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BCTLA

THE BOOKMARK



THROUGH THE LOOKING GLASS

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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: JABBERWOCKY, YOU SAY?

by JUDITH KOOTTE, BCTLA President.

“ ‘Why it’s a Looking-glass book, of course!
And if I hold it up to a glass, the words will
all go the right way again.’ ”

Alice proceeded to read, Jabberwocky remarking that it seemed very pretty,

“ ‘but it’s rather hard to understand!’ (You see she didn’t like to confess that she couldn’t make it out at all.) ‘Somehow it seems to fill my head with ideas — only I don’t exactly know what they are!’ ”

Delving deeper into the allusions, symbolism and future trends for teacher-librarianship, this issue’s theme, *Through the Looking-Glass*, offers us an opportunity to appreciate not only the satire of Lewis Carroll but also that which is part of our present climate. The words of Lewis Carroll have served as my guide as I looked for meaning in my activities these past few months. Although *Through the Looking-Glass* is a children’s fantasy, Carroll’s timeless wit offers a humorous context from which to view our current situation.

We are expecting new curricula, Integrated Resource Packages which will coordinate learning outcomes, assessment/evaluation/course/grade requirements with suggested teaching strategies listing accompanying learning resources. Jabberwocky, you say! I know the term certainly described my initial reaction to the bewildering array of changes I have been reading about. Alice ran off before she considered the nonsensical jumble of words that make “The Jabberwocky” the poem it is. Perhaps she needed an interpreter, a teacher. As teachers, we cannot share in Alice’s privilege of childhood and run away, for we have been cast publicly and politically to enact a script and to perform it live without rehearsal.

Jabberwocky is my chosen metaphor for the overview of policies, implementation schedules and curricula that are glimmering in the mirrors of our futures. I have been lucky in attending the first meeting of an experienced group of interpreters at a Provincial Specialists’ Association meeting which included staff and elected members of the BCTF, the Provincial Specialists’ Council, the Professional

Development Advisory Council, and Peter Norman from Simon Fraser University. Together we began what we know will be a rather lengthy and difficult discussion around what constitutes curriculum, for it represents the essence of our work.

Larry Kuehn identified the big curriculum questions for us: What should we do? What is doable? His big questions led him to suggest some further questions and like Alice we found ourselves in contentious territory... What is the nature of knowledge and learning? What is the nature of teaching? What is the nature of curriculum? What is the nature of assessment? What is the nature of accountability? What impact does a chosen approach have on how inclusive the school system is?

Providing us with yet another take on curriculum, Judith Blakeston invited us to reflect on the influence of Skills Now and other government initiatives such as the Western Consortium, The Benchmark Project of the Technology Alliance, and The Navigator Project of Milt McLaren from Simon Fraser University. As teacher-librarians we have already experienced the influences of technological change impacting our work. While we are immersed in coping with educational change, we are also challenged with the social and economic influences of an emerging knowledge society and the ensuing demands being placed on the school system. To paraphrase Kuehn, one has to wonder about the impact of these “outside” influences on the quality and the productivity of knowledge and their effect on inclusiveness of the school system? As teacher-librarians, we also have to begin thinking about adapting our present information skills curriculum to encompass this changing society. Once we have determined what we will be teaching we will have to establish our assessment, evaluation, and reporting processes for we, too, have a diverse audience much like our teaching colleagues. It was Charlie Naylor who alerted our group to the nature of the changing context and increasing contrast of assessment policies in British Columbia.

As you can see, there are many facets to curriculum. Nevertheless, there was one thing that everyone in the room agreed upon, and that was the benefit of talking about the issues. In fact, the teachers present believed these issues were most appropriate to be raised in staff rooms. Are we game? There are opportunities for teacher-librarians to become involved in all facets of current change, whether it be in curriculum, with government initiatives, or in assessment practices. Our contribution as information specialists and knowledge workers will provide an invaluable service.

We as teacher-librarians have defined our curriculum in terms of information skills. We have used subject vehicles as our mechanism to gain credibility with our colleagues and now we are confronted with an unmarked highway, no maps, a cargo of untested vehicles to drive and untold destinations to visit. When Alice encountered the looking glass world she, too, was suitably equipped with nothing but her wits. We are better off than Alice, for we have experience and companionship on our journey through the looking-glass.

By the time you read this column, the BCTF and the Provincial Specialists' Association will likely have met with the Ministry to look through the curriculum-glass. Charlie, Judith, and Larry will likely compile a discussion paper that will be made available through your staff representatives. Look for it after Spring Break. Also, whenever there is a call to pilot, review, or respond to new curriculum, I trust that teacher-librarians around the province will make their voices heard by test driving all new subject vehicles.

'Now, here, you see, it takes all the running you can do, to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!'

'I'd rather not try please!' said Alice.
'I'm quite content to stay here — only I am so hot and thirsty!'

'I know what you'd like!' the Queen said good-naturedly, taking a little box out of her pocket. 'Have a biscuit?'

Alice thought it would not be civil to say 'No' though it wasn't at all what she wanted. So she took it, and ate it, and ate it as well as she could: and it was very dry: and she thought she had never been so choked in all her life.

Running as fast as we can and wondering if any headway has been made, we, like Alice, find ourselves offered an unappetizing biscuit. 'I know what you'd like!' the Minister said good-naturedly, taking provincial bargaining out of his pocket. Yes, this, too, is our reality through the looking glass. Many of our members are discouraged and yet, others have been active in their locals writing letters to their R.A.'s, having themselves elected as representatives to the BCTF's AGM this spring, as well as conducting advocacy meetings for trustees. Chapter Councilors were outspoken and passionate when

sharing their concerns with Mike Lombardi last fall. Alice McQuade was invited to the Executive's meeting in January where our member's concerns were expressed and heard (see Willa Walsh's article reporting the content of this meeting in this issue). Provincial bargaining will remain at the heart of the Executive's agenda throughout the remainder of this year and no doubt far into the future.

Last December, I asked you to write about your working and learning conditions. How many of you wrote? Who told us his story? Who documented the reality of her working life as a teacher-librarian under her current contract? Just one solitary person took the trouble to express her situation and her everyday challenges. I can't thank her enough for her effort and courage because her story, I know, reflects the stories of others in similar situations. One story will not be enough to persuade our negotiators of our realities. Perhaps a quote from Margaret Mead will persuade you to act: "Never doubt that a small group of thoughtful, committed individuals can change the world; indeed, it's the only thing that ever has."

'I know what you're thinking about,' said Tweedledum; 'but it isn't so, nohow.'

'Contrariwise,' continued Tweedledee, 'if it was so, it might be; and if it were so, it would be; but as it isn't, it ain't. That's logic.'...

.... 'Do you see that?' he (Tweedledum) said, in a voice choking with passion, and his eyes grew large and yellow all in a moment, as he pointed with a trembling finger at a small white thing lying under the tree.

'It's only a rattle,' Alice said, after careful examination of the little white thing. 'Not a rattle-snake, you know,' she added hastily, thinking that he was frightened; 'only an old rattle — quite old and broken.'

In this selection of *Through the Looking-Glass*, Tweedledum and Tweedledee are bracing to settle their differences with a fight. These two rather odd characters brought to mind not only the likely pitting of non-enrolling and enrolling teachers in provincial bargaining, but also our never ending crusade with the censorship that teacher-librarians often find themselves encountering as they deal with differing points of view within their school communities.

After receiving several letters, faxes, and phone calls from four different districts regarding censorship issues, I would suggest that given the

movement toward charter and traditional schools teacher-librarians will continue to face an increasing number of challenges. Unbridled censorship will always be a threat to learning and thinking. Teacher-librarians as individuals and in local specialist associations ought to be prepared. Section 182(2) (e) of *The School Act*, *Ministerial Order 143/89*, and *Selection and Challenge of Learning Resources* (1991) offer a provincial overview for selection criteria, whereas *Developing Independent Learners: The Role of the School Library Resource Centre* (1991) offers an example of a district selection policy and provides guide lines for the development of a school-based resource selection policy. Hopefully each district has a policy in place for convening an ad hoc Learning Resource Review Committee when challenges arise. The role of BCTLA, when informed of the challenge, is to find reviews (if they are obtainable) of the challenged material. Censorship is one of those unpredictable and uncomfortable situations that teacher-librarians face by virtue of having resources sitting on the shelves.

'Humpty Dumpty sat on a wall:
Humpty Dumpty had a great fall.
All the King's horses and all the King's men
Couldn't put Humpty Dumpty in his place
again.'

We meet Humpty Dumpty in *Through the Looking-Glass*. Alice's recitation forewarned him about his precarious position. And yet, ignoring her opportune information, Humpty Dumpty was fated to crash. I do not wish for us to be fated as was Humpty Dumpty. Our vulnerability rests not in censorship but within ourselves. Throughout the learning community our collective voices must articulate our essential role in equipping our patrons (children, young adults and adults) to become information literate. We must be prepared to take on the responsibility to make ourselves heard, as well as understood.



Take note: this is your chance!

Submit an article, unit or bibliography to

THE BOOKMARK

COMING THEMES ARE:

JUNE 1995: CARPE DIEM!

In today's educational climate, we must indeed "Seize the Day!" We must become advocates for the library services and programs that are essential to our students. Share with our readers your advocacy ideas and programs. Help other teacher-librarians to build the support that will lead parents and decision-makers to become active advocates. Encourage non-teacher-librarians to send us their ideas and experiences as well. **Deadline: April 25**

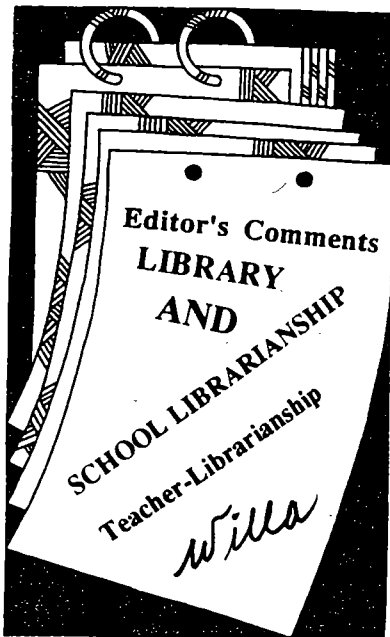
SEPTEMBER 1995: CRAZY CANUCKS

Biography units, resource lists on Canadians as a people, Canadian sports heroes and other achievers of note — all of these and more are possible submissions. Canadians have been at the forefront of inventive genius, international diplomacy and peacekeeping, and the fine arts. We have hewn a modern country out of an immense raw land, and we have travelled to the stars! All this in a climate that captures all the extremes! Help us look at the people of this great land — the Crazy Canucks who have made it what it is. **Deadline: July 25**

DECEMBER 1995: WHITE KNIGHTS & BLACK MAGIC

The Medieval period is one of endless fascination — gothic architecture with its gargoyles and flying buttresses, a society of contrasts — wealth and poverty, learning and ignorance. We are entranced by the feudal system while we are happy not to live in it. The romance and superstition of the time cast their spells on us. Heroes, myths, witches, artists, soldiers and crusades — there are many facets of the time period which could be the focus of your units, articles and bibliographies. Elements of life common then are still with us today, as we can see in Fantasy literature. How does life today relate to life then? Who are the heroes today who tilt at windmills? **Deadline: October 25**

***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.***



By the time this issue reaches you the provincial bargaining process will be well in progress and the fate of many teacher-librarian positions and time allotments will be in question. The BCTF January Representative Assembly has identified non-enrolling teachers' working conditions as a provincial bargaining item. Due to the fact that as the editor of *The Bookmark* I receive many professional journals and association newsletters from across Canada, I have become increasingly aware of the crisis in our profession. It is ironic that in a time of an information explosion that teacher-librarian time and school library budgets are in such a state of draconian restraint. Both Nova Scotia and Alberta have recently experienced severe reduction and even elimination of teacher-librarian positions and cutbacks to library programs. In many cases school libraries are being left in the hands of untrained teachers or administrative officers who have the library added to their already full plate of responsibilities. In even more cases library technicians have been employed to manage resource centres. This has resulted in some disastrous ramifications.

A recent issue of *Emergency Librarian* dedicated to the issue of censorship in school libraries reported that many schools in rural Manitoba are staffed by technicians or clerks. This has resulted in numerous titles being removed from library shelves as experience has recorded that technicians do not defend the principle of intellectual freedom, and do not effectively promote a varied collection which represents all viewpoints. In time special interest groups will reduce such collections to being a mere reflection of their own narrow views. Urban schools in Manitoba, on the other hand, have teacher-librarians in their resource centres

and these professionals select and defend their resources. Very few books are ever removed from these shelves! This example is but one of the ultimate consequences of the lack of trained teacher-librarians in school libraries.

I would bring your attention to the article on BCTLA's conversation with Alice McQuade located elsewhere in this issue of *The Bookmark*. Although the BCTF has expressed support and commitment to non-enrolling teachers, we are a minority group and in the final crucial stages of the horse-trading process called bargaining our interests may be lost. All indications point to a very tough round of bargaining in BC amidst a climate of fiscal constraint.

In the light of all of this, Richmond, which has good contract language for teacher-librarians, has five teacher-librarians attending the BCTF AGM. They hope to watch the proceedings carefully and keep teacher-librarian issues on the floor. Our best bet is to win our enrolling colleagues to our side by enlisting their support throughout the whole bargaining process. Consider what you and your district can do to ensure that teacher-librarians' positions and time are not sacrificed in the provincial bargaining process.

The teacher-librarian cutbacks taking place across the country are also reflected in the subscriptions to *The Bookmark*. At one time we had over 150 out-of-province subscriptions and now we only have 73! That is a 50% reduction. Obviously, less teacher-librarians in resource centres means less need for professional journals. When Victoria lost many teacher-librarian positions we lost between thirty and forty BCTLA members almost immediately. So far, the BCTLA has been able to maintain our membership at the same high level as in the past, so the BCTF grant to our PSA has remained high.

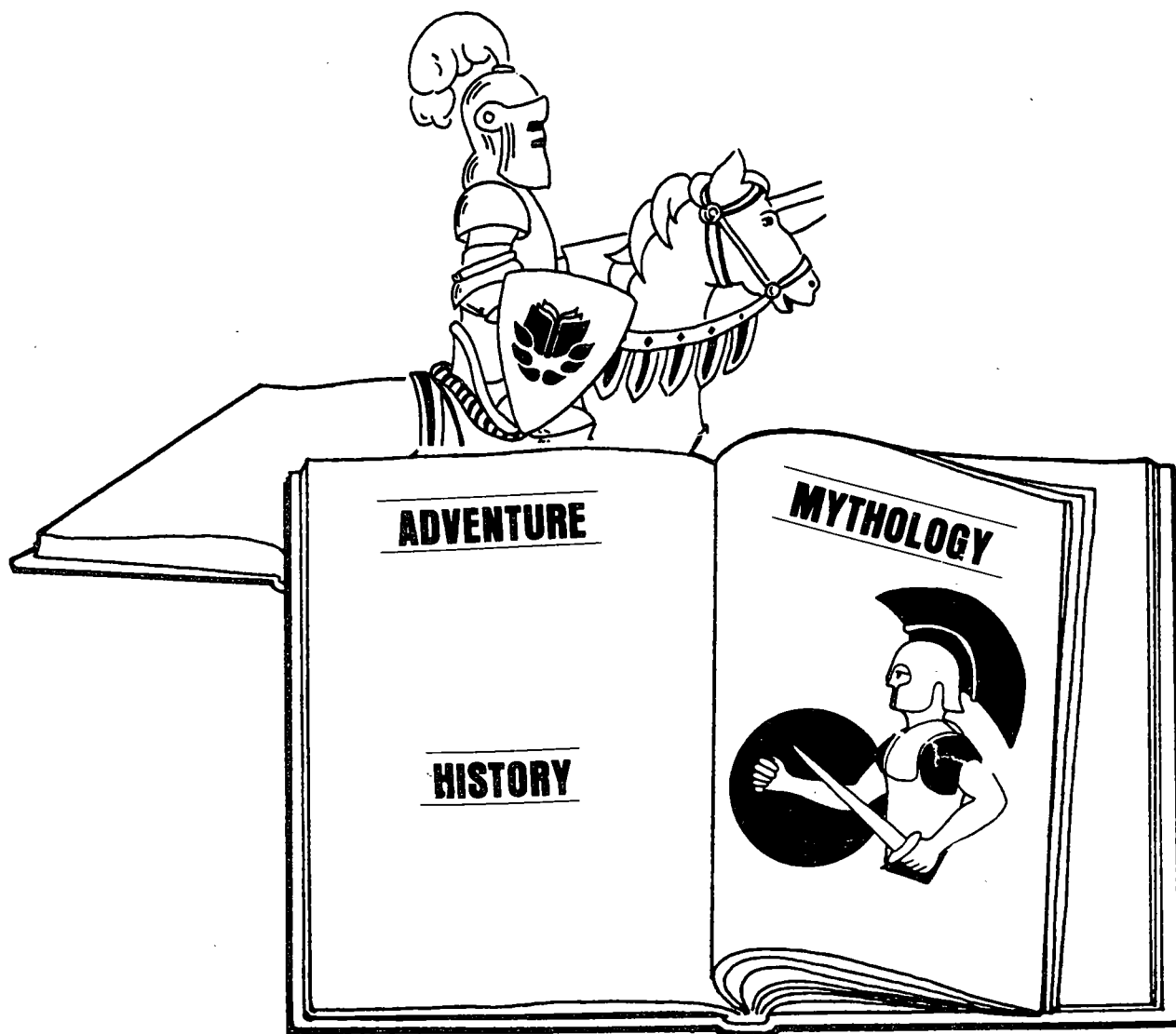
Our PSA's budget is not, however, as sound as it has been. We no longer have the buffer of the extra funds generated by the very successful Whistler Conference of 1991. Precarious finances are not uncommon amongst PSAs—two PSAs did not balance their budgets last year and are in financial trouble. I also recently received a phone call from the president of the largest PSA (Primary teachers PSA) to discuss how to produce their journal, *Prime Areas*, more cheaply. Obviously they are concerned with the costs of publication and they have over 3,000 members! Suggestions on how to balance and manage our PSA's budget include reducing the number of issues of *The Bookmark* and/or changing the method of layout and

printing. Our journal is the single most costly item in our yearly budget.

What do we do? Do we maintain as high a profile as possible and encourage membership. What lures teacher-librarians to be members of BCTLA? We are open to suggestions—you are the members... Other associations across Canada are looking to British Columbia for leadership through these tough times. They look upon our province as a model for resource centre programs. I have recently received letters from several other provinces saying that they are hopeful of change because they see that BC teacher-librarians are alive and well and apparently thriving still. They say that *The Bookmark* reflects this health and provides them with a beacon of light in some rather dark situations. I find this quite touching as we are no doubt in

the midst of difficult negotiations both provincially and within our own PSA. I would hate to let anyone down. When Alice McQuade arrived at our executive meeting to discuss provincial bargaining she had the latest issue of *The Bookmark* tucked under her arm. She praised our journal highly and said it was one of the very best professional journals. She had been photocopying articles from December's issue to circulate amongst her colleagues at the BCTF.

For all these reasons then, it is very appropriate that our next issue *Carpe Diem* will be devoted to advocacy. Send in ideas on how to get our message across to all stakeholder groups—teachers, administrators, students, parents and both sides of the provincial bargaining teams. Hopefully we can make our case one which cannot be bartered off at the bargaining auction table!





from **JOAN MITCHELL**, Shuswap
Teacher-Librarians Association, SD#89
(Salmon Arm).

AUTOMATION — WONDERFUL WHEN IT WORKS AND A NIGHT- MARE WHEN IT DOESN'T!!!

Has this happened to you? Five years ago, after quite extensive research, several elementary schools in Shuswap School District purchased Mac School Library. Wonderful—all those menial, boring library tasks were made faster and simpler. A student is leaving the school—thirty seconds to search and we know if he/she has returned all library books. Librarians in our district were so smug—a total revolution in their library service and they, of course, recommended this program to colleagues as it was reasonably priced and worked.

Then came the fall of 1994. An update for a mere \$200 was touted to make life in the library even easier. This was the start of the NIGHTMARE. Librarians installed the new program—screens froze, one could no longer do subject searches, books returned were shown as still signed out—plus a multitude of other problems.

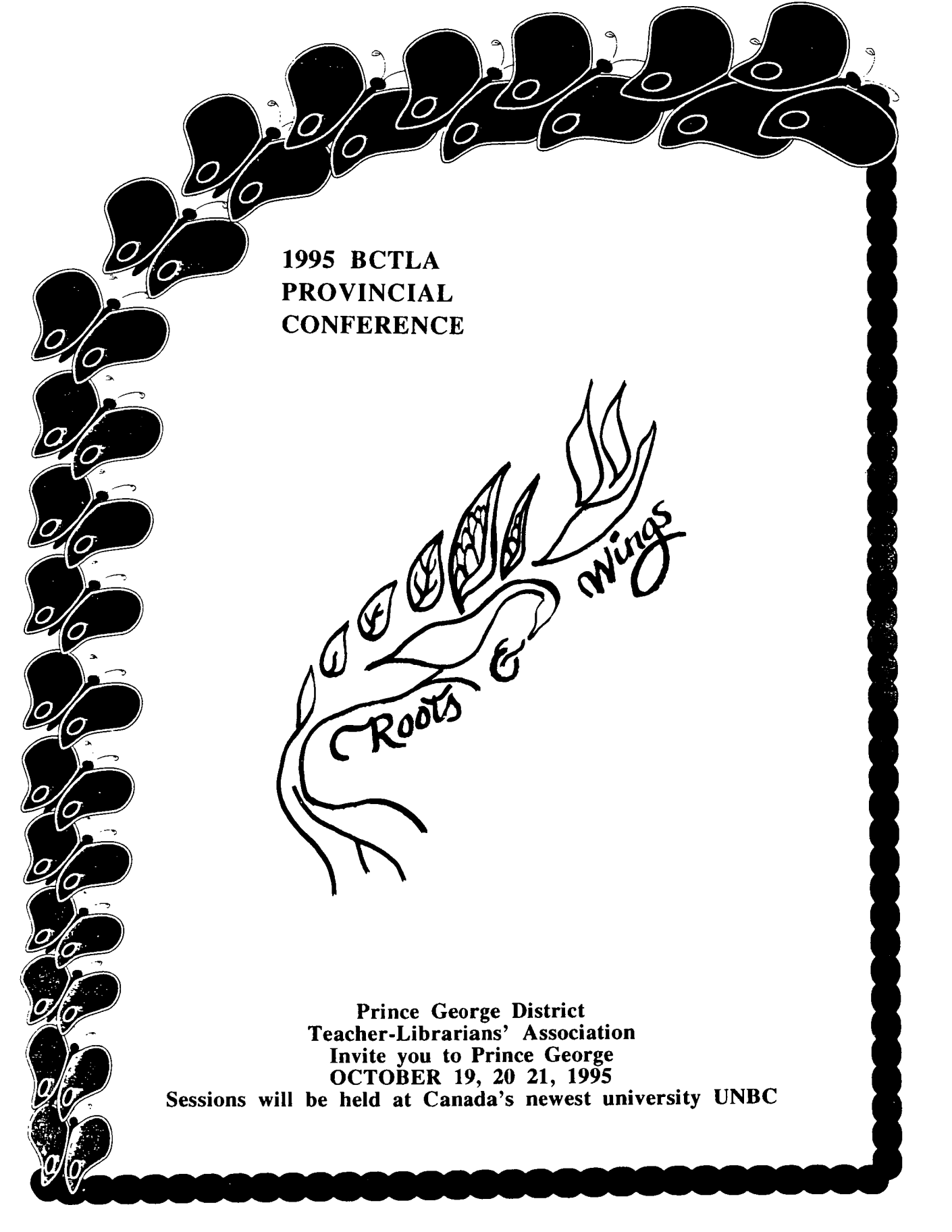
Chancery seems incapable of solving the problems. Verbally, one of their technicians seems willing to help—“fix-it” disks do arrive and add to the problems!

