LIBRARY RESOURCE CENTER (5 classes and follow-ups)

Lesson 1: Review unit outline. Assign endangered species. Distribute Summary Sheet for the Assigned Species. (from the World Wildlife Fund Teacher's Activity Guide). Review searching strategies: catalog, indexes, etc. Explain process of recording information for bibliography.

Lesson 2 and 3: Research. Teacher-librarian and teacher assist students.

Lesson 4: Students write an article for the class wildlife newsletter featuring any interesting information they have discovered to date. Teacher and teacher-librarian discuss unit progress and update objectives.

Lesson 5: Work on projects. After this session, students continue work on their own time, with a due date seven weeks hence.

Follow-up visits to the library: Every two weeks (flexible), the class returns to the library for further research, monitoring of progress, and assistance from teacher and teacher-librarian.

MONITORING PROGRESS AND EXTENDING THE UNIT

The teacher and teacher-librarian should ensure that students are doing the required work at an acceptable standard all the way along and that the partnerships are operating successfully. Strategies:

Have students keep a duo-tang containing all of the rough work for the project. At the end of each block in the library collect the booklets and check to make sure that no student is wasting time, and that notes are being taken properly.

Set a time line of due dates (what should be done and by what date) so that the work is not left to the last minute.

The unit could be extended by having students create databases containing facts and ideas from their research. The databases could be used for future activities with this class or combined to provide a computer-based Endangered Species information file which becomes part of the library collection for use by all students. Including this component in other research units has resulted in high motivation and an increased quality of student work

Students could give brief presentations to each other about their species, or set up poster presentations around the room and invite other students, teachers and parents to come and view the outcomes.

BIBLIOGRAPHY

Endangered Canadian Wildlife: Summary Sheets.

Committee on the Status of Endangered Wildlife in Canada, 1979 - . [available: B.C. Ministry of the Environment. Fish and Wildlife Branch. Parliament Buildings, Victoria, BC, V8V 1X4 or Environment Canada. Canadian Wildlife Service. Publications Distribution Section, Ottawa, ON, K1A 0E7.]

Operation Lifeline: Activity Book. 2nd ed. Canada Life Assurance, 1986, 1987. Includes Teacher's Guide and resource bibliography. [available: World Wildlife Fund Canada, 60 St. Clair Avenue East, Suite 201, Toronto, ON, M4T 1N5.]

Project Wild: Elementary Activity Book. Western Regional Environmental Education Council. [available: Project WILD, c/o Canadian Wildlife Federation, 1673 Carling Avenue, Ottawa, ON, K2A 3Z1.]



ENDANGERED SPECIES PROJECT

Science 8

NAME: _____

SPECIES: _____

INTRODUCTION:

We have many endangered species in Canada. This project is designed for you to learn about one of our endangered species. Think of this species as your own adopted animal and learn as much as you can about it. As a class we will be adopting the Vancouver Island Marmot. Along with the information that you must include with your project, I encourage you to initiate your own assignments and mini-projects that deal specifically with your species.

ASSIGNMENT: (100 marks)

Your report should be typed and be accompanied by a title page and a table of contents. Along with any additional information and any pictures that you may wish to add, the report should include the following information about your animal:

1. What is the word origin of your animal?
2. How is your animal classified scientifically?
3. Describe the animal's niche - food, shelter and space.
4. Diagram a food web of your species - include at least 3 different food chains.
5. Map of Canada - show where your species exists.
6. Explain how humans have affected your species. Discuss any protective measures that are being taken to preserve the species.
7. Propose and defend a solution for its preservation.
8. Short story - write at least one short story on "A day in the life of..." your species.
9. Poems.
10. Bumper sticker - this should be designed to promote the preservation of your animal.
11. Letters -include copies of the letters that you wrote and sent away, and any responses that you received.

BONUS ASSIGNMENTS: (possible 30 marks)

1. Design a "Coat of Arms" for your animal.
2. Write and illustrate a comic strip for your animal.
3. Conduct a survey to find out how much people know about your animal.
4. Research the importance of your animal in native history.
5. Perform your own fundraiser for the preservation of your animal.
6. Volunteer for a local wildlife organization and write a report about your experience.

ENDANGERED SPECIES PROJECT

RESEARCH GUIDE

SCIENCE 8
Mrs. Hood-Tanner

The key words / subject headings for your topic should be checked in:

Online Catalog
Periodical (magazine) Indexes
General Encyclopedias
Subject Encyclopedias and Dictionaries
Index and Table of Contents of books

Begin your research with encyclopedias
(for basic information, definition of terms, etc.)

Go on to other sources of information
(located by using the key words listed below)

Key words / subject headings for topics in this unit:

[Note: this list is enlarged to poster size and is hung on the wall beside the online catalog / index table]

EXTINCT ANIMALS [also names of animals and animal groups]
FURBEARING ANIMALS
MARINE ANIMALS
RARE ANIMALS
ANIMALS [also names of rare animals]
ANIMALS – CANADA
CRANES ANIMALS – [names of regions of Canada]
GAME AND GAME (BIRDS)
RARE BIRDS
WATER BIRDS [also names of rare birds]
BIRDS
BIRDS – PROTECTION
BIRDS – CANADA
BIRDS OF PREY
ANIMALS – BISON
CANADA

FISHES – CANADA
 MAMMALS – CANADA
 WILDLIFE – CANADA
 CARIBOU
 CATS [for materials about big cats]
 WILDLIFE CONSERVATION
 CRANES (BIRDS)
 EAGLES
 ENDANGERED SPECIES
 EXTINCT ANIMALS
 FALCONS [for materials about hawks]
 FISHES – CANADA
 FURBEARING ANIMALS
 GAME AND GAME BIRDS
 GAME PRESERVES
 GAME PROTECTION
 MAMMALS – CANADA
 MARINE ANIMALS
 MAMMALS – CANADA
 MAMMALS – [names of regions of Canada]
 NATURAL HISTORY
 NATURAL RESOURCES
 OTTERS
 OWLS
 PESTICIDES AND WILDLIFE
 GAME PRESERVES
 PRIMATES
 BIRDS – PROTECTION
 GAME PROTECTION
 RARE ANIMALS [also names of rare animals]
 RARE BIRDS [also names of rare birds]
 NATURAL RESOURCES
 ENDANGERED SPECIES
 TURTLES
 VERTEBRATES
 WATER BIRDS
 WEASELS
 WHALES
 PESTICIDES AND WILDLIFE
 WILDLIFE – CANADA
 WILDLIFE CONSERVATION
 WILDLIFE CONSERVATION – CANADA
 ZOOLOGY

GLOBAL AND ENVIRONMENTAL PICTURE BOOKS



A bibliography prepared by **BARBARA SMITH**, teacher-librarian, Larson Elementary School, SD#44 (North Vancouver), from suggestions by teacher-librarians in North Vancouver and Vancouver Districts.

Ambrus, Vic. The sultan's bath. Oxford, 1971.

Reusing the bathwater to water the roses solves two problems.

Andrews, Jan. The very last first time. Macmillan, 1986. ISBN 0-689-50388-1

An Inuit girl experiences a rite of passage by going under the shore ice to gather shellfish.

Baker, Jeannie. Where the forest meets the sea. Greenwillow, 1988. ISBN 0-688-06363-2

Surreal pictures illustrate a wild island paradise.

Bouchard, David. The elders are watching. Eagle Dancer Enterprises, 1990. Illus. by Roy Henry Vickers.

A message in rhyme that the original people are concerned about the environment.

Brennan, Nicholas. Olaf's incredible machine. Dutton, 1973.

When Professor Olaf's machine grows so large that it threatens to take over the world, he gets away from it all in his balloon.

Brown, Margaret Wise. The little fir tree. Harper, 1985. ISBN 0-06-443083-9

A reissue of the classic Andersen tale.

Burningham, John. Hey! Get off our train. Crown, 1990. ISBN 0-517-57638-4

Easy picture book depicting what happens to various animals as their world becomes polluted.

Burton, Virginia Lee. The little house. Houghton, 1978. ISBN 0-395-18156-9

The classic tale about a little house in its struggle

with its environment.

Cherry, Lynne. The great Kapok tree. Harcourt, 1990. ISBN 0-15-200520-X

A tale of the Amazon rain forest; a man sent to cut a tree falls asleep and the animals tell him why the tree should live.

Cooney, Barbara. Miss Rumphius. Penguin, 1982. ISBN 0-670-47958-6

An eccentric New England woman makes the world more beautiful by spreading lupine seeds.

Florian, Douglas. Nature walk. Greenwillow, 1989. ISBN 0-688-08266-1

Foreman, Michael. War and peas. Harper, 1974. ISBN 0-690-00629-2

Animals and humans conflict over an environment composed of food.

_____ Dinosaurs and all that rubbish. Crowell, 1972. ISBN 0-690-24010-4

A man devastates his environment to prepare a rocket to the stars, and in doing so awakes dinosaurs who restore the original paradise.

Gans, Roma. Water for dinosaurs and you. Crowell, 1972. ISBN 0-690-87026-4

Explains the water cycle and the effect of pollution. Let's-read-and-find-out Ser.

Gates, Richard. Conservation. Children's, 1982. ISBN 0-516-01618-0

Very clear explanations of effects of pollution, etc. Large print. A New True Book

Gibson, Barbara. Explore a tropical forest. National Geographic.

A pop-up book.

Godkin, Celia. Wolf Island. Fitzhenry & Whiteside, 1990 ISBN 88902-7236

The wolf's part in the food chain is explored for young children.

Goffstein, M. B. School of names. Harper, 1986. ISBN 0-06-021984-X

Poetic language evokes the wonder and joy of nature and the variety of life on the planet.

Natural History. Farrar, Strauss, 1979. ISBN 0-374-35498-7

Outstanding art; contrasts the beauty of the earth with human carelessness.

Law, Felicia. Old farm, new farm. Gareth Stevens, 1986. ISBN 1-55532-021-X

A farmer buys an old farm and with TLC restores it to its former splendour.

Levert, Claude. Peter and his oak. Silver, 1985. ISBN 0-382-09141-8

Peter discovers the passage of the seasons, changes in nature and the mystery of life.

Lewis, Wendy. Sarah Scrap and her wonderful heap. Evans Brothers, 1990. ISBN 237-511522

A kind and eccentric old lady has wonderful ideas about how children can help the environment.

Milgrom, Harry. ABC of Ecology. Macmillan, 1972. ISBN 76-175598

Encourages children to become aware of their environment.

Morimoto, Junko. My Hiroshima. Viking Penguin, 1990. ISBN 0-670-83181-6

A haunting personal glimpse into the bombing of Hiroshima, told by a survivor, who experienced the holocaust as a child.

Peet, Bill. Farewell to Shady Glade. Houghton, 1966. ISBN 0-395-18975-6

Animals in a forest respond to encroaching development.

The wump world. Houghton Mifflin, 1981. ISBN 0-395-31129-2

The beautiful world of the Wumps is destroyed by Pollutians from the planet Pollutus.

Pike, Graham. Global teacher. Hodder & Stoughton, 1989.

Highly recommended teacher resource.

Politano, Colleen. Lost in the woods. Porthole, 1984. ISBN 0-919931-04-9

A lost child remembers what he was taught and survives a night in the woods.

Provinsen, Alice. Town and country. Crown, 1985. ISBN 0-517-55594-8

Beautifully illustrated, shows the pros and cons of city and country life

Shaker Lane.

A road is transformed over many years, from a rural lane to slum, to being covered by a reservoir.

Rothman, Joel. Once there was a stream. Scroll, 1973. ISBN 0-87592-038-1

Excellent black and white photographs.

Saving our animal friends. National Geographic.

One of many good titles on environment by this publisher.

Seuss, Dr. The lorax. Random, 1971. ISBN 0-394-82337-0

A classic, must-have; Dr. Seuss's lovable monster helps young children understand the problems of pollution.

Silverstein, Shel. The giving tree. Harper, 1964. ISBN 0-06-025665-6

Simple line drawings; a tree gives a boy the things he needs throughout his life.

Snape, Juliet. Giant. Walker, 1989.

The beautiful mountain named "Giant" awakens and

is saddened by the careless abuse of the vallyagers.

Steig, William. Rotten Island. Godine, 1985. ISBN 0-87923-526-8

A boy goes to an island inhabited by strange creatures and spoiled by pollution.

Turner, Ann. Heron Street. Harper, 1989. ISBN 0-06-026184-6

A child lives near a swamp where herons fly over.

Van Allsburg, Chris. Just a dream. Houghton, 1990.

A boy is transported through time and around the world, in his bed, to see sights of environmental concern.

Wallace, Ian. The sparrow's song. Penguin, 1986. ISBN 0-670-81453-9

A brother and sister help a wounded sparrow, and teach it to fly away.

Waterton, Betty. A salmon for Simon. Douglas & McIntyre, 1986. ISBN 0-88894-533-7

A native boy saves the life of a salmon stranded in a tide pool.

Wheeler, Bernelda. I can't have bannock but the beaver has a dam. Pemmican, 1985. ISBN 0-919143-11-3

_____ Where did you get your moccasins. Pemmican, 1986. ISBN 0-919143-15-6

Both these titles relate how native children go to school for the first time and experience the challenge of another culture.

Whittell, Giles. The story of three whales. Douglas & McIntyre, 1988.

Based on the true story of the three grey whales which were trapped in the northern ice, and the efforts of humans to free them.

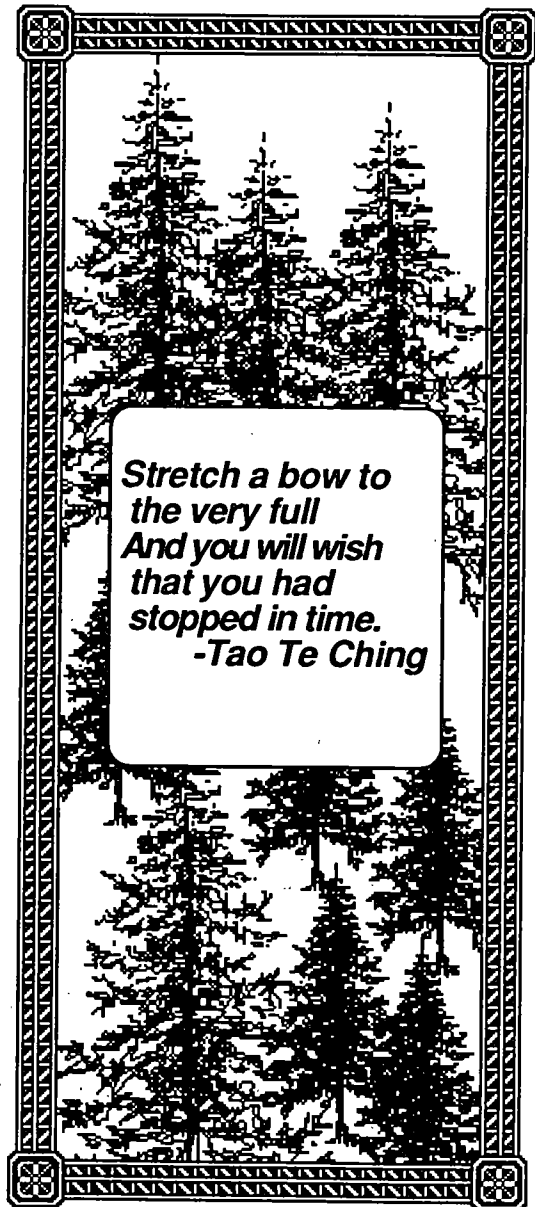
Wolf, Alexander. The true story of the three little pigs. (by Jan Szieka) Penguin, 1989. ISBN 0-670-82759-2

The Books in Print people believed the wolf wrote this, so why don't you? Helps children see the value

of another point-of-view.

Yolen, Jane. Owl moon. Putnam, 1987. ISBN 0-399-21457-7

A little girl and her father go out to see owls in the night.



GLOBAL EDUCATION MATERIALS FROM UNICEF

The Canadian and British Columbia branches of UNICEF have four excellent recent publications for use in elementary schools. The two published by the national organization are called Within Our Reach: helping students develop an international perspective, one book for grades 1-4, and one for grades 5-7. The two books published by the provincial branch are Challenges for Peru and Nigeria: searching for solutions, both by Beth Nielsen, and are specifically for the grade 6 social studies program.

Within our reach—primary, by Ellen Schwartz, contains six lessons in pairs, emphasizing commonalities between Canadian culture and others. The first of each pair of lessons develops the theme as experienced in Canada, the second lesson develops the same theme focusing on a third world country. Commonalities, particularly birthday customs, is the first theme, followed by public health, and then cooperation, focusing on disaster relief. All student materials are included on black line masters. Bibliographies are also included, at the end of each pair of lessons. The lessons are clearly presented, with a lesson overview, learning outcomes, curriculum tie-in, vocabulary words, materials, suggested activities (the lesson plan), and the bibliography. \$14.95

Within our reach for grades 5-7, by Bill Schwartz, presents five themes with pairs of lessons for each, one lesson emphasizing a problem, the other exploring progress. The activities are primarily simulations, to promote active learning, combining knowledge with empathy. All pupil materials are included as black line masters. Extension activities are indicated. This book lacks a bibliography, which would add greatly to its usefulness. However the lessons would lend themselves to extensions in the library resource centre. \$14.95

Challenges for Peru, by Beth Nielsen, is described in its own preface as follows:

“This development education package is designed to support the grade six Social Studies curriculum on Peru. Through simulation activities and written exercises, the students are introduced to general development issues in Peru, followed by more detailed exploration of malnutrition, urban migration, shelter, and homelessness.”

The booklet is 25 pages, with 20 colour slides. It contains all pupil resources as black line masters. Strategies include cooperative learning, simulations, constructions, and group discussion. A list of support resources is given, listing agencies from which materials can be borrowed or purchased. \$14.95

Nigeria: searching for solutions, by Beth Nielsen, is similar to the book on Peru. The themes explored are agriculture, the economy, water and health. Small group discussion, webbing, simulations, picture study and role play are some of the strategies used. As in the other publications, student materials are included as black line masters. There is no bibliography, but footnotes list ten resources which could be ordered by the school library resource centre. One extension activity refers the teacher to a UNICEF film which is available for loan from the Vancouver office. \$14.95

The books can be ordered from the Vancouver UNICEF office: P.O. Box 602, Station 'A', Vancouver, B.C. V6C 2N5

REACHING FOR RESPECT: STUDENT REPORTERS SET THE RECORD STRAIGHT

Reprinted with permission from Within Our Reach: helping students develop an international perspective, by Bill Schwartz (UNICEF, 1988).

Media news in developed countries like Canada often emphasizes the problems of developing countries. News about the world should show a balance between problems and progress.

Activity at a Glance

Students write, produce and tape a television or radio news show which reports on recent problems and progress in the developing world.

Learning Outcomes

Students will be able to:

- ° dramatize a number of important international events that occurred in the preceding year
- ° recognize excessive negative reporting about the developing world

Suggested Time: Three to four hours

Curriculum Tie-In

Social Studies
Language Arts
Map Work

Materials

The "Student Reporters Set the Record Straight" student activity sheets (one set per student)
Newspapers and news magazines
Videotape camera and recorder, or tape recorder
Stop watches

Suggested Directions

1. Divide the students into groups of five or more to form television news teams. Tell the class that their task is to create a news program that will recap some of the past year's important news stories on countries in the developing world.
2. Distribute the "Student Reporters Set the Record Straight" activity sheets. Have the students read these sheets.

3. Before students start developing the news stories in their groups, discuss news reporting in general. Ask: "Do you watch TV news? How do news reporters present their stories? (They present a lead to a story, interviews with involved people, pictures of the scene with voice-overs, and a concluding statement.) Do you think TV news always reports the news stories fairly, giving both sides of a problem or issue?"
4. Briefly discuss the five W's of journalism: who, what, when, where and why (and how).
5. Have the student groups gather ideas for news stories. They can read newspapers and magazines and watch television to identify relevant news stories. Tell them to plan their stories so that each is approximately five minutes in length. Each presentation should include two stories: one about a problem, the other about an area of progress.
6. Have the student groups write scripts, and edit and rehearse their stories according to the steps on the student activity sheets.
7. Have the student groups work together to present their stories in a news program. Videotape the show, if possible. (If videotaping is not possible, make an audio tape.)
8. Watch or listen to the tape of the news program with students. Have students describe what they learned from the exercise. Ask: "What kinds of problems might a news team face in researching the news? In writing it? In presenting it?"

Extension

Have the student break into three or more "news analysis teams." Each team should select a news program from a different TV channel. The team should record the topic and time each news story was presented. What was the lead story on each program? The second and third story on each program? How much time was devoted to local, national and international news? Were the stories positive or negative? Did the TV news coverage vary by network? If it did, what were some of the differences?

STUDENT ACTIVITY SHEETS

Student Reporters Set the Record Straight

Pretend you are part of a news team that works for a weekly news magazine show. This week's show will focus on the world's developing countries—countries where most people are poor.

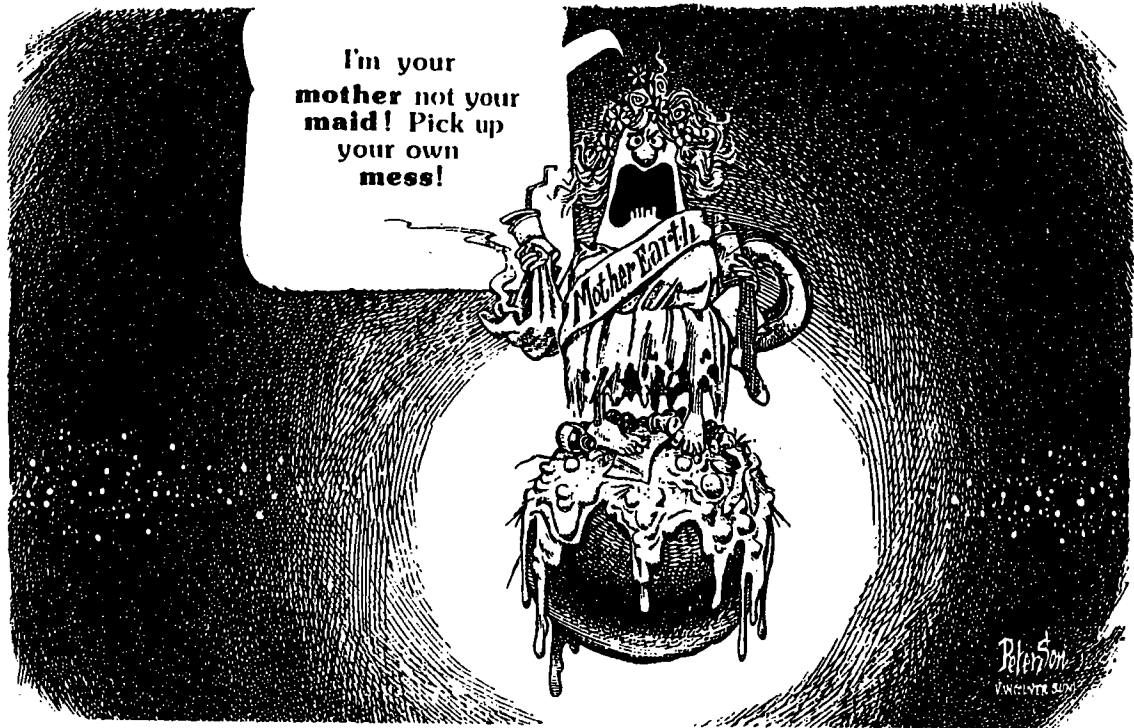
Your team must produce two five-minute story segments. One story should be about a problem in a developing country. The other story should be about progress or good news in a developing country.

The members of your news team are:

° anchor person(s)—reads the news in the studio

- reporter(s)—reports on a news story from the scene of the event
 - news editor—makes sure the stories are easy to understand and present the most important information
 - researcher—researches background and information on a story for the reporter(s)
 - camera operator (if a videotape camera and recorder are used)—person who operates this equipment
 - tape recorder operator (if a tape recorder is used)
 - director—helps everyone else work together
1. Decide who will do the various jobs on the team. Some people may play more than one role.
 2. Now you can begin to gather and prepare news stories. Tasks to be carried out include:
 - (a) find news stories on countries in the developing world
 - (b) select the news stories to be presented
 - (c) prepare a map which will show TV viewers the location of the country in the story
 - (d) write the script, which will include:
 - a lead to the story (a few sentences stating the most important facts about the story)
 - background information on the people, country, regions, customs, and so on
 - “live action” and/or “interviews” with people in the news story
 - a concluding statement
 - (e) record any “on-the-scene” reports, with members of your group acting as reporters and people in the developing country where the events occurred (if necessary)
 - (f) prepare or gather any props for the story
 - (g) rewrite, time and rehearse the presentation of the stories
 - (h) record the news stories

When writing your news stories, keep the five W’s of journalism in mind: who, what, when, where and why (and how). Try to present both sides of each news story. If you can, instead of just stating the facts of the situation, explain *why* the events have happened. Tell *how* they might affect the people in that country and other countries.



Reprinted with permission from Roy Peterson

GREEN ACTIONS SPEAK LOUDER THAN GREEN WORDS!

by YOSKYL WEBB, teacher-librarian, Sutherland Secondary School, SD#44 (North Vancouver).

"A popular slogan has been: Think Globally, Act Locally". In actual fact, however, the link between awareness, knowledge, and action is poorly understood by many educators and curriculum designers. It is important to understand that knowledge, and certainly information, carries no automatic set of instructions converting it into appropriate actions." Milton McClaren.

There has been so much written and videotaped about the planet that I feel a list of positive activities by students is much more valuable than expanding upon previously published bibliographies. I know that several schools in the Lower Mainland put on full day workshops on Earth Day and, by inviting guest speakers, have greatly increased the general awareness of planet protection. I offer the activities of a group of normal, enthusiastic high

school students as a place to start in the greening of our planet.

I had been aware of Earth Day since its inception in 1970, but it was not until this year that its full implication dawned on me despite the fact that I have been known as the school eco-freak for several years. I wondered how the library might effect a change in attitude within the school to increase our awareness of the fragile ecosystem of this planet and knowledge of what we must do to protect it. In our capacity as curriculum specialists, teacher-librarians are in a strong position to effect overall change within our individual schools.

Our Geography 12 students under the careful guidance of a social studies teacher had been studying tropical and temperate deforestation, global warming, soil erosion and global waste even before the government produced the excellent theme units upon which the present curriculum is based. Biology 12 students had been learning about wildlife habitat destruction, ecological imbalance and salmonid enhancement with a science teacher who began recycling paper before there were official boxes and who had been religiously snipping apart six-pack soft drink can plastic rings before the Edmonton duck, chocking on the plastic ring around its beak, made radio and TV headlines nightly in the summer. Yet another science

teacher had been modelling the 3 Rs — Reduce, Reuse, Recycle for many years. Most of us on staff had received notes from him which had to be carefully read in order to understand which side of the paper was directed to us.

As I analysed each area of the curriculum, I could see that in one sense we were really all trying to teach conservation of resources, perhaps without realising it.

How then to pull it all together at our school? Earth Day 1990 was a start for us.

A general call to students produced several seniors who were eager to effect change. We brainstormed for ideas and accessed the SFU Exchange conferences and E-mail and soon had a list of activities and ideas. Realistically we knew we could only undertake a few of them so, on recycled paper, we announced the April 1990 Earth Day. We invited one of the local recycling paper representatives to speak to staff and placed paper recycling boxes in every classroom; we made up pop can recycling containers for the soft drink machines; we baked chocolate (brown earth) cup cakes topped with green (forest) icing and sold them faster than you could fling your arms round a tree; we exhorted everyone to wear green on Earth Day (and were delighted with the response from all grades and staff); and we put on an interesting "Before and After" display in the library display case on Save the Planet. With the proceeds from our activities we were able to protect several acres of tropical rainforest.

Our Environment Club has reconvened this Fall with enthusiasm and verve, and our membership is growing rapidly. Some of the activities they have taken so far are:

- Recycling pop cans: arranging for wooden covers to fit over garbage cans with a centre hole to fit the size of the can. The club collects the cans for dispatch to the recycling depot. They estimate they can generate about \$1000 in the year.
- Display Board: the club prominently displays environment notices on a central notice board.
- Cloth lunch bags: the group is sewing and selling cloth lunch bags.
- Recycling speakers: the students have approached sympathetic staff members to have a GVRD expert speak to students during class time about recycling.
- Waste Bin inventory. The club members remove recycleable materials from the garbage cans and plan to display this material to the school. (I have offered them rubber gloves for this operation!)

We are now in the process of planning for Earth Day

1991, and offer a further list of possible activities. We would welcome any suggestions you might have, so please send in to The Bookmark, preferably before Earth Day 1991.

- Raise \$25 to join Environmental Youth Alliance, P.O. Box 29031, 1996 W. Broadway, Vancouver. V6J 5C2. This group unites youth members all across Canada for national and global issues.
- Raise funds to become a Guardian of the Rainforest, sponsored by World Wildlife Fund, 60 St. Clair Avenue, Suite 201, Toronto, Ontario M4T 1N5. \$25 will purchase protection for one acre of rainforest.
- Write to World Wildlife Fund for a copy of "An ordinary Canadian's guide to saving the environment," and display prominently in school.
- Build a Refuge - a quiet place where you can go to observe nature. Chuck Heath, teacher-librarian at Ridgeway Elementary in North Vancouver has undertaken this project
- Promote a campaign to encourage "green" Christmas presents and recycleable gift wrapping. Generate a list entitled "Gifts for a Living Planet," suggesting such gifts as: a tree in a pot, flowering bulbs, push lawnmower services, a compost bin, etc.
- Access Environmental Education conference on SFU Exchange with your students and see what other students have been doing for Earth Day, such as;
- organize a parade of students dressed as their favourite endangered species;
- make the connection between population growth and environmental problems by outlining a map of the world in chalk and apportion students according to world population distribution;
- take a trip to an organic farm that uses natural methods to grow food;
- paint an Earth Ball, and organize activities with it;
- prior to Earth Day, promote the use of non-polluting methods of transportation to school.

Milton McClaren also said, "As major agencies of education and socialization, public schools can play an important role in developing citizens who are environmentally informed and aware." As teacher-librarians, we have an important role in developing students who are environmentally informed and aware, and as designers and implementers of curriculum, we have a powerful tool to effect this change.

ROLE-PLAYING FORUMS IN THE SOCIAL STUDIES/GEOGRAPHY CURRICULUM

by **TERESA POPOWYCH**, geography teacher, and **WILLA WALSH**, teacher-librarian, McNair Senior Secondary School, SD#38 (Richmond). Ideas by **PETER THIFT**, geography teacher.

Many current issues lend themselves well to the strategy of role-playing in the new Geography component of the Social Studies curriculum at the grade eleven and twelve level. These older students are now mature enough to identify with and defend certain standpoints on environmental issues—such as the use of the Carmanah Valley, problems concerning Acid Rain, the Ozone Layer, the Greenhouse Effect, Land Use issues, and the Destruction of the Rain Forests of the earth. Not only are they able to take an informed stand on such issues, they are also in the process of becoming ambassadors for their own future. Higher thinking skills involving critical evaluation can be engaged in the process of presenting their points of view in a forum-type debate. This is not only a good learning experience for students, but a great amount of fun as well! Students who do not write well have a chance to shine in a “low-risk” oral presentation which allows opportunities for their dramatic skills. Other students can exercise their artistic abilities in creating the visuals for their presentation.

The following series of assignments have as their core the role-playing technique used in a forum or informal-type debate situation. Research techniques and information skills are integrated into the units as preparation before the forum takes place. These activities are best introduced after the students have gained some knowledge of the subject matter and after a few lessons have been taught on the topic, or at the end of a chapter in the text which deals with some aspects of the issues under debate.

TOPICS FOR DISCUSSION:

GEOGRAPHY 12

1. How should this prime B. C. land be used? Presentation to the Premier of the province on the use of a hypothetical area of land named “Twin Peaks”.
2. What is the best use of the Carmanah Valley in British Columbia? Presentation to the Premier of the Province of B. C.

SOCIAL STUDIES 11

1. What is the best solution for the development of this one hundred hectare portion of the Amazonian Rain Forest? Presentation to a special committee of the United Nations concerned with Global Issues.

Other topics/issues which could be easily adapted for this type of activity:

2. What solutions are there to the Ethiopian hunger and refugee problem?
3. How could the Sahel be made fertile or productive for mankind?
4. What is the best use of the Moresby Island, Lyall Island, or the Stikine forest area of BC?

Content Goals:

General - to raise awareness of environmental issues, to encourage personal involvement with the issue, to gain understanding of opposing points of view, and to formulate an informed opinion based on knowledge and persuasion. To realize the political power of the populace.

Specific - to gain factual knowledge about erosion, soil composition, landforms, endangered species, effects of strip mining, air, water and noise pollution, the industries of various countries and the economy of nations, provinces, etc. To appreciate the interrelation of resources, environment and lifestyle, and to appreciate governments' dilemmas in the decision-making process.

Skill Goals:

General - finding, organizing and evaluating information on the topic, creating visuals from facts found—e.g. charts, maps, graphs, etc. Oral presentation practice and effective communication techniques.

Specific - skimming and scanning magazine articles looking for facts and information relating to the topic, taking notes about facts and arguments on the point of view, evaluating the facts to see if they fit in with the overall argument, designating tasks to group members, rehearsing the presentation and developing oral expression expertise.

Curriculum Connections:

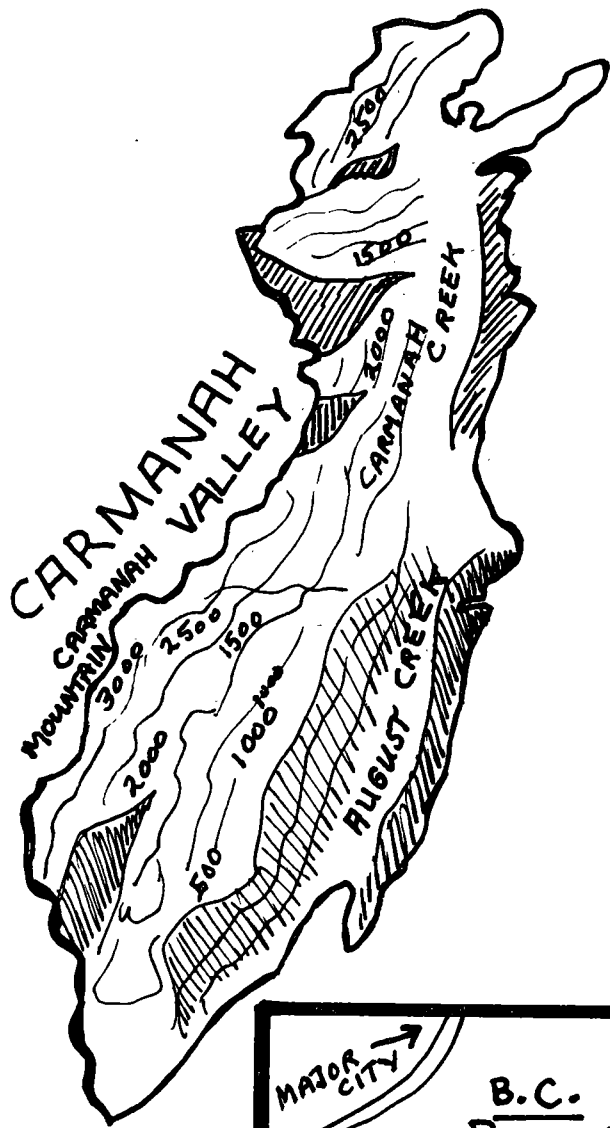
Chapter 1 in Towards Tomorrow: Canada in a Changing World: Geography (Harcourt Brace Jovanovich, 1987) - Social Studies text for Grade 11. Pages 11 and 12 discuss briefly the rain forest issues, and pages 13 and 14 focus on forest management and conservation. All of the questions posed on these few pages are addressed in the Amazonian Rain Forest debate.

Social Studies Curriculum Guide, Grade 8 to 11. Topic 11.3 The Global Village ties in well with the global responsibility aspect of these debates, as does the Resources topic strand.

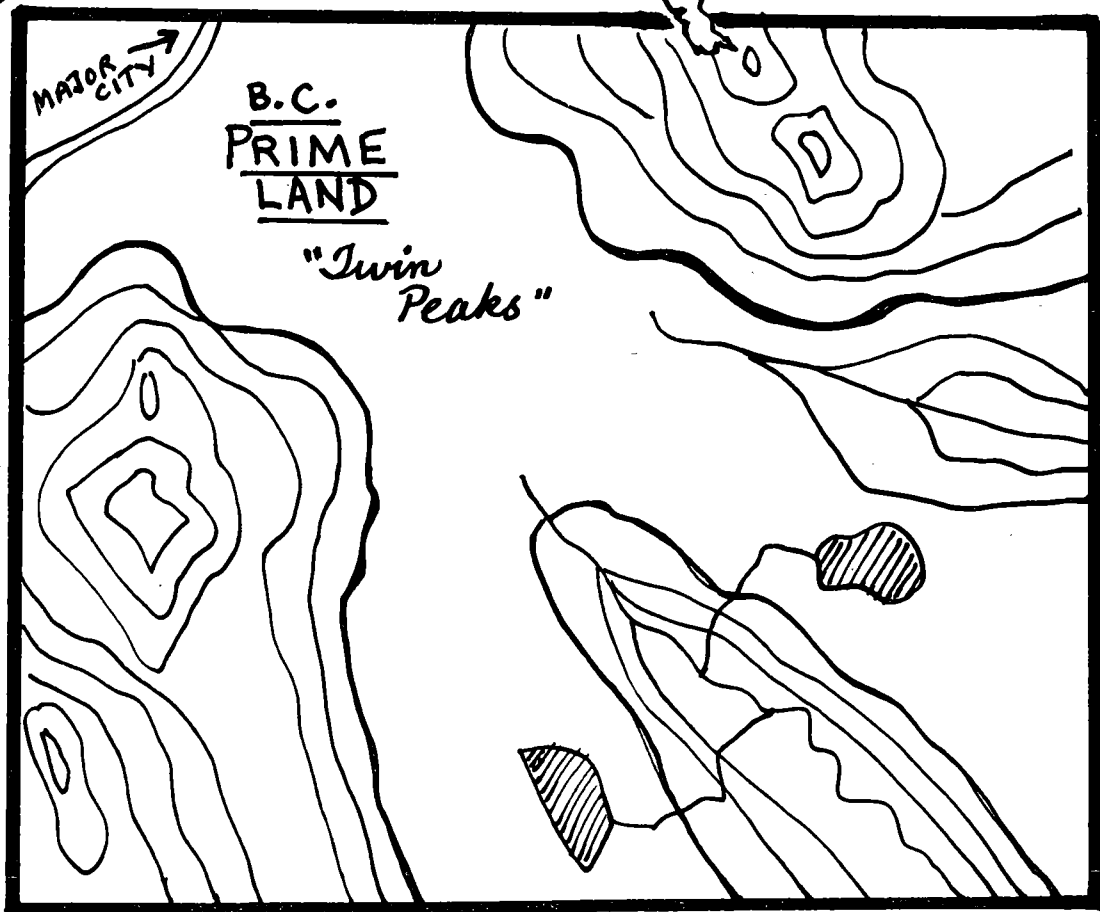
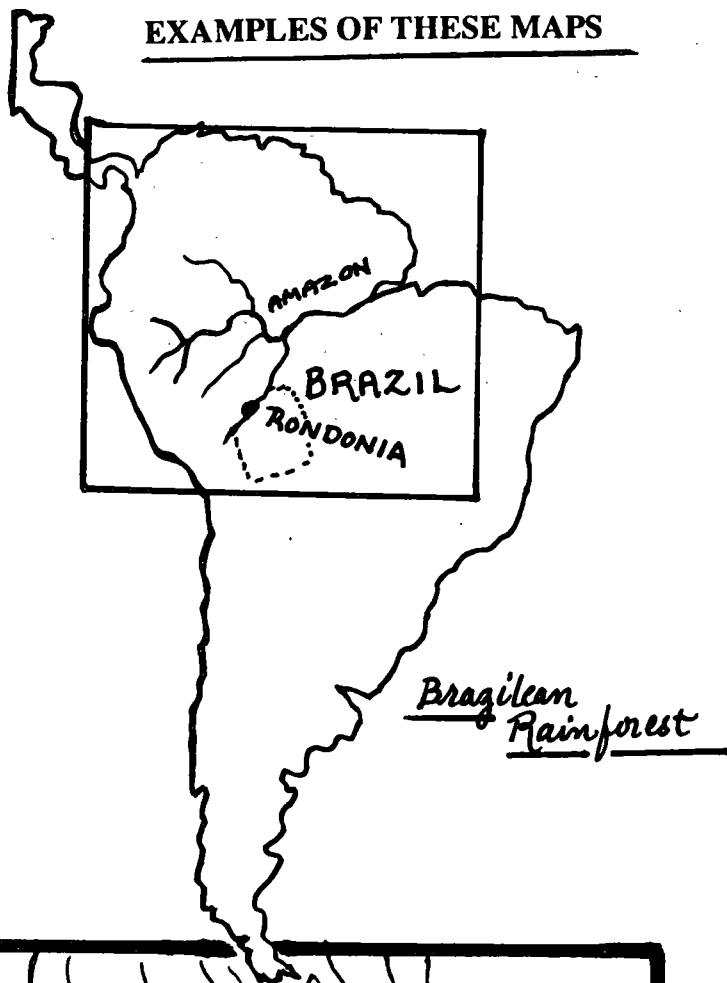
Geography 12 Curriculum Guide: Focus 1 on Environments and People and Focus 3 on Resources are both good entry points for the BC Land Use debate and the Carmanah Valley debate.

Organization and Materials necessary for the assignment:

A fictitious but feasible map of the disputed area showing landforms, rivers, characteristics, and location (e.g. in Southwestern BC, Northern Brazil, etc.)



EXAMPLES OF THESE MAPS



Descriptions of the environment or setting.

A target audience: The Premier of BC, the United Nations, etc.

Role cards: these are created for the number of groups represented and are written in the first person. They were enlarged on the "Mac" and mounted on bright cards. The groups choose their preferred role card (can be re-used).

ROLE CARD EXAMPLES FOR TWO OF THE FORUMS:

The B.C Prime Land Debate:

Forest Industry Company: As a senior executive officer with one of the province's largest forest industry companies, I feel that the lumber industry is the backbone of the B. C. economy. How can I convince the Premier that this area offers timber stands of trees which should be logged?

Alpine Condominiums: This town is getting cramped and overpopulated. What my company needs to do is develop condos on the uplands and relieve urban congestion. We'll keep part of the meadow in our plan. What means of convincing can I use to sway the Premier over to my proposal?

Conservationist: As a dedicated conservationist, I feel morally responsible for the welfare of future generations. I'd like my children and their children to enjoy the great outdoors. I must convince the Premier of my view of the future. What will make him really listen?

The Amazonian Rain forest Debate:

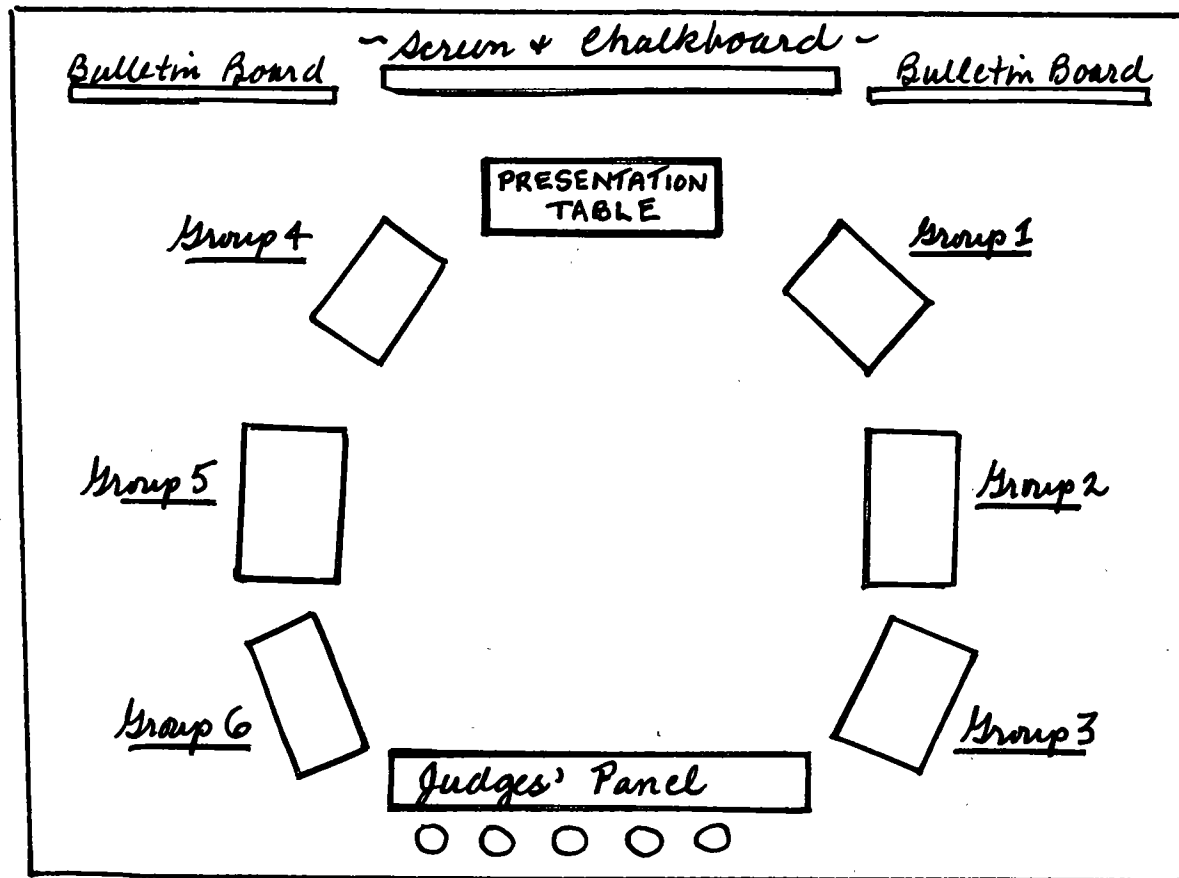
Tribal Chief: My people have inhabited the Amazonian rain forest for centuries. We live in harmony with our habitat and cannot survive without it. My tribe would face extinction if our environment is destroyed. How can I convince the United Nations to make every effort to protect my people and let us keep our home?

Botanist/Scientist: Every species of life that is lost to the earth means that dozens more species will also be lost. It's a chain reaction. The Amazonian rain forest is an abundant source for many rare species, many of which can be used as medical cures for disease. As a botanist, I treasure every plant and hope to convince the UN to accept my proposal to preserve this rich habitat.

Cattle Rancher: My family was starving last year. I knew I had to do something to save them, so I decided to raise cattle for exporting to the US beef market. Now we can all eat and have shelter and adequate clothes. I think the U N committee will realize that we poor people need this chance to use the land to improve our standard of living. How can I explain how important this is?

The roles included in the Brazilian Rain forest debate were: cattle rancher, botanist/scientist, environmentalist, tribal chief, Brazilian government official, fast food hamburger chain, rubber tree farmer, and crop farmer.

Set-up of the presentation room:



Method of presentation:

Groups of three proved to be the most effective—everyone must take part then as the group is small enough and no one can “hide”. The optimum number of groups may depend on the sides taken on the issue but can usually be manipulated to be about seven or eight. The presentations usually take one or two periods to complete. Students were encouraged to “attack” the other side during the question period as a means of ensuring that they would win by destroying the other members!

The whole assignment should be scheduled for at least a week of lessons or five to six consecutive periods of 75 minutes each. One period is needed to introduce the assignment and clarify expectations and set the scene. Two or three periods are needed in the Resource Centre for research of information and finding visuals, etc. One period is needed to rehearse and one or two periods to present.

Each student must contribute orally to the presentation, but the less vocal or shyer members can talk while explaining a visual aid or picture. Each group is expected to provide some audio-visuals or other creative devices with their presentation.

Each group has approximately 10 minutes to present and a three minute “question period” or discussion period at the end of their presentation. The other teams are responsible for asking intelligent questions and are evaluated on this contribution as well as their own presentation.

An example of the Assignment Sheets given to students:

GEOGRAPHY 12 - Man's Perception of His Environment

Do We All See The Same Thing When We Look at the Same Thing??

The Situation - A forested alpine area is located close to a rapidly expanding population center. The landscape, carved by an alpine glaciation, is heavily forested with good quality, mature timber. There are a good number of fish-filled lakes and wildlife is abundant. Spectacular waterfalls spill down from beautiful alpine meadows. The area receives 800 cms. of snow annually. The area is underlaid by 20 metre seams of bituminous (coking quality) coal, much of which has the potential to be mined by open cut/strip mining. The electorate which includes this area is represented by a backbencher from the government party. The government has a four seat majority in a 55 seat legislature and has a free enterprise "populist" philosophy.



Groups Making Presentations to the Premier:

1. MacBloedeloff & MacBloedeloff (a provincial-based forest products giant)
2. Podborsky Ski (a downhill ski company)
3. Alpine Condominium Developments
4. FAROUT (Family Recreation Under Trees devoted to family recreation, camper crowd, cross-country skiing, skidooing, hiking, fishing. etc.)
5. Fish and Game Recreations Ltd. (caters to overseas, foreign hunters and fishermen)
6. BC Conservationist League (preserving the natural beauty of our great outdoors for future generations)
7. BC Hydro (two long wide glacial valleys spill out of the area)
8. BCRIC Coal Mining Company
9. Government Department (e.g. Environment, Fish and Wildlife, Economic Development, Forestry)

This is one of the last major untouched areas in the province and the only untouched area in the vicinity of the large population centre mentioned above. Proposals for the future development and use of this area are being received by the Premier of the Province.

