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BCTLA

THE BOOKMARK



**WHITE KNIGHTS &
*BLACK MAGIC***

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Community Rebate Program

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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 **GERALD SOON**, President, BCTLA.

THE TURBULENCE CONTINUES



The teacher-librarians of British Columbia continue to go through turbulent times. While provincial negotiations continue, teacher-librarians in many districts are still under attack.

In Prince George, at the Fall Council Meeting, our Chapter Councilors and the BCTLA Executive once again discussed the topic of advocacy.

Chapter Councilors will have received a letter that I have written, intended for all teacher-librarians. I am requesting that case studies of individual problem situations be sent to me.

In the short time that I have been your president, I have encountered cases where teacher-librarians were about to be or have been replaced by clerical staff, where teacher-librarians have arrived at work to find their positions posted on their staff weekly bulletin, and where teacher-librarian positions have been eroded or eliminated.

I have spoken with the head of the BCTF negotiating team on behalf of the teacher-librarians of British Columbia. Most districts do not have contract language in existing contracts, and it is imperative that in this first provincial contract that all non-enrolling teachers be protected.

We must be prepared to present case studies to further emphasize the plight of teacher-librarians in British Columbia. To do this effectively, I urge you to send me letters outlining your personal experiences of this nature. If you know of teachers who have returned to the classroom because of situations that they have been placed in, speak with them, and have them reply to me. I will compile the case studies with the names and districts removed.

Please fax your document to me as soon as possible at 1-(604)-594-6352. I can also be e-mailed at: gerald_soon@mindlink.bc.ca

THANK YOU PRINCE GEORGE CHAPTER OF THE BCTLA

Thanks again go to the Prince George Chapter for hosting the "Roots and Wings" Conference. It was a great success and all of the teacher-librarians attending had positive comments to make about the program that was offered.

POSSIBLE DEMISE OF THE SCHOOL LIBRARY BOOK PURCHASE PLAN

The School Library Book Purchase Plan continues to be under attack in what may be its last year. This plan supports the British Columbia Publishing Industry and at the same time provides resources to each school library resource centre. There is no direct cost to each school, as each teacher-librarian can select resources up to a given amount.

Write to: Art Charbonneau, Minister of Education
Room 337
Parliament Building
Victoria, BC
V8V 1X4

WHITE KNIGHTS & BLACK MAGIC

The theme of this issue conjures up images of good and evil: a saviour in our midst who will slay the terrible dragon and rescue us all. Where is the White Knight when we need one? The BCTLA cannot be seen as the only knight in shining armour... it is up to us all to speak to our local association representatives to the BCTF Representative Assembly and seek their support for non-enrolling staff protection, for their support of our positions and our ever-changing roles in public education. Defend yourself and defend public education. The BCTLA Executive is committed to doing all that we can do for the teacher-librarians in BC, but we can't do it alone.

Together we can make our voice heard!

Gerald

IN MEMORIUM — CHRISTINE HENDRIXSON

by **KAS JOCHIM**, teacher-librarian, Maple Drive Junior Secondary School, SD #2 (Quesnel).

Christine Hendrixson came to Quesnel as a teacher-librarian at Maple Drive Junior Secondary school in September, 1981. Under her direction the expansion and development of the learning Resource Centre was a constant focus. Her dedication to assisting learners acquire research and life skills was an inspiration to all. Christine was available to colleagues and students alike and involved in all aspects of activities at Maple Drive school. She always focused on the issues that would most inspire students. Staff and colleagues were aware of her passion for protecting the environment. Her dedication to environmental preservation will be a guiding inspiration. As a teacher, Christine has affected eternity. One can never tell where her influence will stop.

Christine died suddenly of cancer in May of 1994. The staff at Maple Drive and her teacher-librarian colleagues have dedicated a plaque in the library resource centre with the inscription, "Excellence in everything." It is a fitting accolade to a dedicated colleague and friend.

BOOKMARKS BY BERSON

Information and pictures used in the "Medieval Times" bookmarks are from:

Grolier multimedia encyclopedia, 1995. (CD-ROM).

Microsoft bookshelf '94 multimedia reference library (CD-ROM) which includes excerpts from the bundled references on *Bookshelf '94*.

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Selected illustrations from the *Concise Columbia encyclopedia*. Copyright 1991, by Columbia University Press.



It was gratifying to hear from a number of members who particularly liked the September issue this year. Every once in a while it is nice to know that teacher-librarians are reading their *Bookmarks!* I am always amazed at the amount of contributions the Editorial Board receives and pleased to see the degree of involvement and expertise of our members. Sometimes we do not always get around to thanking our contributors and so I am taking this opportunity to do so. Each issue I wonder if there will be enough new material and interesting units to include—and each issue they just seem to fall from the sky into our laps!

This issue features reports from the “Roots and Wings” Conference held in Prince George in October. Hopefully, these reports will give you some idea about the types of sessions offered and their usefulness. Thank-you to the trusty reporters who volunteered their time to assess sessions and for your promptness in sending in your reports. Our official photographer, Jim Holgate, had the task of “snapping” the attendees and presenters.

We were very pleased to have no less than ten advertisements in the September issue. These ads help us defray the increasing costs of publishing your journal. Paper prices have soared recently and there has also been an increase in postage. The Advertising Manager, Ali Pollard, has been doing a great job of acquiring ads.

You will notice that the “Working and Learning Conditions Survey” is not included in this issue of the

Bookmark. The BCTLA executive decided that a full report will be published in the March issue of 1996. By then, the statistics will be more accurate—so please look for this important Survey in the next issue.

We are hoping to have a number of submissions for the March issue, on the “What to be...or not to be” theme. I know that teachers in my high school are struggling to teach the new Career and Personal Planning course which we have chosen to do as a quarter course in our school. Resources are needed to support this new emphasis in our schools and we need ideas on how to engage students in their planning process. Ideas from K to 12 are welcome.

Make it your New Year’s resolution to contribute one article to *The Bookmark* in the new year...we look forward to hearing from some new parts of the province. Please notice the great new themes coming up—there was a burst of brainstorming one night at one of the *Bookmark* planning meetings!

Medieval Times

Political Events, 537

King Arthur of the Britons is killed in the Battle of Camlan (according to legend). Later evidence will suggest that the king was not a Celtic or Welsh monarch but perhaps rather the leader of a Sarmatian tribe whose ancestors came to England as mercenaries for the Romans.

**Be rich, glamorous and famous!
(Okay, just a little famous...)**

Submit an article, unit or bibliography to
THE BOOKMARK

COMING THEMES ARE:

MARCH 1996: WHAT TO BE..., OR NOT TO BE!

The new K-12 program places much more emphasis on helping students to make career decisions. Career and Personal Planning will become part of each student's experience. How will the library support this new program? Are there existing units, resources or service ideas that you can share with colleagues? What type of planning is your staff doing, and what inservice are you planning? Please share your thoughts and actions with *Bookmark* readers. **Deadline: January 20**

JUNE 1996: TIME WARP!

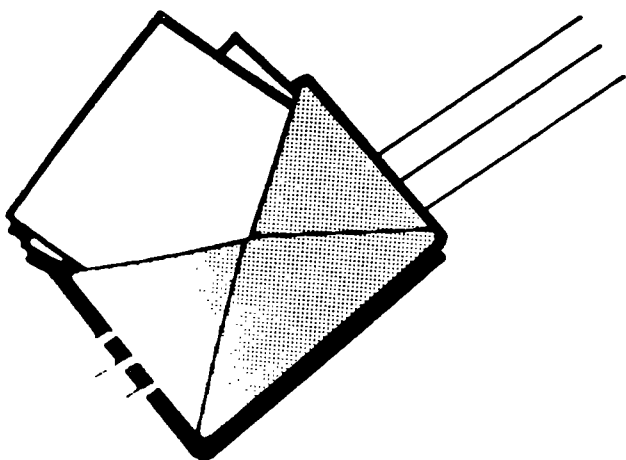
Is science and technology education getting your students ready for a *Brave New World*, or leaving them *Lost in Space*? Is the pace of educational change hitting *Terminal Velocity*? According to the movies, if you speed up enough, you will experience time travel *Back to the future*! Do you know any great books that deal with time-travel or historical fiction? Now is the time to share articles, projects, bibliographies, units and "warped" humour to help us celebrate the past and prepare our students for the future! **Deadline: April 27**

SEPTEMBER 1996: RADICAL IDEAS!

Oscar Wilde said that an idea that is not dangerous is unworthy of being called an idea at all. What are your radical ideas? Have you taught a unit that tells the story of a big social, literary, artistic or scientific change? Do you know an educator who encourages students to develop radical ideas? What are the risks encouraging students to take risks? Why should you do it anyway? **Deadline: July 27**

**SUBMIT MATERIALS TO AN EDITORIAL BOARD MEMBER
AS SOON AS POSSIBLE.
WE ACCEPT MATERIAL MONTHS IN ADVANCE AS WELL
AS RIGHT UP TO THE DEADLINE DATE.
INVOLVE YOUR CHAPTER IN SPONSORING AN ISSUE.**

LETTERS TO THE EDITOR



Dear Editor:

As per Barbara Smith's suggestion, I am writing this letter to the editor to clarify my perspective on Science resourcing in response to a statement made in a featured article printed in the last issue of *The Bookmark* (September 1995, Vol 37 No1). Please print my response to this statement in the next issue of *The Bookmark* so that I may have the opportunity to share my perspective.

The article was entitled *Simple Machines: a hands-on science unit for grade four* and was written by Currie Grass and Barbara Smith of Larson Elementary School. In the introduction to the unit, the writers wrote:

During our year of professional development we had invited Wendy Lim of Simon Fraser University to talk to us on strategies for teaching science, and on selection of resources. She discouraged us from investing in a science text series, saying we would be better off buying teacher guides and single copies for teacher reference, and preparing our units with selected activities from many sources (page 53).

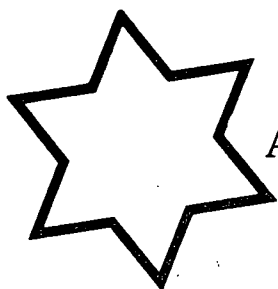
This statement does not accurately represent my perspective on resourcing. I believe in the use of multiple resources and strategies to teach Science.

This may include using resources such as the following: single print materials such as books, magazines, and scientific articles; text series such as *Innovations in Science* and *Explorations in Science*; kits; videos; films; filmstrips; CD ROMs; software; laser discs; field trips; science fairs; hands-on investigations through ongoing experiments; and resource people such as scientists and other science professionals.

And thus, I encourage the use of text series in addition to the above listed resources. Currently, the Ministry of Education's Learning Resources Branch has identified and is recommending the use of several excellent text series to support the implementation of the Provincial Elementary Science Curriculum. I recognize that the purchase of entire text series for every classroom is an expensive endeavour and I am confident that schools will find creative ways to solve this dilemma. Some suggestions might include: the purchase of "teacher guides and single copies for teacher reference"; buying one class set of a text series at every grade level and sharing the resource with other classroom teachers in the same school (or with other schools); buying some textbooks at each grade level and placing them in a kit of materials to be used at science centres or in small focus groups; and buying half a class set of text series at every grade level so that students can work in cooperative pairs to investigate the science unit being studied. As is evident, the role of the teacher-librarian is critical in orchestrating the distribution of these resource kits and text series.

I hope that this information clarifies my perspective on resourcing science units. Thank you for the opportunity to clarify my perspective in this matter. If there are additional inquiries, please contact me. Thank you for your cooperation.

Sincerely,
Wendy Lim,
Past-President, BCScTA




ANOTHER WINNER IN THE BCTLA MEMBERSHIP DRIVE CONTEST!

We are pleased to announce that Klaus Stoklossa, teacher-librarian in School District 36 (Surrey) is this issue's winner of a \$200 gift certificate from National Book Services for our recent membership drive.

Congratulations Klaus, and thank you for renewing your membership!

The next membership drive prize is a World Book atlas from World Book Publishers. To be eligible for the draw, just make sure your membership is up-to-date. Good luck to all!



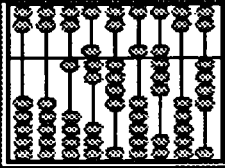
Medieval Times

Political Events, 1216

Genghis Khan invades the Near East with 60,000 Mongol horsemen who destroy ancient centers of civilization, ruin irrigation works, and destroy every living thing in their path.

Genghis Khan 1167?-1227, Mongol conqueror. After uniting the Mongol tribes, he conquered (1213-15) most of the Chin empire of N China. From 1218 to 1224 he subdued Turkistan, Transoxania, and Afghanistan and raided Persia and E Europe. A brilliant military leader, he ruled one of the greatest land empires of history.

Medieval Times



Science, 1202

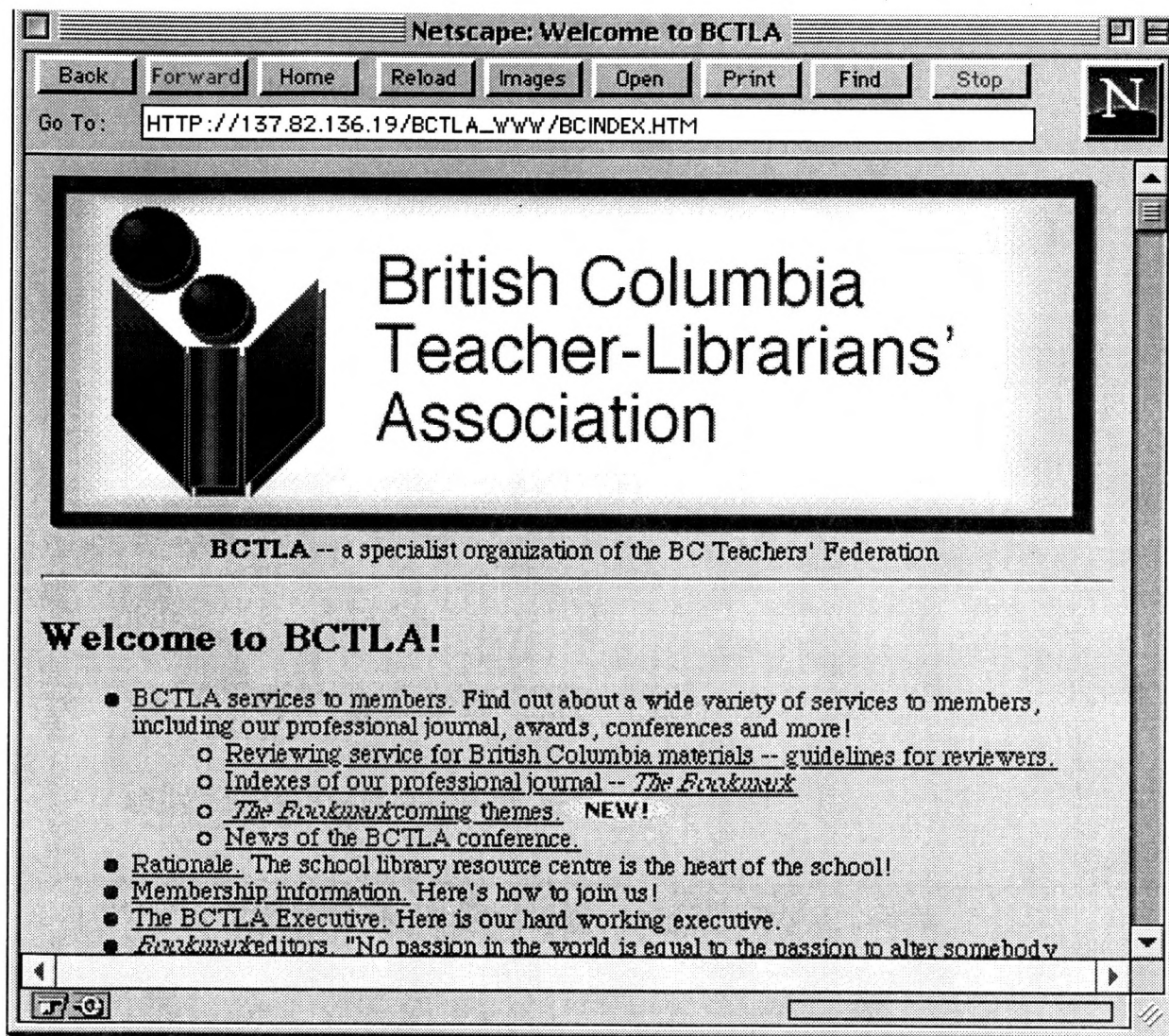
Liber Abaci by Italian traveler-mathematician **Leonardo Fibonacci** (Leonardo da Pisa) introduces Europe to Arabic numerals from North Africa and the zero from India, making calculation much easier than with Roman numerals.

Science, 1250

The Crusaders have introduced Arabic numerals and the Arabic decimal system, both of Indian origin, to Europe.

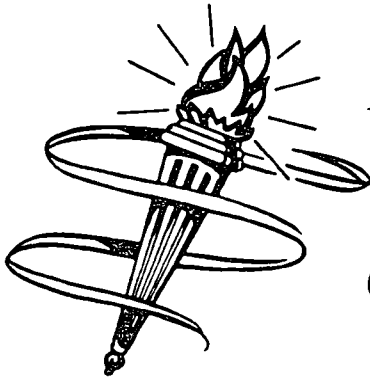
VISIT BC TEACHER-LIBRARIANS' ASSOCIATION ON THE WORLD-WIDE-WEB!

by JIM HOLGATE, teacher-librarian, A. H. P. Matthew Elementary School, SD #36 (Surrey).



Do you have an Internet connection with *Netscape* or another graphical World-Wide-Web viewer? If so, visit BC Teacher-Librarians' Association on-line! To connect to BCTLA with *Netscape*, choose "Open Location..." from the file menu. Enter the BCTLA World-Wide Web address exactly as shown: "http://137.82.136.19/bctla_www/bcindex.htm". In a few moments, the viewer will display the main BCTLA index page. If you plan to visit the BCTLA again, record the address by choosing "Add Bookmark" from *Netscape's* "Bookmark" menu.

Feel free to use the site to demonstrate and teach with. You can demonstrate how pages are linked, how to download files and how to send e-mail from a Web page. The index currently includes a summary of BCTLA services to members, guidelines for BCTLA Book Reviews, indexes of *The Bookmark*, coming themes in *The Bookmark*, information on the BCTLA conference, how to join, and Internet e-mail links to the BCTLA Executive and to the editors of *The Bookmark*. Also included are pointers to interesting and useful Web sites that will get you "surfing the Internet" like a champion in no time!



Be a WINNER!

***Place your ad in the premier
school library journal in
Canada —THE BOOKMARK***

Your ad in *The Bookmark* will reach over a thousand teacher-librarians, teachers, and members of college and university faculties in B.C. — as well as in other parts of Canada, Australia, the United States and Germany.

Unlike other magazines which are read and then discarded, *Bookmark* issues are kept for years because they are curriculum theme related. Back issues are treasured by teacher-librarians, stored carefully & referred to frequently. The chances of your ad being noted and remembered are greater than with "regular" publications.

BONUS!!! Each advertiser is listed in the table of contents as part of the Advertisers' Directory, providing *you* with a **free mini ad**, and *our readers* with **quick access to information** about your company. Your ad does not get lost in *The Bookmark*.

**CHECK THE ACCOMPANYING RATE PAGE, FILL IN
THE CONTRACT FORM & SEND IT TO:**

Alwynn E. Pollard,
Advertising Manager *The Bookmark*,
3516 W. 33rd Ave.,
Vancouver, B.C. V6N 2H4
Telephone: (604) 224-4321 (local 210)
FAX: (604) 224-0543

P.S. The divider pages, which indicate the start of sections, provide a great spot for ads that will draw attention. Readers turning to the outstanding articles which begin these sections will be certain to spot your ad!



THEME SECTION



1066, A BIG YEAR

Political Events

The Battle of Hastings October 14 seals the Norman conquest of England by Norsemen under William, 39, duke of Normandy, who will be called William the Conqueror and will rule England as William I until his death in 1087. Edward the Confessor has died January 5 and been succeeded by his brother-in-law Harold Godwineson, earl of Wessex, who secured his election as king January 6 and has ruled as Harold II.

Political Events, 1066

Norway's Harald III Haardraade has been invited by Tostig of Northumbria to aid in the conquest of England from Harold II. He has sailed with a large fleet but has been killed September 25 at the Battle of Stamford Bridge. William the Conqueror has landed September 28 at Pevensey, Harold II is killed in the Battle of Hastings, and William is crowned December 25.

Communications & Media

The Normans will introduce many French words into the language of England from across the Channel.

Science

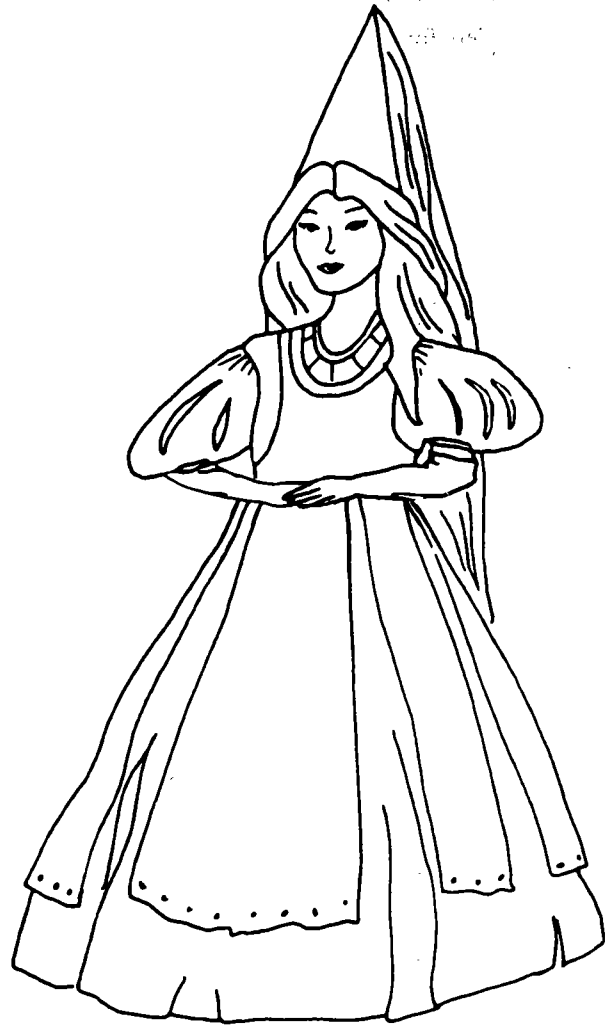
A comet appears in the skies that will later be called "Halley's Comet".

Food and Drink

The French words boeuf, mouton, veau, porc, and poularde introduced by the Normans, will be the basis of the English words beef, mutton, veal, pork, and poultry.

Communications & Media

No written account of the Battle of Hastings will appear until that of the chronicler Guillaume de Poitiers, whose *Gesta Willelmi* will be published late in the century, but the Bayeux Tapestry will depict events of the savage battle.



SOCIETY FOR CREATIVE ANACHRONISM

by **JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD #36 (Surrey).

Imagine a unit on Medieval or Renaissance beginning with a visit from a "real" knight, complete with armor! Or imagine students presenting their projects to a real expert on the historical time period, or culminating a unit with a Renaissance fair. Ms. Nickel, the art teacher at L. A. Matheson Junior Secondary School in Surrey, was a member of the Society for Creative Anachronism. Thanks to her efforts, the school hosted a Medieval fair.

The Society for Creative Anachronism (SCA) is an international organization whose members create a "living history" of the Renaissance and the Middle Ages. Members meet frequently to practice antique skills, study the period and create realia such as costumes, armor and medieval swords. Members play as imaginary characters of the period at Medieval and Renaissance events, hosting "fares", tournaments, banquets and classes for children. Areas of study include woodworking, blacksmithery, herbal medicine, pottery antique science, lace-making, calligraphy, cookery, felt-making, stained glass, costumes, weapons, leather craft and martial arts.

It might seem strange that the Society for Creative Anachronism, an organization that reveres the past, is active on the Internet, the communications network of the present and future. A library of resources relating to crafts, cookery, making of armor, heraldry, pictures and much more is located at <http://www4.ncsu.edu>

eos/users/s/sfcallic/Library.html>. Linked references to this site include a bibliography of Medieval Times in countries outside of Europe. The "Current Middle Ages Server", which also has many resources relating to the Middle ages and the SCA, is at <http://www.ecst.csuchico.edu/~rodmur/sca/sca-archives.html>> Also take a look at Krenn von Salzburg, (1995) "About the Society for Creative Anachronism," http://chev.ucs.orst.edu/~antir/About_SCA.html>

In many "Kingdoms," you can use Internet e-mail links from Web pages to find members who would be willing to share their enthusiasm for recreating history with students. In British Columbia, you can find out more about the SCA through:

Nancy Stevens
Vancouver Chapter of the SCA
1192 Shavington St.
North Vancouver, BC
V7L 1K9
Telephone (604) 988-0304

The Van Dusen Botanical Gardens in Vancouver is the location of the annual Summer Solstice Tournament and fair put on by the SCA in late June. It is a pleasant and interesting evening for the whole family. Contact the SCA or the Van Dusen Botanical Gardens for more information.



BLACK MAGIC: MANAGING WITCHCRAFT MATERIALS IN PUBLIC LIBRARIES

by **DR. ANN CURRY**, assistant professor, School of Library, Archival, and Information Studies, University of British Columbia.

Magic spells and evil spirits sometimes prompt complaints in public libraries as well as school libraries. These complaints and related collection-management issues were the subject of recent research by the author involving in-depth interviews with five B.C. public library directors. The data reveal that public librarians often encounter difficulties when "haunted" material is part of a library's collection and programming.

Library customers who complain about witchcraft material do so with fear and repulsion which goes to the heart of their religious convictions; this is not a trivial or humorous matter for them. The depth of feeling involved - salvation or damnation, life or death - places witchcraft material in a category separate from material which customers find merely offensive - for example, that which is sexually explicit. Complainants have a profound fear of witches' power, especially when directed at children. This contrasts sharply with the more commonly held secular perception in which people view witchcraft with the merriment associated with Halloween and the derision accorded the Wicked Witch of the West. As a consequence, these disparate views of what a cackling crone represents make the selection, display, maintenance, and promotion of witchcraft material and associated complaints a complex management challenge for public librarians.

A BACKGROUND PERSPECTIVE

Fear of witches is certainly not a recent phenomenon. Examination of the historical background of hysteria and persecution provides clear evidence of the religious roots of this fear and its legacy in 1990s fundamentalist religious beliefs. With knowledge of this background, librarians are better able to understand the reasons which underlie witchcraft complaints.

The Malleus Maleficarum (The Witch Hammer)¹ of 1484 and *An Examen of Witches*,² 1590, are

medieval legal accounts which describe the devil's relationship with witches, the offence to God and the Church caused by this relationship, and the actions prescribed to extract an accused witch's confession and punish the guilty. Pope Innocent VIII appointed the two Dominican monks who wrote *The Maleficarum* as the supreme witchcraft inquisitors in Europe and, as a result, this book became the authoritative textbook on religious thought and torture for the next three hundred years. The authors used biblical passages to condemn women as inherently wicked because of their avariciousness, duplicity, uncontrollable lust, lesser intellect, and shallow faith. These weaknesses supposedly made women more susceptible than men to the temptations of the devil, particularly those of a sexual nature. A woman's child-bearing and sexual-partner roles were the source of many sins attributed to witchcraft: a husband's impotence, death of a child, inability to conceive, sexual arousal of a man not one's spouse, and midwifery techniques and medicines (often designed to relieve pain or save the mother's life) were all causes for suspicion.

Written one hundred years later, *An Examen of Witches* set the "case law" regarding witch trials. The book detailed the punishments imposed by a French judge who was horrified by:

... their [witches'] Satanic oblations, their dances, their obscene kisses, their feasts, and their carnal couplings with their Master; it is beyond comprehension how they cause hail and tempests to spoil the fruits of the earth, and again how they cause the death of a man or the sickness of an animal; it would seem impossible for a witch to transport the corn from one field to another, and the milk from the udder of one cow to that of another; it is beyond knowledge how they contrive to send demons and evil spirits into a man's body, or how they change themselves into wolves.³

RECENT ANALYSES

Witchcraze,⁴ a 1994 publication, traces the threads which link these medieval ideas to the

twentieth century. The author relates witchcraft persecutions and complaints about witchcraft information over the centuries to times of high crime-rate and unemployment; times of controversy about women's reproductive rights; and to societal upheavals, particularly when male and female roles are in flux. The need to blame *someone* for community or personal misfortunes causes some people to blame women, who traditionally have had poor access to legal and medical assistance. American fundamentalist preacher Pat Robertson demonstrated this blaming tendency when he declared that the group supporting the Equal Rights Amendment was:

a socialist, anti-family political movement that encourages women to leave their husbands, kill their children, practice witchcraft, destroy capitalism and become lesbians.⁵

Similar connections between medieval beliefs and modern fears of the black arts are made by the CBC video *The Burning Times*⁶ which highlights women's traditional knowledge of medicinal herbs and their important roles in religious ceremonies. According to this source, as hopes for longevity increased in the middle ages and as the survival of an heir became more important, men considered healing powers too important to leave with an "uncontrollable" group. Women healers were therefore restrained with accusations of witchcraft, leaving to men the exclusive rights to practice medicine. Similar exclusion of women from positions of religious power was accomplished by associating female spirituality with witchcraft. Only in the late twentieth century have the fields of medicine and religion once again welcomed women.

AREAS OF COMPLAINT

Adler's⁷ and Heuertz's⁸ surveys of censorship challenges in the schools of California and Washington respectively reveal that witchcraft/Satanism content consistently ranks first or second as the reason for complaint. Each new issue of the American Library Association's *Newsletter on Intellectual Freedom* substantiates this phenomenon with news of recent challenges in both school and public US libraries. Jenkinson's research in Manitoba confirms the frequency of complaint, with witchcraft/supernatural materials ranked second in urban school libraries but first in rural libraries.⁹ Schrader's Canada-wide research on censorship¹⁰ and the author's preliminary results from a 1995 study in BC libraries reveal that witchcraft/Satanism content is of slightly less concern in public libraries but remains

one of the "top five."

Four problem areas related to witchcraft emerged from the author's research: books, children's programming, displays, and summer reading club. In the five libraries examined (all medium-sized, four independent, one part of a regional system) books were the primary concern. All five directors interviewed said they were more cognizant and "watchful" of titles in Dewey 133 than in other areas and four of five had received complaints about materials in this section. Books containing magic spells, such as Daniel Cohen's *Curses, Hexes and Spells*¹¹ were a primary source of complaint, echoing the problems encountered by the *Impressions* Series poem "The Witch Goes Shopping"¹² in school curricula. "New-age" materials were also of concern for four directors, who mentioned authors Lynn V. Andrews and Carlos Castaneda specifically.

Witchcraft-related programming (such as puppet plays) is also an area where extra vigilance is required. Libraries which had offered Halloween plays (three of five) alerted parents through verbal warnings to the black-magic subject matter so that no one would be unpleasantly "surprised" and leave the play in mid-performance, as happened in one library. That vigorous complaints in this area can occur is confirmed by the author. While managing a public library, she received a strong verbal complaint about the witch's cackle emanating from the program room during a Halloween puppet play. The complainant feared that the "devil's evil message" was poisoning the library and harming the children. Refusal to stop the play resulted in the author being condemned from the pulpit by the complainant's pastor the following Sunday and the library being placed "off-limits" to parishioners.

Displays which promote witchcraft-related materials or events worried two directors who said that they did not wish to provoke a reaction among some customers. They cautioned library staff not to go "overboard" with Halloween displays portraying darkness and evil but to focus instead on witches' more comical characteristics.

Summer reading club events in public libraries may involve books, programming, and displays, thereby provoking multiple problems. Club themes of magic and wizardry are tempting choices because they are popular with children and lend themselves well to effective visual portrayal and enticing games. Directors were only moderately worried about this

area; none had received written complaints about previous summer reading clubs with general magic themes. However, shortly after the interviews were conducted, several complaints were received about the province-wide BCLA 1995 summer reading club theme "Flights of Fantasy." Protests centred on one graphic depicting a wizard and a book, above which was the caption "Open a Book - Cast a Spell." Concerned parents were appalled that the Library Association would encourage children to believe in anti-Christian activities and encourage them to invoke the power of the devil through black magic.

REASONS FOR COMPLAINTS

Objections expressed by public library customers in the 1990s echo the underlying fears of the past expressed in *Maleficarem* and *Examen*. First, complainants believe strongly in the reality of evil forces which can be released by thoughtless or amoral actions. For them, magic spells have power to cause evil because they are words of darkness: if the words of God as expressed in the Bible have power to do good through prayer, then the words of the devil can bring harm.

Second, complainants protest that library books and programs trivialize a religious evil by secularizing and celebrating the images of witchcraft. The messages of black magic threaten the sanctity of God's love and must, therefore, be regarded seriously. *The Witches* by Roald Dahl¹³ and *Lulu and the Witch Baby* by Jane O'Connor¹⁴ have been protested on this basis.

Third, those concerned about witchcraft information consider teenagers particularly vulnerable to temptation and therefore in need of protection from stories which portray witches and Satan in a favorable light. Any moves by customers to shield this age group are complicated, however, by the material's popularity. All five directors in the author's study confirmed the intense interest of teenagers in their library's witchcraft materials, which they attribute to "a phase that teens all go through" where they explore their spiritual boundaries and those of their parents. One director feared harm might result when a particular teenager checked out a witchcraft book and subsequently alerted a high-school teacher to the situation. This practice is not recommended by professional library associations, but is indicative of the concern about teenage obsessions with the black arts. *Jennifer, Hecate, MacBeth, William McKinley and Me, Elizabeth* by E.L. Konigsburg¹⁵ and *No*

Place For Me by Barthe DeClements¹⁶ have been particular challenge targets both in the US and Canada because these books portray troubled teenagers who find solace with a modern witch.

Finally, a witch is seen as the antithesis of a good Christian woman whose first duty is to husband and children. Barstow maintains that witchcraft persecutions were often motivated by the desire "to control independent-minded women."¹⁷ A free-flying witch in charge of her own coven (like the Grand High Witch in *The Witches*) is not an acceptable female role model, as Pat Robertson's previous ERA quote illustrates. The narrow interpretation of "family values" and gender roles by some customers troubles four of five directors in the author's research. They believe that these restrictive views prompt complaints about many types of material, including witchcraft.

MANAGEMENT TECHNIQUES

Prudent and politically astute management skills can help librarians avoid conflicts with board members and customers over witchcraft-related materials and programming. The directors in the study recommended the following:

1. Try to influence the mayor and council regarding the selection of new board members so that appointees have general views in line with the library's commitment to intellectual freedom.
2. Have a selection policy which includes an intellectual freedom statement (modelled on the Canadian Library Association's). Familiarize new board members with it.
3. Promote the mandate of the public library as separate from that of the school library. In small communities, the citizens sometimes incorrectly view the public library as an extension of the school, particularly when the school library is inadequately funded. This leads to misconceptions about the appropriateness of adult-oriented or controversial material in the collection.
4. Be a strong advocate of parental responsibility for a child's reading. Make sure parents know that the public library staff will not act "in loco parentis."
5. Communicate with local teacher-librarians to keep up-to-date about parental concerns regarding curriculum content. Those concerned may target the public library next.
6. Have solid documentation about why you have ordered materials which may be

controversial, e.g. save reviews, analyses of the collection, customer requests.

7. Carefully monitor the shelves and circulation records for lost and stolen books on witchcraft. This area suffers one of the highest loss rates, with estimates of replacement ranging from 20% to 50% each year. Failure to monitor and replenish the area may result in complaints that there are not enough materials to satisfy the high demand and/or charges of censorship. All librarians in the study maintained that they hesitated to order expensive witchcraft books and that their library's lack of a security system exacerbated the problem.

SUMMARY

The issue of witchcraft-related materials in both school and public libraries is a complex and emotional one. The black arts engender the fascination, horror and fright of the unknown in that dimension where curiosity pulls in one direction but self-preservation pulls in another, convincing one to remain safe within reality. Reading about danger rather than experiencing it should allow one to be the sheltered voyeur but some public library customers fear that children may move beyond reading. They fear that the power of evil will draw children much deeper into witchcraft than the surface of the page before them.

As with all controversial materials, good management hinges on the librarian maintaining respect (rather than ridicule) for customers' views, promoting good communication with the library board, and establishing solid selection policies. Careful administration of witchcraft materials and programming will ensure that "double, double toil and trouble"¹⁸ does not apply to one's own library.

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3. *Ibid.*, xl.
4. Anne Llewellyn Barstow, *Witchcraze: A New*

5. *History of the European Witch Hunts* (San Francisco: HarperSanFrancisco, 1994).
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18. Barstow, *Witchcraze*, 7.
19. William Shakespeare, *Macbeth*, Act IV, Scene 1, line 10.

I would like to acknowledge the assistance of recent SLAIS graduate Kelly Harrison in preparing background materials for this article.

WHITE KNIGHTS & BLACK MAGIC

A Bibliography compiled by **PHYLLIS SIMON**, Vancouver Kidsbooks

Alder, Katherine. *The King's Shadow*. New York: Farrar Strauss Giroux, 1995. Ages 10-14.

Never again will 1066 be a meaningless date after you read this gripping story about the last Anglo-Saxon King of England, for if the invading Normans had not beaten the Saxons at the Battle of Hastings, the English language would be very different today and instead of mutton, you'd be eating raw sheep!

Bradford, Karleen. *There Will Be Wolves*. Toronto: HarperCollins, 1994. Ages 10-14.

If you're a female living in the eleventh century and interested in the healing arts, chances are you'll be nailed for a witch. When Ursula, a young girl, is accused of witchcraft, only one thing will save her from being burned at the stake. In exchange for her freedom, she must agree to march in the People's Crusade to the holy city of Jerusalem.

Cushman, Karen. *Catherine, Called Birdy*. New York: Harper Trophy, 1995. Ages 10-15.

Brush up on your medieval swear words — Catherine is about to take you on a wild ride! Armed with wit, cunning and some rather modern attitudes, she is determined to foil any matrimonial plans her father has been scheming to execute on her behalf. For a different mood altogether, try Cushman's *The Midwife's Apprentice*, also set in Medieval England.

Gibbons, Gail. *Knights in Shining Armour*. Illustrated by the author. Boston: Little Brown, 1995. Ages 4-7.

In her characteristic straight-forward style, Gail Gibbons describes the skills needed to become a knight and provides detailed illustrations of the armour and weaponry knights used in battle.

Haswell, Peter. *Captain Prue and her Scurvy Crew*. Illustrated by the author. London: Bodley Head, 1995. Ages 3-7.

There's Captain Prue and Dangerous Dan, Simple Sid, Nifty Ned and Big Bad Bart, and the only one with a brain is Prue, of course! When the scurvy crew have had enough of healthy food and clean living, they do what any swash-buckling

seafarers would do — they mutiny! Too bad that the ship starts to sink without its able-bodied captain aboard!

Lincoln, Margarette. *The Pirate's Handbook; How To Become a Rogue of the High Seas*. Richmond Hill, Ont.: Scholastic, 1995. Ages 7-11.

Packed with facts about the lives of real pirates, and practical ideas for how to become one.

McCully, Emily Arnold. *The Pirate Queen*. Illustrated by the author. New York: Putnam, 1995. Ages 7-10.

Based on both historical fact and colourful legend, *The Pirate Queen* describes the life of Grania O'Malley, a fearless and brilliant Irish sailor and leader who lived at the time of Queen Elizabeth I.

Mark, Jan. *A Fine Summer Knight*. London: Viking, 1995. Ages 10-13.

When Grace spies a fully-armoured knight through her father's telescope, she is convinced that she has peeked through a window into the distant past. But has she seen a medieval knight or just someone from the present dressed up in a suit of armour?

Ross, Stewart. *Pirates; Fact or Fiction*. Brookfield, Ct: Copper Beech, 1995. Ages 6-10.

The truth about buccaneers, brigands, corsairs and their piracy on the High Seas from the Spanish Main to the China Seas.

Talbott, Hudson. *King Arthur and the Round Table*. Illustrated by the author. New York: Morrow, 1995. Ages 6-12.

From the reteller of *King Arthur: The Sword in the Stone* comes the saga of Arthur's early days as leader of Britain. Talbott's thrilling text and dazzling watercolours bring this tale of heroism, romance and pageantry to life. The heraldic emblems on the end papers contribute to the overall majesty of this outstanding picture book.

Tomlinson, Teresa. *The Forestwife*. London: Red Fox, 1995. Ages 10-14.

Have you ever wished you knew more about Maid Marion in the Robin Hood stories? Could it be that Marion played a much more exciting role amongst the bandits and outlaws of Sherwood Forest than is usually told? Whether *The Forestwife* is based on truth or not, you will not be able to put this exciting story aside!

Turnbull, Stephen. *The Book of the Medieval Knight*. London: Arms and Armour, 1985, 1995. Ages 12-17.

Filled with photographs, and colour illustrations, this book tells the story of the knight during the fourteenth and fifteenth centuries — from the great victories of Edward III to the fall of Richard III on Bosworth Field.

Yolen, Jane. *The Ballad of the Pirate Queens*. Illustrated by David Shannon. New York: Harcourt Brace, 1995. Ages 6-10.

This marvellous ballad celebrates the true story of the most famous female pirates of all time.

Yolen, Jane, ed. *Camelot; A Collection of Original Arthurian Stories*. Illustrated by Winslow Pels. New York: Philomel, 1995. Ages 10-15.

For all those who love the myth of Camelot, Jane Yolen has gathered ten enchanting new stories by pre-eminent contemporary fantasy storytellers, including Anne McCaffrey and Terry Pratchett



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KING ARTHUR A HERO FOR ALL TIMES

compiled by **LIZ AUSTROM**, teacher-librarian, Magee Secondary School, SD#39 (Vancouver).

The following bibliography includes elementary and secondary titles, some reference titles and a few items that are definitely more adult titles, but which may be useful in secondary schools where students are interested in the Arthurian legends and have the option of choosing their own research projects. There has been no attempt made to compile a comprehensive listing. All items were in print at the time of publication, as far as can be determined by consulting standard sources. The prices given do not include \$US exchange or federal GST.