Response:

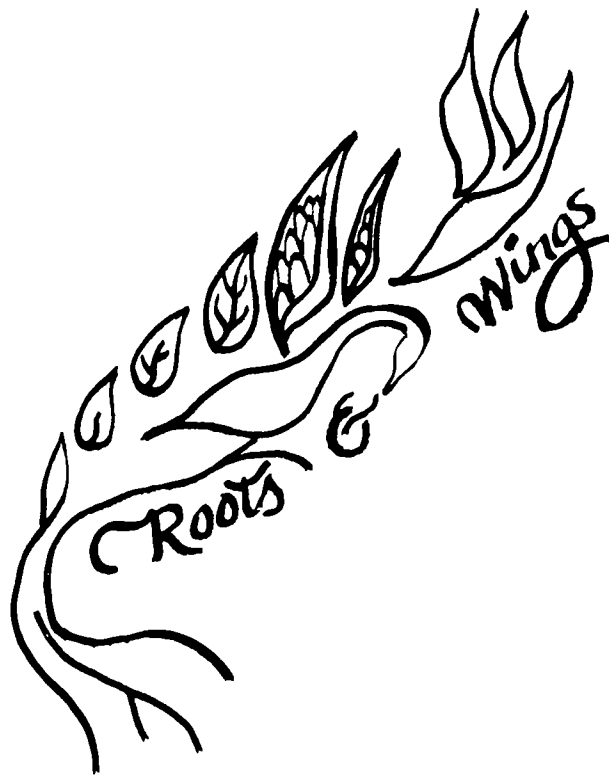
Such is the life of those working with computers. This industry has no standards and less conscience. If your dishwasher doesn't work, you return it and they give you one that does. If your “new version” which, of course, keeps the company making money, doesn't work—tough beans! You cannot send it back because it has already messed up your records and the old version is no longer technically supported by the company. There are no solutions—except to complain **LOUD** and **LONG** and send letters to the editor, such as this one is, and hope that shame may awaken a dormant conscience in an industry that glibly promises heaven and often delivers hell!

My personal answer in a recent scenario was to refuse the new version being installed district-wide until all the “glitches” were worked out. Never, **NEVER** volunteer to be a pilot project for a new “updated” software package unless you like ulcers. New versions, also, tend to improve some aspects of the original program but almost always introduce some features which are much worse than the original. Hang in there—it is ultimately worth it, and not one of us who are automated **and adequately supported** would return to the old system.

Perhaps some other readers would like to share their experiences?

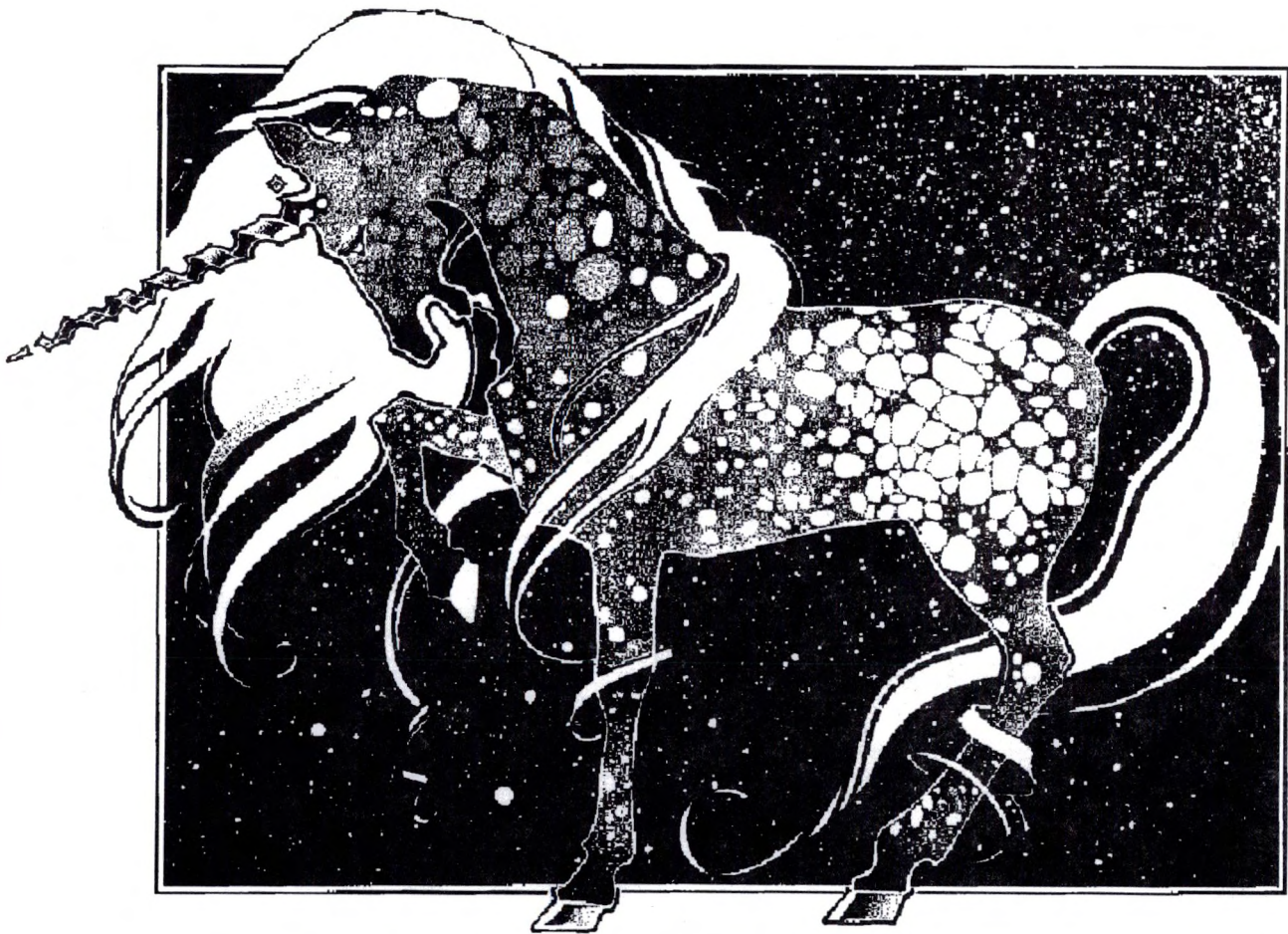


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**Prince George District
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Invite you to Prince George
OCTOBER 19, 20 21, 1995
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THEME SECTION



***THROUGH THE
LOOKING GLASS***

THE ASSOCIATION FOR TEACHER LIBRARIANSHIP IN CANADA

INTRODUCES

THE MANY HATS OF THE TEACHER-LIBRARIAN

a new collection of articles on the many changing roles of the teacher-librarian

ARTICLES ON THE TEACHER-LIBRARIAN AND . . .

ADVOCACY

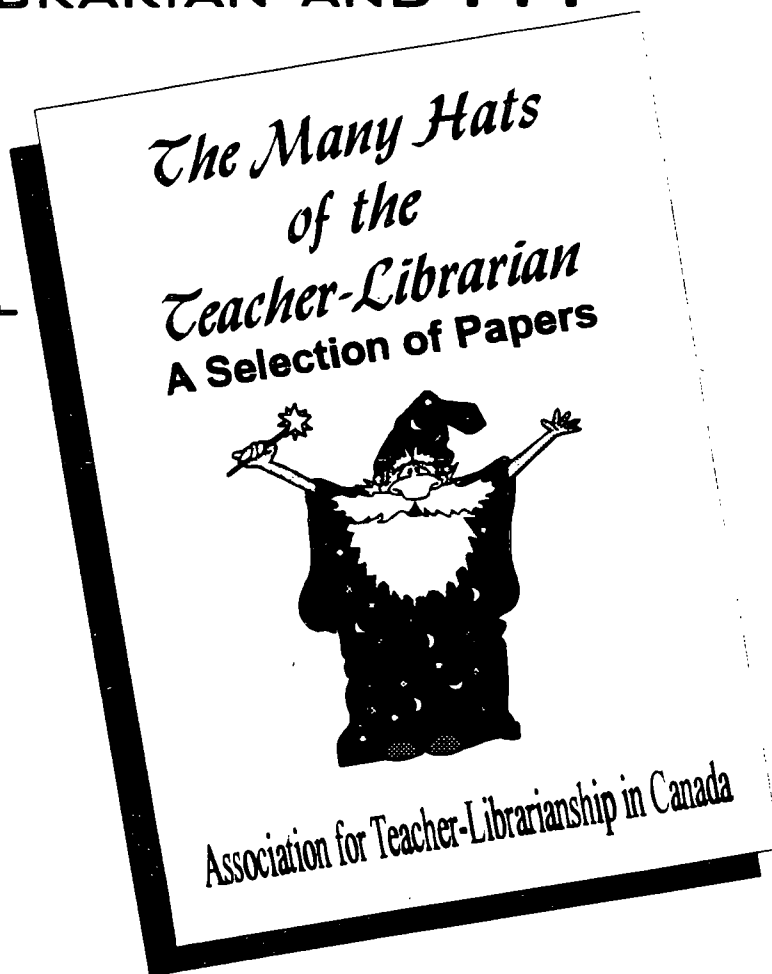
TECHNOLOGY

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IMPROVEMENT

STAFF
DEVELOPMENT



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HATS OFF FOR IMAGINATION

by **JO-ANNE LAKE**, Vice-principal, teacher of all grades, author of *Imagine: a literature-based approach to science* (Pembroke, 1993), Stephen Saywell Public School, Oshawa, ON.

"The sky was so clear that star gazing became more of a search for black spaces than for sparkling stars." Imagine!

Imagine teaching in southeast Asia! Imagine becoming overwhelmed daily with new thoughts and ideas about this part of the world! Imagine having the opportunity to stimulate your mind beyond belief with your imagination stretched to the limits, with infinite opportunities to escape the limits and to grow in new directions. You are the benefactor of your own imagination. You inspire and enrich your own and others' lives through your experiences and perceptions.

The focus of this article is imagination as it relates to the role of the teacher-librarian. Works of imagination can be an important resource in the teaching and learning of science. Teachers who feel uncomfortable teaching science can provide learning opportunities using imaginative literature as a springboard for understanding science concepts.

The importance of imagination has been acknowledged by great leaders such as Einstein and Dewey. Einstein was once asked how to help a child who was gifted in math. He answered, "Read him the great myths of the past. Stretch his imagination."

John Dewey said, "Imagination is the gateway through which meanings derived from prior experiences feed into and illuminate present experience."

Others have referred to imagination as the shaping spirit — free to soar. Still others suggest that "Imagination may even be stronger than knowledge." One thing we know for certain is that imagination makes life worth living.

Books provide children with a chance to stretch their imaginations. Information books are useful, but stories have a magic in them that makes you run out into the backyard at night and stare up into infinity to see what's there, like Huckleberry Finn. Familiarity with Twain's message helps teacher-librarians make selections of fiction and non-fiction books that are entertaining, inviting, and exciting — books that grab

children's attention. If they are chosen carefully the excitement of discovery which these books generate is irreplaceable.

Science focused literature helps children to develop their imagination through exploring and investigating science principles. There are many exemplary books that teacher-librarians might want to consider while out on a buying spree. The following suggestions focus on imagination in life and in learning.

Burnett, Frances Hodgson. (1988) *The secret garden*. William Collins & Sons.

Mary is an unwanted orphan who lives with her uncle on the Yorkshire moors. She discovers a secret garden at her uncle's house. This is truly a story that fosters a child's imagination. We learn that nature is imagination itself in a wonderful story that instills in children a true love for nature.

Carle, Eric. (1991). *Papa, please get the moon for me*. Saxonville, MA: Picture Book Studio.

Monica wants her Papa to get the moon for her. An excellent lesson on the understanding of the waxing and waning of the moon. The life skills lesson learned here is that even difficult goals can actually be attained.

Cole, Joann. (1987). *The magic school bus inside the earth*. New York, NY: Scholastic,

Children go on an imaginary trip to learn about rocks. Information is factual and accurate despite a strong element of fantasy.

Clement, Claude. (1989). *The voice of the wood*. New York, NY: Dial Books for Young Readers.

An old musical instrument maker creates a cello made from the wood of a tree. The cello changes back into a tree which becomes a habitat for birds. Illustrations stimulate imagination. A great example of life cycle.

Dahl, Roald. (1961). *James and the giant peach*.
New York, NY: Puffin Books.

A story full of fantasy. James observes the life activity of a wide variety of insects inside a giant peach.

King, Christopher. (1988). *The boy who ate the moon*. New York: Philomel.

Children are invited into an imaginary world when they are introduced to talking animals. The idea that the moon could be eaten or, for that matter, touched sets the stage for an adventure of fantasy.

Palin, Michael, L. Alan and R. Seymour. (1986).
The mirrorstone. London, UK: Jonathan Cape Ltd.

Holograms are used to enhance a time travel adventure in an imaginary setting.

Rico, Ulde. (1978). *The rainbow goblins*. Mitchell Beazley.

An excellent story focusing on a goblin's adventure and discovery. Great application for learning about light and colour. A life lesson on greed.

Stubbier, Ignored. (1985). *The magic bubble trip*.
New York, NY: Cane/Miller.

A fantasy adventure of a boy in a large bubble. A life skills lesson on waste management. Focus on recycling.

Whaler, Mike. (1990). *How far will a rubber band stretch?* New York, NY: Simon & Shasta.

Very imaginative theme for young readers. Lots of room for problem solving. A lesson to be learned on elastic force.

There is an endless supply of children's books with an imaginary thread running through the story line. As teacher-librarians we can help children appreciate literature that develops their imagination for life and learning.

If you'll believe in me, I'll believe in you.



“What is the use of a book,” thought Alice, “without pictures or conversations?”

POETRY SURPRISE: PARTICIPATORY PROGRAM FEATURING PUPPETS AND POETRY

by JANET WYNNE-EDWARDS, librarian, Hastings Branch, Vancouver Public Library.

A grade four teacher asked for a poetry program to tie in with his unit on poetry. His class made regular visits to the library, so I "knew" the kids; there was an already established "comfort level" with this group.

I began with a simple magic trick which involved placing five books (in this case, poetry books!) on a table. With the help of an assistant, I magically knew which book they had chosen for me to discuss first. This trick is taken from Carolyn Feller Bauer's new book, *Read for the fun of it: active programming with books for children*.¹ A similar trick is also found in Alan Snow's inexpensive paperback *Alan Snow's wacky guide to tricks and illusions*², which can be given away as a prize. Then I quickly booktalked these five books, sharing some shorter poems.

Next came the surprise! I wheeled out a table on which were placed ten to fifteen paper bags. I worked with groups of two or three people. In each bag there are copies of a poem and a puppet, or puppets, to go along with the poem. At this point, I chose a bag myself and demonstrated the poem with puppets. Students were invited to take a surprise bag and then they were given ten to fifteen minutes to prepare the poem for presentation. They were encouraged to use their imaginations. Both partners could read the poem, or perhaps one partner could read while the other manipulated the puppets. The teacher and the librarian visited the groups and offered coaching and advice.

Finally, groups volunteered to perform their poem in front of the class.

SPACE: Just the usual programming space.

PREPARATION TIME: Hard to tell, because the idea had been percolating in the back of my mind for a while. It doesn't take very long to graze through several

¹Feller Bauer, Carolyn. *Read for the fun of it: active programming with books for children*. Bronx, NY: H. W. Wilson, 1991, p.313-14.

²Snow, Alan. *Alan Snow's wacky guide to tricks and illusions*. London: Walker, 1992, p. 17.

books of poetry and choose ones that you like and that are suitable for presentation. Sometimes finding the right puppets is difficult, but you can always use pictures on a stick.

ADDITIONAL COMMENTS: Since this worked really well in a classroom setting, I decided to try a modified version during Summer Reading Club. I had a large paper bag with a sign that said "Poetry Surprise" and I demonstrated a poetry presentation with a partner during the first program. Thereafter I asked for volunteers and each week kids wanted to try.

GOOD CHOICES FOR BOOKTALKING

MONSTERS, DRAGONS & SUCH

Foster, John. *Dragon poems*.

Ghost poems, edited by Daisy Wallace, illustrated by Tomie de Paola.

Monster soup: and other spooky poems, compiled by Dilys Evans, illustrated by Jacqueline Rogers.

WICKED CHILDREN

Use with discretion, but these books are fun!

Belloc, Hillaire. *Matilda, who told lies, and was burned to death*, illustrated by Posy Simmonds.

Dahl, Roald. *Dirty beasts*, illustrated by Quentin Blake.

Dahl, Roald. *Revolting rhymes*, illustrated by Quentin Blake.

BASEBALL THEME

Thayer, Ernest Lawrence. *Casey at the Bat*, with additional text and illustrations by Patricia Placco.

At the crack of the bat, compiled by Lillian Morrison.

STORIES

Gerrard, Roy. *Rosie and the rustlers*.

Noyes, Alfred. *The highwayman*, illustrated by Neil Waldman. This edition can be compared with the one illustrated by Charles Keeping.

Poe, Edgar Allan. *Annabel Lee*, illustrated by Gilles Tibo.

POSSIBLE POETRY SELECTIONS

The following is a list of selections and books. Clearly it is not exhaustive, but these worked for me.

Carle, Eric. *Animals, animals*.

"Giraffes" p. 48

"Mother doesn't want a dog" p. 60

Dahl, Roald. *Dirty beasts*.

"The lion"

"The cow" — This is a long poem and 'special'

Esbensen, Barbara. *Who shrunk my grandmother's house?*

"The rescue" p. 17

"Time" p. 15

Mice are nice, poems compiled by Nancy Larrick, art by Ed Young.

"Mice are nice" p. 25

The poetry troupe: an anthology of poems to read aloud, compiled by Isabel Wilner.

"Alligator on the escalator" (Eve Marrian) p. 127

"I woke up this morning" (Karla Kuskin) p. 210

"The grasshopper" (David McCord) p. 132

"Miss M.F.H.E.I.I Jones" (Karla Kuskin) p. 138

Prelutsky, Jack. *The new kid on the block*.

"Euphonica Jarre" p. 28

"When Tillie ate the chili" p. 88

"Mean Maxine" p. 66

Prelutsky, Jack. *Ride a purple pelican*.

"Little pink pig" p. 24

"Grandmother bear from Delaware" p. 36

Prelutsky, Jack. *Something big has been here*.

"I'm digging a hole in the ceiling" p. 86

"A goat wandered in the junkyard" p. 98

"My snake" p. 116

"Mold, mold" p. 122

"I saw a brontosaurus" p. 137

"My brother's bug" p. 151

"Hello! How are you? I am fine" p. 36

"Wilhelmina Wafflewitz" p. 129

Silverstein, Shel. *Where the sidewalk ends*.

"The farmer and the queen" p. 32

"One inch nail" p.55

"Boa constrictor" p. 45

"Sick" p. 58

"The crocodile's toothache" p. 66

"The Yipiyuk" p. 109

"With his mouth full of food" p. 128

"Forgotten language" p. 149 (A serious poem!)

Sunflakes: poems for children, selected by Lilian Moore, illustrated by Jan Ormerod.

"Good-bye my winter suit" p. 53

"There once was a puffin" p. 80

"If you find a feather" p.84



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A "GOSSIP" UNIT — THE WIVES OF HENRY VIII

By **LIZ SHIRREFF**, teacher-librarian,
Hatzig Secondary School, SD#75 (Mission).

UNIT OVERVIEW

The students will each research one of Henry VIII's wives, recording information in note form on a data retrieval chart. They will also research other events that were happening around the world at this same time period in history as an introduction to a variety of timeline resources. The information will be presented in a visual format of the students' choice.

GOALS

1. To reinforce the use of the books' indexes and how to get information from single page references.
2. To introduce primary source references.
3. To reinforce alternative search processes as students gather clues from their reading (e.g., if students discover the names of other relatives, they look up information on them to add another dimension to their research.
4. To introduce timeline resources.
5. To introduce using encyclopedia indexes and their peculiarities —
e.g. *Encyclopedia Britannica* — index reference "5 - 561b" = volume 5, page 561,
section b (each page is divided into 4 sections).
The Timetables of History — "1515G" = the year 1515 and the column G.
6. To reinforce the subject headings that one would use when looking for information on this particular topic.
7. To reinforce good notetaking practices.
8. To introduce and compare print and electronic media using *Grolier's Encyclopedia* and *Bookshelf* on CD-ROM.

ORGANIZATION

LESSON 1

1. Students each choose one queen to research (4 students per queen in a class of 24).
2. Students go to the library where the project goals and processes are introduced.
3. The teacher-librarian distributes the data retrieval charts to students and booktalks the reference resources, discussing their individual characteristics and specific index requirements (e.g., index refers to year and column, some queens are indexed by first name in some resources).

Students take notes on the blank lines provided under the title of each resource. All students are required to use these references during their time in the library.

4. The regular non-fiction books that have been pulled from the shelves are then briefly introduced. The students are to use at least 4 of these resources during the project, as well as the encyclopedias. They are to record the call numbers and titles appropriately on the data retrieval sheet on spaces 12 to 17.

LESSON 2

1. The teacher-librarian introduces the day's lesson by reading an eyewitness account of a beheading from the book of primary source material, *Eyewitness to History*. This reading grabs the students' attention and leads to a discussion of primary versus secondary sources. We emphasize that the resources chosen for this assignment will definitely include "juicy morsels" like this, and then set students to work filling out their charts.
2. The teacher assists students with using the books and their indexes, and with notetaking.
3. The teacher-librarian introduces the electronic media to groups of students studying the same queen (2 groups per period in periods 2, 3 and 4).
4. The period ends with a brief sharing of some of the "gossip" garnered during the period (e.g., Anne Boleyn had 6 fingers!).

LESSONS 3 & 4

1. Notetaking continues as above.
2. Juicy morsels are shared with the whole group as individuals come across them. This keeps the interest high and the “digging” intense.

LESSONS 5 & 6

1. Students are grouped so that each group has a person who researched each of the wives. The groups have 2 periods to develop a visual presentation of their information. The visuals could be in the form of:

- a poster,
- a family tree,
- a video,
- an interview, or
- some other student choice.