Your Task:

Your group must prepare a brief, carefully outlining the future use and development of the area. Justify your position. You may wish to consider short run versus long run considerations. Be sure to prepare a good list of stereotype labels to attach to those groups whose positions are incompatible with yours. Decide which groups you are compatible with. Be prepared to present your brief at a public hearing.

CONSIDER:

1. How will it benefit BC? a) short term b) long term
2. What environmental considerations will be made? a) compensation b) mitigation
3. With whom can your group cooperate?
4. Who are your perceived opponents?

Research Procedure:

Students with less developed research skills can be encouraged to underline keywords on

their Role Card and begin searching under those headings. If the class is quite unskilled the key-words can be underlined by the teacher/librarian before they receive the cards.

Encyclopedias and almanacs can be used for facts to back up arguments. The better sources can be identified by the teacher/librarian, and, if necessary, a "station" of almanacs and other sources can be set aside in a study carrell for all students to refer to. The specialized geographic encyclopedias are excellent sources.

Current magazine articles are a MUST for these assignments, as the various points of view are expressed by journalists. A lesson in the use of periodical indexes may be necessary, or a quick review of the use of Current Pamphlet Files. The Economic reports by Barclay's Bank are an excellent source for detailed analyses of the economic conditions of many third world countries.

Students are encouraged to use slanted language in their presentations and can use the epithets often used by proponents of a particular view. They become aware of the name-calling involved with hotly contested issues! These emotionally-charged views are best portrayed in the magazine and newspaper articles which they find in their research.

Students can list the SHORT and LONG TERM goals of their particular point of view, and need to identify their priorities. They must also identify fact from opinion, and gain enough knowledge of the opponents' views to be able to ask intelligent questions during the Discussion Period. Bloom's higher levels of learning get a real workout here!

SPECIFIC SOURCES:

Peoples of the Earth (Encyclopedia)

Lands and Peoples (Encyclopedia)

World Almanacs

BC Facts and Statistics (pamphlets from the government)

Canada Year Books

All the Geographical Magazines – British, American and Canadian

(Back issues which the library did not wish to keep were great for the "cut-up" boxes for the visuals)

Other magazines: Equinox, New Catalyst, Geo, Earthkeeper, etc.

All the general news magazines: Newsweek, Time, Maclean's, BC Report.

Students used the following "How to Give an Oral Presentation" sheet in preparing for their presentations (adapted from Science Teacher's Choice: Research Activities That Work by Nancy Williamson)

HOW TO GIVE AN ORAL PRESENTATION

1. Research

- all facts correct
- enough facts backed up by proof of research
- information complete enough for class to understand the topic
- information in own words

2. Organization

- outline main points on cue cards (3 in. x 5 in. good size)
- handout for the audience
- presentation and work divided amongst groups members
- decide on best audio-visual aids (diagram, poster, costume, slides, overhead)
- equipment arranged in advance
- rehearse at least twice

3. Presentation

- stand, eye-contact - don't read
- voice—volume, varied, and most important, SPEED
- timing—does the presentation move smoothly from one point to the next
- methods of gaining audience interest and attention

4. Discussion Period

- appoint a leader who can field questions to students in the group
- try to have all group members respond to a question at least once
- have good questions ready to ask the other groups presenting

5. Additional Materials (could be Written report if the teacher wishes)

- creative ideas like signs, handouts, etc.
- audio-visual materials well used—big enough and clearly explained

Both the classroom and the resource centre were used for creating visuals, rehearsing, and co-operatively organizing groups.

The Evaluation Team was a key component of these forums as the students' performances needed to be judged fairly. The team varied with each class as different teachers and administrators were available for the Judging Panel at different times. The teacher-librarian was involved on each Panel, an administrator was included, and another teacher or student were included. A good number on the Panel is four or five. Marks were averaged from the Score Sheets generated by these teams. Students were also asked to submit a secret ballot saying which group they thought had won the debate and what the best aspect of the experience was for them.

The judging panel had an ORAL PRESENTATION EVALUATION TEACHER GUIDE and an ORAL PRESENTATION EVALUATION SHEET at their desk with their names on the top. These were turned in to the classroom teacher at the end of the presentations.

ORAL PRESENTATION EVALUATION TEACHER GUIDE (adapted from Nancy Williamson's book Science Teacher's Choice)

Research_ (10 marks)

- all major ideas correct and complete in own words showing understanding (8 to 10 marks)
- major ideas correct with limited understanding (6 to 7 marks)
- major ideas incompletely or not fully understood (5 to 6 marks)
- major difficulties with ideas (0 to 4 marks)

N. B. - if a written report is involved, then the bibliography would be a part of each of these categories.

Organization (10 marks)

- materials prepared in advance
- sequence of presentation planned
- equipment arranged in advance

Method of Presentation (10 marks)

- materials are not read - (good use of voice and eye contact)
- Clear, concise organized information
- timing is good
- novel, interesting approach

Discussion (10 marks)

- can answer questions asked by class
- think well under pressure
- understand ideas
- asks questions of other presenters

Additional Materials (10 marks)

- creative ideas, handouts to audience, etc.
- audio-visual materials well suited to presentation
- costumes

ORAL PRESENTATION EVALUATION SHEET

Evaluator _____

Group Presenting _____ Date _____

Instructions:

Refer to the sheet on detailed criteria when formulating your evaluation.

ASPECT	Maximum Mark	Mark allotted
1. Research	10	
2. Organization	10	
3. Presentation	10	
4. Discussion	10	
5. Additional Materials	10	

Finale: For the BRAZILEAN RAIN FOREST DEBATE

As this was a contest the Drama teacher was involved to portray (again a role play!) Mr. BIG BUSINESS. He arrived with a cheque for \$250 million dollars to buy the land from the government. Our particular drama teacher offered satirical remarks on his solution to the situation—pave the entire area from one end of it to the other, like Terra Nova in Richmond, make (Brazil) the eleventh province of Canada, sell lots of rubber tires for the cars which will be needed to take the populace (all living in high density condos) to work, after they've had a meal at McBurger's where the cattle ranchers sell their beef. A great finale to a really fun enterprise!

BENEFITS:

Students really got into their "roles" and devised many creative and entertaining methods of presentation. As an example, the Tribal Chief role was presented by four students who dressed as Amazonian natives, spoke through an "interpreter" and who, when excited, spoke in their own language and waved spears at the audience! This dramatically exposed their very real problem of communicating with other Brazilians in order to protect their survival in their native territory. Artistic ability comes into play with many groups devising visuals which were later used to decorate the classroom. Students who were quite shy gained confidence through the oral presentation and some very unexpected results occurred. The "slow" class who had great difficulty getting down to work were a real surprise. Three groups in this class really rose to the occasion and presented notable arguments for their position—to the great surprise of both the teacher and the teacher-librarian. The Alpine Condominium group thought of every possible aspect for their development in the prime B. C. area. It was a real sales pitch, delivered in suits and ties, and in the manner of a business-type developer or real estate agent. They designed beautiful row townhouses which included some low-priced housing for lower income families, incorporated concern for the environment, and added to the development of a ski resort in the Twin Peak section of their 100 hectares. It was a limited role which they fully developed. Students' sense of humour was used to the full in many presentations. I still remember the visuals which showed the cassava plant before and after cattle manure fertilization and the strategically-placed leaves of the sparsely-clad "natives"!

SOME IMPROVEMENTS TO CONSIDER:

- more time to prepare - 3 to 4 periods at least
- more role cards to choose from to increase the "ownership" of the students
- a developed strategy for the research is necessary
- more guidance is necessary to help less able classes
- 5 marks should be assigned for how the group handles their question period and 5 marks for the questions a group asks other groups (that way you can assure that questions will be asked of all groups)

All in all students really enjoyed this enterprise, learned a lot in a pleasant way, and were able to avoid the dreaded written research report. In fact, they did not seem to realize that they were "working" at all!

BIBLIOGRAPHY OF ARTICLES FOR THE RAIN FOREST DEBATE

"The Adventures of Wade Davis". The Province, December 17th, 1989, p. 6.

Colinaux, Paul A. "The Past and Future Amazon". Scientific American, May, 1989, p. 102 - 108.

"Of Trees and Trash". Canada and the World, December, 1988, p. 12 - 15.

"Playing with Fire". Time, September 18th, 1989, p. 62 - 68.

Tyler, Charles. "Laying Waste". Geographical Magazine, January, 1990, p. 26 - 30.



THE UNITED NATIONS, UNESCO, AND PLANET EARTH

by THOMAS JOHN POPE, teacher-librarian, Como Lake Secondary SD#43 (Coquitlam)

September 1990 saw the publication of the first issue of the "Youth Journal" from the United Nations Association in Canada. This quarterly periodical, available in English and French editions, intends to focus on the involvement of Canadian young people in the programmes of the Association, and solicits manuscripts from students. In his opening message to readers, Youth Director Michael Rymek promises to publish articles written by high school and university students on a variety of United Nations issues, such as the environment. Since this issue of The Bookmark will no doubt encourage many of our readers to plan cooperative units which focus on environmental issues, why not consider contacting Mr. Rymek [at 808-63 Sparks Street, Ottawa, ON, K1P 5A6] with a view to having the best student work submitted for possible publication? You can also request a subscription in the event you do not yet have one.

Another promising event described in the "Journal" is the SAVE Tour which, during the current school year, is providing a group of Canadian students with the opportunity to travel across the country making presentations and giving workshops aimed at stimulating young people to take positive action to deal with environmental problems. "The SAVE Tour (Student Action for a Viable Environment) will visit all 10 provinces and 2 territories, leading discussions in both French and English in over 800 high schools. . . . The Tour aims to encourage a better understanding of the ecological crisis and to reinforce a sense of responsibility and power among youth. Above all the SAVE participants seek to inspire hope and optimism through information, organization and action." The article on the SAVE Tour concludes with the following invitation, "If your school or youth group wishes to become involved with the Tour as it comes to your city or community by helping with local sponsorship please call Karina Morrow at (613) 234-8228." Organizers expect participants to visit 6 to 10 schools daily. Why not see if one of those schools can be yours.

UNITED NATIONS PUBLICATIONS RELEVANT TO ENVIRONMENT STUDIES

Titles in this bibliography may be ordered from the United Nations Association in Canada / Association

canadienne pour les Nations-Unies, 63 Sparks Street, Suite 808, Ottawa, ON, K1P 5A6. Some titles are also available in French.

Action on ozone. UN Environment Programme. \$2.00 (US).

Blue and beautiful: planet Earth, our home. United Nations. Illustrated children's book on the environment. \$7.95 (US).

Canadian aid and the environment. UN North/South Institute. \$6.00 (Cdn).

Corals and coral reefs in the Caribbean. Manual for students. UN Environment Programme. \$3.50 (US).

Declaration of the UN Conference on the Human Environment 1972. UN Environment Programme, 1972. Free.

Decommissioning of nuclear plants. International Atomic Energy Agency. \$0.50 (Cdn).

Energy: for or against development? NGLS. \$5.00 (Cdn).

Environment and development: a critical stocktaking. UN North/South Institute Briefings series). \$3.00 (Cdn).

Environmental refugees. UN Environment Programme. \$3.00 (US).

GEMS, global environment monitoring system. UN Environment Programme. \$1.00 (US).

Global outlook 2000: an economic, social and environmental perspective. United Nations. 19.95 (US).

Good planets are hard to find. An environmental information guide, dictionary and action book for elementary school. \$6.00 (Cdn). [note: B.C. Hydro is making copies of this title available free to BC. schools].

Hazardous exports: here, there and everywhere. UN Environment Programme Coordinating Committee on Toxics and Drugs. \$6.00 (Cdn).

IAEA activities in radioactive waste management. International Atomic Energy Agency. Free.

Implementing sustainable development. NGLS, 1988. \$15.00 (Cdn).

International year of the forest 1985. UN Food and Agricultural Organization, 1985. \$2.00 (Cdn).

Introducing: the world handbook: a guide for developing international and global awareness programs. Redford-McCandless and the Canadian Institute of International Affairs. \$25.00 (Cdn).

Island in space: prospectus for a new idea. United Nations, 1986. Collection of photos and essays on the world and its place in the universe; prepared for the UN Pavilion and Expo 86. \$5.00 (Cdn).

The law of the sea. United Nations, 1983. Text of the Convention. 12.95 (US).

Linking energy with survival: a guide to energy, environment and rural women's work. UN International Labour Organization. \$0.50 (Cdn).

Management of radioactive waste. International Atomic Energy Agency. \$0.50 (Cdn).

Marine mammals. UN Environment Programme. The current status of, and problems faced by the world's marine mammals. \$2.00 (Cdn).

Meeting the population challenge. UN Fund for Population Activities. \$2.00 (Cdn).

Nuclear power, the environment and man. International Atomic Energy Agency. \$2.25 (Cdn).

Nuclear power safety programme of the IAEA. International Atomic Energy Agency. Free.

Oceans and coastal areas. UN Environment Programme. \$2.00 (Cdn).

One earth, many nations: UNA/USA briefing book on the international system and problems of the global environment. \$7.50 (Cdn).

Only one earth. UN Environment Programme. \$5.00 (Cdn).

Our common future: report of the World Commission on Environment and Development. Oxford University Press. \$14.95 (Cdn).

Our common future: a reader's guide. Earthscan. \$7.50 (Cdn).

Our common future (set) (UNA Vancouver information papers series) United Nations Association in Canada. Three booklets prepared especially for use in schools. Titles: Condensed version of the Brundtland Report; On sustainable development; Resource guide. \$1.00 (Cdn) (each) / \$2.50 (Cdn) (set).

People on Earth. UN Environment Programme, 1982. \$0.50 (Cdn).

Radiation: doses, effects, risks. UN Environment Programme. \$10.00 (Cdn).

Safeguarding the future: links between population, environment and development. UN Fund for Population Activities. \$6.00 (Cdn).

Save transport of radioactive material. International Atomic Energy Agency. \$0.50 (Cdn).

Signs of hope: an update on the impact of Our Common Future. Oxford University Press. \$10.95 (Cdn).

Siren (periodical) Quarterly. News from the Oceans and Coastal Areas Programme of the UN Environmental Programme. \$3.00 (Cdn).

The state of the world population, 1990. UN Fund for Population Activities. \$6.00 (Cdn).

Strategy for fisheries management and development. UN Food and Agricultural Organization. \$0.50 (Cdn).

A strategy for the seas: the Regional Seas Programme past and future. UN Environment Programme. \$1.00 (Cdn).

Trees as a guide to ecology. UN Environment Programme \$0.50 (Cdn).

UNEP Environment briefs. (set). Titles: The changing atmosphere; Sands of change; The disappearing forests; hazardous chemicals; Cleaning up the seas; Safeguarding the world's water. UN Environment Programme. \$0.25 (Cdn) each.

The vital seas: questions and answers about the health of the oceans. UN Environment Programme. \$1.00 (Cdn).

Vital, urgent and global: reaching bargains for sustainable development. (UNA briefing paper: 28). United Nations Association in Canada, 1990. \$1.00 (Cdn).

Women and the environment [picture] \$1.00 (Cdn).

World Charter for Nature. UN Environment Programme. \$0.25 (Cdn).

World concerns and the United Nations: model teaching units for primary, secondary and teacher education. United Nations, 1983. \$12.00 (US).

United Nations Association branches may be able to provide materials on environmental concerns. In British Columbia:

United Nations Association
210 - 1956 West Broadway,
Vancouver, BC, V6J 1Z2
733-3912

UNESCO PUBLICATIONS RELEVANT TO ENVIRONMENT STUDIES

Many Unesco publications are available in Canada from Renouf Publishing, 61 Sparks Street, Ottawa, ON, K1P 5A6. Tel (613) 238-8985. In addition, readers may wish to contact The Canadian Commission for Unesco, 99 Metcalfe, Box 1047, Ottawa, ON, K1P 5V8, for materials of Canadian origin, especially reports of the Commission's conferences and other activities, and for a copy of the Unesco Publications catalog. Address enquiries to Ms Carmélia Quinn, Information Assistant (Tel: (613) 598-4325).

A perusal of this catalog and the Report of the Secretary-General for the Canadian Commission for Unesco, which includes a publications report, leaves the impression that the concerns of the organizations are with producing materials of a technical nature, suited to readers above the public school level. There is a discouraging lack of titles aimed at the school-age reader. While the study of environmental concerns is quite generously represented in the listings, there is little that could be recommended to teacher-librarians. It would seem that Unesco does not accept a mandate to help educate young people by publishing suitable titles for younger readers. They do, however, offer the Environmental Education Series of booklets mentioned below.

Canadian Commission for Unesco. Report of the Secretary-General (annual). Available from The Commission.

Community-based resource management in Canada. (Canada MAB report: #21). 1989. Contact the Canadian Commission.

International Unesco Symposium on Science and Culture for the 21st Century: Agenda for Survival (Conference), Vancouver, BC, 10-15 September 1989. Contact the Canadian Commission regarding publication of the conference papers.

The MAB programme (Man and the Biosphere Programme). Unesco backgrounder series. \$0.50 (Cdn). Available from UN Association in Canada.

The protection of the world cultural and natural heritage. Unesco backgrounder series. \$0.50 (Cdn). Available from the UN Association in Canada.

Reports of Unesco meetings (various titles). Contact the Canadian Commission, address above, for available titles and complimentary copies. Examples: "Computer networking for environmental action, Kelowna, BC, 14-17 July 1989" and "Women, culture and environment, Ottawa, 29 March 1989".

Unesco / UNEP International Environmental Education Programme Environmental education series. Unesco. Division of Science, Technical and Environmental Education. The 28 titles in this series would be useful for programme and unit planning, professional development and teacher-training. Sample titles: Guide on gaming and simulation for environmental education (#2); Educational module on environmental problems in cities (#4); L'énergie; thème intégrateur en éducation relative à l'environnement (#11); Guide on environmental education values teaching (#13); Interdisciplinary approaches in environmental education (#14); A problem solving approach to environmental education (#15); Environmental education module on desertification (#16); The balance of 'Lifekind': an introduction to the human environment (#18); and Procedures for developing an environmental education curriculum (#22). Available from Environmental Education, Unesco, 7, Place de Fontenoy, 75700, Paris, France.

CREATION OF AN ENVIRONMENTAL BOARD GAME USING RESEARCH, COMPUTERS, DATA BASES AND COMPUTER GRAPHICS

by **AMRIT DAS**, grade five/six teacher, and **HAROLD BERSON**, teacher-librarian,
Champlain Heights Community School, SD#39 (Vancouver).

We planned this unit so that grade five and six students would research aspects of the environmental debate through various sources of information, and so that the end product would be to produce a trivia-type of board game. This unit integrated science, use of the computer, art, letter writing, research, oral presentation and cooperative group skills. Even some of our reluctant students became quite involved. Timetabling of the library resource centre and the computers was done in May, but the unit was not planned as precisely as usual, as we were under time pressures because the library resource centre was to be closed during the later period of June for inventory.

IN THE LIBRARY RESOURCE CENTRE

We introduced the unit by showing various videos interspersed with discussions, and, in the classroom, browsing through book resources. We used a recently purchased set of Good Planets Are Hard To Find! by Roma Dehr and Ronald M. Bazar (Namchi United Enterprises, Vancouver, 1989). B.C. Hydro has recently donated a set of 25 to 50 of these valuable booklets to each school in British Columbia.

The teacher and teacher-librarian led brainstorming session with students on the various categories of environmental concerns that would or could be used for a trivia type of game. Categories decided upon were land, air, water, recycling, conservation, and miscellaneous information.

The teacher divided her class into groups of five, deciding who would be in each group. Students were grouped heterogeneously and each member in the group was responsible for finding appropriate questions for their particular category. Initially, the groups met in the library to do the research. They recorded their information on "Save Our Planet!!" forms prepared by the teacher-librarian on the computer.

The teacher and teacher-librarian worked with students to ensure that all of them had the opportunity to produce as close to ten questions as possible. It was intended that the game would encourage players to learn about the environment in a play situation. Strategies for the creation of game-like questions and answers where the game participants would have opportuni-

ties of learning something about the environment, were discussed with the groups by the teacher and teacher-librarian. Corrections of spelling, grammar and facts were made by each group as they circulated the draft question sheets amongst themselves.

IN THE LIBRARY RESOURCE CENTRE WITH THE COMPUTERS

The school's six MacIntosh Plus computers are located in the library resource centre. The teacher-librarian reviewed computer procedures with the students and explained, through demonstration, the inputting of information into a database. Based on the categories, questions and answers indicated on the draft question sheets, a computer format was created. Each group (five groups of five) received a disk for storage of their information. Eventually, all the information from the five groups was dumped into one single database. Computer time was set aside so that while one grade was working on the computers, the other grade would continue with research either in the classroom or in the library resource centre.

The groups came back to the computers later to make up sets of additional cards for their games as indicated further on in this article.

IN THE CLASSROOM

Discussions continued on environmental concerns in the classroom. Students brought in newspaper articles and solutions. The articles were read, analyzed and categorized according to concerns related to the land, water, or air. Students then pasted these articles onto paper and prepared a presentation. We found that they needed to understand specialized environmental vocabulary (e.g., toxic wastes, landfill, CFC), so some additional time was devoted to word study.

The booklet Good Planets Are Hard To Find! lists the names and addresses of environmental agencies. The students wrote letters to these agencies and typed them on the computer. This provided them with another source of information as well as a valuable lesson in letter writing and information gathering.

A draft computer print-out of all questions was taken to the classroom where the teacher and students made further corrections. The students then made the corrections on the computer.

IN THE CLASSROOM AND THE GAME(S)

Discussions continued, both in small groups group and as whole class discussions, about the finer details of producing a trivia-style game. Next, each group proceeded to make a rough draft model of a game. This resulted in five different games that were then presented by each group to the class for debate, discussion and eventual voting as to which one would be developed. As there were not one but two favorite game formats, it was decided that the class would work together to make two games using features from the other three games that were not selected.

The initial concept of the teachers of making a game not unlike trivia-type games on the

market, fortunately, was not fully accepted by the students. They created two wonderful and exciting games that have been “played and played and played over and over” by this year’s grade five and six students in Mrs. Das’s classes. The two games, “Gotcha” and “Trivia Town,” have rules, tokens or coins where appropriate, an illustrated game board, outer game boxes for storing all the parts, artwork on the outside of the boxes and colourful laminated cards. Examples of the various sets of cards are shown at the end of this article. Both games share “Take a Guess” cards which resulted from the reformatting of the researched information, with appropriate computer graphics, to make attractive cards.

In the course of the students making “Trivia Town Consequence”, “Gotcha Polluting”, and “Gotcha Cleaning Up” cards, a question arose which added another dimension to the environmental discussions. How many tokens or coins do you win or lose for different careless or careful environmental acts? Are some actions worse than others? As the year was running out — it was the middle of June — we were not able to fully explore these concepts, but it would be more than appropriate to incorporate such discussions into future units on the environment.

Fortunately, the school has a laminating machine and the staff assistant, Jenny Riggs, was able to run off and laminate the cards even though it was a very busy time of the year for her. The students enjoyed cutting them up in preparation for the game.

EXAMPLES OF CARDS USED FOR THE ENVIRONMENT GAMES

All examples have been reduced 1/3. The game cards were folded over, glued and laminated but are left unfolded in these examples.

SAVE OUR PLANET!!
Draft questions

LAND AIR WATER
 RECYCLING CONSERVATION
 MISCELLANEOUS

QUESTION _____

ANSWER _____

Name _____

Enough to fill 250 football fields.

TAKE A GUESS

How big a size of the rain forests are destroyed every minute? A) A parking lot B) enough to fill a movie theatre C) enough to fill 250 football fields?

C) Bust and fall.

TAKE A GUESS

When balloons are let loose, they A) bust and fall B) float out to space C) keep floating around?

The green house effect

TAKE A GUESS

What will cause the ice to melt in the North Pole? a) Northern Lights b) Eskimo fires c) the green house effect

Gotcha littering in the park. Lose 3 tokens.



*GOTCHA
POLLUTING*



Gotchas using hair spray that is not environmentally-friendly. Lose 3 tokens.



*GOTCHA
POLLUTING*



Gotcha saving your shopping bags for the next time you go shopping. Receive 2 tokens.



*GOTCHA
CLEANING UP*



Gotcha stopping a person from littering. Receive 2 tokens.



*GOTCHA
CLEANING UP*



You cleaned up the oil-spill. Collect 3 tokens or one extra turn.



TRIVIA TOWN
CONSEQUENCE



You helped hand out recycling notices. Receive 1 coin.



TRIVIA TOWN
CONSEQUENCE



AGENCIES AND GOVERNMENT DEPARTMENTS IN CANADA CONCERNED ABOUT PLANET EARTH

[reprinted with the permission of Earth Beat Press from Good Planets Are Hard To Find by Roma Dehr and Ronald M. Bazar

AGENCIES

Alberta Environment Network
10511 Saskatchewan Drive
Edmonton, AB, T6E 4S1
(403) 283-9302

Atlantic Environment Network
180 St. John Street
Fredericton, NB, E3B 4A9
(506) 453-0680

B.C. Environment Network
2150 Maple Street
Vancouver, BC, V6J 3T3
(604) 733-2400

Canadian Arctic Resources Committee
111 Sparks Street
Ottawa, ON, K1P 5B5
(613) 236-7379

Canadian Coalition on Acid Rain
112 St. Clair Avenue West, #401
Toronto, ON, M4V 2Y3

Canadian Environment Network
PO Box 1289, Station B
Ottawa, ON, K1P 5R3
(613) 563-2078-3337

Canadian Environmental Law Association
243 Queen Street West, 4th Floor
Toronto, ON, M9N 2H8
(416) 960-2284

Canadian Nature Federation
453 Sussex Drive
Ottawa, ON, K1N 6Z4
(613) 238-6154

Canadian Organic Growers
PO Box 6408, Station 'J'
Ottawa, ON, K2A 3Y6

Calalyst Education Society
PO Box 99
Lillooet, BC, V0K 1V0

Connexions
427 Bloor Street West
Toronto, ON, M5S 1X7
(416) 960-3903

Conservation & Renewable Energy Industry Council
Suite 209, 135 York Street
Ottawa, ON, K1N 5T4

Ducks Unlimited Canada
1190 Waverly Street
Winnipeg, MN, R3T 2E2
(204) 477-1760

Ecology Action Centre of Nova Scotia
3115 Veith Street, 3rd Floor
Halifax, NS, B3K 3G9
(902) 454-7828

Energy Probe
225 Brunswick Street
Toronto, ON, M5S 2M6
(416) 978-701

Federation of Ontario Naturalists
355 Lesmill Road
Don Mills, ON, M3B 2W8
(416) 444-8419

Friends of the Earth
251 Laurier Avenue West, #701
Ottawa, ON, K1P 5J6
(613) 230-3352

Greenpeace
578 Bloor Street West
Toronto, ON, M5G 1K1
(416) 538-6470

Harmony Foundation
19 Oakvale Avenue
Ottawa, ON, K1Y 3S3

Islands Protection Society
PO Box 688,
Queen Charlotte City, BC, V0T 1S0

Manitoba Environment Network
PO Box 3125
Winnipeg, MN , R3C 4E6
(204) 956-1468

Manitoba Naturalists Society
#302 - 128 James Avenue
Winnipeg, MN , R3B 0N8
(204) 943-9029

Northwest Wildlife Preservation
PO Box 34129, Station 'D'
Vancouver, BC, V6J 4N3
(604) 736-8750

Outdoor Recreation Coalition of BC
336 - 1367 West Broadway,
Vancouver, BC, V6H 4A9

Ontario Environment Network
PO Box 125, Station 'P'
Toronto, ON, M5S 2S7
(416) 925-1322

Pollution Probe Foundation
12 Madison Avenue
Toronto, ON, M5R 1S1
(416) 926-1907

Rainforest Action Society
PO Box 46695, Station 'G'
Vancouver, BC, V6R 4K8
(604) 734-7246

Recycling Council of Ontario
PO Box 310, Station 'P'
Toronto, ON, M5S 2S8
(416) 960-1025

Reseau Québécois des Groupes Ecologistes
CP 1480, Place d'Armes
Montréal, PQ, H2Y 3K8
(514) 982-9444

Saskatchewan Eco-Network
205-219 22nd Street East
Saskatoon, SK, S7K 0G4
(306) 665-1915

Sea Shepherd Conservation Society
PO Box 48446, Bentall Center
Vancouver, BC, V7X 1A2
(604) 688-7325

Sierra Club of Ontario
2316 Queen Street East
Toronto, ON, M4E 1G8
(416) 698-8446

Western Canada Wilderness Committee
20 Water Street
Vancouver, BC, V6B 1A4
(604) 683-8220

Wildlife Habitat Canada
1704 Carling Avenue, #301
Ottawa, ON, K2A 1C7
(416) 722-2090

World Wildlife Fund Canada
60 St. Clair Avenue East
Toronto, ON, M5T 1N5
(416) 923-8173

ENVIRONMENT CANADA

Communications Directorate:

National Inquiries Center
Les Terrasses de la Chaudière
Ottawa, ON, K1A 0H3
(819) 997-2800

Atlantic Region
15th Floor, 45 Alderney Drive
Dartmouth, NS, B2Y 2N6
(902) 426-1930

Quebec Region
3 Baude Street
PO Box 606
Quebec, PQ, G1R 4V7
(418) 648-7204

Ontario Region
25 St. Clair Avenue East
Toronto, ON, M4T 1M2
(416) 973-1093

Western & Northern Region
Twin Atria #2, 2nd Floor
4999 - 98th Avenue
Edmonton, AB, T6B 2X3
(403) 468-8074

Pacific & Yukon Region
224 West Esplanade
North Vancouver, BC, V7M 3H7
(604) 666-5900

PROVINCIAL ENVIRONMENT DEPARTMENTS

Alberta
Department of Environment
14th Floor, Oxbridge Place
9820 - 106th Street
Edmonton, AB, T5K 2J6
(403) 427-6236

British Columbia
Ministry of Environment
Parliament Buildings
Victoria, BC, V8V 1X5
(604) 387-5669

Manitoba
Department of Environment
Room 350 Legislative Building
450 Broadway Avenue
Winnipeg, MN, R3C 0V8
(204) 945-3522

New Brunswick
Department of Municipal Affairs and Environment
2nd Floor, 364 Argyle Street
PO Box 6000
Fredericton, NB, E3B 5H1
(506) 453-2558

Newfoundland
Department of Environment
Confederation Building, West Block
4th Floor, PO Box 4750
St. John's, NF, A1C 5T7
(709) 576-2572

Nova Scotia
Department of Environment
Terminal Road Building
5151 Terminal Road, 5th Floor
PO Box 2107
Halifax, NS, B3J 3B7
(902) 424-5300

Ontario
Department of Environment
135 St. Clair Avenue West, 14th Floor
Toronto, ON, M4V 1P5
(416) 323-4272

Prince Edward Island
Department of Environment
Jones Building, 11 Kent Street
PO Box 2000
Charlottetown, PE, C1A 7N8

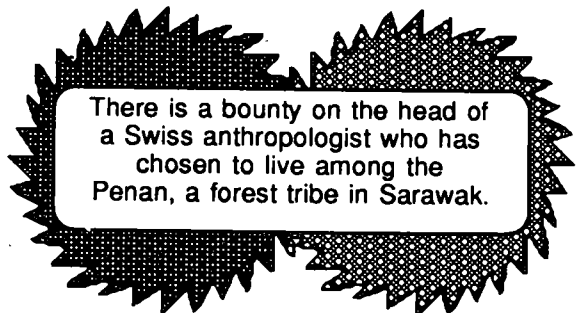
Quebec
Ministere de l'Environnement
3900, rue Marly, 6e étage
Ste-Foy, PQ, G1X 4E4
(418) 643-7860

Saskatchewan
Department of Environment
Room 214, Walter Scott Building
3085 Alberta Street
Regina, SK, S4S 0B1
(306) 787-6111

Northwest Territories
Department of Renewable Resources
PO Box 1320
Yellowknife, NT, X1A 2L9
(403) 873-7113

Yukon Territory
Department of Renewable Resources
P.O. Box 2703
Whitehorse, YT, Y1A 2C6

[Editor's note: Additional addresses and contacts may be found in Canada Yearbook, Canadian Almanac & Directory and Corpus Almanac & Sourcebook.]



BRIDGING THE MILLENNIUM

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at

Whistler, British Columbia

ATLC - BCTLA - The year
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OUR CHANGING ENVIRONMENT: A LOOK AT THE ALTERNATIVES

by **LESLIE MILLWARD**, Robert Scott School, Vancouver Island North.
[Reprinted from Links to Literature, pages 70-73.

This unit is designed for late primary/early intermediate. It utilizes a literature-based approach to study Science concepts and issues.

OBJECTIVES:

1. To build awareness about the environment around us.
2. To discover how communities affect the environment (what makes a community).
3. To discuss how communities change and how these changes affect the environment.
4. To learn to use graphing and mapping skills to record data.

INQUIRY QUESTIONS:

1. Can communities interact with their environment?
2. What effect might our interaction with the physical environment have on the way of life of other inhabitants?
3. Should people, in order to satisfy their needs, be allowed to change the physical environment?
4. Use the 5W's to discover When, Where, What, Why and Who in the community spoiled or looked after the environment.

DISCUSSION QUESTIONS:

1. Why do communities interact with their physical environment?
2. Can communities interact with their physical environment without spoiling it?
3. What changes in the environment are good? What changes are bad?

FRAMEWORK:

Books are listed in the order used in the "Titles" section. The following steps were used for each book.

- I. Brainstorm for prior knowledge on the key concept to be taught.
- II. Read the story to the class.
- III. Discuss inquiry questions, problem solve, and make decisions on the information presented in the story read.
- IV. Relate this information from the book to a specific area of a Canadian community.



- V. Explore inquiry questions, problem solve, and make decisions from hypothetical situations that are similar to the ones in the story books. Related activities should occur at this level (extending the concept).

TITLES (with annotation, purpose for using, and "related activities"):

Professor Noah's Spaceship, by Brian Wildsmith.

Noah and his animals pollute the environment and must rocket into space to find unlitteered territory. An interesting turn of events brings Noah back to Earth!

PURPOSE:

- pollution.
- there is no luxury in turning back the clock.
- introduce Recycle — Reduce — Rethink.

ACTIVITY IDEAS:

- Video: Garbage is Resource Full.
- Design "Pollution Control" badges.
- Complete "Treasure in the Trash" booklet activities.
- Graph Garbage Profile.
- Plot the solid waste locations on a community map.



The Mountain Goats of Temlaham, by Elizabeth Cleaver.

Indian legend about the mountain goats' revenge on the hunters who broke the law of the hunt.

PURPOSE:

- conservation.
- preserve and use wildlife wisely.

ACTIVITY IDEAS:

- White Pelican Success Story — make a mobile.
- List endangered species on a chart and do mini-research project for these species.

Farewell to Shady Glade, by Bill Peet.

When bulldozers come to clear the land where the animals live, they are forced to find a new home.

PURPOSE:

- awareness of other animals in the environment.

ACTIVITY IDEAS:

- Video: The Incredible Upstream Struggle.
- Discuss your specific community and how animals/nature fit with the town site. Make posters to show this.

The Giving Tree, by Shel Silverstein.

A boy strips his childhood tree of its apples, branches and trunk, until only a stump remains. Progression of aging and sacrifice to show that the gift of giving makes others happy.

PURPOSE:

- develop an appreciation for nature.
- awareness that there is a point where we must stop and give back to nature.

ACTIVITY IDEAS:

- S.E.E.D.S. Foundation — lesson on renewable vs. non-renewable resources.
- Use a webbing activity to record these resources.
- Make paper.



A Salmon for Simon, by Betty Waterton.

Simon is intrigued by a salmon that he finds in a small tidal pool. Instead of catching the fish he finds a way to set the salmon free!

PURPOSE:

- develop an awareness of our responsibility to the environment.

ACTIVITY IDEA:

- Take part in a Salmonid Enhancement program — hatch salmon eggs to be placed in a proper salmon stream.

The Desert is Theirs.

A factual look at how desert animals adapt to their environment.

PURPOSE:

- adapting oneself to live in one's environment.

ACTIVITY IDEA:

- Make a large class mural related to the story, A Desert World.

ADDITIONAL BOOKS:

The Gnats of Knotty Pine, by Bill Peet.

The North Wind and the Sun: Aesop's fable.

TEACHER REFERENCES:

Pamphlet: "Treasure in the Trash." B.C. Ministry of the Environment.

Pamphlet: "Ecology." B.C. Ministry of Environment and Parks.

Pamphlet: "Wildlife Needs Our Help!" Canadian Wildlife Federation.

Project Wild. Canadian Wildlife Federation, 1673 Carling Ave., Ottawa, Ontario, K2A 3Z1.



S.E.E.D.S. Foundation: Kit includes Teachers' Guide, filmstrips and tapes for each grade level.

VIDEO TAPES:

Garbage is Resource Full. 30 min. VT2718

Excellent presentation on how product packaging produces excess garbage.

The Incredible Upstream Struggle. VT1807

Develops awareness of other inhabitants that share our environment and the effects of our pollution.

Conserving Kingdom. 30 min. VT3301

Comparison of how two mythical kingdoms treat their resources. Shows consequences of poor management.

Project Wild. 13 min. VT3302

Explanation of the Project Wild program.

COMPUTER SOFTWARE

B.C. Forest Service: Forest Dispatcher and Forest Management.



THE REFUGE - AN ENVIRONMENTAL PROJECT

by **CHUCK HEATH**, teacher-librarian, and **DEBBIE TATHAM**, teacher, Ridgeway Elementary School, SD#44 (North Vancouver).

Ridgeway Elementary School in North Vancouver is located in a suburban area with scattered parks but little wild land. The staff and students decided to return a courtyard area to the wild, by re-introducing native species and using it as an environmental education classroom, but more than that, a refuge. What follows is a draft document, designed to guide teachers and teacher-librarian in the initial stages of developing units of work, including cooperatively planned and taught units.

“Native Intelligence”

A native is a man or creature or plant indigenous to a limited geographical area- a space boundaried and defined by mountains, rivers, or coastline (not by latitudes, longitudes, or state and county lines, with its own peculiar mixture of weeds, trees, bugs, birds, flowers, streams, hills, rocks, and critters (including people), its own nuances of rain, wind and seasonal change. Native intelligence develops through an unspoken or soft-spoken relationship with these interwoven things: it evolves as the native involves himself in his region. A non-native awakes in the morning in a body in a bed in a room in a building on a street in a country in a state in a nation. A native awakes in the center of a little cosmos—or a big one, if his intelligence is vast—and he wears this cosmos like a robe, senses the barely perceptible shiftings, migrations, moods and machinations of its creatures, its growing things, its earth and sky.....the high grade stuff is, I think most often found where the earth, air, fire and water have been least bamboozled by men and machines.....

I don't think you get native intelligence just by wanting it. But maybe through long intimacy with an intelligent native, or with your native world, you begin to catch it like you catch a cold. It's a cold worth catching.

The River Why
Being “Educated & Gitin Brung Up”
David James Duncan



CAROL BAKER relaxes for a moment in the REFUGE.

THE REFUGE

Overview:

- indoor and outdoor activities ranging from K - 7
- designed to provide teachers with ideas for one-time lessons or comprehensive unit planning
- importance of children's literature, fiction and non-fiction, as teacher and student resources
- use of film and a wide range of communication tools
- peer teaching, cooperative learning groups, cross-grade groupings, as well as direct teaching and individual study
- evaluation : variety of methods based on student participation



CHANTEL HATCHEY thinking about her leaves in the REFUGE returns to the Resource Centre to record her thoughts in a journal.





LUKE KASS and his
Gr. 5 teacher
DEBBIE TATHAM
discuss changes
in the leaves he
collected from
the REFUGE.

HARPREET SAHOTA
relaxes on a stump that his
teacher found on
Vancouver Island and
brought to
the REFUGE.



Objectives:

Students will develop :

awareness

- of the interrelationships between the Seasons and the Earth, Air, Water, and Living things
- sensitive & delicate balances in the natural world
- man's impact on the environment

knowledge and understanding

- of specific facts, concepts and principles
- of procedures
- exploring issues
- interpreting material
- predicting consequences or effects

skills

- observe
- collect, organize information
- integrate learning from different areas
- analyze and evaluate
- make predictions, propose plans

action (values, attitude & beliefs)

- the capacity to move from awareness to knowledge, to action
- opportunities to choose, plan, implement, review and evaluate action
- develop an appreciation & respect for the natural environment

Activities:

- Journals, logs, sketch books, data bases
- adopt a metre of the Refuge & observe through the seasons
- What's Ecology (Suzuki p. 20) E-environment, C-Clean, O-Oxygen, air, L-lakes, O-Oceans, G-Ground, Y-You (PurePak brochure)
what makes up your environment?, compare with plant and animal habitats
- set up a water environment-aquarium
- changes, predictions
- Garden under glass; create your own (Suzuki p.24)
- Living together - Interrelationships
- Adaptations

Branching Out:

Discover Art -a variety of lessons suitable for Refuge study.

- Gr. 4 #3 Lines: Invented and Hidden
- #17 Drawing: Main Shapes and Lines
- #23 Design Ideas from Nature
- Check your grade level teacher's guide!

ART in CHILDREN'S LITERATURE - design your own lesson

Two Bad Ants (Van Allsburg, Chris) Line and Shape

Night in the Country (Rylant, Cynthia) Mixing Colours, Tints & Shades

Very Last First Time (Andrews, Jan) Cool Colours

COMMUNITY AWARENESS

- invite parents to visit refuge
- compare a home refuge with Ridgeway Refuge

NATIVE STUDIES

- connect seasonal changes and preparations

Evaluation:

- awareness:
 - journal, scrapbook, diary or log,
 - questionnaires or inventories
 - individual conferencing
- knowledge
 - samples of work collected,
 - checklists
 - group discussion
 - retelling, presentations and displays
 - cloze exercises
- skills
 - observation of applied skills
 - samples of work
 - audiotapes
- understandings
 - group discussion
 - journals & logs
 - peer & self evaluation
 - anecdotal comments taken from direct observation & later reflection
- portfolios, inventories, sociograms

Resources:

A. Books

Sharing Nature with Children, by Joseph Bharat Cornell

Looking at the Environment, by David Suzuki

The City Kid's Field Guide, by Ethan Herberman

Secrets of a Wildlife Watcher, by Jim Arnosky

I Was Born in a Tree and Raised by Bees, by Arnosky

Ecology In Your Community, Examining Your Environment Series

Ecosystem Earth Exploring Science Program, Year 6 Unit 6 N. Van

Ecology Teachers Manual, Charles Hopkins
Ecology, B. C. Govt. brochure
Outdoor classrooms on school sites, U.S. Govt. Brochure 72
Outdoor Classroom Tour Capilano River Park, Can. Forestry Assoc. brochure
Pure-Pak brochure Ecology
Outdoor Education Mini-Sites, Seattle School Dist brochure
The Important Book, by Margaret Wise Brown
Around the Year, by Tasha Tudor

B. People:

- Don Vaughan-landscape architect & teacher
- Capilano College horticultural students

C. Field Trips

- Neighbourhood gardens:
- Park & Tilford Gardens, North Vancouver
- Dr. Sun Yat Sen Classical Chinese Garden, Vancouver
- Nitobe Gardens, UBC

D. Other

- i) Audio
 - Vivaldi Four Seasons

SEASONS

Spring

Spring, when the hours of light begin to outnumber the hours of night, and the earth begins to warm. Begins March 21 (vernal equinox-the day with equal dark. It lasts 92 days, 20 hours. It ends June 21. The Reason for Seasons

The word "spring" comes from old English & German words meaning leap. On the prairies, spring is called the 'reluctant season'. The Iroquoian Cayuga also had descriptive names for the spring months. They called Mar/Apr. "frogs peeping", Apr./May. "many frogs peeping", May/June "prepare cornhills", and June/July "berries ripening. Lets Celebrate

Activities:

- rainbows, prisms (connect winter colours to the rainbow)
- match coloured paint chips (or construction paper pieces) to colours in nature
- Read A Rainbow on My Own, by Don Freeman, and make a mosaic rainbow
- Seeds, Flowers
- Gardening
- Tree Life Cycle (acorn to rotting log) see 'Living Things - Trees' below
- Insect Study : see 'Living Things -Insects' below
- Amphibians - study frogs, toads, newts, salamanders

- create a frog habitat in the refuge
- collect or order frog or salamander eggs
- Birds - observe, study
 - build feeders
- Worms
- Soil - woodbugs
- celebrate OHIGAN (see p. 96 Let's Celebrate)

Branching Out:

Art

- torn tissue (with Rhoplex)
- Sponge Art - Blossoms
- Sketching with charcoal
- Flowers - pastels, watercolours
- Printmaking - styrofoam, string, stencils, etc.
- Discover Art Prints

Primary Guide

- | | | |
|-------|--|--------------------------------|
| p. 1 | The Open Window | Warm and Cool Colours |
| p. 13 | The Coming Storm | Colour, Contrast, Brushstrokes |
| p. 20 | Central Park | Shape, Colour, Pattern, Mood |
| p. 27 | Landscape at Arles:
The Orchard | Colour. Brushstrokes, Nature |

Intermediate Guide

- | | | |
|-------|---|---|
| p. 21 | Monet Painting
in His Garden | Composition, Brushstroke
Impressionist |
| p. 22 | Study for
"La Grande Jatte" | Pointillism, colour |

Resources:

A. Books

- A Boy of Taché, by Ann Blades
- The Poppy Seeds, by Clyde Robert Bulla
- The Secret Garden, by Frances Hodgson Burnett
- A Rainbow of My Own, by Don Freeman
- Frog and Toad Are Friends, by Arnold Lobel
- Tom's Midnight Garden, by Philippa Pearce
- Johnny Appleseed, by Steven Kellogg

B. Film

- Rainbow Wars
- Secret Garden (7 episodes)
- Winnie the Pooh Discovers the Seasons
- Spring is Here

Fall

Autumnal equinox begins Sept. 23 lasts 89 days 19 hours, ends Dec. 21.