LEGENDS OF A KING

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- Barber, Richard W. *King Arthur: hero & legend*. Rochester, NY: Boydell & Brewer, 1991. ISBN: 0-85115-419-0, \$19.00. Secondary students.
- Doherty, Paul C. *King Arthur*. New York: Chelsea House, 1987. (World Leaders Past & Present). ISBN: 0-87754-506-5, \$17.95. Grades 5 and up.
- Fife, Graeme. *Arthur the King*. New York, NY: Sterling, 1991. ISBN: 0-8069-8344-2, \$24.95. Secondary students.
- Frost, Abigail. *The Age of Chivalry*. Illustrated by Francis Phillipps. New York: Marshall Cavendish, 1990. (Myths and Legends of ...). ISBN: 1-85435-235-0, \$13.95 (lib. bdg.). Grades 4-8.
- Goodrich, Norma Lorre. *King Arthur*. New York, NY: Harper Collins, 1989. ISBN: 0-06-097182-7, \$15.00 (pbk). Secondary students.
- Green, Roger Lancelyn. *King Arthur and His Knights of the Round table; newly retold out of the old romances*. New York, NY: Knopf, 1993. ISBN: 0-679-42311-7, \$13.95. Grades 5 and up.
- Hastings, Selina. *Sir Gawain and the Loathly Lady*. New York, NY: Morrow, 1987. ISBN: 0-688-07046-9, \$4.95 (pbk). Grades Kindergarten and up.
- Hodges, Margaret & Margery Evernden. *Of Swords and Sorcerers: the adventures of King Arthur and his knights*. Woodcuts by David Frampton. Toronto: Maxwell Macmillan Canada, 1993. ISBN: 0-684-19437-6, \$14.95. Grades 5-7.
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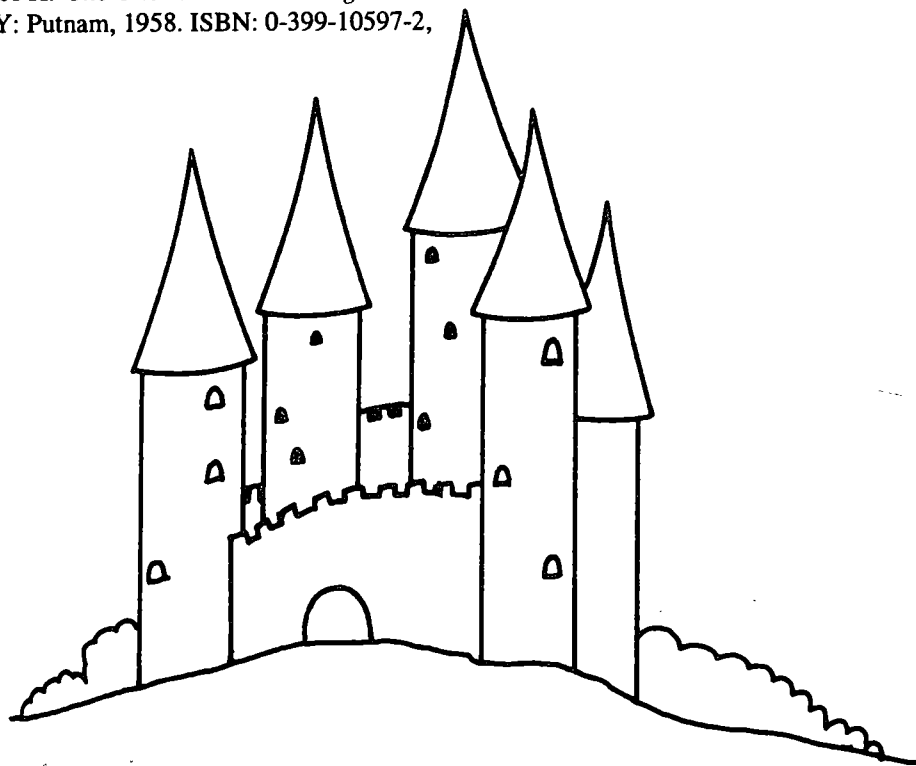
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THE EARLY MIDDLE AGES: A STATION APPROACH FOR SOCIAL STUDIES 8

by LAURIE-ANNE BARISOFF, teacher-librarian and SANDRA TEIFFEL, teacher-counsellor, Nicola Valley Junior Secondary School, SD#31 (Merritt).

UNIT OVERVIEW

Working in groups, the students complete a variety of activities at six different Medieval stations. Although the students move through the stations in groups, students are responsible for an individual product for evaluation from four of the six stations. At the Medieval Tapestry station, students create a group panel, and at the Medieval Fun station, students present their results to the class.

GOALS

1. To follow a series of written instructions.
2. To introduce Old English literature from the Medieval period.
3. To formulate six motive-thinking questions along with a justified opinion statement
4. To research and write a journal entry using supporting details and description
5. To practice taking and combining notes using a formal outline.
6. To apply the elements of art such as design, colour, and composition.
7. To work both individually and cooperatively within a group.

ORGANIZATION

The library is divided into six stations:

Station 1	video	The Medieval Manor
Station 2	research	The Church
Station 3	puzzles	Medieval Fun
Station 4	video	The Knight
Station 5	literature	An Illuminated Manuscript
Station 6	art	A Medieval Tapestry

MATERIALS, REFERENCES AND SUPPLIES

See the list included at the task card for each station.

TIME

Students may spend either one or two classes at each station. Some homework may be assigned at each station except for the Tapestry station. Since students complete their station work at different times, it is a good idea to have an individual written research assignment for them to work on during this "sponge time."

EVALUATION

The stations approach provides for a variety of evaluation processes:

- Use a separate page for each student (see sample provided)
- Use one chart for the entire class with six columns, one for each station
- The teacher may choose the stations to evaluate

METHOD

The teacher covers the background of the Early Medieval period in the classroom:

- Roman Empire to Dark Ages
- The foundations of feudalism (faith, loyalty, lords, the church)

The class moves to the library and works through the stations with the assistance of the classroom teacher and the teacher-librarian. Students debrief at the end of each period in the library to share difficulties and successes.

STATION 1 — THE MANOR

1. Watch the video *The Medieval Manor* and answer the six questions on the video focus sheet.
2. Create a peasant problem and dramatize a presentation (skit) to be presented to the class this block. Be sure to involve all group members in the skit. Have one person (a narrator) explain the setting before you perform. The skit should be about two minutes in length. You may use cue cards.
3. Homework:
 - (a) Read "Bodo and Ermentrude" in *Patterns of Civilization*, page 30.
 - (b) Write six active thinking questions about this article using the words "Who," "Where," "What," "Why," "When" and "How."
 - (c) Write a statement which completes this sentence starter:

I think life for a peasant in the Middle Ages was

Be sure to give supporting details or facts in your statement. This statement should be two or three sentences long.

THE MEDIEVAL MANOR — VIDEO FOCUS SHEET — MONTBRETT CASTLE

Name _____

1. Why are the serfs grumbling?
 2. List the kind of things craftspeople make.
 3. Notice the castle is built on a rise in the landscape. Why?
 4. Why do farmers rotate their crops from one field to another?
 5. Why do farmers allow a field to be fallow? Are they lazy? Did they simply forget to cultivate it?
 6. The miller pays a fine because he was cheating. Who gets the fine?
-

STATION 2 — THE CHURCH

1. Read the diary entry from Anne Frank's diary on page 216 in order to discover what a diary entry should contain.
2. Use the research materials at your table in order to discover what life was like for a monk, a priest, or a nun in the Middle Ages.
3. Write a journal entry for one day in the life as a priest, a monk, or a nun.
4. Be sure to describe the following in your journal entry:
 - the times of prayer
 - morning rituals
 - eating patterns and the type of food
 - your clothes and your room
 - your duties, your jobs and how you fill your day
 - your feelings at the end of the day

(If available, listen to a recording of Gregorian Chant).

RESOURCES

- Beers, Burton F. *Patterns of Civilization* Vol. 1. Scarborough: Prentice-Hall, 1983. page 534.
- Boyd, Anne. *Life in a Fifteenth-Century Monastery*. Minneapolis: Lerner, 1979.
- Caselli, Oiovanni. *A Medieval Monk*. New York: Peter Bedrick, 1986.
- Frank, Anne. *The Diary of a Young Girl* (the teacher should choose an excerpt).

STATION 3 — MEDIEVAL FUN

1. Complete the Word search. Save this for future vocabulary reference.
2. Complete the Maze (time the people in your group).
3. "Canting Arms" involves using a last name in order to create a funny family shield. For example, the singer Louis Armstrong might include a very muscular arm on his family shield.
 - (a) Using your own last name, the names of friends, or the names of well-known people, design at least one "Canting Arms" shield each.
 - (b) Draw these shields on chart paper.
 - (c) Be prepared to present these to the class at the end of the block.

RESOURCES

- Honan, Linda. *Picture the Middle Ages*. Amawalk, New York: Golden Owl, 1994. (Puzzles, games, mazes, heraldry, and many more lesson ideas and reproducible pages.)

STATION 4 — THE KNIGHT

1. Watch the video *The Medieval Knight* and take notes on scrap paper.
2. Read pages 354-7 in your textbook *Human Heritage*. Take notes on the duties of the knight, the page, and the squire using the formal outline below.

A Code of Chivalry

- 1) These were the rules for a knight
 - a)
 - b)
 - c)
 - d)
 - e)
- 2) Knight's training
 - a) Page
 - i)
 - ii)
 - iii)
 - iv)
 - v)
 - vi)
 - b) Squire at 13 years of age
 - vii)
 - viii)
- 3) Dubbing ceremony (What did the knight promise? What happened?)
 - a)
 - b)
 - c)
 - d)
 - e)

3. Combine the video and the textbook notes in order to create one good copy of the duties of the knight, the page, and the squire. Follow the formal note outline used above.

RESOURCES

Greenblatt, Miriam, et. al. *Human Heritage: A World History*. Toronto: Charles E. Merrill, 1985.

STATION 5 — AN ILLUMINATED MANUSCRIPT

1. View the samples of illuminated manuscripts at your station.
 - *Encyclopedia Americana* p. 781 "Illumination"
 - *Illuminations* by Jonathan Hunt.
2. Use the alphabet samples and one Medieval quotation to make a one-page illuminated manuscript.
3. The first letter of your paragraph should be larger than the rest of the printing.
4. Add a coloured border, patterns, and pictures. Sign and date your work neatly.

RESOURCES

Hunt, Jonathan. *Illuminations*. Toronto: Aladdin Books, Macmillan, nd.

"Illuminations." *Encyclopedia Americana*, 1993.

MATERIALS

white drawing paper

felt pens, pencil crayons, pencil and ink

samples of Medieval lettering

excerpts from *The Faerie Queene*, *Sir Gawain and the Green Knight* and *The Canterbury Tales*.

STATION 6 — A MEDIEVAL TAPESTRY

1. Study the eight page fold-out of the Bayeux tapestry in *The Age of Chivalry*.
2. Use the books at this station to develop ideas about a Medieval village.
3. Your group is responsible for drawing and colouring a panel of the Medieval tapestry titled: "The Village."
4. Use pictures, colour and "caption (cartoon) clouds" to describe your scene.
5. The tapestry is divided into six panels, one panel for each group. The first group is responsible for setting the scene of the village. The next five groups are responsible for creating the following scenes in order:
 - Spring in the village (planting)
 - Summer in the village (gardening)
 - Autumn in the village (harvesting)
 - Winter in the village
 - Christmas celebrations

RESOURCES

Aliki (Writer and illustrator). *A Medieval Feast*. New York: Crowell, 1983.

Grosvenor, Melville Bell (Forward). *The Age of Chivalry*. National Geographic Society, 1969.
[This book contains an eight page fold-out of the Bayeux Tapestry].

Sancha, Sheila. *The Luttrell Village*. New York: Crowell, 1982.

MATERIALS

tapestry paper (approximately 200 cm x 30 cm) divided into six panels

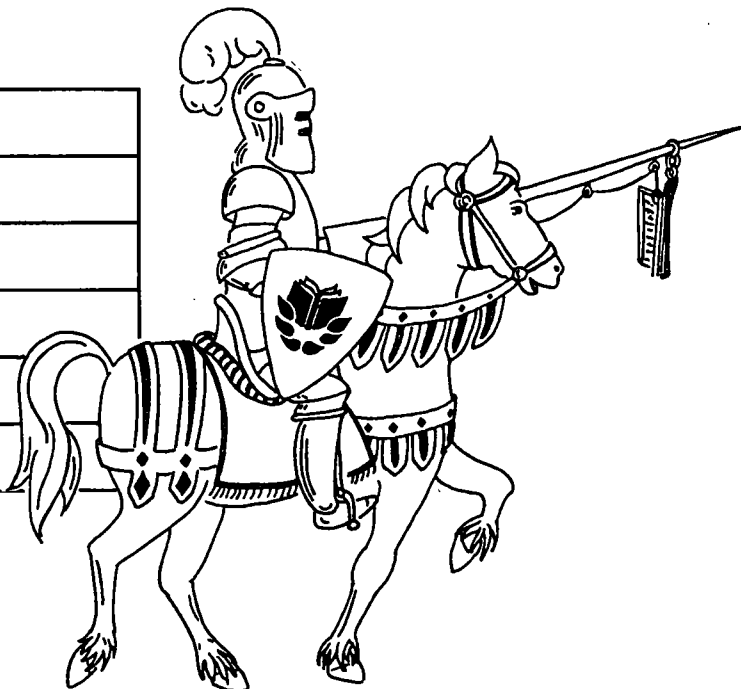
felt pens, crayons, and pencil crayons for drawing and colouring

STUDENT EVALUATION

Name _____

Total score _____

Station 1	The Manor	
Station 2	The Church	
Station 3	Medieval Fun	
Station 4	The Knight	
Station 5	Illuminated Manuscript	
Station 6	A Tapestry	



COMMENTS:

MEDIEVAL UNITS PREVIOUSLY PUBLISHED IN *THE BOOKMARK*

Austrom, Liz & Norna Horner. "The Middle Ages." *The Bookmark*, December 1988, pp. 66-75.

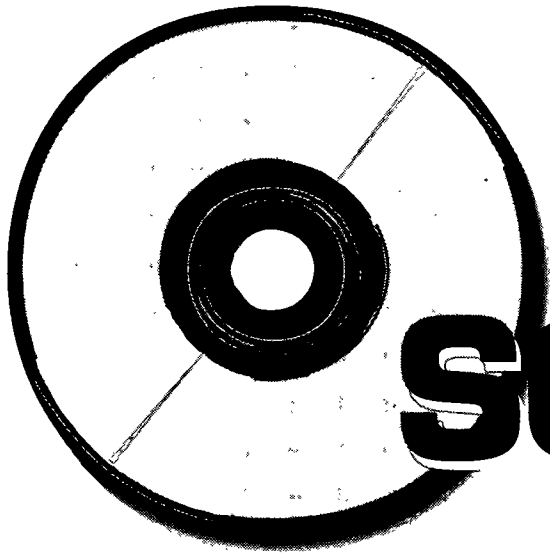
Ferguson, Mike & Barb Hall. "The Medieval Myth: A Writing Assignment." *The Bookmark*, June 1987, pp.51-56.

Galloway, Glynnis, Debra Simmons & Anne von Meyenfeldt. "Middle Ages in China, India & Japan." *The Bookmark*, May 1985, pp. 53-65.

Hall, Barb. "Middle Ages, Renaissance, Far East." *The Bookmark*, June 1987, pp. 57-62.

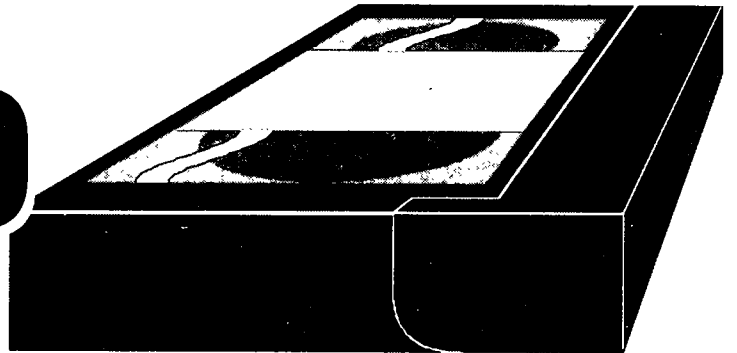
Hall, Barb & Rose Pallo. "Life on a Medieval Manor: A Cooperative Simulation." *The Bookmark*, June 1992, pp. 116-120.

McKinley, Janet. "The Middle Ages in Asia." (French Immersion) *The Bookmark*, June 1987, pp. 44-50.



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Medieval Times

Geoffrey Chaucer , c.1340-1400, English poet.

A London vintner's son, he served as a court page, in the army, and on frequent diplomatic missions, then held various official positions in London.

Chaucer's final period was devoted to work on his masterpiece, *The Canterbury Tales*. This unfinished work, about 17,000 lines, is one of the major poems of world literature. In it a group of pilgrims traveling to the shrine of St. Thomas Becket decide to pass the time by telling stories. The tales include a variety of medieval genres, from the humorous to the serious homily, and vividly depict medieval attitudes toward love, marriage, and religion. Chaucer's brilliantly realized characters—the earthy Wife of Bath, the gentle Knight, the evil Summoner—are intensely alive. Chaucer's storytelling and poetic mastery were overlooked for centuries because of changes in the language after 1400, but in the 18th cent. he came to be regarded as one of the greatest English poets.

Medieval Times



CRUSADES & CRUSADES

Religion, 1009

Egypt's Fatimid caliph al-Hakim destroys Jerusalem's Church of the Holy Sepulcher. The act stirs demands in Europe for a Christian crusade to recover the Holy Land.

Political Events, 1147

A Second Crusade assembles 500,000 men under the leadership of France's Louis VII and the German Conrad III, who take separate routes but give the crusade no coherent command, achieve nothing, and lose most of their men to starvation, disease, and battle wounds.

Human Rights and Social Justice, 1190

A massacre of some 500 Jewish men, women, and children in York Castle March 17 ends a 3-day siege by young men about to leave on the Third Crusade, urged on by people indebted to Jewish money lenders.

Political Events, 1192

The Third Crusade follows treacherous guides into the desert beyond Antioch, where famine, plague, and desertions reduce its numbers from 100,000 to 5,000. Richard the Lion-Hearted makes a truce with Saladin under which the Christians are permitted to keep the coastal towns they have taken and receive free access to the Holy Sepulcher at Jerusalem. Richard leaves for home October 9, traveling in flimsy disguise, and is captured December 20 at Vienna.

Political Events, 1250

The Battle of Fariskur April 6 ends in a victory for Egyptian forces who rout the scurvy-weakened Seventh Crusaders of Louis IX and massacre them. Louis himself falls into the hands of the new Egyptian caliph Turanshah, who has arrived from Syria to claim the throne left vacant last year by the death of Malik al-Salih Najm al-din. Turanshah releases Louis after he agrees to evacuate Damietta and to pay a ransom of 800,000 gold pieces.

WHITE KNIGHTS BIBLIOGRAPHY

by **WILLA WALSH**, teacher-librarian, McNair Secondary School, SD#38 (Richmond).

This brief, annotated bibliography of recently published titles on the theme of White Knights is aimed at supplying useful titles for a study of the Middle Ages, or for acquiring titles for the new Comparative Civilizations 12 course. This new course is a reworking of the Western Civilization 12 course and this revision will be implemented in 1996. I have not seen the final IRP but have read the extensive Draft document which outlines content, methods of instruction and recommended learning resources. According to the Draft, the teacher will have the choice of many civilizations to concentrate upon—but will probably end up teaching two from Europe, one from Asia, and another being a choice of their own.

The Medieval time period produced many heroes/villains which illustrated the good/evil dichotomy of beliefs of the Age. It also featured the rise of courtly love and the quest for spiritual enlightenment. Who were the "White Knights" of this dramatic time-period? Two examples come to mind—King Arthur and his Knights of the Round Table, and their counterparts in Medieval Japan, the Samurai warriors. We could equally ask who represented the "Black Magic" aspect of the time-period. In Great Britain, Merlin (the magician) was associated with the Knights of the Round Table and he epitomized the magical forces which were part of the Medieval belief system. He possessed occult powers and could change his shape at will. His counterpart in the Japanese knightly tradition were the Ninja. They were the elite Samurai who possessed special magical powers, acted as "spies" in the warrior groups, and were also shape-shifters. Interesting parallelisms for two areas of the world so far apart and so different historically. The theme epitomized by these warriors and their quest is a universal one, however. All ages and countries of the earth have their heroes and their "dark forces." We have the present day example of the "Star Wars" films which produced Luke Skywalker and his arch enemy, Darth Vader—the two clashing forces of good and evil, of Life and Death. Even the fabulous sword, a symbolic weapon of both the European knights and the Samurai, is part of the "Star Wars" iconography.

Both traditions, the European and the Japanese, produced a wealth of artworks to portray the valiant and often bloody deeds of their warrior-knights. The concepts and stories surrounding the "White Knights" were a rich source of inspiration for the artists of the times. Teachers wishing to use a thematic approach to the Comparative Civilizations course could follow this theme using Medieval knights in Europe and their counterparts in Medieval Japan. By exploring the art of each culture, the teacher could reveal the basic beliefs and practices which distinguished this time period in both civilizations. This cross-cultural thematic approach is one of the methods of organizing the diverse content of the new Civilization course and is suggested in the Draft document.

Ashe, Geoffrey. *The Landscape of King Arthur*. London: Grange, 1987.

This author is an accomplished scholar on the subject of King Arthur. He founded the Camelot Research Committee which excavated Cadbury Castle—Camelot's reputed site. This book, not surprisingly, concentrates on archaeology and the historic sites of the stories and legends. It ranges over the Arthurian landscape of Scotland, Northern England, Wales and parts off Brittany. The book takes a different aspect on the topic of Arthur and portrays the physical locations of the fabled events—a landscape evocative of the heroic legends. Many black and white photographs show the areas where Arthur was born, his grave, where certain battles were fought, Merlin's cave, the Tristan stone, Stonehenge, and the Round Table in Scotland, etc. The text links the stories and the personalities to the landscape of Great Britain. It speculates on the locales of various events as well. The place names themselves sound mysterious and mythic—Avalon, Camelot, Kilmarnock, Dinas Emrys.

Barber, Richard. *King Arthur: Hero and Legend*. New York: Dorset, 1986. ISBN 0-88029-347-0.

This title has a chapter on the Arthurian legend in Germany and also traces the legend right down to

the modern era by including a chapter on King Arthur in the nineteenth century. The writer is a well known authority and is the author of many titles on this subject. This book is unique in that it concentrates equally on the modern literature as on the past works. It explores the rich imagery and archetypal story elements which nourish many literary works from the eighth to the twentieth century. Examples of recent works which embody Arthurian themes include T. H. White's *The Once and Future King* and the poetry of T. S. Eliot and Edwin Arlington Robinson. Although an older title, it is included here because of its unique contributions.

Biel, Timothy Levi. *The Crusades*. San Diego, Calif.: Lucent Books, 1995. (World History) ISBN 1-560006-245-2.

Knights of the Middle Ages in the service of God leave their European homelands to liberate the Muslim Holy Land. This title is a very readable overview of all five Crusades, with excerpts from both primary and secondary sources. It includes a glossary, reading list, and index.

Cook, Harry. *Samurai: The Story of a Warrior Tradition*. New York: Sterling, 1993. ISBN 0-8069-0377-5.

The Japanese Samurai flourished at the same time as the European Medieval knights—the eleventh century. This title shows the Samurai armour (so comparable to the European armour designed for horseback warriors) with all its body parts and helmets. The courtly traditions of the Kyoto culture are shown to be very similar to the court of King Arthur—replete with amorous intrigues! The time period in Japan from 794 to 1184 AD, known as the Heian Period, saw this warrior class come to power and reach its apogee in the twelfth century. The code of chivalry emerged as “The Way of the Warrior” which emphasized dying a hero’s death and being completely free of the fear of death—a spiritual state which parallels the search for the Holy Grail in European traditions.

The Ninja, an elite group of Samurai, outwitted their enemies by having many “magic tricks” up their sleeves somewhat similar to the personage of Merlin in the Arthurian stories. Seppuku or hara-kiri, ritual suicide, became part of the Samurai tradition around 1170 AD. Interestingly, there were also women

Samurai in Japan just as there were female Medieval Knights in Great Britain. In the 13th century the Samurai engaged in monumental battles against their version of the Infidels—the Moguls. Kam-Kazi, the “divine wind” saved them from the second wave of attacks led by their great enemy, Kublai Khan.

The importance of the sword, the “Soul of the Samurai,” is a central theme in the traditions and there grew an enormous etiquette surrounding its proper use. The swords had names—like King Arthur’s “Excalibur”! The Japanese medieval castles were also very similar to their European counterparts—being large stone structures surrounded by moats.

This book covers the complete history of the Samurai from early beginnings (before the 8th century) through the height of their power (11th and 12th centuries) to their decline in the 17th century. It also explains the Samurai traditions evident in modern Japanese lifestyles and practices. An excellent source.

Doherty, Paul C. *King Arthur*. New York: Chelsea House, 1987. (World Leaders, Past and Present) ISBN 0-87754-506-5.

This book is one of many titles in an excellent biographical series on world leaders. It follows the basic format of the series. It begins with Arthur’s birth and includes the highlights of his life and the main events of the legends. It ends with Arthur’s death. This is a basic text and would be a good choice for the average student.

Fife, Graeme. *Arthur The King*. New York: Sterling, 1990. ISBN 0-8069-8344-2.

This title traces the themes of chivalry, courtly love, hunting, heraldry, pageantry, magic and the Holy Grail through the many legends and stories surrounding the heroic King Arthur. These themes persist down to the present day and recur in modern literature. “Who is Luke Skywalker but a young Arthur come again?” asks the author. The book includes a Chronological Outline of Arthurian Literature as an addendum.

Many of the Arthurian symbols and images are traced to their possible origins. This title is unique in that it sticks very closely to the primary sources and endeavours to explain the continuing fascination with

the timeless story. The reading level is high—so this title is for more mature and serious students. There is an excellent chapter on courtly love. The text is sophisticated and is very well written. It is relieved with many coloured prints.

Hopkins, Andrea. *Knights*. New York: Artabras, 1990. ISBN 0-89660-013-0.

The Medieval knighthood is discussed from its early beginnings from primary sources. The knight's place in Medieval society is explored in an intriguing fashion by an author who is an authority on the Middle Ages. The book covers the knight at war and at peace, and in the Crusades. It shows the parallelism between the warrior knights of Medieval Japan, the Samurai, and the European knights. The origins of Courtly Love are documented. The book is large in format and is profusely illustrated. There is an excellent Chronological Table of Events including political, artistic, and religious occurrences. Many maps add clarity to the text. It explicitly demonstrates how the knight concept provided a rich loam for artistic representation and for themes in literature. This is the best recent source on knights and the Age of Chivalry.

Jones, Terry and Ereira, Alan. *Crusades*. New York: Facts on File, 1995. ISBN 0-8160-3275-0.

This book was published to accompany an A&E television show on the Crusades. It is sumptuously illustrated with the religious art of the times along with stunning present day photographs—making this a very attractive title. The story of the knights and their holy mission is revealed in all its varied aspects—power, greed, and unspeakable violence included! Terry Jones directed the film *Monty Python and the Holy Grail*, and *The Life of Brian*.

Lacy, Norris J. (Ed.) *The Arthurian Encyclopedia*. New York: Peter Bedrick, 1986. ISBN 0-87226-164-6.

Organized like any one-volume encyclopedia—i.e. alphabetical by subject with short entries. This title can be used for quick reference and it has a very extensive bibliography. It is cross-referenced due to the many different spellings of names and places associated with King Arthur. There are some longer entries—for example, a section on German Arthurian

Literature (Medieval). It also has entries for all the major works written around the Arthurian theme.

Matthews, John. *The Arthurian Tradition*. Shaftesbury, Dorset: Element, 1994. ISBN 1-85230-567-3.

The author is an international expert on Celtic tradition. This richly illustrated title is perhaps the most entrancing of the recent books on King Arthur. Many artistic depictions including paintings, drawings, and etchings accompany the beautiful colour photography of the European landscapes associated with the Arthurian stories. This title has a sophisticated approach which deals with the spiritual quest, the iconography of archetypes and modern day Arthurs. The magical elements are made explicit—the white and black symbolism also. This is an excellent source. Included are a glossary of characters, a list of Arthurian Journals and Societies, and a good index.

Matthews, John and Stewart, Bob. *Warriors of Arthur*. London: Blandford, 1989. ISBN 0-7137-2146-4.

This title gives a background to the famous Arthurian legends with re-created stories, photographs of archaeological areas in Britain, and many visuals. Included is a rare list of two hundred and fifty of Arthur's warriors (male and female) and descriptions of their magical weapons. This is the original story of all the "white knights" and "black magic." The title is very accessible and includes a bibliography and an index.

O'Neal, Michael. *King Arthur: Opposing Viewpoints*. San Diego, Calif.: Greenhaven, 1992. (Great Mysteries) ISBN 0-89908-092-2.

This book introduces students to many questions surrounding King Arthur and his knights. Are they part of history or of legend? Heroic stories abounded in the 12th century in many parts of Europe. They were part of the ethos of Medieval times. Courtly love and warrior-knight images prevailed throughout Europe. The debate on what is real and what is fabulous continues to the present day. This title is a starter book at the junior high level.

Steel, Anne. *A Samurai Warrior: How They Lived*. East Sussex, England: Wayland, 1986.

A junior, entry-level book—elementary actually. There are brief chapters on the Samurai swords and castles, religion and traditions—all done in an overview style. This source would be a good choice for ESL students or students with very low reading levels.

Turnbull, Stephen. *The Book of the Samurai: The Warrior Class of Japan*. London: Bison books, 1982. ISBN 0-86124-061-8.

This title is very similar to other books on the topic by the same author. However, this book portrays the Samurai and their traditions as represented in Japanese art to a greater extent. It is a large format book with profuse two-page, full-colour spreads showing the scrolls, the paintings, the woodcuts, etc., which reflect the knight theme in the Japanese civilization. The architecture associated with the warriors is shown through many colour photographs—the temples and the castles. Pottery figures, artifacts, armour are all included. This is the best book from an artistic point of view—every page documents the wealth of art devoted to revealing every aspect of this warrior class. The Samurais' many clans, fierce battles, illustrious leaders, and suicide traditions are all included and reveal their warlike qualities and their fierce code of honour. Screen prints were a favourite form of Japanese art and these depict the often quite bloody wars. Many large and detailed illustrations of the Samurai armour and weapons as they change over time are included. Black and white drawings show fighting methods—especially the many uses of swords. Excellent maps are also included as well as illustrations of the Samurai flags.

Turnbull, Stephen. *The Lone Samurai and The Martial Arts*. London: Arms & Armour, 1990. ISBN 1-85409-144-1.

This book covers the rise to power, the battles, the Mogul invasions and the development of the martial arts associated with the warrior-class of the Samurai. It concentrates on the martial arts and is one of the few titles which has sections on the teachers of the arts and on the elite class of Samurai—the Ninja—the Invisible Lone Warriors. There

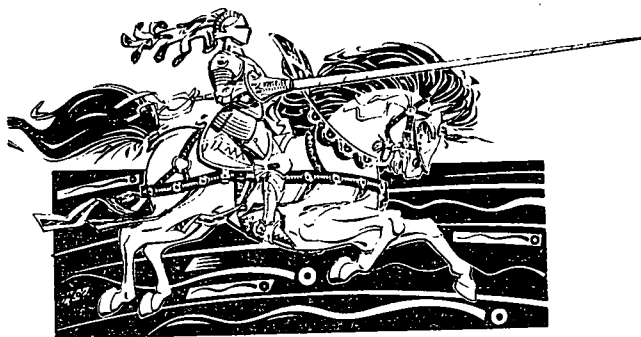
are whole chapters on sword fighting and archery, and an absolutely fascinating chapter on the mysterious Ninja—the black-clad, “super-Samurai” and shape-shifters!

Turnbull, Stephen. *Samurai Warlords: The Book of the Daimyo*. London: Blandford, 1989. ISBN 0-7137-20034.

The Daimyo were amongst the elite of the Samurai. This title is unique in that it is based entirely upon Japanese sources! The book is arranged thematically, chapter by chapter, using the various roles of the Daimyo. There are chapters on Loyalty, the Cultured Warlord, Death, the Duty of Vengeance, etc. It is illustrated by photographs, coloured prints and black and white woodcuts. For students who want to pursue the topic in depth, this is a good choice. For once, the battles are not emphasized—instead we hear about the warriors' interest in being patrons of the arts, and building beautiful castle-towns and gardens. Heraldic symbols and flags are included. This book is for the enthusiast.

Turnbull, Stephen. *Samurai Warriors*. London: Blandford, 1987. ISBN 0-7137-1767X.

The knights of Medieval Japan, like their European counterparts, were a military elite. This title explains in detail the wars between the rival clans and all the main players in the many battles. Personalities are described. Dress, armour and weapons are shown in great detail. All periods are covered right down to the 19th century. The Ninja, “assassins in black,” are also described. Excellent source due to the illustrations—with coloured drawings full of the tiniest details!



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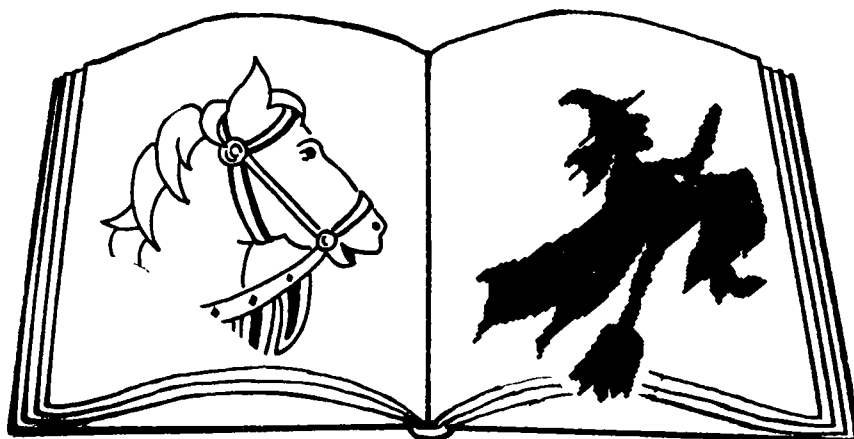
**DR. ANN CURRY
RECEIVES
CANADIAN LIBRARY ASSOCIATION
RESEARCH AWARD**

1995 August 21—Ann Curry, assistant professor in the School of Library, Archival and Information Studies, has been granted the Canadian Library Association's Research Award for 1995. The CLA Standing Committee on Research and Development commended her research proposal on "Accessibility of Controversial Young Adult Materials in Public Libraries."

Focusing on recommended titles for teenagers that have been challenged in libraries in the past decade, Dr. Curry will examine whether the needs of young adults are being met by public library collections, whether these libraries contain sufficient numbers of controversial young adult titles, whether library organization and shelving processes hamper access for teens, and the extent to which public libraries uphold the principles of intellectual freedom advocated by the Canadian Library Association.

SLAIS Director Ken Haycock noted that Ann Curry continues to enlarge our understanding of how libraries acquire and enable access to materials deemed controversial by some members of the community. Her recent case study of the novel *American Psycho* and investigation of witchcraft materials explore this topic further.

Dr. Curry is the fourth UBC recipient of research funding from the Canadian Library Association in the past three years.





Medieval Times

Architecture, 1101

Gothic architecture will appear in Europe beginning in this century

Architecture, 1268

France's Cathedral of Notre Dame at Amiens is completed after 49 years of construction. The immense church is one of the country's finest Gothic structures.

Architecture, 1311

Notre Dame Cathedral at Reims is completed after 99 years of construction on the site at which Clovis was reputedly baptized in 496. The cathedral is a masterpiece of Gothic architecture.

FEATURED IN THIS ISSUE

Architecture, 1474

Antwerp Cathedral is completed except for its spire after 122 years of construction. The spire for the great Gothic structure will be completed in 1518.



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Feuerstein's ideas provide deep insight into the way children learn. Lorna returned to Canada with a renewed approach to teaching that reveals the intelligence and the ability of the children, and helps them to build missing skills. The same methods prove useful with children "at risk" in the inner-city neighbourhoods of Washington, DC.

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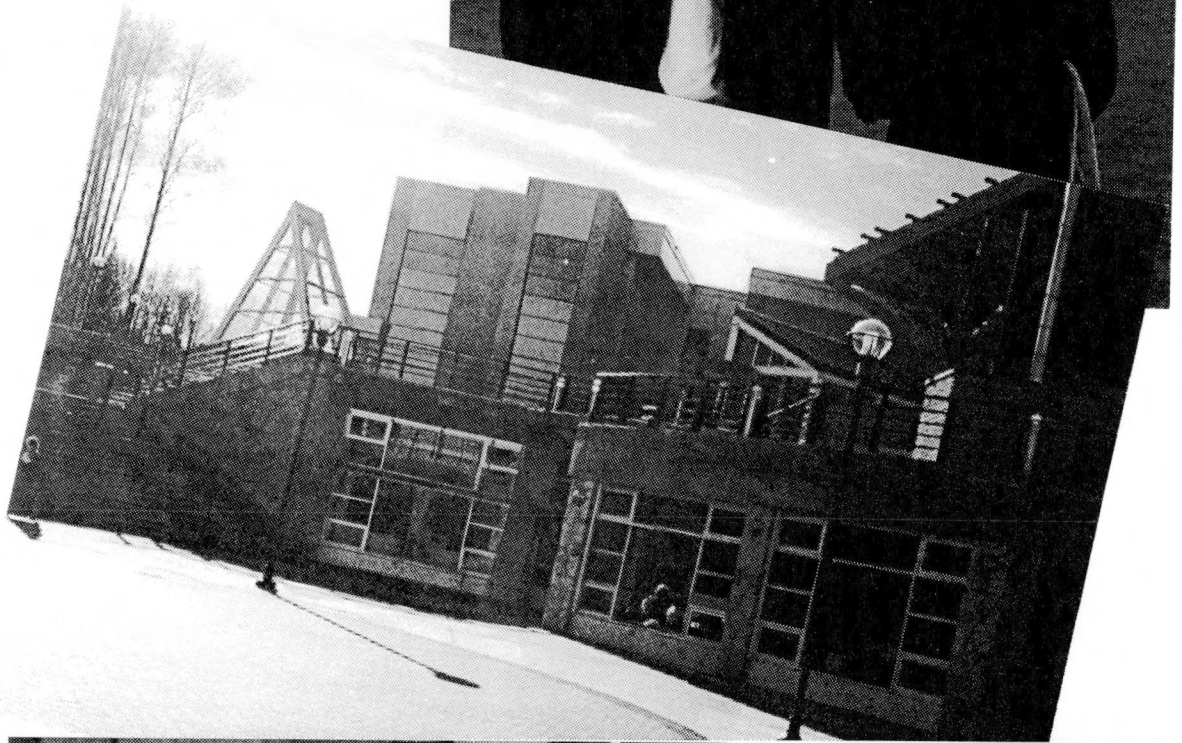
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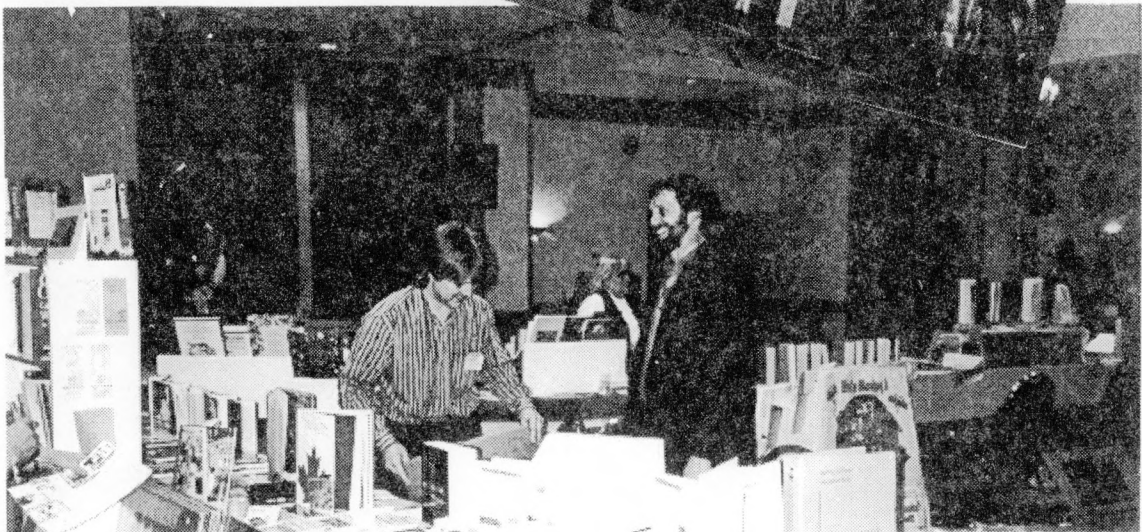
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Prince George Conference



Roots and Wings '95 Conference



CONFERENCE REPORTS

A BIRD IS A POEM

Opening Keynote Address: **NORMA CROZIER**, poet, teacher and inspirational teacher and winner of the Governor General's Award for poetry.

Reporter: **JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD #36 (Surrey).

Norma Crozier presented her opening address to an audience of teacher-librarians and librarians in the beautiful new auditorium at the University of Northern British Columbia in Prince George. Her presentation included poetry, student writing and a visualization exercise using a poem. She demonstrated how important it is to develop local and regional literature in order that readers develop a sense of connection to where they live. Regional literature also gives readers a sense that reading and literature are things that are pertinent to their own lives.

She pointed out that there is a global trend towards internationalization. Both environmentalists and commercial organizations urge us to "think globally." National initiatives like free trade seem to be erasing borders. In a shopping mall, it is difficult if not impossible to tell if you are in Nanaimo or Miami.

Paradoxically, in this world of increased globalization, we are beginning to understand the importance of a sense of the local. "Home" is where we are intimately familiar with the life and language of the place.

Like many Canadians of her generation, Lorna Crozier had a problem developing a positive sense of identity. Media long portrayed that "home" was less important and less valuable than Europe or America. Rural areas were particularly deprecated even though many writers have come from "nowhere." Jack Hodgins, Margaret Lawrence, Patrick Lane and Dale Zieroth are several examples of Canadian writers who have come from rural areas.