“There’s no use trying,” she said: “one can’t believe impossible things.” “I daresay you haven’t had much practice,” said the Queen. “When I was your age, I always did if for half-an-hour a day. Why, sometimes I’ve believed as many as six impossible things before breakfast.”



Through the Looking Glass, introduction.

DATA RETRIEVAL CHART: THE WIVES OF HENRY VIII

| <u>BOOK TITLES</u> | <u>OTHER EVENTS</u> | <u>NOTES</u> |
|---|---------------------|--------------|
| 1. Ref 920 Enc <i>Encyclopedia of World Biography</i> <hr/> <hr/> <hr/> <hr/> <hr/> | | |
| 2. Ref 902 Fre <i>Chronology of World History</i> <hr/> <hr/> <hr/> <hr/> <hr/> | | |
| 3. Ref 902 Gru <i>The Timetables of History</i> <hr/> <hr/> <hr/> <hr/> | | |

| | | |
|---|--|--|
| <p>4. Ref 902 Lan <i>An Encyclopedia of World History</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> | | |
| <p>5. Ref 920.02 Cam <i>Cambridge Biographical Dictionary</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> | | |
| <p>6. Ref 920.3 Web <i>Webster's Biographical Dictionary</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> | | |

| | | |
|--|--|--|
| <p>7. Ref 940.2 ENC <i>The Encyclopedia of the Renaissance</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | | |
| <p>8. Ref 940.2 Wil <i>The Facts on File Dictionary of European History</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | | |
| <p>9. _____ <i>Encyclopedia</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | | |

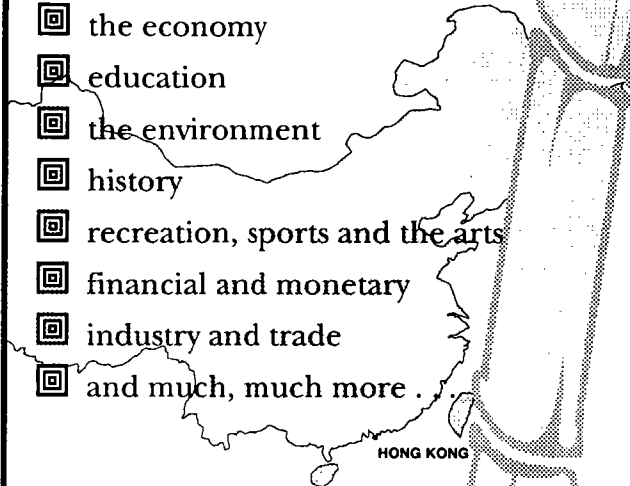
| | | |
|---|--|--|
| <p>10. Database Centre: <i>Grolier's Electronic Encyclopedia</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | | |
| <p>11. <i>Bookshelf</i> CD-ROM</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | | |
| <p>12. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | | |

[EDITOR'S NOTE: The worksheet continues from section 13 to section 17, allowing students to take information from a wide range of resources. For the sake of space, these sections are not included here.]

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OUT OF THIS WORLD!

SCIENCE FICTION FOR CHILDREN & YOUNG ADULTS

by **JOYCE PINSKER**, Children's Coordinator,
Burnaby Public Library.

LATE PRIMARY / EARLY INTERMEDIATE

Apps, Roy.

Time spinner.

Baillie, Allan.

Megan's star.

Cameron, Eleanor.

TYCHO BASS SERIES:

1. *The wonderful flight to the mushroom planet.*
2. *The stowaway to the mushroom planet.*
3. *Mr. Bass's planetoid.*
4. *A mystery for Mr. Bass.*
5. *Time and Mr. Bass.*

Colville, Bruce.

MY TEACHER SERIES:

1. *My teacher is an alien.*
2. *My teacher fried my brains.*
3. *My teacher glows in the dark.*
4. *My teacher flunked the planet.*

Etra, Jonathan.

ALIENS SERIES

1. *Aliens for breakfast.*
2. *Aliens for lunch.*
3. *Aliens for dinner.*

Fine, Anne.

The chicken gave it to me.

Fisk, Nicholas.

Broops! down the chimney.
Escape from the splatterbang.
Monster maker.

Hill, Douglas.

How Jennifer (and Speckle) saved the earth.
The moon monsters.

Sheldon, Dyan.

My brother is a visitor from another planet.

Slote, Alfred.

JACK JAMESON SERIES

1. *My robot buddy.*
2. *C.O.L.A.R.*
3. *Omega station.*
4. *Trouble on Janus.*

Wilkes, Marilyn.

C.L.U.T.Z. SERIES

1. *C.L.U.T.Z.*
2. *C.L.U.T.Z. and the Fission formula.*

INTERMEDIATE / LATE INTERMEDIATE

Alcock, Vivien.

The monster garden.

Asimov, Janet & Isaac.

NORBY THE ROBOT SERIES

1. *Norby the mixed up robot.*
2. *Norby's other secret.*
3. *Norby and the lost princess.*
4. *Norby and the invaders.*
5. *Norby and the queen's necklace.*
6. *Norby finds a villain.*
7. *Norby and Yobo's great adventure.*
8. *Norby and the oldest dragon.*

Byers, Betsy.

The computer nut.

McMummy.

Christopher, John.

ALTERNATE WORLDS TRILOGY

1. *Fireball.*
2. *New found land.*
3. *Dragon dance.*

A dusk of demons.

Empty world.

The guardians.

PRINCE TRILOGY

1. *The prince in waiting.*
2. *Beyond the burning lands.*
3. *The sword of the spirits.*

TRIPOD SERIES

1. *When the Tripods came.*
2. *The white mountains.*
3. *The city of gold and lead.*
4. *The pool of fire.*

Conly, Jane Leslie.

(for the *NIMH* books see O'Brien, Robert)

Cooper, Clare.

Earthchange.

Corbett, Scott.

The deadly hoax.

Coville, Bruce.

ROD ALLBRIGHT ALIEN ADVENTURES

1. *Aliens ate my homework.*
2. *I left my sneakers in Dimension X.*

Danziger, Paula.

This place has no atmosphere.

Dereske, Jo.

The lone sentinel.

Earnshaw, Brian.

Starclipper and the song wars.

Engdahl, Sylvia.

Beyond the tomorrow mountains.

ENCHANTRESS SERIES.

1. *Enchantress from the stars.*
2. *The far side of evil.*

Journey between worlds.

This star shall abide.

Fick, Nicholas.

Mindbenders.

Robot revolt.

Gilden, Mel.

The Planetoid of Amazement.

The return of Captain Conquer.

Gormley, Beatrice.

Wanted: UFO.

Greer, Gery.

JASON SERIES

1. *Jason and the aliens down the street.*
2. *Jason and the escape from Bat Planet.*

Let me off this spaceship!

TIME MACHINE SERIES

1. *Max and me and the time machine.*
2. *Max and me and the wild west.*

Haas, Dorothy.

The secret life of Dilly McBean.

Hamilton, Virginia.

JUSTICE CYCLE

1. *Justice and her brothers.*
2. *Dustland.*
3. *The gathering.*

Heinlein, Robert.

Citizen of the galaxy.

Have space suit — will travel.

Tunnel in the sky.

Heintze, Ty.

Valley of the eels.

Hilgartner, Beth.

1. *Colors in the dreamweaver's loom.*
2. *The feast of the trickster.*

Hill, Douglas.

LAST LEGIONARY QUARTET

1. *Galactic warload.*
2. *Deathwing over Veynaa.*
3. *Day of the starwind.*
4. *Planet of the warlord.*

Hoover, H. M.

The bell tree.

The Delikon.

The lost star.

MORROW SERIES.

1. *Children of Morrow.*
2. *Treasures of Morrow.*

Orvis.

The rains of Eridan.

Return to earth.

The shepherd moon.

This time of darkness.

Hughes, Monica.

ARC SERIES

1. *Devil on my back.*
2. *The Dreamcatcher.*

Beckoning lights.

Crisis on Conshelf Ten.

The crystal drop.

The golden aquarians.

THE ISIS TRILOGY

1. *The keeper of the Isis light.*
2. *The guardian of Isis.*
3. *The Isis pedlar.*

Ring-rise, ring-set.

SANDWRITER SERIES

1. *Sandwriter.*
2. *The promise.*

Space trap.

The tomorrow city.

Jones, Diana Wynne.

Dogsbody.

A tale of Time City.

Jordan, Sherryl.

Rocco.

Karl, Jean.

But we are not of the earth.

Klause, Annette Curie.

Alien secrets.

Klein, Robin.

Halfway across the universe and turn left.

Lawrence, Louise.

Calling B for butterfly.

Star Lord.

L'Engle, Madeleine.

TIME QUARTET

1. *A wrinkle in time.*
2. *A wind in the door.*

3. *A swiftly tilting planet.*
 4. *Many waters.*
- Lindbergh, Anne.**
Nick of time.
- Macdonald, Caroline.**
The lake at the end of the world.
- Maguire, Gregory.**
I feel like the morning star.
- Mahy, Margaret.**
Aliens in the family.
- Martel, Suzanne.**
The city underground.
- Norton, Andre.**
Star Xa'st.
- O'Brien, Robert C.**
 NIMH SERIES
 1. *Mrs. Frisby and the rats of NIMH.*
 Note: The sequels to this title are by Jane Leslie Conly, O'Brien's daughter.
 2. *Racso and the rats of NIMH.*
 3. *R-T, Margaret and the rats of NIMH.*
Z for Zachariah.
- Paton Walsh, Jill.**
The green book.
- Pausacker, Jenny.**
Fast forward.
- Pfeffer, Susan Beth.**
 REWIND SERIES
 1. *Rewind to yesterday.*
 2. *Future forward.*
- Pinkwater, Daniel M.**
Alan Mendelsohn, the boy from Mars.
Borgel.
Fat man from space.
Lizard music.
 MAGIC MOSCOW TRILOGY
 1. *The Magic Moscow.*
 2. *Attila the pun.*
 3. *Slaves of Spiegel.*
- Pratchett, Terry.**
 BROMELIAD TRILOGY
 1. *Truckers.*
 2. *Diggers.*
 3. *Wings.*
Only you can save mankind.
- Roberts, Willo Davis.**
The girl with the silver eyes.
- Rodda, Emily.**
 THE TIME SERIES
 1. *Finders keepers.*
 2. *The timekeeper.*
- Rubenstein, Gillian.**
Beyond the labyrinth.
 SPACE DEMONS SERIES
 1. *Space demons.*
 2. *Skymaze.*
- Ryan, Mary C.**
Me too.
- Schlee, Ann.**
The vandal.
- Service, Pamela F.**
Being of two minds.
 STINKER SERIES.
 1. *Stinker from space.*
 2. *Stinker's return.*
Under alien stars.
Vision quest.
Weirdos of the universe, unite!
- Sleator, William.**
The green futures of Tycho.
House of stairs.
Into the dream.
Strange attractors.
- Townsend, John Rowe.**
The visitors.
- Yep, Laurence.**
Sweetwater.
- YOUNG ADULTS**
- Baird, Thomas.**
Smart rats.
- Barron, T. A.**
Heartlight.
- Bethancourt, T.E.**
The dog days of Arthur Cane.
The tomorrow connection.
- Blackwood, Gary L.**
The dying sun.
- Caraker, Mary**
The snows of Jaspre.
- Caswell, Brian.**
A cage of butterflies.
- Chetwin, Grace.**
Collidescope.
- DeWeese, Gene.**
Black suits from outer space.
- Dickinson, Peter.**
Eva.
- Faville, Barry.**
The return.
- Hill, Douglas.**
 THE COLSEC SERIES
 1. *Exiles of ColSec.*
 2. *The caves of Klydor.*
 3. *ColSec rebellion.*
 THE HUNTSMAN SERIES

1. *The huntsman.*
2. *Warriors of the wasteland.*
3. *Alien citadel.*

Hoover, H. M.

Away is a strange place to be.

Huddy, Delia.

The Humboldt effect.

Hughes, Monica.

Invitation to the game.

Jones, Diana Wynne.

Hexwood.

Jordan, Sherryl.

A time of darkness.

Winter of fire.

Lawrence, Louise.

Children of the dust.

The Dram Road.

Moonwind.

The warriors of Taan.

Lipsyte, Robert.

The Chemo kid.

Lowry, Lois.

The giver.

Mason, Anne.

The dancing meteorite.

Riding, Julia.

Space Traders Unlimited.

Rubinstein, Gillian.

Galax-Arena.

Sanders, Scott.

The engineer of beasts.

Sargent, Pamela.

Alien child.

Earthseed.

Homesmind.

Sleator, William.

The boy who reversed himself.

The duplicate.

Interstellar pig.

Others see us.

Singularity.

Thompson, Julian F.

Goofbang value daze.

Westall, Robert.

Futuretrack 5.

Urn burial.

Woolverton, Linda.

Star wind.

Lawrence, Louise.

Extinction is forever, and other stories (YA).

Out of time.

Planetfall.

The Puffin book of science fiction stories.

Spaceships & spells: a collection of new fantasy & science fiction stories.

Sleator, William.

Oddballs: stories.

2041: twelve short stories about the future by top science fiction writers.



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THE YOUNG AND THE RIGHTLESS

by **PAT CLARKE**, co-ordinator BC Global Education Project, **JUDE COFFIN**, teacher-librarian, Elgin Park Secondary School, **MICHELE McMANUS**, teacher-librarian, Semiahmoo Secondary School, and **RAMONA SOUSA**, social studies teacher, North Surrey Secondary School. SD#36 (Surrey).

Editor's Comment: This unit portrays the world as it was for children during the time that Through the Looking Glass was being written. Perhaps the allure of this work of the imagination was so strong because it showed a world in direct contrast to the powerless and drab life experienced by so many children during the Industrial Revolution.

BACKGROUND:

The following unit is a cooperatively planned global education unit for the intermediate Social Studies level on the topic of child labour from the Industrial Revolution to the present day.

INTRODUCTORY ACTIVITY: SIMULATION ON CHILD LABOUR

Goal: To understand the concept of exploitation of child labour.

Length of time: 60 - 70 minutes

Materials needed: three 3" by 5" cards per student, 1 piece of poster paper per group, 3 pins per student.

Class Procedure:

1. Teacher distributes three 3 X 5 cards to each student.
2. Students individually are asked to describe on a 3 X 5 card three jobs that they have held. They are to include the money they earned, length of time worked, health and safety conditions, etc. (e.g. yard work or babysitting) (This activity is adapted from *Human Rights File*, Stanley Thorne, 1988)
3. Teacher divides students into groups of 4 to 6 and distributes one piece of poster paper and 3 pins per student to each group. This is their primary group.
4. Students in the primary group create a chart on poster paper with the following four categories. Very Exploitative, Exploitative, Fair Treatment, Very Fair Treatment.
5. The primary groups describe and share their job experiences and as a group place and pin the job cards in one of the four categories listed on their poster.
6. Primary groups report the results of their task to the class and display the posters in the classroom.
7. Teacher reviews and summarizes how the primary groups classified the jobs.

Evaluation: This is an introductory activity and should not be evaluated.

ACTIVITY TWO: CHILD LABOUR DURING THE INDUSTRIAL REVOLUTION

Goal: To reconstruct the working conditions of children who lived during the Industrial Revolution.

Length of time: 60 - 70 minutes

Material needed: Handouts 2A to 2Z, 3 X 5 cards, pins.

Teacher preparation: teacher photocopies one copy of Handouts 2A - 2Z for each group, gathers three 3 X 5 cards per group and one pin per card.

Class Procedure:

1. Teacher divides the class into same primary groups as in the first activity.
2. Teacher distributes one copy of Handouts 2A to 2Z to each group.
3. Teacher instructs students to reconstruct the working conditions of children who lived during the Industrial Revolution from the information in Handouts 2B to 2Z. Use Handout 2A.
4. When students have completed the task, teacher questions the groups on their findings and records their answers on the board creating a picture of the working conditions of chimney sweeps, child miners and child factory workers.
5. Teacher asks each group to record the job of a chimney sweep, child miner and factory worker on a 3 X 5 card and pin them on the chart they created in the first activity.
6. Teacher asks the groups to re-examine the concept of exploitation. Students can move any of the original job cards on the chart to different classifications.
7. Teacher summarizes any changes that the groups make.

Evaluation:

- describe a day in the life of a child who worked as a chimney sweep, in a coal mine or in a textile factory
- write a paragraph summarizing the living conditions of a child during the Industrial Revolution
- write a paragraph comparing the working conditions of children before the Acts of 1833 and 1840

HANDOUT 2A

THE WORKING CONDITIONS OF CHILDREN IN THE INDUSTRIAL REVOLUTION

Using the attached historical documents, please reconstruct the working conditions for children during the industrial revolution. Please include the following information:

- 1) The average length of a working day of a child who was a chimney sweep, miner or factory worker.
- 2) The coffee and lunch breaks
- 3) The safety conditions (include accident or accident reports)
- 4) The health conditions (include unhealthy conditions)
- 5) The age of the workers
- 6) The treatment by their supervisors

HANDOUT 2B

Text of "The Chimney Sweeper" by William Blake

HANDOUT 2C

TESTIMONY OF GUS BLAKE, AGE 7, CHIMNEY SWEEP

I became a chimney sweep when I was 5 when I was sold to a master sweep by my parents. I was taught how to clean the chimneys of soot by standing on the shoulders of my older brother. At first I suffered many cuts and bruises on my knees, elbows and thighs but after several months my skin became hardened enough to withstand such wounds. My best friend, Bill, also worked as climbing boy or chimney sweep. When he was afraid to climb a chimney, his master would often encourage him with beatings, knife pricks on his bare soles or would light a fire under him. Many times I got lost when I climbed through the narrow winding passages of chimneys in the large houses. Since there was nowhere to wash I had to sleep with the soot on my hands and face and in the same clothes I had worn in the chimneys.

HANDOUT 2D

DEATH CERTIFICATE

Name: Gus Blake

Date of Birth: May 14, 1814

Date of Death: September 22, 1825

Occupation: Chimney sweep

Age: 11 years of age

CAUSE OF DEATH: Chronic smoke inhalation led to pneumonia which led to respiratory failure

DESCRIPTION OF BODY: The face, hands and legs were covered with black soot. The skin was unusually hard and the bottoms of the feet displayed numerous scars. The mouth and lungs were also coated with soot.

Doctor Paul Sharples, M.D.

Signature

on this day, month, year

Editor's note: make this look like an authentic, old-fashioned death certificate and have someone sign as Paul Sharples for originality)

HANDOUT 2E

LONDON TIMES

December 13, 1830

Advertisement

CHIMNEY SWEEPS FOR HIRE! 1 pence per chimney!

WANTED: Boy of small size, age 6 and up to clean tunnel or chimney; must carry his boys from room to room to prevent staining or marking any room floor with their feet. Reply to: William Burges, Master Chimney Sweep, 21 Piccadilly Street, London.

(Editor's Note: make this look like an old-fashioned newspaper ad)

HANDOUT 2F

CHIMNEY SWEEPS ACT OF 1834

Banned the apprenticing of chimney sweeps under ten years of age.

CHIMNEY SWEEPS ACT OF 1840

Raised the age of apprenticing of chimney sweeps to 21 years of age.

HANDOUT 2G

Testimony at the 1830 Inquiry of Joseph Heber

I work at the textile factory from 5 AM to 8 PM with a half an hour at midday for a meal.

Joseph Heber
17 year old boy

Signature _____

HANDOUT 2H

TEXTILE FACTORIES

Underneath the huge spinning mules small, young children (ages 5 to 8) worked from 6 AM to 8:30 PM crawling under the machines picking up the cotton. The air in the factory was filled with fibrous dust which produced many new fatal lung and chest diseases. They were given a half hour for lunch.

HANDOUT 2I

MAKING LINEN

Young girls stood over machines in the same position from 6 AM to 7 PM making linen. Standing with their left shoulder up, head down and right knee bent for twelve hours a day led to severe bone deformity at an early age.

HANDOUT 2J

DEATH CERTIFICATE OF

Sarah Bentley

Age: 12

Born: May 14, 1820

Death: June 20, 1832

Place: City of Leeds, Great Britain

OCCUPATION: Linen Maker

SYMPTOMS:

Blood spitting

Heavy coughing

Hard, noisy breathing

Pains in the chest

CAUSE OF DEATH: Dust accumulation throughout lungs led to TB and Pneumonia.

Doctor Jeremy Bristol, M.D.

Signature

City of Leeds, June 22nd, 1832

HANDOUT 2K

DR. JOHN BLACK, M.D.

September 1, 1812

Name: Elizabeth Shaw

Occupation: linen machine operator

Age: 10

Place: Birmingham

Date: September 1, 1812

DIAGNOSIS: UPPER NECK BONE DEFORMITY

On Tuesday, September 1, 1812, I examined Elizabeth Shaw. The patient walks lamely or awkwardly with a raised chest and a curved neck. She complains of constant neck pain which I will attempt to alleviate with medication.

Doctor John Black, M. D.

HANDOUT 2L

DESCRIPTION OF A DAY IN THE LIFE OF A CHILD WORKING IN A FACTORY IN LEEDS

“Locked up in factories eight stories high, he has no relaxation till the ponderous engine stops, and then he goes home to get refreshed for the next day; no time for sweet association with his family; they are all alike fatigued and exhausted.”

A. Briggs
1818

HANDOUT 2M

I think it had been clearly proven that children have been worked a most unreasonable and cruel length of time daily. Work in the factories could be as long as fourteen hours a day, starting at six in the morning for six days a week. Factories, especially the cotton mills, were often damp with poor ventilation. Sanitation usually consisted of no more than a bucket in a corner. The consequence is that many have died prematurely, and others are afflicted for life with defective constitutions.

Friedrich Engels. *The Conditions of the Working Class in England*. London: George Allen and Irwin, 1892.

HANDOUT 2O

TESTIMONY OF MARTHA COLERIDGE TO THE SADLER COMMISSION

NOVEMBER 22, 1830

Many times when I came to work the hands of the clock were set forward by 20 minutes resulting in a fine to many of the children or being late. When the children complained, the overseers beat and whipped the children so severely that they fell to the floor in the course of the beating, crying for mercy.

Martha Coleridge
AGE 10

HANDOUT 2P

THE FACTORY ACT OF 1833

Be it enacted that no person under eighteen years of age shall be allowed to work in the night in or about any cotton, woolen, linen, or silk mill or factory where steam, water, or any other mechanical power is used to work the machinery. Night hours are between half past eight o'clock in the evening and half past five in the morning.

And be it further enacted that no person under the age of eighteen years shall be employed in any such mill or factory more than twelve hours in one day, nor more than sixty-nine hours in any one week.

And be it further enacted that there shall be allowed every day not less than one and a half hours for meals to every such person.

And it shall not be lawful for any person whatsoever to employ in any factory or mill any child under nine years old.

And be it further enacted that no child between the age of nine and thirteen years shall be employed in any mill or factory more than nine hours in one day, nor more than forty-eight hours in any one week.

And it shall be lawful for his majesty (the King of England) to appoint four persons to be inspectors of factories and places where the labour of children and young persons under eighteen years of age is employed.