“The word ‘fall’ was first used by the early settlers in North America. They borrowed the term from some native people who spoke of the time of ‘the fall of the leaf’. The other name for this season is autumn, which comes from the latin word *autumnus*. It has two older roots, one meaning turning or change, and one meaning increase or harvest “

p.202 Let's Celebrate

Activities:

- falling leaves, preparation for winter habitats
- leaf rubbings, texture
- Food Chains - predator, prey, interdependence
- read Frederick by Leo Lionni, about a mouse who lives in a stone wall who has poetical aspirations while his friends toil in preparation for winter
- make a stone wall, collect rocks, visit local quarries, pebble creatures, start up a rock tumbler
- is the rock alive or not? — lichen, algae
- plant bulbs, seed dispersal
- migration of birds
- hibernation

Branching Out:

Discover Art Prints

Primary Guide p. 6 “Young Hare” (Line, Texture, Neutral Colours)

Int. Guide p. 30 “Christina’s World” (Detail, Mood, Space)

- Mixing Paints - fall colours
- Photography
- Neighbourhood changes
- Harvest, Thanksgiving
- Read Stone Soup - make a class soup
- Food Groups - BC Dairy Foundation Kit

Resources for all Seasons:

A. Books

The Reason For the Seasons, by Linda Allison

Let's Celebrate, by Caroline Parry

Nature for the very young, by Marcia Bowden

Ring of earth, by Jane Yolen

Seasons, by John Burningham

Four seasons for Toby, by Dorothy Harris

Frederick, by Leo Lionni

Frog and Toad all year, by Arnold Lobel

Stone Soup, by Ann McGovern

A book of seasons, by Alice Provensen
Night in the Country, by Cynthia Rylant
Applebet, by Clyde Watson
The Lonely Squirrel, by Mads Stage

B. Film

Fall is Here

C. Video

Summer Legend NFB (8:15) animated Micmac legend that explains the cycles of the Seasons

Winter

Winter begins December 21. It lasts 89 days, 1 hour. It ends Mar. 21. "Winter is an old English word that comes from even older words for 'water' and 'wet'.Winter officially begins on the shortest day of the year. ...the date of the solstice. Solstice means 'the sun stands still'. The winter solstice is the day where the midday sun is at its lowest point above the horizon in its journey across the sky " Lets Celebrate

Activities:

- hibernation
Ground Hog Day - read "My Shadow" by Robert Louis Stevenson
- shadow box (see Nature for the Very Young)
- snow - animal tracks, measurement, sculptures, poetry,
- colour walk
- Insects - Where do they go in the winter?
- drama and visualizations related to branching out activities

Branching Out:

Discover Art Prints - Primary Guide

- pg. 15 Sertig Valley (Line, Rhythm, Contrast, Pattern)
- Ted Harrison Study
 - Winter Sports - Ice Hockey (The Sweater, by Roch Carrier)
 - Novel Studies - The Lion, Witch and the Wardrobe, by C. S. Lewis

Resources:

A. Books

The Winter Fun Book, Owl Magazine
The Winter Scene, BC Gov't. brochure
Very Last First Time, by Jan Andrews

Mary of Mile 18, by Ann Blades
How the Chipmunk Got its Stripes, by Elizabeth Cleaver
Bear Mouse, by Berniece Freschet
Fox's Dream, by Tejima

B. Film

Harrison's Yukon
The Sweater by Roch Carrier - NFB
Winter Impressions (Pr)
Winter in Nature (Pr-Int)
Preparing for Winter (Pr)

C. Field Trips

- Lynn Canyon Ecology Center, North Vancouver
- Vancouver Planetarium
- Aquarium - Arctic Pool

LIVING THINGS

Trees

Activities:

- Adopt a Tree - see Project Learning Tree
 - ongoing visits and observation
- Why Trees are Important to Use - Brainstorm and classify
 - e.g. Recreation, Products, Industry
- Types of Trees - Identification of deciduous, evergreens, other.
- Parts of a Tree - functions of roots, trunk, leaves
 - labelling diagram
- Life Cycle - Birth of a Tree : sequencing activity
 - Drawing
- Tree Cookies - Changes and effects on growth (Sunlight, crowding, disease, etc.)
 - History of the tree, investigating rings
- Friends and Enemies - Trees and other living things
 - Fire, disease, insects, logging
- Why is the Forest Industry Important to Us?
 - a) Forest products - Classifying, collage
 - b) Jobs - Role Play "What's My Line"
- Logging: Natural Resource - Is it renewable?
 - Types of Logging - Clearcut, strip, selective, woodlot
 - Silviculture - visit Seymour Demonstration Forest, North Vancouver
- The Effects of Logging - positive and negative
- Forests Used Today - different points of view
 - research positions
 - Role play town meeting
- A Managed Forest - group activity developing crown land

- Project Learning Tree Activity

- Forestry in the Future - Predictions
- The Man Who Planted Trees - Celebration, Planting

BRANCHING OUT:

- Tall Tales
- Emily Carr Study - see North Vancouver District Art Guide
- school prints "Indian Church"
- Design and construct a model of a treehouse
- Circle graphs - A Shared Forest
- Art - Tree Rubbings (texture)
- Perspective
- Story Drama: The Giving Tree, Farewell to Shady Glen
- Grow seeds
- Tree Measurement

Resources:

A. Books

The Forest, by Dawn Adams

Forests, by P. H. Armstrong

Looking at Trees, by B. Bornancin

The Little Fir Tree, by Margaret W. Brown

The How and Why Wonder Book of Trees, by Geoffrey Coe

The First Book of Tree, by M. B. Cormack

Timber Talk - As heard in the woods of B.C., by Joanne Dheilly

The Apple Tree, by Lynley Dodd

Emily Carr - The Story of an Artist, by Marion Endicott

Mr. Tamarin's Trees, by Kathryn Tamarin

The Forest - Life Nature Library, by Peter Faber

Look! The land is growing giants, by Joan Finnigan

City Leaves, City Trees, by Edward Gallob

The Balloon Tree, by Phoebe Gilman

The Juniper Tree and Other Tales from Grimm, by Jacob Grimm

Paul Bunyan, by Steven Kellogg

View from the Oak, by Judith Kohl

Lumberjack, by William Kurelek

Maple Syrup Book, by Marilyn Linton

Trees, Shrubs & Flowers to know in B.C., by C. P. Lyons

Miracle Tree, by C. Mattingley

Paul Bunyan swings his axe, by D. J. McCormick

The Magic Tree, by J. McCrea

Sketches, by Moilliet

The Pine Tree, by George M. Ross

Ol' Paul - The Mighty Logger, by Glen Rounds
The Beginning Knowledge Book of Backyard Trees, by H. Rush
Color Nature Library - Trees, by J. Seymour
Paul Bunyan, by Esther Shephard
Me & My Family Tree, by P. Showers
Giving Tree, by Shel Silverstein
The Days of Augusta, by Jean E. Speare
Cedar, by Hilary Stewart
Usborne First Nature Trees, by Ruth Thomson
Trees, Usborne
The Cookie Tree, by Jay Williams
The Forests of British Columbia, by Cameron Young
Trees - A guide to Familiar American Trees, by Herbert S. Zim
Amazing Maiey's Family, by Zirkel
Trees, Macdonald
Guide to Trees, by Petrides
Tall Timber Tales, by McCormick

B. Film and Video

Log Driver's Waltz NFB
Of Logs and Loggers (Collection) NFB
The Last Log Drive
Jacks or Better
Mac's Mill
The Forest in Crisis
The Man Who Planted Trees

C. People & Resources

- BC Forestry Association 1430-1100 Melville, Vancouver 683-7591
- MacMillan Bloedel
- Project Learning Tree
- Randy Stoltmann - Big Trees of BC

D. Field Trips

Seymour Demonstration Forest, Greater Vancouver Regional District
Lynn Canyon Ecology Center and Park

Insects

Activities:

- What is an insect? (a class definition)
- Observe and collect (write an interview)
- Body structure
- Insect homes (wax, mud, wood, paper, etc.)

- Water insects (Pond Study)
- Life cycles (Types of Metamorphosis)
- Insects in the food chain
- Insects in the city (urban search)
- Friends and enemies (beneficial vs harmful)
- Insect control
- Pesticides and the food chain
- Alternatives to pesticides
- Pesticide use - points of view

Branching Out:

- Drama - Building (human) dragonflies and other insects
- Writing - Journal, "Pop-Ups"
 - Creative Writing : Insect Stories
 - Report Writing: Insect Research
 - Poetry (cinquain, haiku, acrostics, etc.)
- Novel Studies
 - Prescription Z, by F.W. Tamminga.
 - Cricket in Time Square, by George Selden
 - James and the Giant Peach, by Roald Dahl
 - Tucker's Countryside, by George Selden
 - Song in Walnut Grove, by David Kherdian
 - Grasshopper and the Unwise Owl, by J. Slater
- Art
 - Butterfly Theme - Jack Shadbolt's "Metamorphosis"
 - Insect Physiology - Drawing and watercolours
 - Paper Mache on wire frames - oversized insects

Resources:

A. Books

- The City Kid's Field Guide, by Ethan Herberman
- Crickets and Grasshoppers, by Keith Porter
- The Gnats of Knotty Pine, by Bill Peet
- Hide and Seek, National Geographic
- Honeybees, by Jane Lecht
- Looking at the Environment, by David Suzuki
- Looking at Insects, by David Suzuki
- My First Insects, by Cecilia Frizsimons
- Pond and River, by Steve Parker
- Two Bad Ants, by Chris Van Allsburg
- Urban Ecology, by Jennifer Cochrane
- Why Mosquitos Buzz in People's Ears, by Verna Aardema

B. Film

- Amazing Ants
- Aphid Eaters

The Butterfly (Life Cycle)
Butterflies, Beetles & Bugs
Cosmic Zoom
The Flower and the Hive
Insects Harmful to Man
Nature's Food Chain
Paradise Lost

C. People

Entomologist
B. C. Forestry Association
Agriculture Canada
Environment Canada

D. Field Trips

Lynn Canyon Ecology Center and Park
Urban Area
Cypress Park (ponds, meadow, forest area)
Science World
Royal Center Mall (Georgia Street) Jack Shadbolt "Metamorphosis"

E. Other

- i) Music - creating music for crickets, grasshoppers and cicadas
- ii) PE - Tag Games: Food Chain (Predator-Prey)
- iii) Math - Cricket Weather Calculations (see David Suzuki's Looking at Insects).

Horticulture

Activities:

Plant Unit: trees, flowers, roots, fruits, berries, seeds
Gardening

Branching Out:

Art

- textures, patterns, colours, form
- sketching, photography, collecting illustrations, rubbings
- colour studies
- microscopic drawings
- design a landscaped garden
- design a seed package

Resources:

A. Books

Flowers and flowering plants, by Arthur Aldrich
The wild inside, by Linda Allison

School Garden Guideline, City Farmer Booklet
Discovering plants, by Glenn O. Blough
Nature for the Very Young, by Marcia Bowden
Salt, sugar and spice, by Walter Buehr
The secret garden, by Frances H. Burnett
Indoor gardening fun, by R. Milton Carleton
Tia Maria's garden, by Ann M. Clark.
Sharing nature with children, by Joseph B. Cornel
Jam-jar and saucer gardens: a garden in your bedroom, by Arnold Darlington
Newer and better organic gardening, by Burke Davis
The turnip, by Janina Domanska
Indoor gardening, by D. X. Fenten
Gardening...naturally, by D. X. Fenten
Seeds on the go, by Aileen Fisher
Maple Harvest, by Elizabeth Gemming
The beginning knowledge book of backyard flowers, by Polly Hathaway
In Granny's Garden, by S. Harrison
Eddie's green thumb, by Carolyn Haywood
Down to earth houseplants, by Julie Hogan
Fun with hanging plants, by Julie Hogan
Good bugs and bad bugs in your garden, by Dorothy C. Hogner
Eric plants a garden, by Jean Hudlow
My garden companion, by Jamie Jobb
The first book of Gardening, by Virginia Kirkus
In a Spring Garden, by Richard Lewis
Gardening: how to grow things, McPhee Gribble Pub.
How seeds travel, by Cynthia Overbeck
Pacific Bulb Gardener, by Rosemary Owen
Kids Gardening: A Kid's Guide to Messing Around in Dirt, by Kevin Raftery
Snails, slugs, spiders and bugs, by Trudy L. Rising
Growing plants from fruits and vegetables, by Jane Sholinsky
Pets in a jar, by Seymour Simon
Plant fun, by Anita H. Soucie
A child's garden of verses, by Robert L. Stevenson
Growing a green thumb, by Lorraine Surcouf
Vegetable Gardening Made easy, by Maryjane H. Tonn
The garden of Abdul Gasazi, by Chris Van Allsburg

B. Video

The Plot Thickens

NFB compilation: My Urban Garden, The Vacant Lot, Tara's Mulch Garden

C. People

- City Farmer 801-318 Homer St. Vancouver (685-5832)
- B.C. Council of Gardening Clubs

- Maureen Phillips "Everyone Can Garden"
5740 NE 62nd. St.
Seattle WA 98115

D. Field Trips

- Van Dusen Botanical Garden
5251 Oak St.,
Vancouver, B.C. V6M 4H1
- Nitobe Gardens, UBC
- Capilano Nursery

E. Other

i) Audio

- Garden Song, by John Denver
- English Country Garden

ii) Visual

- Slides of neighbourhood gardens, Sun Yat Sen & Nitobe Gardens

iii) Misc.

- Heritage Seed Program
RR.3 Uxbridge, Ont. LOC 1K0
- XCHANGE The Education Network
Simon Fraser University email
FORUM conference ASK-AN-EXPERT
#10123 Horticultural happenings

AIR

Topics: rain, clouds, fog, mist, snow, hail, sleet, wind, storms

Activities:

- observe and record daily weather; temperature, moisture, wind-speed & direction, humidity,
- develop a weather vocabulary
- catch a snowflake, make a rainbow, preserve a raindrop
- the Atmosphere, clouds, types of precipitation, rainbows
- Air pollution (pulp mills, auto emissions, acid rain, ozone depletion, etc.)
- Weather lore, sky color, haze & humidity, fog, mist, & smog, dew & frost, climatic zones, hurricanes & hail, tornadoes & waterspouts, forecasting
(Exploring the Sky By Day)

Branching Out:

- flight unit: birds, aircraft, kites, balloons
- Discover Art Prints

- Primary p. 14 **Composition: Storm** Line, Brushstroke, Abstract
p. 22 **Surprised! Storm in the Forest** Texture, Form
- Sun Theme

Resources:

A. Books

Air, edited by P. Carver, teacher resource
Air, by Lloyd David
Mini - Climates, Examining Your Environment series
Weather Watch, by Valerie Wyatt
Exploring the Sky by Day, by Terence Dickinson
The Cloud Book, by Tomie dePaola
Air: the four elements, by Maria Rius
Wind, by Ron Bacon
Simon and the Wind, by Gilles Tibo
The Wind Children, by Yukki Kirolos
Iva Dunit and the Big Wind, by Carol Purdy
The Girl who loved the Wind, by Jane Yolen
The Turnaround Wind, by Arnold Lobel
The Storm Book, by Charlotte Zolotow
The Dingles, by John Bianci

B. Film

- Wind- NFB 9 mins
- Air- NFB 2 mins
- The Dingles - NFB

Video

- Medoonak the storm maker NFB
Micmac legend about taming the weather

C. People

- weather personalities from radio & TV
- gov't weather office officials

D. Other

i) Misc

- The Canadian Weather Trivia Calendar, issued by Environment Canada, available from:
Canadian Gov't Publishing Centre
Supply & Services
Ottawa, Ont. K1A 0S9

EARTH

Topics: mud, sand, rock, pebbles, soil, dirt

Activities:

- see Fall (section of this outline, above), rocks & stone walls
- gardening
- soil study
- food chain - decomposers
- animal shelters
- recycling

Branching Out:

- Discover Art Prints
Int. Guide p. 2 **In the Mountains** Landscape, Foreground, Background
Mont Sainte Victoire Landscape, Brushstrokes, Form
- Solid waste disposal (land fills, recycling)
- Burns Bog (development controversy)
- Shelter theme
- Landscape - compare and contrast
- painting, prints
- clay sculptures
- Conservation posters

Resources:

A. Books

- Earth: the four elements, by Maria Rius
- The quicksand book, by Tomie dePaola

WATER

Topics: ponds, lakes, rivers, oceans, ice, snow, creeks, streams

Activities:

- pond study
- water insects
- photography
- collages

Branching Out:

- Whale unit
- Ocean unit
- Water pollution

- Urban lakes and pollution (int)- Burnaby Lake, Trout Lake
- Sewage waste disposal
- Salmon enhancement, fishing industry
- Discover Art Prints
Primary Guide p. 2 Stormy Waters Colour, Seascape, Brushstrokes
- Water - Line and Movement
- Design and paint a "Refuge Mural"

Resources:

A. Books

Water: the four elements, by Maria Rius
The cloud book, by Tomie dePaola
Henry and Mudge in puddle trouble, by Cynthia Rylant
A Rainbow of My Own, by Don Freeman
Where Does the Butterfly Go when it Rains?, by Mae Garelick
The Bear Who Stayed Indoors
Rainy Day Magic, by Marie-Louise Gay
Angel & the Polar Bear, by Marie-Louise Gay
The Rain Puddle, by Adelaide Holl
When It Rains. It Rains, by Bill Martin Jr.
Mud Puddle, by Robert Munsch
Piggy in the Puddle, by Charlotte Pomerantz
Rain Makes Applesauce, by Julian Scheer
Rain Rain Rivers, by Uri Shulevitz
One Monday Morning, by Uri Shulevitz
The Puddleman, by Ted Staunton
Effie's Bath, by Richard Thompson
Mud Pies and Other Recipes, by Marjorie Winston
Marvellous Mad Washing Machine, by Patty Wolcott
The Umbrella, by Taro Yashima
The Raincloud, by Mary Rayner
Rain, by Peter Speir
Gurgle. Bubble. Splash, by R. Thompson

B. Film

S.P.L.A.S.H.

A wet tale

C. Field Trips

- Lions Gate Sewage Plant
- Annacis Island Sewage Plant
- Cleveland Reservoir and Dam
- Salmon Hatchery - Capilano Park
- Vancouver Aquarium

CANADIAN RED CROSS PUBLICATIONS

This material is reprinted by permission from the leaflet We're Promising You the World! (and we're not running for office), available from the Canadian Red Cross at the address given at the end of the article.

International education publications (packages for teachers) are available from the Canadian Red Cross, as outlined below.

Grades 2-5 What a Child Can Do

Eight poster-lessons depict children in Bolivia, China, Honduras, Kenya, Morocco, Senegal, Sri Lanka and Canada. The teacher's guide includes:

- a story about each child
- a letter from each child to the children of Canada
- discussion questions, activity sheets
- games, crafts, recipes and songs
- interesting facts about each country

The focus is on the similarities in needs, hopes and family life among children throughout the world.

Cost: \$15.00

Grades 6-9 One Earth: Why Care?

Seven poster-lessons examine typical North American misconceptions about the cultures of developing countries. The Preliminary Survey may be used to establish which of the seven misconceptions are most widespread among your students.

Poster questions include:

- "Why don't they stop having so many babies?"
- "Why don't they help themselves?"
- "Why don't they find a better place to live?"

The focus is on dissolving misconceptions based on misinformation, and on building understanding.

Cost: \$13.00

Grades 10-12 Tomorrow's World

Fifty activities in a teacher's guide, including:

- Who are the hungry and malnourished, and why?
- The out-to-lunch game
- The fight to save sight
- "Detestable Development Doles"

The major themes are people, poverty, power and partici-

pation. The focus is on innovative approaches to promoting health and economic growth among the poor in developing countries.

Cost: \$15.00

HUMAN RIGHTS PUBLICATIONS

No One Can Take Them Away (Secondary)

Student booklets examine homelessness, unemployment, racism, freedom of speech and women's rights. Videos are available. The focus is on a survey of the spectrum of human rights issues.

Cost: no charge

What's Fair (Secondary)

Student booklets includes units on the development of international humanitarian law, and its present-day applications to protecting civilians, POWs and wounded servicemen during wartime. An instructor's guide is provided. The focus is on understanding how the Geneva Conventions dictate to governments the humane treatment of non-combatants. Successes and failures are examined in detail.

Cost: no charge.

The grade levels given for each program are approximate. Material may be adapted to various grades and ability levels.

TEACHER WORKSHOPS IN GLOBAL EDUCATION

The following Red Cross workshops are each 1 1/2 hours long, or may be combined in a 2 1/2 hour session. They may be scheduled at any time and will be conducted anywhere in B.C. and The Yukon, free of charge. Participants receive a kit of teaching materials. Schools may request an elementary or secondary focus.

International Education

The workshop covers

- defining development...looking at our own attitudes and perceptions of the developing world
- cross-cultural awareness
- the use of experiential learning, games, role-playing, and simulations
- international interdependence, global citizenship

Simulation Games

This workshop is an introduction to the use of simulation games in international education.

- The teacher as a gamesmaster
- "The Out-to-Lunch Game" (global food issues)
- "The Trash House Game" (poverty and housing)
- "The Hand-to-Hand Game" (cooperation vs. competition)

To order publications or to schedule a workshop, write:

Suite 400 - 4710 Kingsway

Burnaby, B.C.

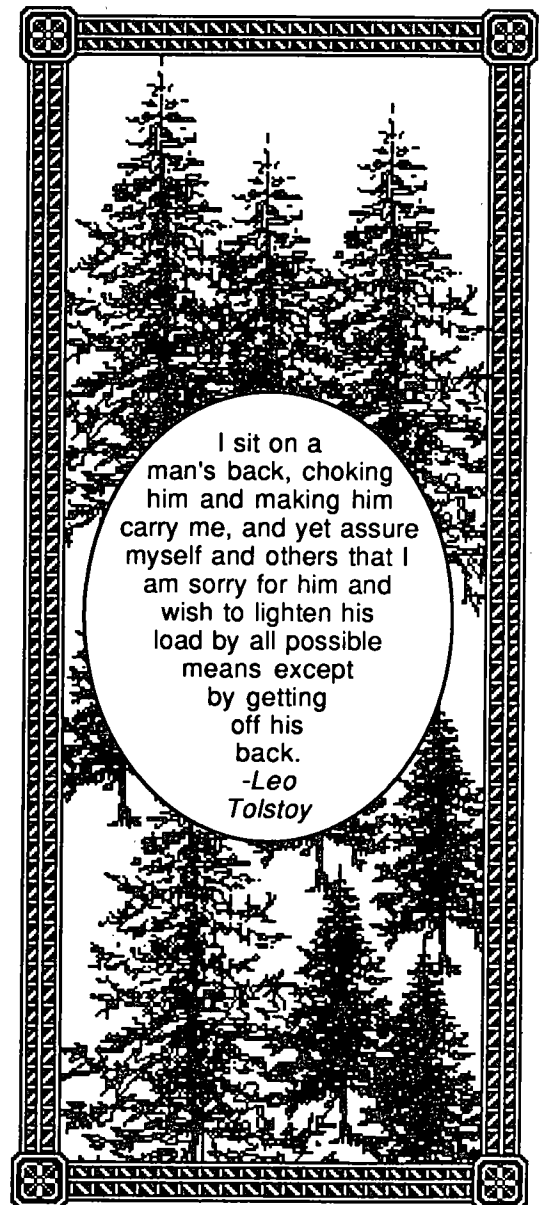
Canada

V5H 4M2

Telephone (604) 431-4200

Fax 431-4275

Please enclose a cheque or purchase order number with your order.



BACKGROUND—Our threatened planet

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Phone (416) 338-3394

RESOURCE LIST

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it's the only thing that ever has."

Margaret Mead

BOOKS

Additive Alert, by Linda Pim. Doubleday, 1986.

Blueprint for a Green Planet, by John Seymour & Herbert Giradet. Prentice Hall, 1989.

Building the Green Movement, by Rudolf Bahro. New Society, 1986.

The Canadian Green Consumer Guide, Pollution Probe Foundation. McClelland and Stewart, 1989.

The Citizen's Guide to Lead, by Kathy Cooper and Barbara Wallace. NC Press, 1986.

The Common Ground, by Richard Mabey. Hutchinson, 1980.

Deep Ecology: Living as if Nature Mattered, by Bill Devall & George Sessions. Peregrine Smith, 1985.

Diet for a Small Planet, by Frances Moore-Lappe. Ballantine, 1982.

Dirty Buisness: The Inside Story of the New Garbage Agglomerates, by Harold Crooks. James Lorimer, 1983.

Down to Earth: the Crisis in Canadian Farming, by Carol Giangrande. Anansi, 1985.

Ecology as Politics, by Andre Gorz. BlackRose, 1980.

Endangered Species, by Monte Hummel. Key Porter Books, 1989.

Environmental Rights in Canada, by John Swaigen, ed). Butterworths, 1981.

The Fight for the Amazon, by Sting and Jean-Pierre Deuilleux. Little Brown, 1989.

Forests? Forever?, by Herb Hammond. Western Canada Wilderness Committee, 1990. 20 Water St., Vancouver, BC, V6B 1A4

From Land to Mouth: Understanding, by Brewster Kneen. NC Press, 1989.

Gaia: A New Look at Life on Earth, by J. E. Lovelock. Oxford University Press, 1987.

The Gaia Atlas of Planet Management. Pan, 1985.

Global Warming, by Stephen Schneider. Sierra Club Books, 1989. 730 Polk St., San Francisco, CA, 94109 USA

Global 2000, U. S. Interagency Committee. US Government Printing Office, 1980.

The Great Lakes Primer, by Kathy Cooper and Kai Millyard. Pollution Probe, 1986. 12 Madison Ave., Toronto, ON, M5R 2S1

Green Future, by Lorraine Johnson. Penguin, 1990.

How to Get Your Lawn and Garden Off Drugs, by Carole Rubin. Friends of the Earth, 251 Laurier Ave., W., Suite 701, Ottawa, ON, K1P 5J6

The Hunger Machine: The Politics of Food, by Jon Bennett. CBC Enterprises, 1987.

A Killing Rain, by Thomas A. Pawlick. Douglas & McIntyre, 1984.

The Limits to Growth, by Donella H. Meadows (ed). Universe Books, 1972.

The Late Great Lakes, by William Ashworth. Knopf, 1986.

The Non-Toxic Home, by Debra Lynn Dadd. St. Martin's Press, 1986.

The Nuclear Power Game, by Ronald Babin. Black Rose Books, 1985.

101 Ways to Save the Earth, Greenhouse Crisis Founda-

tion, 1130 - 17th St., N.W., Washington, DC, 20036 USA

Only One Earth, by Barbara Ward & Rene Dubos. Penguin, 1972.

Our Common Future: A Reader's Guide to the Brundtland Report, IIED - Earthscan, 1717 Massachusetts Ave., N.W., Suite 302, Washington, DC, 20036 USA

Our Plundered Planet, by Fairfield Osborn. Pyramid Books, 1948.

Outrageous Misconduct: The Asbestos Industry on Trial, by Paul Brodeur. Pantheon, 1980.

Ozone Crisis, by Sharon Roan. John Wiley & Sons, 1989.

The Ozone War, by Lydia Dotto. Doubleday, 1978.

Poisons in Public: Case Studies of Environmental Pollution in Canada, by Ross Howard. James Lorimer, 1980.

The Population Bomb, by Paul Ehrlich. Ballantine Books, 1968.

Progress for a Small Planet, by Barbara Ward. Penguin, 1979.

Silent Spring, by Rachel Carson. Houghton Mifflin, 1962.

The Sinking Ark, by Norman Myers. Pergamon, 1979.

Small is Beautiful, by E. F. Schumacher. Blond & Briggs, 1973.

State of the World 1990, by Lester R. Brown. W. W. Norton, 1990.

The Theft of the Countryside, by Marian Shoard. Temple Smith, 1980.

Thinking the Unthinkable: Civilization and Rapid Climate Change, by Lydia Dotto. Wilfrid Laurier Univ. Press, 1988.

To the Last Drop: Canada and the World's Water Crisis, by Michael Keating. Macmillan, 1986.

Troubled skies. Troubled Waters, by Jon R. Luoma. Penguin, 1985.

The Twenty Ninth Day, by Lester R. Brown. W. W.

Norton, 1978.

2 Minutes a Day for a Greener Planet, by Marjorie Lamb. Harper Collins, 1990.

2025: Soft Energy Futures for Canada, Friends of the Earth. Hurtig, 1983.

The Waste Makers, by Vance Packard. Simon & Schuster, 1960.

FILMS AND VIDEOS

(National Film Board Productions)

Acid Rain: Requiem or Recovery. Order No. 0181 527

Arctic River. 0187 054

The Biosphere. 0179 685

Class Project: The Garbage Movie. 0180 068

Edge of Ice. 0186 069

Equatorial River. 0187 055

Estuary. 0179 174

Farmers Helping Farmers. 0187 102

The Forest in Crisis. 0181 010

For Future Generations. 0185 652

The Intertidal Zone. 0185 040

Land Above the Trees. 188 013

Offshore Oil: Are We Ready? 0181 015

Perspectives in Science. (Series titles: toxic waste, water, and biotechnology)

Return of the Swift Fox. 0188 035

Rivers to the Sea. 0189 017

A Safety Net. 0187 091

Super-Companies. 0187 096

The Temperate Rain Forest. 0183 002

This Borrowed Land. 0184 064

A Time for Action. 0183 535

Trouble in the Forest. 0188 078

The Underlying Threat. 0189 028

Where the Bay Becomes the Sea. 0184 096

Wild in the City. 0185 039



How can one buy or sell the air, the warmth of the land? That is difficult for us to imagine. We do not own the sweet air or the sparkle of the water. How then can you buy them from us? Each pine tree shining in the sun, each sandy beach, the mist hanging in the dark woods, every space, each humming bee, every part of the Earth is sacred to my people, holy in their memory and experience.

We are part of the Earth and the Earth is part of us. The fragrant flowers are our sisters. The reindeer, the horse, the great eagle are our brothers. The rocky heights, the foamy crests of waves in the river, the sap of meadow flowers, the body heat of the pony - and of human beings - all belong to the same family.....

-Chief Seattle to president of U.S. about white Americans wanting to buy Indians' land, 1855

ENVIRONMENTAL THEME UNIT: GRADES 5 AND 6

by **DONNA DOERKSEN**, teacher-librarian, Waverley Elementary School, SD#39 (Vancouver) and **DEBORAH LO** and **DAN LOEWY**, student teachers

Student teachers are encouraged to work with the teacher-librarian to cooperatively plan and teach a unit. By working through the whole process student teachers actually learn about resource-based learning, literature connections and the library programme. Together we developed a six to eight week learning centres approach.

Goals: For the students to have a greater awareness of our planet's environment and for the students to be exposed to a variety of perspectives and learning activities.

Centres:

1. Poetry
2. Literature
3. Emily Carr - Painter of Trees
4. Problem Solving
5. Tropical Rainforests
6. Leaf and Needle Identification
7. Ecology Action
8. Tree Experiment
9. Tools and Equipment
10. Map and Graphing

Visits to the library were scheduled over a period of eight weeks, three times a week.

Pre-teaching: how to construct a bar graph; experiment format.

Introductory Lesson

Partner work: brainstorming. What does "environment" mean? What is the environment made up of? What are some things you know about the environment? What would you like to find out about the environment?

Game: each student has an aspect of the environment labelled on his/her back. Students ask enquiring "yes/no" questions to determine which environmental feature they are:

Polluter	Student
Greenpeace member	Teacher
Coniferous tree	Moss
Deciduous tree	Whale
Starfish	Logger
Moose	Politician
Grizzly bear	Journalist/Reporter
Business person	Tulip
Forester	Planet Earth
Environmental blockader	River
Ecologist	Lake
Painter	Ocean
Recycler	

If these are too difficult, names of plants and animals could be used.

Procedure:

Show the students all the centres and hand out self-evaluation sheet for the students to be checked after each centre.

Explain the expectations for centre work.

Upon completion of each centre the students sought out the teacher-librarian or teachers to discuss their work.

Students were also invited to develop their own activities, once they read the centre instructions.

Concluding activities:

We want students to be aware of environmental issues and concerns but also to feel a sense of empowerment -- that they could/can make a difference. We gave them opportunities to explore, to discuss and to make positive decisions/actions regarding the environment.

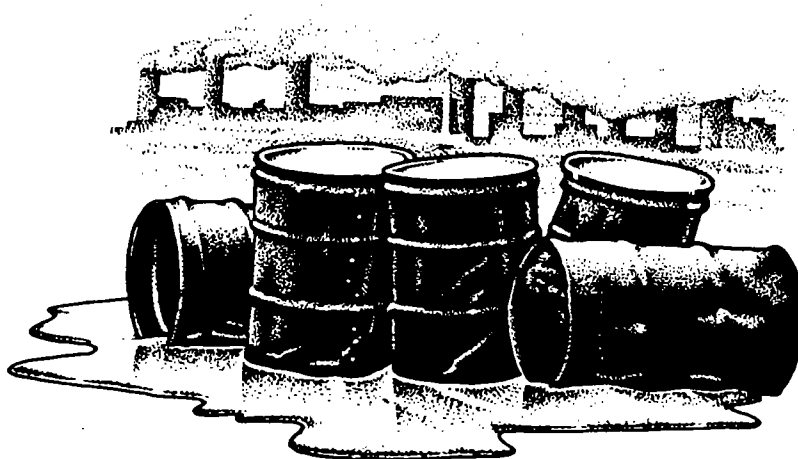
It was most important to us that students had a sense of hope and a sense that individuals have a powerful influence in our world.

After partner and small group feedback, the large group "pulled it all together" on our last formal meeting. Once we had summed up our views on the role of the individual and the environment we showed a powerful example by viewing the video "The Man Who Planted Trees" [also available in 16mm format]. It is available from Image Media. The book is available from CBC Enterprises, ISBN 0-88-794-362-4.

Evaluation of the unit:

Once the unit was completed the teachers and teacher-librarian met to discuss the strengths and weaknesses and we also asked for student input.

[In the student materials that follow, page-wide blank lines and white space for answers and other responses included with the originals have been omitted to save paper!. --- Ed.]



TROPICAL RAINFORESTS

Rainforest Secrets by Authur Dorros. (ISBN 0-590-43369-5)

Life in the Rainforests by Lucy Baker. (ISBN 0-590-73568-3)

Jungle Stories: The Fight for the Amazon. by Sting and Jean-Pierre Dutilleux.

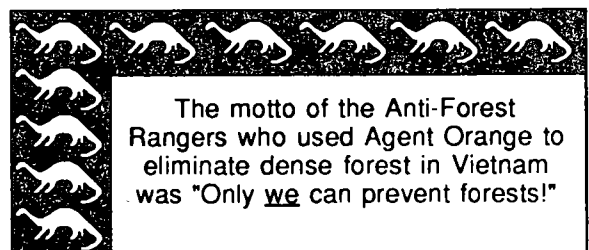
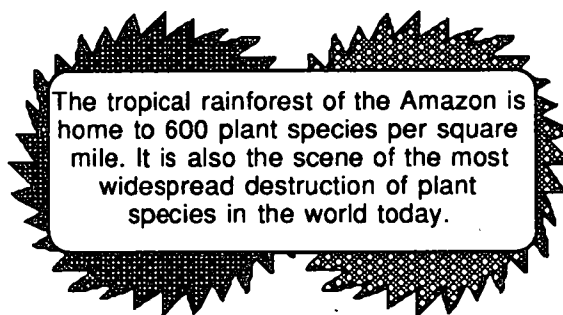
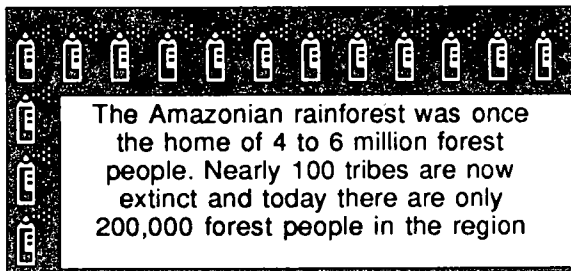
Look through these resources to find out:

OR

Work with a partner and set up an interview with one person, the journalist and the other person interviewed. Swap. Record your responses on the tape recorder. Share your results.

OR

Plan an activity which addresses the concerns of the tropical rainforests.



RESEARCH ECOLOGY ACTION CENTRE

At this centre you will learn about environmental problems in Canada and around the world. You will also discover that you can do something to help clean up our environment.

Our Fragile Future, Saturday, October 7, 1989, A Southam Environment Project.

Good Planets Are Hard To Find

50 Simple Things Kids Can Do To Save the Earth.

Look at Our Fragile Future, pp. 12 and 13 to answer these questions.

What is Global Warming? (complete sentences) 2 marks [4 blank lines]

Describe two other environmental problems below (complete sentences) 2 marks each

Problem: _____

Explanation: [6 blank lines]

Problem: _____

Explanation: [6 blank lines]

Read 50 Simple Things Kids Can Do To Save the Earth OR Good Planets Are Hard To Find to answer the following. 2 marks each

Pick an environmental problem and list three things you can do to help solve it.

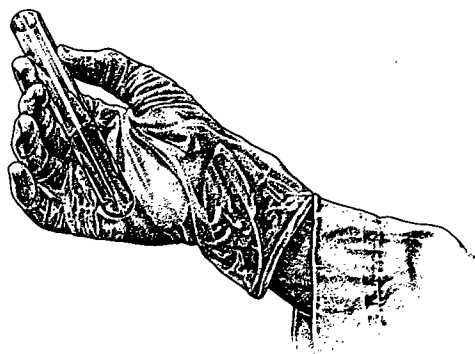
To help solve the problem of _____

I will: 1. _____

2. _____

3. _____

What environmental problem are you most worried about? Why? (complete sentences) 2 marks [7 blank lines]



EMILY CARR

Read
and complete
the worksheet

Follow-up

Paint a tree or use crayon, pastel, etc.

Use the big paint/drawing paper. Try a Carr reproduction (copy)

OR

Create your own style, symbolism.

Clean up
everything

Watch the
time so you
can clean well.

EMILY CARR -- PAINTER OF TREES

Look at Emily Carr's paintings of trees and forests.

Now look at them again, more closely. Look at the colours, the shapes, at the feelings Emily Carr had, or how she wanted you to feel when you look at her paintings.

Write 5 words to describe how Emily Carr "saw" or painted trees: *[5 blank spaces]*

Describe the lines and shapes she used to paint the trees: *[4 blank lines]*

Describe the colours she used to paint trees: *[4 blank lines]*

What kinds of feelings do you get when you look at her trees? *[3 blank lines]*

What feelings do you get when you look at "Grey"? *[1 blank line]*

What feelings do you get from the "Old Time Coast Village"? *[1 blank line]*

What feelings do you feel when you look at "Scorned as Timber, Beloved of the Sky"? *[2 blank lines]*

What does the title "Scorned as Timber, Beloved of the Sky" mean, do you think? Do you know what scorn means? Check the dictionary. *[3 blank lines]*

If you had the money to buy one of Emily Carr's paintings, which one would you buy? Why? Where would you hang it? *[5 blank lines]*

Read at least three different sources to find out about Emily Carr's life.

Birth date: _____

Place: _____

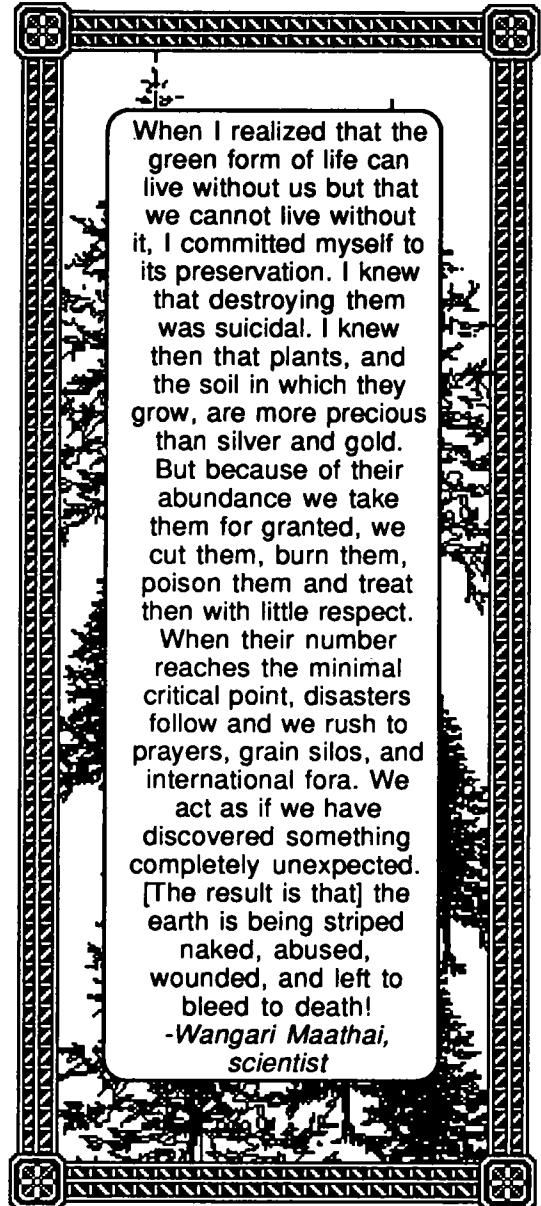
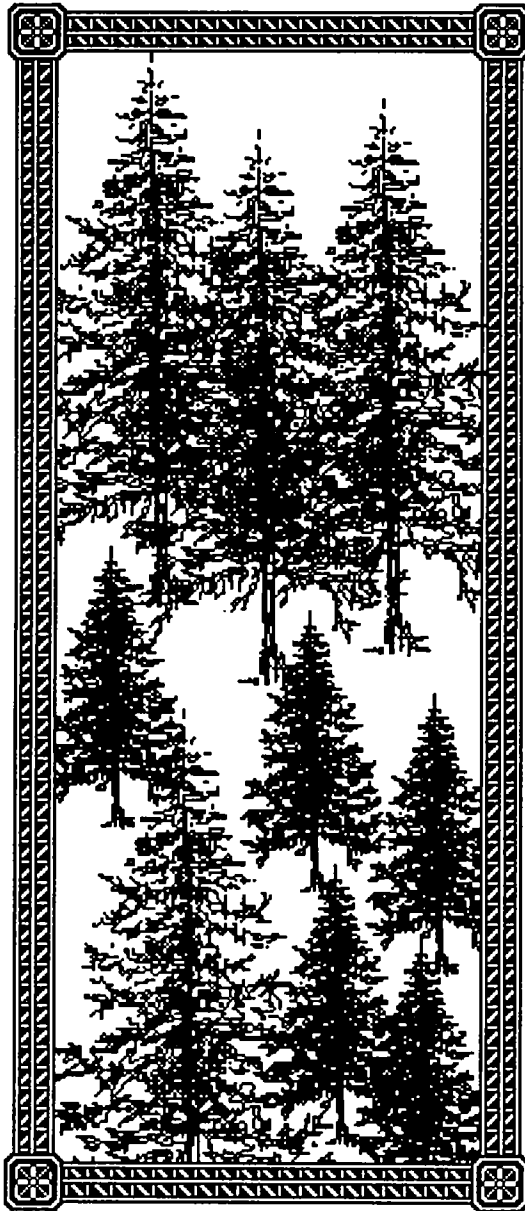
Death date: _____

Some family information: [3 blank lines]

Childhood: [3 blank lines]

Personality: [2 blank lines]

Was she a happy person? [2 blank lines]



DIRECTIONS

This is a decision making game

Divide your group into conservation or logger groups:

The loggers want to cut down the trees on the map. The conservation group wants to save them.

Keeping in mind things like mountains, rivers, lakes, animals, trails, etc., you must work together to reach a settlement on what to do. The longer this takes, the more money you lose.

Use the map to illustrate your settlement. On the back of the map, write down the reasons for your settlement.

----> Begin by reading Logger or Conservation cards.

[Monopoly money is provided for each group].

LOGGER CARD #1

You are the part owner of a major logging company on the west coast of Vancouver Island. You have 1,000 employees, most of whom are supporting families. They depend on you for their pay. You also have companies overseas wanting and waiting to buy lumber from you.

You have a PROBLEM

LOGGER CARD #2

THE PROBLEM

You plan to start cutting down trees, but local conservation groups will not let you log. You must pay your employees even though they cannot start working. The companies that said they would buy your lumber are threatening to buy wood from someone else. You are losing thousands of dollars every day. It would be too expensive to log an entirely different forest. You must reach some kind of agreement with the conservation group.

* Your company has \$40,000. You lose \$1,000 every minute that a settlement is not reached.

CONSERVATION CARD #1

You own a tourist shop on the west coast of Vancouver Island. Most of your customers come to see the nearby rainforest with its huge trees. You have grown up in the area and you love the forest..

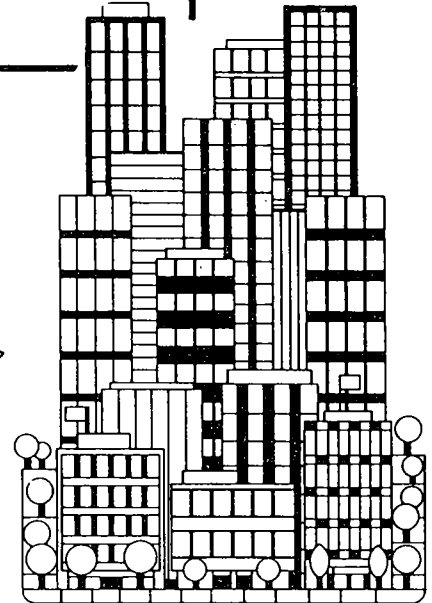
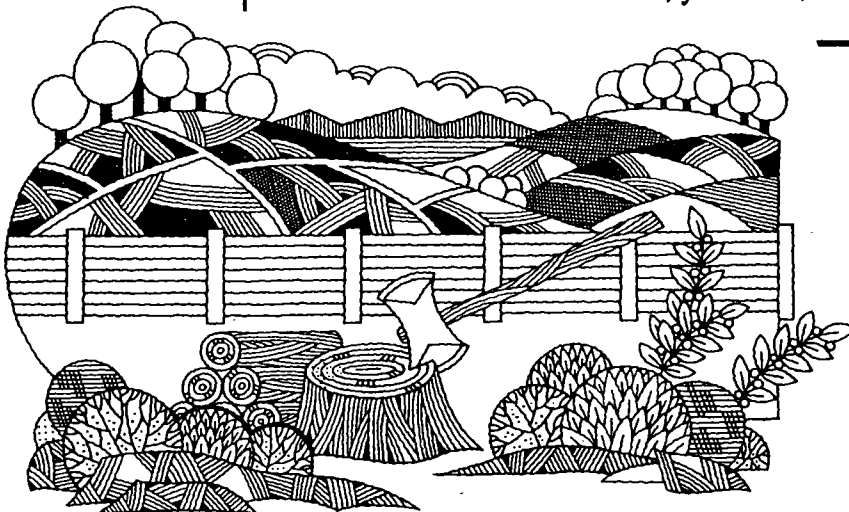
You have a PROBLEM

CONSERVATION CARD #2

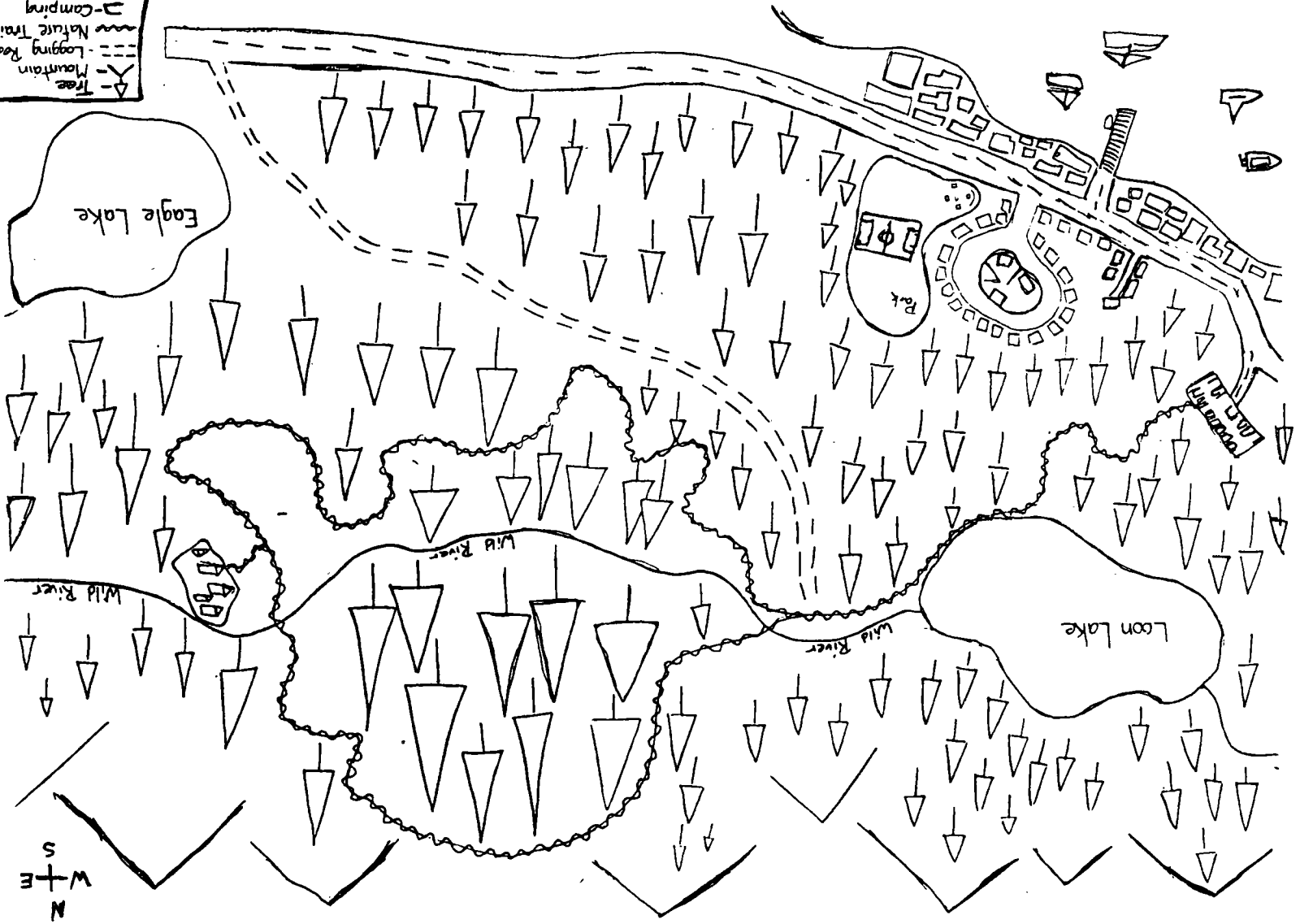
THE PROBLEM

The forest has been sold to a huge logging company which plans to cut down all the trees. This would be a disaster for your business and the entire town (not to mention the animals of the forest). You and your neighbours decide to block the logging roads, but every day your business suffers. You realize that you cannot block the roads any longer, but you also know that if you don't reach some kind of settlement with the logging company they will cut down the forest.

* You have \$400 in the bank. For every minute you do not reach a settlement, you lose \$10.



Mountain
- Logging Road
- Nature Trail
- Camping



N
W E
S

TOOLS AND EQUIPMENT

Read pages 36, 37, 42 and 43 of Exploring Canada. Read pages 57-74 of The People of the Forest.

What tools and equipment did the loggers use in the past? (make a list)

What tools and equipment are used today in the forest industry? (make a list)

Draw two tools or pieces of equipment used in the past.

Draw two tools or pieces of equipment used today.

What is the main difference between the tools and equipment of the past and the present?

Use the two-person saw to cut a cross-section of the stump. Clean up the wood chips, please.




MAP STATION "WHAT'S HAPPENING?"

1. Look at the map called "What's Happening?" Check out the boxes, graphs and figure out some of the information the map is conveying (showing you). Talk quietly with the members of your group and share the information. **BE GENTLE WITH THE MAP, PLEASE.** (10 - 15 minutes)



2. Notice this symbol:

What does it mean?

3. Find the  symbol at many places on the map. Notice the printing in the cloud. To find out what this means, look at the top left hand box on the map.

3. What is sulphur dioxide??? What does it do??? **TALK ABOUT IT WITH YOUR PARTNER -- MAKE SOME GUESSES.**

4. After you have made some guesses, read pages 203-204 in Toxic Threat by Stephen Zipko OR read pages 4-5 in Acid Rain by C. Miller and L. Berry.