As a girl growing up in Swift Current, Lorna Crozier never considered the possibility of becoming a writer. The writers she studied in school were predominantly dead, male, and from England.

Consequently, nothing that she read related to her life. She felt embarrassed about the language and idioms that her mother used, not because the language lacked richness or culture, but because the language was not represented in literature and honored in schools.

Is it different for students now? Do they feel that their homes are worthy of honor? Is their language and are their stories honored in stories and songs? Are local books made available?

Local stories can include jokes, tall tales and stories from the children's parents. Lorna Crozier grew up with hilarious family tales told around the card table and her parents' stories of the depression. She did not appreciate the depression stories until she read Sinclair Ross' *As for me and my house*. Experiences seem to become more real when they appear in literature. Irish poet Seamus Heaney notes that literature that uses local place names and characteristics allows readers to associate known places with the realm of culture and imagination.

Canada includes incredible diversity. Since rain forest writers have a different experience than prairie writers they write with a different style and vocabulary. Lorna moved from the prairies to Saanichton and has been exploring the effect of living in a new locale in her poetry. In a moving poem entitled "Finding the name", she described the last gesture of a dying man — taking wildflower seeds from the place he grew up and planting them outside his apartment.

It is often difficult for young writers to recognize their hometown is someplace worth writing about. It may be that the place they grew up in lacks obvious drama or beauty. Canadians move more than ever, and so "home" may not be definable in physical terms. In addition, native land claims have caused many Canadians to question whether land can be owned at all. "Home" may be no more than a memory or an imagined place that can only be entered in dreams or poetry.

Poetry is a powerful medium that can allow the readers to connect with their roots in a way that the

Internet or television cannot. Although poetry also allows readers to discover human experiences that they have not experienced in person, they always leave us connected to our starting point. It is important to give students a sense of place by giving them literature that allows them to soar while keeping their feet firmly rooted in the ground of their ancestors.

READING LIST

The poems, major quotations, and their sources are given in the order of their inclusion in Lorna Crozier's keynote address:

Robin Skelton, "Night poem, Vancouver Island," from *Skookum Wawa* (ed. Gary Geddes).

Lorna Crozier, "Inside is the sky," from *Inside is the sky*.

Dale Zieroth, "Glenella, Manitoba," from *Clearing*.

Elizabeth Brewster, "Gold man," from *Selected poems: 1944-1977*.

Howie White, "Invisible kid," from *Ghost in the Gears*.

Wallace Stegner, *Wolfwillow*.

Seamus Heaney, from "A sense of place," *Preoccupations*.

Emily Carr, from the introduction of *Skookum Wawa*.

P. K. Page, "Vegetable island," from *Skookum Wawa*.

Jack Hodgins, from *A passion for narrative*.

Lorna Crozier, "Finding the name," from *Everything arrives at the light*.

Judy McInnes, Jr. "Surrey poem," from *Breathing fire*.

John Hewitt, quoted in Seamus Heaney's "A sense of place," in *Preoccupations*.

Lorna Crozier, "Childhood," from *The garden going on without us*.

Me-dee-Kes, "There is a song in everything," from *First people, first voices*.

Howard White, "Oolachan grease," from *Ghost in the gears*.

Elizabeth Brewster, "The future of poetry in Canada," from *A sudden radiance*, (ed. Crozier and Hyland).



AUTHOR PRESENTATION: PLAYING WITH STORIES!

Dinner Address and Breakfast Workshop: **MARGARET READ MACDONALD**, librarian, Bothell Library, Bothell, Washington, USA.

Reporter: **JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD #36 (Surrey).

Margaret Read MacDonald is the award winning author of fifteen books, including *The Storyteller's source book*, *Peace tales* and *The storyteller's start-up book*. Her presentations were dynamic — so much so that she had the audience laughing, calling out parts, choosing how stories developed, making frog sounds, and listening attentively in spite of the fact that the presentations were after a full day of workshops and a meal. She provided written copies of the stories she told and an extensive bibliography.

FRIDAY EVENING

After dinner Friday, Margaret Read MacDonald began by telling a story where the audience had to chant a refrain for the story to continue. She explained young children hearing a repetitive story often spontaneously start to call out the refrain when they figure out the part that repeats. It is a natural way to respond to a story. In many cultures, audience consent and participation are an important aspect of their story telling tradition. Stories are told in many different ways in many different contexts — including telling stories around a fire, group drama, dance and chanting.

We are fortunate today to have folklorists who record the many ways that stories are told on video and audio tape. Print transcriptions of stories record exactly the words used in telling a story by one teller. In actually telling a story, the story teller has a great deal of flexibility because each story telling event is unique.

The audience constitutes half the story telling event. Folklorist Ilhan Basgoz observed a story that took fifteen hours to tell in a Turkish coffee house took just three hours to an academic audience. The event in the coffee house included ritualized responses and pausing to buy the teller food and coffee. The story the

academics heard was less elaborate because they did not respond the same way to the story.

MacDonald used “Turtle of Koka” from her *Storyteller's start-up book* to illustrate a simple way to make an audience contribute to a story. Villagers catch a turtle and want to eat her. As they suggest different weapons to cut her open, turtle boasts in rhyme that the weapons of Koka can't hurt her. Listeners suggest weapons that could be used to open the shell, and the turtle incorporates each weapon into her refrain. The story ends with the villagers suggesting that they drown her. That is what she is waiting for. She tricks them into allowing her to escape. MacDonald pointed out for some groups it is more appropriate for you to cut audience participation and to simply use responses you have selected.

MacDonald told a story she had synthesized from two tales. One tale was about her grandfather when he went courting. In the story he could talk to frogs, and they would reply in frog language. She orchestrated choral chanting by having sections of the audience speak with frog-like intonation: “How deep?”, “Ankle deep!”, “Knee deep!”, “Belly deep!” or “Too deep, go around!” The dining hall became a simulated frog environment as the audience called out the parts. MacDonald showed how “folk tales” could be combined with family stories to create a unique story.

Story telling traditions go back at least four thousand years. A story was found on broken cuneiform tablets. The ending was missing. Margaret Read MacDonald could figure out the ending because she knew the same story in the form of a Russian folk tale that she had documented. It had been handed down from generation to generation over four thousand years. Because the story was still told, it survived even though the original written record of the story had been lost.

SATURDAY MORNING

On Saturday morning, Margaret Read MacDonald concentrated on techniques to help learn and tell stories. She told “Jack and the robbers” from *Twenty tellable tales* — a variation of “The Bremen Town Musicians.”

She then had the audience break into groups of three. Each participant told a part of the story until they got the signal to change tellers. She pointed out that there were several structural elements in the story that aided in memorizing it, including rhythm, repetition, story structure and associated motions.

To tell a story successfully, the teller needs to know the ending and the first line very well. You start with a “pregnant pause” to set the story off from the real world. Although you need to know the story structure — such as where the action and mood shift — within the story there is a lot of leeway to allow you to improvise and recover from mistakes. In the story she told, the audience repeated “Jigglety Jolt, Jigglety Jolt” at the end as Jack returns with his bag of gold. The idea is to include a denouement to settle the listeners and prepare them to return back to normal life.

Stories in her books are set out with ethnopoetic transliteration — pauses are marked by a break of the line. Storytelling can be incorporated into curriculum to extend children’s knowledge and skills. Stories provide the opportunity to develop listening and speaking skills. Stories allow children who do not read and write well the chance to shine since storytelling does not necessarily require much reading. Although storytelling activities seem to work well from grade two to intermediate grades or above, below grade two students seem to have difficulty listening to other kids.

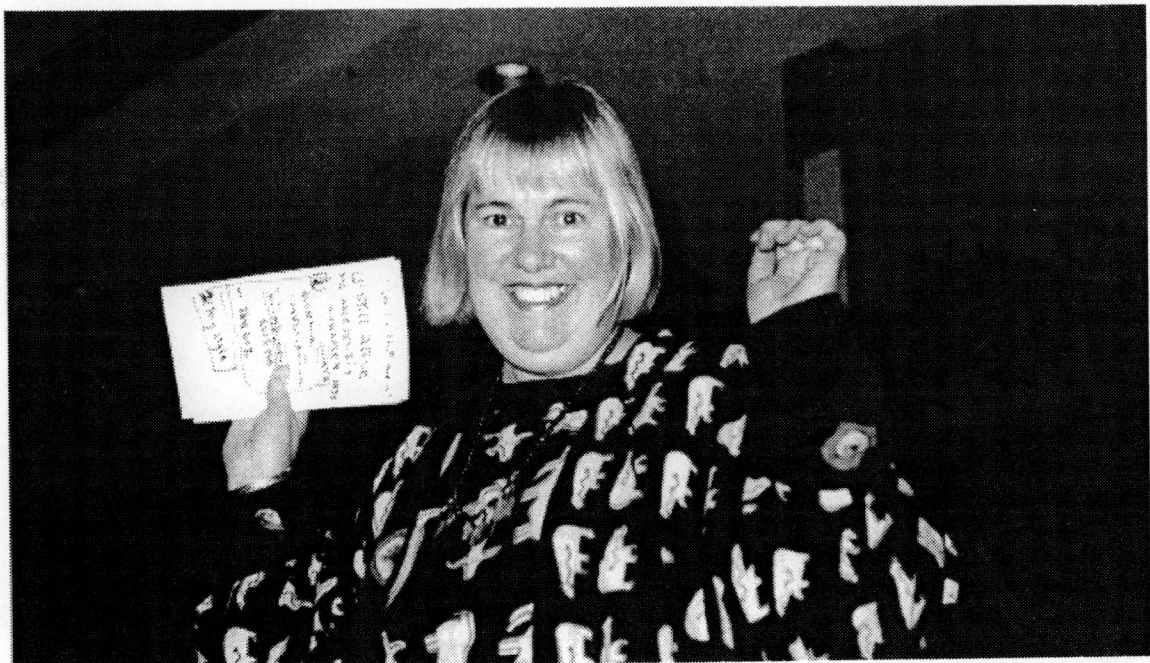
Participants in the workshop practiced a second tale. Significantly, participants were not allowed to memorize from a printed text, because that would have used visual rather than structural, kinesthetic and auditory memory hooks.

Margaret Read MacDonald showed participants how folk tales are categorized by motif. Motif indexes organize story motifs in such a way that you can find stories with similar plots and characters from all over the world.

All story tellers are unique because all have a unique cultural background and personal history. A story teller from British Columbia cannot tell a story from Tanzania as someone from Tanzania would tell it. We cannot help but make stories our own.

The last story telling “trick” was to make a tape recording of yourself telling the stories as you tell them. The recorder is placed under the chair. When you want to relearn the story next year, you listen to it while you go to work. It will be easier to memorize hearing your own voice than if you try to memorize it out of a book.

Margaret Read MacDonald charmed us with her humor, and generously shared the fruits of years of work. Her presentations were interesting and inspiring.



KEEP POETRY IN FLIGHT

Presenter: **LORNA CROZIER**, poet, teacher, inspirational speaker.

Reporter: **LESLEY HAY**, teacher-librarian, DP Todd Secondary School, SD#57 (Prince George).

Lorna Crozier's session was an excellent follow up to her keynote address in which she had stressed that poems can "provide wings for your journey," that poems allow us "to migrate thousands of miles away and yet bring our heritage, our personal histories with us." Her call to us as teachers was to challenge our students to think about poetry, to enjoy poetry and to write poetry. We were invited to bring poetry into the classroom and were given practical ideas on how to conduct a writing workshop.

Lorna stressed that teachers need to take risks, to write along with their students. It is important to show students that even as teachers we have troubles with words as well. Student poets tend to write in huge abstractions and dwell on themes like 'love' and 'destiny' rather than drawing upon their own experiences. To assist students to focus on small details, to show them how a poem needs to connect reader and poet, the teacher should provide a skeleton/structure as a beginning activity. To illustrate these points the attendees became the students and Ms Crozier gave us the structure of a poem by Elizabeth Brewster where we became 'poets' as we filled in the blanks, drawing upon our own histories, our own experiences for detail. We took a risk, shared our poems aloud, and in doing so found out some interesting tidbits about our colleagues in the room!

Students need to be told to forget rhyme, to not worry about metaphor. To ground students, to take them back to their roots, to convince them that what is around them is important, it is necessary to provide poems that are about their own place. Expose students to local, regional, provincial, and national poetry collections. Try to organize an interview with a local poet/writer so that students can see writers as people. Lorna feels that poetry should not be taught as a discreet unit but be incorporated into everyday lessons. Teachers can read poems aloud for students to rank, the top scorers to be studied at a later date. Students can create their own anthologies, share in groups, read aloud. She spoke strongly against having students start by picking apart a poem, by finding

examples of simile and metaphor and attempting to translate poetry into prose by such exercises as "give the thought development of each stanza."

To illustrate how to teach a poem, Lorna used her own poem "The Child Who Walks into Things." Her suggestions included asking questions about the poem such as, "at what point in the poem did you understand what the poem was about? What feelings were you left with at the end of the poem? Why didn't the poet use a more obvious, direct title?" Writing activities could include prose about the title (given in isolation, before the poem is introduced), or writing one's own poem in response to hearing or reading this one. When students write their own poems and then act as editors for each other's work, they need to be open minded and flexible about different kinds of poems, they need to learn to separate the personality of the poet from the poem under discussion and they need to regard everyone's work as valuable and worthy of comment.

At the request of the attendees, Lorna concluded the session by reading some of her own poetry. A fitting conclusion to an entertaining, informative session.



BOOKS: A SOURCE OF POWER FOR YOUNG WOMEN

Presenter: **LINDA LINNES**, Vancouver Public Librarian.

Reporter: **BARB HALL**, DRC librarian, SD #57 (Prince George).

Linda Linnes, a young adult public librarian and teacher, believes that we must lead young women to books that mirror strong female roles. As a Masters student in folklore, she feels that knowing great women from the past will inspire young women of today and give them the courage to enjoy being women.

Linda gave a booktalk at the conference on titles that she felt should be in every young adult collection because they portray strong female protagonists or present a picture of strong female character. Most of the books she discussed were historically accurate and well researched even though many were fiction. Picture books were identified which were appropriate for all ages and should be included in every young adult collection.

Linda's booktalk began with examples of women in pre-history—a look at the evolution of woman—a different view of the world of the past where female shapes were symbolic of rebirth and creativity in ancient societies—not just fertility rite objects:

- Morgan, Elaine. *The descent of woman*.
Dickinson, Peter. *A bone from a dry sea*.
Auel, Jean. *Clan of the cave bear*.
Gadon, Elinor W. *The once and future goddess: a symbol for our time*.
McDonough, Yona Zeldis. *Eve and her sisters: women of the old testament*.

She then went on to books that portrayed females in history as warriors, leaders of armies, fighters and aggressors rather than women of rebirth and peace:

- Salmonson, Jessica. *Encyclopedia of amazons: women warriors from antiquity to the modern era*.
Sutcliff, Rosemary. *Song for a dark queen*. (Bottica)
Yolen, Jane. *Ballad of the pirate queens*.
Muller, Robin. *Mollie Whuppie and the giant*.

The next group of books discussed were examples of stories from folklore and the land of faerie which exhibited strong female characters. Linda challenged that many of this type of tale did not survive as men did not value them. Most titles mentioned stemmed from an authentic folk motif or original fairy tale.

- Cohen, Barbara and Bahija Lovejoy. *Seven daughters and seven sons*.
Cooper, Susan. *The Selkie girl*.
Lurie, Alison. *Clever Gretchen and other forgotten folktales*.
McKinley, Robin. *Beauty: a retelling of the story of Beauty and the Beast*.
McKinley, Robin. *Deerskin*. (folkstory that King Lear is based on)
Phelps, Ethel Johnston. *Tatterhood and other tales*.
Phelps, Ethel Johnston. *Maid of the north: feminist folk tales from around the world*.
Muller, Robin. *Tatterhood*.
Stewig, John Warren. *Princess Florecita and the iron shoes*. (girl rescues the sleeping prince)

Linda went on to describe stories of the Middle Ages and the Renaissance in which women were the underdogs and had a real struggle to achieve respect in the community. Here were women at risk for just being women—burned at the stake as witches—struggling to achieve their place in a dominately male hierarchical society.

- Bradford, Karleen. *There will be wolves*. (girl on a crusade)
Cushman, Barbara. *Catherine called Birdy*. (Middle Ages)
Cushman, Barbara. *Midwife's apprentice*. (Middle Ages)
Ellis, Anne Leo. *The dragon of Middlethorpe*. (girl apprentice)
McKinley, Robin. *The outlaws of Sherwood*. (maid Marion)
Matas, Carol. *The burning time*. (Renaissance)

San Souci, Robert. *Young Guinevere*.
Tomlinson, Theresa. *Forest wife*. (maid Marion)
Voight, Cynthia. *Jackeroo*. (Middle Ages)

Pioneer women played an important part in the struggle to settle North America. Young native Indian women leaders are another source of role models for young adults.

Brink, Carol. *Caddie Woodlawn*.
Hudson, Jan. *Sweetgrass*. *Dawn Rider*.
Lawson, Julie. *White jade tiger*.
Lunn, Janet. *Shadow in Hawthorn Bay*. *The root cellar*.
MacLachlan, Patricia. *Sarah plain and tall*.
Martel, Suzanne. *The king's daughter*.
Merritt, Susan E. *Her story: women from Canada's past*.
Montgomery, L.M. *Anne of Green Gables*.
Perry, Caroline. *Eleanor's diary: the journal of a Canadian pioneer girl*.

Women in more recent history struggled with the concepts of right and wrong as seen in:

Franck, Ann. *Diary of a young girl*.
Greene, Bette. *Summer of my German soldier*.
Pearson, Kit. *The sky is falling*.

Linda then continued to share her favourite stories of contemporary women who have no human rights and must still struggle to be just a woman:

George, Jean Craighead. *Julie and the wolves*.
_____ *Julie*.
Savage, Deborah. *A rumor of otters*.
Staples, Suzanne. *Shabanu: daughter of the wind*.
_____ *Haveli*.

The last group of books Linda cited were novels set in the science fiction/fantasy realm which depicted women in future roles of leadership and strength:

Hughes, Monica. *Keeper of the Isis light*. *The dream catcher*.
Klause, Annette Curtis. *Alien secrets*.
LeGuin, Ursula. *Tehanu: the last book of Earthsea*.
McCaffery, Anne. *Dragonsong*.
_____ *Dragonsinger*.
McKinley, Robin. *The blue sword*.
Wrede, Patricia. *Calling on dragons*.
_____ *Dealing with dragons*.

Linda really made me think about young adult literature in a different way. All the adventurous and resourceful females of my reading past began to crowd into my vision of today's woman trying to find her place in a changing but often static cultural milieu.



MOVING BEYOND R. L. STINE

Presenter: **BARB DEAN**, Manager of Children's and Circulation Services, Prince George Public Library.

Reporter: **PATRICK ROMAINE**, Liaison Chair, BCTLA Executive.

Many parents, educators, and librarians are uncomfortable with the works of R. L. Stine and strongly believe his books are unsuitable for school and public library collections. For those who are reluctant to have, or will not have Stine's books in their libraries, Barb Dean made a strong case for the opposite viewpoint—meet R. L. Stine head on and take advantage of the opportunities that he has provided.

In her presentation, Ms Dean provided many valid reasons for adults to accept R. L. Stine and for his titles to be in library collections. His work does promote reading. Take advantage of this and steer readers into others titles. There are many horrors in the world that a number of young people are living daily. Reading Stine's horrors is safe and can be fun. Pre-teens and teens need excitement and Stine is a safe outlet. His series appeal equally to males or females. The opportunity is provided to gain young people's trust. If young readers see librarians and other adults taking their book interests seriously they will be more inclined to read other recommendations made by adults.

Stine provides the opportunity for looking at issues which can then be discussed and written about—good and evil, right and wrong, what is real, and what is an illusion. The present generation is the first one not raised on fairy tales. This need is met through Stine's series. Reading these selections provides readers with an opportunity to work out aggressive tendencies in a safe, protected atmosphere.

After presenting these views, Ms Dean gave a number of book talks on some titles that can be used to steer young readers from Stine and to books beyond formula fiction—titles containing more depth. Her stimulating and exciting presentations made one want to read her recommendations. It was obvious how young adults could be turned on to the Stine alternatives. Among the handouts that were given out were two Prince George Public Library brochures listing alternative titles for Goosebumps

and Fear Street fans.

For those that still might feel uneasy about R. L. Stine, they should perhaps ask themselves the following questions:

- Are the R. L. Stine novels a fad that meets a need?
- Should not adults who object to them make an effort to read them and find out what need is being met?
- Is this a case of the old worrying about the young?
- Is this a problem of censorship? Do you ban something because it hurts or is distressing?

For many attending Ms Dean's session it was a confirmation of what they had already believed. For others it was an "I guess I need to re-think things" experience.

Some alternative titles for the Fear Street fans include: *Wolf rider*, by Avi, *Staying fat for Sarah Byrnes*, by Chris Crutcher, *Don't look behind you*, by Lois Duncan, *The silver kiss*, by Annette Klause, *Are you in the house alone?* by Richard Peck, *Nightmare*, by Willo Roberts, and *The Christmas killer*, by Patricia Windsor.

Some alternative titles for the Goosebumps fans include: *The monster garden*, by Vivien Alcock, *McMummy*, by Betsy Byars, *False face*, by Welwyn Katz, *The ghost of Thomas Kempe*, by Penelope Lively, *The haunting*, by Margaret Mahy, *Scary stories to tell in the dark*, by Alvin Schwartz, and *Things that go bump in the night*, by Jane Yolen.

THE ROOTS AND WINGS OF STORYTELLING

Presenter: **RICHARD THOMPSON**, author of twenty books, including two “draw and tell” titles.

Reporter: **TRISH BANIGHEN**, Second Vice-President (Advocacy) BCTLA executive.

About thirty people attended this session in which Rick and his daughter Jessie were introduced by Karen Simmon of Prince George. After a bit of background which mentioned his numerous school visits and his twenty books (including my favourites, his two draw-and-tell books), Rick began to share the craft of storytelling, emphasizing that there is no single right way to do this. He demonstrated how he uses the African tradition of the “story vine” on which are hung symbols representing the thirty stories he is prepared to share at that time. The audience is invited to choose a story by picking a token off the story vine. He involves the audience, particularly young children, by having them help to retell or change the story, or by involving active participation—movement or story drama. Rick pointed out that there is no need to memorize specific details as long as the teller knows how the story fits together and then they can be flexible in the telling. As examples, Rick told such stories as “The Ghost with the One Black Eye” and “Mr. Widdersnapper’s New Shoes.”

Rick also demonstrated the use of simple props—folding a simple sheet of paper as he told a story, ending up with a treasure box at the end. After a demonstration of how a traditional folktale can be turned into a chant, he gave participants a chance to make up their own, several of which were then presented to the rest of the audience. After a short break, his famous draw-and-tell technique was presented, using a timely Halloween story about a witch named “Wanda Wilson”! Finally, he showed how to make a glass-bottomed box to fit on an overhead and used his own, filled with cornmeal, to draw a traditional “sand story” and to explain the simple symbols.

In answer to questions, Richard Thompson finished by saying that you should pull anything and everything into your presentations, whatever interests you. He showed how he could bring in his interest in juggling, for example, as a metaphor for writing stories. This was a highly entertaining and energizing session which left us all with many more ideas and stories to tell!



TECHNOLOGY: ARE YOUR WINGS CLIPPED OR ARE YOU SOARING?

Presenters: **SUE MEIKLEM**, Prince George teacher-librarian, **CARRIE YUEN-LO**, Prince George District Resource Centre administrator, **LESLIE BELL**, teacher-librarian at Mile 108 Elementary School, and **MARY HUFFMAN**, teacher-librarian at Fort St. James Secondary School.

Reporter: **PAT PARUNGAO**, teacher-librarian, Sir Charles Kingsford-Smith Elementary School, SD#39 (Vancouver).

This panel of four speakers started with Leslie Bell, a teacher-librarian from Mile 108 Elementary School. Leslie's main messages are to "take risks" and "follow your dream or vision." Her vision was to automate the library even when the administrator, other teachers and parents did not support this. Leslie started with small fundraising projects and gradually the parents and a new administrator began to support her. Her dedication to the project paid off and her library is now automated. A wonderful parent volunteer took two years, including summertime, to enter all the library data. In her school district, there is little district direction for library automation.

Mary Huffman from Fort St. James reported on her district's use of the Eloquent Librarian system. As a result of presentations by teacher-librarians, decision makers share the vision of a coordinated automation system and the district provides good support. During the past four years, nine sites have been automated, thanks to a travelling team of paid student helpers. These keen people are now so experienced that they can enter one school library collection in two months! Mary found that there seemed to be a problem when the system was updated. For automation, she recommends at least a 486 computer and laser printer.

Carrie Yuen-Lo is the District Resources Centre administrator who oversees the automation of Prince George school libraries. Carrie ensures that there is a training session for all teacher-librarians going online and that there is follow-up support as well. The focus of the project is consistency. Carrie recommended the *Guide to Library Automation* booklet (call Winnebago at 1-800-533-5430, ext. 1311 to get a free copy) and a document that she and others

prepared called *Automation: The time has come*. Subject headings conform to the Library of Congress system and schools have a union catalogue. A travelling team of two people help with conversion at each site. Carrie suggests that circulation statistics be kept prior to automation because she has found that after automation, circulation doubles and that, rather than requiring less help as a result of automation, more help is needed to reshelve books.

Sue Mieklem, a Prince George teacher-librarian, spoke as a user of an automated system. Although she feels that she has a "medieval mind set" when it comes to automation, she loves how automation provides instant access, promotes cooperation and develops higher level thinking skills. Sue first shows teachers how to use the automated system so that there is a "team" to teach students. The fundamentals each grade eight student learns is "Find," "Scan," and "List" and also how to read the screen. Boolean searches are taught later. After each student independently completes the orientation, he/she receives a certificate.

Especially noteworthy was Sue's observation—just because students can use computers doesn't mean they can do research. Research takes higher level thinking skills, diligence, and problem solving skills. Before students begin to research, they must know what information they are searching for. Sue recommends the student find keywords, perhaps from the textbook, and prepare a search plan before using the computer. She also has a thesaurus nearby so students can find synonymous terms for keyword searching. Sue stressed the importance of the teacher and teacher-librarian planning together for student success.

The question and answer period generated much discussion. One common comment was that problems are often encountered when upgrading, regardless of the system. One helpful tip regarding where to barcode a book—on the front cover, top left corner.

AN INTERNET FIELD TRIP

Presenter: **GAIL WALRAVEN**, teacher-librarian, Southridge Elementary School, SD #57 (Prince George).

Reporter: **PAT PARUNGAO**, teacher-librarian, Sir Charles Kingsford-Smith Elementary School, SD #39 (Vancouver).

As the newest school in Prince George, Southridge Elementary is outfitted for technology in the library resource centre. Our Internet Field Trip took place in the computer lab adjacent to the resource centre. At two people to a computer, twenty-eight lucky participants "surfed" the 'net using Netscape and "burrowed" through the Internet using Gopher.

Gail was introduced as a person who takes risks and perseveres. She has taken on every imaginable teaching assignment. We were all impressed by her knowledge, warmth and dedication. She briefly explained the colour-coded handouts which defined internet jargon, provided information on how to use Netscape and listed some addresses (Uniform Resource Locators—URLs) we might like to investigate. A display of internet resources of special interest to educators was available for us to peruse. Her bibliography is reprinted at the end of this article.

I was particularly impressed by the Guidelines for Student Use. Gail first explained to teachers, parents and students what a valuable resource the Internet is. If a student wishes to access the internet, he/she must sign an acceptable use policy (AUP). Gail said that there are samples of many AUPs on the Internet. If a student unintentionally locates something that would be considered unacceptable for school use, he/she must either exit or notify the teacher. If a student intentionally locates something unacceptable, that student loses his/her Internet privileges.

My partner, Leslie Flury and I looked for information about Greek mythology at http://info.desy.de/gna/interpedia/greek_myth/greek_myth.html. Since we also wanted to see pictures, the information coming from Denmark took a long time to reach us. It would have taken less time if we had only wanted text. The information we found was suitable for elementary students and both

the text and pictures were printed on the spot. Through keyword searching on Netscape, I also found one hundred addresses which would direct me to find information about the Maya via the South Africa Information Exchange. During a search for "Chinese books," I arrived at InfoSeek. InfoSeek is a free web search engine on Netscape which handles over 3,000,000 queries a day. Financial support is provided by sponsors (an advertisement for E Music preceded my search results).

Other sites to try:

http://137.82.136.19/BCTLA_WWW/BCINDEX.HTM (our own BCTLA web page)

<http://hoteldiscount.com/bestdeal.html> (thanks to Gerald Soon for this one)

Gail warned us in advance that time would pass very quickly and she was right! At the end of the session, I still wanted to "play." Thanks, Gail, for a wonderful "field trip" and thanks also to Morris Scarpino and David Wieler of School District #57 for their technical support.

A BIBLIOGRAPHY OF INTERNET RESOURCES

Aboba, Bernard. *The Online User's Encyclopedia: Bulletin Boards and Beyond*. Reading, Mass.: Addison-Wesley, 1994. ISBN 0201622149

*Ellsworth, Jill H. *Education on the Internet: A Hands-on Book of Ideas, Resources, Projects and Advice*. Indianapolis, Indiana: SAMS Publishing, 1994. ISBN 067230595X.

*Harris, Judi. *Way of the Ferret: Finding Educational Resources on the Internet*. Eugene, Oregon: International Society for Technology in Education, 1994. ISBN 1564840697.

LaQuey, Tracy. *The Internet Companion: A Beginner's Guide to Global Networking*. Reading, Mass.: Addison-Wesley, 1992. ISBN 0201622246.

Machovec, George S. *Telecommunications, Networking and Internet Glossary*. Chicago, Illinois: ALA, 1993. ISBN 0838976972.

*Miller, Elizabeth B. *The Internet Resource Directory for K - 12 Teachers and Librarians, 94/95 Edition*. Englewood, Colorado: Libraries Unlimited, 1994. ISBN 156308337X.

**Towards a Global Classroom: Internet Resources for Math and the Sciences*. Victoria, BC.: Province of British Columbia, Ministry of Education, 1995.

**Towards a Global Classroom: Internet Resources for Social Studies*. Victoria, BC.: Province of British Columbia, Ministry of Education, 1995.

*Owen, Trevor et al. *The Learning Highway: The Canadian Student's Guide to the Internet*. Toronto, Ontario: Keyporter Books, 1995. ISBN 1550136151.

*Simpson, Carol Mann. *Internet for Library Media Specialists*. Worthington, Ohio: Linworth Publishing, 1995. ISBN 0938865390.

*Williams, Bard. *The Internet for Teachers*. Foster City, California: IDG Books, 1995. ISBN 1568846002.

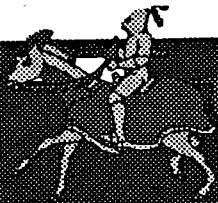
*Indicates a title of special interest to educators.

MAGAZINES

Please see Barb Hall's article elsewhere in this issue entitled: TECHNOLOGY INSIDE THE JOURNALS. This article is an excellent annotated bibliography of magazines which feature technology for schools and school libraries. Many of the titles deal extensively with the Internet.



Medieval Times



Political Events, 1215

The Magna Carta signed at Runnymede in mid-June limits the power of the English monarchy. Feudal barons supported by Scotland's new king Alexander II meet with England's John Lackland between Staines and Windsor and exact major concessions reaffirming traditional feudal privileges contained in the accession charter signed by Henry I a century ago. John immediately appeals to Pope Innocent III, who issues a bull annulling the charter. John imports foreign mercenaries to fight the barons, but the Magna Carta will remain the basis of English feudal justice.

Political Events, 1216

French mercenaries land in England in January to help John Lackland fight the barons, who last year forced him to sign the Magna Carta.

ANCIENT ROME: A STATION APPROACH

by GILL RIDDLE, English teacher, and LAURIE-ANNE BARISOFF, teacher-librarian, Nicola Valley Junior Secondary School, SD#31 (Merritt).

OBJECTIVES

Students will:

- work in cooperative groups.
- compare everyday life today to everyday life in Ancient Rome.
- produce a freestanding structure based on Roman architecture.
- demonstrate an understanding of the Roman Army in a personal letter.
- become familiar with Roman vocabulary.
- produce a collection of Roman terms or ideas both literally and pictorially.



MATERIALS: See station instructions.

METHOD:

1. The class is divided into 5 cooperative groups.
2. The 5 stations are set up in the library.
3. Students move through the stations in cooperative groups, spending one class period per station.
4. Teachers assist the students as necessary.
5. As groups complete each station, pairs of students use any time remaining to work on their Roman ABC books.

EVALUATION: based on participation, cooperation and product.

STATIONS:

Station 1: Life in Ancient Rome

Videos: *Life in ancient Rome* (HI0413)
Ancient Rome (HI5037)

Task: individual viewing and note-taking.

Station 2: Roman Architecture

Task: Group builds a tall free-standing structure using wooden toothpicks and mini marshmallows.

Station 3: Hannibal's Mercenaries

Task: Individuals write a letter promoting themselves and their army.

Station 4: Mapping

Task: A class map is prepared, with each group responsible for planning, drawing and colouring a section of a Roman city.

Station 5: Roman Fun

Task: Individuals complete a crossword puzzle and play Roman dominoes.

CREATIVE ACTIVITY: ROMAN ABC BOOKLET: Students work in pairs, including a mosaic, the Bubonic Plague, Gods and Goddesses, Romulus and Remus, and the Roman baths.

STATION INSTRUCTIONS:

Station 1	Life in Ancient Rome	Videos
------------------	-----------------------------	---------------

Read over the focus questions before you turn the video on. Answer the questions and make notes as you watch the video. Stop the video whenever you need to in order to get the facts. Rewind the video if you need to.

Life in Ancient Rome: Comparison and Contrast Chart

In Merritt Today

The R.C.M.P. use the following things to protect our city:

A homemaker in our town can buy these things:

An old house in our city may be dangerous because of:

In Ancient Rome

Roman soldiers used:

A Roman housewife could buy:

Roman slums were:

For entertainment, citizens of our city do some of these things:

Romans were entertained by:

People of our city wear clothes that are the colour:

Roman clothing was usually coloured:

Describe how you receive your mail.

Describe the Roman postal system.

Describe how you get clean.

Describe how the Romans got clean.

Video Focus: Ancient Rome: Name: 10 minutes

[Editor's Note: To save space, only the text of the student instruction sheet is included below.]

1. What was the population of the city of Rome at its peak?
2. List some of the problems that people experienced in Roman slums?
3. List three jobs that girls were taught to do.
4. Romans used _____ instead of butter and _____ instead of sugar.
5. List the things that boys learned in school.
6. List two things or ideas that the Romans borrowed from the Greeks.

* When you are finished the station activities, work on your Roman ABC booklet.

Station 2**Roman Architecture****Group Work**

Study the kinds of shapes that the Romans used in building.

Look at the pictures in the following books:

MacCaulay, David. *City: A Story of Roman Planning and Construction*. Boston: Houghton Mifflin, 1974. See pages 28-31 and 39.

“Arch.” *Encyclopedia Americana*, 1993, vol. x, p. x.

Your challenge is to build a free-standing structure using only the following:

60 wooden toothpicks
30 mini marshmallows
one pair of scissors

The tower must be able to stand alone for a minimum of 30 seconds.

Ask your teacher to measure your tower and to time how long it stands as soon as your group has built it.

* When you are finished the station activities, work on your Roman ABC booklet.

Station 3**The Roman Army****Individual Work**

Your task is to write a letter pretending you are a Roman soldier. You are writing home to your family, describing your past month in the Roman army.

1. Browse through books and handouts looking for the facts to include in your letter.
2. Tell your family the following:
 - what you do;
 - what you wear;
 - what equipment you have; and
 - how you feel about being in the army
3. Write a rough copy and have someone help you check it over.
4. When you have completed the good copy, roll it into a scroll and tie it with string.

* When you are finished the station activities, work on your Roman ABC booklet.



Your task is to map out a section of a Roman town.

1. Study the pictures and maps in the following books:

Rutland, Jonathan. *See Inside a Roman Town*. New York: Warwick Press, 1986.

Lyon, Sue. *The Roman World*. New York: Marshall Cavendish, 1989.

Connolly, Peter. *The Roman Fort*. London: Oxford University Press, 1991.

2. Choose one section of the Roman town. Your group will be responsible for planning, drawing, and colouring this section. Use the following:
 - pictures and labels;
 - cartoon clouds to help explain the picture-map; and
 - colour (felts, crayons, pencil crayons).
3. Sign your names neatly near the section of the town you complete.

A Roman Town

Section 1	Theatre and surrounding area
Section 2	Circus and surrounding area
Section 3	The slums and apartments for slaves
Section 4	Town hall, law courts, market
Section 5	Town wall and farmland beyond the wall

* When you are finished the station activities, work on your Roman ABC booklet.

1. Complete the Roman Word Search and Crossword Puzzle. [Editor's Note: These are not included in this article.]
2. Play a game of Roman Dominoes.

* When you are finished the station activities, work on your Roman ABC booklet.

Your task is to make your own Roman ABC booklet.

Study the ABC books on display in this station before you start work.

1. Divide the alphabet between you and your partner.
2. "A" is for "arch." Include a picture and a description for at least 10 letters of the alphabet.
3. The rest of your pages can be half pages. Put two letters on each page. The half pages do not need an illustration.
4. You may use stencils or your own lettering.
5. Add pictures, colours and designs.

Work on your ABC booklet whenever you complete a station and time is still available.

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TECHNOLOGY INSIDE THE JOURNALS

by **BARB HALL**, District Resource Centre librarian, SD#57 (Prince George).

INTRODUCTION

To help our teachers, administrators and support staff keep up-to-date with the latest research and discussion in education, we publish three monthly journals containing tables of contents from educational journals. General educational topics are included in *Inside the journals*. Special education is covered in *Psychology inside the journals*. Technology is included in *Technology inside the journals*. The journals are kept out of circulation for six weeks so staff members can get photocopies. As many teacher-librarians are keen to read more about the use of technology and the teaching of information literacy skills, I thought I might share an annotated bibliography of the "teckie" journals we subscribe to with a little bit of help from the journal's editorial statement and Katz's *Magazines for Libraries*:

Canadian Journal of Educational Communication

ISSN: 0710-4340. Quarterly. Association for Media and Technology in Education, 19- \$42.80 Can. Indexed in ERIC, Canadian Education Index.

Articles on media and computer applications in education, learning resource centres, communication and instructional theory, instructional design, simulation, gaming and other aspects of the use of technology in the learning process. Mediaware and book reviews. Subscription can include a membership in AMTEC.

Classroom Connect; the K-12 educator's practical guide to using the internet and commercial online services.

ISSN: 1078-6430. 9/yr. Wentworth Worldwide Media, 1994 \$47(US).

Lesson plans and ideas to use with students from K-12 in the classroom setting. How to surf the internet from an educator's point of view. A must buy for teachers using the internet. Not a glossy journal but a good example of desktop publishing. To subscribe or obtain a sample issue, Email to: connect@wentworth.com. Sample articles are featured on their World Wide Web site: URL:<http://www.wnetworth.com/classroom>.

Computers in Libraries (formerly called *Small Computers in Libraries*)

ISSN: 1041-7915. 10/yr. Meckler, 1981- \$87(US). Indexed in ERIC, Library Literature.

Published by the Graduate Library School of the University of Arizona at Tuscon. Glossy magazine full of information and ideas on implementation of computers in library settings. Regular feature columns on the internet and CD-ROMs. Incorporates the former publication *CD-ROM Librarian*. Includes software reviews as well as articles. Not specifically geared to school libraries.

Computers in School Libraries; serving Canadian Schools

ISSN: 1188-6331. 4/yr. Computers in School Libraries, 199- \$20 Can.

Newsletter produced by Bruce Winter in Mississauga, Ontario to facilitate the sharing of information amongst teacher-librarians at the school level and help them become more knowledgeable about the developments surrounding computers in school libraries. Good reviews of Canadian material and also source of inexpensive CDs. Bruce is always hunting for reviewers. FAX 905-278-5971.

Educational Technology: the magazine for managers of change in education.

ISSN: 0013-1962. 9 /yr. Educational Technology Publications 1961- \$119(US). Indexed in ERIC, Education Index.

Focuses on educational systems management and instructional design. Articles include research reports and special issues and discussions on vital concerns. Designed for educators involved in media programs at elementary and secondary levels. Can be heavy reading for the average teacher. Publisher also markets textbooks on media design and implementation.

Education Technology Research and Development.

ISSN: 1042-1629. Quarterly. Association for Educational Communications and Technology, 1953-\$45(US). Indexed in ERIC, Education Index.

Research articles involving the use of technology in instruction, software evaluation studies and exploration of issues in media education. Very scholarly but best source for research in the field.

Electronic Learning: the magazine for technology and school change.

ISSN: 0278-3258. 8/yr. Scholastic, 1981-\$24(US). Indexed in Education Index.

Practical advice for K-12 educators and school libraries on new hardware and software products and the implementation of electronic technology in schools. Each issue has a "special report" article on the use of technology in a content area. Similar to other glossy Scholastic journals for teachers and classrooms. For subscription information call: 1/800/544/2917.

Information Highways; the magazine for users of electronic information. (formerly *Database Canada*)

ISSN: 1195-3616. 6/yr. Information Highways, Toronto, 1993- \$98 Can. Indexed in Canadian Magazine Index.

Produced by the Information Technology Association of Canada. Dedicated to guiding managers and professionals in the strategic application of electronic information in the 90s and beyond. Tries to expand the awareness, knowledge and value of electronic information in Canada. A Canadian look at the use of the internet. Product news flashes and reviews. Portions are available on the Toronto Freenet. Covers the business world as well as libraries and education. Internet address: infohiwy@io.org

Learning and Leading with Technology (formerly *Computing Teacher*)

ISSN: 1082-5754. 8/yr. International Society for Technology in Education, 1995- \$61(US). Indexed: ERIC, Education Index.