HANDOUT 2Q

FINES FOR COTTON WORKERS

| | Fine |
|---|-------------|
| Any spinner found letting go of the spindle | 2 s |
| Any spinner found being 5 minutes late | 1 s |
| Any spinner found talking | 1 s |
| Any spinner found opening a window | 1 s |
| Any spinner found being sick who cannot find another spinner to take his place must pay for steam per day | 6 s |
| Any spinner found with dirty hands and clothes at work | 2 s |
| Any spinner found washing himself | 1 s |
| Any spinner found leaving his oil can out of place | 2 s |
| Any spinner found with his gaslight on too late in the morning or too early at night | 1 s |

HANDOUT 2R

TRAPPER BOYS

Children who opened and shut the doors in the tunnels of the coal mines were called trappers. They sat alone in the dark damp tunnel beside a wooden trap door for twelve hours a day. Their ages ranged from six to eight.

HANDOUT 2S

CHILD MINERS

Small children were used to mine coal in tunnels only 18 inches high. They usually worked twelve to fourteen hours a day.

HANDOUT 2U

CHILDREN'S EMPLOYMENT COMMISSION REPORT (1842)

"Children are taken into these mines to work as early as four years of age, sometimes at five, often between six and seven. The ordinary age at which employment in these mines begins is eight to nine years of age. In several districts, female children begin to work in these mines at the same early age as their mates."

HANDOUT 2V

REPORT OF THE COAL COMMISSION OF 1842

Children coal workers had been denied food and rest for as long as 39 hours while they rotated the wheels.

HANDOUT 2W

COAL-BEARERS

Coal bearers were children, usually young girls, who carried loads of coals on their backs in big baskets.

"My father takes me down in the mine at two in the morning, and I come up at 1 or 2 PM the next afternoon. I have to go to bed at 6 PM at night to be ready for work the next morning. My job is to carry 4 to 5 baskets of coal and it takes me 20 trips to fill one basket. To get to the bottom of the pit I have to climb four ladders."

Ellie Jackson
Coal-bearer
Age 11

HANDOUT 2X

DEATH CERTIFICATE

Name: Jesse Blake
Birth: April 10, 1812
Death: June 22, 1820
Age: 12 years of age
Occupation: coal bearer
Cause of death: lung failure

David Harper, M.D.

HANDOUT 2Y

THE COAL MINES REGULATION ACT OF 1842

It shall not be lawful for any owner of a mine to employ any female person within the mine, other than those who were employed before the passing of this act.

It shall not be lawful for any owner of any mine to employ any male person under the age of ten years.

Inspectors will be provided by the government to enforce the regulations.

HANDOUT 2Z

THE TEN HOURS ACT OF 1847

1. Work for children under 18 and all females shall be limited to 10 hours a day.
2. Inspectors will be provided by the government to ensure that the employers carry out the laws in the Act.

ACTIVITY THREE: CHILD LABOUR IN THE WORLD

Goal: To examine child labour practices in the world.

Length: 60 - 70 minutes

Material Needed: Books, magazine articles, newspaper clippings and pamphlets on child labour practices in the world.

Handout 3A and 3B, one 3 X 5 card per pair or triad and one pin per pair or triad.

Teacher Preparation:

1. Teacher reserves the library for one period and alerts the teacher-librarian of the assignment
2. Teacher gathers 3 X 5 cards and pins
3. Teacher photocopies Handout 3A for pairs or triads
4. Teacher photocopies a class set of Handout 3B
5. Teacher and teacher-librarian gather resource material on child labour practices in a variety of countries.

The following list is the type of resource material necessary for this activity. They were obtained from the following sources:

International Labour Office

Bureau International du Travail
4, Route des Morillons
CH1211 Geneva 22
Switzerland, 22-7988685

UNICEF United Nations Children's Fund

536 West Broadway Street
Vancouver, BC V5Z 1E9
Tel: 604 - 874-3666
Fax: 604 - 874-5411

Magazine indexes: Abridged and Unabridged Readers Guide, Magazine Articles Summaries (MAS)

Newspaper Articles:

"Slavery Increasing Throughout World, Labor Organization Says." *Vancouver Sun*. March 9, 1993.

Steele, Ian. "Anything but Child's Play." *Globe and Mail*. July 14, 1979.

Todd, Dave. "The Child Slaves of Asia." *Vancouver Sun*. July 4, 1992.

_____. "The Children Cheap to Hire—Easy to Fire—a No Fuss Labor Pool." *Vancouver Sun*. July 8, 1992.

_____. "Reading between the Label's Lines." *Vancouver Sun*, July 6, 1992.

_____. "Thais Shocked by Story of Worker-Prisoners." *Vancouver Sun*, July 10, 1992.

Whittaker, Alan. "A Minor Tragedy: British Children Labor On." *Globe and Mail*. October 11, 1988.

Magazine Articles:

"Child Labour: Global Offensive." *World of Work*, No. 4, June, 1993.

"Child Labour in the World Today." *UNESCO Courier*, October, 1991.

"A Future Denied: Children Who Work." *U.N. Chronicle*. September, 1989.

Gunn, S. and Ostos, Z. "Dilemmas in Tackling Child Labour: The Case of the Scavenger Children in the Philippines." *International Labour Review*, vol. 131, No. 6, 1992.

Myers, W. "Urban Working Children: A Comparison of our Survey from South America."
International Labour Review, Vol. 128, No. 3, 1989.
"Suffer the Little Children." *Time*, March 26, 1990.
"Toil of the Young." *Canada and the World*. December, 1990.

Books:

Humana, Charles. *World Human Rights Guide*. New York: Oxford University Pr., 1992.
ISBN 0195076745
Moorehead, Caroline. *Betrayal: A Report on Violence toward Children in Today's World*.
Toronto: Doubleday, 1990. ISBN 0385410972
Smyke, Patricia. *Caught in the Cross Currents*. New York: UNICEF, 1989. ISBN
0943965063
The State of the World's Children. New York: UNICEF, 1994 (annual publication ISBN
019261827 X
World Fact Book, 1993-94. New York: Brassey's, Maxwell Macmillan. ISBN 0028810449

CLASS PROCEDURE:

1. Teacher brings the class to the library.
2. Teacher divides the class into the same primary groups as in Activity One and Two.
3. Within the primary groups, teacher arranges the students in pairs or triads.
4. Teacher introduces the assignment on handout 3A.
5. Teacher asks each pair or triad to find an example of the use of child labour in the world.
5. Teacher asks each pair to summarize their example on a 3 X 5 card and pin it on the chart created in Activity One.
7. Teacher arranges students in same larger groups and allows the group to change any of the cards on their chart.
8. Teacher summarizes any changes.
9. Teacher assigns Handout 3B.

EVALUATION:

- Teacher assigns Handout 3B
- Write a paragraph comparing child labour during the Industrial Revolution with current child labour practices.
- Create a poster explaining exploitative child labour in one country

HANDOUT 3A

CHILD LABOUR—LIBRARY RESEARCH ASSIGNMENT

Using the books, magazine articles, newspaper and pamphlet files in the library, please research one example of the use of child labour in one country in the world. Include the country, the age of the children, the work they were doing and the wages they were being paid.

HANDOUT 3B

CHILD LABOUR HOMEWORK ASSIGNMENT

Clothing sold under the following labels in Canada and in the United States is made by Bangladesh garment factory workers who earn \$16 to \$ 40 a month for a seven-day work week of 12 or more hours a day. Child workers may start as low as \$ 9 a month, working the same hours.

GITANO
LAND'S END
HUNT CLUB
OAKTON
MILORD
COMPASS
RENE DE FRANCE
TIMBER CREEK

IMPULSE
EGO
YVES ST. LAURENT
SOUTHERN EXPEDITION
LEMON DROP
KI KO MO
LOLLYTOGS

Check all your closets at home and list the items you found.

Go to the mall and make a list of any stores that carry these labels and list them on the back of this sheet.

ACTIVITY FOUR: CHILD LABOUR PROTECTION

Goal: To examine solutions to the exploitation of child labour throughout the world.

Length of Time: 60 - 70 minutes

Materials Needed:

Book: *It's Only Right: A Practical Guide to Learning About the Convention on the Rights of the Child* by Susan Fountain. New York: UNICEF, 1993. Available from UNICEF Office in Vancouver.

Video: *Raised Voices*, 1/2" VHS, colour 30 minutes, 1994. Free for loan from: UNICEF Office. This video examines living and working conditions of children throughout the world.

Video *About the United Nations: Rights of the Child*, 1/2" VHS, colour, 15 minutes, 1991. Cost \$160, available from: Marlin Motion Pictures, 211 Watline Avenue, Mississauga, Ontario, L4Z 1P3, tel: 416 - 890-1500: Fax: 416 - 890-6550. This video examines the working conditions of children throughout the world.

Handout 4A and 4B

TEACHER PREPARATION:

1. Teacher obtains the video and arranges for VCR.
2. Teacher photocopies a class set of Handout 4A.
3. Teacher makes a transparency of 4A.
4. Teacher photocopies a class set of Handout 4B.

PROCEDURE:

1. Teacher shows the video to the class
2. While they are watching the video, students are asked to list the types of problems or exploitation that children in the video face.
3. When the class is finished viewing the video, students create a list of the types of problems or exploitation seen in the video and the teacher records their answers on the board.
4. Teacher arranges students in the same primary groups.
5. Teacher asks students to create a charter that will protect children from this exploitation.
6. Teacher uses Transparency of Handout 4A as an example.
7. When students have had sufficient time, teacher asks each group to report one clause they have created, until all groups have reported.
8. Teacher introduces Handout 4B: Declaration of the Rights of the Child.
9. Teacher raises the following question and asks students in groups to discuss and respond with a solution.

The UN Convention on the Rights of the Child was declared in 1959 yet children are currently being exploited. What can we as individuals, groups or as a country do to stop this exploitation?

10. Groups report back to the class and the teacher summarizes the activity.

EVALUATION:

- Write a paragraph describing your thoughts and feelings about child exploitation in the world today.
- Compare child exploitation in Canada with exploitation of children in many third world countries.
- The UN Declaration of the Child was developed in 1959 yet children are still exploited in the world today. How do you think exploitative child labour practices can be eliminated? Prepare an action plan using Handout 4C.

HANDOUT 4A

CHARTER OF RIGHTS TO PROTECT CHILDREN

Problem: Many children in the world are illiterate.

Protection: All children have the right to a free education.

HANDOUT 4B

THE UNITED NATIONS DECLARATION OF THE RIGHTS OF THE CHILD, 1959.

The right to affection, love and understanding

The right to adequate nutrition and medical care

The right to free education

The right to full opportunity for play and recreation

The right to a name and nationality

The right to special care, if handicapped

The right to be among the first to receive relief in times of disaster

The right to be a useful member of society and to develop individual abilities

The right to be brought up in a spirit of peace and universal brotherhood

The right to enjoy these rights, regardless of race, colour, sex, religion, national or social origin.

HANDOUT 4C

TAKING ACTION

What can you or your class do to improve children's rights throughout the world?

Contact:

Amnesty International, #4 - 3664 East Hastings Street, Vancouver BC V5K 2A.
Tel: 294-5160 or Fax: 294-5130. Amnesty International organizes letter writing campaigns on specific human rights violations.

Save the Children Fund of BC, 325 Howe Street, Vancouver, BC, V6C 1Z7. Tel: 685-7716 or Fax: 685-7727. Save the Children will help you organize a program in your school that will assist children in developing countries.

UNICEF, 536 West Broadway, Vancouver, BC V5Z 1E9. Tel: 874-3666 or Fax: 874-5411. UNICEF has a workshop on the rights of the child for high school students.

HANDOUT 4D

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- Smith, Nigel. *The Industrial Revolution*. London: Wayland, 1990. ISBN 1852108673.
- The State of the World's Children, 1993*. New York: UNICEF, 1993. ISBN 019261827 X.
- World Factbook, 1993-94*. New York: Brassey's (US) Maxwell/Macmillan (CIA), ISBN 0028810449.



BC BOOK PRIZES



The B.C. Book Prizes, established in 1985, celebrate the achievements of British Columbia writers and publishers.

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V6E 1M7

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(604) 687-2405

B.C. Book Prizes —1995 ticket order form

Yes! I want to attend the Book Prizes Gala Dinner and Awards Ceremony at the Robson Square Banquet Room, Saturday, April 29, 1995 at 5.30 pm.

Please send me _____ ticket(s) @ \$40 each (If ordered prior to April 1). Tickets purchased after April 1 will be \$50 each.

I have enclosed my cheque money order for \$ _____ made payable to the West Coast Book Prizes Society.

Name _____

Address _____

City _____ Postal Code _____

Phone No. _____

Your Book Prizes ticket also admits you to the post-gala party to be held in the Great Hall of the Vancouver Law Courts, immediately following the Book Prize dinner and awards. Tickets will be mailed to you by mid-April.

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STATSCAN'S E-STAT — THE WIND BENEATH THE WINGS OF IMAGINATION

by JOANNE NASLUND, reference librarian, Education Library, UBC.

Helping students cultivate their imagination means more than encouraging them to dream their dreams. It means showing them how to actualize their ideas — to give them flight: knowledge of using E-STAT can help students do just that! By giving students access to actual Canadian socio-economic and demographic data, E-STAT lifts school projects off of the desk-top and propels them into the realm of real life. Working with E-STAT databases, students gain computer, research and decision making skills that will be essential for survival after graduation. Teaching students real skills for the real world helps them let their imagination fly...in formation.

It's a bird, it's a plane...it's a viable student project

Imagine helping students develop projects that could actually take flight like:

*Putting together a presentation to the Chamber of Commerce on a new business venture using a bar graph to show demand for an upscale coffee bar.

*Developing a proposal for child care services in a community based on the large number of single parent families in the area.

*Preparing a brief to the federal government demonstrating that it is not necessary to build a nuclear reactor in a specific area.

*Accessing and interpreting demographic data about potential clients which would form the basis of a business plan that could be taken to the bank for financing.

Using E-STAT, teachers and teacher-librarians can impart the competence and skill that students

need to function as informed decision makers at virtually every level of society.

An "All-Canadian" CD-ROM

E-STAT is a CD-ROM produced annually by Statistics Canada and available **only** to schools. The CD-ROM (available in both MAC and DOS versions and in English or French), contains 1991 Census Profiles and Statistics Canada's Time Series database (CANSIM). It is recommended in the Catalogue of Learning Resources by the British Columbia Ministry of Education. The French version of E-STAT will be submitted for recommendation on the 1995/96 list. Currently the Education Library at UBC is a test site for E-STAT and feedback from educators will be utilized to enhance the development of this "All-Canadian" CD-ROM product.

Students may access data concerning the Canadian economy and population. Census data is available on the population for the provinces, for counties, regional districts and municipalities. Time series data reveal trends which allow students to track population growth, immigration, crime, health statistics, government expenditures, international trade and labour force characteristics. Students will be particularly stimulated by the output options that E-STAT offers which include data presentation in tabular, graph and map form.

With the 1994 edition of E-STAT there are also three add-on modules: 1986 Census Profiles, an Education module and an Environment module.

The 1986 (and 1991) Census Profiles include both 2A data (from short form questions asked of 100% of the population) and 2B data (from the long form answered by 20% of Canadian households) for areas as small as Census Subdivisions, which are cities, towns and other municipalities.

The Education module provides data at the

provincial level on enrollment, graduates, educators and finance for both elementary and secondary education.

The Environment module contains 3 separate databases which give students access to data at the Sub-basin, Eco-region and Provincial levels. The module is particularly useful in investigating the impact of human activities on the environment.

A single copy of the E-STAT CD-ROM costs \$495 and the update price is \$195. The network price for multiple users is \$750 and the update price is \$295. Board licenses are available and university campus licenses can be negotiated upon request.

Expand your teaching tool-kit with E-STAT

More and more educators are inquiring about E-STAT to provide students with current and historical information about Canadian socio-economic and demographic realities. E-STAT on CD-ROM makes research more exciting for students and at the same time develops their computer literacy skills. It provides pure Canadian content applicable in virtually all areas of study in secondary schools. French Immersion teachers will find the French version of E-STAT a boon because of the wide range of information available covering so many subjects.

A binder of example lessons, a teacher's guide and a tutorial guide are part of the E-STAT CD-ROM package. This material has been developed with the aid of teachers and provides practical and relevant guidance on how to incorporate E-STAT into lesson plans.

Pick a subject, any subject

Whether you are teaching math or family studies, E-STAT provides up-to-date information that will transform hypothetical student projects into real life learning. E-STAT supports a wide variety of subjects, including:

Geography: research trade, travel and tourism explore Canada's cultural diversity and demographic patterns learn about Canada's resources and their impact on the economy

Business: E-STAT is an excellent source of data and serves as an analytical tool for student marketing and entrepreneurship projects

Science: students learn about the use of energy and the impact of human activities on the environment

Math: an excellent source of interesting data for teaching statistics, graphing techniques and data management

Economics: E-STAT provides major content for the units of Measurement and Evaluation of Economic Activity and Canadian Fiscal Policy

Using E-STAT as a teaching aide

Careful planning is essential if E-STAT is to be used successfully. Housing E-STAT in the Library Resource Centre makes it readily available for teachers and students throughout the school day as well as before and after regular school hours. Used as one of several reference sources, small group instruction is possible and E-STAT becomes one of several research stations. An LCD overhead computer panel can be used to demonstrate how E-STAT operates and how one can work with the data and create a graph.

Cooperative planning by subject area teachers with the teacher-librarian means sharing responsibility for teaching students about the nature and use of CANSIM information. As well, it will be necessary to teach critical reading skills necessary for understanding Census data.

E-STAT is best used in conjunction with other learning resources so that statistical and interpretive information can be obtained. Reference materials such as the *Canadian Encyclopedia*, Canadian newspapers, magazine indexes and atlases are invaluable in developing units for subject areas such as family studies, home economics, social studies, geography, science, English and consumer education. (See the bibliography of Statistics Canada Resources for the Classroom).

Reduce, Re-use, Recycle...and Research

The three databases for the Environment Module - Sub-Basins, Provincial Data and Eco-regions are an excellent resource and teaching tool for British Columbia science students in grades 8 to 10. Using the Environment Module, students can research information on ecology and resource management.

Students would be presented with a research question by the teacher and use E-STAT to provide the data. After selecting the geography and characteristics of interest, the data is presented and then may be mapped or graphed.

E-STAT is intended to encourage independent thinking by the student. Students are presented with numbers that must in turn be interpreted, such as — why is there an increase in the use of fertilizers over the past twenty years in this particular area of Vancouver Island? Using other resources in the library (newspaper and magazine articles, text books on the impact of fertilizers on the eco-system, etc.), the student must come to a conclusion about the data they uncovered. Information could then be presented in a report to the teacher or presented to the class. These activities teach real skills for the real world.

E-STAT on Internet

Information about E-STAT is available on the Internet through the SchoolNet Gopher where it is possible to locate a description of E-STAT, to transfer a demonstration of the E-STAT CD-ROM, plus locate detailed lesson and unit plans submitted by professional educators.

SchoolNet is an educational networking initiative of Industry Canada. Eventually, every school in Canada will be hooked up to SchoolNet. You will find information, discussion areas and learning tools on the SchoolNet menus of relevance to many teaching areas. Many of the materials have been translated into French so this is a major source of bilingual information. SchoolNet access is available through the Community Learning Network, EdNet, UBCLIB and other gopher servers.

To locate the E-STAT information on the SchoolNet Gopher, select SchoolNet Gopher/ Government Program Information/Statistics Canada/ E-STAT Information.

As well, on SchoolNet, access to the Statistics Canada Gopher makes available the Statistics Canada Daily Releases. These are valuable to explore as they provide very current and useful information just released by Statistics Canada. This information can be downloaded or printed and kept in the library's information files.

To find out more about accessing E-STAT information on SchoolNet or E-STAT applications

used by the Education Library at UBC, call JoAnne Naslund at 822-3767, e-mail to jnaslund@unixg.ubc.ca or fax to 822-2309.

Access the source — Statistics Canada

As the national statistical agency, Statistics Canada is the source of a wide range of products and services. The following publications are of particular interest to the education community. For a complete listing of Statistics Canada publications refer to the *Statistics Canada Catalogue, 1994* (\$15.00).

For an E-STAT information kit, fax or telephone Susan Lensen, Account Executive, at Statistics Canada. Susan's telephone number is 666-1679 and the fax number is 666-4863. Susan would also be pleased to answer any questions you may have about using E-STAT at your school.

To order publications, contact the Pacific Region office of Statistics Canada. Phone 666-3691 locally, 1-800-663-1551 toll-free, or mail your request to #340 - 757 W. Hastings St., Vancouver, BC, V6C 3C9.

Statistics Canada Resources for the Classroom

Canada Yearbook. (1994) ISSN 00688142

Canada a portrait. (1993) ISN 0840-6014

Canadian social trends: a Canadian studies reader. V.1-2 (1994) Toronto: Thompson Educational Publishing Inc. ISBN 1550770624

Environmental perspectives 1993: studies and statistics. (1993) ISBN 0660147556

Focus on Canada Series

Badets, J. & Chui, T.W.L. (1994) *Canada's changing immigrant population.* Scarborough: Prentice-Hall ISBN 0660143186

Che-Alford, J. et al. (1994) *Families in Canada.* Scarborough: Prentice-Hall. ISBN 0133106241

Connelly, M.P. & MacDonald, M. (1990) *Women and the labour force.* ISBN 0660540177

- Filion, P. & Bunting, T. (1990) *Affordability of housing in Canada*. ISBN 0660540223
- Furrie, A. & Coombs, J. (1990) *A Profile of Persons with disabilities in Canada*. ISBN 0660540185
- Galarneau, D. (1994) *Female baby boomers: a generation at work*. Scarborough: Prentice-Hall ISBN 0131508970
- Gartley, J. (1994) *Earnings of Canadians*. Scarborough: Prentice-Hall. ISBN 0660143240
- Kerr, D. & Larrivee, D. & Greenhalgh, P. (1994) *Children and youth: an overview*. ISBN 0133106403
- Kerr, D. & Ram, B. (1994) *Population dynamics in Canada*. Scarborough: Prentice-Hall. ISBN 013150830X
- Lindsay, C. et al. (1994) *Youth in Canada*. 2nd ed. Scarborough: Prentice-Hall. ISBN 0660153300
- Rashid, A. (1994) *Family income in Canada*. Scarborough: Prentice-Hall ISBN 0133103684
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- Health Status of Canadians: report of the 1991 general social survey*. (1994) ISBN 0660153920
- Human activity and the environment*. (1994) ISBN 066154390
- Nation Series*.
- Employment income by occupation* (1993) ISBN 0660571439
- Ethnic Origin* (1993) ISBN 0660511269
- Educational attainment and school attendance* (1993) ISBN 0660571390
- Mobility and migration* (1993) ISBN 0660571331
- 1991 Census Highlights*. (1994) ISBN 0660143119

"Tut, tut, child," said the Duchess. "Everything's got a moral if only you can find it."