5. Fill in the cloud sheet. [*accompanying 1 page scribble outline of a cloud with the headline caption "Write in the cloud. What is sulphur dioxide??? What does it do???"*]

6. Collect the data from the map. Fill in the Data Collection and Graphing Sheet.

7. Construct a bar graph using the data.

[Note: The map, "What's Happening?" is available from Vancouver Kidsbooks. See also the item on this map in the "Notes and News" feature of this issue of The Bookmark.]

DATA COLLECTION AND GRAPHING

Collect the data from the map onto the chart below. Use the information written in the clouds and the name of the city or town. CANADIAN PLACES ONLY

TOWN/CITY	SULPHUR DIOXIDE / TONNES A DAY
	<i>[extend chart 10 double-spaced numbered lines]</i>

Now construct a bar graph with the data to show the amount of sulphur dioxides in our province. **REMEMBER:**

**EACH GRAPH NEEDS THREE TITLES.
THAT YOUR NUMBERING ON THE GRID NEEDS TO GO UP FROM "0".
TO COLOUR IN THE BAR GRAPH.
TO NAME EACH BAR.
DO THE GRAPH ON THE GRAPH PAPER PROVIDED.**

EXPERIMENT CENTRE

At this centre you will learn about how water gets to the top of a tree and about the hidden colours in a leaf. This centre consists of two separate experiments and will require two class periods to complete. A maximum of 5 people can be at this centre at a time.

Both of the experiment reports will be marked out of 10 marks on the basis of completeness, neatness, and accuracy.

Experiment One : Capillary Action

Purpose: To test whether water travels up a plant by capillary action. Capillary action describes the way water, a sticky substance, pulls itself up the narrow tubes of a plant.

Materials: one celery stalk, two beakers, two colours of food colouring which the teacher provides, one knife, worksheet.

Procedure

1. Split the celery stalk with a knife from the bottom to one third of the way up the stalk.
2. Fill two beakers half full with water.
3. Ask the teacher to add food colouring to each beaker.
4. Insert one half of the celery stalk in one beaker and the other half into the other beaker.
5. Leave the celery stalk overnight and observe the changes next day.
6. Complete side one of the worksheet. In the Prediction Section, write down what you think will happen to the celery stalk. Will the colours mix in the celery? In the Diagram Section, label the celery, beakers, and coloured water.

Next day

1. Describe what the celery stalk now looks like under the heading Observations.
2. Draw a diagram of the celery and any changes to it. Label the celery and the changes.
3. In the Conclusions Section, state in a few sentences if the experiment showed that water travelled up a plant by capillary action. Also state whether the colours were mixed at the end of the experiment.

Experiment Two : Leaf Chromatography

Purpose: To see if leaves contain green as well as other pigments.

Materials: one jar, one cover, mortar and pestle, filter paper, one beaker, straightened paper clip, nail polish remover containing acetone, worksheet.

Procedure:

1. Pick two leaves of the same type. Grass leaves are acceptable.

2. Grind up the leaves using the mortar and pestle.
3. Put the crushed leaves into a small jar and ask the teacher to add nail polish remover so that the leaves are barely covered.
4. Let the leaves soak overnight.
5. Begin experiment report.

Next day:

1. Pour the liquid from the jar into a beaker.
2. With tape, attach the filter paper to the straightened paper clip.
3. Place the filter paper in the beaker so that it just touches the liquid.
4. Observe any changes for at least 15 minutes.
5. Under the heading Observations, record any changes. What colours, other than green did you observe? What do you think would happen if you tried to experiment again with red, yellow, orange, or purple leaves?
6. Under the heading Conclusions, write down whether the experiment showed that leaves contain several pigments other than green.

WORKSHEET FOR EXPERIMENT

Purpose: _____

Materials: *[3 blank lines]*

Procedure: *[5 blank line]*

Prediction: *[2 blank lines]*

Diagram (label parts)

Day Two

Observations: *[5 blank lines]*

Conclusions: *[3 blank lines]*

Diagram 2 (label parts): *[1/3 blank page, boxed]*

LITERATURE STATION

LITERATURE STATION BOOKS

The Talking Tree by Inna and Robert Rayevsky. ISBN: 0-399-21631-6.

The Man Who Talked to a Tree by Byrd Baylor Schweitzer.

Half a World Away illustrated by Arlette Lavie. ISBN: 0-85953-335-2

Where the Forest Meets the Sea by Jeannie Baker. ISBN: 0-688-06364-0.

The Name of the Tree retold by Celia Barker Lottridge. ISBN: 0-88899-097-9

The Warrior and the Wise Man by David Wisniewski. ISBN: 0-688-07890-7.

Heron Street by Ann Turner. ISBN: 0-06-026185-4.

School of Names by M.B. Goffstein. ISBN: 0-06-021985-8.

Miss Rumphius by Barbara Cooney. ISBN: 0-670-47958-6.

Once Under the Cherry Blossom Tree retold by Allen Say.

Natural History by M. B. Goffstein. ISBN: 0-374-35498-7.

The Tale of the Vanishing Rainbow by Siegfried P. Rupprecht.

-
1. Read the 4 or 5 books from this station.
 2. Fill in the checklist.
 3. Read the instruction card that explains what a key visual is. See the sample of a key visual. Also look at the Key Visual Dictionary by Selkirk Elementary Students.
 4. Create your own key visual for one of the stories you read.
Make sure it is clear to you what a key visual is, before you begin your assignment.
 5. Use your key visual to give you clues when you retell your story to a partner. Find a student who is at your station or someone you could tell a story to for a few minutes.
 6. Retell your story again, with feeling, to the teacher-librarian.

DID YOUR KEY VISUAL WORK???

KEY VISUALS

A key visual:

the main or most important part of a story or information is drawn or shown (by a picture, chart, graph, diagram, etc. . . .) to help you remember the key or most important ideas.

A key visual will help you remember and retell the stories you have read from this station

Look at the example of the key visual for the story of Golilicks and the 3 Bears.

Look at the key visual dictionary that students from Selkirk School made. It shows all the different types of key visuals that help people remember information.

Now create your own KEY VISUAL for one of the stories you read at this station.

It should take 10 to 20 minutes to make a key visual. ***Retell the story to a partner and then to the teacher or the teacher-librarian.

POETRY STATION

1. Read all the poetry on trees. (alone, aloud, silently, with a partner. . . .)
2. Fill in the checklist.
3. Answer the questions on the back of the checklist.
4. Read your favourite poem to a partner.
5. Read your favourite poem to the teacher-librarian.
6. Memorize one of the poems

OR

Write
your
own
poem
about
nature,
trees,
the
environment,
a bird. . . .

POETRY ANTHOLOGIES FOR THE TREE POEMS

Don't Eat Spiders by R. Heidbreder. ISBN: 0-19-540497

Where the Sidewalk Ends by S. Silverstein. ISBN: 06-025668-0

Poems for Boys and Girls by G. Morgan and C.B. Routley. ISBN: 0-19-503539-9.

The Oxford Book of Children's Verse in America by D. Hall.

The Wind Has Wings by M. Downie and B. Robertson.

'Til All the Stars Have Fallen by D. Booth.

A First Poetry Book by J. Foster.

A Third Poetry Book by J. Foster.

READ ALL THE SAMPLES OF POETRY:

Read It Okay Didn't Really
Appeal Liked
To Me It

	Read It	Okay	Didn't Appeal To Me	Really Liked It
Trees by Joyce Kilmer				
Autumn Woods by James Tippett				
Tree-talking by Petra Watzlawick-Schwend				
Lizzie and the Apple Tree by Julie Holder				
The Sky Is Falling by Diane Dawber				
Winter Walk in Forest by George Swede				
Holes of Green by Aileen Fisher				
The Pines by Margaret Mahy				
Falling Leaves by Robert Heidbreder				
The Juniper Tree by Wilfred Watson				
Leaves by Ted Hughes				
The Tree House by Stanley Cook				
For Old Times' Sake: A Tree Speaks				
Trees by Harry Behn				
November by Alice Cary				
The Walnut Tree				
Tree House by Shel Silverstein				
A Little Nut-Tree by Roald Dahl				

Which poem did you like the best? Why (poetic devices, feelings, experiences?) *[4 blank lines]*

Is there a poem or two that didn't appeal to you? Which one(s)? Figure out why. *[3 blank lines]*

Read your favourite poem to a partner, then to the teacher-librarian and enjoy it together.

Memorize one of the poems or write a poem yourself. Theme of the poem: nature, trees, environment, ecology.

LEAF, NEEDLE AND TREE IDENTIFICATION

Within the attached bag are a variety of leaves and needles that grow on many of British Columbia's native trees.

What to Do

Carefully group the leaves into piles of similar appearance, then complete the worksheet.

* Please be careful with the leaves. Other groups need them too.

Needle and Leaf Identification Worksheet

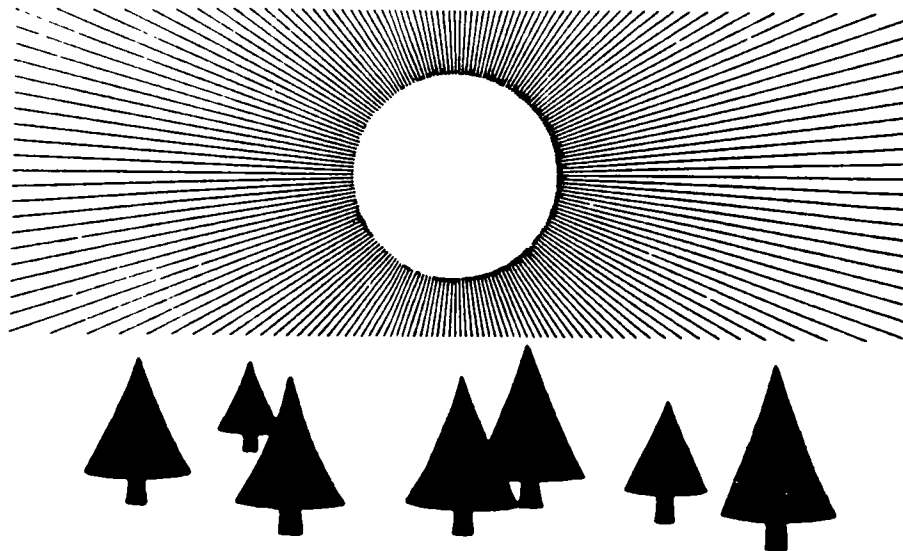
Leaves, Needles and Trees

Try to name the trees that your piles of needles and leaves came from. Classify by dividing the samples into groups. *[2 blank lines]*

Use the leaf guide to identify your leaves and needles

Which ones did you know? *[2 blank lines]*

Make drawings of the different leaves and needles and label them. In a few words describe what your leaves and needles look like. This will be your own leaf guide.



FEATURED IN THIS ISSUE





STORY 91

in VERNON, B.C.
April 26-28, 1991
ANNUAL BCTLA
CONFERENCE,
SILVER STAR
MOUNTAIN RESORT

KEYNOTE SPEAKERS:

David Booth, teacher, author, editor, storyteller from Toronto
Bob Barton, storyteller, author from Toronto
Bill Barlee, B.C. historian, raconteur, TV star

OTHER SPEAKERS WILL INCLUDE

Lloyd Wishart on library automation
Dave Brotsky, teacher of drama, director
Robert Heidbreder, teacher, poet
and others...

Accommodation and meal packages range in price from \$155.50 for a single room to \$101.50 each for a shared 1 or 2 bedroom suite. Please note that there will be a lower price if several people share one of the even larger suites. The packages include accommodation for two nights, two breakfasts, two lunches and a banquet.

Registration packages will be available early in 1991. For further information, contact:
Margaret Montgomery, West Vernon School,
2711 38th St., Vernon, B.C. V1T 6H5

(The fee for the conference, exclusive of meals and accommodation, will be about \$110.)

BCTLA CHAPTER REPORTS

Compiled by **BARBARA SMITH** and **JIM CROOK**

Thanks to chapter councilors Carol Westmacott, Charlene Sundstrom, Dorothy L.Engelbrecht, Margaret Montgomery, Della McClaren, Henry Zukowski, Vicki Sale, Christine Hendrixon, William H. Scott, Jim Dutton, Mercedes Smith and Pat Wildhagen, Benita Lorenz, Donna Doerksen, Joan Wilby, Shirley Blair, Barb Richards, Tyla Doyle (for Ellen Bartlett), cAnita Woode, Kristina Nellis, Yvonne Elden, Les Ellis, Diana McNeil, Lon Schill, Bill Underwood, Gerry Kovach, Janis Nairne, Candace Morgan, Jane Roberts, Elizabeth Coulter, Christine F. Dickinson, H.B. Brown, Dianne Rabel, Audrey Campbell.

POLITICAL ACTION

Fernie

Our chapter submitted to our teacher association contract goals, prioritized, as we would like to see them covered in bargaining. We also compiled and submitted a job description to the FDTA.

Cranbrook

At the beginning of this school year most teacher-librarians were expected and felt pressured to "volunteer" library supervision during lunch hours even though all teachers have a duty-free lunch hour guaranteed in contract. After a couple of meetings in September each teacher librarian worked out his/her own solution with the result that different schools have different services available at lunch and that our bargaining team is trying to get the service defined in the next contract.

We met with the local bargaining team to give input on two main library-related issues:

- supervision-free lunch hours, combined with a plea for improved teacher-librarian staffing by supporting Diana Poole's recommended formula while
- the need for every school library to have a full-time library aide. Both our district resource centre and our high school, the only school in the district to have a permanent library aide, have rewritten their job descriptions for library aides to make one description cover both positions. These descriptions were submitted to the bargaining team.

West Kootenay

We cover 5 districts, and each one varies. One district has duty-free lunch hours, but not from 12:00 to 1:00. There continues to be use of teacher-librarians to cover preparation time. One negotiating team is using the BCTF minimum criteria re teacher-librarian staffing in the schools. One district has members who have "encouraged" the school board to come up with a copyright statement.

Columbia-Shuswap

- letter sent to STA to include libraries when bargaining. We suggest that only qualified personnel be hired.
- We sent a copy of BCTLA survey to all district staff, OK Public Library Board, the Silver Creek Parent Advisory and to the accreditation team.
- Three members hold executive positions on the STA.
- One member is 1/2 admin. at the senior secondary school this semester.
- a successful grievance was sent through the STA to have substitutes for teacher-librarians every day of absence.

Vernon-Armstrong

A great many of the teacher-librarians were (and still are) concerned about clerical time in the library resource centres. The principals have the right to assign the clerical time which is allotted to their schools; there is no requirement that they live up to the school district library policy, which says that the clerical time should equal the time of the teacher-librarian, i.e. a full-time teacher-librarian would have a 35 hour per week clerk in the library, and so forth.

One of the bargaining objectives for the contract now being negotiated is for specific times for teacher-librarians re number of students in the school and for clerical time on the same bases. Number of hours per week for clerical and percentage of time for teacher-librarians.

Central Okanagan

- provided budget and policy recommendations to the district library advisory review committee for inclusion in their report "Libraries of Tomorrow - Empowering Students for the Future".
- policy review committee made recommendations for changes to the old policy.

- constitution review committee recommended that a public relations position be added to the executive.

- extra time is now provided for teacher-librarians who are starting up new library resource centres. Next year's objectives include: provision of a substitute for library resource centre assistants from the first day of absence; overlap time when new assistants are hired; and provision of adequate training program for library resource centre assistants.

Kamloops

Our group's main focus this past year has been in the area of cooperative planning and teaching in-service. In January, we held a series of zone half-day workshops involving teachers and teacher-librarians. Extra funding provided by the school board to cover required sub time allowed most schools in the district to be represented. Local facilitators presented the process of unit planning which participants used to produce their own unit of work on a previously chosen theme. The sessions were very well received and were carried over into the classroom and library resource centre setting. As a result of this experience, especially with the support shown by the school board, the climate among teacher-librarians in our chapter has become more positive.

In addition, the school board accepted most of the recommendations made by Don Hamilton in his assessment of the library resource centre program in our district. This has resulted in the allocation of more funding for purchase of library resource centre materials, the development of a district policy (currently in process), the expansion of the role of the district coordinator, as well as the provision of additional staffing to free teacher-librarians from providing teacher prep time, the present practice in most schools. Coming out of previous years of restraint and cut-backs, we sense that there is a turn-about of attitude towards the library resource centre programs in our schools and that our role as teacher-librarians is being looked upon as integral to the learning experience.

This has also been reflected in the inclusion of teacher-librarians on district steering committees for the implementation of the primary program and the Year 2000 document.

Cariboo-Chilcotin

Budget submission went to CCTA who presented it to superintendent and budget advisory committee and economic welfare committee.

- increase in library aide time
- increase in teacher-librarian time
- increase in budget

Contract issues submitted to economic welfare, some concerns included in contract package:

- teacher vs. teacher-librarian
- substitutes for automated libraries
- prep time included in budget
- duty
- lunch hour
- home schooling
- staffing formula

Responded to SD#27 budget proposal for primary programming.

Responded to Year 2000 document.

Quesnel

We set up a committee to formulate bargaining objectives. The following objectives were adopted:

1. Staffing: we already have a good formula in contract, but we added

201-250 students	0.6 FTE
251-300	0.8 (0.75 for high schools)
301-500	1.0
501-700	1.5
701-1000	2.0

2. Teacher librarians should get subs on first day of absence.

3. Clerical staffing: should be 50% of teacher-librarian time.

4. Teacher-librarians to take lunch hour at same time as other teachers.

5. Teacher-librarians not to provide prep time for other teachers.

Our objectives were handed over to the bargaining committee.

Hope

The members of our chapter spent considerable time working with the Assistant Superintendent of Schools concerning delays in processing at our District Resource Centre - schools felt that the cutback in DRC staffing two years ago was the cause of waits of up to one year to have books processed. The Assistant Superintendent wanted the problem solved and asked teacher-librarians to devise a solution that did not include any increase in staff. After considerable discussion, teacher-librarians agreed to handle most processing directly in the schools: the DRC will continue to do all laminating and provide card sets for those books that cannot be ordered with card sets.

The chapter also made two presentations concerning needs for increased funding for library services.

1. The chapter discussed with the Assistant Superintendent the needs for increased DRC staffing. An increase in DRC library aide time from .5 to 1.0 is the main

hope for 1990-1991.

2. The chapter made a formal presentation to district principals for the need for increased funding for school library materials. Included in the proposal, as well as a general increase in the per capita grant, was a one-time-only request for a capital upgrading grant to compensate for the restraint period of 1981-1988. Copies of this presentation were also submitted to the Assistant Superintendent for Board consideration and to the Hope Teachers' Association for inclusion in their budget presentation to the Board.

Chilliwack

- Exchange of letters and follow-up meeting with assistant superintendent regarding in-district transfer of teacher-librarian without in-district advertising.
- Creation of up-dated job description for teacher assistant by teacher-librarian.
- Presentation to the Chilliwack Teachers' Association and school board concerning block staffing and its erosion of teacher-librarian time.
- Letter to the assistant superintendent re the active involvement of teacher-librarians in the selecting, processing and circulation of all curriculum resources.
- Recommendation that a professional evaluation of the district resource centre and all school libraries be carried out at the earliest opportunity.
- Meeting with assistant superintendent to promote the acceptance of a written library resource centre policy as developed by the teacher-librarians several years earlier. Policy to be updated on an ongoing basis.

Surrey

- bargaining objectives with regard to teacher-librarians were submitted, however these are not yet firm
- working to establish a chapter position on duty-free lunch hours
- letters were written to the school board to express our disagreement with school-based budgeting for library funds unless the current per pupil allotment is at least maintained, and preferably increased
- met with district personnel to discuss our disagreement with future plans for building computer labs connected to the library by a glass partition. We are not going to be baby-sitters for the lab.

Richmond

A very comprehensive brief concerning staffing, support staff, supervision and working conditions along with supporting statements and rationale was presented to the bargaining committee. One of our members is the Intermediate Rep. on the negotiating team so we are indeed fortunate in this regard.

Vancouver

- met with Sheila Pither as a rep. on BCTF's Force on Teaching and Professional Practice, regarding teacher-librarian concerns regarding prep time, lunch hour supervision and clerical support.
- letter to the ministry reiterating importance of teacher-librarians' involvement in the library book purchase plan.

Coquitlam

Three major concerns were identified by our membership: staffing, qualifications and the use of teacher-librarians for giving prep time to teachers. Of the three, a staffing formula for teacher-librarians and clerical assistants was accepted for negotiation. At this time we have no indication of how these negotiations are going. Teacher librarians have duty free noon hours and one hour prep time.

Maple Ridge-Pitt Meadows

At the end of January, the Maple Ridge-Pitt Meadows Teacher Librarians' Association made a budget submission to the Board of Trustees and district office personnel. The presentation included requests for an increased per pupil expenditure, implementation of district wide reference purchase plan, additional computer hardware and added clerical staffing. The figures from the BCTLA fall survey were used in this submission.

Powell River

- written submission to local bargaining committee on prep time and duty-free lunch hour.
- submitted draft proposal for district library policy which was well received. Working on final draft with senior administration input.
- president of our chapter presented a proposal to the school board for district library automation
- 90% membership in the BCTLA
- chapter president met with superintendent and

assistant superintendent to discuss concerns of elementary teacher-librarians regarding decentralized ordering. The teacher-librarians were satisfied with the outcome of this meeting.

Howe Sound

Our chapter has sent a letter to our bargaining committee chairperson supporting our local association in their bargaining efforts pertaining to teacher-librarians in the district. The four bargaining points are as follows:

- Teacher librarians are not to be used to cover for preparation time or planning as the teacher-librarian is an important resource person in cooperative planning.
- Preparation time is to be provided for every teacher, including teacher-librarians.
- Specific teacher-librarian staffing increases were outlined.
- Only qualified teacher-librarians are to be assigned to our libraries.

Burns Lake

A "State of the Libraries Report" was submitted to the school board in May, 1990, with recommendations for increased FTE budget allocations, consultation with teacher-librarians on "Primary Classroom Funding" and recognition of the teacher-librarian's role description to be included with the district library resource centre policy.

Our association is working with the district computer committee to establish a policy and buying guidelines for our board-purchased, research use only, library resource centre computer systems.

Prince George and District

- PGDTLA wrote letters in support of the B.C.T.L.A. position on the Year 2000 Document and the Primary Program.
- our learning advisory committee prepared a draft policy on copyright for the district. This policy has been tabled by the Prince George Board pending further action by the Ministry of Education.
- The chairperson of the PGDTLA bargaining committee attended our September meeting to clarify our concerns about supervision time and other matters in our contract.
- We submitted several bargaining objectives con-

cerning teacher-librarian and clerical staffing, availability of substitutes for teacher-librarians and preparation time to the bargaining committee for consideration in the next round of bargaining.

- Two members from our chapter, Barb Hall and Robyn Smart, served on the B.C.T.L.A. executive board this year, and Robyn will be continuing as corresponding secretary next year.

- A brief concerning an increase in time for teacher-librarians and clericals was prepared using information from the working and learning conditions survey. This brief and two others, concerning the reestablishment of the position of Coordinator of Learning Resource Services and the continuation of upgrading funds for school libraries, were submitted to the Director of Curriculum and Instruction for inclusion in the 1990/91 budget. We were not successful in obtaining our requests this year.

Peace River South

President, Vice President and Treasurer of the PRSTA are PRSTLA members. Two PRSTLA members sit on the Foundation Committee, which disperses ProD funds for the district. Director of the District Resource Centre is a member of PRSTLA. She has direct input to district decision-making and policy formation. The chapter formulates policies such as the De-selection Policy, which are presented to the Board for approval.

Northern Lights

A business meeting was devoted to aligning provincially recommended teacher-librarian bargaining proposals with the perceived needs of the district. Our proposals were then presented to the district bargaining committee to be incorporated into the district teachers' presentation to the Board.

Greater Victoria

Our members were involved with the 5 year plan, serving on the Strategy and Action teams.

Members have become involved on joint committees, including resource centre, policy, and technology committees.

We have lobbied for flexible scheduling for elementary school library resource centres.

Our newsletter Added Entry has been distributed monthly to all members.

Sooke

- have representative on expanded bargaining

committee for input and liaison.

- have representative on new school planning committee.
- computer sub-committee meets with board office representatives to consider possible mainframe or computer purchases affecting library.

Saanich

This year has seen the conclusion of a three year committee process that has resulted in a very brief District Library Policy. This policy includes items on philosophy, staffing, budget and technology. This past year has seen increased centralized funding for school libraries in an effort to upgrade school library collections. After lengthy lobbying, an assistant superintendent has been designated as the Board Office staff member responsible for school libraries. This will be the first District Office staff member to be appointed in this capacity. Consideration is presently being given to an external evaluation of school library services in the district. School library staffing and budget are part of our bargaining package. Saanich has duty free lunch and preparation time in contract.

Gulf Islands

The GITLA initiated a thorough and wide-ranging assessment of all district library resource centres. Don Hamilton of the University of Victoria has recently completed the report which attempts to assist us in directing our libraries toward the Year 2000 and a technological information age. At present the GITLA is engaging the school board in a dialogue regarding Don's report.

Nanaimo

• worked on a position paper submitted to the district superintendent in February stating our position on the Director of Instruction (Library Services) position to become open on the resignation of Lynn Shoop.

• LSA and Library Services worked jointly on a budget brief to the school board, including a presentation to the Education Committee of the board by four teacher-librarians and students from elementary and junior secondary.

• LSA members served on district committees: technology committee, Primary Programme Committee, Library Services representative upon request of NDTA, at their bargaining sessions.

Alberni

Teacher Librarians made a special presentation to the board in conjunction with the association's budget

presentation. This is the second year we have done this and did see some results in budget increases and a .5 teacher-librarian last year. There are three teacher-librarians on the executive and bargaining committees. We will do what we can to get teacher-librarian issues into contract.

Mount Arrowsmith

• brief to local association bargaining committee re staffing, aide time, prep time, lunch hour supervision. MATLA members on bargaining committee. Still trying to return to pre-restraint professional staffing levels.

• brief to school board re above noted concern about professional staffing was not successful.

• sub-committee of teacher-librarians submitted another proposal for a district resource centre which was not funded because block funding and referenda forced \$750,000 budget cuts.

Campbell River

In the fall, teacher-librarians worked on and presented to the school board a slide-tape presentation about library services and programmes in Campbell River Schools.

In the spring, our chapter submitted some school board budget recommendations via our local teachers' association.

That the school board:

- provide an electric typewriter, computer and printer in every library resource centre;
- provide more aide time as listed in board policy;
- provide larger budget allocation by counting kindergarten students as one FTE.

Mission

Our 1989/90 collective agreement gives all teacher-librarians duty-free lunch hours and preparation time. We also have a staffing formula for teacher-librarians in school board policy. Although not in policy, substitutes are supplied for teacher-librarians. Our chapter has submitted recommendations to our local teachers' association for the next round of contract negotiations.

Our chapter is presently revising our district's selection policy. The school board is providing one-half day release time plus substitutes for all teacher-librarians to attend a selections workshop with Diana Poole in May.

Bulkley Valley

The chapter has had discussions with the local association

on the following bargaining issues:

- lunch time supervision in the library resource centre
- the use of the teacher-librarian to provide preparation time for elementary teachers.

Burnaby

In February our chapter made a proposal to the school board via our local association seeking endorsement of

- Provincial minimum standards
- increased staffing
- a detection system for secondary library resource centres

Also in February several teacher librarians and our chapter president made presentations to the district Task Force on Special Education indicating the concerns of our chapter about the integration of special needs students.

In May a letter was sent to the district primary committee re the new Primary Resources pertaining to the Whole Language Literature Based Learning programme. Concern was expressed as to where the materials were to be housed in each school. Pertinent reference was made to the article on this topic submitted to Bookmark by Liz Austrom.

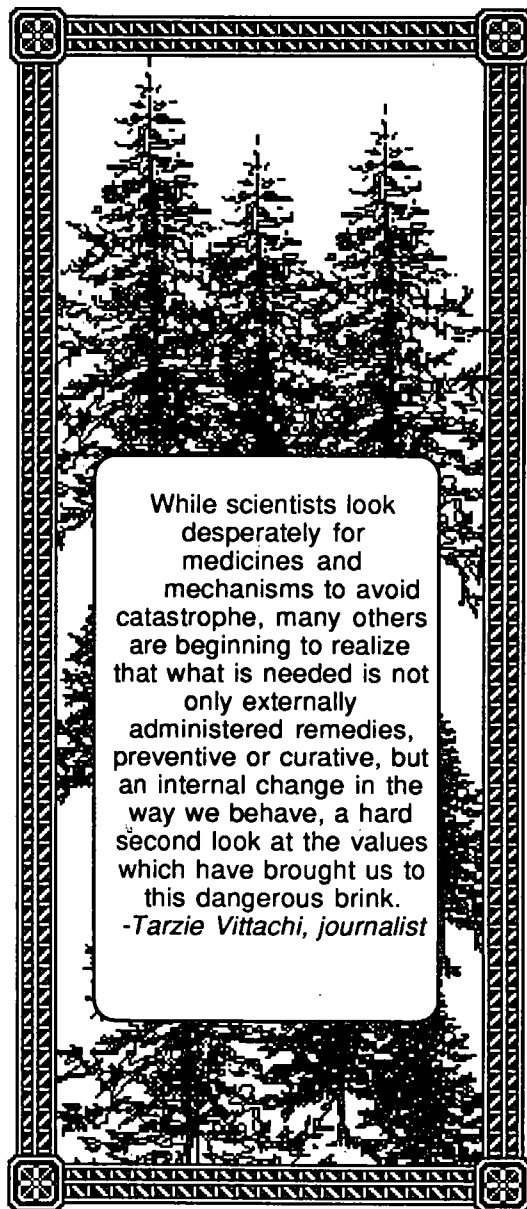
West Vancouver

- presentation to R.A. on teacher-librarian prep. time and clerical and professional time allotment based on enrolment.
- part of presentation to board regarding the budget, main focus on lack of clerical help in the library resource centre

CURRICULUM AND PROGRAMME DEVELOPMENT IDEAS

Fernie

In early spring a presentation was made to the Education Committee on how we as teacher librarians felt we could help facilitate the changes occurring in the education program. We were essentially promoting cooperative planning through flexible scheduling. As a result we have received minimal clerical time to be shared with the office during crucial times or at the principal's discretion 1 to 1.5 days per week; and possible use of substitute teachers to provide time for cooperative planning. It is up to the principal how he/she will cover prep time in his/her school. Further results may occur in the fall. "It's a start."



West Kootenay

Teacher librarians are often in part-time positions, so are also members of the primary or intermediate meetings, as well as specific areas such as gifted and enrichment. We are going to great efforts to select a computer programme for one district (#7).

Columbia -Shuswap

- prepared a brief to school board budget committee on library automation, including on-line public access catalogues and CD-ROM. The Superintendent Assistant for secondary schools presented this brief to the school board as part of his submission.

Central Okanagan

- workshop for SFU student teachers on cooperative planning
- revision of the scope and sequence at the elementary level which reflects the changes to the primary program
- response to the Year 2000 paper.
- developed a Dragon Story Box with plans for other story boxes in the future.
- Primary Program in-service organized by and for teacher-librarians on their role in the primary program.

Kamloops

- local chapter participated in producing its own set of recommendations in response to Don Hamilton's assessment of our district's library resource centre programs, which for the most part were adopted by the board. To provide us with some guidelines for developing a district policy, we invited Warren Grabinsky to address our chapter at a meeting. We appreciated his insights, especially in regard to his evolving role as district coordinator. Our chapter also held a workshop on time management in the library resource centre, presented by a member who attended the Ken Haycock leadership seminar. We found this to be very practical and helpful especially to newer members that just recently entered the realm of teacher-librarianship.

Cariboo-Chilcotin

Applied to professional development fund and were granted four sub days to develop "Teacher Librarians for the 90s"

- role of teacher-librarians in the Year 2000
- evaluations of teacher-librarians
- qualifications
- cooperative planning and teaching
- SD#27 skills chart

This was ratified and mailed to all teacher-librarians

and administrative officers and district staff.

Piloting of two automated library systems: Circulation Plus, and MAC Library.

Ed 480, offered by UVIC, permission from UBC to take for credit for diploma in teacher-librarianship
ICBC involvement in workshop next year.

Quesnel

Automation of our libraries has now been accepted by the Elementary and Secondary Advisory Committee on Technology. Goals have been set up and coordinated. All secondary library resource centres (2 senior and 1 junior secondary school) are to be completely automated. The senior schools are already well on their way. They also have CD-ROM. The junior secondary school is next on the agenda to start automation of its services. One of the elementary schools is also to be completely automated to act as a pilot to determine how useful automation will be.

We agreed to work together with ICBC in order to provide a base from which safety kits, etc. could be disseminated to readers. The teacher-librarians will be on the District Teachers Committee for ICBC programs and will meet with ICBC twice a year.

Hope

Teachers at one of our elementary schools had suggested that the library budget in their school should be spent totally on classroom libraries to support the new primary program. The teacher-librarian was, of course, upset by this suggestion and asked for chapter support. All teacher-librarians met with the president of the local Primary Teachers' Association, who happened to be one of the teachers asking for classroom libraries, to resolve this problem. After much discussion, a system was worked out whereby the library would continue to order all library materials for the school but teachers would be able to see new books before they were released for student use. These books, as well as others already in the collection, could be borrowed by teachers for an extended time for use in the classroom.

At Hope Secondary School the library resource centre ran a "Read and Seed" contest in conjunction with Halloween. A display in the main showcase of the school on the Halloween theme included a glass jar full of pumpkin seeds from several pumpkins. Every time a student signed out a library book, he or she received an entry form to guess the number of seeds. The student coming closest to the correct number won a book prize.

At Silver Creek Elementary School, the teacher-librarian managed to collect photographs of all staff

members when they were children. These photographs were numbered and displayed in the showcase outside the library resource centre and students could enter their guesses as to who was who by completing an entry form in the library resource centre.

Chilliwack

- Sponsorship of an Implementing Change workshop attended by teacher-librarians and their principals.
- Initiated the formation of a UBC library diploma program within the district.
- CTLA members are members of the Superintendent's Primary Advisory Committee and Intermediate Implementation Committees.
- Active involvement in the district computerization committee.

Surrey

- made our concerns with regard to classroom libraries known to district personnel
- workshops were given to continue educating our teachers on the benefits of cooperative planning, focus on primary grades this year.
- a workshop for secondary teachers was also given.

Richmond

Bruce Beairsto, our contact at the Board Office announced that 30% of the textbook budget would be set aside for the purchase of literature-based resources. This came as welcome news to all.

Vancouver

- publication of cooperatively planned unit
- participants on Ministry document Literature Connections, in writing and planning.
- two or three model units published that demonstrate the value of collaboration
- Vancouver teacher-librarians are on several Vancouver School Board curriculum development projects: Pacific Rim; Art Across the Curriculum; Multicultural Resource Guide

Key Visuals, Wendy Shaw, Hugh Hooper, Isabel Cole, Ken Walters, Chuck Heath and Jan Clemson on "What's New at NFB"

Coquitlam

This year saw the publication of "The Challenge Ahead" programme. This is an in-district project initiated by the Superintendent in 1988-89. The teacher-librarians' input to this was included in its bibliography and some of the recommendations acted upon. Whether we have a district library consultant is still not resolved due to delays because of budget cuts. The announcement one way or another should be made soon.

Maple Ridge-Pitt Meadows

For a sixth year, teacher-librarians organized district Read for the Top programs at both elementary and secondary levels. The new format for the elementary competition involved the twenty teams rotating through ten stations. At each station team members participated in different activities related to the selected titles. In February teams from three secondary schools participated in a competition which required answering questions based on the selected titles.

In reaction to the Year 2000 and the primary program, the chapter sent letters articulating its concerns about classroom libraries.

Howe Sound

As our district is implementing the new Primary Program, there has been much discussion within our chapter as to consistency within the district regarding per pupil operating budgets, use of primary funds and storage of materials and the role of support staff in the library.

We held five workshops in our district this school year at which a number of guest speakers were invited. A Pacific Rim presentation on Thailand and Japan was given by two teachers and a teacher-librarian from our district who had travelled there. Our Language Arts coordinator gave a presentation on "The Teacher-Librarian and Whole Language". The Enrichment Coordinator spoke to us on "The Teacher-Librarian and Enrichment". Our Computer Coordinator presented CD-ROM techniques for an encyclopedia and dictionary.

Prince George and District

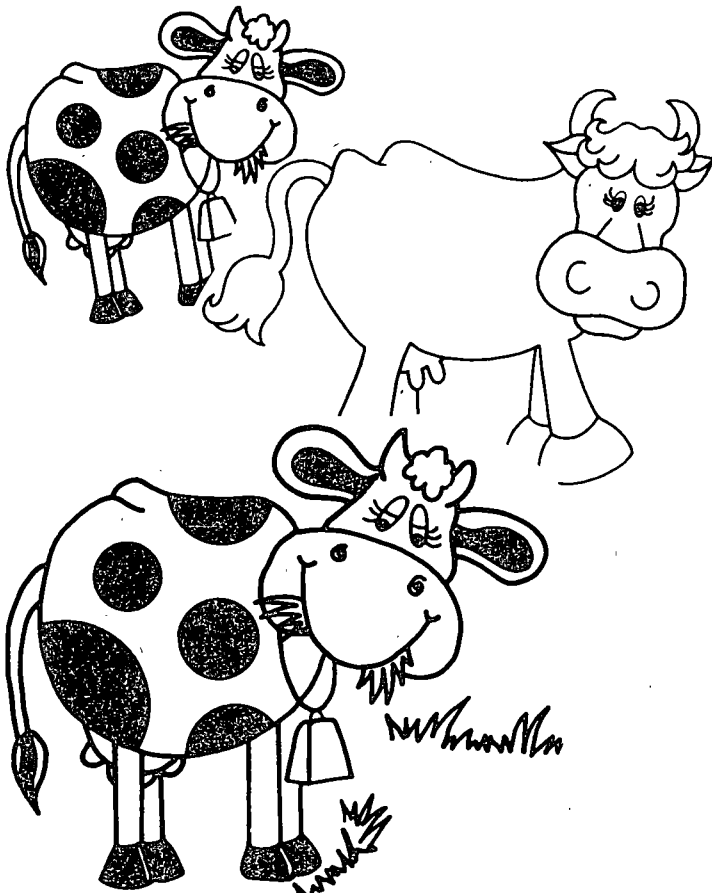
Teacher librarians serve on numerous district curriculum and programme committees, for example the Primary and Intermediate Program committees, the School Library Automation Committee, and the Learning Resources Advisory Committee.

Peace River South

One member sits on the Primary Steering Committee, and is active in implementing the Year 2000 curricula.



Take Stock Of Knowledge



The chapter sponsors workshops for teacher-librarians and teachers on whole language, cooperative learning, etc. Members are active on the conference committee, working for the two-day conference planned for Oct. 25,26 this year.

Sooke

- one member has been working with a teacher to develop a computer program unit on history of Sooke logging using Macintosh Hypercard.

- Members have attended district meetings re implementation of primary program

Saanich

Our chapter has developed an Information Skills Spiral that will act as a district framework within which school based information skills programs may be developed. Professional Development activities included several short presentations by chapter members. We have also had two and one-half substitute days per teacher-librarian provided by the district ProD committee. One day was used to study "Year 2000 and the School Library" with Diana Poole as guest presenter; one day was used to assist in developing a District Information Skills Spiral; one-half day was used for presentations and discussions with district staff as well as taking preliminary steps in goal setting for school library resource centres within our district.

Nanaimo

- Library Services participated in goal setting day in September, specifically for Library Services, follow-up sessions throughout the year at Library Services regular meetings.

- Jon Stott workshop in fall, PSA day.

- Don Hamilton presented one session at our spring district ProD day.

- submissions to Bookmark by members.

Campbell River

Don Hamilton will be reviewing district libraries in terms of collections, programmes, etc. and hopefully be giving the teacher-librarians and the school district some areas to focus on and grow towards.

Mission

District level workshops on cooperative learning and program planning were held for teachers and teacher-librarians.

Bulkley Valley

Chapter members have served on the district's Resource Centre Committee formed to:

- assist with the selection of resources
- devise methods to improve the DRC catalogue.

Members continue to work on a Research and Study Skills Curriculum. Cooperative planning is healthy in most schools in the district and several staffs have been granted time to consult with the teacher-librarian on a regular basis

Burnaby

Chapter members presented workshops during both the October provincial PSA Day and our own district Pro-D day in February. One member serves on a provincial curriculum committee re elementary. Another member was granted time to organize the concerns of French immersion teacher-librarians and seek resolution concerning the dispersal of funding for this programme.

PUBLIC RELATIONS

Fernie

There were various public relations activities throughout the district, such as book fairs, school-based themes and display during education week, and in the secondary schools, Canadian Trivia contest, to promote reference use.

Cranbrook

All teacher librarians have made presentations on the role of teacher-librarians to the schools' newly instituted Parents Advisory Committees. There was almost 100% participation in the Pizza Read Program at the elementary level. Some schools had book celebrations which involved staff and students dressing up as characters from books and presenting skits based on books. One school was visited by junior high drama students who also presented skits based on children's stories. Many schools held book fairs. Betty Waterton was the guest at some district schools during Book Week. As has become an annual tradition, we donated books to the children's ward of the local hospital at Christmas. School libraries were again featured in the school district's radio ads promoting various specialty areas.

West Kootenay

- Author visits in conjunction with the Public Libraries
- Book fairs

Central Okanagan

- author visits: Phoebe Gilman, Ann Walsh
- Children's Book Festival celebrations
- revised constitution to include a public relations person on the executive
- continue our strong liaison with the public library.

Kamloops

In the area of public promotion, we again held our "Battle of the Books" reading competition, now in its third year. This year 22 schools participated, involving an average of 50 students per school. In addition, a number of schools participated in the "Book-It" reading program sponsored by Pizza Hut. It was only after much letter-writing and giving of presentations that the board agreed to let us use this program a second year. This goes to show that persistence along with tact pay off in the end!

Cariboo-Chilcotin

Will develop "Books for Babies" brochure with primary teachers for next year.

Quesnel

Elementary library resource centres have book fairs each year; some schools have book sales several times a year. Children's Book Week takes place in all elementary library resource centres every fall. Elementary students had the opportunity to listen to Kit Pearson in the Quesnel Public Library.

Chilliwack

Presentation "Your Child and the School Library" at the public library in November.

Surrey

- nominated a principal, Ms. L. Hagglund at Frank Hurt Secondary, for the BCTLA Distinguished Service Award

Richmond

Richmond teacher-librarians published a PR pamphlet entitled Libraries are for Learning to Learn. A copy was given to each student in the district and other chapters have asked for a copy.

Richmond teacher-librarians also published a booklet entitled Teacher Librarians Making Connections, which consists of cooperatively planned units, resource materials, etc. This has been very successful and there are still some copies for sale. Contact Mrs. Pat Walach, at school 277-7128, or home 278-9530.

Vancouver

- Bookmark contest

- Author visits such as Christie Harris, Ian and Sandy Wilson, Mary Love May, Mary Razzell, Crawford Kilian, Mary Jane Mui
- Storytelling
- Sent bookmarks and promotional material regarding National Book Festival to all district principals, district staff, superintendent, directors, etc.

Coquitlam

- continued liaison with public librarians. They were invited to schools to give booktalks and invite students to be library borrowers
- a fashion show of library characters during school library week caught the attention of a community newspaper
- promotion of Canadian authors and their works was an emphasis during Children's Book Festival

Maple Ridge-Pitt Meadows

A pamphlet promoting school library resource centres was drafted by the association and has been approved by the district for distribution in the fall of 1990.

Burns Lake

Book fairs were held at three different schools during the year.

Prince George and District

- submitted Recipes to The Bookmark. "Recipes" was the theme for our June meeting last year.
- We chose the "Think About It" issue of The Bookmark as our focus for gathering and submitting articles and units. We were pleased with the response.
- Schools did a number of activities for Children's Book Week, including book fairs.

Peace River South

- Author visit: Richard Thompson.
- One school had a book week; the teacher-librarian 'dressed up' each day, held bookmark contests, etc. There were whole school activities in the gym.
- Some schools hold theme weeks which grow into year-long focuses.
- One school is celebrating Earth Month with research on environmental themes.

Greater Victoria

We produced Focus on Learning: Greater Victoria School Library Resource Centres Making a Difference in the 1990s.

Sooke

STLA sponsors district-wide author and storyteller

visits, inviting participants from all schools, several times a year.

Saanich

Our chapter is presently developing a public relations brochure for use within our district. Target groups for the brochure include parents, teachers and administrators.

Gulf Islands

All elementary libraries held book fairs which were very popular with students and parents. As well, the high school library resource centre created a reading program which validates reading students in a non-competitive fashion. Finally, one of our elementary schools sponsored a highly successful "Reading Blitz".

Nanaimo

- members were active in promoting the Children's Book Festival in May
- local reading promotion in the spring "Hug-a-Book",

also participated in by French schools "Bibites de la Biblia"

Alberni

These activities are at a reduced level this year as efforts go into the spring conference. We will probably piggy-back a bit on the great efforts in Nanaimo.

Campbell River

For Children's Book Festival in November, storyteller Laurie Hansen from Quadra Island visited elementary schools. Also from Quadra Island, author Heather Kellerhals-Stewart (Stuck Fast in Yesterday, Whale's Way) was available and was able to visit schools.

For National Book Festival in April and May, Campbell River schools were visited by Mary Ellen Collura (Sunny), Neil Francis (Superflyers), Ian Wallace and Richard Thompson.

Bulkley Valley

A number of elementary schools have planned reading weeks or months over the past year. Teacher-librarians have made extensive use of parent volunteers during these times and the results have been most satisfying.

CENSORSHIP AND CHALLENGED MATERIALS

Fernie

We asked the board to review the existing policy on censorship and challenged materials, and to replace the statement "at the discretion of the principal" with "at the discretion of the committee". Our suggestion was followed, a committee was put in place, and two challenged books were reviewed. We now have a set policy to follow.

Cranbrook

Raymond Briggs' Father Christmas was challenged informally at one school. So far the parent has declined to fill out the challenged materials form and the book remains in circulation.

Columbia -Shuswap

We struck a district committee to formulate a selection policy and challenge policy for our district, including resource centre materials. Our school board will consider this policy in June.

Central Okanagan

• The Witches, by Roald Dahl. The book remained on the shelf.

Cariboo-Chilcotin

Robert Munch's Giant was challenged. CCTLA asked for a teacher-librarian to be on the challenge committee and that proper challenge procedures be followed. Both were granted.

Prince George and District

The PGDTLA was represented on the District reconsideration committee which addressed a challenge to The World Book Dictionary. The challenge was not sustained.

Greater Victoria

We have recently become concerned with the issue of censorship and have filed a grievance regarding the process of challenging materials.

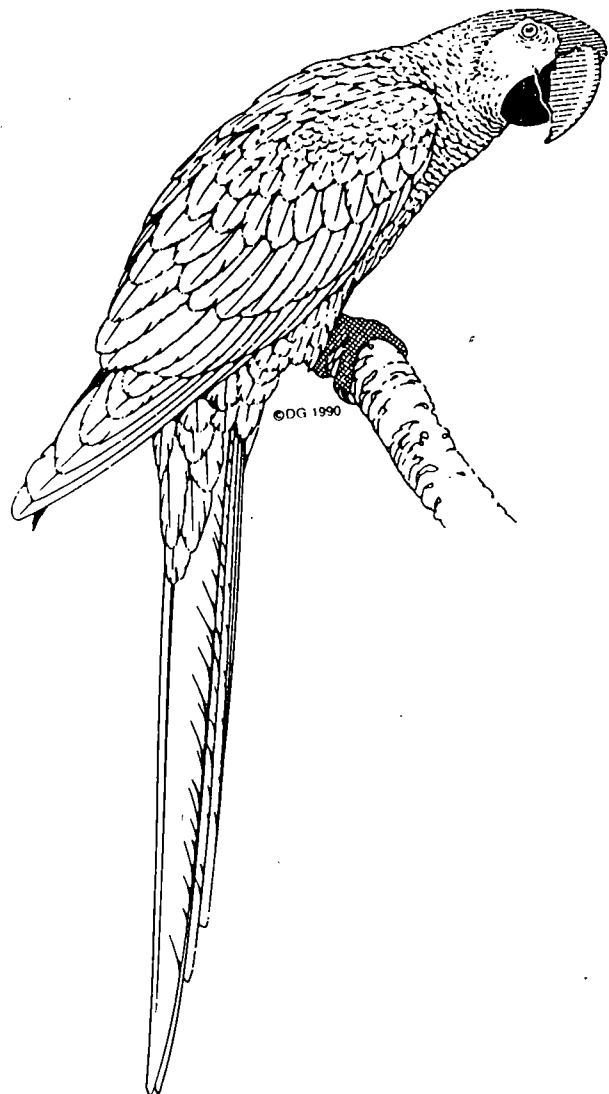
Saanich

Our district had no materials challenged. As part of our district library policy we have a well-defined process to follow regarding challenged materials.

Alberni

The superintendent and board went against their own

controversial materials policy by seizing foetal samples from the high school. They were eventually pushed to form a committee to follow the rest of the procedure. They did not accept the recommendations of the committee. Teacher-librarians wrote a letter letting the board know how we felt about this censorship issue and their failure to follow policy.