Solicits articles on all aspects of pre-college use of educational technology. Practical uses of computers in the classroom. Latest practice and policy in the world of computers and learning. Software reviews and emphasis on teaching about

computers. The society also publishes many book titles on the use of computers in the classroom. Subscription can include membership dues for ISTE located at the University of Oregon. E-mail: ISTE@oregon.uoregon.edu.

Media & Methods: educational products, technologies & programs for schools and universities.

ISSN: 0024-6897. 5/yr. American Society of Educators, 1961- \$29(US). Indexed: Education Index.

Selection and evaluation advice, media reviews, current product information, classroom use of technology and research on educational media. Many articles on using technology with students to enhance learning experiences including film and video. Annual buyers' guide supplement listing the leading producers and distributors of educational technology.

MultiMedia Schools: a practical journal of Multimedia, CD-ROM, Online and Internet K-12.

ISSN: 1075-0479. 5/yr. Online Inc, 1994- .

Articles, columns and reviews address issues associated with using electronic information resources in schools. Computer hardware and software, internet, online and multimedia databases and CD-ROM technology are discussed. Practical lessons are included. Selected articles and columns are available on the internet, gopher-online.lib.uic.edu.

Multimedia World. (formerly *CD-ROM World*)

ISSN: 1073-4759. 12/yr. PC World Communications Inc., 19- \$37.97 Can.

Excellent source of multimedia reviews. Includes both hardware and software. Good comparison surveys, graphs, charts. Best source for finding the latest in CD-ROM materials. Contact on the World Wide Web: <http://www.mmworld.com>. and you can visit America Online.

NewMedia Canada; CD-ROM & Multimedia for homes, schools and information services. (formerly *Canadian CD-ROM news*)

ISSN: 1201-1916. 10/yr. Pelican Island Information, 1994- \$45 Can.

Formerly the newsletter of the Canadian Library Association's CD-ROM interest group but now owned by a private enterprise. Still in newsletter

format but excellent source of products and reviews. One of the only sources of news on Canadian material. The editors are constantly looking for reviewers from across Canada. Fax 519/679-9107. They also publish a CD-ROM Review Finder each year.

Tech Trends: for leaders in education & training.
(formerly *Instructional Innovator*)

ISSN: 8756-3894. 6/yr. Association for Educational Communications and Technology, 1956-\$36(US). Indexed: ERIC, Education Index.

Official publication of AECT. Articles written by practicing educational media professionals. Each issue has a theme and topics vary from virtual reality to integrated learning systems. Regular columns on the Internet and the latest computer resources are featured each month. The association publishes monographs on educational technology. E-mail: aect@aect.org.

Technology and Learning (formerly *Classroom Computer News*)

ISSN: 1053-6728. 8/yr. Peter Li Education Group, 1980- \$24(US).

Feature articles on using technology in the classroom in each issue. Picks of the month and other regular departments give in-depth reviews of software and hardware. Deals with policies and procedural issues of district and school-based technology planning.

Technology Connection; a magazine for school media and technology specialists.

ISSN: 1074-4851. 10/yr. Linworth Publishing, 1994- \$52 Can. Indexed in Library Literature, ERIC.

New publication by the creators of *Book Report* and *Library Talk*. Practical journal designed for a K-12 teaching audience. Provides a forum for school media and technology specialists who are using technology as an educational resource. It's a place where teacher-librarians, technology coordinators and administrators can share experiences and ideas about selecting and using electronic multimedia in schools. Software, hardware and book reviews. For inquiries, email: newslin@aol.com.



Medieval Times

Economics, Finance, and Retailing, 1040

Lady Godiva rides naked through the streets of Coventry to persuade her husband Leofric, earl of Mercia, to remit the heavy taxes that oppress the citizens (year approximate). The earl has said he would grant his wife's request if she would ride naked through the streets. Lady Godiva (Godgifu) has issued a proclamation asking all citizens to remain indoors with their windows shut, she has only her long hair to cover her on the ride, her husband keeps his word and abolishes the taxes, but a local tailor is reputedly struck blind because he peeped.

MANITOBA YOUNG READER'S CHOICE AWARD

1995 Award Winner

The Mystery of the Missing Will

by Jeni Mayer



The Manitoba Young Reader's choice Award gives young people the opportunity to vote for their favourite Canadian book from an annual preselected list. The titles on the list have been chosen for their quality and reader appeal. Books nominated for the 1996 Manitoba Young Reader's Choice award are:

Abalone Summer by John Dowd, Raincoast Books, 1993, ISBN 1-895714-24-9

Daniel's Story by Carol Matas, Scholastic Canada, 1993, ISBN 0-590-46588-0

Flying Ghosts by Shirlee Smith Matheson, Stoddart Publishing, 1993, ISBN 0-7736-7400-4

How Come the Best Clues are Always in the Garbage? by Linda Bailey, Kids Can Press, 1993, ISBN 1-55074-094-6

Hunter's Moon by O. R. Melling, HarperCollins, 1993, ISBN 0-00-22408-4

Knights of the Endless Day by Robert Priest, Viking, 1993, ISBN 067084862X

The Lights Go On Again by Kit Pearson, Viking, 1993, ISBN 0-140364-12-9

Looking for a Hero by David Boyd, Rubicon Publishers, 1993, ISBN 0-92-1156-42

The McIntyre Liar by David Bly, Tree Frog Press, 1993, 0-88967-069-2

Meet You in the Sewer by Martyn Godfrey, Scholastic Canada, 1993, ISBN 0-590-730982-7

Spaceship Down by Bev Spencer, Scholastic Canada, 1993, ISBN 0-590-74602-2

There will be Wolves by Karleen Bradford, HarperCollins, 1993, ISBN 0-00647-391-1

The Toilet Paper Tigers by Gordon Korman, Scholastic, 1993, ISBN 590-452-50-9

Ranvan the Defender by Diana Wieler, Groundwood Books, 1993, ISBN 0-88899-184-3

Weekend at the Ritz by Frank O'Keefe, Beach Holme Publishers, 1993, ISBN 0-88878-342-6

NOBODY LIKES AN ALARM CLOCK: CANADIAN WOMEN, 1910 - 1930 (A Unit for Social Studies 11)

by **JUDITH COFFIN**, teacher-librarian, Elgin Park Secondary School, and **RAMONA SOUSA**, Social Studies department head, North Surrey Secondary School, SD#36(Surrey) with **TOM MORTON** and **MARCY TOMS**, Social Studies teachers, John Oliver Secondary School, SD#39 (Vancouver)

LESSON ONE: THE VOTE

GOALS: To create a historical timeline which examines when and how Canadian women achieved the right to vote.

TIME REQUIRED: 2-70 minute periods

MATERIALS NEEDED: Handouts 1A and 1B, tape, paper, felt pens

TEACHER PREPARATION:

- Copy a class set of Handout 1A.
- Copy Handout 1B for each group.
- Reserve the library and alert the teacher-librarian of the assignment.
- Prepare heterogeneous groups.

CLASS PROCEDURE:

1. Divide the class into groups of 3, 4 or 5 students.
2. Distribute a copy of Handout 1A to each student.
3. Outline the assignment to the class.
4. Teacher-librarian shows the students useful library resources.
5. Students divide the topics using Handout 1B.
6. Students research the topics on Handout 1A.
7. When each group has completed their research, distribute the materials needed to make the timeline.
8. Review with groups the mechanics for making the time line.
9. Students transfer their research to the time line and add pictures, cartoons and portraits.
10. In a summary discussion, teacher may compare when suffrage was achieved in Canada to when it was achieved by men and women in other political democracies listed in the Teacher's Notes.

SUGGESTIONS FOR EVALUATION: The timeline can be evaluated. See Handout 1A.

Handout 1A

Canadian Women's Suffrage Timeline

Your goal is to create an illustrated timeline of Canadian women's suffrage. Please include cartoons, pictures, or portraits to illustrate your research. After reading Handout 1A, use Handout 1B to organize your work.

- Describe the social conditions that existed for Canadian women in the first decade of the twentieth century.
- Find the dates when women of European heritage achieved the right to vote in each province.
- Summarize in 2-3 sentences the events that lead up to women achieving the vote in one of the following areas: Prairie Provinces, Ontario, British Columbia, the Maritime Provinces or Quebec.
- Describe one of the following prominent women suffragists: Nellie McClung, Alice Stowe or her daughter, Augusta Stowe-Cullen.
- Describe one of the following organizations that was formed to achieve the vote: Toronto Women's Literary Club, Women's Christian Temperance Union, Dominion Women's Temperance Union, Canadian Suffrage Association or the Winnipeg Political Equality League.
- Find when women of non-European heritage, such as Japanese, Chinese, Black or Indo-Canadian women, achieved the right to vote.
- Find when Aboriginal women achieved the right to vote.
- Describe the additional reforms that suffragists wanted.
- Describe the events that lead to women achieving the federal vote.

EVALUATION: Each member in the group will receive the same mark based on:

Creativity	includes additional pictures, drawings, portraits	20 marks
Research	includes well written summaries of the topics	30 marks
Co-operation	includes organizing and completing the work	10 marks
Bibliography	include at least three sources	10 marks
	Total	70 marks

Handout 1B

Planning Outline for Canadian Women's Suffrage Time Line

Group Members

Subject: _____
Block: _____
Date Due: _____
Mark: _____/70 marks

Division of Research

	Research Topic	Member Responsible for Research
1.	Social conditions in the first decade	_____
2.	Dates of provincial suffrage	_____
3.	Suffrage in one area: Prairie Provinces, Ontario, B.C., the Maritimes or Quebec	_____
4.	One prominent woman suffragist	_____
5.	Suffrage organizations	_____
6.	Dates of suffrage for women of non-European heritage	_____
7.	Date of Suffrage for Aboriginal women	_____
8.	Additional suffrage reforms	_____
9.	Federal suffrage	_____

TEACHERS' NOTES:

Canadian Women's Suffrage Time Line

The following time line contains the information about women's suffrage in Canada that students should discover when they research the questions on Handout 1A. For the teacher's use in the summary discussion, it also contains the dates when men and women achieved the right to vote in many political democracies.

- 1776 American men of European heritage who were property holders win suffrage.
- 1791 Men in France win suffrage.
- 1850 The Canadian franchise dates from mid-18th century when voting was limited to male property holders of European heritage.

- 1867 Emily Stowe, mother of three and having a husband with TB, is refused admission into the Toronto School of Medicine. Emily earns her medical degree in the United States but is still refused a licence by Ontario physicians. Finally, in 1880, after practising for 10 years illegally, Emily obtains her licence.
- 1877 The Women's Christian Temperance Union is founded in Ontario. Temperance supporters believed that alcohol was the root of society's problems. They developed a wide program of social reforms that ranged from improved working conditions in factories to advocating better treatment of inmates in prisons.
- 1883 Emily Stowe and friends formed the Toronto Women's Literary Club to address not only equal rights for women but also the improvement of working conditions for women. The Club would be renamed The Toronto Women's Suffrage Association and later still changed to The Dominion Women's Enfranchisement Association.
- 1893 New Zealand women achieve the right to the vote.
- 1893 The National Council of Women of Canada is founded. This organization agitated for reforms that would improve the lives of women and children, including the introduction of women factory inspectors, juvenile courts and protection for orphaned children.
- 1902 Australian women achieve the right to the vote.
- 1906 Finnish women achieve the right to the vote.
- 1910 The Political Equality League of Vancouver and Victoria is formed to work for the right of women to vote.
- 1912 Winnipeg Political Equality League was formed to work for Canadian women's suffrage.
- 1913 Norwegian women achieve the right to the vote.
- 1914 When a delegation of suffrage, temperance and labour groups asked for political rights for women, Rodmond Roblin, Conservative premier of Ontario, stated that a woman's place was in the home, on a pedestal, untouched by the corruption of the real world.
- January 28, 1914 Winnipeg Political Equality League held a mock parliament lead by Nellie McClung where women legislators explain, humourously, why it was wrong to give men the vote.
- Nellie McClung, born in Chatworth, Ontario in 1873, moved to Manitoba with her family in 1880. As a political and public speaker, she campaigned for social reform and women's rights. She was a Liberal member of parliament for Edmonton from 1921 until 1926, as well as the first female member of the CBC Board of Governors from 1936 until 1942.
- 1915 Danish women achieve the right to the vote.
- January 28, 1916 Manitoba women achieve the right to vote.
- March 14, 1916 Saskatchewan women achieve the right to vote.
- April 19, 1916 Alberta women achieve the right to vote.
- There are many reasons why prairie women were successful in achieving the right to vote. The powerful farm organizations had endorsed women's suffrage. Prairie men who worked side by side with their wives to build farms and homes believed that women deserved to be treated equally. Western

farmers also believed that the decisions that would affect the marketing of their wheat were made politically and it was to their advantage to support the right of prairie women to participate and vote in that decision .

April 5,
1917 British Columbia women achieve the right to vote.

Although Conservative Premier McBride was presented with a petition of 10,000 signatures by the Political Equality League in 1912, he remained opposed to women's suffrage. In 1917, the Liberals were elected with the support of women.

April 12,
1917 Ontario women achieve the right to vote.

The Dominion Women's Temperance Union, in 1907, adopts the new name of the Canadian Suffrage Association and elects Augusta Stowe-Cullen, daughter of Emily Stowe as the president. Although opposed by the Conservative Premier Hearst, the Canadian Suffrage Association organised a successful campaign to include a referendum on the right of women to vote in the Ontario municipal elections. Premier Hearst changed his mind and introduced a new act which gave women the right to vote in both municipal and provincial elections.

1918 Women in Canada achieve the right to vote in a Federal Election.

In 1916, parliament considered giving the right to vote in a federal election to those women who had already achieved the right to vote in a provincial election. Prime Minister Borden declared that he did not wish to give the vote to some and not to others and the matter was dropped until 1917. Borden feared defeat of his Union government in the next election. To increase support for his government, he passed the War Measures Act, which gave the vote to women who were British subjects and who had a close relative in the armed services.

April 26,
1918 Nova Scotia women achieve the right to vote.

1918 British women achieve the right to vote.

April 17,
1919 New Brunswick women achieve the right to vote.

Women in the three Maritime Provinces achieved the right to vote much later because they were generally disinterested. It wasn't until the West and Ontario had won the right to vote that Maritime women began petitioning the legislatures for the right to vote.

1919 German women achieve the right to vote.

1920 American women achieve the right to vote.

1921 Swedish women achieve the right to vote.

May 3,
1921 Prince Edward Island women achieve the right to vote.

April 13
1925 Newfoundland women achieve the right to vote. Although a strong campaign of petitions was organized from 1920-23, little happened until 1924 when the sympathetic government of Walter S. Monroe gave women 25 and older the right to vote. The voting age for Newfoundland women was not lowered to 21 until 1948.

1931 Spanish women achieve the right to vote.

April 25,
1940 Quebec women achieve the right to vote.

The longest and hardest fight for the right to vote in Canada was in Quebec. As well as a lack of interest on the part of most women, the suffragists of Quebec faced the division created by two languages and the powerful opposition of the Catholic church. The L'Alliance Canadienne pour le Vote des Femmes du Quebec and the League for Women's Rights were formed and worked towards obtaining the right to vote. However, Premier Taschereau told them that as long as he was in power women would never get the vote. In 1939, when the Liberals were elected, the new premier Adélard Godbout introduced a law granting women the right to vote and to hold provincial office.

- 1946 French women achieve the right to vote.
- 1948 Chinese, Indo and Japanese Canadian women achieve the right to vote. A new immigration policy allows Chinese, Japanese, and Indo-Canadian residents to become citizens. With the exception of ministers' wives or servants of businessmen, women were not allowed to immigrate and become Canadian citizens.
- 1948 Japanese, Chinese and Indo-Canadian men achieve the right to vote.
- 1948 The voting age for Newfoundland women is lowered to 21.
- 1951 Under the 1951 Indian Act, an Aboriginal woman could lose her status if she chose to vote. Aboriginal women who married non-Indians automatically became disenfranchised and lost their Indian status. This meant that she had to leave her parent's home in the reserve. She could not keep property she owned on the reserve, nor could she participate in any of her band's decisions. Her children would not be considered Indians, and if her husband died, she would be prevented from returning to the reserve.
- 1960 The 1960 Canadian Bill of Rights grants Status Aboriginal women and men the right to vote federally without losing their status.
- 1971 Swiss women achieve the right to the vote.

LESSON TWO: FASHION OR FUNCTION

GOALS:

- To analyze pictures/ads and examine the significant changes that took place in clothing worn by Canadian women.
- To create a scrapbook-style fashion layout that reflects the roles of men and women in 1995.
- By studying illustrations of fashions and everyday dress students will be able to draw conclusions about the roles and the expectations of women in Canada.

TIME REQUIRED: two 70 minute periods

MATERIALS NEEDED:

- Canadiana Scrapbooks (approx. 12 of each)
 - *A Nation Launched: MacDonal'd's Dominion (1867-1896)*
 - *A Nation Beckons: Canada (1896-1914)*
 - *The Confident Years: Canada in the 1920's*
- Class set of Handouts 2A, 2B, 2C, 2D
- Large sheets of white paper
- Fashion magazines and/or catalogues
- Scissors & glue sticks

TEACHER PREPARATION:

- Sign out copies of scrapbooks (approximately 12 of each)
- Photocopy class set of Handouts 2A, 2B, 2C, 2D
- Assemble paper, magazines, scissors and glue
- Prepare the heterogeneous groups

CLASS PROCEDURE:

1. Divide the class into groups of three. Each member of the group will take one of the three scrapbooks .
2. Students will turn to the assigned page in the scrapbook and complete the questions on Handouts 2A, 2B, and 2C together.
3. Students discuss and complete the summary questions on Handout 2D together.
4. Lastly, students will create a 1990s "scrapbook" page from contemporary fashion magazines for future generations, similar to the scrapbooks they are using. (See Question #7 on Handout 2D)

Handout 2A

A Nation Launched:
MacDonald's Dominion (1867 - 1896)

Please turn to page 32 & 33 in your scrapbook.

1. Look at the pictures and describe the features of women's fashion during this era.

2. What do women's fashions of the time suggest about the range and scope of women's daily activities?

3. Why would it be difficult for women wearing these clothes to become involved in:

a) Sports _____

b) Business _____

4. How do you think these fashions restricted women to the role that society had determined for them? (also refer to pages 30 & 31)

5. Describe some possible effects of women's clothing style on their health.

6. What is one difference between the undergarments worn by women in this era and those worn today?

7. Do you think the men's styles allowed them more freedom than women? Explain. Refer to other pages in the scrapbook.

8. Why would men's clothes wear out faster than women's clothes?

9. Could any clothes in this era be worn by both men and women?

What about today? _____

Handout 2B

A Nation Beckons: Canada 1896 - 1914 Fashion Highlights

Please turn to pages 36 & 37 in your scrapbook and answer the following questions.

1. List 3 common features of women's fashions, men's fashions and children's fashions:

- a) _____
- b) _____
- c) _____

2. a) Examine all the pictures of men and women. What conclusions can you draw about society's perception of the ideal woman?

b) The ideal man?

3. a) What social class of men and women do you think these ads are meant to appeal to:

b) How do you know? _____

4. What is the biggest difference between men's fashion and women's fashion?

5. How do we know that elegance was more important than comfort?

Handout 2C

The Confident Years: Canada in the 1920s A New Look For Canadians

Please turn to page 18-19 in your scrapbook and answer the following questions.

1. List 3 characteristics of fashions in the 1920s.
 - a) _____
 - b) _____
 - c) _____
2. Women's hairstyles changed in the 1920s. What are some advantages of the new "bob" look?

3. What kinds of materials were used in these clothes?

4. How do you think the war might have effected fashion for women?

5. Examine the pictures carefully. What conclusions can you make about Canadians in the 1920s based on fashion? (activities, values, economy...)

Handout 2D

A MATTER OF FASHION OR FUNCTION?

Please answer the following summary questions.

1. a) Which changed more since 1867, men's or women's fashions?
b) Explain why.
2. Based on the scrapbook pictures, what conclusions can be drawn about the role of women in Canada from 1876 to 1929?
3. a) Do you think the fashions from 1867 would ever make a comeback today?
Explain.
b) Do you think the fashions from the 1920s would ever make a comeback today?
Explain.

4. Suggest what events in Canada caused women's fashions to change more during the 1920s than in the previous forty years.
5. Explain why the activities of women in the 1920s would make particular changes in fashion necessary.
6. Compare the fashions of the 1920s to those of today in the chart following:

	<u>1920s</u>	<u>1990s</u>
Design		
Hats		
Shoes		
Hairstyles		
Cost		

7. Design your own fashion page from modern magazines intended to help future generations understand the role of men and women in 1995.

In your scrapbook fashion display please include:

- a) a description of the clothing
- b) a sentence or two about the function of the garments that you chose to display.

Use colour, headings and artistic flair in your work.

What are the roles and expectations of women in 1995?

Be prepared to share your scrapbook display with the class.

EVALUATION:

- Organization 10
- Content 10
- Style 10
- Mechanics 10

TEACHERS' NOTES:

During the 1920s in Canada there was a reaction against the dullness and restrictions imposed during the war effort. Women's clothing was adapted during the war to allow freedom of movement and safety around the factory machines. The stiff corsets that bound a woman from hip to chest and adversely affected her internal organs had disappeared. In addition, the layers of long skirts that were incredibly heavy but thought to be feminine, had been exchanged for lighter, shorter garments. After the war, this new freedom in clothing was increased as hemlines climbed from the mid-calf to knee, hair was cut short to the ear in the new "bob", and rouge was used to accentuate the features of the more daring young women. In a society seeking to reestablish itself after the war, there was little support for legislative change and improved rights for women. Considering these attitudes, it is surprising how much was achieved for women.

Towards Women's Rights, by Janet Ray
Focus on Canadian History Series (pp 59-61)

... it was said that the discarding of the whalebone corset did as much for women's emancipation as did getting the vote. Work, sports, dancing, the automobile, and American movies all left their mark on fashion. The 1920s... will best be remembered as the era of Gabrielle (Coco) Chanel, whose simpler lines led to the flat-chested look of the 1920s... Women were able to join in sports and other "masculine" activities, as the uncomfortable corset gradually disappeared and skirts became looser and less restrictive.

The silhouette of the early 1920s woman was long and straight ... the bust flattened, the natural waist ignored, and the belt lowered to the hip.

In the 1920s materials like artificial silk and rayon were available for the first time.

Loose-fitting trousers were worn by some fashionable women and these were known as beach or lounging pyjamas.

"Marcel" permanent curls or waves were introduced in 1920 and remained popular throughout the 1930s.

Carefree flappers... the popular, bouncy dances of the 1920s inspired the use of fringes and beads to emphasize the movement of the dancers, known as flappers. Joan Crawford became known as the "all-American" Charleston dancing flapper.

Skin shoes, handbags and belts were popular in the late 1920s. This led to the killing of many crocodiles, alligators and snakes to cater to the fashion whims of the time.

Costume
Eyewitness Books

The "S" Shape

Corsets of the early 1900s were designed to force the bust forward and thrust the hips back. The overall effect was of a large bust, tiny waist, and pronounced derriere. This look is known as the "S" shape. (p.49)

LESSON THREE: NELLIE McCLUNG & HISTORY

GOALS:

The student will:

- learn the history of Nellie McClung and the women's suffrage movement.
- consider questions in history on the role of human agency and progress.
- practise reading with a purpose.

TIME: 1 to 2 periods for the lesson; more if you wish class time for preparation and presentation of projects.

MATERIALS NEEDED:

- Handout 3A, "Nellie McClung and History" (one per student)
- Handout 3B, "Who or What Shapes History?" (one per student)
- Handout 3C, "Have We Progressed?" (one per student).

TEACHER PREPARATION:

- photocopy handouts.
- select heterogeneous pairs.

SUMMARY OF PROCEDURE:

1. Whole class discussion of focus questions.
2. Pairs Read: students work in pairs to read text.
3. Think-Pair-Share: students complete an Assignment Sheet individually, share with their partner, and then with the class.
4. Culminating Projects: either individually or in groups, students construct a visual metaphor of Nellie McClung or the suffrage movement.

PROCEDURE:

1. Introduce to students the two focus questions through a series of questions like the following:
 - (1) On human agency:
 - Do you think that you can somehow change somebody else's life? have an impact on others?
 - How might you do that?
 - Could you somehow change the course of history?
 - What is the role of humans - individuals and groups - in making history?
 - Is there anything else that influences history? anything non-human?
 - (2) On progress:
 - Would you rather live 100 years ago or today?
 - Is life better today? In what way?
 - Are there any things that are in worse shape today compared to a 100 years ago?
 - Does history mean progress, that is, so things necessarily get better and better as time passes?

This discussion can involve journal writing and small group discussion as well as whole class discussion.

2. Students are teamed with a "Pairs Read" partner to read Handout 3A — "Nellie McClung and History." One of the pair should be a good reader.
 - The students will be practising the common reading strategy of focusing on particular questions and information to answer them. The focus questions, "What or who shapes history?" and "Has life progressed since 1900?" could be written on the board.
 - You may also want to model the process, first, by reading out loud and thinking out loud how you would answer the questions and, second, by writing your thoughts on the overhead or blackboard. For example, paragraph one tells the reader that prior to 1916 women could not vote provincially in Canada, an indication of progress. Paragraph two suggests answers for Nellie McClung's role in shaping history and so on.
3. Both students silently read a paragraph or about 10 lines of text.
4. At the end of reading, pairs decide if there is anything that can help answer the focus questions. They should be encouraged also to summarize the paragraph, clarify any words that are unfamiliar, and to elaborate.
5. Both write down the main points of their discussion and continue to the next paragraph and so on until they have finished the whole passage.
6. At the end of reading the pairs decide on the 5 points that they think are the most important for each question and share these with the class or another pair.
7. Distribute Handout 3B, "How is History Shaped?" to pairs, one per student, and ask them to read and complete individually.
8. Students should next share and explain their answers to their partner and then to the class. Students could be asked to reach a consensus answer if possible.
 - At this point, introduce students to criteria for good, clear thinking. There is not one right answer, but expect students to be able to support their opinions with evidence from the reading and other sources, and to explain other opinions that may conflict with their own.

9. Continue with the same steps of this strategy, which is called “Think-Pair-Share,” with the second assignment sheet, “Have We Progressed?”
10. Introduce the culminating assignments described below and establish criteria for evaluation.

SUGGESTED EVALUATION:

- The construction of a visual metaphor with written explanation for the role of the early suffragists as change agents. Possible metaphors could be McClung’s alarm clock, a mountain climber, yeast in bread, a grain of sand on the beach, or Sisyphus.
- The written explanation should include historical evidence to support the interpretation and a clear explanation of the metaphor. The visual aspect should be attractive and neat.

Handout 3A

Nellie McClung and History

Historians often ask questions like, “In what ways is history shaped by people and in what ways is it shaped by influences outside their control, for example, the dominant beliefs of the time like religion, technology like a new military invention, or geography like location?” In other words, who or what makes history?

Other common questions are about progress: “In what ways has life progressed since some date in the past? In what ways has it declined? Or has it simply changed, neither for better nor for worse?”

Consider these questions as you read about Nellie McClung.

The galleries of the Manitoba legislative buildings rang with the voices of women singing “O Canada” then “For They Are Jolly Good Fellows.” It was January 27, 1916. Manitoba women had just become the first women in Canada to receive the right to vote provincially.

This was perhaps the most joyful achievement in the life of Nellie McClung, a life full of achievements. She campaigned for women’s rights throughout her life with the slogan, “Never retract, never explain, never apologize — get the thing done and let them howl.” She was the only woman at the Canadian War Conference of 1918. In 1921 she was the first woman elected to the Alberta Legislative Assembly. In 1936 she became the first woman on the Board of Governors of the Canadian Broadcasting Corporation, the CBC. In 1938 she was a Canadian delegate to the League of Nations, the equivalent to the United Nations. She also wrote 16 books and numerous articles and with her husband she raised five children.

Nellie McClung was born in 1873 in a log cabin in Ontario and moved with her family at the age of six to a Manitoba farm. She became a teacher in 1890 when she was 17. When she arrived for her first job, the school trustee told her that hail had flattened the grain crop. She would get no pay the first year, just room and board. She loved teaching but left it to marry Wes McClung in 1896. She and her husband had a long and happy marriage until her death in 1951.

Although her family was happy and supportive, life for other rural wives was mostly a hard cycle of child bearing, housework, and farm chores. An early death was always likely. Proper health care was hard to find, diseases like cholera or tuberculosis were common, and women had the additional risk of giving birth.

At this time, women had few legal rights. A married man controlled all the property that his wife might own and any wages that she earned. Women could work on a farm all their lives and have it sold or willed away from them. They did not even have the legal rights to their own children.

And they could not vote. An eligible voter in Canada was defined as “a male person, including an Indian and excluding a person of Mongolian or Chinese race ... No woman, idiot, lunatic or criminal shall vote.”

However, Canada was undergoing great changes. The Prairies were being settled by large numbers of immigrants, many of whom were neither English, nor French. Not only was poverty common in the countryside, but industrialization along with terrible working conditions and child labour was also creating a

growing number of urban poor. In addition, there were political tensions between regions, such as the West's resentment of the East's domination of business.

Many people wanted to reform society and the political system. Some wanted the government to pass laws against child labour and to provide welfare to the poor, others tried to organize unions for workers, while others led a moral crusade to rid Canada of evils like drunkenness. The efforts of feminists like Nellie McClung to improve life for women were linked to these reform movements.

There had already been some small movement towards better lives for women. The University of Toronto began accepting female students in 1886. Women typists, stenographers, and teachers were already common in everyday work (although they were paid much less than men). There also were many women's clubs and political organizations, such as the WCTU or Women's Christian Temperance Union that wanted to ban the sale of alcohol.

The first political group that Nellie McClung joined was the WCTU and she soon became a popular speaker for them in rural Manitoba. In addition, with the support of her mother-in-law who helped look after the children, McClung began to write. Her novel, *Sowing Seeds with Danny*, was the best seller in Canada in 1908.

In 1911 the family moved to Winnipeg where Wes McClung had been offered a job. Nellie McClung soon joined the Winnipeg Political Equality League, a group trying to improve the lives of women factory workers. It saw the vote for women as key to achieving the power to change conditions. However, the franchise for women was strongly opposed by Manitoba's Conservative Premier Rodmond Roblin who said "nice women" did not want the vote. Nellie McClung's reply was, "By nice women ... you probably mean selfish women who have no more thought for the underprivileged, overworked women than a pussycat in a sunny window has for the starving kitten in the street. Now in that sense I am not a nice woman for I do care."

McClung disliked stereotypes that portrayed women as the weaker sex who need to be nice or pretty or dainty. She warned, "Keep your eye on the man who refers to women as the "fair sex" — he is a dealer in dope!" That is, like a narcotic he wants to soothe or hush the voice of women. She felt that if you want to change things, you have to be willing to fight, to be "not a nice woman." "Disturbers are never popular - nobody ever really loved an alarm clock in action — no matter how grateful they may have been afterwards for its kind services!"

On the other hand, her political battles, her alarm clock in action, often rang with humour. One of her most successful replies to Roblin's opposition to female suffrage was the Woman's Parliament. McClung and a cast of suffragists staged an elaborate role reversal where women replaced men as the politicians and the men came to them to plead for the vote. They mimicked and mocked Roblin's Conservatives for three packed performances and received tremendous publicity.

The women linked their fight for the franchise to the election campaign of the rival Liberal Party which did support female suffrage. McClung campaigned in what she called a "bonny fight — a knock-down and drag-out fight." Her side lost the first election, but she helped the Liberals defeat the Conservatives in the next one in 1915.

World War One was important in developing support for women's suffrage. Early labour shortages meant increased female employment in what had been very unfemale jobs like factory work and construction. This broke down the image of the weak woman. Moreover, both men and women were sharing a common cause. For example, while Nellie McClung campaigned for the franchise for women and opposed war, she also campaigned for the Red Cross and raised money for soldiers' families. Moreover, the war created an atmosphere of change and expectation that also helped overcome opposition to the women's cause.

Wartime federal politics also helped women win the vote. Prime Minister Borden had passed a conscription act which would force men to serve in the army and fight overseas. Controversy over this act had led Borden to fear he would lose the next election. However, he felt that women who had family members already fighting for the Canadian army would be in favour of a government that had sent other men to support their loved ones. So his government passed the Wartime Elections Act in 1917 that gave the vote to wives, mothers and sisters of soldiers and took it away from those men who were born in enemy countries and had become Canadian citizens after 1902. Borden was right as he was re-elected easily.

After winning the election, Borden could hardly take the vote away from his supporters and it was clearly unfair to have some women allowed to vote and not others. So on May 24, 1918, more than two years after Manitoba women gained the vote, all female Canadian citizens who were white and over 21 became eligible to vote in federal elections. (However, many Canadians of colour would not receive the vote until 1948.)

After World War One, Nellie McClung became a Member of the Legislative Assembly (MLA) in Alberta. She championed social reform like public health, old age pensions, mothers' allowances, and temperance (the abolition of the sale of alcohol). She also favoured birth control and the sterilization of the mentally unfit.

McClung later became one of five women involved in the famous "Persons Case." Under the British North America Act, the constitution of Canada at that time, women were in some ways not legally persons. In practice, this meant that they did not have the right to be senators. For years prominent women fought the constitution in court. Finally, in 1929 the Privy Council of Britain, which was then a higher body than the Supreme Court of Canada, declared that women were legally people.

The early fighters for suffrage were idealists. Nellie McClung wrote, "We were young and vigorous and full of ambition. We would rewrite our history. We would copy no other country. We would be ourselves and proud of it. How we scorned the dull brown (textbook) from which we learned our Canadian history! Written as it was from the top down with no intimate glimpses of the people at all."

Nellie McClung and the other suffragists were going to make history not just for women, but for the whole Canadian nation. She wanted Canada to be known as "the land of the Fair Deal, where every race, colour and creed will be given exactly the same chance; where no person can 'exert influence' to bring about his personal ends; where no man or woman's past can ever rise to defeat them; where no crime goes unpunished; where every debt is paid; where no prejudice is allowed to masquerade as a reason; where honest toil will insure an honest living; where the man who works receives the reward of his labour."

One of Nellie McClung's ideals was a world without war which she also linked to the need for women to have a political voice. "War is a crime committed by men and, therefore, when enough people say it shall not be, it cannot be," she wrote in 1915. "This will not happen until women are allowed to say what they think about war." Human beings should not wage war against each other, but against "ignorance, selfishness, darkness, prejudice, and cruelty, beginning always with the roots of evil which we find in our own hearts."

Her ideals also led her to oppose alcohol. In a time when alcohol was cheaper than milk, Nellie McClung had strong childhood memories of ugly family and community fights involving drunkenness. As a teacher, she had seen alcohol abuse bring sadness to her pupils and their families.

Prohibition, the banning of the sale of liquor, was one remedy for this massive social problem. Pushed by women's groups like the WCTU (nicknamed "Women Continually Torment Us" by its male critics), the federal government imposed a nation wide prohibition in 1918. It was also part of the war effort as there was a shortage of grain — the chief ingredient in liquor — and King George and Queen Mary had already made their palace "dry". The provinces continued the prohibition after the war.

Once prohibition was the law, drunkenness and associated crimes declined significantly, but the manufacture of illegal liquor — "moonshine" became widespread. There soon followed "bootlegging" (the illegal sale of alcohol), "speakeasies" (illegal drinking places) and "rum running" (smuggling of alcohol from Canada, once it reintroduced the sale of alcohol, to the United States which continued to outlaw it). Canadian provinces, starting with Quebec in 1919, quickly abandoned prohibition.

Later in her life, Nellie McClung reflected on her role in changing Canadian history: "In Canada we are developing a pattern of life and I know something about one block of that pattern. I know it for I helped to make it, and I can say that now without any pretence of modesty, or danger of arrogance, for I know we who make the patterns are not important, but the pattern is."

Handout 3B

Who or What Shapes History?

Consider the following historical events and the reasons why they occurred. Were they a result of the efforts of Nellie McClung, the work of the women's groups to which she belonged, or were they a result of forces outside of their influence such as the economic demands of the war? Study each event and then place it on the triangular graph following. The closer you place the event to each point of the triangle of influences, the more you think that the possible influence determined that the event happened.

For example:

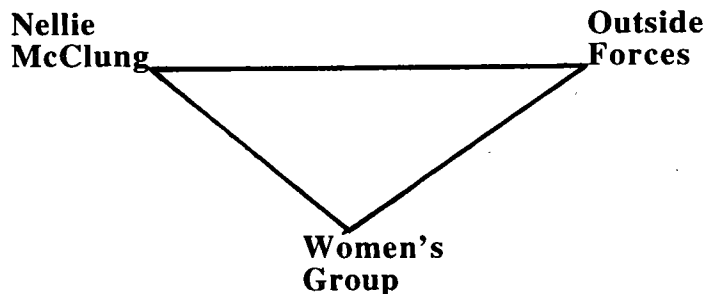
If you felt that the achievement of suffrage for women in Manitoba was wholly a result of Nellie McClung's political campaigning, you would write "1" next to Nellie McClung

If you felt that it was partly her influence and partly that of Women's Groups, but not influenced by other factors, you would place "1" along the line between the two influences, but away from Outside Forces.

Be ready to share your reasons for your opinions with your group and the class.

Events:

1. the vote for women in Manitoba, 1916
2. the vote for women federally, 1918
3. prohibition, 1918
4. the end of World War I, 1918
5. the declaration of women to be persons (the Persons Case), 1929
6. the vote for Canadians of Asian origin, 1948



Handout 3C

Have we progressed?

Consider the ideals listed below that Nellie McClung held for Canada. Has the country made progress towards these ideals in the last 100 years, have things stayed about the same, or have they gotten worse? For each item below, place it on the scale from decline to progress.

For example:

You might decide that women have a stronger political voice today than they did in 1900 because all women, regardless of origin, can vote and more and more women politicians are

being elected, although they are still a minority. Therefore, you would place "1" towards the Progress end.

Be ready to share your reasons for your opinions with your group and the class.

Ideals of Nellie McClung:

1. a strong political voice for women
2. pride in the history of ordinary Canadians
3. a non-racial country without prejudice
4. a country where no person exerts influence to bring about personal ends
5. a country where "no crime goes unpunished"
6. better working conditions in factories and on farms
7. a world without war

Decline _____ About the Same _____ Progress _____

much worse.....worse.....unchanged.....improved.....much better

LESSON FOUR: CRITICAL THINKING ABOUT WRITTEN ARGUMENTS ON THE ROLE OF WOMEN

GOALS:

Students will:

- analyze arguments on the role of women.
- create sound arguments about the role of women.

LENGTH OF ACTIVITY: 2 hours

MATERIALS NEEDED:

- Handout 4A, MARKER (one per group).
- Handout 4B, "Arguments on Women's Role" (one per group).
- Handout 4C, "Women's Parliament"
- or Handout 4D, "Some Arguments Against the Vote for Women" (one per student).

TEACHER PREPARATION:

- Photocopy group sets of Handouts 4A and 4B and class sets of Handouts 4C or 4D.
- Select heterogeneous groups of 4.
- Prepare a model argument to analyze or read the one given in Procedure step 1.

CLASS PROCEDURE:

1. Model for the whole class the use of the MARKER analysis with an entertaining and clear argument.
 - A good source is opinions expressed by younger children. For example, I asked my daughter, then a grade 2 student at Ecole Anne Hébert, what she would wish for herself and others in the world. This was part of her reply:
I want candies for me. For elephants, some water. Rabbits, carrots... For the giraffes to be happy. I want the sea to be not polluted with garbage. The other countries of the world I want to have a bit of money for their families because some of them are poor.

- Using **MARKER**, you might analyze my daughter's argument as follows:

MARKER ANALYSIS

- M** The main idea would be that animals and people should have what they need or want and that the sea should not be polluted;
- A** Some assumptions that my daughter makes are (1) that the sea is polluted and (2) that if countries have more money that it would go to poor families. She values helping other people, animals, and candies.
- R** The form of reasoning might be (1) examples of needs and desires of animals and people; (2) application of a moral principle — we should give money to other countries because this would help the poor, which might be applying the principle of "doing unto others as we would have them do unto us;" and (3) cause and effect — money given to other countries would cause the people to be less poor.
- K** Key questions might be how can we make the giraffes happy or how could we best be sure that poor people in other countries receive help and what kind of help would be the best.
- E** There is no evidence given.
- R** There is considerable information that supports the author's claims, for example, we know that rabbits eat carrots, that there is pollution in our seas and that people are poor.

2. Form students into heterogeneous groups of four. Read the instructions and assign roles. If students are unfamiliar with either the required social skills or the roles, these will need to be taught. These roles could be rotated after one of the questions is answered.
3. Groups report to the class.
4. As a culminating project, distribute to each student a copy of Handout 4C, "Women's Parliament", or Handout 4D, "Some Arguments...", and ask them to complete one of the assignments.

SUGGESTIONS FOR EVALUATION:

- Students could analyze the "Women's Parliament" using **MARKER** and create their own arguments about the right to vote for men.
- Students could rebut "Some Arguments ...", Handout 4D.
- All arguments should have multiple reasons. Excellent arguments should use a variety of types of reasoning, such as, cause and effect, appeals to moral principles, examples, and comparisons. Arguments should not contain fallacies such as personal attacks or overgeneralizations.

Handout 4A:

MARKER

O'Reilly, K. and Splaine, J. *Critical Viewing: stimulant to critical thinking*. Pacific Grove, California: 1987, p. 11.

Directions:

Divide the following roles amongst group members, then read the passage and complete the questions on this page.

- **Reader/Checker:** Begin by reading the passage to your group, then as you work, check that all group members agree with what is written and can explain it.

- Recorder: Write down the group's answers then read what you have recorded to your group to check for accuracy.
- Encourager: Ask students who are reluctant to speak if they have any ideas. Try to motivate the team if it gets bogged down.
- Gatekeeper: If one student is talking too much, ask him or her politely to give someone else a turn.

All group members should listen well to what others say and be ready to report the group answers.

[EDITOR'S NOTE: To conserve paper, answer spaces have been eliminated from the following section of the handout.]