"There's no use trying," she said: "one can't believe impossible things." "I daresay you haven't had much practice," said the Queen. "When I was your age, I always did it for half-an-hour a day. Why, sometimes I've believed as many as six impossible things before breakfast."

"Then you should say what you mean," the March Hare went on. "I do," Alice hastily replied; "at least—at least I mean what I say—that's the same thing, you know."

"Not the same thing a bit!" said the Hatter. "Why, you might just as well say that 'I see what I eat' is the same thing as 'I eat what I see!'"

THE ASSAULT ON THE IMAGINATION

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

“Child of the pure, unclouded brow
And dreaming eyes of wonder!
Though time be fleet and I and thou
Are half a life asunder,
Thy loving smile will surely hail
The love-gift of a fairy tale.”

from: *Through the Looking Glass*, Introduction.

The 1990s are an age which values ‘political correctness’ to the detriment of the imagination. This attitude is epitomized in the current movement to ‘rewrite’ some of the great works of the imagination—fairy tales, nursery rhymes, and classic works of bygone ages. Although it is often done with tongue in cheek, the reality remains that even thinking about changing classic tales poses a threat to all works of the imagination. Will paintings, for instance, which portray ‘incorrect’ ideas be re-painted, have parts edited out, or be censored from display? Will the Sistine Chapel depicting the Creation with God and Adam be re-done with a female creator? Will music which incites ‘wrong’ emotions be modified? Perhaps “Peter and the Wolf,” that great favourite of children being introduced to classical music, have the sinister parts edited out? In short, will our times’ effort to correct the past result in a drab and unrealistic record of our cultural heritage? When will a new sanitized version of *Through the Looking Glass* appear—minus its rudeness, brutality and depiction of wickedness?

Recently Scrabble dictionaries edited out words reflecting racial prejudice—they are no longer considered ‘correct’ to appear on the whitewashed Scrabble board! While the increased awareness of prejudice is laudable deleting words, if carried to the extreme, will result in a lifeless and drab language. What about other derogatory terms? Eventually no words will cause any offense, but no words will have much power either! Can we say ‘blind’ or will it be ‘non-sighted’ or ‘sight-challenged’? The best example I can think of in regards to ‘modernizing’ a classic and bringing the vocabulary up-to-date is the recent translations of that really wicked classic *The Holy Bible*. Such a record of incest, bloody battles, sibling rivalry and out-and-out vindictiveness! None of the newer translations can compare with the 17th century’s King James Version. The power and beauty of that

version, written by the best writers of the era, has never been surpassed.

Here are some examples old favourite nursery rhymes:

Georgie Porgy, puddin’ and pie,
Kissed the girls and made them cry.
When the girls came out to play,
Georgie Porgy ran away.

Peter, Peter, pumpkin eater,
Had a wife and couldn’t keep her;
he put her in a pumpkin shell
And there he kept her very well.

Here the newer versions:

Georgie Porgy, what a shame
Kids call you such a silly name.
Now I think you know it’s true
That teasing isn’t nice to do.

Peter, Peter, sugar eater,
Always wanted food much sweeter.
Adding sugar was a blunder—
Now he is a toothless wonder.

from *The New Adventures of Mother Goose*,
Meadowbrook Press.

Which of these versions is more memorable, and has more powerful images? Notice the preachiness and lack of humour—a feature of “politically correct” rewrites. These verses no longer condone the values of the past and have turned their backs on sexism, violence, racism and horror. Bruce Lansky, the Minnesota publisher of *The New Adventures of Mother Goose* noticed how violent and sexist the old versions were while reading them to his own children. He claimed that he wanted to skip over many of the rhymes because they were “strange or uncomfortable.” “We need to replace traditional children’s literature that is archaic, scary, violent, intolerant and sexist, and replace it with literature that reflects contemporary values.” (“Georgy Porgy cleans up his act,” *Toronto Star*, Feb. 7, 1994)

Another advocate of this replacement idea is Douglas Larche, who published *Father Gander Nursery*

Rhymes by Advocacy Press in 1985. Here is his version of 'Peter, Peter':

Peter, Peter, Pumpkin eater,
Had a wife and wished to keep her,
So he treated her with fair respect,
she stayed with him and hugged his neck.

from *Father Gander Nursery Rhymes*, Advocacy Press.

Less preachy than the former versions but the IMAGE is lost—what happened to the pumpkin? All of this is done in the noble effort to protect children from any unpleasantness. Writing is, however, a reflection of the times as *Through The Looking Glass* well illustrates. What age does not have its horrors just as the Industrial Revolution did in Lewis Carroll's day? Our age has its own prejudices and attitudes which will no doubt shock and bewilder coming generations. If mankind (oops, *humankind*) develops into a genderless society, will not all the references to genders become obsolete and offensive? Think how much literature would have to be rewritten if all references to heterosexual attraction and love had to be removed! This is why the idea of replacing or rewriting is senseless and destructive. These literary mirrors to the past will be lost and a rich segment of human history will be forgotten as each generation tries to obliterate the 'mistakes' of the past.

Many modern thinkers oppose this trend to change the works of the imagination expressed as traditional fairy tales and nursery rhymes. Alison Lurie, a Pulitzer Prize-winning author and literature professor at Cornell University, says that children are very suspicious of rhymes that aren't very funny. And Linda Lamme, an education professor at the University of Florida says: "If I were to say anything about nursery rhymes, I would say leave them alone. If you want contemporary nursery rhymes, write new ones." (*Toronto Star*)

Accompanying this trend to modernize the language of fairy tales is the equally strong trend to make everything *real*. It's as if the imagination is a secondary attribute not quite in the same category as the practical, provable, factual and realistic. Fantasy is somehow childish and easily dismissed. Santa Claus is perhaps the best example of what is lost when we tamper with traditions that appeal to the imagination. Christmas Eve has to be one of the most magical events in a young child's experience. The anticipation is palpable. Excitement and wonder abound, and who does not remember hardly being able to sleep that night? Yet do not adults equally enjoy both the

literature of fantasy and the magic of imagined events. They certainly did in Lewis Carroll's day as *Through the Looking Glass* was a big hit with both children and adults and remains so to this very day.

"If you have ideas about dissuading your little ones from a belief in Santa, the Easter Bunny or Tooth Fairy, don't do it. Children need their magic. Educators and therapists like Joseph Chilton Pearce, author of *The Magical Child* and Bruno Bettelheim, author of *The Uses of Enchantment* make this abundantly clear." ("Don't mess up magic for kids." *Province*, Dec. 8, 1986, Julie Cosgrave.)

Fairy tales, myth, and fantasy stories all provide the magic so necessary to the imagination. They nourish us as human beings and are a universal phenomenon in all cultures both in the past and in the present, and to 'mess' with them is to destroy a part of who we are.

An alternative to redoing fairy tales and nursery rhymes is to create new ones which reflect present day concerns and values and present us with new images. Some of Canada's newer writers are doing just that. Tololwa M. Mollel is one such example with his African folk tales and Paul Yee, who writes about the Chinese experience, is another. These new authors write tales and stories which reflect present-day cultural awareness and strive to be non-sexist. A Canadian First Nations writer Michael Arvaariuk Kusugak has also helped to portray a modern image of the Inuit. Susan McCulloch, owner of *Mabel's Fables* bookstore says there are many new stories with strong female role models to reflect our changed views of women. Robert Munsch, perhaps Canada's most popular children's author, has reversed many traditional storylines with his *The Paper Bag Princess*. Rather than taking literature away writers should address new themes and create new metaphors for the imaginations and pleasure of children. (*Toronto Star*)

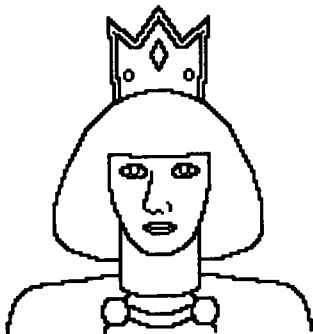
Another modern concern about fairy tales and works of the imagination for children is that they are too dark, sinister and scary. Bruno Bettelheim has defended the fantasy work of traditional fairy tales and says that tampering with them is like vulgarizing Shakespeare! ("Kids need fairy tales" *Canadian Press*, Montreal) He is a psychoanalyst and author of dozens of books and claims that fairy tales have assisted in curing many disturbed children. It is these very elements of fright and fear that help children to confront their own fears and anxieties. The world is not a uniformly safe and caring place—even for children, and most children realize this.

There must be some reason why classic fairy tales, such as those written down by The Brothers Grimm and Hans Christian Andersen are still so appealing. Perhaps it is because they address in an allegorical or metaphorical way the dangers and fears which are part and parcel of life itself. They deal with universal themes like good and evil, ugliness and beauty, joy and sadness. How would we know good without evil? *Star Wars* and its sequels recognized this and made their way to box-office success with both children and adults by simply personifying the forces of good and evil, darkness and light. Powerful images are needed to express abstract ideas and the concrete images of the imagination are expressed in fairy tales, legends, fantasies, and allegory. They have a lasting impact—they are memorable.

The exaggeration common to these genres also adds to their power—black and white are at play here—making things clear and defined and easily understood—especially for children. The confusing nuances and grays of life are omitted for dramatic effect; they are reserved for a more adult audience. There is no halfway in fairy tales. (“Who’s Afraid of the Wicked Witch?” *Parents Magazine*, June, 1986.) Witches are evil and ugly, princesses are good and beautiful. The contrasts of life are personified. And ultimately the good triumphs—making the world safe again. So although there are scary times and you may be afraid you will overcome this and solve your problems—the classic happy ending so necessary in children’s literature. They follow a reassuring pattern and the scary episodes just add power to the resolution.

Richard Gardner, a child psychiatrist, has written ‘modern’ versions of many fairy tales in his two books *Dr. Gardner’s Modern Fairy Tales* and *Dr. Gardner’s Fairy Tales for Today’s Children* both by Creative Therapeutics. He ‘cleans up’ the brutal aspects and instills realistic outcomes. “So the prince and the princess lowered their expectations and lived reasonably contentedly forever after.” (comic) The stories are weaker and unattractively preachy although “politically correct.”

If we took this sanitizing and softening of violence principle a little further in the attempt to protect children it would lead to the banning of nature shows, and most stories about animals in the wild. There is nothing more violent than raw nature where every species’ express purpose is to brutally demolish other species in the fight for survival. All aspects and emotions of real life appear as images in fairy tales—fear, anger, delight, guilt, terror and triumph. Since children feel these emotions why can they not be portrayed in children’s literature? As for fright and horror—these are universally popular themes in all literature. A recent *Emergency Librarian* included a list of the ten best sellers in the category of Young Adult fiction and every single title was written by R. L. Stine—all ten of them! The thirst for horror seems to have gone unslaked in spite of the new ‘kinder and gentler’ fairy tales. So, let’s as teacher-librarians emphasize inclusion in our collections and not buckle to the present pressure to denigrate works of the imagination which do not reflect the present “correct” viewpoints.



*Speak roughly to your little boy,
and beat him when he sneezes:
He only does it to annoy
Because he knows it teases*



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GOAL SETTING, IMAGINATION AND CREATIVITY

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

DO WE NEED NEW IDEAS?

Society is undergoing rapid economic, social, and technological changes, and it sometimes seems difficult to keep up. As well as having to teach students to deal with these changes, as teacher-librarians we have to deal with the consequences of these changes ourselves.

Creative problem-solving is most powerful if we apply them to *important* concerns. It is possible to apply the principles of creativity to such problems as designing a non-dripping teapot spout, but teapot spouts will not change anybody's life very much. We need to be able to decide what is important and what is trivial.

Cooperative program planning and teaching has an obvious beneficial effect for students. Cooperative planned units tend to be more creative, because each teacher brings different strengths and a different perspective to the planning process. How can we use our creative tools to help teachers and help ourselves too?

Denise Eskridge (1985) has identified four main stresses for teachers: (1) ambiguous role, (2) too much work, (3) not enough time or material, and (4) responsibility for others. Although teacher-librarians are under these stresses too, we can be of real service if we help reduce these stresses for our teaching colleagues. If we know that ambiguous role is a primary stressor for a teacher, we can work to achieve clearly defined roles in cooperatively taught units. If we know that a project as planned is too much work, we can help reduce it by helping generate ideas to accomplish the same goals with less teacher work, designing units that can be recycled or revamped, or creating generic forms such as key-visual templates that can be used in a wide variety of situations. Happily, when we cooperatively plan and teach with our colleagues, we automatically reduce the fourth teacher stressor — responsibility for others — since we shoulder some of the responsibility for the learning outcomes of students. Innovations that make teaching more efficient and less stressful are not as flashy or obvious as a beautiful bulletin board, but they are very much appreciated.

YOUR IMAGINATION CAN BE A SOURCE OF IMPORTANT GOALS

I was recently asked to write a few words for the funeral of a dear friend. As you read the eulogy, think about what goals this friend had.

He was humourous and enthusiastic. He loved and respected kids, and kids really responded to his valuing of them. As a teacher, he really helped me to put across what I was trying to teach. He helped to give me direction, and let me take the credit.

He had a contagious sense of fun. I found myself laughing and smiling even though we were just doing a job. By his actions, he showed a belief in the principle that the trip is as important as the destination. He showed that he cared by really listening and trying to understand. If I had a problem, he would listen.

He sparked a new interest in learning about lots of different things, through reading and trying new experiences. I know that I am a richer person for having known him. He awakened in me a sense of the sacredness of things — of life, of love and friendship. He was a powerful writer and speaker. You could understand the logic, and feel the passion for excellence.

The eulogy was not written for a real funeral. In *The seven habits of highly effective people* (1989), Stephen Covey invites readers to put aside everything for a few minutes, and focus on an imaginative exercise with him. He takes the readers through a guided imaginary movie of what their own funeral three years into the future might look like. What would readers like colleagues and loved ones be able to say at a eulogy?

Covey uses readers' imaginations to help them discover what they really value. The exercise shows the

power of the imagination and shows that we need to understand our most deeply held life goals to focus our energies effectively. Evidently, the imagination is an important tool for setting powerful goals. Although exercises such as this one do take an investment of time and effort, they can result in a great effectiveness in the long run.

Like many professionals today, teacher-librarians feel overburdened with information and requests for action. Knowing your personal values and goals helps you to figure out what is merely *urgent* rather than *important*, and to deal with the less important things quickly without being worn down by them.

The exercise is quite valuable. How could we adapt it without the funeral scene? Covey's visualization process has several elements which help to make it more powerful. Let's look at the techniques in a general sense to see how they could apply to other problems.

First, he asks us to cut ourselves off from distractions, and to consecrate undivided time and focus. Teacher-librarians need to make time for reflection and refocussing, *especially* if they are busy. People who keep a journal and regularly ask themselves, "What have I done to work towards this?" and "What do I need to do today to move towards this?" work more effectively, as they devote more of their energy to what is important.

Second, Covey orients readers to the future, but not too far into the future. For the eulogy exercise, three years is about right for most adults to be close enough to see the relationship to the immediate present, yet far enough away that you could make significant changes in that time period. Is three years an appropriate time frame for your situation?

Third, Covey focuses on the reader as *observed* through other people's eyes. The homily goes, "Actions speak louder than words." He asks readers to consider what they should be *doing*.

Covey's technique involves two steps— distancing and integrating. Covey is not unique in using these two steps. In *How can I help?*, Ram Das (1985) describes "witnessing," a technique of self observation. Say a situation puts you under stress. You feel pooped. You have put in effort upon effort, and have received little acknowledgment or thanks. You are asking yourself, "Is this really worth it?" Witnessing is simply the technique of mentally pulling away from your subjective involvement and acknowledging what is happening. By "witnessing," a part of you can

concentrate on your deep values. Getting in touch with what is important allows you to come back to the situation and deal with it with values and energy intact.

Distancing and integrating in various forms can be used as steps in a regenerative process (to combat burnout), but they do not have to stop there. These techniques of self-examination can also inspire us as we choose how to spend our time and what we want to do with our lives. Our deep authentic selves are the fertile ground for the imagination, and this imagination can provide us with direction.

"CREATIVE" MEANS MORE THAN JUST "DIFFERENT"

Edward de Bono has studied creativity from philosophical, medical and physiological perspectives. He is perhaps best known for developing the concept of lateral thinking. He has written at least 48 books, and has developed systems to facilitate creative thought. He has designed courses that are presented to businesses and organizations by MICA Strategic People Development (Phone 416-366-6422.) Edward de Bono's *Course in Creativity — Lateral Thinking Module 1* is a two day course that covers finding alternatives, choosing a focus, challenging the way things are done, using a random word to generate new ideas, putting the mind in an unstable state by provocation, harvesting new ideas, and treating the ideas to make them workable. De Bono maintains that, although traditional notions of teaching creativity have emphasized releasing inhibitions, effective creative thinking requires structure, discipline and practice.

De Bono has popularized the technique of using novel stimuli to break down well established patterns of thinking. The most common way to generate novel stimuli is brainstorming. Although brainstorming is very popular, de Bono maintains that it is not always the most effective source of new ideas, because although it may occasionally provide useful ideas, brainstorming lacks the structure of a complete creative planning *process*. Without a process, we have no way of achieving consistent results, or evaluating the results we get. I performed a casual experiment comparing regular brainstorming with de Bono's technique of brainstorming around nouns selected randomly (e. g., sport, key, camel). One group pulled words at random from a fishbowl, while others just brainstormed. The idea was to try to see the word picked as an analogy for the problem we were brainstorming. The brainstorm with the random word produced more ideas, and the

ideas generated were much richer and more developed than regular brainstorming produced.

Edward de Bono's most recent books are thought provoking, and may give you some insights into creativity and human thought. In *I am right, you are wrong* (1990), de Bono criticizes classical logical thinking, which implies there is an absolute truth waiting to be discovered, and which necessitates an adversarial approach in the debate over "truth." *Water Logic* (1993) describes pragmatic thinking tools based on research on how the brain creates memory. These techniques take into account that memory is directly shaped by perceptions. Water logic is no less real than "classic" logic, even though the tools of water logic may seem more provisional and difficult to describe than the absolutist classic logic.

CONCLUSION

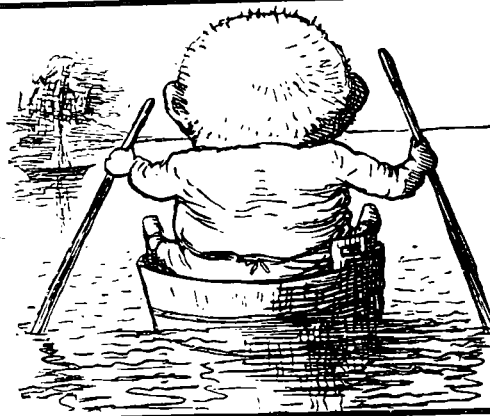
There are three main points to note. First, we have to devote our creative energies to the issues that are most important, such as advocacy and reducing teachers' stress. Second, imaginative visualization can help teachers renew themselves by reconnecting them with deeply held values. Books which purport to reconnect the reader to a deeply held source of creative energy — like *The seven habits of highly effective people* by Steven Covey (1990) — are potentially effective if the reader is willing to commit time to the

exercises. Third, Edward de Bono's work has shown that creative thought seems to be most effective when structure, discipline and practice are employed. Just saying "Let's brainstorm" is usually not enough because it just does not produce consistently creative results.

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Summer Institute in Teacher-Librarianship (Part 1)

July 4-21, 1995

The University of Victoria will offer the first of two Summer Institutes for elementary teachers July 4-21, 1995. The program will be valuable to teachers who plan to work towards teacher-librarianship as a specialty, or improve their teaching competencies through greater awareness of the school library as an instructional tool.

The content of the program will include the following themes that would be developed in the two parts of the program:

- Role and function of the school library resource centre
- The Teacher-Librarian as consultant and catalyst for resource-based learning and teaching
- Creating a dynamic centre for students and teachers
- Building a collection of learning resources
- Organizing and accessing the collection
- Providing the tools and skills for life-long learning
- Addressing change and technological opportunities
- Training and developing support staff

Each Institute would provide 3 units of University of Victoria undergraduate credit if required. Part 1 in 1995 would be offered under *ED-B 480: Contemporary Issues in Education* and in 1996 under *ED-B 487: Special Topics in Education*. It is expected that both Part 1 and 2 will be offered in Summer 1996. Each will consist of classes, lectures, demonstrations, seminars and tutorials from 9:00 am through 3:30 pm daily. Total contact time will exceed 80 hours. Credit may be applied towards the University of Victoria's Diploma in Teacher-Librarianship if desired.

Contact Donald Hamilton at (604) 721-7899 for information on the program and its relationship to the Diploma program. Contact Continuing Studies in Education, Faculty of Education, University of Victoria, P.O. 3010 MS 7874, Victoria, B.C. V8W 3N4 (604) 721-7874, FAX (604) 721-6603 regarding registration procedures and related information.

CHAPTER REPORTS

POLITICAL ACTION

Vancouver

Chapter membership fees were raised from \$7 to \$10 so we could continue an active advocacy program without levying special fees as we did in 1992-93. Our Advocacy Committee (Eleanor Elliott, chair) undertook such actions as circulating "Questions for Potential Trustees" prior to the November election. Our phone tree was revised so that it would be possible to call out large numbers of teacher-librarians to attend meetings.

As a result of a letter written by Jack Allen to the Minister of Education, an informal group of Vancouver teacher-librarians (Jack Allen, Liz Austrom, Margaret Haines and Linda Tornroos) met with Art Charbonneau for an hour in December 1993. This group expressed our concerns that budget problems in school districts would result in the loss of teacher-librarian time and/or positions at a time when information technology's expansion requires qualified information specialists in our schools. They stressed the teacher-librarian's role and the value of the program. Their impression was that technology is the Minister's major interest and emphasis.

Parents (including Jo-Anne Naslund) presented on our behalf at a Board budget meeting, and were supported by packages of information materials prepared by the Executive. Later, after the initial budget had passed, Liz Austrom worked with other non-enrolling teachers and a parent committee to try to change some of the decisions made. We were unable to prevent the loss of a significant amount to teacher-librarian time at the secondary level.

Mount Arrowsmith

- Briefs on school library professional staffing and school library funding, on hold due to upcoming provincial bargaining, were prepared.
- Attempting to schedule a meeting with the superintendent to discuss a minimum staffing level for teacher-librarians.

Delta

- We made a successful presentation to the school board regarding increasing the operating budget of the library automation program. The Library Automation Project is now a district initiative and

as a result all libraries in Delta should be automated by June 1997.

- We made a presentation to the DTA to encourage them to press for contract language for Delta teacher-librarians in our next contract.
- Members made a presentation to the school board in March, stressing the teaching role of the teacher-librarian.
- We wrote letters asking the provincial government to buy into CANCOPY.

West Vancouver

This last year has seen a reorganisation of the West Vancouver teacher-librarians. In the fall we planned a send-off for Angela Thacker, whose dedication and leadership inspired all who worked with her. We quickly gained an even deeper understanding of and appreciation for her efforts in the ensuing months as we tried to organise ourselves to deal with decisions affecting the continuation of the district resource centre, technology and the management of our library programs. With Angela's departure, school district management proposed cutbacks to our Instructional Materials Centre. Our group took immediate action. We conducted our own needs assessment, surveyed our staffs, and met to plan our strategy. Teacher-librarians played an important role in preserving the District Resource Centre, and are still involved with the changes and future planning for it. Teacher-librarians are also represented on the District Technology Committee and have provided input and direction in this ever-increasing area of our work.