MEETING AND PROGRAMME IDEAS

Cranbrook

- Visit from and book display by new owner of local book shop.
- Had one meeting in a pub instead of the usual school library. This is becoming an annual tradition.

West Kootenay

We were privileged to have the president of the BCTLA come as a speaker at the zone conference, which covered the West Kootenays, in Nelson. There was a large turnout and we got to know each other.

Columbia -Shuswap

The meeting on the library automation brief was very well attended. We hosted two book displays, both well attended by members. We gather and publish a Christmas book list for parents. We helped with three author visits: P. Gilman in the fall, with Elaine's Bookstore getting books in for resale; A. Walsh in our district for several days for National Book Week; Paul St. Pierre visited Elaine's Bookstore. A 1/2 day inservice for library clerks and teacher-librarians is planned.

For more information on the Library Automation Brief to the budget committee, contact Ms Isabel Reinertson, Salmon Arm Sr. Secondary in Salmon Arm, B.C.

Central Okanagan

- magazines
- searching with Dialog
- Whole Language and the Library

Quesnel

We undertook an in-depth study of Implementing Change by discussing one or more chapters during successive meetings.

Chilliwack

Creation of 40 library resource centre showcases by D. Turner with the aid of district teacher-librarians.

Richmond

- Jim Skinner, ProD representative from the BCTF led us in goal-setting/consensus building exercises which were to help us focus on our role for the future. This was a one-day ProD session held in September 1990.
- Gina Rae of the Richmond Learning Resources Team spoke at our October meeting on the Primary Program

and its implications for teacher-librarians .

- Wendy Shaw, Vancouver ESL coordinator, met with us for an afternoon half-day ProD to speak on Key Visuals. Recommended.

- Carol Ann Haycock, ProD half day. Her topic was Information Skills in the Curriculum: Developing a School-Based Continuum. Recommended.

Coquitlam

As computerization of our libraries has begun, workshops were carried on during the year to familiarize teacher-librarians with the IBM computer and Eloquent software.

Powell River

We hold rotating monthly meetings. That way every teacher-librarian has an opportunity to visit each school library. This gives us a better idea of individual situations and problems which we can then address, e.g. limited space due to new computer labs.

Howe Sound

Eric Wilson and Richard Thompson have give successful author presentations this school year throughout our district.

Burns Lake

In November we held an "Information Technology Day" when we viewed different interactive video programs, a Macintosh SE using CD-ROM programs, and shared ideas for using the computer for research.

Prince George and District

- We have had many successful programs at our meetings this year. A few of the standouts are as follows: Bill Mains, Director of Personnel, Prince George S.D., on "Writing Resumes and Career Planning"; Bev Christiansen, Education Reporter for The Prince George Citizen, talking about her book History of Prince George, combined with a 75th birthday party for Prince George; a panel of teacher-librarians from various schools, discussing "A day in the life of..." and describing their particular library situation; a series of ten mini-workshops after school, on various practical topics, aimed at new teacher-librarians and as refreshers for those needing a few new ideas.
- Sally Clinton from UBC, a presentation on "Literature Based Reading".
 - Ann Walsh, Williams Lake author, talks about her writing.

- Sandra Hay, Prince George - a presentation on story telling using shadow puppets from Indonesia. Sandra is a classroom teacher and had many ideas for making these puppets and using them in the classroom with her students.
- Barb Dean, children's librarian from the Prince George Public Library, presents booktalks and ideas for "Books for Babies".

Peace River South

The chapter circulates meetings at its three centres which are 100 km apart, in a triangle. Chetwynd and Tumbler Ridge each host one meeting, Dawson Creek three or four.

Northern Lights

Normally our chapter alternates business and in-service meetings, with five of each during the year. This year however, all of our fall meetings dealt with computer systems. This resulted in only two in-service meetings this year. At one meeting, our district itinerant special education teacher discussed a five-stage approach to cooperative learning with teacher-librarians. The other in-service concerned the present situation in elementary school libraries in the district and how they are coping with Whole Language and the new primary programme. This was especially interesting to the secondary teacher-librarians who have not yet had to deal with either to any great degree.

Author Richard Thompson, who was born in Fort St. John and presently lives in Prince George, visited our schools twice this year. In the fall he gave readings of his works to several elementary schools. In the spring he returned to do several story-telling workshops and a writing workshop. These workshops involved teachers, teacher-librarians, parents and students of elementary and junior high levels. Mr. Thompson was very well received and we recommend him to other districts looking for similar presentations.

Sooke

Our year-end pot luck dinner is also a "share and idea that worked" meeting

Saanich

We have tried to vary meeting locations within our district by using a different school library for each meeting. A brief tour of the library by the host librarian allows us to discuss facility ideas and concerns of various schools within the district. Before the formal chapter meeting we have an informal sharing time.

Local chapter members recommended as presenters

include:

Jean Jordan: "The Library and Literature Based Programs" and "Pacific Rim Literature"

John Caldwell: "For Love or Money: Building Objectives for Better School Libraries" and "Procedures for Collection Renewal"

Nanaimo

At many of our Library Services meetings members presented summaries of workshops which members had attended on topics such as Cooperative Learning.

Campbell River

For our district ProD day, Sally Clinton and Joanne Naslund were our resource people and gave a workshop on "Whole Language for Teacher and Teacher Librarians". It was so well attended that some teacher-librarians missed out due to a "full session".

Mission

Diana Poole came to our first meeting and spoke to our members about the importance of resource-based learning, the role of the teacher-librarian and the Year 2000 document. A well-attended storytelling workshop with Melanie Rey was held for teachers and teacher-librarians in April.

Bulkley Valley

Attendance at meetings has been disappointing over the past year, due to inadequate planning. There are however plans to remedy this situation for 1990-91. We plan to visit all library resource centres in the district, share ideas and strategies, and hold workshops on occasion.

Burnaby

Release time was granted for the March and June meetings to attend a satellite teleconference on Literacy Through Literature at one of our secondary schools, as well as a presentation by a KCTS 9 educational rep. to explain their bulk feed programme for schools which subscribe.

A book fair was organized for early October at which we were able to take away purchases.

West Vancouver

At one meeting we had a teacher from Australia discuss popular Australian authors. She was on exchange, returning to Australia.

OTHER

Cranbrook

As our school orders are too small to get a significant discount from book jobbers, we have each agreed to purchase a certain amount from Baker & Taylor to make us eligible for a discount on a district level.

We are rewriting our constitution to correct the membership clause and generally tidy up the whole document.

One of our junior highs is beginning to computerize the library. Work will proceed while the library is closed down for expansion and renovation.

Chilliwack

Liz Austrom: Implementing Change workshop. Highly recommended!

Surrey

We are establishing a scholarship for a teacher-librarian in the district to be awarded yearly, with the funds being used for continuing education.

Howe Sound

Our district selection policy has now been accepted and approved by our school board and is now in effect.

Gulf Islands

We have outstanding turnouts to our meetings, in spite of our island dispersal.
Bill Underwood, SD#64 - "How to establish a writer-in-residence program in your library"
Neil Dixon - BC Ministry of Education Intermediate Team - "Readers' Theatre"
Susan Musgrave - "Teaching Writing to Kids"
Wendy Wickland, SD #64 - "Computers in the Elementary Library"

Mission

Our district Library Automation Committee has submitted a proposal that would see all the Mission school library resource centres automated with Mac School-Library over the next three years. By the end of 1990/91 we hope to have our district resource center, one elementary and two secondary schools fully automated.

Burnaby

Burnaby's 43 schools started the year with 39 teacher-librarians and ended the year with 40. Seven

served the six secondary and 33 served the 37 elementary schools.

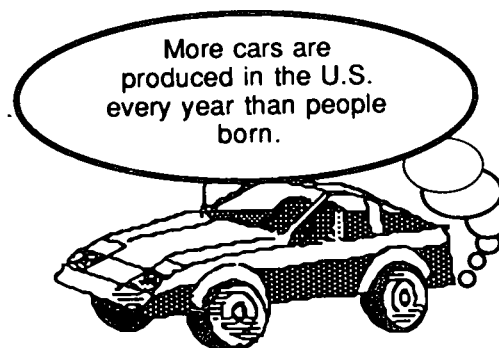
Despite constant persuasion by Diana Poole, Patricia Finlay and yours truly, we only managed to get 35 to join BCTLA. Although we show 40 members these were made up of a principal, a classroom teacher and three teacher-librarians with alternate appointments, one being our Burnaby Teachers' Association president.

We held nine chapter meetings from September to June. Release time was granted for the September, March and June meetings.

The district program of automating school libraries continues with one secondary up and running and a second secondary to be completed in early fall. A standing committee, consisting of reps from the district office and our chapter, meets to monitor progress and iron out problems. The automation team also is processing all elementary French immersion materials as well as secondary non-fiction.

One member took time out to again serve as our local association president. Two members served on the BCTLA executive. One of these served on district staff as multicultural coordinator. Another member spent the year coordinating our district automation programme.

One of our teacher-librarians was granted a national award in August by Northern Telecom for innovative use of computer technology in her library. Her project involved acquiring electronic information from NASA Spacelink Bulletin Board on the space shuttle program and telecommunicating with students in California near the landing site at Edwards Air Force Base.



Watch For DEVELOPING INDEPENDENT LEARNERS and LITERATURE CONNECTIONS

These two Ministry of Education documents will be published early in 1991. Developing Independent Learners provides the policy framework needed for B.C. library resource centres. Literature Connections demonstrates the partnership of teacher and teacher-librarians that offers support to literacy development through the use of literature.



The following four cooperatively planned and taught units of study are included in this issue of The Bookmark as companion pieces to Literature Connections. Teacher-librarians may wish to copy them and include them with that document when it is published.

The first two units focus on *genres* and *forms*.

"Big Books" is a lengthy unit which brings together intermediate and primary students as writing teams for a Big Book project. Through a process of reading, examining, discussing and writing, French Immersion students not only learn about the characteristics of quality children's literature, but also to relating to a different age group.

"The Elements of Story" present the characteristics of the story form, such as setting, plot and character, within the context of group development of story drama.

Both of these units built higher level thinking skills and decision-making skills.

The next two units foster a climate for literacy.

"Book Blitz" is exceptional for its involvement of parents and the community in the students' reading activities. The partnership of the teacher-librarian and the learning assistance teacher brings two unique perspectives to this school-wide unit.

"National Book Festival Play Presentations" is a literature celebration designed for use in one teacher's English classroom rather than in a school-wide manner. It integrates many other content areas, but its central purpose is to make reading and talking about books fun!

BIG BOOKS

PRIMARY AND INTERMEDIATE PAIRED CLASSES

by **LYNNE COSGROVE, LOUISE MALTAIS** and **CAROLINE WILSON**, teachers,
CELINA MAU, teacher-librarian, L'Ecole Bilingue, and **EMMA THIBODEAU**, French
consultant, SD#39 (Vancouver).

This Early French Immersion project involving primary and intermediate students was created to celebrate the 1989 National Book Festival Week. The writing process, reading, oral skills, and cooperative learning are emphasized. Lessons 1-13 have been thoroughly described, as they set the pattern for the project. Intermediate students learn about patterns used in primary literature, and prepare a big book to share with primary students.

GOALS: Students will develop the knowledge, skills, and processes needed to communicate effectively by listening, speaking, reading, writing, viewing, and representing.

Students will develop their knowledge, understanding, and appreciation of primary picture books, and will extend their capacity for creative thought and expression.

INTEGRATED CURRICULUM AREAS: Language Arts and Visual Arts. Other curriculum strands are incorporated, depending on themes chosen by students or teachers. For example, a big book set in the forest would integrate environmental science.

UNIT OVERVIEW:

- SECTION A — READING BIG BOOKS (Lessons 1-6)
- SECTION B — WRITING, EDITING & PUBLISHING (Lessons 7-17)
- SECTION C — PRESENTING BIG BOOKS (Lessons 18-22)

LEARNING OUTCOMES:

The student will:

- communicate ideas with clarity and precision.
- understand and respond to the beauty and power of language.
- use original and imaginative language.
- recognize and apply patterns of language.
- select effective literary forms and ideas for a particular purpose or audience.
- understand and empathize with the experiences and the points of views of others.
- formulate, express, and use criteria for evaluating process or product.

RESPONSIBILITIES AGREED UPON BY TEAM PARTNERS:

The teacher and teacher-librarian will:

- meet to evaluate the unit after it has been presented.

The teacher will:

- instruct intermediate students on how to use reading strategies, such as how to find meaning in a story.
- introduce the writing process, including formatting, lettering, illustrating and publishing.
- edit students' stories.
- meet with teachers from the two grade levels to establish groupings between the primary and intermediate students and to plan weekly reading sessions.
- schedule the two classes to allow students time to pre-plan their stories based on the concept of story elements.
- schedule time for the team members to edit their first draft, peer-edit stories, and present Big Books to partners and classmates.

The teacher-librarian will:

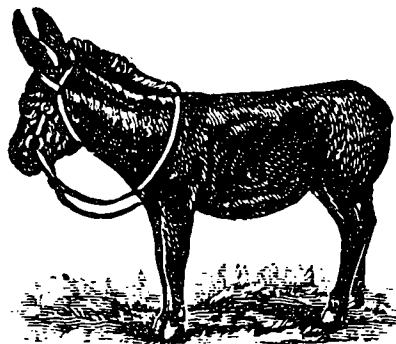
- present a booktalk on primary literature.
- introduce the concept of Big Books.
- set up the initial meeting with primary and intermediate teachers to discuss goals, objectives, tasks, responsibilities and timeline.
- schedule lessons and reading sessions to take place in the library resource centre.
- schedule presentations of Big Books to other classes in the school.
- organize inter-school visits with the assistance of other teacher-librarians in the district.

ORGANIZATION:

- Approximately 22 forty minute periods are required.
- Intermediate and primary students are grouped preferably on a ratio of 2 intermediates to 1 primary. This ratio avoids disruption of activities, especially in the event where an inter-mediate student is absent.
- Peer editing by intermediate students is done in small groups.

EVALUATION:

- Students self-evaluate their work using scales developed collaboratively and basing their performance upon each lesson's learning outcomes.
- Team-members evaluate the unit by gathering comments from colleagues and students in other classes following presentations. Notes are kept on student progress, based on evaluation criteria listed under each section of the unit.



SECTION A — READING BIG BOOKS

PROCEDURE:

LESSON 1 — Classroom

- The intermediate teacher guides students in brainstorming *do's* and *don'ts* for reading aloud to younger students.
- The group develops a list of reading strategies (ways to find meaning in a story). Using these strategies the students practise reading aloud in groups of two, in preparation for reading sessions with the primary students.
- The teacher selects two students to model a reading session for the primary class.

LESSONS 2-6 — Library Resource Centre

LEARNING OUTCOMES:

The student will:

- use a variety of reading strategies, including:
 - adjusting rate of reading,
 - retelling the story in own words or paraphrasing,
 - reading a variety of materials of increasing difficulty,
 - reading aloud to a group,
 - discussing imagery,
 - listening for sound patterns, and
 - identifying story conventions.
- listen with pleasure to stories, poems, music, and oral presentations.
- read, view, listen to, and respond to a variety of narrative structures, including cumulative and repetitive pattern stories, chronological event stories, and problem-centered stories.
- contribute to small group tasks.

ACTIVITY:

- Intermediate students model a reading session. Intermediate teacher leads a discussion of strategies.
- Two intermediate and one primary student form a reading group.
- Groups choose a big book to read and discuss together.
- The teachers and teacher-librarian circulate to give assistance and begin evaluating each group's performance based on cooperative learning and reading strategies objectives.
- After returning to their own classroom, intermediate students share experiences from the reading sessions.
- Note: This activity is repeated at least 5 times before students write a big book.

EVALUATION:

- The primary and intermediate teachers and the teacher-librarian circulate during the reading sessions to evaluate:
 - application of the reading strategies guidelines.
 - positive encouragement to other team members.
 - ability to work cooperatively in a small group environment.

SECTION B — WRITING BIG BOOKS

LEARNING OUTCOMES:

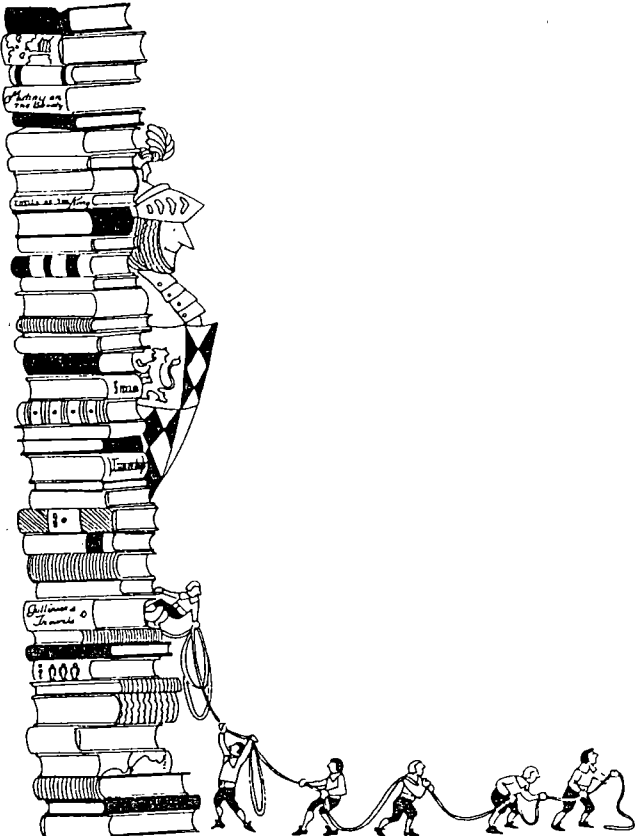
The student will:

- take notes while listening, reading, or viewing.
- listen with pleasure to stories.
- participate voluntarily in group discussions, decision making, and problem-solving sessions.
- link new vocabulary to familiar concepts.
- recognize the rhythm and flow of language.
- establish criteria for judging stories and applying criteria to stories and library books.
- classify ideas.
- listen to and contribute to group discussion.
- contribute to small group tasks.
- revise stories in order to clarify, organize and expand ideas.
- use the stages of the writing process.
- understand elements of story.
- identify story conventions.
- adjust language choice to audience and situation.

VOCABULARY:

Répétitif
Chronologique
Rime/Rythme
Solution de problème
Relation cause à effet

Cumulatif
Familiier/Culturel
Formule entre-croisé
Centré autour d'un personnage
Combinaison de ses genres



LESSON 7 — Classroom or Library Resource Centre

ACTIVITY:

- The teacher-librarian distributes copies of Fiche de Travail #1, then presents 5 or 6 Big Books, emphasizing the pattern each writer used in creating his/her Big Book.

_____	_____	
NOM:	DATE:	
FICHE DE TRAVAIL #1 LA FORMULE POUR CREER LES GRANDS LIVRES		
<u>Les Trois Barbichou</u> . écrit par Martine Connat.		
Schéma:		
_____ Répétitif	_____ Chronologique	_____ Rime/Rythme
_____ Cumulatif	_____ Familier/Culturel	_____ Formule entrecroisé
_____ Solution de problème	_____ Relation cause à effet	_____ Combinaison de ses genres
_____ Centré autour d'un personnage		
Analyse (en forme de notes):		

prepare this form for 5 or 6 Big Books

- Students form groups of three in which each student takes a role: reader, recorder, presenter. The group studies 1 of the Big Books in detail, analyzes the formula used by the writer, and prepares to share the group's results with the rest of the class.
- While other groups present their Big Books, each student completes the remaining portions of the Fiche de Travail.

EVALUATION:

- Fiche de Travail — Notes taken on the analysis of Big Books.

LESSON 8 — Classroom

VOCABULARY:

Rime et rythme, centré autour de thèmes et de personnages, familier et culturel, approprié à la première année.

ACTIVITY:

- Students select a topic and make a plan for a story. If necessary, the teacher will suggest topics for the writing teams to discuss (e.g., What did you see on your way to school?). Topics may include cultures studied by the intermediate class.
- The primary and intermediate students are grouped in twos or threes. These writing groups choose a topic and develop ideas which could lead to a story.
 - Intermediate students ask their primary partners to describe a situation orally and then to draw it on paper.
 - Intermediate students take notes on the situation and characters involved.
 - Intermediate students explain their partners' art work to classmates.
- Intermediate students ask their primary partner to describe his/her feelings in a given situation (e.g., "What frightens you the most?" or "What do you do when you are frightened?"). Students are encouraged to describe character(s) and provide details of the situation. In replying, the primary students are directed to use a repeated sentence structure such as: Quand j'ai peur, je _____. While the primary students tell the story, the intermediate student(s) in the group note the details.
- The intermediate teacher shows the class how to organize story elements, using a grid which shows the relationship between actions, ideas and characters. Intermediate and primary team members select a theme and discuss their prior knowledge of the theme. Throughout the discussion, intermediate students take notes and classify information on the grid.
- Primary students brainstorm a possible list of favorite characters, then each primary student chooses a favorite character he/she would like to learn more about.
- The primary teacher asks his/her class to write a letter to enquire about that character's life and habits. The letters are sent to the intermediate students, who answer the request for information in letter form.

LESSON 9 — Classroom

- The intermediate teacher presents the steps used in the writing process by writers.
 - a) la pré-composition
 - b) le(s) brouillon(s)
 - c) la rédaction
 - d) la correction
 - e) la présentation
 - f) la publication
- Patterns presented in lesson #7 are reviewed:
 - a) la schéma répétitif
 - b) la formule entrecroisée
 - c) les thèmes familiers
 - d) la solution de problème
 - e) centré autour d'un personnage
 - f) le schéma cumulatif
 - g) le schéma chronologique
 - h) la relation cause à effet
 - i) rime et rythme
 - j) combinaison de ses genres
- Students are encouraged to pick one of these styles to follow for their Big Book.
- Intermediate students write the first draft of the Big Book story based on the information taken on the grid and the patterns the group has selected.

LESSON 10 - Classroom or Library Resource Centre

- Primary and intermediate teams meet to discuss and edit the first draft of the story.
- Intermediate students in groups of two peer-edit each other's stories.
- The intermediate teacher, primary teacher, teacher-librarian or other resource person will conference

with each team. This may be done when all team members are present or only with the intermediate students.

- Intermediate students complete the final edit of stories.
- The intermediate class reviews the process used so far, by discussing the prewriting and writing stages.

LESSON 11 - Classroom

LEARNING OUTCOMES:

The student will:

- generate and express ideas using a variety of strategies.
- practice originality.
- use flexibility in selecting strategies to solve a problem.
- value group processes.
- contribute to small group tasks.
- support and encourage others.
- involve all members of a group in the group's task.
- draw up and adhere to a list of guidelines for working and discussing in groups.
- plan and organize his/her own projects.
- set appropriate goals and follow through on them.
- extend assignments and activities beyond minimum requirements.
- demonstrate willingness to share information, experiences, or opinions.
- accept ideas from others in the group.

VOCABULARY:

Publication
Plan

Illustration
Ecriture

ACTIVITY:

- The intermediate teacher presents 5 or 6 Big Books to the class; discussing, sharing and discovering with the class the different formats found in Big Books.
 - text on one page, illustration on the opposite page;
 - text and illustration on the same page; and
 - text written horizontally or vertically.
- Students in groups study the presentation of each of the Big Books, including the format, lettering, and illustrations.
- The teacher explains how to divide or arrange the pages of the story. Students draft out the format of their Big Book using 8"x14" paper. They consult with their primary partners on an agreeable format.
- Upon completion, intermediate students peer edit each other's rough draft of the format.

LESSON 12 — Classroom

- The intermediate teacher discusses with students the purpose and the importance of having illustrations in their Big Books.
- Students sketch appropriate illustrations on Big Book paper using light pencils so that changes can be made. They are to consult with their primary partner during the sketching stage.

LESSON 13 — Classroom

- The intermediate teacher explains the importance of printing in the Big Books. A primary alphabet book and sample printing styles are on display for students to consult.
- Students practice printing according to the format given in the alphabet book. Once the printing is approved by the teacher, the students print their story initially in pencil, then with crayola felt markers.
- The teacher emphasizes the importance of highlighting the pattern sentence or vocabulary word when planning the story in Big Book format.
- Primary members of the team are consulted about the appropriateness of the rough draft.

LESSON 14 — Classroom

- Intermediate students are grouped in pairs to peer-edit their stories. Attention is given to the format, illustrations, lettering, and publishing of the Big Book.

LESSON 15 — Classroom

- Once the story is edited by their partners and teacher, intermediate students begin to prepare the final copy of their Big Book.

LESSON 16 — Library Resource Centre

- When all the illustrations are completed, the primary and intermediate team partners discuss the choice of colour in each illustration of their Big Book.

LESSON 17 — Classroom

- Intermediate students finish the final copy of the big book.

LESSON 18 — Library Resource Centre

- Intermediate students in groups practice reading their Big Book aloud, and prepare to discuss aspects of the publishing process.

LESSON 19 — Library Resource Centre

- Intermediate students present the Big Books to their primary team partner and his/her classmates.

LESSON 20 — Library Resource Centre

- The team presents their Big Book to other classes in the school

LESSON 21 — Library Resource Centre

- Intermediate students present their Big Books to other classes at different schools, and/or to parents' meetings at their own school.

LESSON 22 — Library Resource Centre

- Intermediate students evaluate their performance in this project according to the criteria established and discussed at the start.

EVALUATION:

- Student self-evaluation: In groups, intermediate and primary students prepare a list of criteria to self-evaluate this project:

SELF-EVALUATION: _____		
Yes	No	1. Have I completed the writing of the Big Book?
Yes	No	2. Have I completed the publishing requirement of the Big Book?
Yes	No	3. Have I learned the writing process well enough that I would feel confident in succeeding when I do a similar project again?
Yes	No	4. Have I learned how to apply different strategies in different learning situations?
Yes	No	5. Have I learned the format for writing the first draft of a story?
Yes	No	6. Have I learned how to edit and proofread?
Yes	No	7. Do I have a better understanding of a specific type of children's literature?
Yes	No	8. Have I worked as a productive group member?

- The intermediate teacher evaluates each group's work by conferencing with them. The format of evaluation is based on the criteria established at each of these lessons.
- Teachers, teacher-librarian, and other resource persons evaluate students' oral and written work based on the criteria given on the following form.

EVALUATION: BIG BOOKS

WRITTEN WORK

1	2	3	4	5	Schéma mise en application
1	2	3	4	5	Mise en page
1	2	3	4	5	Présentation visuelle
1	2	3	4	5	Qualité du français

ORAL PRESENTATION*

1	2	3	4	5	Originalité
1	2	3	4	5	Images
1	2	3	4	5	Textes
1	2	3	4	5	Histoire
1	2	3	4	5	Sujet

* Not only will the presentations be evaluated by the teachers, but the audience will also be invited to participate in the evaluation process.

VIDEO PRESENTATION*

1	2	3	4	5	Qualité du français
1	2	3	4	5	Interaction
1	2	3	4	5	Motivation
1	2	3	4	5	Participation aux activités de groupe

*Students will be evaluated if a video was prepared for the big book presentation.

TEACHER RESOURCES:

Barrett, F. L. La Lecture partagée: guide pédagogique. Toronto, Ontario: Scholastic, 1982.

Comment écrire et illustrer un grand livre pour les petits. Vancouver, BC: Vancouver School Board, Program Services, 1989.

Guide d'utilisation "Les Trois Barbichu." Quebec, PQ: Editions Etudes Vivantes, 1987.

Heald-Taylor, Gail. Making and Using Big Books: A How-to Guide to Using Pattern Books in the Primary Classroom. Toronto, Ontario: Lewis Publishing, 1985, 1986. (Unit A; Unit B)

Joanis, Maurice Pierre, Ann Kramer et Emma Thibodeau. Ecrivains en herbe. Victoria, BC: Ministère de l'éducation, 1984.

Johnson, David W., Roger T. Johnson and Edythe Johnson Holubec. Circles of Learning: Cooperation in the Classroom. Revised edition. Edina, Minnesota: Interaction Book, 1986.

Johnson, Roger T. and David W. Johnson. Cooperative Learning: Warm-ups, Grouping Strategies and Group Activities. New Brighton, Minnesota: Interaction Book, 1985.

Johnson, Roger T.; David W. Johnson and Edythe Johnson Holubec. Structuring Cooperative Learning: Lesson Plans for Teachers. Revised edition. Edina, Minnesota: Interaction Book, 1987.

Lynch, Priscilla. Using Big Books and Picture Books. Toronto, Ontario: Scholastic, 1986.

Purto, John and Carol Purto. "Spotlight on Big Books for Little Readers." Instructor, vol. XCVII, no. 9 (May, 1988), pp. 31-32.

RESOURCES: BIG BOOKS

Arthur, R. J. et M. Fisher. Le Petit Napoléon. Toronto, Ontario: The Resource Centre, 1975.

Connat, Martine. La Petite poule rousse. Toronto, Ontario: Scholastic-TAB, 1985.

----- Les Trois Barbichou. Toronto, Ontario: Scholastic-TAB, 1984.

Duchesne, Christiane et Barbara Reid. Ah, ces oiseaux! Toronto, Ontario: Scholastic-TAB, 1986.

----- Quel beau petit! Toronto, Ontario: Scholastic-TAB, 1986.

Grands livres en français. Vancouver, BC: Vancouver School Board, Program Services, 1989.

Girard, Nicole et Paul Danheux. A la recherche de Chabichou. Québec, PQ: Editions Mondia, 1986.

----- Mimi, Paul et Chabichou se présentent. Québec, PQ: Editions Mondia, 1986.

Green, John F. Un Troll, c'est drôle! Toronto, Ontario: Scholastic-TAB, 1982.

Roberge, Suzelle. Cataradi, l'extraterrestre. Québec, PQ: Editions Etudes Vivantes, 1987.

Salewski, Wanda. Petit poussin, que dis-tu? Vancouver, BC: Grumpy Bear Books, 1987.

Slobodkina, Esphyr. Casquettes à vendre. Toronto, Ontario: Scholastic-TAB, 1987.



THE ELEMENTS OF STORY

INTERMEDIATE STORY DRAMA

by **MARK W. R. HYDER**, teacher, and **MARK C. ROBERTS**, teacher-librarian, Livingstone Elementary, SD#39 (Vancouver).

This unit reviews the elements of story, and encourages students to use higher level thinking and decision-making skills. The students work in cooperative groups to select, prepare and present a short play based on a primary story book. The unit integrates Fine Arts and the Humanities, as well as placing a strong emphasis on students' interpersonal skills.

GOAL: Students will develop and demonstrate knowledge of a story's elements.

INTEGRATED CURRICULUM AREAS: Language Arts, Visual Arts, Drama

UNIT OVERVIEW:

IDENTIFYING THE ELEMENTS OF STORY (Lessons 1-2)
PREPARING THE DRAMA PRESENTATIONS (Lessons 3-5)
PLAY PRESENTATIONS (Lesson 6)

LEARNING OUTCOMES:

The student will:

- identify the elements of story (setting, characters, plot, conflict, rising Action, resolution and conclusion).
- respond to stories using expressive language strategies.
- work effectively and cooperatively in a group.
- develop and present a group story drama using a picture book as a model.
- use decision-making skills.

RESPONSIBILITIES OF TEAM MEMBERS:

The teacher will:

- select student groups.
- conference with each group during independent working times.

The teacher-librarian will:

- introduce the unit.
- review the elements of story.
- provide story map sheets.
- provide story examples to discuss with the students.
- conference with each group during independent working times.

ORGANIZATION:

- Both the library resource centre and the classroom are used to provide students with sufficient workspace to develop their story dramas.
- Minimum time schedule: 5 forty minute periods. Depending on student interest, the unit might take much longer.
- Heterogeneous groups of four or five students are effective.

EVALUATION OF STUDENT ACHIEVEMENT:

TEACHER EVALUATION

- Each group presents their story to the class. Both teacher and teacher-librarian look at the students' work with a particular emphasis on how effectively the group presents.
 - Is the presentation cohesive?
 - Do the students use effective language skills?
 - Do they speak clearly and loudly, face the audience, and capture the audience's attention?
 - Are the elements of story presented clearly?
 - Do the students employ drama skills?
 - Do they portray a character convincingly? Do they use body language and gesture?
 - Do they use creative expression and humour to dramatize the story? (e.g., props, costumes)

PEER EVALUATION (To be used during rehearsals.)

- What elements of the presentation do the students consider effective?
- What constructive comments can be made about the presentation?
- How might this group improve their work?

LESSON 1 - Library Resource Centre

- The teacher-librarian introduces the unit. Picture books or storybooks from the easy section of the library resource centre are presented as excellent examples of the elements of story. Students list the important parts of a story.
- Read a picture book to the class.
- Identify and discuss the elements of the story with the class.

FOLLOW-UP IDEAS...

- Assign students to groups. Have each group look at a story book and identify story elements using a story map outline (see appended Story Map).
- Assign students to groups. Have each group predict the next event that will happen. Open-ended books by authors such as Robert Munsch work well.

LESSON #2 - Classroom

- Read another picture book to the class and review the elements of story.
- Discuss how drama tells a story. Have students identify the essential components of a successful skit or play?
- Provide a variety of picture books from which students will select one to use in developing their story drama.
- Students begin working in groups, choosing and reading a picture book, then discussing the elements of story. Their task is to develop a short dramatic presentation of the picture book. The drama must show evidence of all the story elements.

- Have students consider how they are going to present the story:
 - Who will do what? (assuming responsibilities)
 - What materials are needed?
 - Is a story map outline necessary?

LESSONS 3, 4, & 5 - Classroom and Library Resource Centre

- Review the elements of the story.
- Provide independent planning and rehearsal time for students. The teacher and teacher-librarian provide consultative assistance for each group, ensuring that each is on task and having no difficulties.

LESSON 6 - Library Resource Centre

- Presentations by groups to the class, and evaluation.

RESOURCES:

Note: This is not an inclusive list; there are many more wonderful book titles available.

Browne, Anthony. Piggybook. New York, NY: Knopf, 1986.

Munsch, Robert. David's Father. Toronto, Ontario: Annick Press, 1983.

----- Murmel, Murmel, Murmel. Toronto, Ontario: Annick Press, 1985.

----- Mortimer. Toronto, Ontario: Annick Press, 1985.

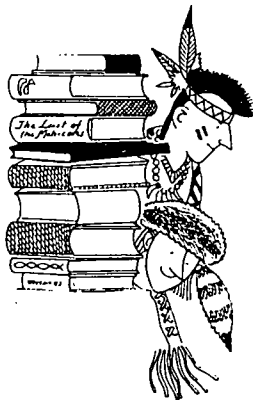
----- Thomas' Snowsuit. Toronto, Ontario: Annick Press, 1985.

Shannon, George. Dance Away. New York, NY: Greenwillow, 1982.

----- Lizard's Song. New York, NY: Greenwillow, 1981.

Silverstein, Shel. The Missing Piece. New York, NY: Harper, 1976.

Wells, Rosemary. Noisy Nora. New York, NY: Dial Press, 1973.



APPENDIX: LESSON 1

STORY MAP

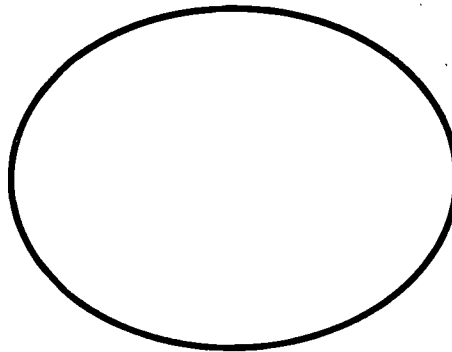
Story Title:

Author:

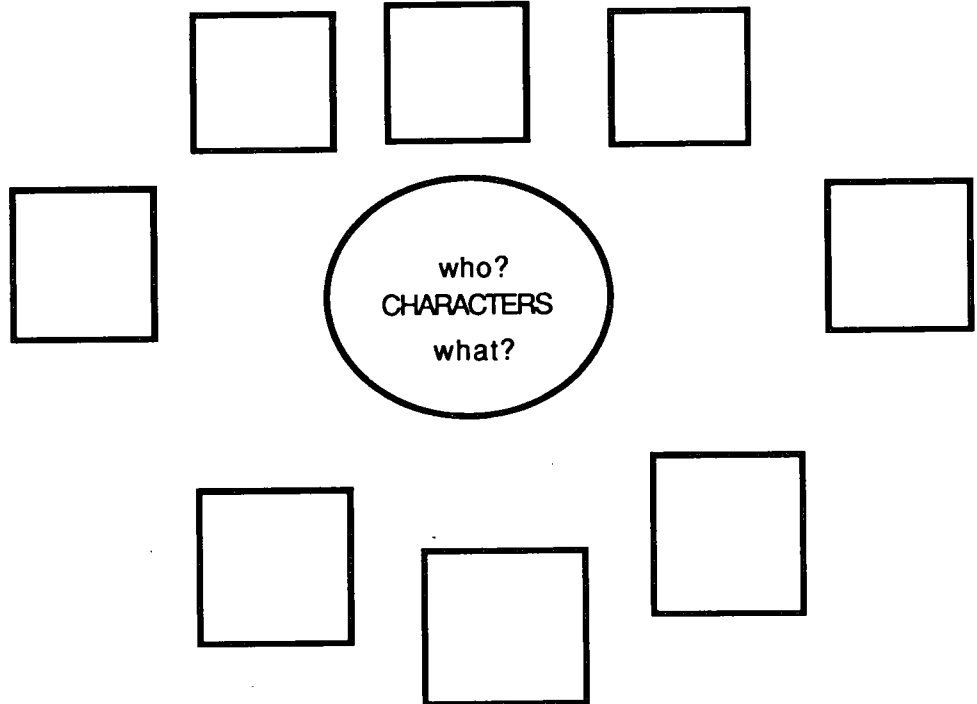
**Setting: when ?
 where?**

Characters:

Favourite character



Story plot:



Problem:

What is bothering the character(s)?

What conflict do they experience?

What is the beginning event?

PLOT EVENTS:

1.	2.	3.
4.	5.	6.

Ending:

BOOK BLITZ

PRIMARY AND INTERMEDIATE

by **MARGARET HAINES**, teacher-librarian, and **GRACE TAYLOR**,
learning assistance teacher, Kingsford-Smith Elementary, SD#39 (Vancouver)

This intensive eight week promotion of reading involves the school, the home and the community. Attention is focused upon reading as an enjoyable leisure time activity. Different types of literature and styles of writing are highlighted during various theme weeks. There is considerable flexibility, with teachers deciding which weeks their students will participate in the program. All students will find some activity to interest them in this reading promotion and celebration.

- GOALS:** To improve and encourage the leisure reading habits of the students by:
- providing opportunities for the students to see adults from many walks of life enthusiastically reading and sharing their love of books.
 - providing positive successful "reading" experience for every student in the school. "Reading" includes being read to or picture reading.

INTEGRATED CURRICULUM AREAS: Mathematics, Social Studies, Science, Visual Arts and Language Arts.

UNIT OVERVIEW:

- WEEK 1: RIB-IT (READ IN BED — IT'S TERRIFIC)
- WEEK 2: LONG AGO AND FAR AWAY (Chinese New Year)
- WEEK 3: HEARTS AND FLOWERS (Valentines Day)
- WEEK 4: LET'S GET SERIOUS
- WEEK 5: COLD TURKEY
- WEEK 6: THAT'S THE TRUTH
- WEEK 7: BUDDY WEEK
- WEEK 8: BRAG WEEK (Proud To Read Canadian)

LEARNING OUTCOMES:

The student will:

- learn that reading is fun and practice reading like experts (Week 1).
- enjoy stories from other places and other times (Week 2).
- look at pictures and illustrations to see how they affect the story (Week 3).
- share the interesting information we learn from books (Week 4).
- read instead of choosing to watch television (Week 5).
- read to find out about the world and how it changes (Week 6).
- share stories with other grades (Week 7).
- show and tell what we have done during Book Blitz; focus on Canadian authors (Week 8).

RESPONSIBILITIES AGREED UPON BY TEAM PARTNERS:

This reading promotion program was originally cooperatively planned by the teacher-librarian and learning assistance teacher with input from the whole staff. Organizational tasks thus became the responsibility of the teacher-librarian and learning assistance teacher, while the manner in which the program was implemented in individual classrooms was left to the discretion of the individual teacher. Different assignment of responsibilities is also possible.

The teachers will:

- read aloud daily to their class .
- promote the week's theme by: displaying a poster, wearing a lapel button, and choosing one or more activities.
- organize and implement buddying with another class.
- implement mapping, charting and recordkeeping activities.

The teacher-librarian & learning assistance centre teacher will:

- prepare a letter to the parents.
- prepare weekly information packages for the staff.
- set weekly objectives and themes.
- correlate professional development materials.
- design and produce promotional materials. Examples are: posters, certificates, lapel buttons, format activity sheets, graphs and maps, record forms for participants to sign up for "Reading Rockathon" and "Parents — Partners in Reading" program.
- initiate and supervise student design of student buttons and bookmarks.
- set up bulletin board displays.
- order videos, films and other supporting audiovisual materials.
- send letter to readers, tabulate and organize timetable according to their replies.
- collect data after "Cold Turkey", "Reading Rockathon" and "I Read My Way To...." promotions and present certificates at specially planned assemblies.
- select and bundle books of folktales for appropriate grade levels and circulate to classes.
- set up "hands on" science activities in the library resource centre.
- coordinate displays in the library with the weekly themes.
- provide leadership and direction for cooperative teaching models.
- organize and set up windup activities for students and staff.

ORGANIZATION:

- Classroom teachers plan their own activities according to their own timetable.
- Visitors (storytellers, story readers, and authors) indicate the age level they feel comfortable with, and classroom teachers accommodate their needs as to time of visit.
- Assemblies are arranged after consultation with staff to establish the best dates and times.
- Noon time drop-in activities are available in the learning assistance centre and the library resource centre.

EVALUATION OF STUDENT ACHIEVEMENT:

- The program is set up so all students can be successful.
- The overall effectiveness of the activities is gauged by the number of participants, including parents, in individual programs (Partners in Reading, Reading Rockathon, Cold Turkey Day, Dress As Your Favourite Character Assembly) and contributions to bulletin boards.
- The success of the program is evident in any increase in circulation of library materials, students' enthusiasm for reading and the response from the community involved.

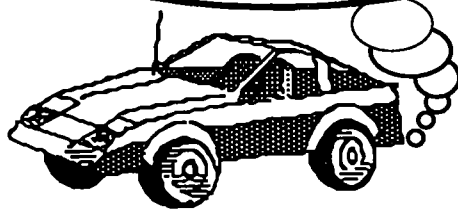
TO-DO CHECKLIST FOR TEACHER-LIBRARIAN & LAC TEACHER

INTRODUCTORY WEEK:

DATE: _____

1. Letter to parents to go out on the Thursday before the week commences.
2. Newsletter for staff to include:
 - objectives of the Book Blitz, as well as objectives for the first week,
 - professional development information on reading,
 - overview of the Blitz,
 - feedback sheet for evaluation and suggestions.
3. RIB-IT frogs on posters, and on lapel tags for teachers.
4. Maps for intermediate; bar graphs for primary.
5. Bookmark designs for National Book Festival Week to be handed in and judged so they can be duplicated and used during the promotion.
6. Information package for teachers to include:
 - Reading in content areas,
 - Reading rate and comprehension,
 - Reading observation checklist,
 - Reading strategies checklist (e.g., RAP — paraphrasing strategy),
 - Reading practices and literacy development,
 - Presenting vocabulary — ideas and suggestions,
 - Reasons for reading.
7. A list of great read-alouds.

The average 1978 automobile will, kilometre for kilometre, emit 13 times more CO than a 1988 automobile



LETTER TO PARENTS

January ____, 19__

Dear Parents and or Guardians,

_____ is sponsoring a Book Blitz during the months of February and March. The focus of this celebration is to improve and encourage the leisure reading habits of our students. One aspect of the scheduled events is a "Parents — Partners in Reading" program in which we need and your child needs your support.

The "Parents — Partners in Reading" program fosters the reading of leisure material at home. If your child joins the program, they must read (or be read to) for a minimum of 15 minutes per night for 50 nights. Each night that the child reads for this amount of time, you as the parent put the date, minutes read and your initials on the form sent home from the school for this purpose. The student must read for pleasure. Textbooks do not qualify. Students may read on weekends and holidays as well as school nights. Students may read for longer than 15 minutes.

So the students will gain some appreciation of their progress, their time spent reading will be part of "I Read My Way To _____" activity. Each 15 minutes of time spent reading will give the students a credit of 1000 km. distance travelled. Each Monday we will ask you to return the form to school with your child so that the students in class can add up their distances and plot their way on a graph (primary) or a map (intermediate) according to the distance they have accumulated. If more time is spent reading than the minimum 15 minutes, students will be able to "travel" further.

If you wish your child to join this program, please sign the consent form below and have your child return it to their classroom teacher.

We hope you will support and encourage your child's participation in this program as we at school and you at home are all too aware that success in reading is essential to a student's progress in school.

Yours truly,

_____, teacher-librarian

_____, learning assistance teacher

I wish my child _____ in Div. _____ to
participate in the "Parents — Partners in Reading" program.

(Parent Signature)

LETTER TO GUEST READERS

1989 January 26.

Dear

_____ is celebrating a Book Blitz during the months of February and March. The focus of this program is to develop good leisure reading habits in our students. Some of the activities planned to encourage these habits are a "Parents — Partners in Reading" program, theme weeks, Cold Turkey Day (no T. V.), visits by storytellers, authors and illustrators. We feel it is important that students of all ages be read to, and to emphasise this, we have planned a "Stories from the Rocking Chair" activity in the library resource centre for the week of February ____ to March ____.

We would like to invite you to be our guest during this time and participate by reading a story or stories to a group of children for approximately half an hour at a time that is convenient to you. We hope you can join in this event as we feel that it is important for students to realize that reading stories is an enjoyable leisure activity throughout life, not just during the Kindergarten to graduation years.

For your convenience in giving us a fast reply, could you please fill in the enclosed form and return it to our library resource centre.

Yours truly,

teacher-librarian
(library resource centre)

teacher
(learning assistance centre)

RESPONSE FORM FOR GUEST READERS

STORIES FROM THE ROCKING CHAIR

_____ will/will not be able to attend.
(name)

If attending, please provide the following information:

The best time and day would be _____
(day) (date) (time)

The age group I'd prefer reading to is _____
(age and/or level)

Yes, I'll prepare and bring my own stories. _____
(check)

I'd like you to have the stories prepared and available for me to read. _____
(check)

(signature)

(phone # for confirmation the day before)

WEEK 1: RIB-IT

FOCUS: Read in Bed — it's Terrific!

STUDENT ACTIVITIES

- Take "Parents — Partners in Reading" form home and begin reading.
- Plan route or first destination for "Read your Way to"
- Design class thermometer to show how many books the entire class reads during the Blitz.
- Design a book cover for the Vancouver Public Library Adopt-a-Book program.

TEACHER FOCUS

- Reading is fun — look at all kinds of reading material that's available (books, short stories, magazines, non-fiction, riddles, jokes, newspapers, etc.).
- RIB-IT — Read in Bed — it's Terrific:
 - Frog posters will be provided for every classroom,
 - Frog RIB-IT buttons for each teacher.
- Read aloud daily in class:
 - exchange with another teacher,
 - get students to share reading,
 - borrow older students to read.
- Talk about and model "Reading Like an Expert":
 - get teacher-librarian and learning assistance teacher to introduce the class to the concept,
 - practice and monitor "Reading Like an Expert" so students get used to it.

PROFESSIONAL DEVELOPMENT TOPIC

- Reading Like an Expert.

COMMUNITY, VISITOR INVOLVEMENT

- "Parents — Partners in Reading" program begins.

WEEK 2: LONG AGO & FAR AWAY

FOCUS: Chinese New Year / other places — other times.

STUDENT ACTIVITIES

- Read with parents as partners.
- Update map or chart.
- Update class thermometer.
- Dragons around the world?

TEACHER FOCUS

- Chinese folktales and stories from other lands. Bundles are prepared for classes by the teacher-librarian.
- Read aloud in class every day.
- Show films of folktales (sign out from library resource centre).

PROFESSIONAL DEVELOPMENT TOPIC

- Ways to ensure comprehension.

COMMUNITY, VISITOR INVOLVEMENT

- Wives' Tales Storytellers to visit in gym on _____ (date)
Time: Primary _____ a.m.; Intermediate _____ a.m.

OTHER: Seen any good books lately?

- Videos in the learning assistance centre at 12:30 Tuesday & Thursday.

WEEK 3: HEARTS & FLOWERS

FOCUS: Illustrations and how they affect the story.

STUDENT ACTIVITIES:

- Parents as Partners in Reading.
- Mapping and charting update.
- Update thermometers.
- Fill in a Book-I-Loved heart.
- Create a Valentine for a favourite character in a book, then write a silly, sappy verse for it.

TEACHER FOCUS

- Read aloud every day.
- Look at illustrations — compare stories with different illustrations. How do pictures help us select books?
- Fill in a Book-I-Loved heart.

PROFESSIONAL DEVELOPMENT TOPIC

- Tips and Tricks for increasing vocabulary knowledge.

OTHER: Video in the learning assistance centre.

WEEK 4: LET'S GET SERIOUS

FOCUS: Reading for information

STUDENT ACTIVITIES

- Reading with parents as partners.
- Update map or chart.
- Update class thermometer.
- Fill in Book-I-Hated raindrop with 1 criterion for Bulletin Board (library resource centre).
- Fill in a Did-you-know-that . . . fact card for Bulletin Board (learning assistance centre).