- M** What is the main point? Look for key words to identify the different parts of an argument.
- A** What assumptions does the author make? What values and value judgements are apparent?
- R** What type of reasoning does the author use? comparison? sampling? cause and effect?
- K** What are some key questions about this topic? How well does the author answer them?
- E** What evidence does the author offer to support the argument(s)? Does the author use factual evidence without identifying the source? If the author has evidence, evaluate it (e.g., is it primary evidence or secondary; is the source of the evidence reliable or possibly biased?)
- R** What is Relevant information about this topic that you already know? Does that information agree with what the author claims? Do the author's claims seem to make sense based on your own experience?

Handout 4B

The Role of Women

Woman's Sphere

...in the economy of nature or rather in the design of God, woman is the complement of man. In defining her sphere and describing her influence, this fact is fundamental. Unless this fact be admitted as an axiom in every way self-evident, no reasoning on this subject is sound....

...woman is the equal of man, alike in the matter of intellect, emotion, and activity, and...she has shewn her capabilities in these respects It would never do, however, from these premises, to draw the conclusion that woman behoves and is bound to exert her powers in the same direction and for the same ends as man. This were to usurp the place of man — this were to forget her position as the complement of man, and assume a place she is incompetent to fill, or rather was not designed to fill. This were to leap out of her sphere and attempt to move in another, in which, to move rightly, the whole moral relations of society would behove to be changed, and suited anew to each other, but which, because they are unchangeable, every attempt is fraught with damage, it may be with ruin, and woman becomes a wandering star, which, having left its due place, and violated its prescribed relations, dashes itself into shivers against some other planet ... and goes out in the blackness of darkness for ever. (Reverend Robert Sedgewick, 1856)

The Suffragist Position

Now politics simply mean public affairs — yours and mine and everybody's — and to say that politics are too corrupt for women is a weak and foolish statement for any man to make. Any man who is actively engaged in politics, and declares that politics are too corrupt for women, admits one of two things, either that he is party to this corruption or that he is unable to prevent it — and in either case something should be done....

There is another hardy perennial that constantly lifts its head above the earth...and that is that if women were ever given a chance to participate in outside affairs, family quarrels would result If husband and wife are going to quarrel they will find a cause for dispute easy enough, and will not be compelled to wait for election day....

In spite of the testimony of many reputable women that they have been able to vote and get the dinner on one and the same day, there still exists a strong belief that the whole household machinery gets out of order when a woman goes to vote. No person denies a woman the right to go to church, and yet the church service takes a great deal more time than voting....

If one woman wants to vote, she should have that opportunity just as if one woman desires a college education, she should not be held back because of the indifferent careless ones who do not desire it. Why should the mentally inert, careless, uninterested woman, who cares nothing for humanity but is contented to patter along her own little narrow way, set the pace for the others of us? Voting will not be compulsory; the shrinking violets will not be torn from their shady fence-corner We will not force the vote upon them, but why should they force their votelessness upon us?
(Nellie McClung, 1915)

Handout 4C:

Women's Parliament

There is no existing script for the performances of the Women's Parliament that turned the tables on the male legislators of Manitoba and packed the theatre in 1914. However, in her novel *Purple Springs* Nellie McClung created a fictional version of what happened. Below are some excerpts from that novel. The main character is on stage playing the part of a woman premier speaking to a group of men who want the right to vote. Her fictional character uses many of the same kind of arguments (and insults) that Premier Roblin and other men used against women in real life:

You are the product of an age which has not seen fit to bestow the gift you ask, and who can say that you are not splendid specimens of mankind? No! No! Any system which can produce the virile, splendid type of men we have before us today, is good enough for me....

You have not thought of it, of course, with the natural thoughtlessness of your sex. You ask for something which may disrupt the whole course of civilization. Man's place is to provide for his family, a hard enough task in these strenuous days. We hear of women leaving home ... Do you know why women leave home? There is a reason. Home is not made sufficiently attractive. Would letting politics enter the home help matters. Ah no! Politics would unsettle our men.

Man has a higher destiny than politics, what is home without a bank account? The man who pays the grocer rules the world. Shall I call men away from the useful plow and harrow, to talk loud on street corners about things which do not concern them.

Do you never read, gentlemen? Do you not know of the graceful happenings in countries cursed by manhood suffrage? ... History is full of unhappy examples of men in public life; Nero, Herod, King John — you ask me to set these names before your young people. Politics has a blighting, demoralizing influence on men. (McClung, Nellie L. *Purple Springs*. Boston: Houghton Mifflin, 1922, p. 282-286.)

Assignment:

1. Use the MARKER form to analyze the arguments used above.
2. Take these ideas and others and write them into a play as it might have been performed in Winnipeg in January, 1914, with parts for members of the government and the male delegates; or take a more modern example of male and female roles and write a sketch that reverses the roles.

In both cases your purpose is to poke fun at rigid roles and stereotypes, to practice public speaking and to entertain the class.

Handout 4D:Some Arguments Against the Vote for Women

Write a response to the following arguments that were advanced against giving the vote to women. Your own arguments should show sound reasoning. You may wish to show unfounded assumptions or poor reasoning in the statements below.

1. It is unwomanly to vote.
2. Women would not vote if given the opportunity.
3. All women do not wish to vote.
4. Bad women will vote.
5. Politics will degrade women.
6. Wives will vote against their husbands, and thus destroy the harmony of the home.
7. Wives would usually vote as their husband wished, so the results would not materially change.
8. Women are fairly represented by men. Their fathers and brothers vote.
9. Women never painted a transfiguration or wrote an epic.
10. Woman is weaker than man physically.
11. Woman's brain is not so large as man's; therefore, she should not vote.
12. Brain work is more exhaustive to woman than to man.
13. Women are more nervous than men, and the excitement of elections would undermine their constitutions and tend to unbalance them.
14. The strain of political life would disqualify women from motherhood.
15. If women were allowed to vote, there would be too many voters.

LESSON FIVE: CRITICAL THINKING ABOUT POLITICAL CARTOONS ON THE SUFFRAGISTS

GOALS:

The student will:

- analyze political cartoons about suffragists for the meaning and use of cartoon devices.
- create amusing and clear political cartoons.

LENGTH OF ACTIVITY: 1 hour.

MATERIALS NEEDED:

- Overhead transparencies of topical political cartoons.
- Handout 5A, PAID, one per group.
- Handout 5B, Suffrage Cartoons, one per group.

TEACHER PREPARATION:

- Photocopy group sets of Handouts 5A and 5B.
- Select and duplicate models of cartoons for presentation to the class (as overheads or photocopies).
- Select heterogeneous groups of 4.

CLASS PROCEDURE:

1. As in Lesson 4, model for the class how to analyze a political cartoon and how to use PAID. Present on an overhead projector or with photocopies, contemporary political cartoons. Supply any necessary background information.
2. Common cartoon devices are as follows (Clarke, 1991):

light and dark — dark design creates a feeling of fear, disaster, or mystery; light design, in contrast, conveys hope, goodwill, or lightheartedness.

lines — light, smooth lines can show humour or whimsy; crooked lines can indicate tension; dark lines seriousness.

size — oversized figures can indicate power or threat; small ones can be powerless or threatened.

caricature — this technique emphasizes physical defects so that well-known people look ridiculous, while still instantly recognizable.

symbols — for example, an eagle or Uncle Sam for the United States and a beaver or maple leaf for Canada.

exaggeration — an object, person, situation or idea is overstated.

stereotyping — groups of people may be represented in an oversimplified and inaccurate way that makes them, nonetheless, easily recognizable. For example, a working class male might be drawn wearing a baseball cap and a t-shirt with a protruding stomach and a housewife might be drawn wearing a bathrobe and slippers with hair in curlers.

2. Form students into heterogeneous groups of four and distribute to each group a copy of the two cartoons on suffragists and a PAID worksheet. Continue as in Lesson 4 with students working in small groups and reporting to the class.
3. An optional step would be to ask students to bring in their own cartoons, analyze them, and present them to their group or the class.
4. As a culminating project, ask students to prepare their own political cartoons on the theme of gender or on another theme. (For some classes, if the cartoons are on gender, there is the risk that the results may be in poor taste.)

SUGGESTIONS FOR EVALUATION:

- Students could analyze a cartoon of their choice. They should be able to explain the message of the cartoon and refer to the cartoon devices used.
- Students could also create their own cartoon. Below is an evaluation form:

<u>Political Cartoon Evaluation</u>			
	Needs Work	Good	Outstanding
Clear message	_____	_____	_____
Visual appeal	_____	_____	_____
Humour / creativity	_____	_____	_____

Handout 5A

PAID

Directions

- Divide the following roles amongst group members, then read the passage and complete the questions on this page.
 - Materials Manager: Collect and return cartoons and the PAID worksheet.
 - Recorder / Checker: Write down the group’s answers then read what you have recorded to your group to check for accuracy.
 - Encourager: Ask students who are reluctant to speak if they have any ideas. Try to motivate the team if it gets bogged down.
 - Gatekeeper: If one student is talking too much, ask him or her politely to give someone else a turn.
- All group members should listen well to what others say and be ready to report the group answers.

[EDITOR’S NOTE: To conserve paper, answer spaces have been eliminated from the following section of the handout.]

- P** What is the point of view of the cartoonist? What kind of a message is he or she trying to communicate?
- A** What assumptions does the cartoonist make about his or her subject? What values and value judgements are apparent?
- I** What is relevant information about this topic that you already know? Does that information support the cartoonist's point of view? Does the cartoon's message seem to make sense based on your own experience?
- D** What cartoon devices does the cartoonist use (for example, light and dark, line, size, caricature, symbols, exaggeration, and stereotyping)?

Great Canadian Political Cartoons
Charles and Cynthia Hou.



Skucel. *Toronto Mail and Empire*,
March 3, 1912



Artist unknown.
Montreal Herald, 1912

**LESSON SIX: CANADIAN WOMEN IN THE 1920s —
VARIOUS VOICES**

GOALS:

Students will:

- become aware of gender issues in historical writing.
- begin to understand the importance of women in history, particularly in Canada during the 1920s in areas such as the family, child care, household work, social service, and volunteer political work.
- create a set of interview or library research questions to guide student research.
- write original biographical narratives.

TIME REQUIRED: One or possibly two 70 minute periods.

- Students will also need time to arrange a suitable interview subject - a friend, relative, acquaintance, or community member. Teachers may wish to establish a pool of local women who could be interviewed.

MATERIALS REQUIRED:

- Biographical Summaries for teacher reading.
- Student readings: Introduction to Biographical Summaries, Biographical Summaries and Student Questions (Handouts 6A, - 6F) Historical Sources Worksheet. (Handout 6H) one per student.
- Chart paper and felt pens, one per student group.

TEACHER PREPARATION:

- Read Teacher Resource Biographical Summaries.
- Copy Handouts 6A - 6H for distribution.
- Provide chart paper and felt pens.
- Prepare six heterogeneous groups.
- Let the teacher-librarian know that some students may use the library to research the lives of Canadian women who lived during the 1920s. Books for this use should be set aside.

SUMMARY OF PROCEDURE:

1. In groups, students read and discuss the Background Information and Biographical Summaries and develop interview questions on specific topics.
2. The class compiles a question bank to guide interviews or library research.
3. Students use selected questions to interview a woman friend, relative or member of their community or to conduct library research.
4. Students write biographical narratives using the information gathered during interviews.
5. Students respond to a set of questions about research sources.

CLASS PROCEDURE:

1. Teacher explains the purpose of the lesson: to be historians. Students will work in groups to prepare questions for an interview of a woman senior. On their own, they will interview a woman senior and write a brief biography. As a class, they will discuss the roles of women in history.
2. Divide students into six heterogeneous groups.
3. Provide the members of each group with Handouts 6A - 6F.
4. Have all members of each group read Handout 6A.
5. Assign these specific tasks:
 - 2 groups read and develop topic areas and questions based on May-ying's biographical sketches. Handout 6B
 - 2 groups read and develop topic areas and questions based on Sadie Hoffman's biographical sketches. Handout 6D
 - 2 groups read and develop topic areas and questions based on Mary John's biographical sketches. Handout 6F
6. In each group, the teacher chooses one student (recorder) to record suggested topic areas and questions on chart paper. All group members copy this information onto the work page provided. The information on chart paper will be posted during debriefing.
7. Whole class debriefing: Each recorder reports a summary of her/his group's discussion and posts the chart paper. The information is noted by all class members. The accumulated questions form a "question bank" to provide all students with questions to ask in interviews or in library research.

8. Concluding remarks by the teacher should instruct students to limit the number of questions they use in their interviews or library research to no more than ten. Questions should be appropriate (use common sense so as not to offend). Interviews should not exceed one hour in length.
9. Teacher assigns the interview and biography writing task.
 - Alternately, if an interview is not possible for some students, they will use their questions to focus library research on a Canadian woman of note who lived during the 1920s.
 - Students should aim to produce between three to five double-spaced pages of edited, final copy narrative. A week between assignment and due date is the suggested time line.
10. After the biographical narratives have been handed in, the teacher will provide students with Handout 6H. Students will answer the questions and submit for marking.

SUGGESTIONS FOR EVALUATION: Evaluation can take place at a number of stages during this activity.

- the quality of the questions created when engaged in group work.
- behaviour during and contributions to group work. In this case, self evaluation, peer evaluation, and teacher evaluation may be done, using a simple checklist that deals with generating and sharing ideas, effort expended, listening skills, leadership skills, sensitivity, and supportiveness.
- the charts produced by each group (for such things as neatness, completeness and clarity).
- The final products — individual narratives written by students — should be graded according to a set of criteria already established in the classroom for written work in Social Studies. Criteria such as style, organization, content, and mechanics (SOCM), as well as variety of sources contained in the Bibliography may be used.
- Handout 6H will be used to motivate a final class discussion on women in history and ways of writing history. Evaluation of answers to questions on Handout 6H is optional and could be based on thoughtfulness and use of information from interviews, rather than on “right” answers.

<p>Suggested number of points for the entire exercise 80 - 100.</p> <p>30 points for the question-producing task, 50 points for the final narrative, 20 optional points for the responses to the questions.</p>

TEACHER RESOURCE:

Biographical Summary

Chong, Denise, *The Concubine's Children*, Penguin, 1994.

Woven through this greater family saga about early twentieth century Chinese immigrants to BC and their complex and difficult relationship with China are the pointed, emotionally engaging and vibrant stories of the principal characters — the mother and grandmother of the author. May-ying, the grandmother and the concubine, came to Vancouver's Chinatown in the 1920s to work in tea-houses. Her role was to help grandfather Chan Sam support his “home” family (another wife and children) in China. May-ying was beautiful, she worked hard, she smoked and gambled. On occasion, when the money ran out, she resorted to prostitution. She defied the stereotypical view of Chinese women, both in her era and in ours.

Chong provides a clear and powerful picture of the life of a strong — but not always likable — woman in Vancouver's Chinatown during the 1920s and 1930s. Through her story the reader also learns valuable lessons about

the situation for all Chinese women during the period. Often, their lives were marked by very hard work, isolation and few amenities. That isolation extended to the political realm, from which they were excluded.

“May-ying worked six, sometimes seven days a week. Her small, narrow figure could be seen moving purposefully between her lodgings at Chan Sam’s shop at one end of Pender Street and the Pekin at the other end. She worked a nine-hour split shift, sometimes between one in the afternoon and three in the morning, or later. By day, she passed scores of bachelor men sitting outside on the sidewalk. To pass idle time, they would drag out an empty orange crate, turn it upside-down and watch the comings and goings on Pender. When May-ying came into sight, they stood up” (page 27).

In 1930, just at the start of the severe unemployment, the dislocation and the family disruption of the Depression, May-ying gave birth to her daughter, Hing (later known by the English name, Winnie). This was a great disappointment — she had wanted a boy. She wondered what she had done to anger the gods, why her long, arduous journey from China had been in vain. While May-ying had a child to care for, Chan Sam tried to find work, unsuccessfully. Things went from bad to worse. May-ying’s immediate response illustrates the desperation of the time.

“The baby Hing was three months old when May-ying left Chan Sam to mind her as usual while she stepped out. She was off on her regular errands to buy fresh food for that day’s meals, or to visit the herbalist. When she was gone longer than usual, Chan Sam grew suspicious. ... Annoyed, he wrapped up the baby and went looking for May-ying. She was nowhere to be found, and no shopkeeper could say he had seen her. As the hours passed, Chan Sam came to the realization that May-ying was not coming back, that she had run away.” (page 51)

Students might consider developing questions about

- Personal relationships, including friendships and romantic relationships, relationships with family members and with co-workers.
- The problems women might have encountered if they wished to gain independence from their families of birth or from their own husbands and children. Some women may have chosen to live independently, without getting married. What were their reasons?
- Beauty, personal confidence and self image. After World War One, women’s fashions became less restricting and more ‘daring.’ Did a woman’s appearance illustrate her attitude to social restraints? Did women make political statements or “power statements” by their choices of dress and hairstyle?

TEACHER RESOURCE

Biographical Summary

Ruth Frager, *Sweatshop Strife, Class, Ethnicity and Gender in the Jewish Labour Movement of Toronto 1900 - 1939*, University of Toronto Press, 1992.

Ruth Frager is a Jewish historian at McMaster University. In *Sweatshop Strife* she has written a detailed analysis of Jewish women union activists who enlivened the Toronto labour movement in the first three decades of the twentieth century. Profiled within this study are various prominent and outspoken women, primarily workers in the garment industry. In this industry, conditions were notoriously difficult — hence the name sweatshops. The women worked for low wages, doing hard jobs. So, they put their hopes in one another and in unions. Through unions these women became involved in various political groups, some of which were radical and militant. Activists were angry enough to want total social change. Among the many groups which sought such change during the 1920s and 1930s in Canada was the Communist Party, founded in 1921. Earlier there had been the Socialist Party.

During the early 1930s, after the “crash” of the stock market, when hundreds of thousands were unemployed and breadlines were common, other political-action groups were established. The Worker’s Unity League and the

Cooperative Commonwealth Federation (the CCF, the forerunner of the New Democratic Party) were both born out of the destitution of the Great Depression. Times were hard. In response, the women marched, petitioned, picketed, became involved in strikes and in organizing others — women and men alike — into the new unions of the 1920s and 30s.

In 1905 Sadie Hoffman came to Canada. She was a young child, and with her family she fled from the strife, anti-Semitism and pogroms of Czarist Russia. Life had been very, very hard. Not surprisingly, Sadie became politically active as a very young woman, fighting for a better life for workers and for recent immigrants. At the age of thirteen she began working in a box factory. Later, when the First World War broke out in 1914, she got a job in a large firm that made army uniforms. Soon, she was working in the company office, but became immediately involved in the shopworker's struggle to join a union, even though she couldn't be part of it. She married — twice — and had children. Sadie Hoffman was well aware of the difficulties for women of trying to combine childrearing, waged work and, perhaps most important for her, political activism, in the Canada of the 1920s.

“Hoffman recalled how she and her women friends in the movement sometimes used to take their young children with them while doing political work. As one of the women canvassed house-to-house for party (Communist Party) candidates in local elections, for example, she would be pushing a child in a baby carriage. ... some of the children of activist mothers felt neglected because of their mothers' time-consuming devotion to political work” (page 159).

Sadie was also clear about the extent to which she and women like her carried a double load in their lives — doing both household work and factory work. At that time there were many, many chores that men, no matter how liberal they were in their political lives, would never consider doing in their own homes. The 1990s notion of a “househusband” did not exist! As Sadie Hoffman remarked:

“ ‘Mind you, it was not like things are now. I know that if a couple works, the husband tries to help with the household responsibilities now, because he feels he should help because she works. But in those days, it wasn't that way. Those women worked in the shop, and they worked at home.’ In the 1920s and 1930s there was no discussion of men sharing household responsibilities. Hoffman herself felt fortunate because her second husband simply liked to ‘help’ her, especially with child care, but she pointed out that this made him ‘an exception to the rule.’ ” (page 159).

Students might consider developing questions about:

- The kinds of work women did outside the home and the training and wages they received. Did they find this work satisfying and worthwhile? If they had husbands and children, who did the domestic work and child care? Did they ever feel guilty about having to juggle two jobs and not spend all their time with their children?
- Their political allegiances and involvements. Were they involved in politics at all?
- Their children and the dreams and fears they had as they raised their children.

TEACHER RESOURCE

Biographical Summary

Moran, Bridget. *Stoney Creek Woman — Sai' k' uz Ts'eke — the story of Mary John*, Tillicum Library, 1990.

This award-winning biography by a courageous BC social worker (who once got fired for her advocacy on behalf of First Nations people) tells the moving story of a Carrier woman whose English name is Mary John. The Carrier peoples' ancestral lands are in the north central area of BC near Prince George. Their recent history — and Mary's — is one marked not only by racism and by the cruel legacy of residential schools, but also by deep family ties, strength and transcendence of tragedy.

Mary John was born in 1913. She lived for her first seven years in a log cabin on the Stoney Creek reserve. There, life had traditionally been in tune with the seasons. Hunting, fishing and trapping provided both staples of diet and social stability. Mary's first memory is of the devastating 1918 influenza epidemic, when many of the people on the reserve became ill. So did she. While a number of her relatives and friends died, Mary did not. She lived, she married in 1929 and, eventually, gave birth to 12 children. But before then, and the hardships she endured as an adult, Mary endured as a small girl a more profound ordeal. This she shared with thousands of other young First Nations children in Canada. In August of 1920 Mary learned that she was to go to school. School. This was a thing completely alien, she didn't know what it was. Although later in life personal courage enabled her to overcome her early ordeal, her experiences at two mission schools left indelible marks of sorrow.

"Christmas was the worst. Many of the pupils who lived on the Necoslie Reserve in Fort St. James were able to spend the Christmas holidays with their parents, but Mary Sutherland's and mine lived too far away — there was no money to have us brought home, so we stayed in the school. I thought about all the people who would be coming back to Stoney Creek. I couldn't stop thinking about the dances and the visiting and the walk through frosty darkness to the little church on Christmas Eve. I thought I would die, I was so lonesome for my parents and my village" (page 38).

Perhaps things would improve when she arrived in 1921 at her new school — Lejac, on the shores of Fraser Lake. They did not.

"The girls did less hard physical labour than the boys, but in many ways, our time in Lejac was just as hard. Except when we were outside pulling up roots which lay on the surface of the ground after the land was cleared, we were always inside, under the watchful eye of a teacher. It seemed to bother them to see us idle — every time we finished a task, a piece of rough cloth and a needle were put in our hands with the order "Sew!" We made all of the dresses and uniforms worn in the school, and socks, drawers, chemises, and aprons" (page 45).

When Mary John had just turned 16, her parents, the band chief and the 'watchmen' (those selected to guard morals and arrange marriages) selected a husband for her. Lazare John, seven years older than Mary, was to be that husband. She had neither seen nor met him.

"Now, when I remember the days before my marriage, I think of a moth beating its wings against a lighted lamp. I knew that there was no escape for me. The chief, my parents, and the watchmen had decided that I was to marry Lazare John, and from that decision there was no appeal.

... Day by day, with the arrival of the priest approaching, I grew more scared. I knew that when I married Lazare I would have to leave my family and live in the John home. I didn't know anyone in his family. How could I suddenly go into the home of strangers and live as if I was one of them?" (page 66).

Students might consider developing questions about:

- Women's cultural and/or racial backgrounds. Have they experienced discrimination? What particular customs and traditions do they value?
- Engagement and marriage rituals and ceremonies and the role of women in them. Are women treated as equals in the marriage partnership and in cultural life?
- School and schooling and the kinds of courses and career preparation women were involved in. Did women feel they were free to choose particular educational or work paths?

Handout 6A

Background Information: Writing Women's History

INSTRUCTIONS:

Read the following introductory information. It will provide a basic background to the history of women. It will also guide your discussion, help you answer questions and help you develop questions for your own research.

INTRODUCTION TO THE BIOGRAPHICAL SUMMARIES

You will read the following Biographical Summaries, which contain mostly direct quotes from the original sources, to get a sense of how three different writers have approached biographical writing. Their writing is descriptive and personally engaging, qualities to aim for in a biography. These selections can guide you as you frame your own questions about women's role in history.

The summaries try to ensure that interesting issues and problems in three women's lives are revealed. Try to identify and discuss the particular issues and problems that are emphasized in the selections. Each highlights various challenges faced by women during the 1920s — including political activity, romantic relationships, childrearing, and educational struggles. These challenges may also exist for women today. The three women represent three different cultural backgrounds and traditions: Chinese-Canadian, Russian-Jewish Canadian and First Nations Canadian.

Remember that Western researchers and writers have not been writing about "ordinary women" for very long. They — and you — need to know where and how to look for information about women. You will not likely be able to rely on traditional, formal sources (such as legislative documents, formal writings, published speeches) for your data. That is why interviews are so important. Women can use memories of their own experiences to add strong, personal details to historical understanding. Also, you need to ask questions that enable you to see women and their activities clearly. Women's activities may not be as immediately visible as men's. Until the 1920s, Canadian women were not permitted to be members of Parliament, but they were leaders in other areas of life, including the home, church and missionary work and peace societies.

In the nineteenth century and through most of the twentieth century, Western historians have reinforced the idea that there are two very distinct areas of social life. One area — the personal — has been seen as dominated by women and the other — the political — as dominated by men. In each area there were different ways of understanding and using power. Women, in their sphere of the household and family, were seen as having little power. Very seldom did they enter the world of men. Men, in their sphere of politics and public work, were judged to be all-powerful and worth writing history about.

Until recently, the family, and the role of women in it, was not regarded as a place of historical importance by professional historians. Perhaps that is because most of them were men. They concentrated on the "great men" and the "big stories" of life. These stories were primarily about wars, battles and disasters, government policies and laws, and famous speeches. Historians ignored birth control, relationships within the family, women's education, arts and crafts such as quilting, lacemaking, canning and cooking, sewing and knitting, and women's conversations and gossip.

Even after Canadian women of European heritage had achieved the vote, their social, political, economic, and cultural contributions to Canadian life did not receive much attention in history. Part of the reason for this is that some traditionally “key women’s activities” — giving birth, motherhood and childcare — have not been valued as much as “men’s activities” — working in the marketplace and wielding political power. Furthermore, the contributions of non-European women remained hidden. Now, historians recognize the significance of valuing and gathering information about all areas of life, from various cultural traditions, to create inclusive, comprehensive and balanced historical writing.

Handout 6B

Biographical Summary

Chong, Denise, *The Concubine’s Children*, Penguin, 1994.

“May-ying worked six, sometimes seven days a week. Her small, narrow figure could be seen moving purposefully between her lodgings at Chan Sam’s shop at one end of Pender Street and the Pekin at the other end. She worked a nine-hour split shift, sometimes between one in the afternoon and three in the morning, or later. By day, she passed scores of bachelor men sitting outside on the sidewalk. To pass idle time, they would drag out an empty orange crate, turn it upside-down and watch the comings and goings on Pender. When May-ying came into sight, they stood up” (page 27).

“The baby Hing was three months old when May-ying left Chan Sam to mind her as usual while she stepped out. She was off on her regular errands to buy fresh food for that day’s meals, or to visit the herbalist. When she was gone longer than usual, Chan Sam grew suspicious. ... Annoyed, he wrapped up the baby and went looking for May-ying. She was nowhere to be found, and no shopkeeper could say he had seen her. As the hours passed, Chan Sam came to the realization that May-ying was not coming back, that she had run away” (page 51).

“The only times Chan Sam’s name crossed May-ying’s lips were in exchange for the gossip of the men in other waitress’s lives. When the shifts ended at the three different tea houses, the waitresses would retire in twos and threes to one another’s rooms. If May-ying was among them, they went to her room so that she could check on the sleeping Hing. Her friends sat themselves on the bed, making no effort to avoid waking the child. Most of them, May-ying included, would light up cigarettes. Everybody had the same litany of complaints: they were hard up and short of money; they were having problems with men in their lives” (page 81).

Handout 6C

Workpage — May-Ying

Now that you have read the three selections from *The Concubine’s Children*, use the information available to develop a set of questions that deal with the topics raised.

On the left side of this page, list all of the topic areas you can find in the readings. An example is Paid Work.

On the right side list specific questions you could ask an interviewee, such as: Did you or do you have a paid job? Each of these questions can be followed by related questions using Why, When, Where, With Whom?

TOPIC AREA	SPECIFIC QUESTIONS
1. Paid Work	Did you or do you have a paid job? (When, where, with whom, what were your wages?)
2.	
3.	
4.	
5.	
6.	

Handout 6D

Biographical Summary

Ruth Frager, *Sweatshop Strife, Class, Ethnicity and Gender in the Jewish Labour Movement of Toronto 1900 - 1939*, University of Toronto Press, 1992.

In 1905 Sadie Hoffman came to Canada. She was a young child and with her family, she fled from the strife, anti-Semitism and pogroms of Czarist Russia. Life had been very, very, hard. Not surprisingly, Sadie became politically active as a very young woman, fighting for a better life for workers and for recent immigrants. At the age of thirteen she began working in a box factory. Later, when the First World War broke out in 1914, she got a job in a large firm that made army uniforms. Soon, she was working in the company office, but became immediately involved in the shopworker's struggle to join a union, even though she couldn't be part of it. She married — twice — and had children. Sadie Hoffman was well aware of the difficulties for women of trying to combine childrearing, waged work and, perhaps most important for her, political activism, in the Canada of the 1920s.

“Hoffman recalled how she and her women friends in the movement sometimes used to take their young children with them while doing political work. As one of the women canvassed house-to-house for party (Communist Party) candidates in local elections, for example, she would be pushing a child in a baby carriage. ... some of the children of activist mothers felt neglected because of their mothers' time-consuming devotion to political work” (page 159).

Sadie was also clear about the extent to which she and women like her carried a double load in their lives — doing both household work and factory work. At that time there were many, many chores that men, no matter how liberal they were in their political lives, would never consider doing in their own homes. The 1990s notion of a “househusband” did not exist! As Sadie Hoffman remarked:

“ ‘Mind you, it was not like things are now. I know that if a couple works, the husband tries to help with the household responsibilities now, because he feels he should help because she works. But in those days, it wasn’t that way. Those women worked in the shop, and they worked at home.’ In the 1920s and 1930s there was no discussion of men sharing household responsibilities. Hoffman herself felt fortunate because her second husband simply liked to ‘help’ her, especially with child care, but she pointed out that this made him ‘an exception to the rule’.” (page 159).

Handout 6E

Workpage - Sadie Hoffman

Now that you have read the two selections from *Sweatshop Strife*, use the information available to develop a set of questions that deal with the topics raised. On the left side of this page, list all of the topic areas you can find in the readings. An example is Political Involvement. On the right side list specific questions you could ask an interviewee, such as “Were you actively involved in politics?” Each of these questions can be followed by related questions using Why, When, Where, With Whom?

TOPIC AREA	SPECIFIC QUESTIONS
1. Political Work	Were you actively involved in politics? (Why, when, where, with whom?)
2.	
3.	
4.	
5.	
6.	

Handout 6F

Biographical Summary

Moran, Bridget. *Stoney Creek Woman - Sai' k' uz Ts'eke - the story of Mary John*. Tillicum Library, 1990.

“Christmas was the worst. Many of the pupils who lived on the Necoslie Reserve in Fort St. James were able to spend the Christmas holidays with their parents, but Mary Sutherland’s and mine lived too far away — there was no money to have us brought home, so we stayed in the school. I thought about all the people who would be coming back to Stoney Creek. I couldn’t stop thinking about the dances and the visiting and the walk

through frosty darkness to the little church on Christmas Eve. I thought I would die, I was so lonesome for my parents and my village" (page 38).

Perhaps things would improve when she arrived in 1921 at her new school — Lejac, on the shores of Fraser Lake. They did not.

"The girls did less hard physical labour than the boys, but in many ways, our time in Lejac was just as hard. Except when we were outside pulling up roots which lay on the surface of the ground after the land was cleared, we were always inside, under the watchful eye of a teacher. It seemed to bother them to see us idle — every time we finished a task, a piece of rough cloth and a needle were put in our hands with the order "Sew!" We made all of the dresses and uniforms worn in the school, and socks, drawers, chemises, and aprons" (page 45).

When Mary John had just turned 16, her parents, the band chief and the 'watchmen' (those selected to guard morals and arrange marriages) selected a husband for her. Lazare John, seven years older than Mary, was to be that husband. She had neither seen nor met him.

"Now, when I remember the days before my marriage, I think of a moth beating its wings against a lighted lamp. I knew that there was no escape for me. The chief, my parents, and the watchmen had decided that I was to marry Lazare John, and from that decision there was no appeal.

... Day by day, with the arrival of the priest approaching, I grew more scared. I knew that when I married Lazare I would have to leave my family and live in the John home. I didn't know anyone in his family. How could I suddenly go into the home of strangers and live as if I was one of them?" (page 66).

Handout 6G

Workpage — Mary John

Now that you have read the three selections from Stoney Creek Woman, use the information available to develop a set of questions that deal with the topics raised. On the left side of this page, list all of the topic areas you can find in the readings. An example is Marriage. On the right side list specific questions you could ask an interviewee, such as "Were you married?" Each of these questions can be followed by related questions using Why, When, Where, To or with Whom?

<u>TOPIC AREA</u>	<u>SPECIFIC QUESTIONS</u>
1. Marriage	Were or are you married? (When, where, who?)
2. [EDITOR' NOTE: Use same format as for Handout 6E]	

Handout 6H

Questions about Historical Sources and History Writing

1. What kind of information would you expect to find in personal diaries?
2. Are diaries as useful to researchers as newspaper accounts or other secondary sources? Explain.

3. What, if anything, might letters tell us about the letter writers?
4. Are interviews reliable? How does the researcher “check” to ensure that interviewees are providing accurate information?
5. Who may speak for whom? For example, is it appropriate for a woman of European heritage to write the biography of a First Nations woman, as did Bridget Moran about Mary John?
6. Should women’s history be written only by women?
7. What techniques can you use to make your stories lively and interesting?
8. What could popular magazines and, since the 1950s, video clips tell you about the lives of “ordinary women” in particular historical periods?
9. How would items such as school report cards, greeting cards, grocery lists, household budgets — even photographs of people, homes and gardens — help the researcher?

[EDITOR’S NOTE: The original handout provides three lines for student’s responses.]

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Prentice, Alison et al. *Canadian Women: A History*. Toronto: Harcourt Brace Jonanovich, 1988. ISBN: 0774731125, \$34.95, pp. 169-211.

Ray, Janet. *Towards Women's Rights*. Toronto: Grolier, 1991. ISBN: 0717218112, \$22.95.

Rowland-Warne, L. *Costume*. Toronto: Stoddart Publishing, 1992. (Eyewitness) ISBN: 0773725571, \$15.95.

Strong-Boag, Veronica, & Anita Clair Fellman. *Rethinking Canada*. 2nd ed. Toronto: Copp Clark Pitman, 1991. ISBN: 0773050973, \$27.50, pp. 309-319.

Work in Progress: *Tracking Women's Equality in Canada*. Ottawa: Canadian Advisory Council on the Status of Women, 1994. \$20.95.





CHILDREN'S AUTHORS AND ILLUSTRATORS AVAILABLE FOR READINGS

The following pages list the children's authors and illustrators who are members of CWILL B.C. and who are available for readings during 1995-1996.

GENERAL INFORMATION

Fees should be established individually with the author or illustrator. (Fees generally start at around \$100 for a one hour session.)

You may also wish to discuss:

- The presenter's requirements re: physical space and equipment
- The length of the presentation
- The size of the audience per session
- Advance preparation of audience members

Public libraries can apply for funding through the Canada Council Public Readings Program or through the Writers in Libraries Program of the B.C. Government (Library Services Branch).

ALDERSON, Sue Ann (Author)
4004 West 32nd Avenue
Vancouver, B.C.
V6S 1Z6
Phone: 228-0783

ALMA, Ann (Author)
S8, C5, R.R. 1
South Slokan, B.C. VO6 2G0
Phone: 359-7936

BAILEY, Linda (Author)
2059 West 8th Avenue
Vancouver, B.C. V6J 1W4
Phone: 733-2689/Fax: 737-1428
Email: lbailey@eworld.com

BAYLESS, Maureen (Author)
4349 Osler Street
Vancouver, B.C. V6H 2X6
Phone: 736-3629

BLADES, Ann (Author, Illustrator)
12648 26A Avenue
Surrey, B.C. V4A 2M4
Phone: 538-5852

BUCHANAN, Joan (Author)
3672 Rainbow Drive
Prince George, B.C. V2M 3W1
Phone: 563-9979
Email: buchanan@unbc.edu

BURFORD, Della (Author)
Box 40151
Victoria, B.C. V8W 3N3
Phone/Fax: 361-9738
Email: azatlan@pinc.com

CHARLES, Norma (Author)
1844 Acadia Road
Vancouver, B.C. V6T 1R3
Phone: 222-1541

Ten Mondays for Lots of Boxes; Bonnie McSmithers series; Ida and the Wool Smugglers; A Ride for Martha; Sure as Strawberries. Author talks and readings; writing workshops—all levels.

Skateway to Freedom. Author talks, readings, writing workshops—grades 3 to 7. Taught elementary school for 23 years.

How Come the Best Clues Are Always in the Garbage?; How Can I Be A Detective If I Have to Baby-sit?; Who's Got Gertie? And How Can We Get Her Back! Author talks and readings—grades 3 to 6.

Howard's House Is Haunted; Abra Kadabra; Strike. Author talks and readings—grades K to 3.

Mary of Mile 18; A Boy of Tache; By the Sea: An Alphabet Book. Illustrated: *A Salmon for Simon; A Candle for Christmas; Ida and the Wool Smugglers; A Dog Came, Too; A Ride for Martha.* Presentations/readings with slides, drawings, originals—grades 1 to 7.

The Nana Rescue; Taking Care of My Cold; Nothing Else But Yams for Supper!; It's A Good Thing; It's A Good Thing and Other Favourite Stories (audiotape). Readings, talks, storytelling, writing and storytelling workshops—all levels and teachers/librarians.

Journey to Dodoland; Magical Earth Secrets; Environmental Activity Guide; The Out of the Ordinary Extraordinary Friends. Storytelling with slides and illustrations, art and creative writing workshops, making picture books and big books—grades K to 6.

See You Later, Alligator; Amanda Grows Up; No Place for a Horse; April Fool Heroes; Darlene's Shadow. Readings, author talks, writing workshops—grades K to 7.

CRADDOCK, Sonia (Author)
3811 West 14th Avenue
Vancouver, B.C. V6R 2X1
Phone: 224-3724

The TV War and Me; The Treasure Hunt; You Can't Take Micky; The Secret of the Cards; Hal, the Third Class Hero; Money Midas. Author talks, readings, writing process workshops—all levels.

CROOK, Marion (Author)
1680 Cornell Avenue
Coquitlam, B.C. V3J 3A1
Phone: 936-5760
Fax: 936-6812

Summer of Madness; Island Feud; Looking Good: Teenagers and Eating Disorders; Teenagers Talk About Suicide; Riptide!; Hidden Gold Mystery. Readings and workshops, fiction and non-fiction—grades 5 to 12.

DAVIS, Barry (Author)
P. O. Box 430
Quathiaski Cove, B.C. VOP 1N0
Phone: 285-3242
Tollfree: 1-800-661-9441

You're Allowed To Be Happy. Author talks on personal empowerment, invention and creation—grades 2 to 7.

DOLSEN, Marguerite (Author)
2 - 4825 Canada Way
Burnaby, B.C. V5G 1L4
Phone: 299-0795

Eighteenth Day; Jacko and Phylber; El Misterioso and The Pirate. Readings up to grade 3 level.

DOWD, John (Author)
P. O. Box 91323
West Vancouver, B.C. V7V 3N9
Phone: 250-8031

Abalone Summer; Ring of Tall Trees; Sea Kayaking. Author talks and readings—grades 5 to 7.

DUNCAN, Sandy Frances (Author)
R.R.#1, Site 10, C-4
Gabriola Island, B.C. VOR 1X0
Phone: 247-9752

Cariboo Runaway; The Toothpaste Genie; Kap-Sung Ferris; Listen To Me, Grace Kelly; Witness to Wilderness: The Clayoquot Anthology (Ed.). Author talks, readings, writing process workshops—grades 4 to adult.

ELLIS, Sarah (Author)
4432 Walden Street
Vancouver, B.C. V5V 3S3
Phone/Fax: 874-6272

Out of the Blue; Pick-Up Sticks; Next-Door Neighbours; The Baby Project. Author talks and readings—grades 4 to 7.

FERBER, Elizabeth Diane (Author, Illustrator)
502-1232 Harwood Street
Vancouver, B.C. V6E 1S2
Phone: 689-7071

Once I Was Very Small; The Squeeze More Inn; Pussywillow. Author talks and readings—K to grade 3; talks to high school/college students/adults on becoming an illustrator or cartoonist.

GAETZ, Dayle (Author)
1150 North Beach Road
Salt Spring Island, B.C. V8K 1B3
Phone/Fax: 537-9528

Come Back; A Sea Lion Called Salena; Night of the Aliens; The Mystery At Eagle Lake. Author talks (idea to published book), readings and creative writing workshops—grades 4 - 7.

GOSSE, Bonnie (Author)
314 East 26th Street
North Vancouver, B.C. V7N 1B1
Phone: 980-0741

Soapstone Carving for Children; A First Book of Knitting for Children; Keep It Green (environmental board game with teachers' manuals). Soapstone carving workshops—grades 3 and up.

HENEGHAN, James (Author)
601 - 1132 Haro Street
Vancouver, B.C. V6E 1C9
Phone: 684-2247

Promises to Come; Blue; The Case of the Marmalade Cat; The Trail of the Chocolate Thief; The Mystery of the Gold Ring; Torn Away. Readings/workshops—grades 5 to 12. Also workshop "A Creative Approach to Grade 12 Provincial Exam, English."

HOLT, Gerald Holt (Author)
No. 1 The Peninsula
15273 24th Avenue
South Surrey, B.C. V4A 2H9
Phone/Fax: 531-1819

The Ghostly Tales of Mr. Tooth; Ben and Jacky and the Missing Diamond; Mystery on the Fen; Tails of Flame. Author talks, readings, writing workshops and discussions—grades 3 to 7.

HORNE, Constance (Author)
604 - 420 Linden Avenue
Victoria, B.C. V8V 4G3
Phone: 380-3551

Emily Carr's Woo; Trapped By Coal; The Jo Boy Deserts and Other Stories; Nykola and Granny. Readings and talks about writing—grades 4 to 7.