Cariboo-Chilcotin

- Budget submission to CCTA for contract language and through CCTA to the superintendent's budget committee.
- Teacher-librarians spoke at the April school board meeting regarding the board having elementary teacher-librarians to 50% of their time as prep time for classroom teachers, in the 1994-95 school year. The board did not change the budget.
- Motion put forward by CCTLA at CCTA general meeting seeking membership support for teacher-librarians and cooperative planning and teaching. Passed.

New Westminster

A survey was conducted to evaluate our media centre. An increase in time for the co-ordinator resulted.

Sooke

The Sooke Teacher-Librarians Association sent a letter to the district superintendent regarding the withdrawal of funding for library resource materials and supplies. Budgets are set at \$0.00 for the 1994-95 school year.

The Association also pursued Teacher-Librarian Assistant allocations at the elementary school level. Currently, assistants have been retained at eight hours per week, in lieu of funding for library resources.

Quesnel

The Resource Coordinator in conjunction with the District Curriculum Team have made the school and district Learning Resource Centre program a first priority for the district. Presentations were made to the Board of Trustees on three occasions detailing the pivotal role of the teacher-librarian and the school and district Learning Resource Centres.

A district Learning Resource Centre program draft has been submitted to the Director of Instruction. It will be the foundation for change in the district.

Bulkley Valley

In protest over the cuts to library time that were announced in June 1992, teachers continued to write letters to the school board in Sept. 1993. They outlined their concerns about services that would be lost to both students and teachers. The cuts remained as scheduled.

Our biggest crisis in the 93-94 school year was the closing of our District Resource Center. The announcement was made in May. It was followed up by having the teacher-librarians spend three days in June, dividing up the resources. The task was very unpleasant. We all realized that the resources we were "fighting" for would need to be shared among schools in the upcoming years, that the sharing duty and tracking would become a teacher-librarian responsibility, and that teachers would want particular items housed in their schools. Who would get the "body parts" models? Who would get the "big books?" Who would get the video that everyone wanted? We tried to have a diplomatic divide, but we all know that each school will suffer as a result of this. Cost saving measures are certainly painful.

Nechako

There are fourteen schools in our district — two secondary schools, two elementary-secondary, eight elementary and two primary. The four schools

registering secondary students have maintained full- or nearly full-time teacher-librarians. Three of the elementary schools have the service of a teacher-librarian, but five of the elementary schools are too small to provide for teacher-librarian time. Our chapter consists of five members.

The District sponsors a District Library Resources Advisory Committee, consisting of the teacher-librarians, the library assistants, District Resources Centre staff, and an assistant superintendent. The function of this committee is to coordinate library activities, share information and provide advice to the District Resources Centre. The committee meets one afternoon every other month. BCTLA chapter business is conducted by BCTLA members at the end of these meetings to cut down on the number of times we have to travel to meet. As our schools are as far as 100 miles apart, this is always a consideration.

In January, the district announced termination of all library clerical help in response to financial constraints. Our BCTLA membership made a presentation to a board of trustees meeting to explain the roles of both professional and clerical library staff, stressing the need for adequate clerical support, and asking the board to reconsider its decision. As a result, most principals were able to provide some clerical time in their schools from various internal accounts, and the board re-instituted funding for library clerical staff in the 1994-95 budget, although not at the same level as previously.

CURRICULUM OR PROGRAM DEVELOPMENT

Vancouver

A brief was prepared on the topic of flexible scheduling and sent to Barry Macdonald, District Principal of Curriculum Resources and Technologies. This action was taken when senior officials stated that the policy that was the basis of library program development since 1980 was not really a policy. The VTLA is attempting to have past practice in this area reinforced as current policy.

Delta

- Projects developed using provincial site grants were presented to the DTLA. These projects included: a presentation to the parent-advisory committee on the role of the teacher-librarian; technology in the library; critical thinking skills used in library research projects; and a video,

"Libraries Now," that was aired in three 5-minute segments on Delta Cable TV.

- Our chapter members attend conferences regularly and many are active members of the Vancouver Children's Literature Roundtable.

Quesnel

Teacher-librarians have assisted in a variety of programs developed for the district in cooperation with Gifted Enrichment programming, the Intermediate Helping Teacher, and classroom teachers in the areas of mathematics, science and special needs, and gifted/enrichment.

MEETING OR SPECIAL PROGRAMME IDEAS

Vancouver

VTLAs traditional fall Wine and Cheese to welcome new and returning teacher-librarians continued to be a popular event, and set a positive tone to begin a difficult year. Trustees and school board officials were invited and attended in substantive numbers. Members of the VTLA executive and other teacher-librarians circulated and did a good job of talking to these individuals.

A program that focused on the networked CD-ROM services of Killarney Secondary School proved to be very popular, particularly since it was a demonstration of an actual installation. Teacher-librarian presenters Dorothy Day and Gloria Baker were well aware of the difficulties in getting the technology to work the way it should.

West Vancouver

The end of the year found our reorganisation to be almost complete. A full slate of officers was elected and a potluck summer luncheon helped us to consolidate our planning for the new school year.

Delta

- Regular meetings usually feature workshops or book displays. We had book displays from Shirley Lewis and Grolier-Nelson. A workshop on CANEBSCO's services was presented to our group, as was a CD-ROM workshop.
- The Bill Scott Memorial Award received by Delta will be used to develop a locally produced curriculum on the Tsawassen Nation. Several

members of First Nations were guest speakers at our May meeting to discuss the project.

New Westminster

Our November meeting was held at Children's Book Store West, where we selected materials and shared information about the books.

Quesnel

The chapter executive developed a program for the year dealing with professional development and meetings. A Shirley Lewis workshop and an information sheet called *Morsels* was published monthly by the Education Resource Centre.

Bulkley Valley

We invited the public librarian to our first meeting of the year, to establish a closer relationship between our libraries. We shared suggestions which helped us have a more effective liaison.

We also decided to hold some of our meetings at the District Resource Centre. This created an opportunity for new DRC resources to be shared and examined. As well, we used some of the time to do collective ordering. It's a good thing we decided to do this, as we won't be doing it in the future — the DRC is now closed!

Nechako

Each year we try to sponsor an author tour. This past year Bill Devereux visited some schools in conjunction with his tour of public libraries.

In May our District Resource Centre hosted a very successful "Small District Resource Centres" conference. Kudos to Trudie Reid for her excellent organization of this conference.

SPEAKERS AND WORKSHOP LEADERS

Vancouver

Dr. Vivian Brown (UBC) is an excellent speaker on the topic of African literature (poetry, novels and plays) and on its use in the secondary school.

New Westminster

Jenna Dupuis, a First Nations child support worker for our district presented authentic materials and reliable sources for First Nations materials.

PUBLIC RELATIONS ACTIVITIES

Vancouver

Ideas for communicating with parents were published in *Media Messages*, the newsletter of the VTLA (Pat Parungao and Vivian Ryan, co-editors). Report card inserts and booklists of Christmas shopping suggestions were two of these ideas. Materials were also provided to support individual teacher-librarians in making presentations to their school consultative committees. In addition, a simple brochure for parents was prepared and distributed to teacher-librarians for use at Community Interaction Days.

As a direct form of advocacy directed toward school district decision-makers, each issue of *Media Messages* was sent to a list of officials and trustees, as well as district parent representatives.

Cariboo-Chilcotin

- Books for babies continued through 1993-94 with several articles in the two community newspapers.
- New Year's Baby present from CCTLA with ad in local papers.

Delta

- DLTA sponsored a CANSCAIP art show in October. The week-long display was held in conjunction with the opening of the Delta Municipal Hall. The DLTA also sponsored the distribution of the show to other interested districts and public libraries.
- Delta Cable TV aired the DTLA videos about school library resource centres in Delta. This video was produced by the DTLA.

CENSORSHIP AND CHALLENGED MATERIALS

Vancouver

Nil report. Information was circulated about a Greater Vancouver Regional District pamphlet which was "racist," but no order to remove it was made. The VTLA did not survey the membership for information on resources challenged at the school level.

Mount Arrowsmith

One book challenged at a middle school. District's challenge policy kicked in. At this time there is "...no justification to withdraw."

AUTOMATION

Vancouver

Data conversion for one secondary and all 90 elementary school collections has been completed. The elementary schools continue to be served by book catalogues, and no school has automated catalogue, circulation or inventory as yet. A request for a proposal for a new system for the Curriculum Resources Processing Centre resulted in the choice of Dynix, and it is hoped that the Centre, as well as one elementary and one secondary school, will be fully operational in the 1994-95 school year.

Mount Arrowsmith

Eloquent users group formed.

West Vancouver

Plans for automation of the high schools and the Learning Resources Centre are underway. It is interesting to note the high degree of success we have had with our First Class Bulletin Board. Our teacher-librarians are on-line daily and the support and communication are clearly evident in the messages.

[Editor's note: Feb. 14 West Vancouver Board approved funding to automate using MultiLIS.]

New Westminster

Presentations were made to the school board Education Committee meeting as well as to the administrative officers. Two elementary school libraries have been automated. Money must come from within each school's budget. Ideas for getting started were discussed.

Sooke

In the spring the Sooke Teacher-Librarians' Association was approached by a district administrators' committee, which was researching automation. Members were asked to submit a proposal recommending a software package and listing required hardware. The major recommendation was that The Eloquent Librarian be used for automation in school libraries and at the District Resource Centre.

Quesnel

The district has three high schools, one elementary school, and the Education Resource Centre automated using Circulation/Catalogue Plus. Four or five elementary schools will begin the automation process in September.

Bulkley Valley

Both secondary schools in our district have been automated with the Maplewood system. They are finding some areas of concern, but we are hoping that these will be addressed. Our goal is to have the entire district linked up so that we can expand borrowing possibilities. The Middle School is next in line for the system, and will hopefully be in operation by September 1994.

Nechako

Enhancing the use of technology continues to be a district priority, with specially marked technology

funding phased in at the rate of one secondary and two elementary schools per year. 1993-94 marked the third year of the program, so all secondary schools are now implementing their technology plans. Our library resource centres, especially at the secondary schools, are generally well-supplied with computers, CD-ROMs, satellite reception, and modems. The technology plan includes networking the library with workstations in every classroom. Our BCTLA members keep abreast of technological developments through ProD, technology projects, and reports from the district technology coordinator at each District Resources Advisory meeting.

All secondary schools, the District Resources Centre, and most elementary schools have now been automated using Eloquent Librarian. As each school is automated, the District Union Catalog is updated to include its collection, and the potential for inter-library usage is enhanced. Electronic security systems are installed in the three secondary schools.

*Destiny is not a
matter of chance,
it's a matter of
choice.*



*Limits only exist
in your mind.*

SURVIVAL NOVELS OF WORLD WAR TWO — CONCENTRATING ON THE HOLOCAUST: A UNIT FOR GRADE 8

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

RATIONALE:

This unit of study for grade eight students is organized around the theme of survival and highlights the time period of the second World War. It provides a background for understanding the historic events associated with the Holocaust, using a literature-based approach. The twenty fiction titles selected for this unit as an extension activity are, for the most part, novels particularly written for and about young adults. I have also included several adult titles for the choice of students with a higher reading level and sophistication. Grade Eight often includes students with vast ranges in reading ability and maturity and this has been taken into consideration throughout the planning of this unit of study. The unit is suitable for English courses at the junior secondary level, would fit well into Humanities at the Graduation Level, and could also be readily adapted as a cross-curricular or integrated theme unit at any high school level. It naturally spans the disciplines of English and Social Studies (particularly the history of World War Two) and could be expanded to include a Science component on theories of race. The core novel for the unit is *The Devil's Arithmetic* by Jane Yolen. This title will be studied in some detail by the whole class. The entire unit encompasses six weeks of study, involving three or four forty minute periods each week. Eighteen lessons provides the ideal amount of time.

The basic approach to the literature studied in this unit is response-based and concentrates on the individual students' responses to their reading and to the significance they themselves can find in the materials studied and read. It should not be an adult-oriented analysis of literature. The emphasis should be on the student's own feelings, reactions, experiences and knowledge as the unit progresses. To maintain harmony with this general approach, the teaching strategies are active rather than passive. Evaluation includes both teacher and peer assessments.

Objectives of the Unit:

- to develop an appreciation of literature in general;
- to teach a survival novel written for young adults;
- to inculcate a tolerant attitude towards all human groups;
- to give an understanding of the background/setting in time (the Nazi years) as a dimension of a piece of literature;
- to develop the theme of prejudice;
- to increase the awareness of the time-travel genre in literature; and
- to extend reading by introducing students to other novels with similar themes and in the same genre.

Skill Goals of the Unit:

The student will:

- react with sensitivity to a work of literature;
- communicate feelings and interpretations about what is read;
- be able to retrieve information from various sources;
- be able to interpret information independently;
- present effectively an oral book report of a title the student has read;
- recognize the need to read many and varied sources of information in order to arrive at a personal point of view;
- express a point of view in written format;
- be able to read expressively;
- identify how each part of a novel fits into the whole; and
- work in a small group in a cooperative manner.

BACKGROUND INFORMATION

Secondary classes are usually composed of thirty students who have very varied levels of experience and skill in dealing with literature. Most have prior experience with studies of stories and novels. Some students may have a particular interest in war stories.

Most will have seen many war movies and have an impression of the Germany of Hitler's day, the Nazi philosophy, the persecution of the Jews, and the death camps. However, they are generally not greatly informed as World War Two is not covered in the Social Studies curriculum until Grades eleven and twelve. Some work, therefore, has to be done to fill them in on the Holocaust. Their personal interests will be focused on very self-centered activities — going to movies, rock concerts, hanging out with friends, and dealing with their raging hormones. This unit of study may be able to take them out of this pre-occupation and have them look at another time and place involving dire circumstances which might add some sense of proportion to their own personal problems. Students will identify with the female protagonist of the novel since they are about the same age as Hannah.

INTRODUCTORY LESSON

The attention-getting video, *I Never Saw Another Butterfly*, will spark interest in the background of the novel study. This colour video is fifteen minutes long, is available from Image Media Services and is a recommended title of the Ministry of Education. It is for secondary level students.

The video is based on the book with the same title and contains drawings and poems of children who were in concentration camps from 1942 to 1944. Viewing the video is quite an emotional experience as the audience knows that most of these children died in the camps. It does, however, show much beauty and hope and this is amazing as it takes place in such a terrible situation.

A class discussion about the video follows the showing. This is just a very general setting of the mood and drawing out of feelings about the topic. The emphasis of the discussion is the theme of human survival during war. Since the titles studied in this unit involve young teenagers and other even younger children, this video is right on theme. The first home reading assignment of the novel *The Devil's Arithmetic* is given at this time.

STATIONS APPROACH TO THE BACKGROUND OF THE NOVEL

Periods Two to Five

The stations approach is an effective strategy that enables students to gain the necessary historic

background in order to cope with the time period. It is also essential for students to gain information about the Jewish traditions and family way of life as a basis for dealing with the many references to Jewish holidays, traditions and expressions in the novel.

Approximately four periods are needed to complete this activity. A series of Stations are set up in the classroom and students work through the stations either in small groups or individually. The background gained from this activity is essential to the understanding of the novel and provides the students with facts and information. Each station is set up in a separate study carrel and the students visit the stations and complete the assignments at each station. When they are finished one station they travel to the next one. A summary of the information is presented by the teacher in the Fifth period to set the novel in time and place.

STATIONS:

1. **Dictionary** — The novel's vocabulary is addressed through this station. Difficult words are looked up and defined. Special attention is paid to the words associated with the Holocaust, and the Jewish festivals and religious events mentioned in the novel *The Devil's Arithmetic*. Students write definitions and short answers to the questions asked at this station.
2. **Atlas** — Students locate the places where the events in the novel occur, and the locations of the German death camps. Outline maps are provided, but they look up the locations themselves and place them on the map.
3. **Historical Atlas or History Reference Book** — Students develop an outline of the events of the Holocaust in time sequence.
4. **Picture Interpretation** — The pictorial set entitled *The Holocaust: 1933 - 1945* is on display in the classroom and students use it to answer questions which will involve their visual literacy skills.
5. **Books** — Passages from several books are featured at this learning station. Students choose a passage and explain, in their own words, what point of view the writer has chosen to take. One paragraph only.

6. Poetry — Students select a poem from the book *I Never Saw Another Butterfly*, write down five images used in the poem to evoke the Holocaust, and explain why they think they are effective.

Suggested resources for these stations include:

Adler, David. *We Remember the Holocaust*. New York: Henry Holt, 1989.

Baldwin, Margaret. *The Boys who Saved the Children*. New York: Julian Messner, 1981.

Innocenti, Roberto. *Rose Blanche*. Mankato: Creative Education, 1985.

Rogasky, Barbara. *Smoke and ashes: The Story of the Holocaust*. New York: Holiday House, 1988.

Evaluation: Students turn in the worksheets from each station and receive a mark (teacher marked). If they work in small groups, they get a group mark.

Reading Response Log (lessons two and on):

Recording responses in a log is an ongoing activity as students read the novel, *The Devil's Arithmetic*. The teacher assigns the chapters to be read at home for each class and may also allot some class time for silent reading as well.

Response logs are used to record students' reaction to the novel as they read it. Each student keeps a booklet for this purpose and records questions and responses to each chapter. This is a very personal reaction and not something that can be marked — so the mark given is for completion of the activity only. Students do not write summaries of the story — it is rather how they respond to what happens in the novel. These are first observations and do not need revision. The following partial statements offer suggestions as to how the student might choose to respond... Students should ignore them if they do not apply.

1. I was impressed or struck by...
2. I noticed that...
3. I wondered about...
4. I predicted...
5. Some questions I have about...
6. I don't understand...
7. I now understand why/how/what...

8. This story makes me feel...

9. Something I noticed/appreciated/didn't appreciate about...is...

There is no "right response" — each person reacts differently. The log traces responses as they develop and helps students reflect upon their reading. They read and write throughout the whole reading of the novel. At certain times they submit the log to the teacher and she/he responds to their questions and observations in the margin of the log. Sometimes the teacher arranges a personal pupil-teacher interview also.

READERS' THEATRE

Periods Six to Nine

Students will have read many chapters at home by this time and may also have read ahead in free time during the Stations assignment. Readers' theatre often takes the place of the teacher reading passages aloud to the class or of having single students read passages aloud. During Lesson Six, the process is explained by the teacher, who may also demonstrate what is expected if students are unfamiliar with this procedure.

The class is divided into cooperative groups of four or five, with approximately six groups in all. Particular excerpts, or entire chapters from the novel are provided for each group. Each group organizes a small "play" presentation for the rest of the class. They use their expressive reading skills as they take the parts of characters and read the descriptive passages. Students need to interpret their character or emphasize certain feelings as they present their part. They may use such aids as props, lighting and sound effects to add to their presentations. Groups should try to develop something unique about their presentation.

This technique gives practice in oral communication, and the students feel less threatened when a group is involved and they are not alone at the front of the class. It also gives practice in cooperating with small groups—a social skill which is an essential learning experience. Quite often this is a lot of fun, but it does take time. Students need to rehearse at least once before their "theatre" presentation. Jane Yolen's novel has rich characterizations and this teaching strategy works well with this novel. The first ten chapters are most suited to this learning strategy as the latter chapters are extremely emotionally

charged and students may be uncomfortable playing them out or break down when reading the especially sad and horrific parts.

Evaluation is a group mark given by the teacher and another viewer (good to elicit the help of another teacher here). Marks are given for originality, clarity of expression, acting effectiveness, special effects, etc. Students are given the criteria for marking ahead of time. Time is a factor here as some performances will be longer than others — so an extra period may have to be added at this point.

The first ten chapters are broken into sections for each of the six groups as follows:

1. Chapters One to Three: The Present, 1988.
2. Chapters Four and Five: (or Chapter 4 can be left out entirely) The Polish Village, 1942.
3. Chapter Six : Family.
4. Chapter Seven: Friendships.
5. Chapter Eight: The Wedding.
6. Chapters Nine and Ten: The Resettlement and arrival at the Camp.

Example of Readers' Theatre: Chapters 6 and 7, *The Devil's Arithmetic*

Five students can play all the roles. A narrator is needed to read some of the non-dialogue parts. An interpreter presents the background before they begin, and delivers a short explanation at the end telling how this section moves the plot along and contributes to the theme of the novel. One student plays the parts of Shifre and Yente, another both the parts of Rachel and Esther, one is needed for Chaya, and one student can do both Shmuel and the Badchan roles. There is opportunity for dancing and singing in these chapters and students may choose to include this and add a little Jewish music as well. The teacher photocopies part of the text so each student has a copy with their part(s) highlighted.

SOCIOGRAM Periods Ten and Eleven

The sociogram shows in diagramatic form the relationships amongst the characters in the story. The students are well into the novel reading by this time and have developed some responses to the various characters in the story. It would be interesting to do several sociograms throughout the reading of this novel as the relationships change quite radically from

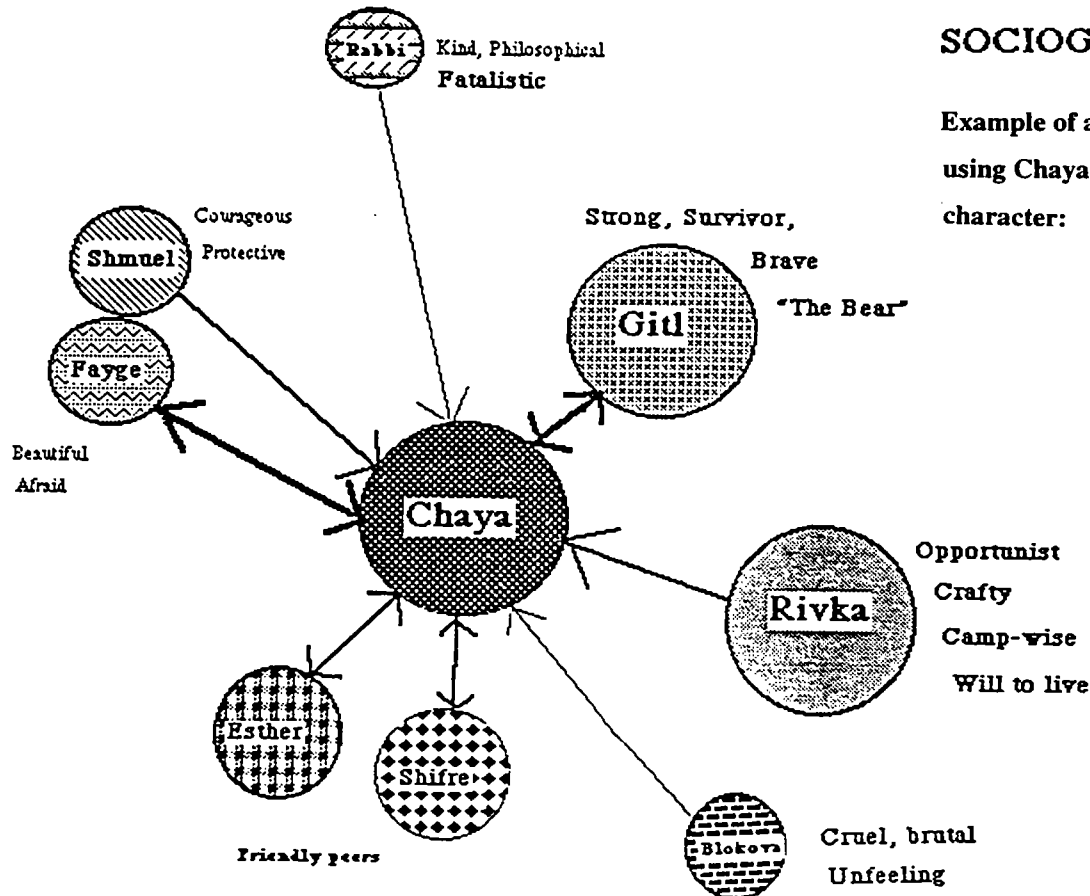
the opening chapter to the final ones. It would also work well to have students do two sociograms — one showing the relationships in Hannah's family and one showing the relationships that Chaya has in the death camp. The sociogram is introduced by asking:

- Who is the most important person in the novel?
- Who else is important in the novel?
- How does x feel about y?
- How does y feel about x? etc.