TEACHER FOCUS

- Read aloud daily.
- Fill in Book-I-Hated raindrop.
- Discuss:
 - you don't like every book but you have to know why you don't like it (not just boring),
 - it's impossible to read all books published, so let's read the best.
- Facts versus opinions.

PROFESSIONAL DEVELOPMENT TOPIC

- Reading for information; information skills and how to develop them.

OTHER: Video at lunchtime in the learning assistance centre.

EXAMPLE OF NEWSLETTER TO STAFF

This is given out at a staff meeting to keep all informed and to enlist support for promoting "Cold Turkey" Day.

COLD TURKEY WEEK

This is it!

The one you've been waiting for!

This is your chance to give up TV for one whole day!

Wednesday, March 1st has been chosen to be the school's Cold Turkey Day and we'd like you to encourage your class to give up the box and go Cold Turkey for that day. They may need some suggestions on how to spend their time, but it's a challenge they may enjoy. meeting if they're given enough 'hype' beforehand and lots of positive reinforcement!

1. Have the children who do give up TV for the one day sign inside the turkey on the Cold Turkey Poster. (You'll get it tomorrow).
2. Ask the children to check off the activities they enjoyed instead of TV and we'll make a bar graph showing what the school did (there's a list of alternatives in the Week 5 material or you may want to brainstorm your own list with your class).
3. Turkey awards will be given to each child who is successful. The classes with the biggest number of turkeys (!) will be given special awards.
4. This is a good chance to get rid of your old Thanksgiving turkey stickers!! (Are we thoughtful or what!!)

Don't forget to set a good example — call it modeling — and give up the box yourself.

We hope you have some fun with this idea. In addition to giving a push to reading, it is also meant to brighten a day or two with mid-winter silliness. **All together now — let's talk turkey!!**

WEEK 5: COLD TURKEY WEEK

FOCUS: Read instead of watching television.

STUDENT ACTIVITIES

- Read with parents as partners.
- Update map or chart.
- Update class thermometer.
- Get parent consent form signed for Cold Turkey day.
- Go "Cold Turkey" on Wednesday, March 1.
- Sign up for Reading Rockathon.

TEACHER FOCUS

- Read aloud daily in class.
- Encourage going "Cold Turkey."

PROFESSIONAL DEVELOPMENT TOPIC

- How can we encourage reluctant readers?

COMMUNITY, VISITOR INVOLVEMENT

- Stories from the Rocking Chair — read by people from the community.

OTHER

- Video at lunch in the learning assistance centre.
- Assembly, Friday, March 3 for Turkey Awards.

WEEK 6: THAT'S THE TRUTH WEEK

FOCUS: Science Fair — biographies.

STUDENT ACTIVITIES

- Read with parents as partners program.
- Update maps or graphs.
- Update class thermometer.
- Fill in cards for "Discoveries that changed the world" Bulletin Board (library resource centre).
- Contribute to "It was in the newspaper" Bulletin Board (learning assistance centre).
- Science Fair projects.

TEACHER FOCUS

- Read in class daily.
- Biographies — people who made a difference.
- Focus on non-fiction and newspapers.

COMMUNITY, VISITOR INVOLVEMENT

- Parents to visit school for Science Fair.

OTHER:

- Videos at lunchtime in learning assistance centre.
- Hands-on science centres in library resource centre at noon.
- Display of science magazines in library resource centre all week.

DISCOVERIES THAT CHANGED THE WORLD

(*Example of bulletin given to staff prior to Buddy Week.)

BUDDY WEEK

Suggested pairings: Div. 1 — Div. 10; Div 17 — Div. 11; Div. 2 — Div. 9;
Div. 3 — Div. 6; Div. 4 — Div. 7; Div. 5 — Div. 8; Divs. 14, 15, 16 as integrated.

ACTIVITIES THAT COULD BE DONE

Teachers could pick a theme and do one or two or a variety of activities on this same theme (nursery rhymes, fairy tales, animals, dinosaurs, transportation, for example).

- Read to a buddy — i.e. both students take turns reading.
- Write (older student) a story that both students have created.
- Make a pop-up about the story based on the theme.
- Illustrate a scene from the story in plasticine.
- Tape a story with both students taking turns to read.
- Play a game using key words or new vocabulary (e.g., Concentration).
- Make a board game about a story that both students know (e.g., Three Little Pigs — students know the story line so will be competent about creating questions). Refer students to the teacher-librarian or learning assistance teacher if they are unsure about the components required in a board game.
- Research a mini project together (e.g., dinosaurs, castles, cars, comets, unicorns).

Most importantly, have fun! Remember it's worthwhile for all involved. The older students get to show off their superior skills, the younger ones get one-on-one attention, and you as the teacher will take pleasure from seeing the students develop responsibility. Let the students plan what they want to do, but ... start thinking about it now.

WEEK 7: BUDDY WEEK

FOCUS: Cross division book sharing.

STUDENT ACTIVITIES

- Read with parents as partners.
- Finish mapping and graphing — last data in Tuesday of Week 8.
- Update class thermometer.
- Tape stories for another class to listen to and enjoy.
- Pop-ups and plasticine — partnering across the divisions.
- Buddy reading in learning assistance centre.

TEACHER FOCUS

- Read aloud daily in class.
- Cooperative teaching with another level — focus on reading.

PROFESSIONAL DEVELOPMENT TOPIC

- Using curriculum-based assessment in the classroom.

OTHER: Videos at lunchtime in learning assistance centre.

WEEK 8: BRAG WEEK (Proud to Read Canadian)

FOCUS: This culminating week emphasizes sharing things accomplished during the preceding weeks, as well as the reading of Canadian literature. Sharing within the class as well as with other classes is encouraged. A student assembly provides the final celebration.

RESOURCES

Charlton, M. Jane, editor. Children's Choices of Canadian Books. Ottawa, Ontario: Citizen's Committee on Children, 1987.

Dreyer, Sharon Spredeman. The Bookfinder: When Children Need Books. Circle Pines, Minnesota: American Guidance Service, 1985.

Gagnon, Andre and Ann Gagnon, editors. Canadian Books For Young People. Toronto, Ontario: University of Toronto Press, 1988.

Hughes, Carolyn S. "Teaching Strategies For Developing Student Thinking." School Library Media Quarterly, vol. 15, no. 1 (Fall, 1986), pp. 33-36.

Kimmel, Margaret and Elizabeth Segel. For Reading Out Loud! A Guide to Sharing Books With Children. New York, NY: Delacorte, 1983.

Metzler, Nonie. "Introducing RIB-IT." The Bookmark, vol. 30, no. 2 (December 1988), pp. 29-30.

Stott, Jon C. and Raymond E. Jones. Canadian Books For Children: A Guide to Authors and Illustrators. Toronto, Ontario: Harcourt Brace Jovanovich Canada, 1988.

Trelease, Jim. The Read-Aloud Handbook. New York, NY: Penguin Books, 1985.

THE NATIONAL BOOK FESTIVAL PLAY PRESENTATIONS

INTERMEDIATE & GRADUATION

by **LILY THEODORA GENIS**, English teacher, and **PAT PARUNGAO**,
teacher-librarian, Killarney Secondary School, S.D. # 39 (Vancouver)

In celebration of National Book Festival, students choose a character of interest, either a real person from any historical period or a fictional character from print or television. Characters are researched, groups of students formed and the diverse characters selected are integrated into imaginative but believable plays on a subject or theme. A series of play presentations are made, with the culminating event occurring during Festival Week in a mini-theatre set up in the library resource centre. Guest judges adjudicate the presentations.

GOAL: Students will use their creative talents and reasoning powers to interdependently develop a group project for which they are totally responsible.

INTEGRATED CURRICULUM AREAS: Business Education, Drama, Home Economics,
Language Arts, Music, Physical Education, Social Studies, Technical Studies, Visual Arts.

UNIT OVERVIEW:

SECTION A — SCRIPTWRITING
SECTION B — PLAY REHEARSAL
SECTION C — PLAY PRESENTATIONS

LEARNING OUTCOMES:

The student will:

- discover the wealth of reading and audiovisual materials in the library resource centre.
- experience the pleasure and knowledge that reading gives.
- learn that writing is an evolving, trial-and-error process.
- learn that, with persistence, solutions can be found for most problems.
- understand the importance of project planning, organization and delegation of responsibilities.
- participate as responsible group members who understand the need for commitment to goals and to people, and the meaning of compromise.
- recognize and respect the talents of others.
- gain confidence in their own abilities and become more perceptive of the world around them.
- realize that all projects, large or small, begin with a single idea.

RESPONSIBILITIES AGREED UPON BY TEAM PARTNERS:

The teacher and teacher-librarian will:

- break down the broad topic into possible categories before presenting the project to the students. For example, "Heroes and Villains" may include such "Hero" categories as mythological, sports, cartoon, science fiction, rock star and spy heroes. "Villains" may include real or imaginary villains, monsters, evil clones of heroes, and other categories.
- decide on guest judges for the in-class presentations and final presentations in the library resource centre. To maintain uniform evaluation, the same judges should adjudicate all the plays in one grade. Evaluation booklets with information on each group, arranged in the order of presentation, are provided for each judge (Appendix 3).
- make arrangements to present the best plays at noon hour in the library resource centre. Finalists for each grade or level are presented on separate days.

The teacher will:

- prepare an information sheet for each student covering such pertinent information as: the value of the project; criteria for presentations; dates for each class's orientation period in the library resource centre; dates for submitting scripts, in-class presentations and final presentations; responsibilities of both the group leaders and group members (Appendix 1).
- motivate, encourage and assist as requested, or when groups have obviously reached an impasse.
- evaluate the scripts but not return them until after the presentations.
- conference with each group to discuss ways to improve any weaknesses in the script before rehearsals begin.
- prepare and distribute resource sheets on staging, voice production and acting (Appendix 2).
- serve as a drama coach for each group as few students at this level have the necessary training and experience to do so.
- check with the school administration before scheduling play presentation dates to ensure that students involved in the project will not be absent at this time on other school activities.
- write early dismissal slips for students who need permission from other teachers to leave their classes early to prepare for the presentation.

The teacher-librarian will:

- identify and secure sufficient resources on the established topics and set them aside for students either to select from or to use as catalysts for ideas.
- compile and distribute a list of possible subject headings to be used for further searching.
- provide a one-period orientation and search strategy lesson.
- assist students as necessary to locate information about their characters.
- direct students whose contemporary characters have been made famous through the media (e.g., sports heroes like Rick Hansen, rock stars like Madonna, and cartoon heroes like Batman) to the periodical index and specialized reference sources like Current Biography.
- assist students to prepare bibliographies in correct format, distributing style guides as requested and posting samples in the library resource centre for easy reference.
- assist and supervise groups directed to the library resource centre to work on scripts or rehearse plays.
- judge one or more grades/levels in the presentations of plays in the English classroom as well the presentation of the best plays from each class in the resource centre "theatre."
- assist the selected groups to practice in the library resource centre "theatre" in order to familiarize themselves with entrances, exits, changing areas, lighting, power sources, and other details in advance of the performance.
- arrange printing and distribution of tickets for the final performances. Each level has a different coloured ticket signifying a different day of the week, and finalists are given five tickets to invite friends or relatives.
- with the subject teacher's permission, issue early dismissal slips to all finalists and guests to eat lunch before the presentations.
- arrange to have certificates designed and printed by students in Graphic Arts classes. Two types of certificates are printed: one type acknowledging participation only, and the other acknowledging a winning skit. A calligrapher prints the name of each student on a certificate which is then signed by the principal,

teacher and teacher-librarian.

- arrange for either still photos or videotaping of winning skits as souvenirs for the present performers and inspiration for future performers.

ORGANIZATION:

TIMELINE:

- schedule various components of the project throughout the school year or concentrate the entire project in a two-month period before the National Book Festival Week. In the first approach, students may read biographies in the fall and be given an assignment, such as oral reports. In January, groups of students write scripts using the people in their biographies as their characters. In the spring the groups begin rehearsals.
- If the project is to occur in a two month period (or 24 one hour periods), the following schedule is suggested:
 - A. Reading and writing of scripts: much of the reading is done out of class, but allow 9 - 12 one hour periods for script writing.
 - B. Rehearsing skits: 9 or 10 one hour periods.

GROUPING:

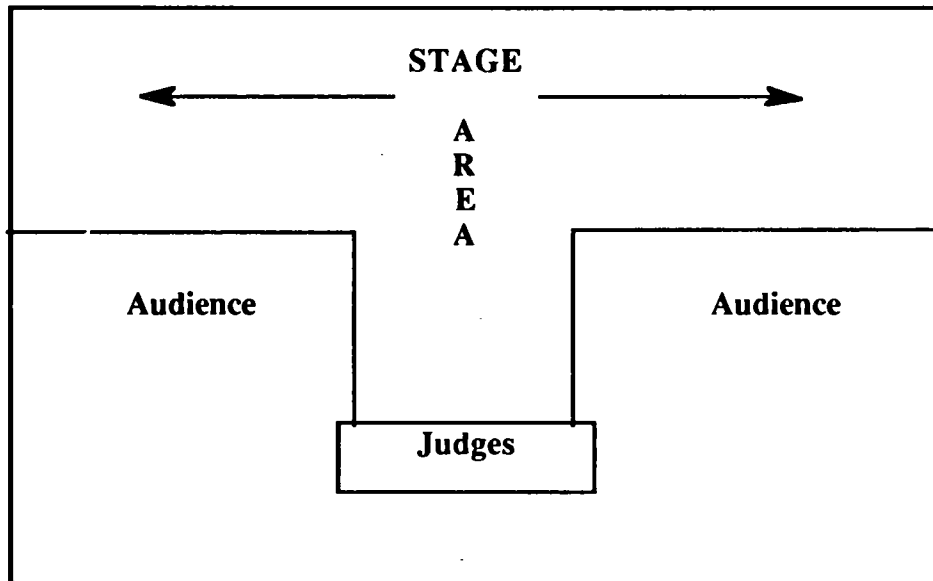
- Students self-select their groups, choosing either the group or their character category first.
- The total number of groups in one class should not exceed six; preferably five, so that all groups may be judged in one class period.
- Groups should be roughly equal in size, with 6-7 students.
- Students choose their group leader after the teacher discusses the duties of all participants.
- The duties of the leader include:
 - commitment to the project;
 - establishing a goal for each meeting;
 - involving everyone in the group by discovering and using each member's individual talents.
 - delegating responsibilities;
 - arranging extra script-writing and rehearsal sessions after school and on weekends, if necessary; and
 - keeping accurate attendance records and evaluation sheets for group members.
- The duties of each group member include:
 - commitment to the project;
 - attendance at all meetings;
 - writing the dialogue for his/her character;
 - fulfilling other assigned responsibilities; and
 - evaluating the leader.
- The groups are responsible for everything from writing their own scripts to the staging, acting, lighting, costumes, makeup, props and scenery. A final instruction sheet is distributed shortly before the in-class presentations begin (Appendix 4).

EVALUATION OF STUDENT ACHIEVEMENT:

- Scripts and play presentations are each worth 50 marks. Students receive the marks of their groups unless little or no contribution is made. An advantage of scheduling the script-writing in one term and presenting the plays in another is that the total value of the project will not overwhelm other test results. The evaluation sheets submitted by leaders and group members are useful in arriving at work habits marks.
- Scripts are evaluated by the teacher on the basis of originality of plot, integration and credibility of characters, convincing dialogue, well defined conflict and relevant theme.
- Evaluation criteria for play presentations are: originality and continuity of plot, character interaction, voice projection and stage presence, sets, properties and costumes (See Appendix 3 for mark allocations).

PRESENTATION CONSIDERATIONS:

- When deciding on the best order for play presentations it is wise to have the group with the most scenery and props present first.
- The rehearsal schedule should provide a minimum of two school practices for each group: one in regular English period and one out-of-class period. As only one group can rehearse in the classroom at a time, remaining groups are assigned to other areas in the school such as the library resource centre, stair wells, and cafeteria. The assigned areas may be rotated each time.
- Two portable blackboards are effective as stage curtains, particularly when covered with borrowed drapes for a more theatrical look. Ideally, there should be blackout drapes on any windows, also.
- Formal invitations should be sent by students to guests, judges, and administrators, and small awards given for the best plays and performers.
- Each presentation session should begin with a welcome to the audience and skits; cast members and the roles played should be introduced.
- Refreshments for judges and guests are a welcome expression of thanks for their support.
- The following arrangement of furniture provides a theatre-like setting and permits the actors to penetrate the audience.



Sample ticket

KILLARNEY SCHOOL HEROES & VILLAINS		
Adm. 1989	ADMIT ONE	Adm. 10

Some of the past themes have included science fiction, mystery, fantasy, and fairy tales.

APPENDIX 1: Heroes and Villains Instruction Sheet

Heroes and Villains Annual Library Skit Competitions

N.B. This year's winning skits will be videotaped.

Dates:	A. Semifinals — A 308 during regular classes	Gr. 9: Wednesday, May 24th
		Gr.10: Thursday, May 25th
	B. Finals — main library area	Gr. 9: Tuesday, May 30th
	Gr.10:	Wednesday, May 31st

During the finals competition, the library will be open at noon hour to competitors and their guests.

Group Organization: 5-6 groups of 6-7 students, depending on class size.

1989 Theme: Heroes and Villains

A partial list includes the following:
(More suggestions and ideas during your library period)

Heroes

mythological heroes
historical heroes
fantasy heroes (fairy tales, fables, etc.)
sports heroes
music heroes
detective/spy heroes
fictional heroes (past & present)
science fiction heroes
political heroes
cartoon heroes
television or comic book heroes

Villains

mythological monsters
historical villains
fantasy villains
evil clone of hero
science fiction villain

Goals of First Meeting(s)

- A. Choose a competent leader.
- B. Decide on your character. Each student in the group must be from a different category. One student *should be* a villain; two students *may be* villains if the group is large.
- C. Decide on a theme, plot line, etc.

Top marks go to those groups which can best integrate their diverse characters into an exciting story with a good plot, conflict and theme.

Library Visits: Please go directly to the library resource centre.

Monday, March 20: Blocks C and D

Tuesday, March 21: Blocks G, H, and A

Value of Project: 100 marks — Each student will receive the group mark unless little or no contribution has been made.

- A. **Script:** 50 marks. Due Date: April 21
Evaluated on theme, plot, integration of characters, originality.
- B. **Play:** 50 marks.
Adjudicated by a panel of guest judges with a background in English and drama on the following criteria:
 - plot, interpretation, performance = 35
 - sets, costumes, properties = 15

Length of Play: approximately 6-8 minutes

Responsibilities:

A. Leaders:

- Organize after school and weekend "think-tank" sessions.
- Delegate responsibilities for creating and writing scripts and for rehearsal sessions.
- Involve everyone; make use of individual talents.
- Keep accurate attendance and work habits charts.

B. Group Members:

- Support your team! Turn out for all practices.

APPENDIX 2: "Keeping the Magic"--Some Rehearsal Do's and Don't's

KEEPING the MAGIC
Some Rehearsal Do's and Don't's

DO....

VOICE

Speak clearly and slowly enough to be understood by a first-time viewer.

Command the attention of your audience with a well-modulated voice suited to your character.

ACTING

Interact with other players in a manner that is natural to your character.

Bury yourself in your character. That's what acting is.

DON'T....

Don't swallow the ends of your words.

Don't mumble.

Don't be wooden, stiff, awkward.

Don't be self-conscious

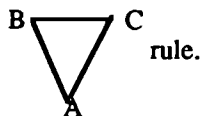
DON'T BREAK THE MAGIC: IT'S A SIN TO KILL A CHARACTER.

Know your lines and cues.
Be expressive.
Improvise

STAGING

Use stage area wisely.

Remember the



Plan smooth entrances and exits.

Don't fret if someone forgets or blunders.
Carry on!

Don't bunch together at the back of the stage.

Don't crowd entrances and exits.

Appendix 2 (continued...)

Keeping the Magic — Some Rehearsal Do's & Don't's

DO...

LIGHTING

Decide on the following:
Drapes — open? closed?
Lights — on? off?
Special lighting?

Know the effect you want to create
and practise it.

COSTUMES

Changes must be instantaneous — if not
faster.

SETS & PROPS

Label so they can be recovered quickly.
If there are many props, keep everything
together in a carton which has your leader's
name written on it in large letters. Store
the carton "backstage."

STAGE MANNERS

Do leave the stage area clean for the
groups following.

DON'T...

Don't leave the lighting effects until
the last moment.

**DELEGATE RESPONSIBILITIES.
REHEARSE! REHEARSE! REHEARSE!**

APPENDIX 3: Judges' Evaluation Sheet for "Heroes and Villains"

**Evaluation Sheet
for
"Heroes and Villains"**

English 10
Block
Group Leader:
Title:

Cast (in order of appearance)
Student: Character:

Evaluation Areas	Comments	Marks
Plot, Interpretation, Performance		<div style="text-align: right;"> <hr style="width: 20%; margin: 0 auto;"/> 35 </div>
Sets, Properties, Costumes, etc.		<div style="text-align: right;"> <hr style="width: 20%; margin: 0 auto;"/> 15 </div> <div style="text-align: right; margin-top: 10px;"> <hr style="width: 20%; margin: 0 auto;"/> Total 50 </div>

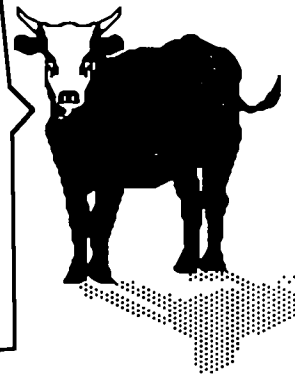
APPENDIX 4: Final instruction sheet given to students a few days before the in-class presentations.

FINAL INSTRUCTIONS

Each group must be ready to start at the beginning of the period. Marks will be deducted for delays.

1. Wear costumes and make-up from home, if possible. (Blocks C and G should be able to do so; blocks D and H can get ready during the break; block A should ask their period two teachers for permission to leave 10-15 minutes early.)
2. Each group will be allowed only 1-2 minutes to put up their props. This time limit is possible if each member is responsible for one or two specific tasks.
3. If tape recorders, special lights, and/or props are used, make certain that the operators know precisely when and where to turn them on.
4. Bring any necessary supplies with you such as: pins, safety pins, masking tape, bobby pins, scissors, etc. There will be one long extension cord; if you need another, you must supply your own.
5. Remember that the *acting* of the play is worth *35 marks*, whereas *sets, properties and costumes* are worth *15 marks*.
6. Always consider your audience. They want to see action (not wait endlessly). They want to believe in the characters. They want to hear what the characters are saying. They want the backstage business to be carried out smoothly and effectively.

Due to lack of laws concerning motor transport of animals in the U.S., it is not uncommon for cattle to be shipped in trucks for up to 72 hours without being unload. Because of this, an estimated 60,000 cattle die while being transported in America each year.



REVIEW OF TEACHER EDUCATION PROGRAMS

BC Education in the 1990s - Implications for Teacher Education

by **PATRICIA FINLAY**, president, BCTLA.

The Royal Commission on Education described the competencies necessary for teachers as a "blend of academic substance, professional knowledge, cultural perceptiveness, human sensitivity, organizational ability, instructional capability, confidence, and self-awareness." Teacher education programs must be designed to develop these competencies in pre-service and practicing teachers.

Some factors which affect teacher education in the 1990s include:

- the changing structure and philosophy of the education system due to the Year 2000
- the need for more teachers
- the pro-active role of the teacher in regards to social issues such as multicultural and race relations education (which includes gender equity, First Nations, the physically challenged) and global responsibility
- the impact of technological change

In response to these factors teacher education programs must foster within a teacher:

- a commitment to children
- an affirmation of professionalism
- collaborative skills
- awareness of multicultural, race relations and global issues

Selection of prospective teachers

The image of teachers must be enhanced through:

- recognition of the professionalism of teachers
- good salaries and working conditions

Prospective teachers must be selected/screened for a variety of attributes through interviews and detailed reports of related experiences.

Important qualities are caring, taking risks, flexibility, questioning and having a sense of humour.

Scope and Nature of Teacher Education Programs

To complement the changes occurring in the school system teacher education programs must also change.

- Teachers are facilitators of learning, not content "specialists", who need experience with resource-based learning, active learning, skills development and use of technology.
- Teachers must develop collaborative skills to be able to participate in staff goal-setting, decision-making and to work with non-enrolling teachers and other professionals.
- Teachers need to be knowledgeable about their role as members of professional associations and the BCTF.

Teacher education is a partnership between the Ministries of Education and Advanced Education, the College of Teachers, the Universities, School Districts and teachers.

Faculty of Education staff

- Teachers of teachers should be "master" teachers who are abreast of the current research and methodology.
- The "publish or perish" mentality should not be part of the education faculty.
- Working in schools should not adversely affect a professor's academic career
- Should be involved in collaborative research with teachers in the field. Faculty staff can therefore help interpret data and provide links to other research.
- Plan a program with a balance of theory and practice

Faculty Associates/Seconding Teachers to Universities

- Practicing teachers should be seconded to the university for 2 to 3 years.
- Teachers applying for secondment should have recommendations from their colleagues.
- Seconded teachers should not lose any benefits they would normally receive from their school district, e.g. seniority, regular yearly salary.
- Initiate an exchange program between practicing teachers and faculty staff.

Sponsor Teachers

- Need to be screened very carefully, perhaps

applications with recommendations from colleagues.

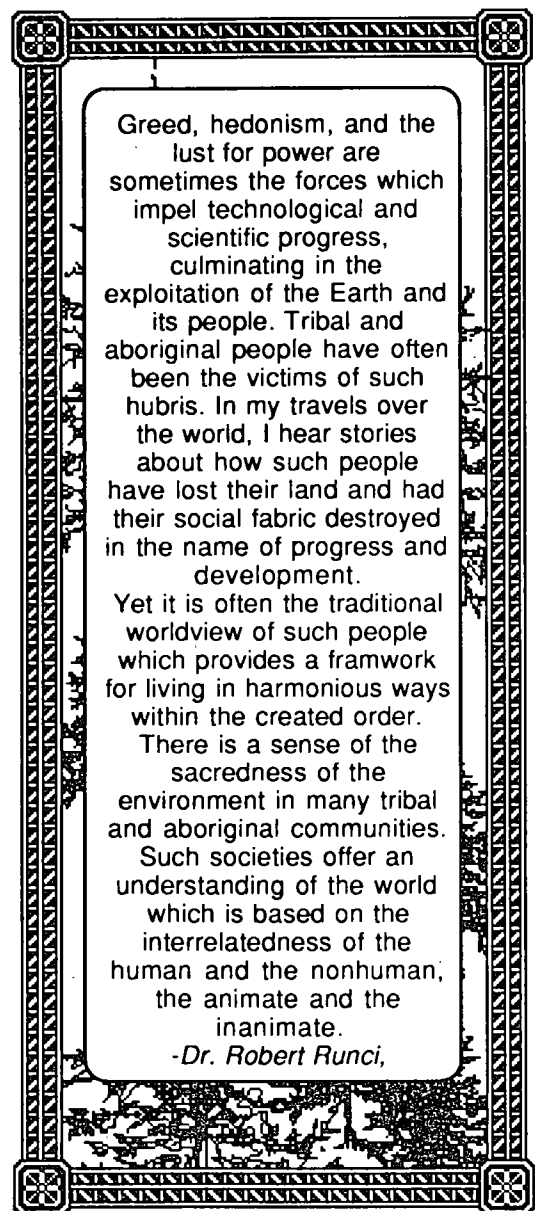
- Expectations of sponsor teachers must be made very clear with several days of training.
- Need to attract "best" teachers with rewards but not monetary. Release time to plan and conference with student teacher or opportunities for professional growth including observation of other teachers, classroom research, coursework at the university should be embedded in the program.
- Sponsor teachers should model collaboration with other school staff.

Practicum

- Need time in school settings early in program.
- Methodology before and also as part of practicum experience.
- Should allow time for reflection.
- Student teachers should be assigned to a school where the entire staff takes some responsibility towards assisting them.
- As part of the practicum experience student teachers should be expected to collaborate with other teachers, eg. cooperatively plan and teach a unit with the teacher-librarian.

Teacher Education Should Be A Collaborative Continuum

Professional growth is on-going. Teachers must become reflective practioners. There must be a commitment from the Ministries to provide money to school districts, universities, teacher associations and teachers for teacher self-review and development of personal professional growth plans.



CENSORSHIP AND THE ART OF SELF-DEFENCE FOR LIBRARIANS

by ELIZABETH MACCALLUM

[reprinted from The Globe and Mail, 22 September 1990]

Censorship is a field where angels fear to tread. Unfortunately, it is an issue that arises with increasing frequency in children's literature and cannot be ignored.

In public libraries, controversial books can be placed on adult shelves. Grownups, apparently, are able to judge for themselves, but books in schools are a different matter. In classrooms, some parents see books as straightforward educational material, while in the school library itself, they think books come with an *in loco parentis* seal of approval.

There are so many complaints about books from both parents and administration that the School Library Journal is littered with articles on censorship, including a number on the art of self-defence for school librarians. A magazine called Emergency Librarian reported that during a recent year, there was, on average, one challenge to some Alberta school library each week. The American Library Association distributes a self-defence kit called The Intellectual Freedom Manual with chapters such as "Before the Censor Comes: Essential Preparations".

The books under fire are often surprising. Catcher in the Rye is still controversial, of course, as is The Apprenticeship of Duddy Kravitz, but so also are such sizzlers as Wuthering Heights, Huckleberry Finn, Peter Rabbit, and The Merriam-Webster College Dictionary. Last spring, Robert Munsch's Giant, Or Waiting for the Thursday Boat was censored in Middlesex County, Ont. Unusually, it was not parents, but teachers and administrators who were complaining. They banned Giant from primary classrooms, and will allow it off the library shelf only with a letter of parental permission. The Welland County, Ont., Separate School Board removed the book for "depicting violence toward God."

Munsch, the extraordinarily successful writer of children's books, is no stranger to controversy. Two years ago, a couple of schools in Lloydminster banned Thomas' Snowsuit for undermining authority figures. That is only

slightly sillier than the Lincoln County, Ont., Roman Catholic School Board banning Raymond Briggs' Father Christmas because of the negative image of Santa Claus. They should be so lucky.

Poor Oscar Wilde knew the full venomous force of censorship was not totally objective when he wrote, "There is no such thing as a moral or immoral book. Books are well written, or badly written." However, it is about the only sure ground on which librarians can stand when choosing their stock. Librarians are not chosen for their morals, but because they have studied what makes a good book, and the standards of good literature.

Giant is not a good children's book, but that doesn't mean it should be banned or otherwise restricted.

While I am fully aware of problems associated with violence and even blasphemy (although blasphemy has an arresting hint of faith in our overwhelmingly secular society), Munsch's work is less violent than many easily available books or videos. Restricting a book to older siblings will immediately raise it to the level of domestic *samizdat*.

There are poignant examples of school librarians having to limit access to Judy Blume's popular books to those children who have written parental consent. Students in such libraries come up to the beleaguered librarian with other examples of the forbidden subjects or words still remaining on the shelves, and demand to know what is the difference. In one instance, boys were poring over Grey's Anatomy while not being allowed to read other more popular material because of sexual content.

Not many would hail Judy Blume books as great works of art, but children love her because she deals with issues that concern them. Surely part of the process of education is learning to differentiate between good literature, a good read, and just plain trash. Parents can't protect their children from every harm so why expect the school librarians to do better than the parents?

Canadian schools are supposed to be in the business of imparting knowledge, not restricting it. Only by allowing children to choose their own reading matter — and then by offering them wise guidance — will they develop discerning judgment. They will read what they want no matter what, so we should at least be there to discuss it with them, rather than having them read on the sly.

A PRESCRIBED CONTINUUM OF SKILLS?

by LEE INKSTER, teacher-librarian, Nestor Elementary School, SD#43 (Coquitlam).

It is generally agreed that today's students must acquire information skills; however there is no consensus as to how these skills should be categorized and how and when they are to be developed in students. Consensus may be neither possible nor advantageous, but the possibility must be examined within the parameters of an evolving education system and the relationship established between skills and the library program.

The school library and the school library program as they exist today have been many years in evolution. The traditional model of the 1960's was based on the concept of a public library in a school and the librarian as administrator. There was no defined educational program or response to an identified learning or societal need but rather a general association with cultural attributes and a love of literature first and information/research needs second.

The instructional model developed as the school library program's involvement with the literature component was annexed by the development of the language arts curriculum. Individualized reading programs, literature-based programs and the whole language approach in the classroom assigned a support or supplementary role to the librarian and the library program. Instruction in certain library skills became the rationale for the school library, to be accomplished in isolation by the librarian as teacher. Melvyn Bowers (1974) dealt with cooperation of the teaching staff, the librarian and the administrator in developing the library "course of study". This course was designed to be incorporated into the school's curriculum plan upon completion, as one of its regular course subjects. In some elementary schools in the United States, library skills not only became part of the curriculum but the library was also evaluated by various state boards of education in order to establish standards for student library performance (Lubans, 1974).

In the late 1970's and early 1980's, the emphasis was on the integration of research and study skills instruction within the curriculum, although this integration was often accomplished through simulation to stimulate student interest in a topic. A linkage of library skills instruction with content area learning was regarded as improvement.

(Hyland, 1983).

The library-based cooperative program planning philosophy was first expressed by Ken Haycock in 1978. This model furthered development in integration with the concept that the teacher-librarian should cooperatively plan and jointly implement curricula with the classroom teachers, using the school library as a primary resource. It was based on the planning of objectives for classroom-based units which integrated activities, teaching and the use of information skills.

A search for an alternative focus began with the growing view of cooperative program planning as a shift in methodology, not in content; with the means being more important than the end. In many instances an expansion of the cooperative program philosophy or a variation in emphasis was incorporated into an alternative program. For example, Alberta's integrated program model, emphasizing a developmental approach to teaching students how to do research that can be applied in any subject area, does not stipulate that a cooperative approach is essential. Other alternative programs, including a process approach, an information-based program approach and a thinking-skills based approach have been developed and implemented in varying degrees.

The goal of a process orientation is to acknowledge and develop an understanding of a topic through library research. Students need to be guided through the levels of thinking while they are researching a topic in the library. Comprehending the research process and making the information meaningful will enable students to use library sources more purposefully and to transfer their learned strategies to other information needs situations. (Kuhlthau, 1985).

The information-based program developed in Calgary (The Calgary Board of Education's Resource Center Program Model, 1990) suggests that the teacher-librarian's main function is instructional and defines the school library's instructional program as a unique entity with its own instructional objectives. It is a holistic approach that suggests the library program is equivalent to any other school program and that the teacher-librarian's responsibilities for planning, teaching and evaluating are equivalent to the responsibilities of any other teacher. (Eshpeter, 1989).

Advocates of a thinking-skills based approach believe that a major part of their time must be spent helping students become information literate. This entails the development of thinking skills that will equip them to locate, evaluate and use information effectively. The

teacher-librarian becomes largely responsible for incorporating critical thinking skills (the organization, analysis, synthesis and evaluation of information) throughout the curriculum. Thinking skills and problem-solving behaviours take precedence over information skills and strategies (Mancall, 1986).

The information explosion and developing technology have also impacted on the education system and the school library program's developing focus on skills. Information is increasing at an unmanageable rate, making it impossible to teach all aspects of a subject and inadequate to teach students a body of facts which quickly become obsolete. It has become necessary to teach students how to think about and manage information; to prepare them to live in the present and yet be able to adapt to a future that is in the process of developing. John Naisbett, discussing future megatrends, predicted that "Within a few years, any person will have instant access to any information in the world, no matter where he or she is on earth." (Naisbett, 1987, p.5).

Students must be taught how to locate, select, analyze and utilize information. "The ability to find and use information effectively is fundamental for success in a rapidly changing information-oriented society such as ours. Articulating what this means in terms of basic information management skills for students falls directly into the purview of the school library media program and fits well with the instructional role of the school library media specialist." (Mancall, 1986, p.26).

Various skills pertaining to the successful utilization of a library facility have been identified and categorized since the advent of a library program. Initially the focus was on those skills necessary for information retrieval with the emphasis on the skills involved in information processing and information sharing coming later. Ruth Ann Davies (1974) mentions that teaching students how to use the library involves more than the traditional program of introducing them to library resources, services and facilities, but also includes teaching them how to think, how to communicate their thoughts and how to master the skill of lifelong learning. She suggests organizing the instruction in the use of the library under categories of locational skills, selection and organization skills, interpretive skills, and generalizing and conversion skills.

The development of technology, the knowledge explosion, the shift to resource-based teaching and learning, the concern with learning styles and the ability to think effectively have resulted in the identification of additional skill categories. The identification of these categories and lists of individual skills in specific learning

areas, such as social studies and science, the writing process, computer literacy and research programs, appear in curriculum guides, school district policies and individual school policy and goal statements. Skills are now viewed as a component of curriculum development and are to be integrated into subject content. A continuum of skills is viewed as essential to the planning process and a continuum of information skills essential to the framework of research and library programs. There are countless variations in the format, organization, labelling and sequencing of the skills included in continuums. Continuums of information skills commonly identify the categories of locating information, the acquisition and analysis of information, the organization and recording of information, and the communication and presentation of information. Carol Ann Haycock (1985) suggests the addition of resource centre orientation and research strategies.

A critical factor in the successful development of a relevant school-based continuum of skills is the involvement of the administration and teaching staff with the leadership and unique expertise of the teacher-librarian. "The teacher-librarian must create an awareness of the need for a continuum, develop a process to create the continuum and facilitate a plan to enable the continuum to become a reality." (Austrom, 1989, p.135). If a district-wide continuum is in place, it should be viewed as a guide and used as a starting point for the development of a unique school-based continuum that is relevant to the needs of the students and the goals of the particular school, and establishes student expectations for the levels involved. The shared developmental process will ensure each staff member acknowledges some ownership and accepts some responsibility for the school library program and its relationship to this school-based continuum of skills.

It is important to remember that a continuum of skills provides a school-based framework for the development of information skills. The continuum is not to be regarded as a curriculum or series of units and lessons to be taught in isolation, but rather a list of identified skills to be taught functionally and within the context of a topic relevant to the curriculum and to students. Various approaches have been taken in an effort to accomplish this educational goal. The teacher-librarian may provide a series of library lessons that runs parallel to what the teacher is doing in the classroom, in an effort to develop the skills as they are required. Another possible approach is to emphasize the transfer of skills to real-life situations by designing activities based on potential student needs or questions. An unstructured, incidental approach seizes on the teachable moment when a student expresses a need. Although these strategies, used singly or in combination,

may be effective, the superior approach is one of integration such as that outlined by the National Council for the Social Studies in Skill Development in Social Studies. (Carpenter, 1963). The key process for accomplishing this integration is cooperative planning between the teacher-librarian and the classroom teacher: students learn information skills more readily when they are integrated within the curriculum; they are taught with the focus on developing independent learners and critical thinkers; they are viewed by the students as relevant to their needs; are related to their past experiences; and the instruction is shared through cooperative learning (Alberta Education, 1990).

The results of a 1981 research study, School Library Program Evaluation, commissioned by the Calgary Board of Education, indicated that when the school library program is integrated with the school program, student achievement and attitude are positively affected. Successful integration occurs when the whole range of skills, knowledge and attitudes are built into existing or cooperatively planned curriculum activities in the various subject areas. The teacher-librarian works with the teacher in planning, implementing and evaluating the unit. The results of the cooperative program planning process are resource-based learning programs and experiences for students which maximize the use of available school resources, ensure the integration of information skills instruction and application and guarantee successful learning experiences for students (Haycock, 1988).

An awareness of how to use a variety of research tools does not necessarily mean an awareness of the most effective tool to use in any given situation. To be effective information users, students must not only master the information-related skills, they must also acquire appropriate research strategies. Research strategies go a step beyond the continuum to incorporate clusters of various information skills from the categories outlined in the continuum. In order for information to become personalized knowledge, students have to be adept at finding relationships and making connections. They need to learn a comprehensive research process that can be applied to any subject area and in any real-life situation. The application of the skills necessary to deal effectively with information will enable students to function competently as lifelong learners in today's ever-changing world. Kristin Shannon, speaking on the 1985 CLA conference theme, "Information is power: yesterday's prophecy, today's reality, tomorrow's economy", stated that "There is not a single skill that will better guarantee an improved pay cheque for someone during the next 15 years than the skill of 'go find out'. This skill includes self-directed learning and the ability to formulate appropriate ques-

tions, as well as learning how to establish values and priorities." (Shannon, 1985, p.288). This ability of an individual, to select and apply a variety of appropriate strategies in a planned and systematic fashion, is identified by Eshpeter and Gray (1989) as "information literacy".

Various approaches incorporating elements of the cooperative planning strategy which ensure that students acquire research strategies have been developed. A school-based research strategy outlined by Sharon Walisser (1985) is one such approach. In order to develop a program relevant to the particular school, one that reflects the school's common goals and a sequential development suitable for the students involved, similar staff involvement is required as was necessary for the development of the school-based continuum. Among the advantages of a school-based strategy are the establishment of a consistent approach to information gathering, recording and reporting, and the adaptation of activities and expectations to meet student needs and abilities. The goal of a school-based research strategy is to enable students to identify a research topic, organize and focus their research, select suitable materials and the necessary information from the materials, record the sources, take notes and outline, and prepare and present the information based on a standard format suitable to the student's level. The student's ability to apply the research strategy and use the various skills involved in a variety of situations, determines the evaluation. Research in relation to achievement suggests that "Students in schools with well-equipped resource centres and professional teacher-librarians will perform better on achievement tests for reading comprehension and basic research skills" (What works research: the implications for professional practice, 1989: [1]).

Alberta Education (1990) has developed a provincial resource-based research model which teaches students to manage information efficiently and effectively. This approach to teaching students how to do research is also developmental and flexible, teaching skills which are transferable to all school and work situations. The Alberta research model includes both a continuum of research procedures and skills and a continuum of levels of research. The continuum of procedures and skills involves stages of planning, information retrieval, information processing, information sharing and evaluation. The levels of the research continuum, introductory to advanced, indicate the progression from teacher-directed to student-directed learning and involve establishing the topic, identifying information sources, identifying the audience and presentation format, establishing the evaluation criteria and reviewing the process. The docu-

ment, Focus on Research, a Guide to Developing Students' Research Skills, suggests that individual schools personalize each of the continuums and emphasizes once again that research skills are taught, not in isolation, but in relation to the curriculum. Eshpeter and Gray (1989), proponents of an information-based school library program, maintain that the skills and knowledge base are essential components of the model, but not the emphasis. In their opinion, skills are subservient to the larger issue, the major strategies that students are to acquire through involvement in research projects.

All these approaches to the teaching of information skills have different emphases, yet they all have similar goals and include common elements. To be successful, each one requires the sustained cooperative effort of the teacher-librarian and the classroom teacher. Each one of these approaches advocates the purposeful teaching of information skills within the context of the curriculum and the needs of the students. Each one requires a continuum of skills and/or strategies as a foundation and each one is based on a sequential development related to grade or ability levels. The definition of the skill categories, the itemization of the skills included and the developmental levels assigned to the skills must be appropriate to each unique situation. A prescriptive continuum would not be in the best interests of the students or the instructional goals of the individual school library program. It is reasonable to assume that any one of the approaches, be it cooperative program planning, the process approach, the resource-based research model or the thinking-skills based approach, if adapted to the situation and applied conscientiously with high regard for students as individualized learners, will most certainly develop "information literate" students.

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The Canadian School Library Association requires a new editor for School Libraries in Canada (SLIC), as the three-year term of the current editor will be completed in August 1991. The term of office will be from September 1991 to August 1994. During this three year term, the editor will publish nine to twelve issues.

The individual appointed to the position should have a firm commitment to the goals of the Canadian School Library Association and a sincere concern for the development of school library programs in Canadian schools. Excellent communication skills and organizational ability are required. Previous editorial or writing experience would be an asset.

The editor will be expected to perform the following functions:

1. Edit all manuscripts and other material to be published in SLIC,
2. Coordinate the SLIC editorial committee,
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4. Engage the services of a printer and coordinate the printing of SLIC,
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(403) 294-8724

CLASSIC LITERATURE PROGRAM

by ALLAN MATTHEWS, teacher-librarian, and SHELLEY HUNT, English teacher,
Columneetza Senior Secondary, SD#27 (Cariboo-Chilcotin).

General objective: to develop knowledge, understanding, and appreciation of literary classics in a variety of genres.

“A literary classic is a work considered first-rate or excellent of its kind, and therefore standard, fit to be used as a model or imitated.” (The Oxford Companion of English Literature, 5th ed. Drabble)

The Classic Reading Unit is an ongoing assignment worth 100 marks. Students are required to read classics from a list posted in the classroom and in the library resource centre. Books marked with a blue dot are considered classics. Works not appearing on the lists may be acceptable, with consent from the teacher. An oral test will follow the reading.

OBJECTIVES: To develop the student's ability to:

- Read independently, by choosing strategies appropriate to the task.
- Understand and respond to the beauty and power of language.
- Understand that literary and historical events may be used as the context for creative works.
- Read widely for pleasure and knowledge.
- Analyze the structure and form of works of other cultures and times.
- Comprehend the vocabulary specific to literature of other periods or cultures.
- Identify the values and beliefs common to societies and cultures.
- Recall information from memory.
- Develop criteria for use in evaluating information obtained from reading.
- Infer meaning of vocabulary from context clues.
- Establish criteria for judging the literary value of a work.
- Describe elements of a work that make it worth reading.
- Examine literature from a variety of perspectives (for example: examining historical setting, relevance of theme, characterization).

ROLE OF THE TEACHER-LIBRARIAN

- Purchase classic material for inclusion in the library resource centre holdings.
- Ensure that classics are catalogued and labeled correctly (blue dots are currently used to indicate classic material).
- Publish lists of classic books with their point value.
- Assist students in the selection of material appropriate to their reading and interest level.

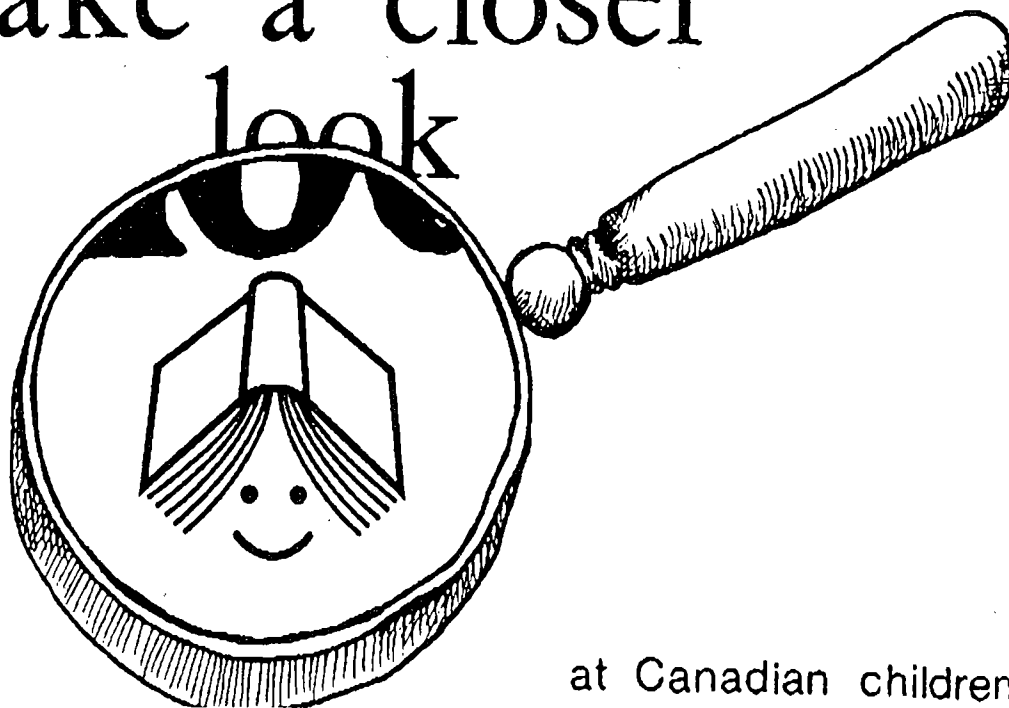
ROLE OF THE TEACHER

- Introduce the Classics Program to each class.
- Encourage students to read classics.
- Assist students to select material suitable to their reading and interest level.
- Monitor and evaluate student progress. Students earn cumulative marks out of 100 points.
- Conduct oral examinations on the classics each student has read, and assign a mark based on the student's ability to respond to the work.
- Assign point values to new library acquisitions. Classic books are assigned a point value of 10, 20, 30 or 40 points, based on their reading level and sophistication.
- Annually review with the teacher-librarian the success of the program. Determine student use of library resource centre holdings and suggest methods to encourage student reading.

The following book list is a sample to indicate what the students use to locate classic literature in the library resource centre. The list is computerized, on disk, but is also available in hard copy. Titles which are designated as classics have a notation, with the point value.