HUNDAL, Nancy (Author)
1517 West 58th Avenue
Vancouver, B.C. V6P 1W6
Phone: 263-5970

Puddle Duck; November Boots; I Heard My Mother Call My Name. Author talks and readings—grades K to 4.

KELLERHALS-STEWART, Heather (Author)
Box 250
Heriot Bay, B.C. VOP 1H0
Phone: 285-3570 Fax: 285-2981

She Shoots, She Scores; Muktu the Backward Muskox; Stuck Fast in Yesterday; The Whale's Way; Skookum Sam, Spar Tree Man; Witch's Fang. Author talks and readings—grades 2 to 8.

LABREQUE, Sam (Jazzbones) (Author, Performer, Songwriter)
19873 37A Avenue
Langley, B.C. V3A 2S8
Phone: 530-8798

Who's Afraid of Slip-Sloop?; Worms for Sale. Storytelling/creative writing workshops and talks; poetry/concerts with guitar—grades K to 7. Writing career talks—grades 7 to 10.

LAWSON, Julie (Author)
6645 East Sooke Road
R. R. 1, Sooke, B.C. VOS 1N0
Phone: 642-3938

Blown Away; Fires Burning; White Jade Tiger; The Dragon's Pearl; Kate's Castle; A Morning to Polish and Keep. Author talks/readings—grades K and up. Writing workshops—grade 4 and up. Conferences and workshops for adults.

LIGHTBURN, Ron (Illustrator)
803 - 1034 Johnson Street
Victoria, B.C. V8V 3N7
Phone/Fax: 382-0043

Waiting for the Whales; I Can't Sleep; Eagle Dreams; Mothergoose - A Canadian Sampler (contributor); *How Smudge Came*. Presentations for ages 8 to adult (slides, readings, analysis of illustrations, question/answer, drawing workshops).

LUCAS, Bernie (Author)
8091 Bradley Avenue
Burnaby, B.C. V5J 3T9
Phone: 433-6715

Brewster Rooster. Author talks, readings and writing process workshops—grades K to 5.

MANSON, Ainslie (Author)
4768 The Highway
West Vancouver, B.C. V7W 1J5
Phone: 926-3825
Fax: 925-0358

Mr. McUmphie of Caulfield Cove; Alexander Mackenzie; Simon Fraser; A Dog Came, Too; Just Like New. Author talks and readings—grades K to 8.

McBAY, Bruce (Author, writing as
B. J. Bond)
1897 West 2nd Avenue
Vancouver, B.C. V6J 1J1
Phone: 664-8550

Puffin Rock; Goodbye Carleton High (with J. Heneghan). Author talks and readings—upper elementary.

McFARLANE, Sheryl (Author)
168 Beechwood Avenue
Victoria, B.C. V8S 3W5
Phone: 598-5645
Fax: 598-7322

Tides of Change; Eagle Dreams; Moonsnail Song; Jessie's Island; Waiting for the Whales. School/library visits and author talks, writing workshops, conferences—all levels.

MEZEI, Kathy (Author)
304 North Delta Avenue
Burnaby, B.C. V5B 1E9
Phone: 299-9701

Cuthbert and the Mer People. Author talks and readings—grades K to 4.

MILES, Victoria (Author)
2171 Maple Street
Vancouver, B.C. V6J 3T4
Phone: 736-0575
Fax: 473-7330

Sea Otter Pup; Spotted Owlets; Cougar Kittens; Bald Eaglets. Wildlife storytelling presentations including reading, slide presentation, legends, folklore—grades K to 3. Writing/research workshops for higher grades.

MITTON, Jennifer (Author)
108 - 1922 West 7th Avenue
Vancouver, B.C. V6J 1T1
Phone: 739-2808

Fadimatu; Bonjour Minuit. Readings/creative writing and illustrating workshops suitable for English or French immersion—grades 5 and up. Cross-cultural workshops (African focus) grades 6 and up.

NELSON, Jenny (Author)
Box 482, Masset
Queen Charlotte Islands,
B.C. VOT 1M0
Phone: 626-5140

Dragon in the Clouds (novel and teacher's package based on Bloom's taxonomy); *The Golden Grasshopper*. "Adding the Whipped Cream" creative writing workshops—grades 3 to 7 as well as teachers.

NEUDECKER, Joan (Author)
11344 Chalet Road
Sidney, B.C. V8L 5L9
Phone: 656-3607

PEARSON, Kit (Author)
3888 West 15th Avenue
Vancouver, B.C. V6R 2Z9
Phone: 224-3260
Fax: 224-3261

RAZZELL, Mary (Author)
3993 West 36th Avenue
Vancouver, B.C. V6N 2S7
Phone: 263-7260

RICHMOND, Sandra (Author)
1965 26th Street
West Vancouver, B.C. V7V 4K3
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226 - 4955 River Road
Delta, B.C. V4K 4V9
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Fax: 940-9902

RUURS, Margriet (Author)
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RYBAR, Gail (Author)
8105 Camino Drive
Whistler, B.C. VON 1B8
Phone: 932-6643

SCHWARTZ, Ellen (Author)
6637 Emerson Street
Burnaby, B.C. V5E 1W5
Phone: 453-3108
Fax: 435-8499

SEIDEL, Ross (Author)
225 East 58th Avenue
Vancouver, B.C. V5X 1V8
Phone: 322-3312

Adrift! (child survival, with co-author Colleen Politano); *Max and Katy*. Author talks and readings—grades K to 5. Writing process—grades 9 to 12.

The Daring Game; A Handful of Time; The Sky Is Falling; Looking at the Moon; The Lights Go On Again. Author talks and readings—grades 4 to 7. Talks to adults.

Snow Apples; Salmonberry Wine; Night Fires; White Wave; The Secret Code of DNA. Readings and writing workshops; author talks and readings—grades 7 and up.

Wheels for Walking. Author talks and readings. Talks about accessibility and acceptance of the disabled in society—grades 5 to 12.

Voices on the Bay; Step By Step. Readings and author talks—grades 4 to 6.

Big Little Dog; Spectacular Spiders; On the Write Track; Emma's Eggs. Readings and poetry writing workshops for all elementary grades. E-mail writing classes by computer.

Danny's Run. Readings, writing workshops—grades 5 to 10.

Starshine at Camp Crescent Moon; Starshine; Born a Woman; Dusty. Author talks and readings—grades 4 to 12.

The Rats Came Back. Author reading of *The Rats Came Back* and other stories including slide presentation—grades K to 2.

SHOEMAKER, Kathryn E.
(Illustrator)
3622 Point Grey Road
Vancouver, B.C. V6R 1A9
Phone: 736-2107 Fax: 222-8115

Los Ninos Alfabeticos; Jenny's Neighbours; Creative Christmas—Folk Arts from Around the World for the Classroom; The Mouse and Mill; The Bottle Babies. Talks on book illustration including dummies, separations, tearsheets—grades K to 12 and university.

SKOGAN, Joan (Author)
P. O. Box 166
Gabriola Island, B.C. VOR 1X0
Phone: 247-8739

Grey Cat at Sea; The Princess and the Sea Bear and Other Tsimshian Stories. Readings; writing workshops at all levels.

SMITH SISKA, Heather (Author)
1076 Davie Street
Victoria, B.C. V8S 4E3
Phone: 598-1224

The Haida and the Inuit: People of the Seasons; People of the Ice: How the Inuit Lived; We Are the Shuswap; Exploring the Yukon's Past; Substance Abuse Prevention; Primary: Teacher Resource Book. Classroom or community presentations—K to adult.

SPALDING, Andrea (Author)
1105 Ogden Road, R. R. 1
Pender Island, B.C. VON 2M0
Phone/Fax: 629-2047

Finders Keepers; A World of Stories; The Most Beautiful Kite in the World. Author talks, readings and storytelling—grades K to 7.
Writing/storytelling workshops—grades 4 to 7 and teachers (p.d. days).

STAFFORD, Terry (Author, Illustrator)
Box 438
Fort Langley, B.C. VOX 1J0
Phone: 888-2766

Amie; Amie and Anika; Matt and Jenny in Old Vancouver; Fort Langley: A Historical Activity Book. Illustrated: *Fiona and the Flying Unicorn; Fiona and the Prince of Wheels.* Writing process and creative picture book workshop—all ages.

STERLING, Shirley (Author)
100 - 2365 West 5th Avenue
Vancouver, B.C. V6K 1S6
Phone: 733-5893

My Name Is Seepetza. Readings, storytellings, writing process workshops—all levels.

SWANSON, Diane (Author)
4387 Torrington Place
Victoria, B.C. V8N 4T3
Phone/Fax: 477-9398

A Toothy Tongue and One Long Foot; Why Seals Blow Their Noses; Coyotes in the Crosswalk; Safari Beneath the Sea; Sky Dancers; The Day of the Twelve-Story Wave. Author presentations—grades K to 7.

TOWN, Florida, M.A. (Ed.)
(Author, former journalist/columnist)
1242 Ricard Place
Port Coquitlam, B.C. V3C 5H3
Phone: 942-9822 Fax: 942-6048

Alexander Graham Bell; Simon Fraser: A Voyage of Discovery; How to Write Dynamite Speeches. Author talks—grades K to 12. Workshops in writing and writing process—grades 5 to 12.

TURNEY ZAGWYN, Deborah
(Author, illustrator)
Box 472, Harrison Hot Springs
B.C. V0M 1K0
Phone: 796-9779 Fax: 796-9689

WAKAN, Naomi (Author)
302 - 130 East 15th Avenue
Vancouver, B.C. V5T 4L3
Phone: 872-7373/872-2622

WALDRON, Kathleen Cook (Author)
C-51 Allton Road R.R. 1
100 Mile House, B.C. V0K 2E0
Phone: 395-5140
Fax: 395-4750

WALSH, Ann (Author)
411 Winger Road
Williams Lake, B.C. V2G 3S6
Phone: 392-5762

WATERTON, Betty (Author)
10135 Tsaykum Road
Sidney, B.C. V8L 3R9
Phone: 656-5045

WATTS, Irene (Author, Playwright)
506 - 1225 Merklin Street
Whiterock, B.C.
V4B 4B8
Phone: 536-8668

WEIR, Joan (Author)
463 Greenstone Drive
Kamloops, B.C. V2C 1N8
Phone: 372-5473

WILSON, Eric (Author)
c/o JCP Consulting
823 Wendecourt Road
North Vancouver, B.C. V7K 2X5
Phone: 985-2527
Fax: 985-2565

A Winter's Yarn (illus.); *Mood Pocket*, *Mud Bucket*; *The Pumpkin Blanket*; *Long Nellie*; *Hound Without Howl*. Author talks/readings with slides and original illustrations—grades 1 to uni. Workshops in storyboard creation or watercolour—grades 3 and up.

One Day A Stranger Came; *Haiku—One Breath Poetry*; *Japanese—An Appetizer*; *Telling Tales on the Rim*. Writing workshops including discussion, writing, reading—grades 4 to 6.

A Winter's Yarn; *A Wilderness Passover*; *Ivan and the All-Stars*. Author talks and readings with slide show—grades K to 6, or up to grade 12 and adult.

Your Time, My Time; *Moses, Me and Murder!*; *The Ghost of Soda Creek*; *Across the Stillness*; *Shabash!* Readings, talks, and workshops on writing, B.C. history, and multiculturalism—grades 4 to adult.

A Salmon for Simon; *Petranella*; *Mustard*; *Plain Noodles* and seven *Quincy Rumpel* books. Author talks and readings—grades K to 6.

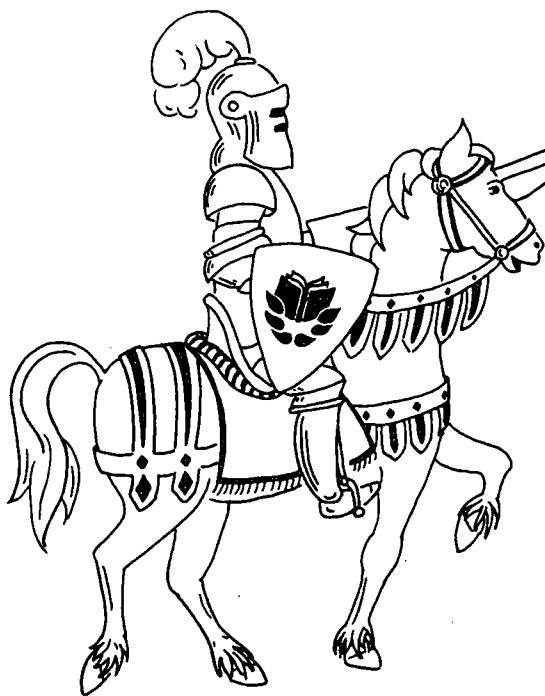
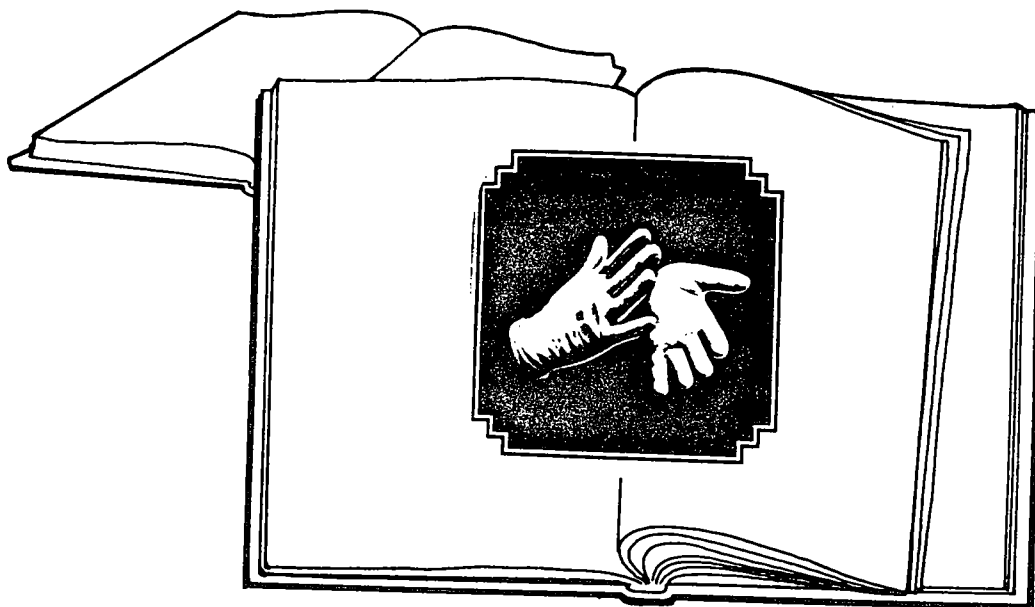
Just a Minute; *Making Stories*; *Tales from Tolstoy*; *Goodbye Marianne*; *The Great Detective Party*. Workshops on storymaking /storytelling/dialogue/drama and readings—grades 3 to 12. Storydrama—grades 1 to 3.

Spelled O-U-C-H; *Storm Rider*; *Mystery at Lighthouse Rock*; *Ski Lodge Mystery*. Author talks and readings—grades 4 to 9. Writing workshops in plotting/characterization/ bringing stories to life—grades 4 to 12.

The Inuk Mountie Adventure; *The St. Andrews Werewolf*; *The Unmasking of 'Ksan*; *Vancouver Nightmare*; *Spirit in the Rainforest*. Author talks with slide show—grades 4 to 6.

WYATT, Valerie (Author)
520 Transit Road
Victoria, B.C. V8S 4Z5
Phone: 595-3160
Fax: 595-7851

Inventions: An Amazing Investigation; Pets: An Amazing Investigation; Weatherwatch; Planet Earth: A Big Ecology Book; The Science Book for Girls and Other Intelligent Beings. Science presentations that encourage audience participation—grades 4 to 6.



IBBY-CANADA ANNOUNCES THE FRANCES E. RUSSELL AWARD

The \$1000 award, administered by IBBY Canada, will be granted for research in Canadian children's literature. It was donated by the late Marjorie Russell in memory of her sister, Frances E. Russell, and will be given annually.

The Frances E. Russell award is to be put towards the costs of research for a publishable work (a book or paper) on Canadian Children's Literature. Work on the following topics will be considered:

- **Studies of individual authors and their work**, especially if they are considered in their social and historical context.
- **Comparative studies of two or more authors**, which illuminate their stylistic differences, or consider their social and historical approaches.
- **Subject overviews**; e.g. Canadian folklore.
- **Biographical studies of Canadian children's authors or illustrators.**
- **Studies of Canadian illustrators.**
- **Related subjects including contemporary theoretical approaches to the study of Canadian Children's Literature.**

The applicant must be a Canadian citizen or landed immigrant. Please send: a vita; a letter of reference; and a detailed research proposal (which demonstrates knowledge of existing research in the field) to:

**Lissa Paul
Faculty of Education
University of New Brunswick
Bag Service, #45333
Fredericton, New Brunswick
E3B 6E3**

A committee, appointed by IBBY Canada, will select the successful applicant.

Deadline: 15 March 1996.

CHAPTER REPORTS

POLITICAL ACTION

Vernon-Armstrong

- District resource centre finally re-opened after a great deal of lobbying by teacher-librarians and teachers...almost all...was done by elementary school personnel. Reopened on a limited basis: fewer hours, no budget, staffed by one clerk.
- Mel Maglio appointed to a one-year term as resource teacher. He intends to concentrate on service to classroom teachers and teacher-librarians.
- Next year... we will inevitably be involved in campaigning to have district resource centre functions expanded, with some budget.

Delta

- Members were active in the DTA representative assembly and made presentations to that body as well as to the school board regarding budget, staffing, technology, the role of the teacher-librarian and the educational benefits of school library programs.
- Library budgets and teacher-librarian staffing stayed virtually the same as the previous year.

North Vancouver

- Much time spent this year attempting to get our library budget reinstated by means of letters to superintendent, board members, PACs (to no avail)
- In March, the NVTLA made a presentation to the district budget advisory committee.

Quesnel

- Involved with the local union representatives on writing language for inclusion in the BCTF members' guide.
- Language was written on library staffing and submitted to the RA.

Bulkley Valley

- Suffered the consequences of a closed district resource centre by sharing resources among ourselves. The closure occurred in 1993-94.
- Created a high profile situation by applying for and receiving a Developmental Site grant involving all the teacher-librarians in the district.

Maple Ridge

- A dark and rainy year. Most teacher-librarians had less time in the library resource centres and more time teaching other subjects for classroom teachers to provide preparation time.

- Even though we are a rapidly growing district, we were faced with a decreasing budget.
- All schools had cutbacks in staffing and restraints in finances.
- Teacher-librarians did the best they could with what they were given and provided services to students as first priority. Few extra services were provided beyond their job description. No time, money nor energy.

Nechako

- Politically, our teacher-librarians are not noisy, but three of the six of us hold positions on the executive committee of the local teachers' union.
- Although advances in library services were modest in 1994-95, our district administration managed to protect library resource centre programmes better than many other districts.
- Our district consists of two secondary schools, two K-12 schools, four medium-sized elementary schools, three small elementary schools and an electronic school which serves home-schoolers from across the province. Of these, the secondary schools, one K-12 school and three elementary schools have teacher-librarians. The rest and the district resource centre are served by library assistants. We operate with the attitude that although we would prefer to see teacher-librarians serving all students in the district, we can do more for our students at the present time by supporting each other and especially by having teacher-librarians support library assistants who function alone in the smaller schools. Meetings are held for that purpose.
- No major changes for better or for worse. We neither gained nor lost significant teacher-librarian or clerical time following severe cutbacks to clerical time the previous year.
- District maintained funding for libraries at the previous year's levels.

Prince George

- Chapter member Barb Hall is conference chairperson for the BCTLA
- Several members serve as staff representatives on our local teachers' association executive.
- With the change to provincial bargaining we hope that the needs of teacher-librarians and other non-enrolling teachers will be adequately represented.
- Lesley Hay, chapter corresponding secretary, is on the Bargaining Committee.
- Our chapter sent a letter to the bargaining representatives as suggested at the April BCTLA chapter council.

- The Learning Resources Advisory Committee has been inactive this past year because no issues were raised.
- The district resource centre budget was again reduced this year, resulting in the administrator and the district teacher-librarian each taking a .05 reduction in time. There is to be an evaluation of DRC services.
- Members attended Committee of the Whole meetings on the district budget and gave input as to the direction they felt the school board should take.

Terrace

- Members wrote letters to local bargaining representatives regarding library resource centre staffing, programmes, qualifications, etc.

CURRICULUM OR PROGRAMME DEVELOPMENT

Vernon-Armstrong

- main activities for the year: author tours, talks and visits. In response to popular demand we invited Richard Thompson back for a week. He spent half a day in each of eight schools, and a full day in each of two other schools. Teachers and students greatly enjoyed his stories and presentations including sand table stories, draw & tell stories, etc. Other presenters: Frank O'Keeffe, C. J. Taylor, Diane Swanson, and Welwyn Katz.

Delta

- presentations by teacher-librarians on Pro-D days to familiarize staffs with new technologies in automated library resource centres.
- Workshops to instruct teacher-librarians on the automated system (Eloquent).
- Some of our members gave workshops on the district Pro-D day on multicultural literature and how to select those books for the school library resource centre.
- Members worked on a First Nations Curriculum with district staff, teachers and members of the Tsawwassen First Nations people. The completed unit has been distributed to all elementary schools in Delta.

North Vancouver

- District teacher-librarian handbook, which had been rewritten the previous year, was distributed.
- In October, the district Joint Educational Programme Implementation Committee sponsored a

workshop on learning resource selection.

- In November the NVTLA hosted a workshop on collaborative teaching and planning.
- In March, Russ McMath presented a workshop on 'Cinderella Books', and on parent/child reading groups.

Quesnel

- a quiet year...the majority of teacher-librarians were busy beginning the task of automating their library resource centres. Meetings were kept to a minimum.
- little was done...unless it pertained to the computerization.

Bulkley Valley

- Chapter president Kathy Johnston coordinated a Developmental Site grant application to the Ministry of Education. We received funding for release time to create a Technology Scope and Sequence chart to guide teacher-librarians and teachers of technology and computer skills K-12.

Maple Ridge

- Authors who visited schools were J. Lawson, E. Fernandez, cartoonist M. Barwick and D. Turnsquin.
- Our annual book fest was not attempted as too few teacher-librarians had the time to work with students, due to teaching commitments.

Prince George

- Members serve on numerous district programme committees including primary, intermediate and graduate implementation committees, technology task force, challenged materials committee and career and personal planning curriculum committee.

Terrace

- School-wide reading programme on a medieval theme.
- Involvement with staffs on implementing the new Instructional Resource Packages.

MEETING OR SPECIAL PROGRAMME IDEAS

Vernon-Armstrong

- We would like to involve the Armstrong part of our group in more of our activities. We attempt to stay in touch by sending them notices and minutes of our meetings, by including them in our e-mail notes, and by inviting them to participate in author visits.

We welcome suggestions from other chapters with similar problems — Armstrong is a separate school district ... distance is a problem.

North Vancouver

- Local chapter of the Children's Literature Roundtable was formed.
- A social at Christmas and one in June were enjoyed by those who attended.
- Phyllis Simon of Vancouver Kidsbooks gave a book talk on her current favourites. We are looking forward to the opening of her new store in North Vancouver.

Maple Ridge

- Monthly meetings involved sharing of successes and concerns.
- An attempt at arranging a day workshop for teacher-librarians was unsuccessful due to lack of time and the political paper shuffle.

Nechako

- A low-key year. We continued District Resources Centre Advisory Team meetings. All teacher-librarians, library-supervising teachers or administrators, library assistants and an assistant superintendent attend these meetings. The purpose is to provide for communication among the information service providers of the district.

Prince George

- Barb Dean, our public library children's librarian, gave an excellent presentation on the *Fear Street* books in our library, on both the literary value and the censorship aspect of R. L. Stine's work.
- Several of our meetings focused on local concerns and problems. "What to do with CD-ROMs" presented us with a list of top value software as well as a discussion on management issues such as 'research tool versus entertainment machine' in the library resource centre. Sharing programs, units and bibliographies gave us some new ideas. 'Jeopardy' was a fun way to respond to the Technology Draft Plan.
- The district provided half-day release time for teacher-librarians to attend a workshop on new accounting procedures.

Terrace

- Internet workshop.

PUBLIC RELATIONS ACTIVITIES

Delta

- Book fairs promoting reading and literature were held at many schools during the year.
- Many schools had authors visit their library resource centre during Canadian Children's Book Week.

North Vancouver

- An advocacy committee was formed.
- Buttons with the slogan "Libraries Change Lives" were donated
- We are looking at having business cards printed for teacher-librarians
- A decision was made that our year-long theme for 1995-96 would be "Show, Don't Tell", also focussing on advocacy.

Bulkley Valley

- Book fairs and reading month were well publicized to encourage community participation.
- Teacher-librarians had book displays and shared new books at staff meetings to increase staff awareness of new resources.

Maple Ridge

- A bulletin board explaining the importance of the library resource centre and its interdependence within the school was displayed at the district board office and resource centre.

Terrace

- Family reading week.
- Book fairs.

CHALLENGED MATERIALS

None this issue!

AUTOMATION AND COMPUTERS

Delta

- As a result of work done by Delta's teacher-librarians, the school district has approved more funding to speed up automation of the district's school library resource centres.
- All district school library resource centres now have at least one CD-ROM system and a growing collection of discs. Parent groups in many schools are helping to speed up the automated circulation component of library resource centres.

North Vancouver

- A joint union/board automation committee was struck and a report was presented to the board in June. Dynix was the system selected.
- Automation of libraries is part of the North Vancouver collective agreement. A grievance has been filed by the local, on the board's failure to move forward on automation as required by the agreement.

Quesnel

- Follett Unison Circulation Plus chosen.
- All library resource centres including the Education Resource Centre will be using this software.
- The three secondary schools as well as the Education Resource Centre are catalogued and circulating.
- One elementary school is automated, one has not finished bar-coding.
- Another elementary school is 80%, another 40% and ten are between 10% and 30% complete.
- In most of these schools the teacher-librarian is having to do all the cataloguing as there is no clerical help.

Bulkley Valley

- Both high schools fully automated using Maplewood.
- Chandler Park Middle School automated this year, with half the collection on-line by the end of June. They hope to be operational by the middle of September.
- Silverthorne Elementary is beginning the automation process. They are starting with the teacher reference materials.

Maple Ridge

- Internet and electronic mail was connected to most library resource centres. Communication between teacher-librarians was by QuickMail and the service was found to be invaluable.
- The highlight of our year came with Penny Bland, teacher-librarian at Fairview Elementary receiving an award for Teaching Excellence. Included with the award was a trip to Ottawa to meet J. Chrétien and the gift of electronic equipment for the school library resource centre. A dedicated and creative teacher, she had created a multi-media unit about dinosaurs. In a dark and rainy year, her award was the rainbow after the storm.

Nechako

- Schools large enough for automation had been automated by June 1994.

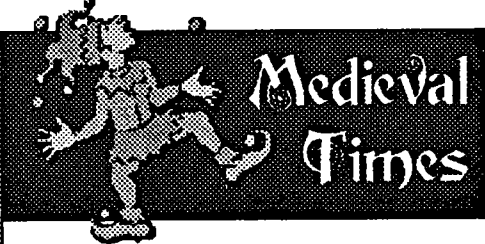
- No major advances in technology in 1994-95, although schools enhanced technology through the purchase of CD-ROM systems, modems or FAX machines.

Terrace

- Many schools have students on Internet for research
- Some schools use e-mail for students.
- Programmes on CD-ROM are widely used.
- Netscape is a popular search tool
- Beginning to automate elementary library resource centres.

Prince George

- By October 1995 seven schools will be wide-area networked to the board office and their library resource centres automated.



Medieval Times
Theater, 1202

Court jesters make their first appearance in European courts.

Fools, or professional jesters, were employed by the wealthy and powerful from ancient Egyptian times until the 18th century. Often an insane or deformed person whose antics were a source of amusement, the fool may also have served as a scapegoat, or bearer of ill fortune. The motley clothing of the fool on the Elizabethan stage, like the ludicrous appearance of the modern circus clown, parodies the customs of sane society. Shakespeare's fools take advantage of their privileged role to speak unwelcome or comic truth, and provide, especially in *As You Like It* and *King Lear*, perceptive commentary on both tragic and comic events. As Viola says in *Twelfth Night*: "This fellow is wise enough to play the fool." Modern satiric comedy also relies upon the tradition of the fool, notably in the half-humorous, half-sinister figure of Harpo Marx.

THE POWER OF PICTURES: THE GRAPHICAL WORLD WIDE WEB

by JOHN GOLDSMITH, counselor, technical support person (and former teacher-librarian), Fraser Valley Regional Correspondence School, SD#33 (Chilliwack). E-mail: <jgoldsmi@cln.etc.bc.ca>

INTRODUCTION:

"A picture is worth a thousand words."

Whoever coined this phrase had probably never heard of the World Wide Web - that extremely popular Internet resource. The phrase is as true for the World Wide Web as it is for any other visual media such as movies, television or photographs.

Before the advent of the World Wide Web (also referred to as, "the WEB" or "WWW") the Internet was a virtual graphics desert. No pictures, graphics or color were available to break the monotony of words, words and more words. With the ability to display pictures, graphics, images, the Web has captured the interest and imagination of Internet users and has gone from obscurity to celebrity in a matter of months. At last, pictures have come to the Internet!

As with other visual media before it, the WEB has become very big, very fast. How big? Big enough to have exploded from about 500 Web sites a year ago to over 50,000 sites in July, 1995. Big enough to have major corporations, businesses and publishers scrambling to get on board. Big enough to be hailed as the most important technological advance since the printing press. Hyperbole? Perhaps. But buried underneath the hype is a technology that will have a dramatic influence on the way information is viewed and used. That fact alone should merit our attention and interest.

For those who have never seen the Web in action, I would strongly recommend you seek out someone who has the software up and running. It's worth the effort. Even a brief exposure is enough to see the power and potential of this amazing technology. If a demonstration is not possible, then visualize the Web as a limitless CD-ROM. There are many similarities between the two media.

PARTS OF THE WEB

The World Wide Web is made up of three components:

1. Web Site
2. The Internet
3. Web Browser

WEB SITE

A Web site is a collection of files on a computer, connected to the Internet on using special software that can transmit text and graphics. The text and graphic information is created, formatted and saved in a special way to link the files, which are displayed as a single Web Document. Once the Web document is installed or mounted on a Web site, it can then be viewed by anyone, anywhere in the world, with the proper software and Internet access.

A Web document is created using with a program called an HTML (Hyper Text Mark-up Language) editor. An HTML editor like a word processor or desk top publishing program. Creating a Web document is very much like creating a document using a desk top publishing program. So similar in fact, that creating a Web document is often referred to as, "Web Top Publishing".

INTERNET DISTRIBUTION

The Internet is the primary distribution method for the World Wide Web. Because the computer with the Web site software is linked directly to the Internet, anyone with Internet access and the right software can view the information on the Web site. This means that over 50 million people could, in theory, view the information. This number is growing dramatically every day. This might explain why business is so interested in this medium.

THE WEB BROWSER

Finally, there's the software at our end of the Internet needed to view the text and graphic information found on a Web site. This software is called a "Web Browser" program. Web Browser programs come in many varieties and capabilities. However, they can be divided into two types - text only and full featured. Most Web Browsers which run on IBM/Windows or Macintosh computers are full featured — they are able to display graphic and video information as well as text. They also tend to be very easy to use because they use a Graphic User Interface (GUI) that uses a mouse and includes icons and pull down menus to select commands. In short, they have the look and feel of a good Windows or Macintosh program.

On the other hand, Web Browsers found on larger mini or main frame computer often are only capable of displaying text information without graphics or sound. The Lynx program found on CLN (Community Learning Network) is one example of this type of interface. Unfortunately, Lynx is currently the only way many of us have to access the Web. Without the ability to see the images, pictures and video clips, it's hard to understand the excitement over the World Wide Web. For an example of the difference see SCREEN 1 and SCREEN 2.

THE GOOD AND BAD NEWS ABOUT WEB BROWSERS

This brings us to the good and bad news about Web Browsers. The good news is that there are many excellent Web Browser programs available for both Macintosh and Windows computers. These programs are inexpensive, easy to use and excellent at displaying the text and graphic information found on an Internet Web site. The bad news concerns the type of Internet connection needed to use these programs and the types of computers needed to run them.

In order to use a full featured Mac or Windows based Web Browser, you need two things:

1. a direct Internet connection
2. a powerful personal computer.

Both items are in addition to the normal requirements needed to connect to CLN.

COMPUTER REQUIREMENTS

To run a typical Web Browser program, you need a powerful computer. Macintosh users need a Macintosh Plus or better with at least four megabytes of read-only

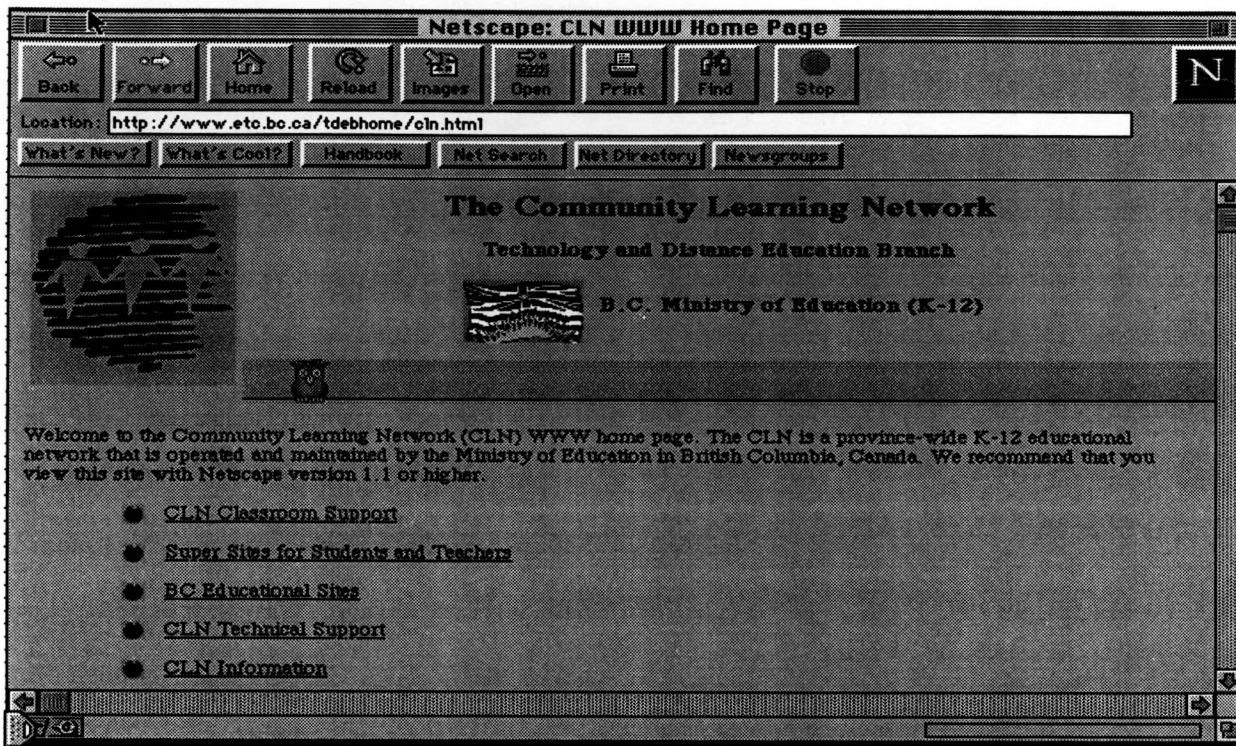
memory (RAM). DOS users need a computer capable of running Windows 3.1 or Windows 95. Both Windows and Macintosh users need about ten to twelve megabytes of free hard drive space and a high speed modem capable of speeds of 9600 bits per second (baud) or better. These are minimum requirements. A faster modem and a more powerful computer will definitely improve the situation.

DIRECT INTERNET CONNECTION

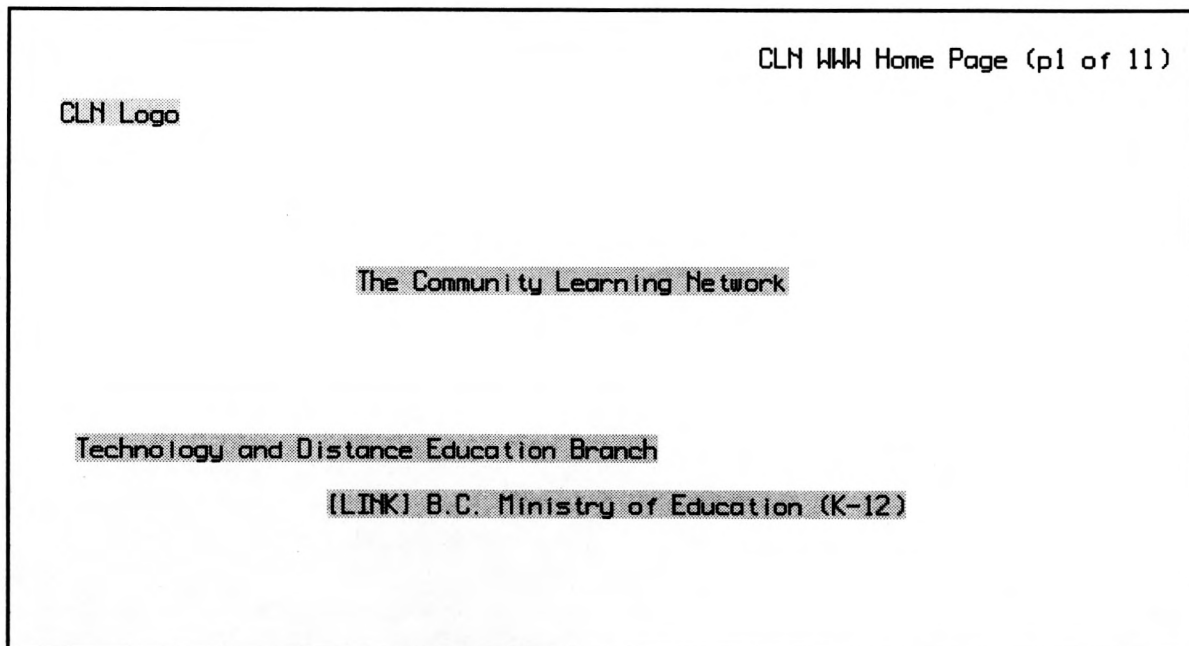
Once you have the right computer and modem installed, your next concern is getting a direct Internet connection for your Web Browser program to work. A normal CLN account allows you to access the Internet via an indirect connection. When you connect to CLN, you are not actually "on" the Internet. Instead you are connected to the CLN computer and the CLN computer is "on" the Internet. When you use the Internet services on CLN to send and receive e-mail, access Gopher information or do Telnet sessions, these programs are actually running on CLN's computer, not your personal computer. You might say that you are operating these CLN programs by remote control from your personal computer. If you want to use a World Wide Web browser with pictures, this type of connection is not sufficient. In order to use a Web Browser from your personal computer, you must have your own direct connection to the Internet.

Direct Internet connections come in two styles. The first is a dedicated direct Internet connection — a full-time high speed telephone line used for nothing else but accessing the Internet. It is the preferred way to go for Internet access but very expensive. Expect to pay upwards of \$500.00 per month for this type of connection. These prices should drop substantially in the future as telephone, cable and other telecommunications companies compete to provide Internet services. In the meantime the price is prohibitive for the average user.

A second and more affordable option is called a virtual direct Internet connection, which uses a modem and standard telephone line to establish what appears to be a direct connection to the Internet. A virtual direct Internet connection (also referred to as a "Dial-up SLIP" or "Dial-up PPP" connection) is not as fast as a dedicated direct connection, but it is much more affordable. The cost is about \$25.00 a month and it's all you need to run a Web Browser program from your personal computer.



SCREEN 1 CLN THROUGH A FULL FEATURED WEB BROWSER



SCREEN 2 CLN THROUGH A TEXT BASED WEB BROWSER

Here's how it works. The home computer dials up and connects to another computer which is directly connected to the Internet. Through special software the personal computer establishes what appears to be a direct connection to the Internet. In reality, this special software allows the personal computer to share an existing Internet connection with the computer which actually has direct connection to the Internet. The computer providing the direct Internet connection is called the host and the personal computer using the connection is called the client.

VIRTUAL DIRECT CONNECTION SOFTWARE

The special software which makes the Virtual Direct Connection possible comes in three flavors — SLIP (Serial Line Internet Protocol), PPP (Point to Point Protocol) and ARAP (Apple Remote Access Protocol). All three work in different ways to achieve the same end — allowing a personal computer to establish a direct connection to the Internet, through a computer which is already connected to the Internet.

How does this special software work? One of the "host" programs (SLIP, PPP or ARAP) is installed on the host computer. A matching "client" program is installed on the client computer. The client computer's modem dials up the host computer's modem and the two copies of the software link together to form a virtual direct connection. For all intents and purposes, your personal computer is directly connected to the Internet. Now, you can run your Web Browser program and "Surf" the 'Net.

There are a couple of important points to remember regarding a Virtual Direct Internet Connection:

1. Don't worry if the explanation of a Virtual Direct Internet Connection doesn't make much sense. That's not important. What's important is that you know SLIP, PPP or ARAP software is needed to use a Web Browser program on your personal computer.
2. The type of Virtual Direct Internet Connection software you use is not important. PPP, SLIP, ARAP all work well.
3. The client and host computers must both use the same Virtual Direct Internet Connection software or program. If you have PPP software installed on your client computer and try calling a host with SLIP software, a connection can't be made.

PPP or SLIP software is available on the Internet for Macintosh and Windows computers. There are a number of different programs available. Some are marketed through commercial vendors and can cost over a hundred dollars. Others are shareware and available at little or no cost. ARAP was created by Apple and is only available as a commercial product for the Macintosh.

INTERNET SERVICE PROVIDERS

Once you have the Virtual Direct Internet Connection software installed on your computer, the next problem is finding a host computer for your Virtual Direct Internet Connection. The Host computer must itself be directly connected to the Internet. It must also have the same type of Virtual Direct Internet Connection software installed.