The students then create a literary sociogram. The main character or the person from whom the point of view is taken is placed in the centre of the diagram (use large chart paper) and the other characters are grouped around the central figure. Relationships are shown by placing certain people closer to the central character (showing more involvement, warmth of the relationship, etc.), by using different sizes to indicate the importance of their roles in the novel or towards the central character, by drawing arrows which connect the characters to show the direction of the relationship, and by using summary statements qualifying the relationship. Students can be quite creative here and can use artistic skills and include drawings, symbols and other graphic devices. Sociograms are a good strategy to help students to work out the relationships between the characters in the novel for themselves and to gain insight as they do so. These diagrams can be displayed around the room or some students can present sociograms to the class and explain their meaning. For *The Devil's Arithmetic* it would be instructive to do a sociogram for the family relationships before Hannah goes into the past, and one for her renewed relationships after she has learned from the past, especially her new relationship with her grandfather and aunt. Sometimes it is interesting to have students do several sociograms putting different characters in the centre each time. Evaluation is based on completion of this activity as all opinions are valid, but there would be bonus marks given to those showing more creativity and depth of analysis.

SOCIOGRAM

Example of a sociogram using Chaya as the main character:



VIDEOS AND CLASS DISCUSSION Lessons Twelve to Fifteen

The last nine chapters in *The Devil's Arithmetic* are so emotional and upsetting that a lot of discussion is necessary to give an outlet for the students' feelings. The two videos listed below are appropriate for high school students and deal with the questions of why the Holocaust took place, attempts to discredit the realities of this genocide, and the reasons why we should remember these historic events. These are the same questions that the novel raises and partially answers.

Video 1: *Father's Return to Auschwitz*. Canadian novelist Jan Drabek accompanies his father to Poland to visit the Death Camp where his father was interned in 1943. They returned because they were angry about the denials that the Holocaust had really happened. The elderly father, a member of the Czech Resistance, tells his story and tries to come to terms with this tragic time in human history. (20 minutes in length)

Video 2: *You Are Free*. This is a series of interviews with five people who took part in the liberation of the camps at the end of the war. It includes the feelings and thoughts of four American soldiers and one camp survivor, intermixed with powerful archival footage of holocaust realities. In the last ten minutes of the video important questions are raised about the meaning of the holocaust and why it occurred.

Some of the questions which could guide class discussion would be:

Novel questions:

- What was the real heroism demonstrated in the novel?
- What do you think about the actions of the Kommandos?
- Why did Chaya change places with Rivka?
- Where did the prisoners get hope from?
- What did Hannah learn from her time-travel experience?
- Did you guess who Rivka and Wolfe really were? Why does the author bring them into the Present?

- Why should we remember our cultural roots?

General Questions:

- Why would people deny the Holocaust?
- How does prejudice lead to such atrocities?
- How could this happen to six million people?
- What qualities would help a person survive under such terrible conditions?
- Would a person be justified in doing **anything** to survive?

Any questions the novel has raised should be addressed in these discussion sessions so that students feel completion and are not left disturbed.

TEACHER & STUDENT INTERVIEWS

Lesson Sixteen

The teacher interviews each student, discussing their Response Log and explaining the teacher's comments in the margins. The rest of the class goes to the library to select a novel for their independent study and begin reading. If the library has a seminar room it is convenient to do the interviews there so that no time is lost as succeeding students move from the reading activity to the interview.

Lesson Seventeen: This is the "extra" time provided to allow for going overtime in presentation times.

CULMINATING SESSION

Lesson Eighteen

There are several possibilities that may be selected to round off the unit. A speaker could be invited — perhaps someone from the Jewish community who was either a survivor or closely related to someone who was in the camps. Students find such first-hand experience presentations fascinating, and they can ask all the questions which are on their minds. Ideally, a Jewish member of the class may know someone who could do this. Alternatively, an approach to the local synagogue may be successful.

Another possibility would be to attend a play or movie on the same theme—*The Diary of Anne Frank* would be a good choice, and it is one of the authorized titles on the Ministry of Education's list for grade eight English courses. *Schindler's List* is also an excellent film on the topic.

A further possibility is to attend a Jewish religious event in a local synagogue. This would extend students awareness of other cultures and religions and assist in creating greater tolerance and understanding. I rather favour this activity as it gets away from the horror and shows how the Jewish culture has survived and continues to flourish.

INDEPENDENT NOVEL STUDY / ORAL BOOK REPORT

This activity is an extension of the main unit which focused on a class novel study of *The Devil's Arithmetic*. The independent novel study gives students an opportunity to read a novel of their choice from a pre-selected list of titles that complement the novel studied in class. All the titles on this list are about the time period of the Second World War and feature some aspect of the Nazi regime and/or the persecution of the Jews during this historic time. The reading levels are varied — from grade five to adult — and the novels also reflect varying levels of sophistication. This variety allows students to choose something they can handle and can enjoy. It gives them another viewpoint on the same theme — survival during war. The teacher helps students choose appropriate novels. They should not be allowed to choose titles well below their level or, less likely to happen, novels too difficult. Teacher-librarians often present booktalks or give short introductions or provide reader guidance at this point. The students present their books in oral book reports to the class. They should keep in mind some of the following guidepost questions while reading:

1. Describe the main character as completely as possible. Give a brief description of the supporting characters.
2. Who is telling the story?
3. Where and when did the story take place?
4. Give the main idea of the story in one concise sentence. Tell about a few of the highlights. Where is the climax of the story?
5. What was the main problem of the story and how was it solved?
6. What was the main theme of the story?
7. Compare this book to others you have read.
8. Would you change the story in any way? ... the title?
9. Why did you choose this book?
10. What kept you reading and would you recommend this book to a friend?

An outline for the presentation of oral reports is given to the students along with the marking proce-

dure. Peer evaluation takes place as well as teacher evaluation and the average of these two forms the final mark assigned to each student. Class members have evaluation sheets which they use as their classmates present. This procedure keeps students listening and involved in the presentation and helps them focus their attention.

This assignment could be for homework but involves some class time for silent reading and could be completed after the entire unit on the core novel is over.

The titles chosen are largely available in paperback format, are geared for grades seven to twelve, and are in print at the present time. This makes it easy for teachers to implement the unit and for the teacher-librarian to order ahead in anticipation of the independent novel study. ISBN numbers are provided to facilitate the ordering procedure. The fiction titles chosen are:

- Aaron, Chester. *Gideon: a novel*. Lippincott, 1982. (gr. 7 to 10) ISBN 0-317-01893-0.
- Arrick, Fran. *Chernowitz*. NAL, 1983. ISBN 0-451-15350-2.
- Baer, Edith. *A Frost in the Night*. Pantheon, 1980. (gr. 7) ISBN 0-394-84364-9.
- Butler, Beverly. *Light a Single Candle*. Archway, 1989. (1962 originally) (gr. 7 to 11) ISBN 0-671-67712-8.
- Demetz, Hana. *The House on Prague Street*. St. Martin's Press, 1970. ISBN 0-312-39322-9.
- Fenelon, Fania. *Playing for Time*. Berkley Books, 1979. (adult novel) ISBN 0-425-04199-9.
- Frank, Anne. *The Diary of a Young Girl*. Pocket Books, 1953. ISBN 0-671-54683-X.
- Gehrts, Barbara. *Don't Say a Word*. McElderry Books, 1986. (1975 originally) (gr. 7 up) ISBN 0-689-50412-8.
- Greene, Bette. *Summer of My German Soldier*. Bantam, 1984. (1973 originally) (gr. 7 to 12) ISBN 0-553-27247-0.
- Hersey, John. *The Wall*. Random, 1988. (1961 originally) (adult novel) ISBN 0-394-75696-7.
- Holm, Anne. *I Am David*. (grade 8) Mammoth, 1989. ISBN 0-7497-0136-6.
- Kerr, M. E. *Gentlehands*. Bantam, 1982. (gr. 8) ISBN 0-553-26677-2.
- Levoy, Myron. *Alan and Naomi*. Harper, 1987. (1977 originally) (gr. 6 up) ISBN 0-06-440209-6.
- Matas, Carol. *Lisa*. Lester & Orpen Denys, 1987. (gr. 7) ISBN 0-88619-163-7.
- Mazer, Harry. *Last Mission*. Dell, 1981. (gr. 7 up) ISBN 0-440-94797-9.
- Orgel, Doris. *Devil in Vienna*. Penguin, 1988. (gr. 7 up) ISBN 0-14-032500-X
- Reiss, Johanna. *Upstairs Room*. Bantam, 1973. (gr. 7 up) ISBN 0-553-24784-0.
- Richter, Hans Peter. *Friedrich*. Puffin Books, 1987 (1961 originally) (gr. 7) ISBN 0-14-032205-1.
- Strasser, Todd. *The Wave*. Dell, 1981. (gr. 8 up) ISBN 0-440-99371-7.
- Wiesel, Elie. *Night*. Bantam, 1960. (adult novel) ISBN 0-553-20807-1.



CONVERSATION WITH ALICE McQUADE, BCTF PRESIDENT

reported by WILLA WALSH, editor

Editor's Comment: The BCTLA executive invited Alice McQuade to their executive meeting on January 14. The following synopsis is the result of that conversation. The discussion took the format of a question and answer period relating to advocacy issues in regards to the imminent start of provincial bargaining.

Question: How do we, as a PSA, impact the stakeholder groups in the new bargaining structure?

Reply: The stakeholder groups include the BCTF Executive, the Bargaining Council, the Bargaining Committee, the Negotiating Team, the Management and Employers Group and the BCTF Representative Assembly. Your approach depends whether the group is an internal or external group. (i.e. part of your union or outside it) You must be aware of the concern every group is feeling at this time of uncertainty in the bargaining process. The bargaining model follows the local model only on an expanded scale. There will be a larger Representative Assembly and all Presidents of each teacher local will be going to the RA—they will bring issues forward. When targeting stakeholder groups you must consider whether they are voting or non-voting groups. Nonvoting groups include the Committee Chairs and the PSAs. Start locally and work through each step of the process.

Question: The most recent issue of BCTF Alert mentions non-enrolling teachers as a bargaining priority. What issues do you recognize as facing non-enrolling teachers?

Reply: On the Bargaining Team there is no spot for any special interest groups—all teachers are represented. Remember, however, that the vast majority of the teachers in the province are enrolling. You can obtain quick access to the Bargaining Team through your union locals. Provincial negotiations will depend upon what is going on in the larger environment in the province. This is not a good time to be going to the table for more—therefore do not ap-

proach the Bargaining Committee as yet. The Bargaining Team is working hard for no contract stripping and this issue could stay. The Bargaining Team will be open to hearing from members. The BCTF is very committed to non-enrolling teachers, and I recommend that you be vigilant and become part of the whole by influencing local resolutions that will go forward to the RA. This will affect the bargaining objectives. In the teacher bargaining objectives, the cost-related items are provincial and the non-money items may be dealt with locally. No decisions have been made yet on what to take to the table.

Question: How can we have input into the actual bargaining language which will affect our jobs as teacher-librarians?

Reply: The Bargaining Council will not write the language, but will provide input. A large majority of locals in the province have no language about teacher-librarian staffing levels. Some zones have good language and others have bad language. There is a disparity in the formulas. Richmond has language that other locals do not have, and we may use their language in this case. The PSA Council will not write language but is also able to give advice on language. The final product must create a balance of interests without abusing the minority groups. Go back to your locals and try to influence RA policy through that means (May, 1995).

Example: Motions from the Quesnel Teachers Association are going to be heard at the next Representative Assembly concerning teacher-librarians not being used for prep time. The role description of the teacher-librarian, as outlined in Developing Independent Learners, is recommended to be adopted as BCTF policy.

There are BCTLA concerns about teacher-librarian staffing levels, qualifications, paraprofessional support, public relations and the feasibility of a paid advocate or lobbyist. I have problems with your stand on qualifications and would like to discuss this further. There is no problem with the paraprofessional assistance issue as a bargaining objective—that is a given. A paid advocate is not recommended—that is not how it works. A proposed

literacy campaign by publishers who will speak to teacher-librarians' causes should be discussed with Mike Lombardi at the BCTF. Although the BCTF has passed policy to deal with Education and Business partnerships, there is a protocol regarding the press that must be followed. I recommend that BCTLA members attend the AGM both as delegates and attendees.

Question: How can teachers do a better job of promoting education to the public?

Reply: Even though public support of education is decreasing, there are ways to rebuild the public's confidence. We must present ourselves as confident decision-makers. The system is not in crisis and we do have a plan. Polling indicates that the public wants changes. If we can slow down the new Ministry Curricular Initiatives that will be a major victory as the system cannot accommodate all these changes at once. The Federation has been working to promote education, trying to be more positive and not reacting in the press to every issue. At the moment we do have a Minister of Education who believes in public education.

Happy are those who dream dreams and are ready to pay the price to make them come true.



SCHOOL DISTRICT BUDGETS FOR LEARNING RESOURCES

from the **RESEARCH DEPARTMENT, BCTF**

Each year the B.C. Ministry of Education distributes to school districts funding to purchase learning resources. Learning resource funds can only be spent on learning resources, as defined by the ministry. These include print, non-print, software and the like.

Funds not expended at the end of the year remain in the account and can be expended in future years.

Tens of millions of dollars have been sitting unexpended in learning resources accounts around the province. At the same time, many teachers and teacher-librarians have been told money for learning resources is not available.

The unspent amounts in learning resources accounts around the province reached a total of \$24,347,305 as of June 1994. The total additional amount distributed to districts during 1994-95 is \$22,068,113. The total now available on a province-wide basis totals more than \$46 million.

The data on funding was recorded as of June 30, 1994 and provided by the B.C. Ministry of Education, Learning Resources Branch.

Editor's Comment: 20% of these funds can be used for hardware for resources and 5% can be used for release time for teachers to select resources.

LEARNING RESOURCES FUNDING SUMMARY FUNDS FOR 1994-95 BY DISTRICT

| District | Balance at June 1994 \$ | Total '94-95 Allocation \$ | Total Available \$ |
|----------------------|----------------------------|-------------------------------|-----------------------|
| 01 Fernie | 273,041 | 126,499 | 399,540 |
| 02 Cranbrook | 52,365 | 170,191 | 222,556 |
| 03 Kimberley | 104,469 | 92,515 | 196,984 |
| 04 Windermere | 20,837 | 75,324 | 96,161 |
| 07 Nelson | 119,584 | 165,434 | 285,018 |
| 09 Castlegar | 93,533 | 104,808 | 198,341 |
| 10 Arrow Lakes | 5,563 | 46,509 | 52,072 |
| 11 Trail | 140,255 | 141,919 | 282,174 |
| 12 Grand Forks | 30,411 | 77,798 | 108,209 |
| 13 Kettle Valley | 48,357 | 37,274 | 85,631 |
| 14 Southern Okanagan | 51,674 | 107,468 | 159,142 |
| 15 Penticton | 126,831 | 229,587 | 356,418 |
| 16 Keremeos | 66,872 | 33,399 | 100,271 |
| 17 Princeton | 35,811 | 41,759 | 77,570 |
| 18 Golden | 195,248 | 69,317 | 264,565 |
| 19 Revelstoke | 128,535 | 72,467 | 201,002 |
| 21 Armstrong | 12,123 | 77,588 | 89,711 |

| District | Balance at June 1994 \$ | Total '94-95 Allocation \$ | Total Available \$ |
|----------------------|------------------------------------|---------------------------------------|-------------------------------|
| 22 Vernon | 496,135 | 398,192 | 894,327 |
| 23 Central Okanagan | 1,661,032 | 815,877 | 2,476,909 |
| 24 Kamloops | 508,444 | 618,694 | 1,127,138 |
| 26 North Thompson | 47,618 | 55,315 | 102,933 |
| 27 Cariboo-Chilcotin | 621,533 | 349,784 | 971,317 |
| 28 Quesnel | 259,254 | 197,521 | 456,775 |
| 29 Lillooet | 112,751 | 54,744 | 167,495 |
| 30 South Cariboo | 25,094 | 62,123 | 87,217 |
| 31 Merritt | 69,287 | 90,139 | 159,426 |
| 32 Hope | 97,777 | 65,799 | 163,576 |
| 33 Chilliwack | 561,804 | 374,003 | 935,807 |
| 34 Abbotsford | 262,465 | 647,004 | 909,469 |
| 35 Langley | 1,444,700 | 636,761 | 2,081,461 |
| 36 Surrey | 146,900 | 1,822,551 | 1,969,451 |
| 37 Delta | 1,100,777 | 669,668 | 1,770,445 |
| 38 Richmond | 1,220,260 | 834,983 | 2,055,243 |
| 39 Vancouver | 2,291,184 | 2,019,621 | 4,310,805 |
| 40 New Westminster | 138,121 | 204,969 | 343,090 |
| 41 Burnaby | 636,849 | 810,008 | 1,446,857 |
| 42 Maple Ridge | 747,355 | 470,352 | 1,217,707 |
| 43 Coquitlam | 1,309,413 | 1,063,090 | 2,372,503 |
| 44 North Vancouver | 56,101 | 629,580 | 685,681 |
| 45 West Vancouver | 105,370 | 233,077 | 338,447 |
| 46 Sunshine Coast | 93,499 | 159,632 | 253,131 |
| 47 Powell River | 198,496 | 129,648 | 328,144 |
| 48 Howe Sound | 55,145 | 149,356 | 204,501 |
| 49 Central Coast | 4,284 | 33,621 | 37,905 |
| 50 Queen Charlotte | 1,267 | 55,302 | 56,569 |
| 52 Prince Rupert | 491,163 | 155,336 | 646,499 |
| 54 Bulkley Valley | 126,325 | 122,874 | 249,199 |
| 55 Burns Lake | 103,426 | 70,531 | 173,957 |
| 56 Nechako | 196,753 | 145,399 | 342,152 |
| 57 Prince George | 1,287,940 | 735,024 | 2,022,964 |
| 59 Peace River South | 356,095 | 220,718 | 576,813 |
| 60 Peace River North | 30,047 | 214,589 | 244,636 |
| 61 Greater Victoria | 994,004 | 845,799 | 1,839,803 |
| 62 Sooke | 471,773 | 322,020 | 793,793 |
| 63 Saanich | 476,313 | 330,421 | 806,734 |
| 64 Gulf Islands | 2,407 | 74,259 | 76,666 |
| 65 Cowichan | 113,455 | 303,946 | 417,401 |
| 66 Lake Cowichan | 26,524 | 63,055 | 89,579 |
| 68 Nanaimo | 1,039,222 | 617,441 | 1,656,663 |

| District | Balance at June 1994 \$ | Total '94-95 Allocation \$ | Total Available \$ |
|------------------------|----------------------------|-------------------------------|--------------------------|
| 69 Qualicum | 53,545 | 203,586 | 257,131 |
| 70 Alberni | 113,359 | 232,391 | 345,750 |
| 71 Courtenay | 387,327 | 382,941 | 770,268 |
| 72 Campbell River | 719,439 | 305,466 | 1,024,905 |
| 75 Mission | 238,173 | 261,678 | 499,851 |
| 76 Agassiz | 9,574 | 43,595 | 53,169 |
| 77 Summerland | 92,856 | 83,603 | 176,459 |
| 80 Kitimat | 174,342 | 102,715 | 277,057 |
| 81 Fort Nelson | 0 | 62,400 | 62,400 |
| 84 Vancouver Island W. | 8,537 | 41,221 | 49,758 |
| 85 Vancouver Island N. | 303,611 | 121,119 | 424,730 |
| 86 Creston | 45,187 | 110,683 | 155,870 |
| 87 Stikine | 42,715 | 28,550 | 71,265 |
| 88 Terrace | 254,484 | 221,641 | 476,125 |
| 89 Shuswap | 336,190 | 292,518 | 628,708 |
| 92 Nisga'a | 74,095 | 31,324 | 105,419 |
| <u>TOTALS</u> | <u>24,347,305</u> | <u>22,068,113</u> | <u>46,415,418</u> |

**THE SCHOOL OF LIBRARY, ARCHIVAL, AND
INFORMATION STUDIES AT UBC PRESENTS**

**AN INTRODUCTION TO THE INTERNET FOR TEACHER-
LIBRARIANS**

The INTERNET—subject of countless books, magazine articles, newspaper supplements and television programs. Yet despite all the media attention, many teacher-librarians are still not sure what the Internet is, what it does or what effect it will have on their libraries and library programs.

This workshop will focus on Internet resources and facilities of interest to teacher-librarians and will assist them in evaluating their use and appropriateness within existing library programs. Instruction will consist of live demonstrations, followed by 'hands on' lab exercises. No telecommunications or Internet experience is required but basic computer knowledge and experience is an asset.

So, plan to join us on **Saturday, September 30, 1995** at the School of Library, Archival and Information Studies. Detailed registration information for this workshop will be included in the June issue of *The Bookmark*.

PROTECT YOUR WINDOWS 3.1 PROGRAM MANAGER

by **MARK KEELAN**, teacher, A. H. P. Matthew Elementary School, SD #36 (Surrey).

School libraries that use Windows 3.1 can now use a free program that helps to prevent users from making unwanted changes.

SecGroup lets you protect your Windows 3.1 Program Manager. It allows you to choose Program Manager groups to protect with passwords. It allows user groups with unique passwords to access specified groups. You may also optionally disable the Run command from the file menu, remove the File menu completely, disable "Save settings on exit," and disable "Exit to DOS." It can also prevent the creation, deletion, and renaming of program groups and items. Best of all, it comes at a great price. It's free.