<u>Letters of Abelard and Heloise.</u>	Classic-30
Aristophanes. <u>Complete plays of Aristophanes.</u>	Classic-30
Austen, Jane. <u>Emma.</u>	Classic-30
Austen, Jane. <u>Mansfield Park.</u>	Classic-30
Austen, Jane. <u>Persuasion.</u>	Classic-30
Austen, Jane. <u>Pride and prejudice.</u>	Classic-30
Austen, Jane. <u>Sense and sensibility.</u>	Classic-30
Bacon, Francis. <u>Essays.</u>	Classic-30
Balzac, Honore de. <u>Pere Goriot.</u>	Classic-30
Blake, Jennifer. <u>Prisoner of desire.</u>	

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NEW AND NOTEWORTHY: recommended books for young readers from the Canadian Children's Book Centre

THE AUCTION

In this gentle and moving story young Todd spends a day at the farm with his grandfather. It is a sad day: the day before the farm is to be sold at auction. Together Todd and his grandfather share a lifetime of memories from the farm and by bedtime have come to terms with their approaching loss. The realistic illustrations perfectly compliment the mood of the story.

For ages 4 to 7.

Written by Jan Andrews

Illustrations by Karen Reczuch

Groundwood Books \$13.95

0-88899-110-X

THE FREEDOM RUN

Seventeen-year-old Michael Preston's life changes dramatically when his aunt dies and he leaves Saskatchewan to do mission work in Chile. After a chance encounter in the night he becomes involved with a Chilean freedom fighter and soon is fleeing across the Andes with a small group of mission workers and Chilean orphans, while being relentlessly pursued by a Chilean army officer. A compelling and powerful novel about power, freedom and a young man's coming of age.

For ages 14 and up

Written by Phil Campagna

Western Producer Prairie Books

0-88833-318-8 \$12.95

MAXINE'S TREE

On weekends, 5-year-old Maxine and her family go to the Carmanah Valley to help build trails so that people from around the world can come to see the beauty of the ancient rainforest. When the valley is threatened by clearcut logging, Maxine comes up with a plan to save her favourite tree that provides inspiration for others to save the forest.

For ages 4 to 8

Written by Diane Leger-Haskell

Illustrations by Dur Churcher

Orca Book Publishers \$8.95

0-920501-38-9

THE ORPHAN BOY

One of this season's most stunning titles, The Orphan Boy is a beautiful retelling of the Maasai tale about the planet Venus, the morning and evening star, known to this Africa people as Kiliken the orphan boy. Eloquent text and rich illustrations make this a great read-aloud story that will be enjoyed by all ages.

For ages 5 to 9

Written by Tololwa Mollel

Illustrations by Paul Morin

Oxford University Press \$15.95

0-19-540783-0

ONE HUNDRED SHINING CANDLES

It is 1800, and for Lucy Jamieson's family there will be little cheer at Christmas, for there is neither time nor money for luxuries. Despite the hardships, Lucy comes up with an idea for a wonderful gift for their parents. This moving story about the true meaning of Christmas, lovingly illustrated in soft watercolours, will warm the heart all year round.

For ages 6 to 10

Written by Janet Lunn

Illustrations by Lindsay Grater

Lester & Orpen Dennys \$15.95

0-88619-185-8

MADAME BELZILE AND RAMSAY HITHERTON-HOBBS

In this short chapter book young readers will meet the thin, unhappy and elderly Madame Belzile and the chubby, unhappy young Ramsay Hitherton-Hobbs. An odd pair, these two soon form a very special and happy friendship.

For ages 6 to 9

Written by Budge Wilson

Nimbus Publishing \$4.95

0-921054-38-6



SPEAKER: DR. KEN LOWE, director of the Action Studies Institute, Calgary, Alberta.

TOPIC: LITERACY: PROCESS & CHARACTER SKILLS FOR INDEPENDENT LEARNING

[*Editor's Note:* This report was inadvertently omitted from the 1990 September issue. The session was Dr. Lowe's second presentation during the Literacy '90 Conference.]

[*Reporters' Note:* The following session was a rapid-fire immersion in ideas and opinions. Notetaking was extremely challenging, and if the resulting summary does not do justice to the presentation, the fault is ours, rather than the presenter's.]

Ken Lowe began his thought-provoking talk with the statement, "We've hitched our wagon to dead horses." In his view educational institutions as we know them are now obsolete.

The issue of the relationship of human learning and change goes right to the heart of what it is to be human. Humans must be able to learn throughout life if change is to occur. Naturally there will be failures, but the best way to deal with short term failures is to have long term goals.

Dr. Lowe stressed that the underlying theme of his address would be "What is learning? How do human beings do it?" This theme raises some deeper level issues to consider, including:

- A major issue in our society is that illiterates feel judged and rejected. Learning to read makes them part of the community again. Yet, in other times or in other societies that same condition for membership does not exist. For example, to be a member of Mongolian society one had to be a good horseman.
- What is the real role of reading in learning? Must one read to learn? Literacy equals the ability to use a language. Kids don't learn to read because they don't have a need for it. The idea of personal empowerment for formal learning is foreign to most kids. In grade 1, students are eager to learn; by grade 4, their viewpoint has changed to "get the teacher off my back." The concept of learning to enhance self-concept and confidence is difficult to put in place.
- Mandatory secondary education is new since 1941.

Up until then, 60% of adolescents were out working. Is mandatory education an essential part of literacy? Cannot literacy be gained outside of the school system? Experience tells us it can.

- Data can be defined as small bits which, when gathered into a meaningful collection becomes information. Knowledge (information in relationships), when combined with the ability to operationalize, equals intelligence. Intelligence enables individuals to place knowledge in perspective, thus developing their understanding and ability to form an intent. At this stage, comes wisdom. Education focuses on the simplest stages of the process, generally ignoring understanding, intent and wisdom.

CONFORMITY & INDEPENDENCE

Control over individuals' behaviour comes from the self, society, one's culture, and biological factors. What this means is that people don't necessarily have to demonstrate understanding *if* social and cultural controls operate effectively. Society would still be orderly if such were the case.

However, if we motivate by external control, young people don't have to take responsibility for their own intents and operations. There is no responsibility for learning placed on the student. Consequently, we set kids up to *require* external control, thus denying empowerment.

We are still struggling with the concept of independence. In the past, freedom meant that groups could not force others to belong to the group. The invention of news media has changed the meaning of freedom as media are used to foster conformity, to push belonging to the group. This is a powerful impulse because human beings have a built-in tendency to want to focus on the same thing *when they are together*. Conformity in groups and the tendency toward cooperation are remnants of biological controls left from our past as a hunting and gathering society. At the same time, humans, particularly males, are also wired to challenge authority. Independence and conformity are twin poles which attract and repel human behaviour.

Complicating the issue is the fact that people really do not welcome change. Good ideas are frequently not adopted. If someone were to invent an exciting game similar to baseball, but with eight bases, the biggest problem would be to convince others of the worth of the

innovation. This holds for any innovation. Yet Gordon Rattray Taylor says almost nobody invents anything totally new. Inventors and scientists generally discover something new when they are working on a different idea altogether. For example, a Florida icemaker discovered how to treat malaria. Most people set out to destroy inventors because they do not conform.

Truth produces an accurate assessment of where we are and where we go. Truth and creativity are in conflict with our need to be in concert with the group, so we often disregard truth in favour of conformity. In the 1960's, a lot of people wandered off from the game of life as controlled by society and culture, and became non-conformists who scorned societal pressures. The following period of economic constraint was a form of cultural control to bring people back to the game.

LEARNING & MOTIVATION

The learning process involves the learner on one side and the task on the other side. The learner gains power from the genetic blueprint that gives humans a "customized ability to adapt to circumstances." Learning involves that learner in forming a linkage with whatever is to be learned. He or she does this by becoming engaged with the task, or motivated to learn. Engagement results in the learner deploying the power to learn that he/she has.

We know a lot about the impact of motivation on learning. For example, someone who is highly engaged with a simple game will learn more than someone lightly engaged with a complicated game. However, the more sophisticated the task, the more possibility there is for learning, provided *that* the engagement remains high. We also know that we can heighten engagement through devices like humour, empowerment, and danger.

Unfortunately, most of the things we focus on in schools are technical skills associated with whatever is to be learned; less time is spent on examining how to impact on *engagement*. Yet we must recognize that consideration of how to increase engagement is more important now than it was in the past. Kids today feel they are under more pressure than in past generations. The feeling comes because all the pressure from family and society is focused on getting a good mark in school instead of on physical survival.

Educators need to understand what causes people to set up their own engagement with learning and to control it. Throughout history, examples of self-control have come down to us in terms of character. Conduct equals

control of one's own self. The importance given to this fact over time is indicated by the fact that there are 160 positive words that refer to character in the English language.

The Boy Scout Manuals of 1908 and today reveal a shift of emphasis that is disturbing. The 1908 manual emphasized character skills, while today's manual emphasizes technical skills. In fact, the current manual does not mention character skills. Does this mean these skills are no longer needed?

In a pre-urban society, task boundaries were complex, multi-dimensional, and required high levels of self-control and self-direction. Industrial society moved to a complex linear process, with each person doing a small task. External technical controls required people dedicated and committed to doing a small task. The function of education is to inure children to function in such a system of bureaucratic control. When controls are external, students do not have to learn self-regulation controls. The ascendancy of technology and organization have replaced character skills in today's society.

What we are facing now is the recognition that we must return to higher levels of character skill because we need leadership and creativity. Thomas Jefferson once said, "Travel makes men wiser, but less happy." So too does education. Educated individuals begin to see the limitations of their own culture. Yet in corporations, senior people must buy into that culture and conform to it. Without high levels of character skill, leadership and creativity are both pressed into conformity, albeit sometimes unhappily.

What is driving this change is growth in mass communications. We are no longer bound to the affirmations of our family and primary group affiliations. Media expose us to the fundamentals of truth, posing for us that true assessment of where we are and where we should be going. At the same time, media are used to press us to conform.

INDEPENDENT THINKERS

To become independent thinkers, young people need three types of skills: field skills, character skills, and process skills.

In the past, people hit the Bohemian wall that deemed all cultural rules to be arbitrary when they were 21, but this now happens at age 12. Kids have more knowledge now than in the past, but it is all superficial.

The ability to regulate and control one's own character skills is the same as learning other skills like skiing. They must be practiced in situations where they are being critically tested. They can always develop further. Other cultures give much more attention to developing character. For example, the Massai have a seven year curriculum to develop the quality of courage.

An example of a process skill is driving a car. This skill is composed of sub-skills like car handling and traffic regulation. The way that it is taught is to start with a sub-component after having demonstrated the whole power in advance. Like other process skills, motivation to learn and other character skills impact on the learner's ability to master the skill.

Literacy is also a process skill and there are character skills which must be integrated with it if the learner is to develop independent control of the skill.

Lorne MacRae, in his address, talked about intelligent self-control, self-directed learning. At the functional literacy level, one controls the overall function. The character and process skills needed to achieve this are: self-motivation; the ability to self-adjust, check out and monitor; reconnoitering (learning from others' experiences and thoughts); the ability to plan, practice and observe. This is not a linear process, as attention shifts from one aspect to another. Attention-giving, or focusing on the task, is like a good desktop manager in a computer software package. Self-motivation, a sense of self-efficacy, honesty, realistic self-esteem etc., are all character skills. Reconnaissance = curiosity, foresight, and confidence. All of these are essential for independent thinkers.

It should not surprise educators that learning takes time and raises questions about the worth of what is to be learned — even the worth of literacy. It should also be evident that literacy is a process skill which is highly integrated with and dependent on character skills.

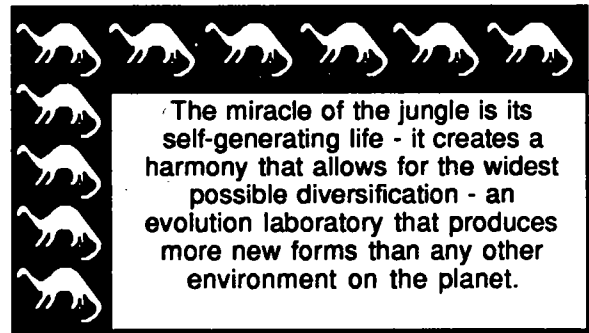
CONCLUSION

Ken Lowe summarized his address with a number of comments that he deemed of particular importance to teacher-librarians. Firstly, teaching process skills and helping students to understand the learning explicitly, helps students to learn. Secondly, developing character skills involves translating feelings to action. To do this, we must love and respect kids. Thirdly, we must consider students' learning styles for they are important to success.

Teachers must understand that thoughts are models of reality. An iconic model involves looking at something, but not working with it. This describes most of what and how we currently teach. A more powerful model is functional simulation, in which the model works like the real thing, but doesn't look like it. The ability to understand and use functional simulations is necessary for creativity.

The function of thoughts is to build up one's own models of the universe. Direct experience with concrete things is a key part of the process, since it is through trial and feedback that the ability to think is fostered.

The business of librarians is to be "custodians of wisdom," passing it on to others. When one considers the higher plane that "wisdom" implies, rather than simply "data" or "information," this is a great challenge. Ken Lowe closed by urging those present not to forget "the spirit and potential of all those kids."



THE MANAGEMENT OF CHANGE: GETTING STARTED

ROBERT GODDARD, Education Officer,
Ministry of Education

Now that the revised curriculum guidelines in geography are in the schools, the geography teachers of Ontario are in most cases faced with the task of making changes in their courses. The changes may relate to the mastery of content, the development of skills or the formation of attitudes by students but, more likely, they will relate to all three. While most of us recognize the inevitability of change, we often interpret calls for change as critical of what we are currently doing and threatening to us personally. As a consequence, we tend to be skeptical about the merits of proposed changes, especially when they affect our own style of operating. On the other hand, one of the measures of a professional person is the way in which he or she is able to recognize the need for change and manage the processes involved.

One of the projects in which I became deeply involved during my year in Australia was a study of the experiences of sixteen schools that undertook curriculum changes. The changes were stimulated by curriculum guidelines (Frameworks) published by the Victorian Ministry of Education. Called Getting Started With Frameworks, the study resulted in a small booklet in which teachers described their experiences and provided advice for other educators about ways to implement change.

Each participating school was asked to:

1. Specify goals and develop a plan of action.
2. Implement the plan of action.
3. Record the outcomes (including the unanticipated outcomes).
4. Reflect on the outcomes as a basis for further planning and subsequent action.
5. Respond to inquiries and provide information for clarification and completion of the study.
6. Make recommendations that would be helpful to other schools.

Each school involved in the study determined the objectives of its own project. In some of the schools where curriculum development was already under way,

the Frameworks drafts were incorporated into the planned processes and activities. In other schools, planning for change began at the time of the study. The schools documented their progress as they proceeded.

The draft documents were used for a range of purposes, including the following:

- Drafting policy for a faculty (department) or school.
- Reviewing existing policy for a faculty (department) or school.
- Reaffirming existing policies and practices.
- Evaluating existing units and courses of study.
- Designing new units and courses of study.
- Reviewing programs and courses for duplication, overlap, omissions and balance.
- Introducing new objectives and practices such as equal opportunity and enhancement of student self-concept into the culture of the school.
- Stimulating discussion of key issues and needs in the school community.

Although the projects were still in their early stages when I left Australia, all schools reported significant progress. Achievements were not realized, however, without first meeting and overcoming a number of obstacles. The obstacles reported were quite similar to those that would be present in Ontario schools. For example, all of the following were identified and described:

- workloads and demands on staff time.
- effects on existing school organization and programs.
- lack of support in forms such as inadequate funding, scarcity of resource materials, insufficient copies of guidelines.
- doubts about future directions (e.g. Is the government going to make changes in diploma requirements or Grade 9/10 programs?).
- lack of direction and advice on effective strategies for bringing about change.
- the perceptions and attitudes of the community and interest groups.
- practical problems of staffing, timetabling, decision-making, scheduling meetings, illness of key people.

The schools, however, developed strategies to deal with such obstacles. Their experience helped to identify three types of strategies: successful strategies for initial activities, successful strategies to maintain momentum once a project was launched, and unsuccessful strategies.

Their findings have relevance because curriculum projects often begin in ways that Victorian schools found least likely to be successful.

Positive results were reported where initiating strategies satisfied the following conditions:

- Needs and issues already identified by the school community, for example, through a review of existing programs, were used as starting points.
- Current school policy was compared with the policy positions in Frameworks before proposing change.
- The support of decision makers in the school was obtained.
- The decision-making process was clarified at an early stage of the project.
- A representative committee or reference group was created.
- A long-term action plan with short-term objectives was set out.
- Sections of The School Curriculum and Organization Framework (the Victorian equivalent of O.S.I.S.) were used to introduce concepts and promote discussion.
- It was made clear that Frameworks (like the Ontario geography guidelines) were developed in consultation with schools and, therefore, reflected good practice already existing in schools
- Individuals and groups assumed responsibility for knowledge about sections of a Framework.
- Parents, students and resource people were involved from the beginning of the project.
- Representatives from different faculties and interest groups combined in discussions.
- Consensus forms of decision-making were used.

Momentum was maintained in situations where strategies satisfied the following conditions:

- Development was tied to the regular decision-making processes of the school
- Responsibility for tasks was shared among individuals and groups.
- Students and parents were involved in each stage of project development.
- Networks of teachers, and cluster groups of schools were formed to share information.
- A flow of information to other staff and the public was maintained by using local media to publicize developments.
- Full-day programs were scheduled for discussion and inservice activities.
- Inservice sessions were based on activities.

- A regular schedule of meetings was established rather than relying on ad hoc arrangements.
- Meetings were kept short and task oriented.
- Practical demonstrations were arranged.
- People from outside the school (or department) were used as facilitators in group sessions.

The schools gained poor results when the following approaches were used:

- Too much change was attempted at one time.
- A large amount of information and reading material was distributed at one time.
- A large number of projects was tackled at one time.
- Individual faculties examined the draft for their own subject area as an initial activity.
- Only the specific course material was consulted.
- Assistance from persons outside the school was not sought.
- Decisions were made in haste.

Managing A Product

A need for curriculum review and development may be caused by a number of conditions, for instance, changes in school population, new knowledge about learning, changes in society or changes in government policy. In Ontario, a current stimulus is the revised guidelines under O.S.I.S.. The participating schools in the Victorian project were asked to give their best advice to other schools contemplating change. Their advice is summarized as follows.

To Get Started

Once a school decides to undertake curriculum development, attention needs to be given to the following:

- Select the priority area for attention.
Identify the need, issue or concern that the school/department wishes to address, for example, assessment and reporting, attitudinal development, inquiry learning.
- Allocate responsibility for the project to key people
- Define the role of coordinator. Identify and assign a person to lead the process and co-ordinate activities. Allocate time for the coordinator to plan and organize the tasks to be carried out.
- Ensure that key people have the support necessary for them to carry out their tasks.

Form a support group of interested members of the school community. The project coordinator should have (or will need an opportunity to develop) interpersonal skills, group process skills and consulting skills.

- Involve all those who are likely to be affected by decisions. Gain the support of key decision makers.

Use a process that involves representation of all those who will be affected by decisions. Take time to discuss issues. Be realistic about the amount of development that can be undertaken.

- Devise a clearly understood and agreed upon process.

Agree on the processes that will be used to arrive at recommendations and decisions. Ideally, the established policy and decision-making procedures of the school would be used, but if these are not appropriate, a system should be developed.

- Develop an action plan.

Develop a plan for discussion and approval. Plans should consist of a long-range goal to which regular reference is made, and clearly defined stages, each with its own objective. Goals should be realistic in terms of the time and resources available. Set appropriate time limits for major and minor goals, but keep time lines flexible.

To Raise Awareness

All those who will be affected by curriculum change should become aware of its nature and purpose. The coordinator and support group need to develop strategies and activities that will raise levels of awareness about the effects of proposed changes on classroom practice,

The following strategies and activities for raising awareness are suggested:

- Provide information in a condensed form to initiate discussion. For example, summaries, significant statements, or sections of text could be used.
- Have staff members assume responsibility for sections of the document so that they are able to interpret and explain the content to others (jigsaw strategy).
- Used mixed or cross-level groups to discuss such

fundamental issues as teaching and learning, or assessment and reporting.

- Keep discussion groups as widely representative as possible by including students, parents, industry representatives.
- Begin discussion with sections of the School Curriculum and Organization Framework (comparable to O.S.I.S. and Parts A and B of the geography guidelines) rather than using individual courses.
- Make links with other subjects by identifying common issues.
- Maintain a flow of information on progress and decisions made.
- Allow sufficient time for issues or questions to be reflected upon and discussed.
- Use consultative help for planning and for encouraging participation, but not for presenting proposals or the solutions to issues.
- Seek input from the school community (perhaps by using questionnaires) and ask those knowledgeable in the relevant field for their assistance.

To Make Decisions

Discussion and proposals should lead to decision-making and action. Strategies and activities that were found to be useful included:

- Setting meeting agendas so that outcomes are in the form of recommendations.
- Planning activities so that materials are read and discussed with a purpose in mind, for example, comparing current policy with the new guideline, or describing how a policy could be put into practice.
- Using teams to develop recommendations.
- Encouraging a consensus approach to decision-making.

To Develop Support

As curriculum development proceeds, it is necessary to provide various forms of continuing support. Strategies

used by participating schools for this purpose included:

- Creating networks of teachers with interests in common.
- Developing clusters of schools with interests in common.
- Persuading individuals and teams to assume responsibility for specific developmental tasks, for example, preparing units of study and organizing demonstrations.
- Establishing a resource centre in the school (or school board).
- Publicizing activities and developments both within the school and within the community.
- Making copies of relevant materials available to all interested groups.
- Avoiding excessive demands on staff - keeping tasks manageable.
- Using achievements to launch succeeding activities.

To Celebrate Progress

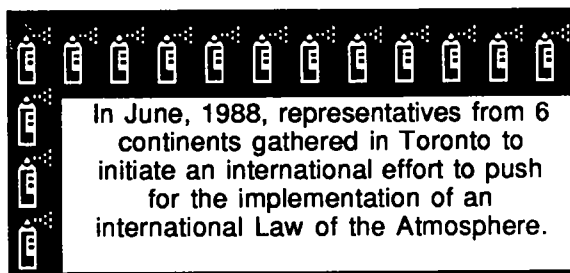
As time passes, it is easy to overlook the distance traveled. Participating schools recognized the importance of taking every opportunity to record and celebrate what they had achieved. They offer the following advice:

- Document all activities and outcomes.
- Recognize that achievements may take a variety of forms. For example, think of achievements in terms of the identification of issues, the development of effective procedures, and successful activities, as well as in terms of products such as course outlines.
- Pay tribute to individual and group achievements.
- Keep the long-term plan highly visible and celebrate significant milestones in a project's development.

Obviously, each school and school board in Ontario is unique and therefore has its own way of dealing with change. It is not possible simply to transfer a specific solution from one location to another. Nevertheless,

understanding the principles of managing change and knowing about the experiences of others can give principals, coordinators, department heads and teachers a head start. As the Aussies say, "Have a go. What have you got to lose?"

- Ministry of Education, Victoria. Getting Started With Framework: the experiences of sixteen schools Melbourne, Australia, 1988.
- The Management of Change: Getting Started has been reprinted with permission from Monograph, Vol. 40, No.2, 1989. (Monograph is the Ontario Association for Geography and Environmental Education journal., 35 Bessemer Court, Unit 3, Concord, Ontario, L4K 2T1.)



REGULAR FEATURES





"IMAGINATION OR REALITY?"

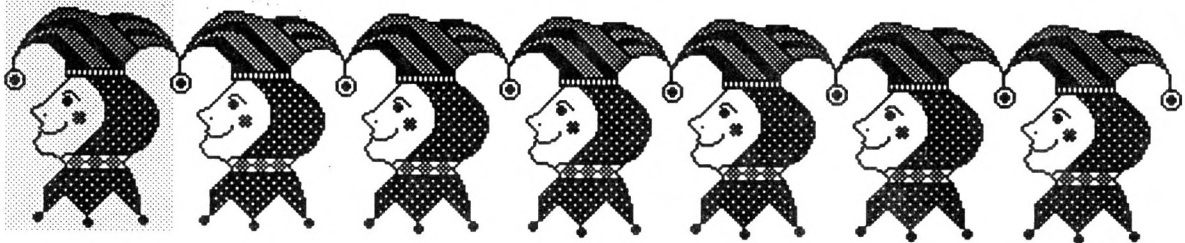
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ASK THE EXPERTS

by BARBARA SMITH

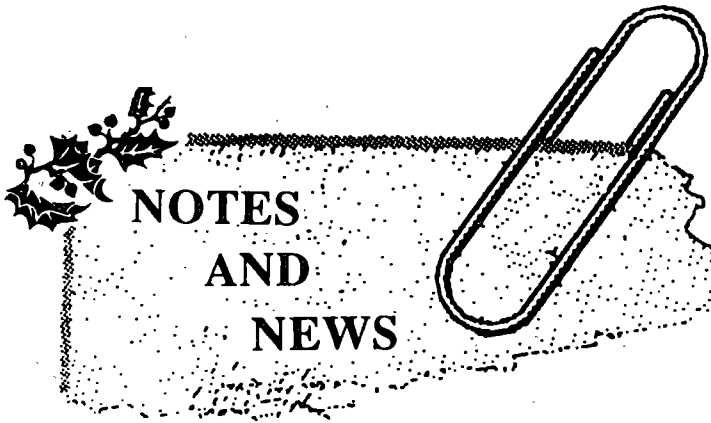
Question: How can I recycle discarded books?

Answer: This is a problem for every teacher-librarian. After you conduct a thorough weeding each year, you must deal with the culls. There are a number of 'solutions', none of which is perfect.

- give them to classroom teachers for classroom use. Problem: if the item is not worthy of library resource centre use it probably isn't worthy of classroom use either. Besides, 'the cat comes back'...such items have an annoying way of showing up in the library resource centre again.
- have a book sale. You will need to clear this with your board—some are against this solution as parents may sometimes take the position that tax-payers' money is being thrown away, 'good' books being rejected, etc.
- donate to a local children's agency. This is a possibility for tattered picture books; a parent running a child-care service will often be thankful for some of your discards.
- get to know someone overseas and send to a specific need. Problem: postal costs are usually prohibitive. If you want to take this on as a charitable task, you may want to include some fund-raising to cover the costs. A classroom teacher in North Vancouver has a friend teaching grade two in Zimbabwe with minimal resources. This teacher wants to send books for this specific need. Ask around your district. This would be a good global/environmental project. Caution: books must be good quality—if it's not useful to our students, chances are it's not much good in a third-world country either.
- donate to a fund-raising organization. Many groups collect books for resale at bazaars, jumble sales, etc. with proceeds to third-world countries. SOS Children's Village is one such agency, and others such as the Rotary club will sell your books for a good cause. Problem: you

have the same risk that someone will notice the school stamp and feel that school books should not be thrown away. Public libraries have fund-raising arms, often called "Friends of the Library Association" which may accept donated books to add to the weed sales held from time to time.

- donate to a retired teachers' group. Many areas have a chapter of the Retired Teachers' Association. A number of these groups are focussing on preserving the history of teaching in BC and in some cases are setting up small museums of archival material. If you have any books which have archival value, try them.
- if you live in Ontario or neighbouring provinces you can send good quality books to the Canadian Organization for Development Through Education (CODE). Local spokesperson Jean Webber told your editor that the western warehouse was closed down last spring because of restraint. Perhaps we could petition the Hon. Mr. Ray Hnatyshyn, director of this agency, to reopen the warehouse. The organization sent books to Papua New Guinea and the Solomon Islands, where they were greatly appreciated.
- recycle the paper. Paperboard Industries Corporation (Phone 875-1635) in Vancouver will accept books with fine white quality paper (not soft newsprint-type paper) for recycling. They send the books for guillotine treatment to have the covers and spines removed at some considerable cost, so while they will accept the books, they won't pay anything for them. Also, since the publishers who do the guillotine treatment are busy with their own work Oct. - May, they won't accept any recycle business then; you must save up your discards for the summer months. If you have a student group who wants to take on the task of removing covers and spines manually, you can get a small fee for the paper. Other paper recycle companies have different requirements.



by **DONNA DOERKSEN**, teacher-librarian,
Waverley Elementary School, SD#39
(Vancouver)

Teacher-librarian Audrey Lundie from Seaforth Elementary in Burnaby, along with 23 other Canadian, British and American educators participated in a space science seminar at the Johnson Space Center in Houston, Texas. They visited the Center, talked to NASA scientists and engineers and had briefings on Canadarm, space suits, space food, crew health and astronaut training. Audrey's school was selected to conduct experiments with the tomato seeds from space. This year they will participate in an international student space simulation.

FREEBIE

B.C. Hydro has distributed a class set of 25 copies of Good Planets Are Hard To Find by Roma Sehr and Ronald M. Bazar to all schools in the province. The publishers are producing a version for a more mature audience, entitled Ecology Action Workbook, and a primary ecology handbook.

CONGRATULATIONS

To Ron Jobe for being elected the president of IBBY (International Board on Books for Young People) and also for being a member of the Newbury Award committee.

B.C. ENVIRONMENTAL MAP

FM Studio has produced an excellent full colour, illustrated environmental map titled "What's happening?" It shows old growth, second growth, alpine and clear cut

areas in the province. It shows locations of paper mills and the tonnes a day of organochlorines released. On the back, reference material and articles on a variety of environmental issues. \$9.15 each. Contact: FM Studios, P.O. Box 86926, North Vancouver, V7L 4P6. Tel: 988-4883.

REFUGE

Ridgeway Elementary School in North Vancouver now has a garden established in the inner courtyard. It was developed to create a quiet, contemplative space, called the Refuge. Students have observed its animal life, created stories inspired from the Refuge and many other activities. Monica Hughes officially opened the Refuge last spring. Teacher-librarian Chuck Heath won the Marshall McLuhan Distinguished Teacher Award for 1990 for his work on the Refuge.

MEMORIAL FUND

To honour the memory of Jan Hudson, author of Sweetgrass, a fund has been created in her name to be used towards establishing the library at the Canadian Children's Book Centre's new location on Spadina Road. Anyone wishing to make a donation may contact The Canadian Children's Book Centre, 35 Spadina Road, Toronto, ON, M5R 2S9.

GREEN TEACHER

Green Teacher is a magazine concerned with the environment. 6 issues a year. It provides classroom-ready materials for teachers and relates the latest debates, ideas, issues and information on what's happening to our environment in Canada and elsewhere on the planet. Subscription is \$30.00 (Cdn), or for a sample back issue, send \$5.00 to Green Teacher, 95 Robert Street, Toronto, ON, M5S 2K5.

EARTHSAVE

Is a non-profit educational, environmental organization promoting restoration of the earth's delicate ecological balance. They are committed to living harmoniously with nature and publish a quarterly newsletter. \$20.00 (US) for individual membership. Contact EarthSave, 706 Frederick Street, Santa Cruz, CA, 95062-2205, USA.

POLLUTION PROBE

This organization offers a variety of resources to inform the public about current environmental problems. For a list of their publications, contact Pollution Probe, 12 Madison Avenue, Toronto, ON, M5R 2S1.

VIDEOS

Pita (Provincial Intermediate Teachers' Association) has two videos to offer: The Best of Teaching — Classroom Strategies with Faye Brownlie and Susan Close working in elementary and secondary classes, and The Best of Teaching — Art Video with Barbara Sunday sharing specific thematic art lessons using a variety of mediums. \$29.95 each. Call Lesson Aids: 1-800-663-9163.

GREEN DIRECTORY

Environmental Resource Directory is a guide to environmentally relevant books, periodicals, films, kits, videos, factsheets, performance and presentations. It is a two year subscription providing the Directory in a three-ring binder. Three biannual updates published in March and September are included. \$35.50. FMI, contact Public Focus, 489 College Street, Suite 500, Toronto, ON, M6G 1A5.

UBC DATABASE

UBC is updating and expanding a consumer health database. The CD-ROM disk will include other databases including union list of B.C. newspapers, Canadian politics bibliography, the Canadian Patent Database and classification schedules, etc. It will be available at a number of demonstration sites. It will become available on a floppy disk.

BOOKS ON CD-ROM

450 literary classics are on a single CD-ROM disk for PC computers. \$695.00 (US). Macintosh and Scenario's Dynavision portable computer versions are planned. Software called Automated Archives searches and retrieves the passage requested. Included are unabridged versions of various Greek classics, The Canterbury Tales, Sherlock Holmes, Edgar Allen Poe, Shakespeare, as well as historical documents such as Magna Carta and 1899 Treaty with Spain. For a complete list of titles, call (714) 748-7197 or fax (714) 748-7198.

GOULD

The Royal British Columbia Museum in Victoria will exhibit the Glenn Gould collection of items. February 1 - March 31, 1991. Learn about the man, his music and his role in Canadian cultural life. It was a success in Vancouver in an earlier engagement.

MATH IN THE LIBRARY

Dr. Denise Dwyer, a librarian at Kenwood Academy in Chicago finds the library an excellent resource for math teachers. She provides some resource lists and ideas on how to incorporate the library into math classes. FMI, contact Dr. D.G. Dwyer, 58 Northgate Road, Riverside, Illinois, 60546, USA. Send \$4.00 (US) to cover duplication and postage costs.

EEE

Fourth annual energy forum "Electricity, Education and the Environment" will take place April 16-18 in Victoria. Sponsored by B.C. Hydro, Victoria Convention Centre. FMI, telephone: 603-3389.

STORY '91

BCTLA Spring Conference will be held at Silver Star Ski Resort, Vernon. FMI, contact Evelyn LeRose-Tull, c/o Kidston Elementary, 7857 Kidston Road, Vernon, BC, V1B 1S1. Tel: 545-6666 (home) or 542-5351 (school).

FOCUS '91

"Integration: A Shared Responsibility", a conference emphasizing a cooperative approach toward the integration of special needs children into regular school settings. Sponsored by Victoria School District and the Ministry of Education Special Programmes Branch. FMI, contact B. Smith, Victor School, 2260 Victor Street, Victoria, BC.

CLA NEWS

A new Executive Director for Canadian Library Association has been appointed. Karen Adams, presently the provincial librarian for Saskatchewan will start her new duties Jan. 1/91. A full profile on Karen will appear in the November issue of Feliciter.

MAG DIRECTORY

Oxbridge Communications has published a National Directory of Magazines. It lists over 24,000 U.S. and Canadian publications. It has comprehensive data on circulation, figures, advertising rates, distribution, sales reps, personnel, list rental and printing data. 2,000 pages, 8 1/2 X 11, annual, softcover. Quarterly updates. Cost: \$295. Available in computer readable formats. Oxbridge Comm., 150 Fifth Ave., #636, New York, NY 10011. (202)741-0231, Ext. 203.

PUBLIC FOCUS

Public Focus is a registered, non-profit organization dedicated to the development of environmental education programs for students. It sponsors innovative programs and special projects "to foster an awareness and understanding of environmental issues and to provide students with the tools to participate actively in the conservation and rehabilitation of the environment". Visions 2020 is a high school project working with up to a 1,000 groups of Canadian high school students. Backyard Acid Rain Kit 1990 (BARK 90) is a grade 5 to 7 project, matching Canadian and American classrooms to collect acid rain data in their neighbourhoods. For more info contact: Public Focus, 489 College St., Suite 500, Toronto, ON M6G 1A5. (416) 967-5211.

PAPER CALL

The 20th Anniversary IASL Conference, July 23-27, 1991 in Everett, Washington is calling for presentations and papers on the theme "School Libraries in a Diverse World: Providing the Personal Touch". Submit 200 word abstracts. Deadline Jan. 18, 1991. Contact: Doris Olsen, Director of the conference, 920 Grande Ave., Everett, Washington, 98201 USA. (P.S. I believe BC teacher-librarians have many insights, experiences and information to share at this conference—let's be represented in Everett!)

EVALUATORS

Hopefully teacher-librarians applied as evaluators for Special Needs Resources (Primary year one to year four) and MECC Microwave Resources (Primary to graduation, by 1990 Nov. 30. Keep your eyes peeled for such calls by the Ministry so teacher-librarians may have a voice in evaluation of materials, selection of materials as well as a voice on curriculum committees.

GREEN GAMES

The 1990 Dec. 1 issue of Canadian Living, p. 93, describes three games that deal with environmental issues: The Greenhouse Game, The Adventures of Oliver and Toes, and Endangered.

FRAME IT

IQ Designs produces an "Easy Frame" which is an acrylic 8 1/2" X 11" size frame with a variety of mats. Easy to use and versatile for displaying art work, photos or certificates. If an interest is shown, larger sizes will be available. If 10-24 are ordered the cost is \$8.95 each, but

the price goes down as the quantity increases. Contact IQ Designs, 309 Daniel Place, Victoria, BC V9C 1W2 (604)478-2250

ZERO GARBAGE

Blackstock, a village a couple of hours out of Toronto, is proposing a zero garbage concept. Each family recycles, barbers, composts, etc. so no one produces garbage for the local dump. The concept was inspired when the village got wind that their county wanted to set up a dump in their backyard. There are fears that Toronto would soon want to use the facility as well. The zero garbage movement may save the day.

ENVIRONMENTAL RESOURCE DIRECTORY

This directory contains ten chapters on specific issues, with books, periodicals, factsheets, films, videos, presentations and performances listed with all relevant information. A two-year subscription costs \$50.00, but individuals, schools, non-profit organizations, public libraries pay only \$35.00. This gets you the directory plus three bi-annual updates. Write to Public Focus, 489 College St., Suite 500, Toronto, ON M6G 1A5 Phone (416)967-5211 FAX (416)967-4450.

CSLA WINNERS

Margaret B. Scott Award of Merit: Warren Grabinsky, S.D.#22 (Vernon)
Maclean Hunter Teacher-Librarian of the Year Award: Joyce Birch, S.D.#1 (Winnipeg)
Canebsco School Library Media Periodical Award: The Bookmark, British Columbia Teacher-Librarians' Association.

CHECK IT OUT

Look for information and nomination forms sent to every school in Canada for Reader's Digest Leadership in Education awards. Seven elementary and secondary school educators will be recognized. Prize of \$5,000 to the award winners, as well as \$5,000 to support the program or activities which lead to the award. The criteria for selection and examples of what they are looking for are clearly stated. Contact: Reader's Digest Leadership in Education Awards, c/o Bonnie Venton Ross, 215 Redfern Ave., Westmount, Quebec. H3Z 2V9. Nominations by 1991 Feb. 28.

PURCHASE PLAN

The BC Ministry of Education Library Book Purchase

Plan Bibliography should soon be out. Watch for it. The order form will, in the future, go to the schools in the fall so that books will be received within the same school year. The LBPP is also being contracted out after this year and BCTLA is preparing a proposal to take over the project this spring.

PRIMARY FRENCH

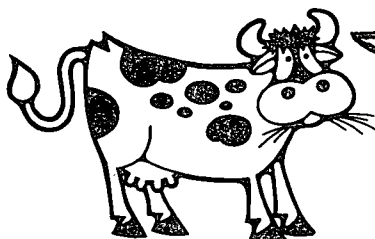
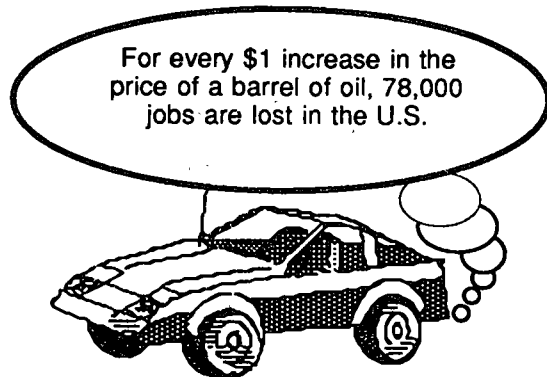
BCTLA is publishing a bibliography of Primary French whole language materials. The Ministry of Education has provided funding for the project. Thanks to the author, Diane Gagnon, and to Joanne Naslund for coordinating the publication and distribution. Watch for ads in the March issue for ordering details.

CONTEST

Due to the late distribution of the last issue of The Bookmark, MacNeill Library Services is repeating their draw to win a copy of the Random House Encyclopedia. The people who sent their entry forms for the last draw will be entered in the new one. See the Table of Contents under 'Advertisers' Directory' for the page number of the contest details.

CULTURE TALKS

Artists will visit your school to present the visual arts in an interesting and entertaining fashion. Nine established BC artists are represented by this organization. For information write Elaine Brewer-White (Coordinator), Culture Talks, 2165 East 1st Ave., Vancouver, BC V5N 1B7 or phone (604) 243-3791



BCLA CONFERENCE - 1991

The 1991 B.C. Library Association Conference will be held at the Hotel Vancouver, April 11-13. The theme, "In the Human Cause", will focus on the effects of technology on society, and the place of the library within the community. The Fourth Annual Trade Show, held in conjunction with the conference, will feature exhibits, guest authors, live entertainment, and more! FMI, contact: Marianne Hall, Whalley Library, 588-5951 or Joan Jarman, Prince George Public Library, 563-9251.

PROFESSIONAL READING: GLOBAL EDUCATION

compiled by LINDA DUNBAR, library technician, Teachers' Professional Library, SD#39 (Vancouver).

GENERAL SOURCES

Access: current resources, events, and news on global concerns. New York: Global Perspectives in Education. 8 issues/year.

Anderson, Charlotte C. "Global education in the classroom." Theory Into Practice, Volume 21, Number 3 (Summer 1982) pp. 168-176.

Anthony, Robert B. "Multinational corporations and global awareness." The Social Studies, Volume 76, Number 2 (March/April 1985) pp. 59-61.

Barrett, Junelle P. and others. Teaching About Global Awareness: an approach for grades 1-6. Denver, CO: Center for Teaching International Relations, 1981, 217 p.

Becker, James M. "Goals for global education." Theory Into Practice, volume 21, Number 3 (Summer 1982) pp. 228-233.

Blackburn, Anne M. "Expanding viewpoints: the global environment." Curriculum Review, Volume 25, Number 2 (November/December 1985) pp. 23-27.

Braun, Joseph A. Jr. "The role of consciousness education in developing a global perspective." The Social Studies, Volume 74, Number 5 (September/October 1983) pp. 201-205.

Cleveland, Harlan. "The world we're preparing our schoolchildren for." Social Education, Volume 50, Number 6 (October 1986) pp. 416-423.

Close, David. "Canadian students and world affairs." Canadian Journal of Education, Volume 9, Number 3 (1984) pp. 331-342.

Cloud, Jaimie P. and Lynn Parisi. "Defining global education: a resource list." Social Education, Volume 50, Number 6 (October 1986) pp. 448-450, 452.

Cole, Donna J. "Multicultural education and global education: a possible merger." Theory Into Practice, Volume 23, Number 2 (Spring 1984) pp. 151-154.

Conte, Antony E. and Lorraine A. Cavaliere. "Are students being educated for the 21st Century? an infusion model for global perspectives." The Social Studies, Volume 73, Number 2 (March/April 1982) pp. 74-79.

Cortés, Carlos E. "Multiethnic and global education: partners for the eighties?" Phi Delta Kappan, Volume 64, Number 8 (April 1983) pp. 568-571.

Czarra, Fred. "The global economy: teaching about the marketplace in an interdependent world." Curriculum Review, Volume 25, Number 2 (November/December 1985) p. 19-22.

Gibbons, Maurice. "Toward a universal curriculum for a global generation." Horizon, Volume 24, Number 1 (Fall 1985) pp. 9-13.

_____. Toward a Universal Curriculum for a Global Generation. Vancouver: B.C. Teachers' Federation, Lesson Aids Service, 1985. 28 p. (Lesson Aid P209).

Gibbons, Maurice and Sharlene Lazin. The Universal Curriculum Teaching Action and Idea Book. Vancouver: B.C. Teachers' Federation, Lesson Aids Service, 1986. 126 p. (Lesson Aid P216).

Gibbons, Maurice and Maureen Neuman. "Creating a curriculum for a global future." Educational Leadership, Volume 43, Number 4 (December 1985/January 1986) pp. 72-75.

_____. Show Me How. Vancouver: B.C. Teachers' Federation, Lesson Aids Service, 1985. 45 p. (Lesson Aid P210)

"Global education" (feature issue) On Target, Volume 26, Number 5 (May 1988) pp. 9-36.

Global Education: multicultural concepts on a world scale. Northwest Regional Educational Laboratory and Washington Education Association, 1982. 1 volume.

- Education Association, 197-. 88 p.
- "Global education" (theme issue) ATA Magazine, Volume 69, Number 4 (May/June 1989) pp. 6-61.
- Goodlad, John I. "The learner at the world's center." Social Education, Volume 50, Number 6 (October 1986) pp. 424-436.
- Hahn, Sidney L. "Building the foundation for global citizenship: a pilot project." Modern Language Journal, Volume 67, Number 2 (Summer 1983) pp. 152-158.
- Hanvey, Robert G. "An attainable global perspective." Theory Into Practice, Volume 21, Number 3 (Summer 1982) p. 162-167.
- Johnson, Jacquelyn and John Benegar. Global Issues in the Intermediate Classroom: grades 5-8. Boulder, CO: Social Science Education Consortium, 1981. 1 volume.
- , "Social studies and the elementary teacher." Social Education, Volume 47, Number 2 (February 1983) pp. 131-137.
- Kennedy, Zita M. "Commitment to global education." Volta Review, Volume 85, Number 6 (October/November 1983) pp. 289-296.
- Kniep, Willard M. "Defining a global education by its content." Social Education, Volume 50, Number 6 (October 1986) pp. 437-446.
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- Lazin, Sharlene. How To Conduct an International Exchange. Vancouver: B.C. Teachers' Federation, Lesson Aids Service, 1986. 128 p. (Lesson Aid P215)
- Long, Delbert H. and Roberta A. Long. "Toward the promotion of a foreign language study and global understanding." Education, Volume 105, Number 4 (Summer 1985) pp. 366-368).
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- Murray, Eloise Comeau. "Home economics and families in global perspective: 1986 AHEA Commemorative lecture." Journal of Home Economics, Volume 78, Number 3 (Fall 1986) pp. 51-56.
- Overly, Norman V. and Richard D. Kimpston, eds. Global Studies: problems and promises for elementary teachers. Alexandria, VA: Association for Supervision and Curriculum Development, 1976. 74 p.
- Pellicano, Roy R. "Global education: A macro perspective for citizenship education." The Social Studies, Volume 73, Number 3 (May/June 1982) pp. 125-129.
- Peters, Richard. "Helping students perceive the global community." Contemporary Education, Volume 56, Number 2 (Winter 1985) pp. 90-96.
- Rorke, John. "Getting global education going." Education Digest, Volume 49, Number 2 (October 1983) pp. 14-17.
- Schuncke, George M. "Global awareness and younger children: beginning the process." The Social Studies, Volume 75, Number 6 (November/December 1984) pp. 248-251.
- Strada, Michael J. "Rich nations vs. poor nations: baiting the global trap." Contemporary Education, Volume 56, Number 2 (Winter 1985) pp. 100-104.
- Switzer, Kenneth A. and Paul T. Mulloy. Global Issues: activities and resources for the high school teacher. Social Science Education Consortium and Center for Teaching International Relations, 1979. 91 p.
- Traberman, Tama. "Using microcomputers to teach global studies." Social Education, Volume 48, Number 2 (February 1984) pp. 130-137.
- United Nations. Department of Public Information. Education Information Programmes. World Concerns and the United Nations: model teaching units for primary, secondary and teacher education. New York: United Nations, 1983. 239p.
- United Nations Education. World Development. Vancouver: B.C. Teachers' Federation, Lesson Aids Service, 1984. 8p. (Lesson Aid P105)

Woyach, Robert B. and Richard C. Remy. "A community-based approach to global education." Theory Into Practice, Volume 21, Number 3 (Summer 1982) pp. 177-183.

WORLD HUNGER & POPULATION

Cameron, Sandy. Poverty in B.C. Vancouver: B.C. Teachers' Federation Lesson Aids Service, 1986. 23 p. (Lesson Aid 2020)

Dalgaard, Bruce and Mark C. Schug. "What do global concerns mean for U.S. educators?" Educational Leadership, Volume 41, Number 1 (September 1983) pp. 63-64. (response to Susan George)

Donnan, Caroline S. "Tackling world hunger in an elementary school." Educational Leadership, Volume 43, Number 4 (December 1985/January 1986) pp. 49-51.

"Food for all: teaching against hunger." (feature issue) Intercom, Number 102 (September 1982) 40 p.

George, Susan. "World hunger: asking the right questions." Educational Leadership, Volume 41, Number 1 (September 1983) pp. 58-62.

Long, Cathryn J. ed. "American food and world hunger." The Social Studies, Volume 74, Number 4 (July/August 1983) pp. 160-167.

_____. "Food we need and how we get it." The Social Studies, Volume 74, Number 4 (July/August 1983) pp. 144-159.

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Mastromonaco, Liliana. The World Food Crisis: an instructional resource guide. Edited by Eda Favaro. Vancouver: Helper Press, 1979. 30 p. Distributed by B.C.T.F. Lesson Aids Service (Lesson Aid 7051)

Molnar, Alex. "Hunger and politics" Educational Leadership, Volume 41, Number 1 (September 1983) pp. 65-67.

Morton, Tom. "Making waves through teaching units on poverty." Horizon, Volume 25, Number 2 (Winter 1987) pp. 9-12.

Murphy, Elaine M. "Food and population: a global concern." Journal of Home Economics, Volume 77, Number 4 (Winter 1985) pp. 24-30.

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Otero, George G. and Gary R. Smith. Teaching About Food and Hunger: 33 activities. Denver, CO: Center for Teaching International Relations, 1977. 227 p.