The Host computer must be set up to receive calls. This means it must have telephone lines, modems, user accounts, passwords and lots of other technical bits and pieces. Obviously, setting up a Host computer involves a lot of time, effort and money. That may explain why most host computers are operated by commercial organizations. Commercial organizations which do provide this type of service for a fee are called commercial Internet service providers. The Virtual Direct Internet Connection service which they provide is generally referred to as a dial-up SLIP, PPP or ARAP account.

FINDING AN INTERNET SERVICE PROVIDER

Now that you know you need an Internet Service Provider, the next question is, where are these Internet service providers found? The first and most obvious place to look is CLN (or more correctly, the British Columbia Systems Corporation [BCSC], a crown corporation responsible for providing the telecommunications infrastructure for CLN and many other government departments). CLN/BCSC does have a limited number of Virtual Direct Internet Connections available for teachers. These accounts are given out by the CLN account authorizer within each school district. Don't be surprised if they are very hard to obtain. Many account authorizers have been reluctant to issue these accounts because they are unfamiliar with the software and technology involved and feel ill-equipped to provide assistance. CLN has taken the position that technical support for these types of accounts will be handled primarily at the district level due to the

difficulties which are often encountered when installing and setting up SLIP and PPP software.

This may sound ominous but in reality, it's not. CLN provides all the necessary programs along with a simple but complete instruction manual. The software installs itself with little or no tinkering or configuring. The CLN package includes a complete set of Internet programs such as Mosaic, Eudora and Gopher. It is very well laid out and easy to use.

A few school districts have established their own district-wide direct Internet connection. There are various ways for district personal to dial in and establish a connection. If you are not sure whether your district has such a set up or if you want to find out how to get an account, contact your district computer technology coordinator.

COMMERCIAL INTERNET SERVICE PROVIDERS

Commercial Internet service providers will happily provide you with a dial-up SLIP or PPP connection — for a price. Use this option if a CLN or district account is not available. Prices can vary widely from company to company depending on the level and quality of service being offered.

Some Internet service providers charge higher rates because they offer premium service. This usually includes extras such as all the necessary software, extensive technical assistance, no or low cost training and sufficient telephone lines so there's seldom a busy signal when dialing in. At the other end of the spectrum are the bulk Internet connection providers who charge no subscription fee and a very low on-line rate. Their service consists of a number to call and that's all. It's up to clients to find their own software, do their own installation and provide their own technical support. Most Internet service providers fall between these two extremes in terms of features, service and support.

The availability of commercial service providers is good in urban areas of British Columbia, but less so in rural environs. The best source of information for finding a Commercial Internet service provider is the *Canadian Internet Handbook*. (See the bibliography.) It contains an extensive list of service providers in an easy to read point form chart.

A list of both commercial and non-profit Internet service providers is also available from the British Columbia Internet Association. To receive a copy, send an e-mail message to: <execdir@bcia.bc.ca>. Ask for

the, "List of Internet Service Providers and Carriers in British Columbia".

If a commercial Internet service provider is the only option for obtaining a virtual direct connection, here are a couple of suggestions for finding a company which meets the needs of novices. A Commercial Internet Service Provider should:

1. provide all necessary software and programs. It's much easier for new users if they don't know where to get Internet programs. It's also much easier for a company to provide assistance when they are familiar with the software being used.
2. provide full technical support and assistance. For example:
 - do they have any sort of help line?
 - what are the hours of operation for the help line?
 - are the people on the help line knowledgeable and helpful?
3. have a good ratio of users to telephone lines. A general rule of thumb is about 20 subscribers per telephone line. If the ratio is more like 200 subscribers per line, the chances of getting more than a continuous busy signal is remote.
4. have a good reputation. Talk to friends and colleagues. I think you'll be amazed at how many people have accounts with commercial providers. Also talk to the staff at computer stores. They are in a position to hear comments from customers about Internet service providers..
5. have competitive pricing. Competitive shopping is easier said than done. Each service provider seems to price its services in a manner which defies comparison. However, if a service provider's prices seem high, ask what special services or extra features they offer to justify the extra cost.
6. have many high speed lines. Ask how many lines with high speed modems are available. Some companies will advertise high speed modem access but have only one or two telephone lines equipped with high speed modems. The rest of the lines may have slower modems.

While there are a number of points to consider when investigating Internet service providers, the chief concern for a novice is service! Internet connection software can be complex and frustrating to set up. Success or failure is often determined by the quantity and quality of help available. If this is your first foray

into the world of virtual direct Internet connections, look for a high level of service and support, even if the subscription cost is higher .

THE MACINTOSH DILEMMA

Many commercial services lack support for Macintosh computers. Commercial Internet service providers seem more oriented towards the Windows operating system. While those who use Windows will find a vast amount of assistance, support, and software available, Macintosh users are less fortunate. Most Internet service providers have little or no experience with Macintosh computers and usually do not seem interested in acquiring any. Thankfully, this situation is changing as the number of Macintosh owners grows and the competition among Internet service providers becomes more fierce. The process for installing and configuring the necessary software on a Macintosh is easier, so there is less need for technical support.

WEB BROWSER PROGRAM

Once you have the proper computer equipment and an Internet connection, your final requirement is finding a full featured Web Browser program capable of displaying graphics properly. *Netscape* is currently the most popular and highly rated Web Browser program. It's fast, easy to install and a joy to use.

The program is available on-line at no cost to educators and comes in both Macintosh and Windows versions. As teacher-librarians, we are free to copy and distribute this program to educators and students. The company expects no money for its client software.

The commercial version is available for about \$70.00 (US) It is essentially the same as the free version but it comes on disks in a shrink wrapped box and includes a printed manual.

The free version doesn't have these amenities. While it is widely available on the Internet, obtaining a copy can be problematic because it involves using

another Internet tool called FTP (File Transfer Protocol). FTP allows files, programs and other information to be transferred or "downloaded" from one computer to another over the Internet. The concept may sound simple but the actual execution can be difficult for new users. Instead of attempting to use FTP, it might be wise to try locating a copy of Netscape from a colleague or friend. For those who revel in a challenge, FTP is available on CLN, under the "Internet services" menu. FTP sites where Netscape can be found include:

Internet Address: ftp.iro.umontreal.ca

Path: /lude-iro2/netscape-1.1/run/iro_sgi/sgi5.3_mips/bin/netscape

Internet Address: ftp.luth.se

Path: /pub/infosystems/www/netscape/netscape

Internet Address: oslo-nntp.eunet.no

Path: /pub/msdos/win3/winsock/apps/netscape

SUMMARY

It's big step from a simple text Internet connection to a virtual direct connection using a dial-up SLIP or PPP account and a graphical Web browser program. Nevertheless, once you've had a chance to sample the profusion of images and graphical information available on the Web and tried the user friendly, "point and click" interface, there will be no going back to plain, text based systems like Lynx.

A picture is indeed worth a thousand words and in the case of the World Wide Web, that's a thousand words of awe, interest and wonder, making it a valuable addition to any library program.

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In announcing the 12th annual Freedom to Read Week, February 26 - March 3, 1996, the members of the Book and Periodical Council's Freedom of Expression Committee reaffirmed their support for intellectual freedom, guaranteed under the Charter of Rights and Freedoms.

The Freedom of Expression Committee acknowledged the ongoing commitment of Canadian writers, publishers, librarians, educators, and booksellers to support intellectual freedom, and committed themselves to vigilance.

Books and magazines are banned at the border. Books are removed from the shelves in Canadian libraries, schools, and bookstores every day. Few of these stories make headlines, but they affect the right of Canadians to decide for themselves what they choose to read.

The Freedom of Expression Committee produces the Freedom to Read Week Kit. The 1996 Kit contains all new material, activities for school, library and a new Freedom to Read Week poster.

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Kits may be ordered directly from the Book and Periodical Council, **prepaid**, at \$10.00 plus \$2.00 postage and handling, plus \$.84 GST. Total: \$12.84. Orders for ten kits or more, shipped to a single address, receive a 20% discount and may be accompanied by a purchase order. Mail your completed order form to: **Freedom to Read Kit, Book and Periodical Council, 35 Spadina Road, Toronto, ON M5R 2S9.**

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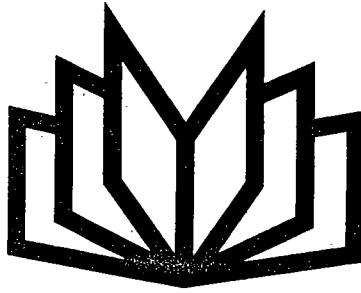
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CANADIAN BOOK PUBLISHERS' COUNCIL

Classroom Resources Threatened, Says Publishers' Council

For Immediate Release

October 16, 1995

TORONTO - Classrooms are inadequately supplied with books and other learning resources, creating serious consequences for Canada's future, says a new report by the Canadian Book Publishers' Council. The report calls on governments to improve the accountability of education spending, and to reassign one penny of each existing education dollar to learning resources.

"Learning resources such as books, CD-ROMs and videos are essential tools for teachers and students," says Gayle Metson, Director of the School Publishers' Group of the Canadian Book Publishers' Council. "If students don't have enough up-to-date resources, their ability to gain the skills necessary in today's competitive economy is threatened."

Of every dollar spent on education, less than half a penny goes to classroom learning resources, and the amount is dropping. Statistics Canada figures show that from 1988 to 1993, the amount of money spent on the education system in English Canada increased by 38 per cent, while the amount spent on classroom learning resources declined by 8.5 percent.

"We've seen performance on basic skills tests slip in Canada over the past 20 years already," adds Metson. "Effective learning resources are necessary to improve those skills, but the record shows resources are not a priority in budget planning."

The report warns that if the trend on spending continues, student achievement will suffer further, partly because shrinking spending threatens the Canadian publishing industry's ability to invest in research and development for the wide array of materials today's classrooms need.

The study also notes an absence of standards for supplying classrooms, allocating budget or tracking spending on learning resources, making comparisons between different regions impossible.

The report calls on governments, educational administrators, educators and parents to improve the chances for achievement of today's students through three actions:

- Provincial ministries and school boards must be more accountable for the way education budgets are spent on learning resources, and must institute clearer reporting practices;
- Governments and educators must define a standard for what constitutes a properly equipped classroom;
- Provincial governments must commit a set percentage of education budgets to learning resources, preferably 1.5 per cent, up from today's average of less than 0.5 per cent.

"Canada is in an era of public sector restraint, which means governments need to spend their money most effectively, with accountability to parents, students and teachers," says Metson. "We're not suggesting



anyone spend money they don't have. Instead, we're asking governments to commit to making learning resources the priority they should be by spending education money in the classroom, where it makes the biggest difference."

The report studied the state of classroom learning resources through statistical analysis, interviews with teachers, and a national telephone poll of parents. Copies are available from the School Publishers' Group of the Canadian Book Publishers' Council.

The Canadian Book Publishers' Council is Canada's main English-language book publishing trade association, representing the interests of 35 companies that employ more than 2800 Canadians and collectively account for nearly three quarters of all domestic sales of English-language books. Council members publish more than 85 per cent of all original Canadian-authored elementary and secondary classroom learning resources. In 1994, members spent over \$70 million with Canadian-based book manufacturers and paid more than \$20 million in royalties to Canada's writers.

For More Information:

Catherine Creede, McMaster Communications Inc., (416) 963-5519, or Gayle Metson, Director, School Publishers' Group, Canadian Book Publishers' Council, (416) 322-7011, ext. 224.

Editor's Comment: This news release reflects the concerns of many teacher-librarians as they face budget cuts and the technological demands of the information highway. Many of the learning resources mentioned in this report would be materials housed in school libraries as well as individual classrooms. CD-ROMs would have to be accessible through a central resource centre as the hardware and software costs do not make them a resource choice for many classrooms. The accountability problem also reflects our concerns—many BC school boards do not track resource spending, and many library budgets are so decentralized as to result in dramatic inequities between schools and districts. The complete 15 page report is available from Willa Walsh, (604) 274-9705.





Medieval Times

Averroes 1126-98, was a Spanish-Arab philosopher. Averroes studied medicine and law, then served as a judge in Seville and later at Cordoba. His religious views were considered heretical by orthodox Muslims, however, and he was banished from the court by the caliph Mansur in 1195. He was recalled from exile in 1198 but died soon after.

Although he enjoyed a high reputation in the Muslim world of learning, he was more influential among Christian and Jewish philosophers. The guiding principle of all his writings was that philosophy and religion must agree. He viewed philosophers as prophets who teach the same principles as religious prophets but in a higher, more abstract form.

The writings of Averroes survive mainly in Latin and Hebrew translations.



Medieval Times

Science, 1572

Danish astronomer Tycho Brahe, 26, discovers a bright new star beyond the moon in Cassiopeia and thus destroys the Aristotelian idea that no change can occur in the celestial regions. Brahe has used instruments of his own design to see the supernova that will be called Tycho's star and to accumulate data on planetary and lunar positions.

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THE PORTRAIT: SONIA CRADDOCK

by **ELLEN ROTHSTEIN**, teacher-librarian, George T. Cunningham Elementary School, SD#39 (Vancouver).

Sonia Craddock was born in England but spent most of her childhood in northern Saskatchewan where her father was the principal of a rural school. Her family relocated to British Columbia in the 1960s. Sonia attended the University of British Columbia, received her teacher's certificate and then taught elementary school in Vancouver. She later obtained her Masters in Language Education with an emphasis on children's literature and continued her studies, receiving a doctorate in 1980. Her doctoral studies focused on children's literature, remedial reading, and the psychology of reading. She also taught on contract from UBC, travelling the province teaching children's literature courses. In our interview Sonia said that while teaching children's literature she noticed a lack of Canadian books, particularly from BC authors, and it was then that she started her own writing career.

Craddock's first published work was *The TV War and Me* (Scholastic, 1980). This novel is about a mother who gives away the family television because she feels it is a bad influence on her three children. The story involves a number of humorous plans the children devise to get their TV back. Even though this could be identified as a universal family situation, Craddock places her story in a definite Vancouver setting:

"Our school is just around the corner, which is fine by me when it's a wet, soggy morning with the leaves sort of dripping off the maple trees that are planted up and down our block. I felt like a wet leaf myself as I hustled Benjy across the road into the school grounds. We usually stop in the middle of the road and take a quick look at the mountains. There's a fantastic view from the middle of the road. Benjy and I like to see how much snow is on the peaks and whether the sun is flashing on the Princess's bracelet. The Princess is a long range of mountains that really looks like a woman lying down, and what we call her bracelet is the skyride that takes the skiers up to the ski slopes—but it looks like a diamond on her arm when the sun flashes on the metal cables. On rainy mornings, though, you can't see a thing. The mountains just disappear behind the rain blanket. They might as well not be there."

All of Sonia Craddock's books are based on her personal experiences. Sonia told me that in her own household she didn't actually take the TV away, but she did have a type of primitive "V-chip" that prevented her three children from watching too much television. In our interview Craddock related that most students hate the ending of this book and she has received many letters stating that the mother in the story did not compromise fairly with her children.

Sonia's next book, *The Treasure Hunt* (Gage, 1984), also set in Vancouver, is a light-hearted story about two boys searching for treasure in their school yard. *You Can't Take Micky* (Scholastic, 1986) is a more serious novel. Craddock was motivated to write this book from her own experience with a handicapped nephew. This time Sonia chose the Gulf Islands as the setting for her book. She told me she has spent many of her holidays there.

Craddock resided briefly in Nelson, B.C. which became the setting for the book, *Secret of the Cards* (Scholastic, 1990). It is the story of a shy young girl, Jackie, who is anxious to make a friend after her family moves to Nelson. Jackie discovers an old greeting card collection, "a hundred years of memories" inside the window seat of their old heritage house. Along with the discovery of the cards Jackie meets the spirit of the owner, a young girl named Ellen, who ends up being her friend. Craddock cleverly intertwines reality and fantasy to produce a very thought-provoking, interesting tale. Sonia told me that the idea of the cards originated with her own discovery of a collection of old cards dating back to the 1920s in the window seat of her Vancouver house. Jackie's problems making friends are also loosely based on her youngest son's experiences. But Craddock said she chose a girl rather than a boy as the main character because she felt the changes in girls' roles in the last hundred years had been much more dramatic and significant.

Craddock's next book, *Hal, the Third Class Hero* (Harper Collins, 1992) is a total fantasy. The story actually developed from a suggestion by Sonia's youngest son that they write a book together, writing alternate chapters. However, her son who

envisioned a real exciting “Choose Your Own Adventure” story, abandoned the project when Craddock introduced a poisonous spider who spoke to rather than attacked the hero. Sonia decided to complete the story herself. The result is a spoof on traditional fairy tales. Hal graduates from Hero School with only a third-class certificate and he finds out his learned hero skills are not that helpful in rescuing the princess. Craddock told me that the underlying theme for this book was the real issue of whether teenagers are equipped for life after they graduate from school. This was illustrated in Hal’s “hero” classes, where he had to learn “giant” language, which he discovered real giants don’t speak or understand. The setting here is again influenced by BC, with descriptions of the sea and the metal crab, modelled after the sculpture outside the Vancouver Museum and Planetarium. *Hal, the Third Class Hero* has been optioned for a movie.

Sonia’s latest publication is a picture book, *Money Midas* (Red Deer College Press, 1994). It is a modern version of the traditional tale of King Midas, the king who wished for everything he touched to turn to gold. In *Money Midas*, the main character is a billionaire businessman who has the same wish.

Craddock has written another novel that has not yet been published. The story, set in Vancouver, is about a little girl and her family. The plot twist involves the little girl’s grandmother who ends up

running away from home. Sonia described it as a realistic multicultural comedy.

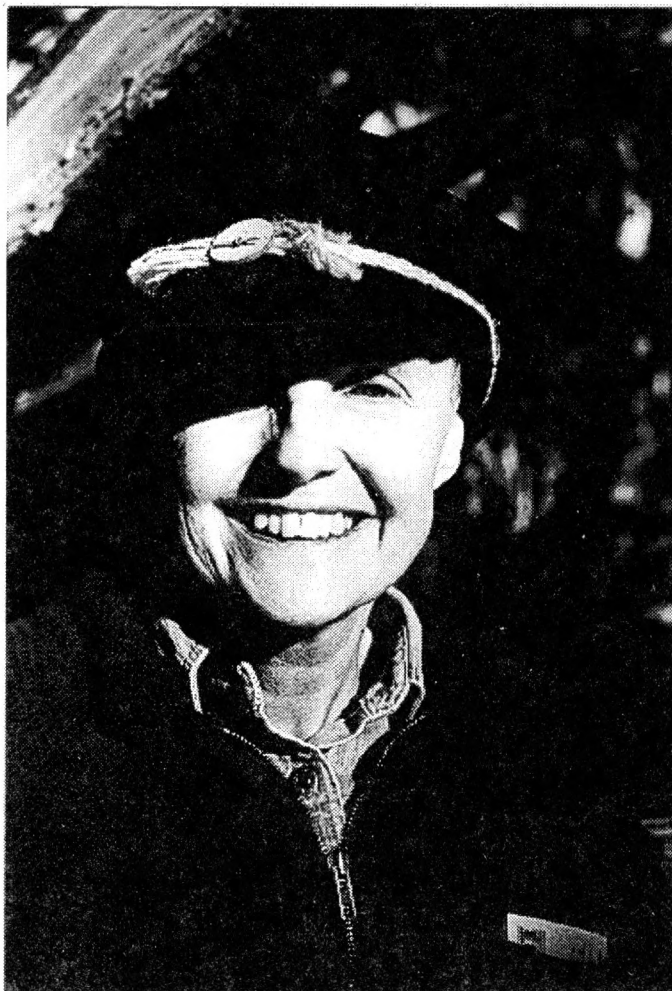
Sonia told me that she enjoys writing for intermediate students, ages 8 to 12 years old. She said she needs to focus on ideas and must map out chapters and know the endings for her books before she begins the actual writing process. Sonia said she usually will have four plots or ideas in her head and then has

to decide which one should be written. Many times she has encountered false starts where the plot doesn’t work. Craddock said she tries to write for three or four hours every day.

Lately Sonia has been busy collaborating with authors, Norma Charles and James Heneghan, writing television screenplays. The trio has already had one script optioned and is now working on a second one which is in the revision stage. The group is also writing a novel based on their screenplay. The three authors started their relationship critiquing each others’ work but the group has now evolved into a

working relationship on such joint projects as screenplays. Sonia also hinted that the three are seriously thinking of writing a script for a movie.

Craddock admitted she is a reading addict. She told me she has very eclectic tastes in reading but in children’s literature she admires the works of Susan Cooper and Monica Hughes. Craddock has done many school visits for book talks and readings and said she would continue such visits next year.



NEW ON THE NET

by **JOHN GOLDSMITH**, counselor, technical support person (and former teacher-librarian), Fraser Valley Regional Correspondence School, SD#33 (Chilliwack). E-mail: <jgoldsmi@cln.etc.bc.ca>

The following is a random sampling of new and interesting Internet sites containing something of interest for teacher-librarians. The vast majority are World-Wide-Web sites. This is indicative of the growth of World-Wide-Web sites on the Internet and should further reinforce the need to become involved in this marvelous medium.

NEW WEB SITES

MATHEMATICS WEB SITE

Location: <http://forum.swarthmore.edu/>

The math forum home page has a new and exciting section with Web-based units and lessons. It features a growing collection of resources created by forum participants and staff offering substantive, hands-on materials for math classrooms. These educational materials take advantage of the unique ability of the World-Wide-Web to combine hypertext, interactivity, multimedia functions, and distance communication. Take a look at how the web may revolutionize the way mathematics is taught.

EDUCATION CENTER

Location: <http://gnn.com/gnn/meta/edu/index.html>

The education center is an educational resource dedicated to providing educators with dynamic curricula, projects, and connections to education experts and peers.

GREAT CANADIAN SCIENTISTS

Location: <http://fas.sfu.ca/css/gcs/main.html>

Canadians won the Nobel prize in science in 1989, '90, '92, '93, and '94. Here's a site where you can find out about the people behind these achievements. This information has been collected by Barry Shell and is part of a larger project involving Simon Fraser

University's ExCITE lab. The biographies and science information have been put together with school children in mind.

WORLD LINK NEWSLETTER

Location: <http://www.smartpages.com/worldlink/worldlink.html>

The World Link Newsletter forum is designed to help K-12 teachers navigate the net with sites, projects, and tips.

INTERNET PUBLIC LIBRARY

Location: <http://ipl.sils.umich.edu>

The Internet Public Library is an on-line library for the Internet community. It's mission is to provide services and information which enhance the value of the Internet to its varied community of users.

WEB ACTIVITIES FOR ELEMENTARY AND MIDDLE SCHOOL STUDENTS

Location: <http://www.halcyon.com/ahcool/home.html>

If you are looking for elementary/middle school activities on the World-Wide-Web, visit the Cool Writers' Magazine Web Site. Check out the BioPoem Exchange. Take your students to Student Projects where they can read school spirit poems from all over the US and then submit one of their own.

KNOWLEDGE NETWORK TV LISTING

Location: <http://www.ola.bc.ca/>

The Knowledge Network (part of the Open Learning Agency) has its TV listings on-line and will soon have information about the Schools Program, including the "Get Connected" series. Choose the "Knowledge Network" menu to find links which will help you access the TV programs via satellite or cable.

You can find out about the content of the programs as well.

CANADA'S SCHOOLNET

Location: <http://schoolnet2.carleton.ca>

SchoolNet launched its new Web site on Monday, October 2, 1995. The new structure, designed as a virtual school, makes accessing SchoolNet resources easier than ever.

MIDDLE SCHOOL MAGAZINE

Location: <http://longwood.cs.ucf.edu/~MidLink>

If you are looking for middle school activities on the World-Wide-Web, visit the newest issue of MidLink Magazine. You will find interactive pages produced by students at more than twenty middle schools in international locations from Raleigh, North Carolina to Tokyo Japan! Take your students to the International Book Fair page where they can read book reviews from all over the world and then submit one of their own... right on the pages of MidLink. You can even let them print out their book review and count it as a book report grade. Don't forget to return next month to see how their book reviews look on the pages of MidLink.

ART EDUCATION WEB SITE

Location: <http://www.artsednet.getty.edu/>

If you enjoy art and have access to a graphical web browser, here's a doozy. It is very graphics intensive. The site is designed for art educators and is provided by the Getty Center for Education in the Arts. There is an outstanding booklet which describes the site and has an introduction to the Internet. To obtain the booklet, send an e-mail message to artsednet@getty.edu

THE HISTORY OF MONEY WEB SITE

Location:

<http://www.ex.ac.uk/~RDavies/arian/llyfr.html>

"Money did not have a single origin but developed independently in many different parts of the world."

This site refers frequently to a book the author would like you to purchase. Even so, the site is worth a visit because it offers documents related to the development of money that would be of interest to students at many levels. "Origins of Money and of Banking" begins with ancient bartering and discusses a

variety of cultures. "Money in North American History" deals with topics across time including the Potlatch, the Great Depression and the present day. Other documents cover money and debt in the Third World, the role of money in warfare, Celtic coins and more.

BANNED BOOKS IN CANADA

Location:

<http://insight.mcmaster.ca/org/efc/pages/chronicle/chronicle.html>

This Web Site may be of interest to teacher-librarians as it deals with the subject of banned books in Canada. The site chronicles the various high points of Canadian censorship history. Here's an example.

1949 *The Naked and the Dead*, by Norman Mailer, is banned in Canada by personal order of the Minister of National Revenue, who admits he has not read the book through. "I read the parts my staff had marked. I thought they were disgusting." The book had been a best seller in Canada for ten months before the banning.

INTERCAT

Location: <http://www.oclc.org:6990>

This experimental database includes bibliographic records for over one thousand Internet resources. It can be searched by author or keyword. The retrieved records contain hot links to the resources themselves. OCLC is inviting comment on the database. Their goal is to demonstrate how librarians can create bibliographic records for resources such as mailing lists and Web pages.

THE BRITISH PRESS ASSOCIATION NEWS SERVICE

Location: <http://www.pa.press.net>

This Web Site contains the daily news, sport, cricket, weather, TV listings and features from the Press Association of Britain and the national news agencies of the United Kingdom and Ireland. Users are required to register to use this site but registration is free and open to anyone.

CABLE NEWS NETWORK (CNN)

Location: <http://www.cnn.com>

The Cable News Network Web Site is a rich and vast resource of up-to-the-minute news and

information. The site contains pictures and film clips which can be downloaded and viewed on a personal computer.

ARCHIVES OF AUSTRALIA

Location: <http://www.aa.gov.au>

This site includes the Australian Archives, the archives of State and Territory governments and university archives. Links to overseas institutions are included under "Other Archives".

CANADIAN MUSIC INDEX

Location: <http://www.cs.mcgill.ca/~lestat/cmi.html>

INTERNATIONAL WILDLIFE FEDERATION

Location:

<http://www.webcom.com/~iwcwww/welcome.html>

The International Wildlife Federation calls itself "an advocate for wildlife, established to prevent cruelty to wildlife, killing of wildlife, and the destruction of wildlife habitat." The site contains very topical endangered species information.

CANADA OPEN GOVERNMENT PROJECT

Location: <http://info.ic.gc.ca/opengov/>

The Open Government Project is a pilot project on the Internet undertaken by Industry Canada to provide greater access to government through information networks. It features information about the main political bodies on Parliament Hill, and will eventually provide links to information from all government departments. Presently, the site contains information on:

- The Federal budget
- Third Annual Report on the Public Service in Canada
- The Senate of Canada
- House of Commons
- Independently maintained Political Party Home-pages
- Supreme Court of Canada
- Important Government documents and treaties
- Federal Government Departments and Officers of Parliament
- Provincial Government Information

CANADIAN PARLIAMENT

Location: <http://www.parl.gc.ca/index.html>

On this server you will find information on the role, history and activities of the Senate, the House of Commons and the Library of Parliament.

THE FRANKLIN INSTITUTE SCIENCE MUSEUM

Location: <http://sln.fi.edu/tfi/preview/heartpreview.html>

Visit the Franklin Institute Science Museum and explore the heart. Discover the complexities of its development and structure. Follow the blood through the blood vessels. Wander through the body systems. Learn how to have a healthy heart and how to monitor your heart's health. Look back at the history of heart science. Visit this site in the off-hours since it is very busy. The site includes lessons plans, teacher tips, and student activities.

AMERICAN JOURNAL OF NURSING ON-LINE SERVICE

Location: <http://www.ajn.org>

The *American Journal of Nursing* is a general-interest, peer-reviewed practice journal targeted to hospital staff nurses. This is the complete nursing journal, offering a total package of clinical topics and professional issues that today's nurses need to know about. All articles are written by nurses who are experts in their field. Published monthly.

INTERNATIONAL COMMITTEE OF THE RED CROSS

Location: <http://www.icrc.ch>

The ICRC is based in Geneva, Switzerland. This site includes information on:

- Press releases and weekly Red Cross news
- Operations by country, including maps, facts and figures, reports, news releases and publications on over fifty countries in which the ICRC is currently active
- Issues and topics thematic information covering issues such as antipersonnel mines, blinding weapons, water and war.
- International humanitarian law
- 1995 International Conference of the Red Cross and Red Crescent

- Publications, audiovisual and multimedia products
- Who's who
- Access to servers of other movement members

CYBERCITATIONS

Location: <http://kalama.doe.hawaii.edu/hern95/rt007/>

One of the biggest problems faced by teacher-librarians is citing electronic resources in a bibliography or reference list. Most major style guides such as the APA manual provide very little help. The HERN95' Library Resource Team has created a Web guide for citing electronic sources. Samples are based on the MLA style.

NASA INFORMATION SERVICE

Location: <http://www.nasa.gov/>

NASA's Web Site contains a variety of news briefs and information services including NASA's history and future plans. The site contains a schedule of upcoming launches, information and research on the missions, as well as pictures from previous missions and research result information.

READER S GUIDE TO HISTORY BOOKS

Location: <http://web.syr.edu/~jmwobus/history/history-reading-list>

This list is for people who peruse the history section of bookstores or book catalogs, wondering which ones are reputable. For each of many historical topics, the goal is to include a single definitive work, a book of sources and a book of literature.

BERIT S BEST SITES FOR CHILDREN

Location: <http://www.cochran.com/theosite/KSites.html>

Berit Erikson, an on-line librarian in Halifax, has created a page of links to sites for children. The sites are rated based on appearance, content, ease of use, organization, relevance and suitability for a young audience. It is updated regularly and includes categories such as art galleries, astronomy, safety, science, dinosaurs, fish, 'just for fun' and world travel. There's much here to accommodate a wide range of age levels. I found some fragrant recipes for apple-cinnamon Christmas ornaments that can be made by young children and require no baking. There are also recipes for the sticky things that little kids love - play-dough

and "gak". Hands-on activities for older kids can be found in the "Science at Home" section.

INTERNATIONAL CONFERENCES FOR EDUCATION

Location: <http://www.edunet.com/evendex.html>

Here is a listing of the major educational conferences and conventions taking place all around the world.

WWW RESOURCES FOR CBC JOURNALISTS AND BROADCASTERS

Location: <http://www.synapse.net/~radio/welcome.html>

This is an extensive series of links designed for journalists and broadcasters working at CBC Radio in Ottawa, but it is of use to others interested in Canadian information. Areas covered include news, current events, government, politics, music, film, arts, culture, education, science and technology. The site also includes links to professional information for journalists and broadcasters, plus a large selection of Internet search tools.

THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

Location: <http://ericir.syr.edu/ICONN/AASL/brochure.html>

This is the Web Site for the American Association of School Librarians. Its mission is to provide leadership and support for the development, promotion and improvement of school library media programs, and the school library media profession.

INDIANA DEPARTMENT OF EDUCATION

Location: <http://doe.state.in.us/~jmorris>

The Office of Learning Resources page is maintained primarily for school library media personnel in Indiana, but its resources are useful to a much broader audience. The site covers instructional technology, media, library, and audiovisual resources. The mission of the Office of Learning Resources is "information empowerment" — a process that educates students for lifelong learning so that they will recognize when information is needed, know how to locate and process the necessary information and understand how to use that information effectively.

BRITISH COLUMBIA TEACHERS' FEDERATION

Location: <http://www.bctf.web.net/bctf/>

BCTF On-line provides information about hot topics in education, bargaining, professional development events and services, as well as the full text of some BCTF publications.

HYPERDOC: THE NATIONAL LIBRARY OF MEDICINE

Location: <http://www.nlm.nih.gov/>

The National Library of Medicine (NLM), located on the campus of the US National Institutes of Health (NIH) in Bethesda, Maryland, is the world's largest library dealing with a single scientific or professional topic. The NLM offers extensive on-line information services dealing with clinical care, toxicology, environmental health, and basic biomedical research.

VIRTUAL HOSPITAL

Location: <http://indy.radiology.uiowa.edu/>

The Virtual Hospital offers on-line information on medical topics such as lung anatomy, pulmonary embolus, joint fluoroscopy and a seemingly limitless list of other medical subjects. The sections are often illustrated and linked to on-line medical encyclopedias and other information sources.

WORLD LECTURE HALL

Location:

<http://wwwhost.cc.utexas.edu/world/instruction/index.html>

This Web Site contains links to pages created by faculty worldwide who are using the Web to deliver class materials. You will find course syllabi, assignments, lecture notes, exams, class calendars and multimedia textbooks.

NEW ELECTRONIC DISCUSSION GROUPS

The following electronic discussion groups or "lists" as they are called on the 'Net are open and available to anyone who wishes to join. The groups listed here all have some connection to teaching or library science.

ACTIVE AND COLLABORATIVE LEARNING

The L-ACLRNG list provides an ongoing dialog for persons who wish to participate in the discussions on improving learning begun at the Colloquy at Penn State University. Faculty and students, along with secondary school teachers meet to explore how Penn State can improve student learning. Because of the continued growing interest in the series, plans are currently underway for the next Learning Colloquy. To subscribe, send an e-mail message to:

LISTSERV@PSUVM.PSU.EDU

Leave the subject line blank. In the body of the message write:

SUBSCRIBE L-ACLRNG *FirstName LastName*

AUDUBON DISCUSSION GROUP

AUDUBON is an open, un-moderated list for discussing the role of the National Audubon Society. The range of topics reflects the "Think Globally, Act Locally" attitude of its founders. To subscribe, send an e-mail message to:

AutoShare@RIP.PHYSICS.UNK.EDU

Leave the subject line blank. In the body of the message write:

SUBSCRIBE AUDUBON *FirstName LastName*

FEM-BIBLIO DISCUSSION GROUP

Fem-Biblio was created for the discussion of books relating to women and spirituality. Members use the list to:

- find out the current book under discussion
- add their name to the announcement list
- suggest a book for future discussion
- ask questions or get help

To subscribe, send an e-mail message to:

domo@usis.com

Leave the subject line blank. In the body of the message write

subscribe fem-biblio *youremailaddress@here*

THE FEDERAL REFERENCE LIBRARIAN'S GROUP

The Federal Library and Information Center Committee (FLICC) has created a moderated list for reference librarians in the federal government, although other subscribers are welcome to join. The list is maintained by the FLICC Reference/Public Services Working Group, whose mission is to explore the potential for increased networking and sharing among federal libraries, to exchange information about available services and collections, and to establish guidelines for sharing expertise (e.g., unique data bases, special subject guides).

The list provides a forum for discussion of issues affecting the whole range of federal library public services including reference interlibrary loan, and circulation.

Specific topics which may be addressed on the list include:

- Improved methods for resource sharing, interlibrary loans, referrals, and document delivery.
- Increased sharing of staff expertise, publications and reference tools prepared or used by federal libraries.
- Sharing information about new technologies.
- Information regarding access to federal libraries.

To subscribe, send an e-mail message to:

listproc@loc.gov

Leave the subject line blank. The text of the message should read:

subscribe FEDREF-L *Firstname Lastname*

EDUCATIONAL EQUITY

EDEQUITY is an international discussion on issues of educational equity in a multicultural context in schools, colleges and other education sites. Educational equity is designed to encourage discussion between teachers and other educators, equity practitioners, advocates, parents, politicians, counselors and others interested in equity. EDEQUITY serves as a forum to discuss how to attain equity for males and females; and how gender equity can help improve education for all. The participation of both women and men is welcomed.

Educational equity refers to an educational environment in which individuals can consider options and make choices based on their abilities and talents, not on the basis of stereotypes, biased expectations, or

discrimination. The achievement of educational equity enables females and males of all races and ethnic backgrounds develop skills needed to be productive, empowered citizens. It opens economic and social opportunities regardless of gender, ethnicity, race or social status.

Topics for discussion include classroom interactions, curriculum development, school environment, education reform, violence prevention, math and science education, vocational and nontraditional education, school-to-work issues, community-based learning, and counseling. This list gives people an opportunity to ask questions and exchange information about teaching strategies, useful texts and films, innovative programs, current research, and funding sources. To subscribe, send an e-mail message to:

MAJORDOMO@CONFER.EDC.ORG

Leave the subject line blank. Type in the body of the message:

subscribe edequity

KEYPALS DISCUSSION GROUP

IECC is intended for teachers seeking other teachers for international and intercultural classroom e-mail partnerships at primary or secondary school levels. To subscribe send an e-mail message to:

iecc-request@stolaf.edu

Leave the subject line blank. In the body of the message write:

SUBSCRIBE IECC *YourName*

NET LIBRARIANS GROUP

As librarians take the world hurtling towards the information age, there is need for a forum to discuss training library users to use the Internet effectively. Although the list has been set up to provide a regional forum within Queensland, wider Australian and overseas participation is encouraged. To subscribe, send an e-mail message to:

mailserv@qut.edu.au

Leave the subject line blank. In the body of the message write:

subscribe netlibs

BEGINNING ENGLISH EDUCATORS

BEE-net is an electronic forum in which new elementary, middle school and secondary English teachers initiate conversations with peers and participate in the kinds of reflective discussions that contribute to professional development. To subscribe, send an e-mail message to:

LISTSERV@titan.sfasu.edu

Leave the subject line blank. In the body of the message write:

SUBSCRIBE BEE-net *FirstName LastName*

INTERNET WATCH

Looking for cool, new and useful places to visit on the Internet? Let IWatch Digest be your road map! The

site is updated every two weeks to bring you some of the best cyber-spots on the net. To subscribe, send an e-mail message to:

IWATCH-REQUEST@WEBCOM.COM

Leave the subject line blank. In the body of the message write:

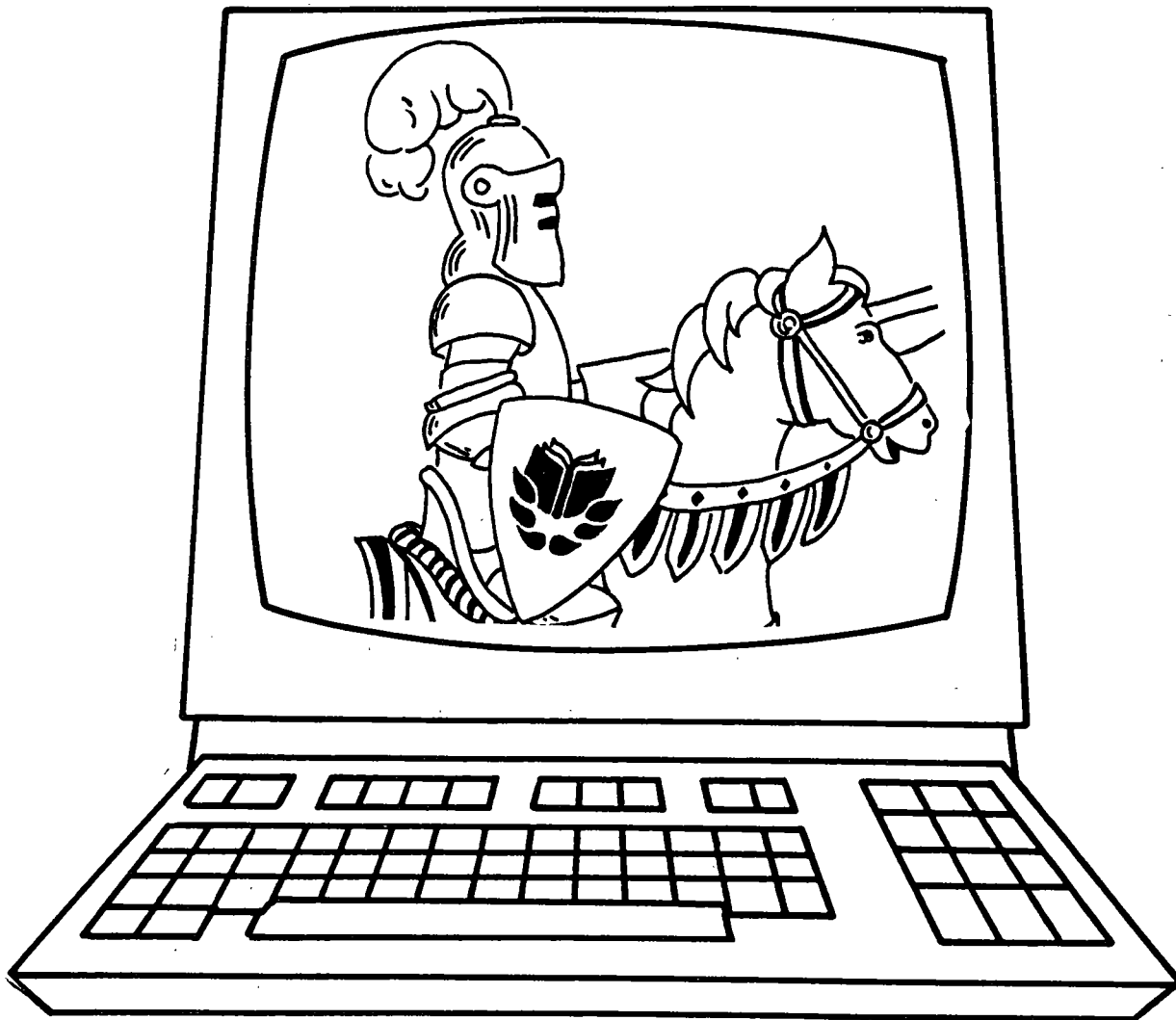
subscribe

TODAY IN HISTORY

The Today In History list sends you interesting facts, birthdays, and events every day. To subscribe send an e-mail message to:

Majordomo@pobox.com

Leave the subject line blank. Leave the message area blank.



READING

CHECKLIST... ✓

compiled by **LIZ AUSTROM**, teacher-librarian, Magee Secondary, SD#39 (Vancouver).

I found it impossible to tie very much of the professional reading I've encountered recently to this issue's theme. Even stretching the idea to dream about the "white knights" we need so desperately as advocates who might save us from the "black magic" that is wiping out resource centre budgets and positions, did not connect the theme to what I've been reading. This issue's collection is far too prosaic in a time that needs vision. However, the prosaic sometimes points us to the visionary, so please read on

ADVOCACY

One article which did help with the "white knight" aspect, appeared in the March 1995 issue of *The Canadian School Executive* (p.18-21). Emily Westwood presents a number of positive and professional arguments that can be used to dissuade decision-makers from cutting teacher-librarian positions. She identifies the teacher-librarian's role as change facilitator as being of prime importance to the school, and uses many of the authorities whose works are included in administrative training courses to support her position.

"Cutting the Teacher-Librarian: Short Term Gain for Long Term Pain" is an article that should be placed in your emergency file to be pulled out whenever the topic of cutbacks emerges. This article may not equate to a "white knight" but it may serve as Excalibur.

CAREER EDUCATION

The new Career and Personal Planning 11 and 12 courses will demand a host of supportive resources which will be a challenge to collect and constantly update. *The Futurist* is one journal which frequently publishes articles about career opportunities and

challenges in the future. For example, the January/February 1995 issue included an article titled "Planning for Career and Life: Job Surfing on the Tidal Waves of Change." If your CAPP teacher hasn't seen this article already, it will be welcome information. It focuses on values, career/life planning, decision-making, and core personal assets, while recommending a Career-Development Process that enables people to respond flexibly to change.

As a personal aside, I find that reading *The Futurist* is an amazing source of tidbits that cause me to reflect and wonder. For example, the September/October 1995 issue has an item titled "Tiny Tags Will Let Clothes Speak." Technology that was developed to track nuclear missiles is now being applied to accurate inventories for clothing retailers. Small, smart and cheap tags "will allow retailers to tell whether or not a box of shirts contains the correct sizes and colours" (p. 8). Now, what teacher-librarian couldn't dream up a dozen useful applications for that bit of technology!

FREEDOM OF INFORMATION

The September 1994 issue of *Feliciter* (pp. 20-21) has a statement titled "Information and Telecommunication Access Principles" that will be of interest to teacher-librarians. While it is not specific to students in elementary and secondary schools, it provides a statement of purpose from the Canadian Library Association which is most welcome.

The October 1995 issue of *Impact*, the journal of the Association for Teacher-Librarianship in Canada, includes a briefer "Students' Bill of Information Rights" which deals with many of the same principles as does the CLA statement, but which has an educational focus as well. Copies of the Students' Bill (suitable for framing) will be available for purchase shortly. For more information contact me at the address listed on the inside back cover of this issue of *Bookmark*.

Both statements are worth considering and circulating to colleagues. Schools may wish to develop their own policies in this area.

INFORMATION TECHNOLOGY

The theme for the October 1995 issue of *Educational Leadership* is "How Technology is Transform-

ing Teaching.” Some of the articles in the issue seem to be asking not “How” but “Is technology transforming teaching?”

“Language Arts: Computer Literacy in the Primary Grades” (pp. 14-17) is a description of Apple Computer’s Early Language Connections program and an in-depth study of its application in four different schools. Not surprisingly, the study has found that individual teachers use the technology differently, staff development is important, students are drawn to the technology, and that technology needs to be incorporated by creative teachers into the existing educational program to be most effective.

Jon M. Peha, in “How K-12 Teachers Are Using Computer Networks” (pp. 18-25), reports on a Carnegie Melton University study conducted in the Pittsburgh Public School system. Examples are given of how students use computers (electronic mail, file transfers, Telnet), and how the Internet benefits the classroom. Four specific criteria on how to overcome difficulties are:

1. Be specific about expectations and objectives.
2. Search the Internet yourself before asking students to.
3. Allow ample time.
4. Establish a commitment with other parties involved in an activity.

Other systemic or organizational problems are also discussed in the article, which concludes with a section on the preparation and support that teachers need if they are to involve their students with the Internet, and a section which predicts what will happen in the future. A brief, but up-to-date, annotated bibliography on the Internet is also included.

Larry Miller and John Olson are the authors of “How Computers Live in Schools” (pp. 74-77), a summary of their research on how teachers actually incorporate technology into the classroom program. They have found “that teachers’ prior practices are more influential in determining how technology will be used than the technology itself” (p. 75), “that teachers who use technology perhaps trade a valuable activity for learning at the computer (p.75), and that teachers often do not mediate learning experiences at the computer in the same way that they do with non-computer activities. The authors also noted unintended results (e.g., disputes over who would operate the mouse) that teachers were unaware of because of their previous experiences with the students (e.g., successful cooperative learning groups). They caution that teachers must engage in a “healthy

debate about what we really care about in classrooms and whether that is happening” (p. 77).

Every article in this issue of *Educational Leadership* is worth reading. Teacher-librarians may think, “This is O.K. for somebody else, but we don’t have the equipment or the telephone line, so we can’t do this.” This issue provides lots of information on specific curricular applications which can be used in developing proposals for funding. In addition, there is even an article titled “How to Fund Technology Projects.” While some of its funding source examples are purely American, it does provide sound advice about developing proposals that are effective.

LITERACY DEVELOPMENT

The controversy over a whole language approach versus the phonics approach to reading and writing development is examined in the ASCD’s Fall 1995 *Curriculum Update*. Scott Willis outlines both sides of the issue, and looks at what the research says. Highlighted special sections are: What is Whole Language?; Invented Spelling; and What Disadvantaged Children Need. This eight page publication deserves discussion in elementary school staff rooms.

MULTICULTURALISM

Learning about other cultures is one of the surest ways to understand our own culture and to build tolerance and appreciation of other people. Mary J. Lickteig and Kathy Everts Danielson argue that the middle childhood years of ages seven to twelve “represent the critical period in the development of an international, intercultural, or global perspective in children....” In addition, they believe that information must be presented to children of this age “at the emotional or active level, rather than merely the cognitive level” (p.69) if this desired perspective is to develop.

In “Use Children’s Books to Link the Cultures of the World” (*The Social Studies*, March/April 1995, pp. 69-73), they discuss the use of appropriate books to engage child’s emotions, meet geographical goals in the curriculum, and develop global awareness. As well as discussing the role of books, the authors focus on several curricular goals, in each case outlining the scope of the goal, identifying specific books which may be used, and outlining one or more activities. The goals are:

1. Human Adaptations to Environment,
2. Comparative Cultures,
3. Maps / Map Work,
4. Making Cultural Connections from Familiar to Less Familiar, and
5. Interactions between Natural and Human Systems.

A list of children's books is provided, as is a Reference list which supports the arguments presented.

While library resource centres may not have all the books listed in this article, there are many others which will spring to mind. This article will provide the framework for many excellent Social Studies units which integrate literature and social studies goals.

STUDY SKILLS

One of the continuing complaints teachers make is that students do too much copying directly from resources, no matter how many times they are told, "Put it in your own words."

In "No Copying Please! Helping Children Respond to Non-fiction Text" (*Education 3-13*, March 1995, pp. 27-34), Maureen Lewis, David Wray and Patricia Rospigliosi present the results of a major project done at Exeter University School of Education. The goal was to develop "strategies for making primary school students' reading and writing of information texts more effective."

The authors' earlier research had indicated that students:

- knew they shouldn't copy directly and could even give good reasons why they shouldn't.
- had difficulty understanding the texts because of limited background knowledge.
- find non-fiction more difficult to understand than fiction because narrative is more familiar than non-fiction organizational patterns.
- exhibit a lack of experience with different genres of non-fiction and their organizational structures that affects writing ability as much as it does reading comprehension.

To be successful writers, the authors believe that it is essential for children to understand their purpose for writing, to consider their audience, and to know what form the writing should take. Discussion can assist students to clarify these points. However,

several strategies are useful for developing students experience with non-fiction genres. Those covered in detail in this article are: expository writing frames, pictorial forms as a bridge to writing, text remodeling, and genre exchange. Examples of each strategy are accompanied by practical commentaries and samples of students' work.

This is an extremely useful article which can be useful from primary to junior secondary levels. One of the "gems" sent to me by JoAnne Naslund!

VISUAL LITERACY

Secondary teacher-librarians will want to share "Thinking and Feeling While Looking at Photographs: A Model for Photography Criticism" with their Visual Arts teachers. This article by Bob Phillips (*Journal of the Canadian Society for Education through Art*, vol. 26, no. 1, 1995, pp. 29-35) provides a model for developing higher order thinking skills. It is built on the premise "that interpretation should precede analysis because recognition and association are very much tied to the construction of meaning, and formal analysis tends to be abstract and impersonal for many adolescents" (p. 30).

The short, two page discussion of visual literacy instruction is supported by a four page "Photography Criticism" student worksheet which could be modified for various levels of student experience. The form includes sections for:

1. Initial Response,
2. Description,
3. Interpretation (facts, content, category, meaning),
4. Form and Design (elements: line, shape, space, value, texture, colour; principles: balance, emphasis, contrast, movement, proportion, unity),
5. Contextual information (who made it, where, how and why),
6. Reflection and Judgment.

* * * * *

That's it for this issue. Remember! If you have read something that has jump-started your creativity, please drop me a note or send an e-mail or fax. I would be happy to share your suggestions in a subsequent column.

NOTES AND NEWS

by **WILLA WALSH**, Senior Editor

THE CHILDREN'S BOOK COUNCIL OF AUSTRALIA

The Council is holding its 3rd National Conference called "Claiming A Place" from May 3rd to 6th, 1996 at the Sheraton Hotel, Brisbane, Queensland, Australia. The Conference theme will be considered over the three days under the broad interpretations of Claiming a Place...in the world, Claiming a Place...for diverse voices, and Claiming a Place...beyond tradition. This will enable speakers to address such topics/issues as cultural diversity, gender, media, visual literacy, publishing directions and new technologies.

Invited speakers include Anthony Browne (UK), Gary Crew (Australia), Murti Buranta (Indonesia), Gillian Cross (UK), Libby Gleeson (Australia), Lesley Howarth (UK), Monica Hughes (Canada), Gillian Rubinstein (Australia), and Agnes Nieuwenhuizen (Australia).

Registration brochures are available from: Eventcorp, PO Box 5718, West End, Brisbane, Qld 4101, Australia. Telephone: (07) 3846 5858 or Fax: (07) 3846 5859; International: 61 7 3846 5858 or Fax: 61 7 3846 5859.

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP (IASL)

The International Association of School Librarianship introduced its new publication *School Libraries Worldwide*. Making its debut in January 1995, *School Libraries Worldwide* is scheduled for publication twice yearly; each issue is dedicated to an announced theme.

This new publication is edited by Dianne Oberg of the University of Alberta, Canada. The associate editor is Anna Altmann, also of the University of Alberta. Reflecting the many countries of the members of IASL, the editorial board consists of: Sigrun Klara Hannesdottir, University of Iceland, Iceland; Yap Foong Mui, Ministry of Education, Singapore; Andree-Jeanne Totemeyer, University of Namibia,

etc., including Melvyn D. Rainey, University of the South Pacific, Fiji; and Gerald Brown, Library Media Services Consultant, Canada.

The theme of the first issue of *School Libraries Worldwide* was "Learning from Information." The theme of the July 1995 issue is "Resources for School Library Development." In 1996 the themes will be: "Promoting a Reading Culture" and "Sharing the Vision: IASL's 25th Anniversary." Submissions of articles may be made to Dr. Dianne Oberg, Department of Elementary Education, 551 Education South, University of Alberta, Edmonton, Alberta, Canada T6G 2G5. Sample copies may be obtained directly from Dr. Oberg.

Subscriptions to *School Libraries Worldwide* may be obtained from IASL Secretariat, PO Box 19586, Kalamazoo, MI 49019-0586, USA. A one-year subscription is \$25.00 US; a three-year subscription is \$70.00 US. Members of IASL receive *School Libraries Worldwide* with their IASL membership.

STATISTICS CANADA EDUCATORS UPDATE

Drawing on the wide range of data provided by Statistics Canada, the reference book *Canada: A Portrait* depicts social, economic, cultural and political patterns in Canada. It examines current statistics in context, combining them with photos by some of the country's greatest photographers. This title is an invaluable information source for teachers and students at the senior secondary level. To order this publication (cat. no. 11-403E, \$27.97 for educational institutions), call 1 800 267-6677 or send a fax to (613) 951-1584. Mail orders should be addressed to Statistics Canada, Statistical Reference Centre, Tunney's Pasture, Ottawa, Ontario, K1A 0T6.

Human Activity and the Environment 1994 contains current, detailed data on the effects of population growth and economic activity on the environment. It also provides information on the progress Canada has made in adopting sound environmental practices during recent years. It is appropriate for the high school level. To order (cat. no. 11-509E, \$22.75 for educational institutions), see the above information.

MAX TELL

This writer, storyteller is available for story telling sessions, and for creative writing and public speaking programs. Audiences from ages 3 to 16 and for teachers. For bookings call: Festival Concert Series, David Lloyd Austin, at 736-3737.

NATIONAL LIBRARY OF CANADA

The National Library of Canada is pleased to announce the official release of the eighth edition of its **Read Up On It** kit—promoting Canadian children's literature and the love of reading among children.

Entitled "Out of This World," the **Read Up On It** kit contains a list of the best recent children's works in English and in French that belong to the science fiction and fantasy genre. The kit also includes a list of titles that have recently won literary awards, a poster and bookmarks. The cover illustration is the work of British Columbia artist Nicola Morgan.

The list of works contained in the kit will also be available electronically on the National Library's gopher server (gopher://gopher.nlc-bnc.ca/) and on the World Wide Web (<http://www.nlc-bnc.ca/publications/ruoi/eruoi.htm/>). Free copies of the kit are available from: Marketing and Publishing, National Library of Canada, 395 Wellington Street, Ottawa, Ontario K1A 0N4. Telephone: (613) 995-7969, Fax: (613) 991-9871, TTY: (613) 992-6969, Internet: publications@nlc-bnc.ca

KATE WALKER & COMPANY LTD.

This local company has produced a handy booklet entitled "Look Who's Coming" which outlines various authors and their recent publications. If you are interested in knowing when authors are doing presentations for their new books, you could request this booklet, and ask to be notified about the authors you are interested in. For example, I received a notice telling me that Diane Swanson, author of *The Day of the Twelve Story Wave* published by Whitecap Books, was available for interviews in October. This is extremely useful to anyone arranging author visits or writers' festivals. The address is: Kate Walker & Company Ltd., Publishers' Representatives, 8680 Cambie Street, Vancouver, BC V6P 6M9. Tel: (604) 323-7111; fax (604) 323-7118.

PUBLIC LIBRARY BEARS BRUNT OF CUTS TO VICTORIA TEACHER-LIBRARIANS

An article appeared in the *Saanich News* on the weekend of October 28th, 1995 outlining the results of cuts to teacher-librarian time in the Victoria area. It explained that public libraries are only expected to supplement, not replace, school libraries. It went on to say that the cuts to teacher-librarian time by School District #61 has resulted in the public libraries being swamped with information-seeking students! The chief librarian of the Greater Victoria Public Library made this statement in reference to a library board appeal to District 61 trustees. She explained the seriousness of the situation. The problem is that elementary students now flood the public libraries at all hours looking for material to do their assignments. Since students are no longer receiving the library skills training they used to, the public library staff is having to spend more time teaching the students how to find what they are looking for.

Many students are also requesting more technology rather than just printed materials. The public library funding cannot supply this need either. The situation is causing frustration everywhere.

MEHFIL MAGAZINE

This new, extremely well-produced magazine took my secondary library by storm! It reflects the interests and accomplishments of the Indo-Canadian community in BC and I have never seen so much interest sparked by a magazine before. The November issue had an interesting article in the Careers section entitled "A Novel Career." It discussed the job of being a librarian. Ravi Basi, who works at the Surrey Public Library, discussed her novel job, and her article included a side-bar on how to become a librarian!

NOVA SCOTIA SCHOOL LIBRARY ASSOCIATION BULLETIN

An interesting article appeared in the September, 1995 issue of this Bulletin. Apparently R. L. Stine's "Goosebumps" series and Christopher Pike's "Fear Street" series were recently challenged. Some parents, who sent letters to every elementary and junior high school principal in Halifax County-Bedford School District, believed that these horror-

thrillers would confuse young readers to the extent that they would no longer be able to choose right from wrong. They wanted them removed from all libraries and classrooms. The School Board members became aware of a "Selection of Learning Resources" policy which had been adopted in 1991. A Reconsideration Committee was formed with various representatives. They read every book challenged, and heard submissions from many groups, including students. They recommended that the challenged books be left in schools, that all staff become familiar with the Board's Selection Policy and that professional staff remain responsible for selecting learning resources. The Halifax County-Bedford District School Board voted to approve the recommendations of the Reconsideration Committee. It was good to see that this school board recognized the professional expertise needed to choose and evaluate learning resources.

ATTENTION!

SCHOOL LIBRARY BOOK PURCHASE PLAN 1996

This extremely useful Plan has been in operation for decades in British Columbia. Its purpose is to support the BC book publishing industry and provide recommended resources for school libraries free of charge. Many teacher-librarians look forward to this opportunity to receive books for their libraries each year. Recently the Plan has been in jeopardy due to the threat of government cutbacks. Because it is such a worthwhile Plan and because the book publishing industry needs all the help it can get along with school libraries, the BCTLA executive is asking that you write the Minister of Education expressing your desire to see the Plan continue. The most effective method to ensure the continuation of the Plan is for as many teacher-librarians as possible to write individually to the Minister. The weight of such concern saved the Plan for 1995 and may well do so for 1996! Please take the time. Send your letters to:

**Art Charbonneau
Minister of Education
Parliament Buildings
Victoria, BC V8V 1X4**

WANTED! BCTLA REVIEWERS

Once again, the BCTLA REVIEWS is asking for reviewers.

- If you are interested in reviewing materials for this publication, please fill out the form below
- If you are already a reviewer, and wish to revise your data, also send in the form below

One of the problems with matching an item with a reviewer is the brevity of the list of interests that some of the volunteers have submitted. In going over past records we find that the reviewers who have listed hobbies and interests have received more material to review. It is easier to send a book on sailing to someone who sails than to someone else. If you have not been receiving many books to review, the problem might be that your list of interests is too narrow and that there are not many books on your indicated interests at your grade preferences.

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**PLEASE SEND THIS FORM TO: Jean Anne Lewis, BCTLA REVIEWS co-ordinator at:
5 - 1893 Tzouhalem Road, RR5, Duncan, BC V9L 4T6 or FAX: (604) 746 - 8715.**

THE DEEP END

Caught in the Web

by DONALD HAMILTON, Education Librarian & Adjunct Assistant Professor (Teacher-Librarianship), University of Victoria. <dhamilto@uvaix.uvic.ca>

I have over the past few months delved into the intricacies of the thing we call the World Wide Web. I have introduced hundreds of teachers and teacher-in-training to this new thing that has sprouted out of my computer. And the word "sprouted" reflects the organic complexity the thing has come to represent.

At first it was just cool. Then as its Web became more encompassing, it took on an almost mystical quality. There is never a day that ends without another Web revelation (or is it a tendril?) creeping into my psyche. I need not be at the machine for new things to strike. Every newspaper carries Web sites as if they had real meaning. Now television offers Web addresses as part of the feedback for the news or, on some channels, as a means to critique the program. It is now easy to buy things on the Web although there are still warnings on many Web viewers to take care because the service is not secure. Netscape's version 2.0 Beta is touted as "secure," an ominous portent for the future.

Just when I think that I have found convincing evidence that the whole thing is useless, I discover (oh, so innocently) that the complete *Consolidated Laws of Canada* are available in full text on the Department of Justice, Ottawa home page <<http://canada.justice.gc.ca>>. Just when I am resigned to the futility of discovering the answer to a complex query, I stumble into the right site. That word "stumble" has real meaning when you are working on the Web — like finding the fascinating components of the new Web page from the UBC Education Library <<http://unixg.ubc.ca:7001/0/providers/edlib/welcome.html>> One of the links on that page took me to *The Moon*, produced as an assignment by a group within the School of Library and Information Science! The open keyword approach with all its Boolean links frequently exhausts the spirit. The chances of finding anything important are very slim. The future of the Web will be only as strong as the next system of accessing it will be.

1. The Web will not attract copyrighted material until there are mechanisms for payment and protection for the authors and publishers. We must be

prepared to pay for good stuff from the Web. The University of Victoria Library just entered into agreements with suppliers to allow access for students and faculty to specific indexes. Vendors now offer full text journal delivery over the Net. There will soon be services that will offer low cost access to huge databases geared to schools.

2. The Web is going to get very big and the current tools will not be adequate.
3. The Web offers much for students, but teachers and parents must find meaningful activities that go beyond "surfing."
4. Educators must recognize the power the Web embodies. The Web is a fantastic tool to connect people everywhere.
5. The Web will soon deliver courses. That power may frighten many teachers. Could we use that power to provide core material allowing the teacher to engage students with their learning?
6. The Web could be called the Ultimate Vertical File... a depository of free materials, commercial propaganda and other unsolicited stuff.
7. Teacher-librarians cannot escape the Web. They are the human side of the screen bringing access, understanding and value to a powerful tool.
8. The Web will become a priority for many schools, pushing aside provision of more traditional forms of information like books. We see evidence of this pressure coming from the Ministry through its Technology Grants. Where are the Library Grants?
9. The Web is not hard to use, but it is difficult to find questions that it can answer.
10. Teachers will need to consider the effect of the Web on gathering and using information. How can students learn to discern the good from the propaganda, the necessary from the glitzy? Every teacher will have to be connected.

It is all amazing. I did not have the Web a year ago. I have already worked my way through Mosaic and MacWeb to Netscape. There will be another spectacular discovery tomorrow and the next day. It is impossible to ignore. It will need our support and input.

"...most people resist change, even when it promises to be for the better." Arthur Ashe

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BCTLA REVIEWS

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The coordinator sends materials and reviewing guidelines to reviewers. Reviewers send their completed reviews to the “BCTLA Reviews” editor:

Ruth Allman
BCTLA Reviews Editor
502 - 2155 West 38th Avenue
Vancouver, BC,
V6M 1R8

Reviews are edited by Ruth Allman and Liz Austrom.

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

Items reviewed include print and non-print materials. To be considered for inclusion items should have 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.

Publishers are requested to send materials they wish to have reviewed to the Reviewing Service c/o Vancouver School Board Curriculum Resources Processing Centre, 2530 East 43rd Ave., Vancouver, BC, V5R 2Y2.

FIC

Cameron, Anne. *DeeJay & Betty*. — Harbour, 1994. — 270 p. — ISBN 1-55017-112-7 — \$15.95.

Reviewed by: Denise Gasbarri, teacher-librarian, Douglas Road School, SD#41 (Burnaby).

A brilliant piece of writing, *DeeJay and Betty* realistically portrays the abused lives of two young girls. This story is fascinating to read and has exceptionally realistic dialogue. The use of street language lends a sense of verisimilitude to the environment in which DeeJay grows up. Her mother is a drug addicted prostitute who rarely worries about whether her daughter has any food to eat, let alone whether she is safe from the constant comings and goings of her clients. Eventually one such client drags the little girl out from under her bed and rapes her.

In another family, Betty is constantly raped by her stepfather until she leaves home at eighteen.

When DeeJay's daughter is raped by Betty's stepfather, DeeJay meets Betty at court. They feel an instant affinity for one another because of the similarity of their backgrounds and eventually find happiness and peace in each other's arms.

Highly recommended for the young adult level.

FIC

Carolan, Trevor. *Big Whiskers saves the cove*. — ATM, 1995. — 34 p. : ill. — ISBN 0-9699602-0-4 — \$9.95.

ATM Publishing
Suite 308—595 Howe Street
Vancouver, B.C. V6C 2T5

Reviewed by: Wendy Smith, teacher-librarian, W. D. Ferris Elementary School, SD#38 (Richmond).

This west coast story is carefully constructed to include such contemporary issues as animal awareness, multi-culturalism and environmental problems. The hero, Big Whiskers, is a lovable harbour seal who solves a water pollution mystery with the help of the kids of Deep Cove.

This is an enjoyable story to share with primary classes, and even some intermediate classes, to increase awareness of environmental concerns. The print format, with conversations in italics, makes it a natural to turn the story into a play. Jim Collin's illustrations are attractive and reinforce the multi-culturalism aspect of the book. My only concern is that the book's binding doesn't appear sturdy enough for the frequent handling and sometimes rough treatment given materials in the school library setting.

Recommended for primary to lower intermediate grades.

FIC

Dyment, Margaret. *Drawing the spaces*. — Orca, 1994. — 230 p. — ISBN 1-55143-015-0. — \$14.95.

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

Each of these short stories provides glimpses into the lives of individuals who seem at first to be ordinary people. Margaret Dyment transforms their daily interactions and relationships with others into a fascinating and endearing look at human nature.

The characters in these stories are living in Canadian places with familiar landscapes and names. On the surface they may even resemble people we know or have observed. Dyment has captured shadowy areas of truth that we don't ordinarily get to see. Her characters touch us and make us feel what it is to be part of the human condition — experiencing angst, love, sadness, loneliness and guilt.

In the "Story of Life", Dymont tells about a mother who lost her young son in a drowning accident near their home. The mother's guilt and the husband's blame are painful to bear. Year after year the house is put up for sale, yet it is never gets sold and she has to live with her vivid memories forever.

Some of the stories are disturbing, concern themselves with sexual matters and contain graphic language. At times the characters and their interrelationships become confusing, but this is not a major problem, just more of a challenge as one becomes used to Dymont's style of writing.

Overall, this is a fine collection of witty, sensitive, strange, happy and sad stories. The author lives in Victoria, B.C., where some of the stories take place.

Recommended only for public and post-secondary libraries.

FIC

Jones, Diane Jarvis. *Aunt Mary buttons*. — Diane Jarvis Jones, 1995. — 30 p. : ill. — ISBN 0-09699407-0-X. — \$12.95.

Diane Jarvis Jones
10—1536 West 12th Avenue
Vancouver, B.C. V6J 3E1

Reviewed by: Rosemary Anderson,
teacher-librarian, W. L. McLeod
Elementary School, SD#56
(Nechako).

Written for primary-age children, this book is a story about the love between a dying aunt and her young niece. Although Aunt Mary suffers pain and discomfort, she ensures that her years together with her niece Mimi are full of tenderness and fun. Slowly, year by year, Aunt Mary prepares the little girl for life without her. While the story is full of poignancy, it is also childlike and whimsical. Aunt Mary teaches friendship and spirituality through song, dance and buttons.

Full colour illustrations accompany the text. All the art is original, made of buttons, beads and recyclables, and all hand sewn by the author/artist. First edition books are signed and buttoned. It is a large soft-cover book in a picture book format.

This book would be a welcome addition to an elementary school library. Primary children will appreciate the story and be attracted to the illustrations. It could also be used in intermediate grades for arts and craft projects, and when studying West Coast First Nations which make and use ceremonial button blankets. A very unique and attractive book.

Recommended for primary and intermediate grades.

FIC

Kellerhals-Stewart, Heather. *Witch's Fang*. — Polestar, 1994. — 192 p. — ISBN 0-919591-88-4 — \$9.95.

Reviewed by: Pat Parungao, teacher-librarian, Sir Charles Kingsford-Smith Elementary School, SD#39 (Vancouver).

This paperback book is the story of three young people's mountaineering climb to the Witch's Fang, the last unclimbed mountain within easy reach of Vancouver. Todd and his twin sister Jess, seventeen, had been climbing with their parents since they were children. After Todd's father told him that the Seattle Mountaineers were planning to climb the Witch's Fang and several other peaks in the area, Todd felt an urgency to climb it. A year earlier, however, an automobile accident resulted in limited flexibility in Todd's ankle, a permanent limp, and the prospect of never climbing again. He invited Jess and her boyfriend, Howard, to accompany him on this trip and told them

not to tell his parents because he was certain they would not allow this dangerous climb.

Many mountaineering terms are used in the story (e.g., carabiner, rappel and buildering). Most terms are defined within the text, however, a glossary might have made the terminology more accessible to non-climbers. The story is written in third person and readers are told about Todd's drive to become the first person to climb the Witch's Fang. His competition includes Kurt, an unpopular climber, and potentially the Seattle Mountaineers. Todd perceives the Witch's Fang as having an ominous, adversarial persona.

Author Heather Kellerhals-Stewart "... attended her first mountaineering camp at age fifteen: mountains have been a significant part of her life ever since" (Press Release).

This book is intended for students from age 10, who are interested in the outdoors. It would be suitable for a "read-aloud" story in the classroom. High interest, Fry readability level 3.8.

Recommended for grades 6 and up.

FIC

Kernaghan, Eileen. *Dance of the snow dragon*. — Thistledown, 1995. — 325 p. — ISBN 1-895449-41-3 — \$7.95.

Reviewed by: Deberah Gallagher, teacher-librarian, Lord Kitchener Elementary School, SD#39 (Vancouver).

Dance of the snow dragon is a fantasy novel that tells the story of Sangay Tenzing, a young yak-herder who is chosen to be a Buddhist monk. Set in 18th century Tibet, the novel is divided into three books, with the middle book being the most fantastic.

Book One covers Sangay's early training at the rather strict monastery and the loneliness he feels being apart from his family. Book Two evolves from Sangay's doubts about whether he belongs in a monastery. He sets out on a journey to a mystical Shambhala where he hopes to find answers to his inner dilemma. Meeting terrifying and mysterious creatures along the way, including a helpful sorceress, Sangay develops strength and inner peace as the result of this experience. Book Three sees Sangay arriving at his destination, only to discover that he is, in fact, only beginning.

Ms. Kernaghan has written a fantasy novel of strong visual images. Though the vocabulary is challenging, this novel will appeal to fantasy lovers in the upper intermediate grades.

Recommended for grades 5-8..

FIC

Whishaw, Iona. *Henry and the cow problem*. — Annick, 1995. — 24 p. : ill. — ISBN 1-55037-374-9 (pap) — \$4.95; 1-55037-375-7 (hc) — \$15.95.

Reviewed by: Donna Doerksen, teacher-librarian (on leave), Waverley Elementary School, SD #39 (Vancouver).

This is the story of a young boy who nightly fears a COW could sneak into his third floor apartment bedroom. He explains to his mother all kinds of tricky and imaginative ways a COW could smash into his window and finish him off. In the end, his mother makes a suggestion which eases his mind.

The illustrations by Chum McLeod are colourful watercolours in a modern, stylistic rendering which support, if not outshine, the text.

Henry and the cow problem was first released in 1992 in a small (3 1/2" x 3 1/2") Annikins format. This version is in a larger format with new illustrations. This look at night-time fears may provide some inspiration for children to tell or write about their fears or provide a model for creative thinking about all sorts of unusual ways a task could be accomplished.

Recommended for grades K-3..

305.409711 GUT

Howard, Irene. *Struggle for social justice in British Columbia: Helena Gutteridge, the unknown reformer*. — UBC Press, 1992. — 318 p. — ISBN 0-7748-0425-4.

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

This book about Helena Gutteridge, a left-wing suffragette, is an extremely well-researched and scholarly work. Author Irene Howard had quite a challenging task in tackling this subject since there were not many primary resources available to piece together the life of this interesting woman. Howard has done an admirable job in making this an informative and enjoyable historical biography.

Helena Gutteridge learned her fiery brand of feminist socialism from the famous Pankhurst sisters. When she emigrated to Vancouver in 1911, she found the conditions ripe for someone of her feisty nature. She helped women fight for the vote, and she was a key organizer in the textiles/tailoring union. She was also instrumental in the beginnings of the Co-operative Commonwealth Federation and became a real champion of the unemployed and women fighting for decent wages and conditions. The book is well-organized with copious notes, a bibliography, a detailed index and some great black and white photographs.

Irene Howard has also included personal aspects of Gutteridge's life that I found just as satisfying as the historical and political parts. Her marriage to a much younger man, her raising chickens out in Mount Lehman and her affections for children, rounded out this biography very nicely. It is obvious that Irene Howard spent much time gathering archival data and relying on oral interviews to complete this part of her subject's life.

This is a valuable resource for students and researchers of Vancouver's social and political life in the first half of this century. It is also an important work for anyone interested in the field of women's history. I am grateful to Helena Gutteridge for playing such a critical role in the fight to end sexual discrimination.

This book may be overwhelming to all but the most serious student, but I wouldn't let that deter high schools from purchasing this book.

Recommended for senior secondary to adult.

599.74'428 MIL

Miles, Victoria. *Cougar kittens*. — Orca, 1995.—24 p. : ill.— ISBN 1-55143-026-6 —\$6.95

Miles, Victoria. *Bald eagles*. — Orca, 1995.—24 p. : ill.— ISBN 1-55143-028-2 —\$6.95

Reviewed by: Helen Kelsey-Etmanski, teacher, Lord Nelson Elementary School, SD#39 (Vancouver).

The muted colours of the finely detailed illustrations by Lorna Kearney and the factual, simple texts combine to present two attractive, interesting, soft-covered books for children. These books are part of a series on animal babies, with *Sea otter pup* and *Spotted owlets* also available from the same publisher.

The content is well researched and presented in an easy-to-read narrative style. The vocabulary is basic, simple, appropriate for young readers in primary grades, and also suitable for children with English as a second language. The large print further facilitates readability for youngsters. I recommend *Cougar kittens* and *Bald eaglets* for collections targeted at primary children.

Recommended for grades 1-3..

790.1922 KUF

Kuffner, Patricia. *Surviving your preschooler a mother's manual*. — Lighthouse, 1992. — 164 p. : ill. — ISBN 0-9696626-0-2 — \$14.95.

Lighthouse Books
1423 Dayton Street
Coquitlam, B.C. V3P 1B3

Reviewed by: Rosemary Anderson, teacher-librarian, W. L. McLeod Elementary School, SD#56 (Nechako).

This self-help book would be very useful for parents and care-givers. It has 365 activities for two to five-year-olds and uses materials found at home. It gives basic craft recipes for paints, play dough, craft clays, glue, paste and more. There are ideas for indoor play, kitchen activities and art and craft projects. There are also ideas for music, dance, drama and outdoor play. Included are activities to develop readiness for reading, math and science learning. Holidays and other occasions can be celebrated with some of the special projects and activities.

A large soft cover book with wide margins for notes and comments, the 164 pages have many recipes and directions for projects and activities. The introduction expresses the author's philosophy. Also included are helpful hints, humorous and insightful quotes on life with young children, lists of materials and a weekly planner sheet. Appendix A lists a selection of activities labelled Crazy Can Activities. These activities are suggested because they require no special materials, need no time-consuming preparation or clean up, and above all, demand a minimal amount of adult participation. Appendix B lists good books for young children, while Appendix C lists crafts and activities for gifts that kids could make and give. Appendix D is a bibliography of resources used and recommended by the author. An index and table of contents are included.

This book would be very useful to parents and preschool caregivers. Teachers could also use many of the activities and recipes. Although users might prefer to purchase this book rather than borrow it from a library, it could be a valuable part of a parent and/or teacher library or a public library collection.

Recommended for adults

799.292 MAC
Mack, Clayton. *Bella Coola man*. —
Harbour, 1994. — 240 p. : ill. —
ISBN 1-55017-104-6 — \$26.95.

Reviewed by: Rosemary Anderson,
teacher-librarian, W. L. McLeod
Elementary School, SD#56
(Nechako).

The first book of Clayton Mack's stories, *Grizzlies and white guys*, was published in 1993. *Bella Coola man* contains the last stories Clayton Mack told about the traditional life and legends of the Nuxalk people. Dr. Harvey Thommasen recorded these stories during his morning rounds at the Bella Coola hospital where Mack lived after suffering a major stroke in 1984, then transcribed and edited the tapes. The stories provide great entertainment as well as a unique historical record of the Nuxalk people of Bella Coola.

When Mack died in 1993, at the age of 83 years, he had witnessed nearly a century of profound changes in Nuxalk life, and had a great knowledge of local culture and how it had been eroded by European and Asian influences. He was a walking encyclopedia of tribal lore, and an excellent storyteller. He tells of pulling bears out of bushes by their legs, eating fresh bear meat with Thor Heyerdahl, finding gold nuggets in the bush, murder in Big Ootsa country, and dealing with Crooked Jaw, the Indian agent. He also tells tales about Alexander Mackenzie's travels through Bella Coola country along the Grease Trail, the last Indian war on the coast, the man-eater dance performed at River's Inlet where the dancers ate a dead woman's head, how to hunt mountain goat without a gun and native remedies like devil's club tea which is "good for anything."

This sturdy hard cover book contains thirty black and white photos and drawings, maps, an index, a table of contents and a glossary of native terms. It also includes biographical data and a family tree.

This would be an excellent book for a public library. It may also be useful in elementary and secondary libraries for First Nations courses or units.

Recommended for upper intermediate and secondary grades and adults.

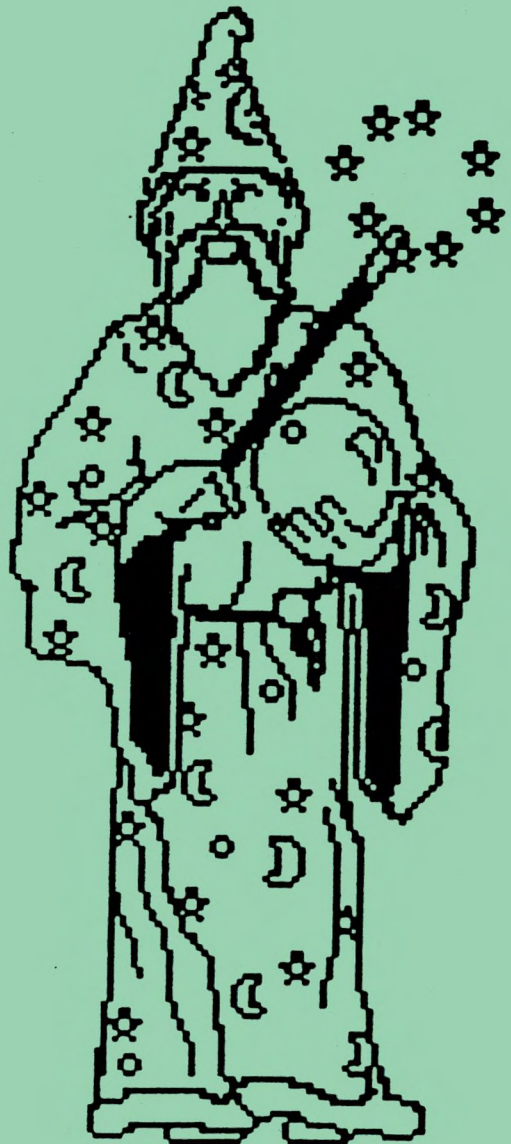
971.1'2 NOR

Norris, Pat Wastell. *Raincoast chronicles 16: Time and tide: a history of Telegraph Cove.* — Harbour, 1995. — 86 p. : ill. — ISBN 1-55017-121-6 — \$12.95.

Reviewed by: Jane Roberts, teacher-librarian, Pinecrest Elementary School, SD#72 (Campbell River).

Time and tide: a history of Telegraph Cove is the story of how the environment around northern Vancouver Island shaped and molded one family's existence. Pat Wastell Norris's grandfather arrived in Alert Bay in 1909 as the manager of a fish processor's box factory. With that beginning, this book chronicles the Wastell family's "trials & tribulations" through the depression, through World War II and up to the 1970's. With their pioneer attitudes, they were able to create an existence and make a living with their sawmill. The anecdotes and stories are wonderful and bring humour and life to the history of Telegraph Cove and the development of the north Island. Similar to other titles in this series, the book is successful in recording history in a personal and appealing way.

Recommended for grades 9-12.



BCTLA 1996 CONFERENCE: SHAPING REALITY: OCTOBER 17 -19, 1996



Mark your calendar! Join us in an extensive examination of the media and its effect on all of us. How are new media such as multimedia programs, interactive computer programming and video experiences Shaping Reality? We will not emphasize the pieces or the machinery, but will focus on the message, the process and our part in providing the context for using new media.

The "Shaping Reality: Media Education" conference is sponsored by the Saanich, Nanaimo, Cowichan and Sooke chapters of the British Columbia Teacher-Librarians' Association in conjunction with the University of Victoria. The conference is from Thursday, October 17 to Saturday, October 19, 1996.

THURSDAY

The wine and cheese, registration desk and publishers' displays are at the conference hotel - the Ocean Pointe Resort.

FRIDAY

Friday's keynote address will be also be at the conference hotel. Father John Pugente, the director of the Jesuit Project in Toronto, will present the keynote address. He is one of the foremost authorities on media literacy and media education in the world. Father Pugente deals with the effect of television on society. He is concerned about the effect of all the "shaped realities" that influence our children and their view of the world. He will provide a dynamic introduction to the full day.

The Internet, teaching with video, the role of the media and CD-ROMs are among the many topics that may be offered in small group sessions. There will also be publishers' displays, door prizes and entertainment.

SATURDAY

Saturday will be your opportunity to explore the Victoria environs, participate in the Chapter Councillor meeting or attend an Internet workshop entitled "Exploring the Internet: Advanced or Beginner". The Internet workshop is sponsored by the Pacific Instructional Media Association and the University of Victoria. See you there!

CONTACT

Request an information package from:

Shaping Reality '96 Conference
c/o Linda Coupal
School District No. 63 (Saanich)
2125 Keating Cross Road
Saanichton, BC V8M 2A5
Phone (604) 652-7320 Fax (604) 544-1254
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***Rene Descartes 1596-1650,
French philosopher , math-
ematician, and scientist.***

His philosophy is called Cartesianism (from Cartesius, the Latin form of his name). He is often called the father of modern philosophy. Primarily interested in mathematics, he founded analytic geometry and originated the Cartesian coordinates and Cartesian curves. To algebra he contributed the treatment of negative roots and the convention of exponent notation. Descartes also contributed to optics, physiology, and psychology.

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