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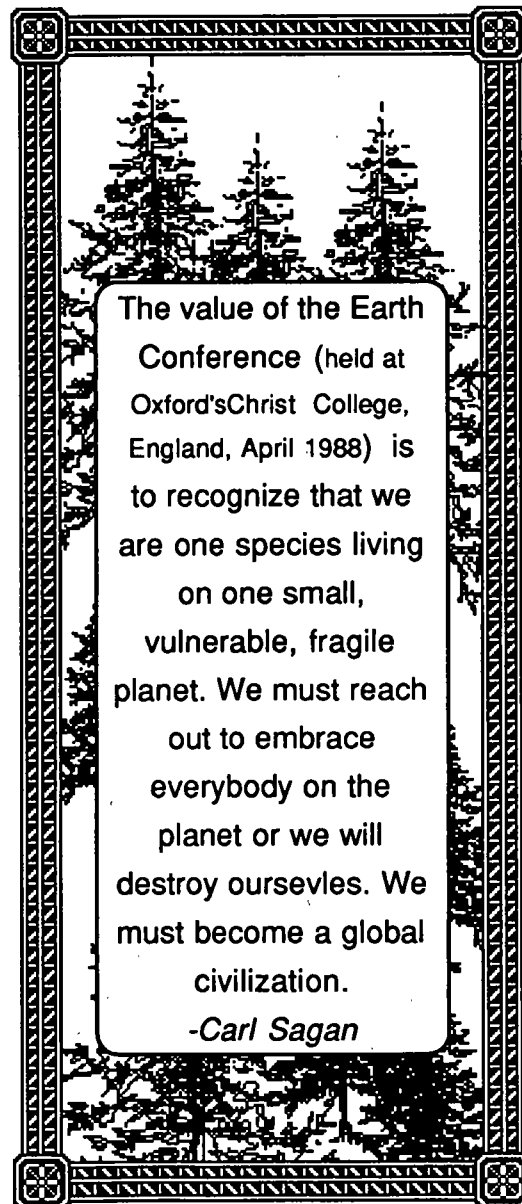
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- B.C. Ministry of Environment. Special Waste Management in British Columbia. Vancouver: B.C. Teachers' Federation Lesson Aids Service, 1985. 1 kit (LA 4024).
- Busch, Phyllis S. The Urban Environment: a teacher's guide; grades K-3. Chicago, IL: J.G. Ferguson, 1975. 217 p.
- Bybee, Rodger. "Acid rain: what's the forecast?" Science Teacher, Volume 51, Number 3 (March 1984) pp. 36-40, 45-47.
- Carey, Helen H., ed. Award Winning Energy Education Activities. Washington, DC: National Science Teachers Association, 1977. 38 p.
- Carswell, Evelyn and Judith Bisignano. Living — activities to encourage respect for nature. Carthage, IL: Good Apple Inc., 1985. 64 p.
- Curriculum Ideas for Teachers: Water and energy (J1); Food and energy (J2); Clothing, shelter, and energy (J3); Transportation and energy (J4); What is energy? (J5); Air, space heating and energy conservation (J6); Manufacturing, services, and energy (J8); We really care about water and air! Toronto: Ontario Ministry of Education, 1980. 9 volumes.
- Design Alternatives, Inc. Energy Education Guidebook. Washington, DC: Office of Energy Programs, Community Services Administration, 1980. 209 p.
- De Vito, Alfred and Gerald H. Krockover. Activities Handbook for Energy Education. Santa Monica, CA: Goodyear, 1981. 163 p.
- "Energy" (theme issue) ATA Magazine, Volume 60, Number 2 (January 1980) 72 p.
- "Energy and the environment" (Resources in technology) Technology Teacher, Volume 43, Number 3 (December 1983) pp. 17-20.
- An Energy Curriculum for the Elementary Grades: Unit I (Grades K-1) Energy and you; Unit II (Grades 2-3) Energy and your community; Unit III (Grades 4-6) Energy in Action. Indianapolis, IN: Indiana Department of Public Instruction, 1979. 3 volumes.
- Energy Management For the Future: a sourcebook of ideas and activities for energy conservation learning programs. Ottawa: Conservation and Renewable Energy Branch, Energy, Mines and Resources Canada, 1979. 127 p.
- "Energy primer" (Resources in technology) Technology Teacher, Volume 43, Number 1 (September/October 1983) pp. 15-22.
- Environmental Education Kits: Acid Rain; Forestry; Pollution; Recycling and Conservation; Water; Weather; Wildlife. Ottawa: Environment Canada. 7 kits.
- "Focus on Human Ecology" (theme issue) American Biology Teacher, Volume 46, Number 6 (September 1984) pp. 305-343.
- Fowler, John M. "Energy: the surprising decade." Science Teacher, Volume 50, Number 3 (March 1983) pp. 37-40, 45-47.
- Friedl, Alfred E. "Teaching children about energy, environment, and pollution" Chapter 20 in his Teaching Science to Children: an integrated approach. New York: Random House, 1986. pp. 281-301.
- Friedman, Judi. Jelly Jam: the people preserver; an environmental self-teaching activity book. Rev. ed. St. Petersburg, FL: Our Natural World, 1983. 73 p.
- Gates, Julie M. "Environmental problems" in her Consider the Earth: environmental activities for grades 4-8. Englewood, CO: Teacher Ideas Press, 1989. pp. 154-181.
- Gerston, Rich. "Conservation" and "Environmental studies/ecology" in his Just Open the Door: a complete guide to experiencing environmental education. 2nd ed. Danville, IL: Interstate Printers & Publishers, 1983. pp. 54-55, 56-64.

- Glass, Lynn W. "Do we still need energy education?" Science Teacher, Volume 50, Number 9 (December 1983) pp. 45-48.
- Gunn, Angus M. Sharing British Columbia's Water Resources - a teaching unit for secondary schools. Vancouver: B.C. Teachers' Federation Lesson Aids, 1983. 40 p. (LA 4092)
- Hennings, George and Dorothy Grant Hennings. Keep Earth Clean. Blue & Green: environmental activities for young people. New York: Citation Press, 1976. 250 p.
- Jaus, Harold H. "The effect of environmental education instruction on children's attitudes toward the environment." Science Education, Volume 66, Number 5 (October 1982) pp. 689-692.
- Johnson, Phillip. "Connecting patterns through environmental education." Educational Leadership, Volume 40, Number 7 (April 1983) pp. 40-44.
- Jorgensen, Eric, Trout Black, and Mary Hallesy. Manure, Meadows and Milkshakes: Hidden Villa environmental education; teaching strategies from the Duveneck family's Hidden Villa Environmental Program. Los Altos Hills, CA: Trust for Hidden Villa, 1986. 132 p.
- Lawrenz, Frances. "Student knowledge of energy issues." School Science and Mathematics, Volume 83, Number 7 (November 1983) pp. 587-595.
- Nelson, Leslie W. and George C. Lorbeer. "Ecology" Part 3 in their Science Activities for Elementary Children. 8th ed. Dubuque, IA: Wm. C. Brown, 1984. pp. 150-185.
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- Punnett, Patricia Ann and Morgan Thomas. Let's Recycle K-3. Vancouver: B.C. Teachers' Federation Lesson Aids Service, 1980. 68 p. (LA 8519).
- Recycling Council of B.C., Recycling Education Project. The Recycling Book. Vancouver: B.C. Teachers' Federation Lesson Aids Service, 1979. 50 p. (LA 9552).
- Resources and Wastes: environmental education guide. Victoria, BC: B.C. Ministry of Environment, 1986. 1 volume. Also B.C. Teachers' Federation Lesson Aids Service, (LA 4097).
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- Ross, Alistair. Environmental Studies. Warwickshire, Engl.: Scholastic, 1988. 128 p. (Bright ideas).
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- Special Waste Management in British Columbia: an environmental education package for secondary school students. Victoria: B.C. Ministry of Environment, 1984. 1 kit.
- Switzer, Terry G. "When you're hot..." Science Teacher, Volume 51, Number 6 (September 1984) pp. 58-61.
- "Teaching about the global environment." (theme issue) Social Education, Volume 49, Number 3 (March 1985) pp. 198-218.
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READING CHECKLIST... ✓

compiled by LIZ AUSTROM,
District Principal —
Curriculum Resources
S.D. # 39 (Vancouver).

This column *must* begin with a special “thank you” to Jo-Anne Naslund (reference librarian at the UBC Curriculum Laboratory), who continues to send me information on current readings. This is a habit she developed about the time that this column began, and it has continued no matter what else she is doing and how busy she gets. Thanks are also due to Linda Dunbar of the Vancouver School Board’s Teachers’ Professional Library, who also finds noteworthy material for me to read. Linda has a full-time job and is working part-time on her library degree so she too is one of those busy people who always seems to find the time to help. Together, Jo-Anne and Linda manage to keep me more up-to-date than I would otherwise be. There is nothing like having a good librarian or teacher-librarian looking after you — unless it is two of them!

CHANGE THEORY

The September 1990 issue of *NASSP Bulletin* had a very timely article for British Columbia educators. “Looking toward the 1990s — A Decade of Change,” by Brother Egan Hunter, first looks back to the predictions about education that were made in 1967 by Marshall McLuhan and George B. Leonard. These two writers asked: “What will education be like when the babies born in 1967 become the graduates of 1989?”

While McLuhan and Leonard were a little optimistic about the changes that would occur, much of their vision has relevance to the reality of 1990. The following points are some of those raised for consideration back in 1967:

- “Education will be more concerned with training the senses and perceptions than with stuffing brains. And this will be no loss for the ‘intellect.’ Studies show a high correlation between sensory, bodily development ... and intelligence.”
- “The student of the future will truly be an explorer, a researcher, a huntsman who ranges through the new

educational world of electric circuitry and heightened human interaction just as the tribal huntsman ranged the wilds. Children, even little children, working alone or in groups, will seek their own solutions to problems that perhaps have never been solved or even conceived as problems.”

- “Future educators will value, not fear, fresh approaches, new solutions. Among their tasks, in fact, may be the *unlearning* of the old, unacknowledged taboos on true originality....”

Hunter uses a variety of American statistics to show that today’s educators need to make a number of changes *now* to bring education more closely into alignment with McLuhan’s and Leonard’s vision. He focuses particularly on the need to address basic thinking skills (including critical and creative thinking), and to use the tools of information technology as “implements to our expanding knowledge, to our understanding and growth in wisdom.” Citing current levels of illiteracy, the growing number of latch-key children, and the weakness of curricula which do not deal with values and beliefs, Hunter stresses the need to make changes in what we do in schools.

Egan Hunter urges teachers to look beyond what has been safe and secure in past educational practice, to a transitional period “of reconstructing and embracing the unknown and undefined future.”

INFORMATION TECHNOLOGY

Teacher-librarians face a challenging time for the next few years— perhaps forever! — as new information technology becomes more and more complex. It is tempting to snuggle up to the card catalogue and ignore the real world. In “Excitement in the Library Media Center” (*Media & Methods*, May/June 1990), Ann Daniels and Louise Kant describe how they have used a positive, “can-do” attitude to secure more information technology for their school. They have hosted workshops, previewed new technology, participated in a pilot study on on-line searching, and one using DIALOG. They have attended weekend CD-ROM vendor demonstrations, evaluated products in their school, and cooperated with their local public library to share resources.

Daniels and Kant now have an electronic catalogue which is constantly used. They comment that the card catalogue is “not yet discarded and useful for those inevitable ‘down’ times, such as when lightning strikes!”

This dynamic pair has gone out and secured information technology hardware and software through sheer enthusiasm and willingness to try new things. They are people who demonstrate the willingness to learn and the enthusiasm for learning of life-long learners!

INSTRUCTIONAL PRACTICE

"Success for Low Achievers through Reading Recovery," by Gay Su Pinnell (Educational Leadership, September 1990, pp. 17-21) presents a Reading Recovery project undertaken in Ohio to provide "an early intervention program for young children having difficulty in beginning reading." Initially developed in New Zealand by Marie Clay, this program is now in use in a number of American states, Australia and New Zealand, as well as in Ontario and Nova Scotia.

The program directs 30 minutes of intensive one-to-one tutoring per day to the lowest achieving grade one students. It includes teaching strategies and extensive professional development for the teacher. The overall intent is to have children "learn to monitor and self-correct their own reading and to actively search for and use many kinds of information." One very attractive part of the program is that it is not dependent upon a packaged set of materials, for children read different books. Pinnell comments that "the major investment is teacher knowledge and skill."

The process that is followed contains several elements that will seem familiar to most primary teachers. During the 30 minute instruction, the teacher follows the following flexible pattern, making adjustments as needed:

1. The child reads several books that he/she has already read.
2. The child reads the new book that was read the previous day. The teacher records reading behaviour using codes in a "running record" system.
3. The child composes a message of one or two sentences, with the teacher's help. Then the child writes the sentences word by word. The teacher and child talk about the words, sounds and letters. The child reads the sentences many times.
4. The teacher writes the sentence on a strip, then cuts it apart. The child reconstructs the sentence and then rereads it.
5. The teacher selects a new book that is just a little bit more challenging for the child. He/she then looks at the pictures and talks about the story with the child. The child reads the story with assistance from the teacher.

The article is detailed enough for readers to decide whether or not they are interested in tracking down some of the many references which are provided at the conclusion of the article. If literacy is a concern in your school and the administration and teachers are considering establishing it as a school focus, you may wish to bring this item to their attention. The program is touted by the author as being compatible with whole language and literature approaches and as being very successful in its long term impact on students' reading abilities.

PRIMARY PROGRAM

One of the elements of the new Primary Program that is most difficult to deal with is that of informing parents about the philosophy behind the program and the practicalities of how it will work. Most of the materials published are too detailed or too infested with educational jargon. One article which may be of assistance is "Dick and Jane Are Gone," by Marcia Kaye (Canadian Living, September, 1990, pp. 100-106).

This article examines the meaning of student-centred educational experiences and tries to assist parents to realize that such experiences do not mean that young children will have complete freedom to do anything they want — or to do nothing! Instead, Piaget's child development theories, active participation, whole language and thinking skills are discussed within the framework of the teacher structuring the program to facilitate learning. There is even something for teacher-librarians as the authors state, "Active learning is often linked with resource-based learning, in which the school library, once the site of brief mandatory weekly visits, becomes the focal point of the school and librarians play a large role in helping teachers develop programs."

The authors do a good job of reducing parent anxiety while conveying the basic components of child-centred education. British Columbia even rates a mention for having taken "the boldest action" in implementing a program based on this approach. If you need an article to discuss at a parents' meeting, then this one is a good possibility.

STUDENT LEARNING

Exploring my mountain of paper for items I might finally throw out, I came across a "must-save" article that re-reading revealed to be a "must-share" item as well. "Can Do — Building a Sense of Personal Effectiveness" (Prime Areas, Winter 1988) restates some of the things

we all think about but seldom articulate, and adds a few new wrinkles as well. In addition, it is a wonderful source of snappy quotations from great thinkers of many eras.

The Action Studies Team of the Calgary Board of Education regard the child's development of a sense of personal effectiveness as being the key to his/her future well-being and to the ability to learn. Within this context, assisting the child to move from dependence on others to independence is presented in a thoughtful fashion. The impact on children of their ever-changing environment, television, and the quantity of information available is also drawn to the reader's attention and related to the learning process.

The article is a pleasure to read because it is so well written. Paragraphs are presented in such a way that they capture holistic concepts beautifully. For example:

A healthy sense of personal effectiveness involves a realistic appraisal of one's own ability to learn from experience, to develop understanding and skill, and, if necessary, to endure and persist in the face of hardships and setbacks. Part of this is knowledge of self, gained through experience in a variety of situations, and part is a knowledge that the universe operates on principles that one can explore and discover. Learning how to learn requires a broad thoughtful experience with real situations (p. 35).

The final four pages present the Can Do program which was developed in Calgary. The authors rightly term it a "general approach to child development" rather than a program. It is an approach that is entirely in accord with the Primary Program.

Twelve general design principles are stated. All focus on assisting children to develop a sense that they "can do" things, that they are developing increasing competence, and that they have a responsibility for their own learning.

The article closes with the statement, "The development of personal competence is a lifetime journey — and then some. If we wish youth to learn to act with care and wisdom, then we too must be on the same path. It never ends." That seems the best possible statement with which to close a column on materials for professional reading!



THE PORTRAIT

DAVE BOUCHARD

by LINA D'ONOFRIO

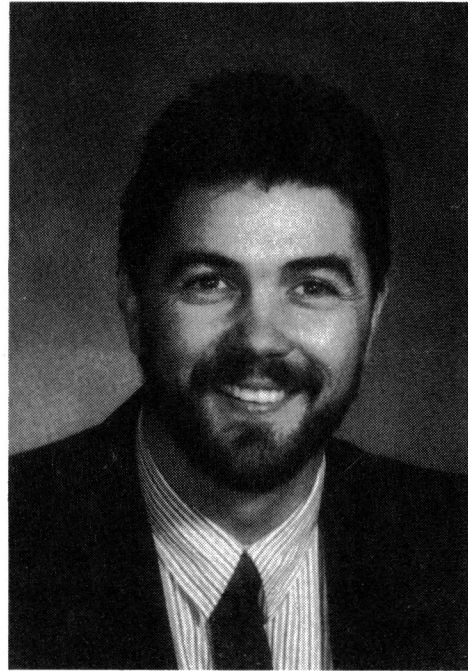
"They told me to tell you the time has come.
They want you to know how they feel.
So listen carefully, look toward the sun.
The Elders are watching."

Dave Bouchard, a school administrator on the lower mainland's North Shore has written the text to the popular book The Elders are Watching. Having sold over 10,000 copies, and now in its second printing, the book has been loved by not only students and teachers throughout the province but by admirers from other countries throughout the world. Born and raised in the prairies, Bouchard taught for fourteen years in Regina. He also spent three years teaching in Lahr, West Germany before moving to Vancouver.

Bouchard has been a collector of art for many years, and it is his love for art that prompted him to start writing for young people. Impressed by the art that Ted Harrison did to accompany the book The Cremation of Sam McGee, he felt that he also wanted to publish children's books which included good art. He wanted children to be exposed to art and also have a text that they would find interesting. Bouchard approached a variety of artists that he felt could best portray the ideals and philosophy that he wanted to reflect in his books.

The first book that Bouchard wrote was White Tails Don't Live in the City. The story is about a small boy who goes back to visit his reserve. While there his grandfather re-introduces him to the natural beauty of the reserve. The illustrator, Ken Lonechild, is a Cree Indian who paints the prairies and scenes on the reserve. Bouchard based the script for the book on Lonechild's paintings.

The second book, The Elders are Watching, was inspired by a painting by Roy Vickers called "A Meeting of Chiefs". While viewing the painting Bouchard began to reflect on what the chiefs would think if asked how they thought we had looked after the land which they had entrusted to us. Initially he wrote the text in prose and shared it with his students. They enjoyed the text and Vicker's painting so much that they wrote letters to



Vickers. The end result was that Bouchard and Vickers were able to meet and collaborate on the book. The book reflects the environmental issues that many young people are concerned about today. Through the elders Bouchard writes, "You promised to look after the cedar and fir, the mountains, the sea and the sky.... They wonder about risking the salted waters.... They watch as you dig the ore from the ground....", and ask why "so much of their land now stands bare...." The elder's concern for their own people is expressed in the verses, "...with every new moon you seem to be more concerned with your wealth than the few women and children, their bloodline, their heartbeat, who are now so dependent on you."

Vickers is a well know BC artist who resides in Tofino with his family. His art has evolved from the more traditional Northwest native art. It is "a composition of simplistic, bold lines and either stunning or subdued colors". Twenty-four of his paintings accompany the text and include such noted pieces as "Eagle's Moon", "Siwash Rock", Pacific Sands", Dreams of the Past" and "Summer Solstice".

Bouchard has also written the text for other books which he hopes to have published in the next few years. A

Home for Coco is one of these books. The story revolves around a little boy who buys a parrot named Coco who can say "Hello baby, Coco wants a cracker," and "Let's rock n roll". However, once the boy takes the parrot home, all he can say is "I want to go home". The boy goes out to buy things to make the parrot feel more at home, and eventually his room begins to look like a jungle. The illustrations that accompany the book are by Charles Van Sandwich, a North Vancouverite who lives and paints in Fiji for six months of the year.

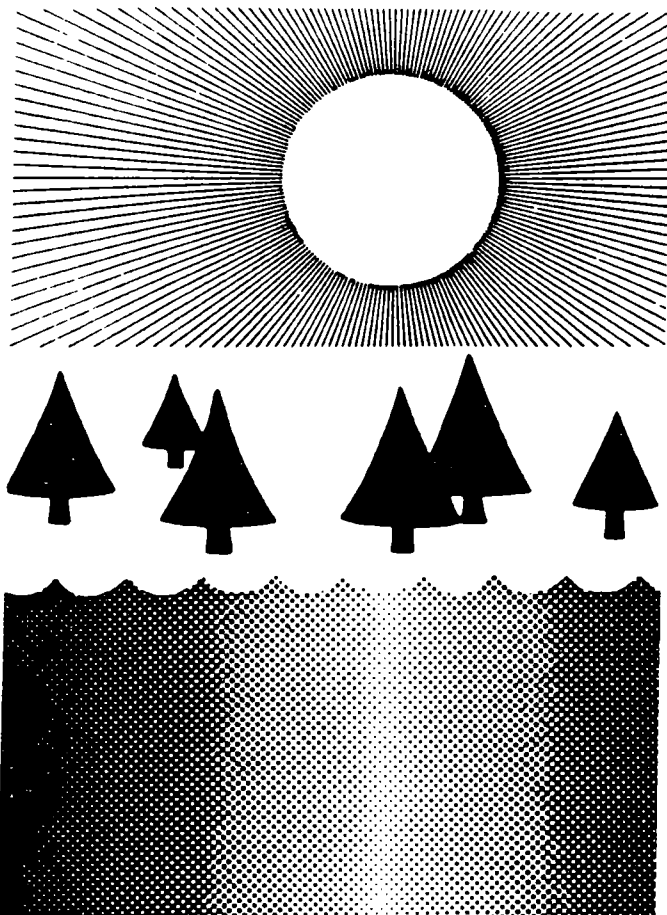
A second book that Bouchard has written is based on a tale told by Chief Dan George who said "the wolf became the brother of man in Deep Cove." The illustrator is Sam English, an Indian from New Mexico. English's paintings are on display in the Deep Cove Gallery.

A third book, If You're Not From the Prairies, is a poetic reflection of what it is like to live on the prairies. "If you're not from the prairies", Bouchard writes, "You don't know the sun." Henry Rippling, an artist known for his prairie scenes painted the art work around the poem.

Bouchard has also been working on a book using the illustrations of Rob Dunfield, a thirty year old mouth painter who became a quadriplegic after an accident which happened when he was eighteen. Bouchard said the style for this book is similar to Robert Munsch's Love You Forever. Bouchard is planning, sometime in the next few years, to write a book about the Oka situation which will focus on native rights, land claims, and respect between people. The illustrator will be Jim Logan, an artist who shares a gallery in the Yukon with Ted Harrison.

Bouchard's enthusiasm has made him a popular speaker. He has been asked to share his work with students throughout the lower mainland, and last year he read to over 6,000 students. He has received a warm response from students. At the last Primary Conference, a workshop was given to show how The Elders are Watching could be used in many areas of the curriculum.

Like many students and teachers The Bookmark looks forward to seeing many more of Bouchard's books in print so that we can share not only the art but the wonderful text with our students.





JAN CLEMSON, National Film Board, and
CHUCK HEATH, Teacher-Librarian

Absolute Musts

Just completed by the NFB's Pacific Studio, is the **LOOK AGAIN/MIEUX VOIR** series of six short films (five live-action; one a combination of animation and live-action). They are tailor-made for elementary students. Directed by Bill Maylone (64,000,000 Years Ago), these six subjects were extensively researched with numerous educators who wanted films of a non-didactic nature to inspire and challenge students to take an interest in the world around them and to be able to understand scientific phenomena in terms meaningful to their age and life experience. These films contain no dialogue or commentary, so are ideal for instruction in any language.

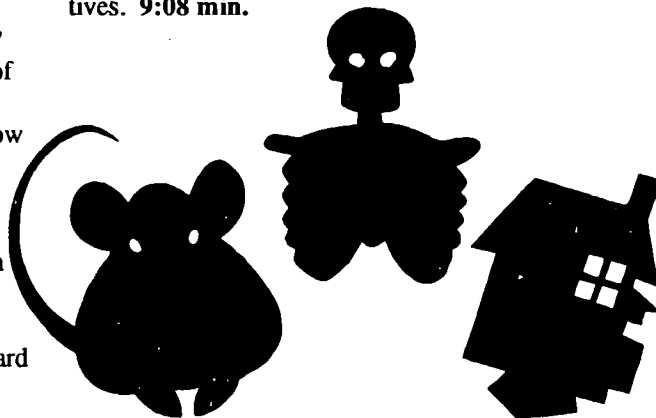
The six titles are:

Between the Walls: What choices and responsibilities arise when people and animals live in close proximity? A girl discovers a mouse that lives between the walls of her home and solves a problem when it is threatened. Students can predict what she might do and observe how she solves the problem realistically and sensitively. **10:15 min.**

Connections: The discovery of an animal skeleton in a riverbed stimulates a girl to imagine the many connections among the structures and functions of living creatures and machines. The film provides a springboard for exploring patterns and relationships among many elements of the environment. **9:58 min.**

Snowballs and Sandcastles: The seasonal opposites of winter and summer create very different worlds to be explored and enjoyed by people of all ages. How can comparisons help us appreciate the endless variety of the changing seasons? This film provides opportunities for students to examine their assumptions about winter and summer and to discuss the effects that changing seasons have on our everyday lives. **8:10 min.**

Night: What is it about the night that stirs the imagination toward enchantment and mystery? A girl views the city at night from her balcony, wondering about the sights and sounds of her familiar world after dark. Several viewings will allow students to look again and experience the magic of night from different perspectives. **9:08 min.**





Topsy-Turvy: In a young boy's dream world anything can happen—even magic. What magic is there in the child's world of fantasy? What magic is there in everyday things such as electricity and magnetism? Students of intermediate grades will want to discuss the scientific principles behind the impossible events and try their own "magic tricks" while younger children can make hypotheses about why some events cannot really happen. **8:59 min.**

Journey of the Blob: A boy makes a decision about how to dispose of a green glob he has concocted. What will happen if he dumps it into a stream? Where does water come from and where does it go? This film illustrates the water cycle and raises many questions about environmental responsibility and the consequences of our decisions. **9:46 min.**

An extensive teacher's guide, developed by B.C. educators, is available free of charge by writing to:

Look Again
 Education Office
 National Film Board
 #300 - 1045 Howe Street,
 Vancouver, B.C.
 V6Z 2B1

Purchasers of the series will receive three guides. For prices and further info, write to the above address.

Watch For

Two new productions which address the subject of teenage pregnancy and present insights into why it is a growing occurrence. What life lies ahead for these young women (and sometimes, the men) when they are thrust into parenthood at an early age?

Both films are ideal for student audiences to stimulate discussion on this subject. They are scheduled for release in early 1991.



PLAYING FOR KEEPS

43 min. 1990 NFB

A greatly realistic portrait of three young women faced with the reality that their lives will likely end up in poverty—alone, unemployed, little hope for the future. The once glamorous picture of young romance now a distant memory and, perhaps, a cruel joke.

BABY BLUES

25 min. 1990 NFB

Directed by B.C. teacher-filmmaker, Annie O'Donoghue, **Baby Blues** is a drama about two popular, well-adjusted teenagers who are suddenly faced with an unwanted pregnancy. Why didn't they take precautions when engaged in sexual activity? This film reveals some of the answers. It doesn't moralize or preach, but presents a real-life situation that most teenagers can relate to.

For further information about these two new NFB productions, write to:

Education Office
National Film Board
#300 - 1045 Howe Street,
Vancouver, B.C.
V6Z 2B1

URANIUM

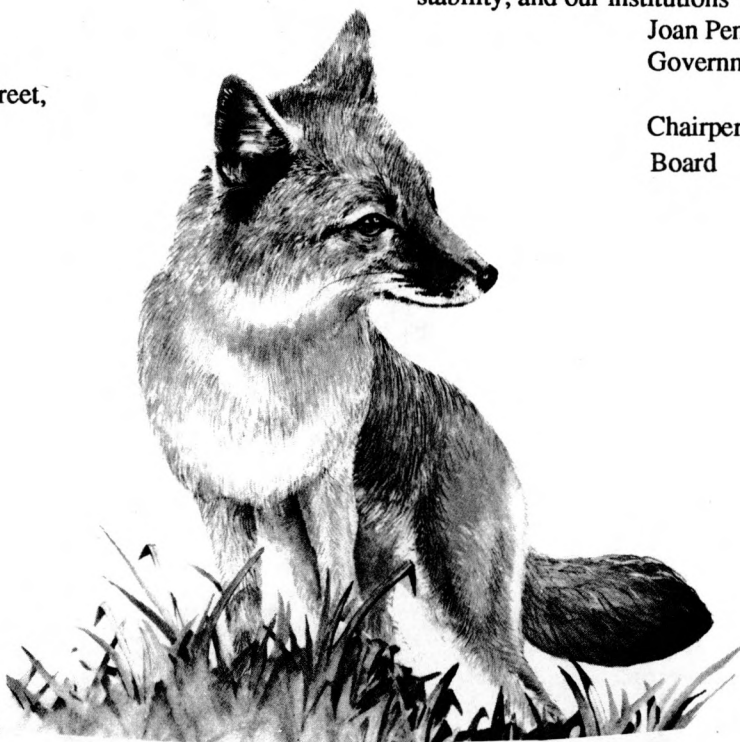
48 min 1990 NFB

A critical examination of Uranium mining in Canada with particular emphasis on how Native people's health is affected by the mining process and from the resulting pollution on land and in water. It also examines how in British Columbia a moratorium was placed on mining and exploration due to strenuous protest from community groups. That moratorium has now ended. So what is the future in B.C. for Uranium mining? Narrated by Buffy St. Marie. Watch for a Knowledge Network telecast in early 1991.

Environmental Issues

"Today's environmental troubles are telling us that we are facing a planetary crisis; that everything must change—our attitudes, our science, our hopes, our view of nature's stability, and our institutions".

Joan Pennefather
Government Film Commissioner
and
Chairperson of the National Film
Board



New Releases

RETURN OF THE SWIFT FOX

26 min 1989 NFB

This is a remarkable story of how the Swift Fox (*Vulpes velox*) was re-introduced to its natural habitat on the Canadian prairies after being eliminated by earlier development and settlement. The film shows how a rare species can be restored by careful study, combined with the determination of wildlife agencies and conservation groups. A pocket-sized study guide is available when renting or purchasing.

The National Film Board of Canada is deeply concerned about the magnitude of the present global environmental crisis. We are strongly committed to supporting critical thought about environmental and ecological issues and promoting positive social action in response to this crisis which confronts us all.

For a listing of current NFB productions dealing with environmental issues, write to the NFB for a brochure called **GREEN VIDEOS**, a comprehensive listing of videos available for classroom use.



Green Videos
Education Office
National Film Board
#300 - 1045 Howe Street,
Vancouver, B.C.
V6Z 2B1

Two productions to consider with a B.C. focus are:

THE ECOLOGY SERIES (compilation video)

81 min. 1979-89 NFB

This video includes all the NFB Pacific Studio's recent productions on various ecological zones in this province from river estuary to alpine meadow. These carefully researched and well crafted films provide the student with an indepth study of ecological phenomena in this diverse province.

The five titles are:

LAND ABOVE THE TREES

With superb photography, this video shows how some plants and animals have adapted to the harsh environmental conditions that exist above the tree line in the Canadian alpine zone. **19:25 min.**

THE INTERTIDAL ZONE

Explores the fascinating interaction of organisms in a dynamic life zone that changes with each tide. The video also explains how pollution may affect intertidal food chains. **16:68 min.**

WILD IN THE CITY

Looks at how some animals—from cormorants to coyotes—have adapted to life in Vancouver, despite the concrete, traffic, and throngs of people. **16:12 min.**

THE TEMPERATE RAIN FOREST

A place of exquisite beauty, the northwest coastal rain forest in British Columbia houses an abundance of specialized plants, amphibians and reptiles that thrive in this wet environment. **16:13 min.**

ESTUARY

Examines the ecology, environmental function, and natural forces that control estuaries. Microphotography afford unusual shots of tiny creatures hunting and eating prey. **11:30 min**



This is an ideal video for classroom presentation and student independent study, both at school and in the home—a natural for the school based collection.

JACKS OR BETTER

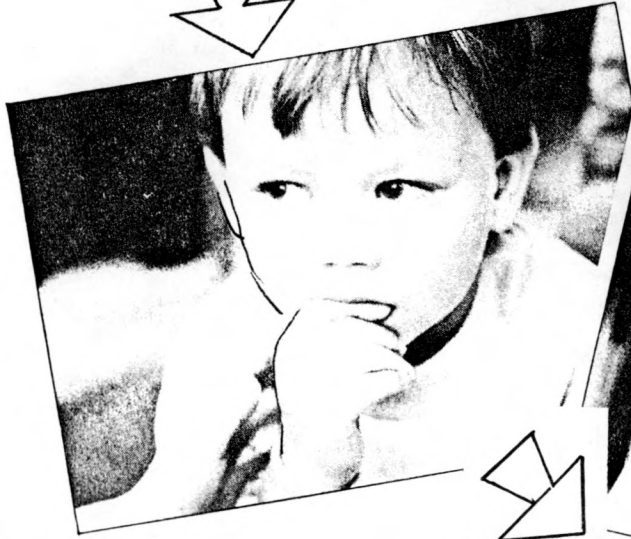
18 min. 1982 NFB

A look into the work of loggers at a logging camp on the north end of Vancouver Island. It brings into focus the importance of the people whose livelihood depends upon the continued health of the forest industry. An interesting film to juxtapose with an environmental point of view to allow students to evaluate the many viewpoints now being expressed in the media.

This production can also be obtained on a compilation video: **OF LOGS AND LOGGERS** also containing: **The Last Log Drive; Mac'mill; The Forest in Crisis'** and the immensely popular **The Log Driver's Waltz**. 78 min. NFB

WHAT TO DO

Send videos home with your students...



Announcing **THE WILLIAM C. McMASTER AWARD**

Scholastic Canada Ltd. is pleased to announce the introduction of an annual award. The William C. McMaster Award will be presented to an elementary (Gr. K-8) school teacher who demonstrates outstanding achievement in using children's literature to teach or promote reading in his or her classroom.

The Award is presented in memory of William C. McMaster who served as Managing Director of Scholastic Canada from 1961 to 1983. Bill's vision of making high quality books easily available to all children became the driving force behind the establishment of Scholastic Book Clubs in this country. Today, parents and teachers across Canada know that they can depend on Scholastic to promote reading by providing children with the books they really want to read.

The winner of the 1991 William C. McMaster award will receive an all-expense paid trip to the International Reading Association conference held in Las Vegas, May 6-10, 1991. All economy class travel costs, conference fees, accommodation at a hotel selected by Scholastic and a \$300.00 expense allowance will be included in the Award.

Any teacher who would like to be considered for the 1991 William C. McMaster Award should submit a description detailing the use of children's literature in his or her classroom. Each submission (which should be no longer than 2,000 words) should include information about: the titles used; the age level of the students; original teaching ideas and activities inspired by the books; special individual or class projects; cross-curriculum applications; effect on the students' development and attitudes to reading.

The recipient of the Award will be selected by a panel of judges. All entries become the property of Scholastic Canada Ltd. and Scholastic reserves the right to publish the winning entry. We regret that no submissions can be returned.

Entries should be postmarked no later than December 31, 1990 and addressed to:

The William C. McMaster Award
Scholastic Canada Ltd.
123 Newkirk Road
Richmond Hill, Ontario L4C 3G5

BCTLA

REVIEWS



E Tessier, Tess.
Iceberg tea / story by Gigi (1st Dogooder) in animal talk, told to Ananattess.
-- Rainbow Dogooders, 1989. -- 1 v. (unp.) : ill. -- (Rainbow dogooders) --
ISBN 0-9694298-0-0. -- \$7.00.

Arctic regions - Fiction // Dogs - Fiction.

Unicorn Distribution Inc.
Box 400
1027 Davie St.
Vancouver, B.C. V6E 4L2

The author, Tess Tessier, has planned a series of twelve books based on her adventures touring B.C. and Canada's North in a mobile home with her collection of rescued pets. Iceberg Tea is the first of these books.

It tells the story of her first dog Gigi and their trip to the Arctic during the Arctic summer games. Information about plants and animals of the North as well as details about Inuit culture are interwoven into the storyline.

The strong point of the book is its lively color illustrations. The quality of the publishing materials used is also high.

The weakness of the book is that it appears to be aimed at primary grade students as there is little complexity in the plot. The length of written passages and the rather demanding vocabulary, however, suggest that this would be a book primary children will have difficulty accessing independently. The tone of the book also disappoints me. The animal talk is too *cutsie*.

Stories for children about the real life adventures of this unusual lady are a good idea, but I would like to see the weaknesses addressed before recommending this book or others in the series.

Edit Fishlock, Teacher, Mission Central School, School District #75 (Mission).

- 331.7 Jobstories : I like the work, I like the money / interviews by Donna Stewart, Bev Bradshaw. -- Vancouver : Learning Resources Society, 1990. -- 132 p. : ill. -- ISBN 0-9694340-0-6. -- \$19.95.

Vocational guidance // Women - Employment // Women - British Columbia - Interviews.

This thoroughly delightful descriptive account of various women in a variety of jobs takes a different approach to careers. It concentrates on the human aspects of jobs and on the personal reactions and opinions of women who have found suitable and well-paying employment. Rather than deluge the reader with technical details such as lists of requirements, training courses, or aptitudes; the format of this book is employed with great skill to focus on the rewards, demands, and drawbacks of each job described. The material is presented in the form of an interview. These are real women talking directly to us about their daily occupation in an immediate, frank and honest manner. The accounts give an overall feeling about the job rather than a factual presentation of tasks and responsibilities.

The authors were careful to include a range of jobs -- from manual labor to academic teaching. They also portray a range of ages and cultural backgrounds in their choice of the women interviewed. I particularly enjoyed the different personalities as they described their working conditions and expressed their sense of fulfillment and pride in their chosen occupation.

The women chosen are all from British Columbia, and are interviewed by either Donna Stewart or Bev Bradshaw. Their comments appear unedited and spontaneous. They tell it like it is and let the reader decide if such an occupation has appeal or not. This is a refreshing look at careers, and one which promotes self-esteem and confidence amongst females in a work force often dominated by men.

The book is published by The Learning Resources Society, a non-profit agency which does research on women and their work. They also provide workshops, sessions and seminars for associations, schools, and groups of women. Some of these presentations educate groups on the realities of women's work. Some provide information on career choices and facilitate self-assessment and goal-setting for women interested in re-entering the job market. In tune with the emphasis on women in the work force, the printers The Press Gang represent the only women's print shop in Canada. They are a feminist, anti-capitalist collective, and they provide well-paid employment for women in the printing trade. All in all, an appropriate group to print such a publication!

Every secondary counselling center should purchase this book, and it would be ideal for use with Family Management courses at the secondary level. It is also fine reading just for general interest. The information is very current, although the salaries look a little low to me. This may be because the lower end of the scale or the starting salary is given. It would have helped to show the range within the job described. The book itself is a large well-bound paperback, superbly printed and includes Canadian Cataloguing in Publication.

Highly recommended.

D.M.W. Walsh, Teacher-librarian, McNair Senior Secondary School, School District #38 (Richmond).

372.6 Johnson, Terry D.
Literacy through literature / Terry D. Johnson and Daphne R. Louis. -- Rev. ed. --
Scholastic, 1987. -- 160 p. ill. -- ISBN 0-590-71759-6.

Language arts // Children - Books and reading.

The first of Terry Johnson's and Daphne R. Louie's two books on instruction for literacy, Literacy Through Literature, is an easily accessible and clearly organized guide to wholistic language arts practice in the classroom.

Following a concise and convincing discussion of the philosophical basis for their work, the authors identify valid strategies for instruction that allow children to learn "to read by reading ... and write by writing." The teacher's role is clearly delineated in the movement toward literacy.

I first got my hands on Literacy Through Literature during a year that I was assigned to Grade 5 after many years of teaching kindergarten. My personal copy, now bedraggled and heavily highlighted, became my main teaching resource book. It circulated among my colleagues as well.

Generous inclusion of samples, graphs, charts, children's work, book cover copies, and page samples; as well as bold-type headings and large print make the book an easy one to dip into or an untaxing but inspirational read. As a bonus, readers will find themselves sampling a wide variety of literature from early primary picture books to novels for young adults.

Johnson and Louie's strategies hook easily into those of cooperative learning and into other curriculum areas - social studies, science, problem-solving - that demand a thinking response to print. It is a sound theoretical and enormously practical handbook for teachers at all levels of instruction and is certainly consistent with the goals of Year 2000.

Leslie Davidson, Kindergarten teacher, Perley Elementary School, School District #12 (Grand Forks).

398.2 Moon tales [sound recording]. -- First Avenue Press, 1989. -- 1 cassette.

Folklore - China.

First Avenue Press
#3-1 550 Beatty Street
Vancouver, V6B 2L3

There are 6 tales on this tape which runs 51 minutes. The stories have been adapted and are performed by Nan Gregory and Melanie Ray, professional story-tellers. The tellers are accompanied by Huang Ji Rong on the Erhu, a classical Chinese instrument.

The six tales are all stories which help to enlighten us about the Autumn Moon Festival. Rabbits are associated with the moon, as is explained in one story; therefore, two of the stories are about rabbits.

The stories will appeal to a variety of ages, but probably are more appropriate for students in the intermediate grades through adult age. Waiting for Rabbits, which tells how the first rabbit trap was invented, will certainly appeal to even younger students. Rabbit and Buddha explains why there is a rabbit on the moon, and says "From the smallest of us can come the greatest of gifts". Chang E the Lady of the

Moon explains how that beautiful lady came to be on the moon; apparently the Chinese moon is densely populated, for other denizens are also mentioned.

Flute and lute music is typical of the moon festival. The Golden Flute explains how a brother saved his sister from a dragon using a golden flute. The Man Who Would be Enlightened tells how a Taoist priest played a bit of a joke on an egotistical student.

The adaptations have been beautifully done. The language is simple enough for our Western ears, but Chinese names and references have been kept. This adds authenticity and incidentally provides teachers with a ready source of research questions for students. Between stories, the tellers give us some moon lore and customs. Moon cakes are discussed, and a fascinating bit of history connected with them is told. The music played on the Erhu also adds to the Chinese mood.

The voices of the tellers are low-pitched and pleasant. I found that I did not mind listening to 51 continuous minutes; however, the wise teacher will likely use the stories one by one.

Highly recommended for units on folklore or on China as well as multicultural units. Budding storytellers could certainly listen and learn from Ray and Gregory.

Margaret Montgomery, Teacher-librarian, West Vernon Elementary School, School District #22 (Vernon).

398.2 Skogan, Joan.
The princess & the sea-bear and other Tsimshian stories. -- Polestar, 1990. --
46 p. : ill. -- ISBN 0-919591-54-X. -- \$5.95.

Tsimshian Indians - Legends // Indians of North America - British Columbia

This attractively laid out paperback contains nine Tsimshian legends preceded by a short introduction that indicates that the theme of the myths is the "cycle of spiritual and earthly dependence that links humanity with all forms of life". The narrative in the stories flows easily and should be readily understood and enjoyed by intermediate students. The stories average Grade 4 on the Fry Readability Scale.

Three of the stories concern the hero Gamlugyides, from the acquisition of his powers ("Gamlugyides & the Prince of the Wolves" and "Gamlugyides & the Weeping Woman") to his loss of them ("Gamlugyides & the Faithless Wife"). The others range from "how stories" to stories of individual bravery and foolishness.

The book was originally published in 1983, and has been re-issued with new illustrations by Claudia Stewart. Each story has one or two interesting pictures in tones of black, grey and white. They represent people realistically dressed in cedar-bark cloaks surrounded by the paraphernalia of their lives such as cedar-bar boxes, and in the case of the Gamlugyides faithless wife, with a labret hole in her lower lip.

This book would be useful to supplement study of Northwest Coast Indians and is highly recommended for purchase by elementary school libraries and any secondary school libraries that need easy-to-read material on this topic.

Linda Rehlinger, Teacher-librarian, Parksville Elementary School, School District #69 (Qual

636.08 Evans, Louise.
Animal friends and a ferret named Toots. -- Royburn, 1989. -- 28 p. : ill. --
ISBN 0-9693951-0-8. -- \$5.95.

Pets // Ferrets

Royburn Publications
22840 Westminster Highway
Richmont V6V 1B7
(Include \$1.00 for postage and handling)

This brief book is about the author's experiences with a variety of animals, and especially a ferret called Toots. The anecdotes read like tales told about an offspring by an over indulgent parent who does not realize that the stories are neither very amusing or very interesting.

Called by the publishers "an ideal children's book", the Fry Reading Level is Grade 9. Words like "literally" and "emulate" and references to Jane Goodall and Gerald Durrell found in the first paragraph would undoubtedly confuse the author's intended audience. For me, the book is unfocused both in regards to the intended reader and its topic. The author would have been much better off if she had focused on ferrets, and given the reader more detail, both about these creatures and her own experiences with Toots.

A Ferret Named Toots is not a very worthwhile purchase for elementary or secondary schools.

David M. Young, Royal Oak Middle School, School District #63 (Saanich).

745.592 Instant puppets for kids. -- Pembroke, 1989. -- 63 p. : ill. -- ISBN 0-921217-30-7.

Puppets and puppet plays // Handicraft.

This is a slim paperback book of instructions for making puppets from everyday materials. The instructions seem straightforward and simple enough for children to follow easily. Each step is clearly illustrated. For each puppet there is a list of necessary materials entitled, "You will need", and the directions for making it in six to eight steps.

Lois Walker obviously delights in making and using her puppets. She communicates this pleasure to the reader, whom she frequently addresses: "It's important to drink your milk and save the carton", "Use your imagination", "Have fun!!". She uses amusing names for the puppets she describes, such as Tessie Tray and Eddie Egg Carton, and at the end of the book suggests the planning of a puppet party for a rainy day.

This is a book that will be popular with children of elementary school age and their teachers, too, especially those who are interested in recycling.

Valerie Jones, Teacher-librarian, Cloverdale Elementary School, School District #61 (Greater Victoria)

921 Rubenstein, Norman.
The invisibly wounded. Glensvil Group, 1989. -- 220 p. -- (Jews in wartime, 1939-1945) -- ISBN 1-870360-00-1.

Rubenstein, Norman // World War, 1939-1945 - Personal narratives. // Prisoners of war, Jewish // World War, 1939-1945 - Jews.

When Norman Rubenstein was captured by German soldiers in Calais in 1940, he had more to worry about than the average POW had to worry about. Rubenstein was Jewish, and during his first night of captivity he resolved to register himself as such wherever he was sent. It was a near miracle that he was not murdered during his five years as a prisoner of the anti-Semitic Nazis.

Life in a variety of prison camps and hospitals, and Rubenstein's heroic efforts to fight his captors in any small way he could are vividly portrayed and make for compelling reading. He was involved in escapes, survived brutal beatings, and lived to see the liberating American army commit their own *war crimes* when they murdered unpopular German camp guards. After the war he and his family emigrated to British Columbia.

Senior high school students would certainly benefit from this unique perspective on the Second World War. It is well written, and deals realistically with all of the situations one would expect to encounter in a prison camp. They would, however, have to be directed to it as the cover art and the title itself do not attract prospective readers. Published as part of the Jews in Wartime Series 1939-1945, one of only two black and white photos in the book is of the series editor. More pictures - even historic ones of POW camps - would have improved the chances of the book appealing to a high school audience.

Fry readability is Grade 8.

Garth Harkness, Teacher-librarian, Laurie Junior Secondary School, School District #2 (Cranbrook).



"BCTLA Reviews" is co-ordinated by: Val Hamilton, Penny Haggarty, and Debra Simmons
c/o Vancouver School Board Curriculum Resources,
2530 East 43rd Avenue,
Vancouver, BC V5R 2Y7,

who send materials and reviewing guidelines to reviewers. Reviewers send their completed review to the "BCTLA Reviews" editor:

Dianne Driscoll
816 Alderside Road
Port Moody, BC V3H 3A5

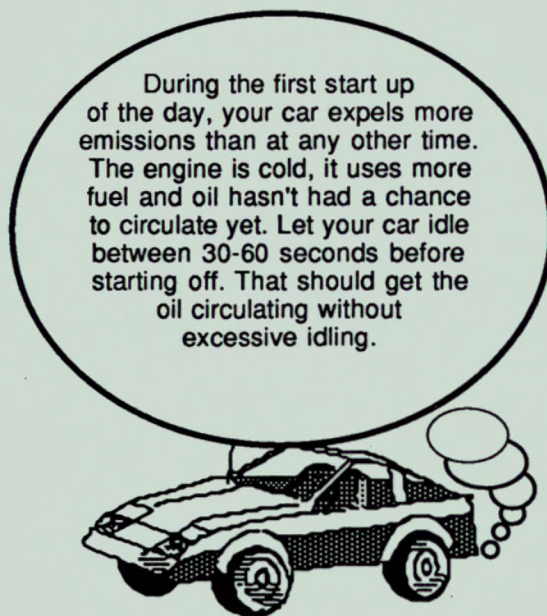
Reviews are edited by Dianne Driscoll.

Classification and cataloguing information is provided as a professional service to the British Columbia Teacher-Librarian' Association by the Vancouver School Board Curriculum Resources section.

District Principal: Liz Austrom Manager: Penny Haggarty Cataloguer: Pat Mills

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



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