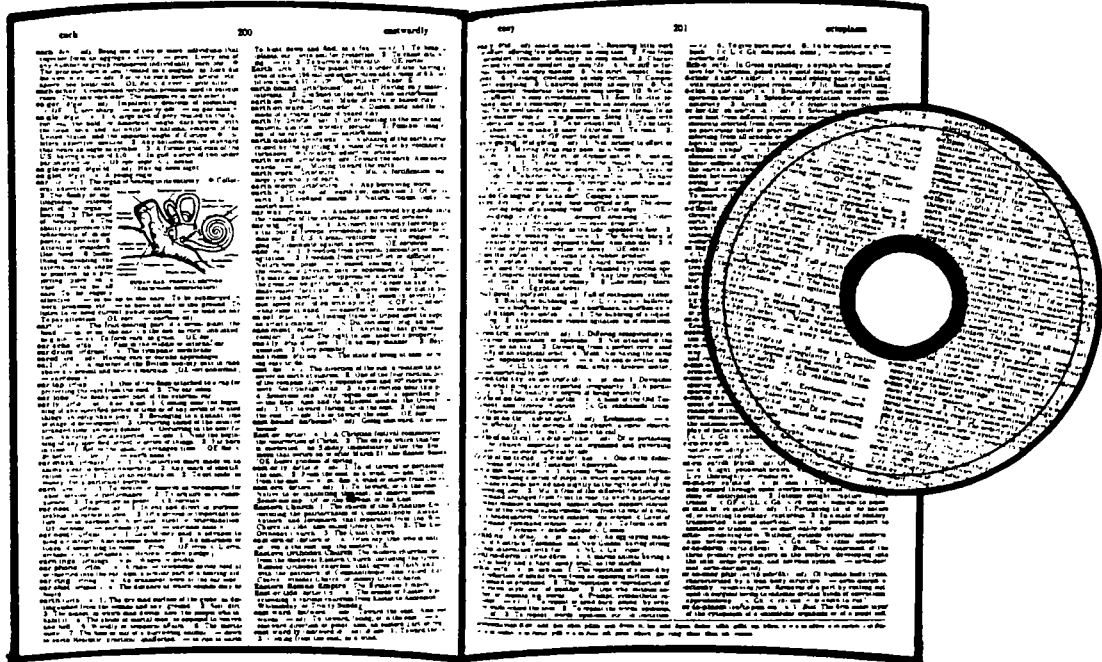
In Vancouver, the program is available as a zipped (compressed) file from the Deep Cove bulletin board. It is called SECGRP11.ZIP. The same compressed file is

also available on several Internet gopher sites. Use the Veronica search tool to find it, or check "GOPHER.EUNET.CH", (gopher port 70). The menu path is

"9/archive/software/msdos/windows/desktop/secgrp11.zip". See Goldsmith, J. "Cruising down the Internet with a gopher as our guide," *The Bookmark*, December, 1994 for tips on how to navigate the Internet with a gopher.

To transfer Internet files, your service provider must be able to transfer files using the same method as your own software. You need a file decompression program such as PKUNZIP.EXE to unzip (decompress) SecGroup so that you can use it. The author of SecGroup is Andreas Furrer. If you have problems, comments, or suggestions about the program, send E-Mail to: s_furrer@ira.uka.de

The White Knight said... "It's my own invention."



WORKING AND LEARNING CONDITIONS SURVEY

JANUARY 1995 FULL SURVEY UPDATE

Collated and prepared by **ROSLYN HEIDE**, Working and Learning Conditions Chairperson. She may be contacted at school (596-8561 after 2:30 p.m.) or by Fax (599-7312) regarding the survey and other related concerns.

We were fortunate enough to receive many additional surveys from districts without active chapters therefore, the entire survey has been updated and published to facilitate any future **ADVOCACY** presentations for the remainder of 1995. All participants in this survey are to be commended for their efforts. If there are any further questions regarding this survey, please contact Roslyn Heide.

NOTE: THE FOLLOWING SYMBOLS ARE USED IN THIS REPORT.

FTE = Full-Time Equivalent. All professional and clerical staffing use the same formula to reach a numerical figure which is consistent and comparable.

$$\frac{\text{Total staff} \times 1000}{\text{Total students}} = \text{FTE}$$

PROFESSIONAL STAFFING

BCTF minimum criteria for professional staffing in school library resource centres are:

| Students | Teacher-Librarians |
|--------------|--------------------|
| 200 or fewer | 0.6 FTE |
| 201-400 | 1.0 |
| 401-750 | 1.5 |
| 751-1000 | 2.0 |
| Over 1000 | 2.5 |

Plus 0.5 teacher-librarian for each full 400 students above 1000.

ELEMENTARY PROFESSIONAL STAFFING (RANKED BY T-L / 1000)

| District | Response | T-L/ 1000 | T-L Cuts | Prep. # | Prep % | % T-L Trained |
|-------------------|----------|--------------|-------------|---------|--------|------------------|
| 49 CENTRAL COAST | 1/1 | 4.35** | 0/1 | 0/1 | 0% | 100% |
| 28 QUESNEL | 12/14 | 2.97 | 0/12 | 11/12 | 33% | 75% |
| 81 FORT NELSON | 3/3 | 2.90* | 0/3 | 0/3 | 0% | 0% |
| 72 CAMPBELL RIVER | 12/15 | 2.80 | 0/12 | 1/12 | 0% | 58% |
| 45 WEST VANCOUVER | 12/12 | 2.70 | 3/12 | 2/12 | 0% | 50% |
| 21 ARMSTRONG | 3/3 | 2.65** | 0/3 | 0/3 | 0% | 67% |
| 65 COWICHAN | 15/18 | 2.61* | 0/15 | 0/15 | 0% | 93% |
| 75 MISSION | 10/15 | 2.58* | 4/10 | 10/10 | 77% | 80% |
| 04 WINDERMERE | 6/6 | 2.52 | 1/6 | 2/6 | 55% | 33% |

ELEMENTARY PROFESSIONAL STAFFING (CONTINUED)

| | District | Response | T-L/ 1000 | T-L Cuts | Prep. # | Prep % | % T-L Trained |
|----|---------------------|----------|--------------|-------------|---------|------------|------------------|
| 54 | BULKLEY VALLEY | 2/7 | 2.50 | 3/7 | 3/7 | 1% | 43% |
| 18 | GOLDEN | 5/5 | 2.48 | 2/7 | 5/5 | 19% | 60% |
| 80 | KITIMAT | 5/5 | 2.46 | 3/5 | 3/5 | 15% | 60% |
| 31 | MERRITT | 4/5 | 2.40* | 3/4 | 0/4 | 0% | 67% |
| 27 | CARIBOO-CHILCOTIN | 10/20 | 2.38 | 7/10 | 10/10 | 41% | 70% |
| 39 | VANCOUVER | 89/91 | 2.38 | 15/89 | 17/89 | 15% | 97% |
| 77 | SUMMERLAND | 3/3 | 2.36 | 0/3 | 0/3 | 0% | 100% |
| 70 | ALBERNI | 14/14 | 2.31 | 3/14 | 5/14 | 9% | 93% |
| 02 | CRANBROOK | 8/8 | 2.31 | 2/8 | 2/8 | 1.5% | 63% |
| 33 | CHILLIWACK | 19/21 | 2.28* | 6/19 | 4/19 | 4% | 68% |
| 76 | AGASSIZ-HARRISON | 2/2 | 2.24 | 0/2 | 0/2 | 0% | 50% |
| 23 | CENT. OKANAGAN | 33/33 | 2.21* | 3/33 | 0/33 | 0% | 88% |
| 38 | RICHMOND | 37/37 | 2.21 | 0/37 | 0/37 | 0% | 84% |
| 60 | PEACE RIVER N. | 10/10 | 2.20* | 9/10 | 5/10 | 24% | 40% |
| 19 | REVELSTOKE | 4/4 | 2.18 | 0/4 | 0/4 | 0% | 25% |
| 88 | TERRACE | 9/13 | 2.17* | 0/9 | 0/9 | 0% | 67% |
| 57 | PRINCE GEORGE | 46/46 | 2.16* | 14/46 | 7/46 | 05% | 72% |
| 44 | NORTH VANCOUVER | 33/33 | 2.17 | 0/33 | 5/33 | 4% | 64% |
| 66 | LAKE COWICHAN | 3/5 | 2.12 | 1/3 | 1/3 | 16% | 33% |
| 03 | KIMBERLEY | 5/6 | 2.10 | 1/5 | 4/5 | 64% | 0% |
| 15 | PENTICTON | 10 | 2.10 | 4/10 | 10/10 | 46% | 90% |
| 89 | SHUSWAP | 17/20 | 2.05 | 1/17 | 8/17 | 34% | 47% |
| 46 | SUNSHINE COAST | 7/9 | 2.03 | 6/7 | 6/7 | 29% | 50% |
| 01 | FERNIE | 7/7 | 2.02* | 5/7 | 7/7 | 86% | 57% |
| 36 | SURREY | 57/88 | 2.00 | 4/57 | 57/57 | 40% | 96% |
| 48 | HOWE SOUND | 9/9 | 1.93 | 2/9 | 2/9 | 0% | 50% |
| 32 | HOPE | 2/2 | 1.92 | 1/2 | 1/2 | 22% | 50% |
| 37 | DELTA | 23/24 | 1.90 | 0/23 | 6/23 | 5% | 96% |
| 43 | COQUITLAM | 48/49 | 1.86* | 10/48 | 42/48 | 34% | 64% |
| 41 | BURNABY | 38/38 | 1.84 | 0/38 | 0/38 | 0% | 86% |
| 40 | NEW WESTMINSTER | 6/9 | 1.83 | n.a. | 6/6 | 69% | 33% |
| 30 | SOUTH CARIBOO | 5/6 | 1.76 | 0/5 | 2/5 | 33% | 40% |
| 11 | TRAIL | 6/11 | 1.76 | 0/6 | 0/6 | 0% | 0% |
| 22 | VERNON | 15/15 | 1.75 | 14/15 | 4/15 | 5% | 65% |
| 24 | KAMLOOPS | 35/39 | 1.70 | 8/35 | 7/35 | 7% | 54% |
| 64 | GULF ISLANDS | 6/7 | 1.69* | 3/6 | 1/6 | 3% | 67% |
| 07 | NELSON | 11/12 | 1.68 | 4/6 | 6/11 | | 25% |
| 42 | MAPLE RIDGE | 20/25 | 1.63 | 18/20 | 17/20 | 29% | 80% |
| 68 | NANAIMO | 34/34 | 1.60 | 34/34 | 34/34 | 64% | 100% |
| 26 | NORTH THOMPSON | 4/4 | 1.56 | 1/4 | 0/4 | 0% | 25% |
| 09 | CASTLEGAR | 3/7 | 1.50 | 2/3 | 1/3 | 17% | 67% |
| 69 | QUALICUM | 8/8 | 1.38 | 2/8 | 1/8 | 0% | 40% |
| 62 | SOOKE | 10/17 | 1.30 | 3/10 | 6/10 | 49% | 52% |
| 35 | LANGLEY | 25/32 | 1.13 | 8/25 | 17/19 | 55% | 52% |
| 34 | ABBOTSFORD | 32/33 | 0.85 | 15/32 | 18/32 | 74% | 78% |
| 63 | SAANICH | 13/14 | 0.74 | 0/13 | 0/13 | 0% | 23% |
| 10 | ARROW LAKES | 4/5 | 0.71 | 2/4 | 0/4 | 0% | 33% |
| 47 | POWELL RIVER | 7/7 | 0.70 | 6/7 | 5/7 | 62% | 43% |
| | 1995 AVERAGE | | 2.05 | | | 20% | 59% |

- * Meet BCTF minimum standards for staffing in at least 1 school.
- ** Meet BCTF minimum standards for staffing in all schools.

SECONDARY PROFESSIONAL STAFFING (RANKED BY T-L / 1000)

| | District | Response | T-L/ 1000 | T-L Cuts | Prep. # | Prep % | % T-L Trained |
|----|-------------------|----------|--------------|-------------|------------|-----------|------------------|
| 81 | FORT NELSON | 1/1 | 2.35 | 0/1 | 0/1 | 0% | 0% |
| 76 | AGASSIZ-HARRISON | 1/1 | 2.30 | 0/1 | 0/1 | 0% | 100% |
| 31 | MERRITT | 1/2 | 2.20 | 0/1 | 0/1 | 0% | 50% |
| 04 | WINDERMERE | 2/2 | 2.09 | 0/2 | 0/2 | 0% | 50% |
| 49 | CENTRAL COAST | 1/1 | 2.00* | 0/1 | 0/1 | 0% | 100% |
| 70 | ALBERNI | 5/5 | 1.87 | 0/5 | 0/5 | 0% | 100% |
| 60 | PEACE RIVER N | 6/6 | 1.86* | 2/6 | 2/6 | 8% | 67% |
| 88 | TERRACE | 6/6 | 1.80 | 0/6 | 0/6 | 0% | 83% |
| 10 | ARROW LAKES | 2/2 | 1.78 | 0/2 | 0/2 | 0% | 50% |
| 54 | BULKLEY VALLEY | 3/3 | 1.76* | 1/3 | 1/3 | 33% | 33% |
| 26 | N. THOMPSON | 1/1 | 1.73 | 0/1 | 0/1 | 0% | 100% |
| 18 | GOLDEN | 1/1 | 1.61 | 0/1 | 1/1 | 13% | 0% |
| 89 | SHUSWAP | 6/6 | 1.61 | 0/5 | 0/5 | 0% | 100% |
| 57 | PRINCE GEORGE | 11/11 | 1.58 | 0/11 | 0/11 | 0% | 87% |
| 77 | SUMMERLAND | 1/1 | 1.54 | 0/1 | 0/11 | 0% | 100% |
| 46 | SUNSHINE COAST | 2/3 | 1.50 | 0/2 | 0/2 | 0% | 100% |
| 64 | GULF ISLANDS | 1/1 | 1.49 | 0/1 | 0/1 | 0% | 100% |
| 16 | KEREMEOS | 1/1 | 1.47 | 0/1 | 0/1 | 0% | 0% |
| 09 | CASTLEGAR | 2/2 | 1.45 | 1/2 | 0/2 | 0% | 100% |
| 69 | QUALICUM | 5/5 | 1.43 | 1/5 | 0/5 | 0% | 71% |
| 66 | LAKE COWICHAN | 1/1 | 1.42 | 0/1 | 0/1 | 0% | 100% |
| 21 | ARMSTRONG | 1/1 | 1.38 | 0/1 | 0/1 | 0% | 100% |
| 23 | CENT. OKANAGAN | 11/11 | 1.34 | 0/11 | 0/11 | 0% | 100% |
| 19 | REVELSTOKE | 1/1 | 1.33 | 0/1 | 0/1 | 0% | 100% |
| 63 | SAANICH | 6/6 | 1.33 | 0/6 | 0/6 | 0% | 100% |
| 72 | CAMPBELL RIVER | 3/7 | 1.33 | 1/3 | 0/3 | 0% | 100% |
| 27 | CARIBOU-CHILCOTIN | 3/5 | 1.30 | 1/3 | 0/3 | 0% | 67% |
| 33 | CHILLIWACK | 6/6 | 1.29 | 0/6 | 0/6 | 0% | 100% |
| 28 | QUESNEL | 3/3 | 1.28 | 0/3 | 0/3 | 0% | 67% |
| 65 | COWICHAN | 5/5 | 1.28 | 0/5 | 0/5 | 0% | 80% |
| 48 | HOWE SOUND | 3/3 | 1.27 | 2/3 | 0/3 | 0% | 67% |
| 07 | NELSON | 5/5 | 1.24 | 1/5 | 0/5 | 0% | 25% |
| 43 | COQUITLAM | 14/14 | 1.24 | 0/14 | 1/14 | .2% | 100% |
| 22 | VERNON | 5/5 | 1.17 | 0/5 | 0/5 | 0% | 100% |
| 11 | TRAIL | 3/3 | 1.13 | 1/3 | 0/3 | 0% | 67% |
| 24 | KAMLOOPS | 9/9 | 1.10 | 3/9 | 0/9 | 0% | 89% |
| 47 | POWELL RIVER | 4/4 | 1.08 | 1/4 | 0/4 | 0% | 75% |
| 34 | ABBOTSFORD | 6/6 | 1.03 | 0/6 | 0/6 | 0% | 100% |
| 40 | NEW WESTMINSTER | 1/1 | 1.03 | 0/1 | 0/1 | 0% | 100% |
| 44 | NORTH VANCOUVER | 8/8 | 1.02 | 1/8 | 1/8 | 3% | 88% |
| 37 | DELTA | 7/7 | 1.00 | 0/7 | 0/7 | 0% | 75% |
| 39 | VANCOUVER | 16/18 | 1.00 | 4/16 | 0/16 | 0% | 100% |
| 62 | SOOKE | 5/5 | 1.00 | 3/5 | 0/3 | 0% | 80% |
| 68 | NANAIMO | 7/7 | 1.00 | 7/7 | 0/7 | 0% | 100% |
| 80 | KITIMAT | 1/1 | 0.98 | 0/1 | 0/1 | 0% | 100% |

SECONDARY PROFESSIONAL STAFFING (CONTINUED)

| | District | Response | T-L/ 1000 | T-L Cuts | Prep. # | Prep % | % T-L Trained |
|----|---------------------|----------|--------------|-------------|------------|-----------|------------------|
| 36 | SURREY | 12/17 | 0.96* | 0/12 | 0/12 | 0% | 82% |
| 45 | WEST VANCOUVER | 3/3 | 0.95 | 0/3 | 0/3 | 0% | 100% |
| 75 | MISSION | 2/2 | 0.95 | 0/2 | 0/2 | 0% | 100% |
| 38 | RICHMOND | 9/9 | 0.91 | 0/9 | 0/9 | 0% | 100% |
| 32 | HOPE | 1/1 | 0.90 | 0/1 | 0/1 | 0% | 100% |
| 35 | LANGLEY | 8/8 | 0.87 | 1/8 | 1/8 | 2% | 88% |
| 42 | MAPLE RIDGE | 4/5 | 0.83 | 3/4 | 0/4 | 0% | 63% |
| 41 | BURNABY | 6/6 | 0.74 | 0/6 | 0/6 | 0% | 90% |
| 30 | SOUTH CARIBOO | 3/3 | 0.00 | 0/3 | 0/3 | 0% | 0% |
| | 1995 AVERAGE | | 1.64 | | | | 82% |

* Meet BCTF minimum standards for staffing in at least 1 school.

** Meet BCTF minimum standards for staffing in all schools.

CLERICAL TIME

The BCTF minimum criteria for clerical staffing in library resource centres are:

| Students | Library Assistants/Technicians |
|--------------|--------------------------------|
| 200 or fewer | 0.5 FTE |
| 201 - 400 | 1.0 |
| 401 - 750 | 1.5 |
| 751 - 1000 | 2.0 |
| Over 1000 | 2.5 |

Plus 0.5 library-assistant for each full 400 students above 1000.

The average for the reporting elementary school libraries is .99, a decrease from last year's 1.08 L-A FTE / 1000 and the average for secondary school libraries is .87, down considerably from last year's 1.09 L-A FTE / 1000 students and a loss of 26% over a two year period.

ELEMENTARY CLERICAL STAFFING (ranked by L-A / 1000)

| # | District | Response | L-A /1000 | # of Cuts | T-L/ 1000 |
|----|-------------------|----------|--------------|--------------|--------------|
| 49 | CENTRAL COAST | 1/1 | 5.43 | 0/1 | 4.35 |
| 60 | PEACE RIVER NORTH | 10/10 | 3.70* | 2/10 | 2.20 |
| 10 | ARROW LAKES | 4/5 | 3.10 | 0/4 | 0.71 |
| 21 | ARMSTRONG | 3/3 | 2.65** | 0/3 | 2.65 |
| 81 | FORT NELSON | 3/3 | 2.60 | 1/3 | 2.90 |
| 19 | REVELSTOKE | 4/4 | 2.49 | 0/4 | 2.18 |
| 30 | SOUTH CARIBOO | 5/6 | 2.25* | 1/5 | 1.76 |
| 47 | POWELL RIVER | 7/7 | 2.20 | 0/7 | 0.70 |
| 23 | CENTRAL OKANAGAN | 33/33 | 2.08 | 2/33 | 2.21 |
| 11 | TRAIL | 6/11 | 1.88 | 0/6 | 1.76 |
| 80 | KITIMAT | 5/5 | 1.78* | 5/5 | 2.46 |
| 77 | SUMMERLAND | 3/3 | 1.75 | 0/2 | 2.36 |

ELEMENTARY CLERICAL STAFFING (CONTINUED)

| # | District | Response | L-A /1000 | # of Cuts | T-L/ 1000 |
|----|---------------------|----------|--------------|--------------|--------------|
| 88 | TERRACE | 9/13 | 1.67* | 0/9 | 2.17 |
| 24 | KAMLOOPS | 35/39 | 1.50 | 0/35 | 1.70 |
| 04 | WINDERMERE | 6/6 | 1.48 | 0/6 | 2.52 |
| 69 | QUALICUM | 8/8 | 1.48 | 0/8 | 1.38 |
| 09 | CASTLEGAR | 3/7 | 1.45 | 0/11 | 1.50 |
| 40 | NEW WESTMINSTER | 6/9 | 1.39 | n.a | 1.83 |
| 64 | GULF ISLANDS | 6/7 | 1.36 | 0/6 | 1.69 |
| 22 | VERNON | 15/15 | 1.33 | 0/3 | 1.75 |
| 35 | LANGLEY | 25/32 | 1.31 | 5/25 | 1.13 |
| 66 | LAKE COWICHAN | 3/5 | 1.29 | 0/3 | 2.12 |
| 26 | NORTH THOMPSON | 4/4 | 1.22 | 0/4 | 1.56 |
| 46 | SUNSHINE COAST | 7/9 | 1.20 | 2/7 | 2.03 |
| 63 | SAANICH | 13/14 | 1.17 | 0/13 | 0.74 |
| 03 | KIMBERLEY | 5/6 | 1.15 | 0/5 | 2.10 |
| 89 | SHUSWAP | 17/20 | 1.08 | 0/17 | 2.05 |
| 18 | GOLDEN | 5/5 | 1.05 | 1/5 | 2.48 |
| 48 | HOWE SOUND | 9/9 | 1.03 | 0/9 | 1.93 |
| 01 | FERNIE | 7/7 | 1.02 | 3/7 | 2.02 |
| 15 | PENTICTON | 10 | 0.96 | 1/10 | 2.10 |
| 54 | BULKLEY VALLEY | 7/7 | 0.93 | 2/7 | 2.50 |
| 27 | CARIBOO- CHILCOTIN | 10/20 | 0.90 | 0/10 | 2.38 |
| 57 | PRINCE GEORGE | 46/46 | 0.84 | 13/46 | 2.16 |
| 72 | CAMPBELL RIVER | 12/15 | 0.78 | 11/12 | 2.80 |
| 62 | SOOKE | 10/17 | 0.66 | 0/10 | 1.30 |
| 45 | WEST VANCOUVER | 12/12 | 0.64 | 5/12 | 2.70 |
| 07 | NELSON | 11/12 | 0.54 | 0/11 | 1.68 |
| 34 | ABBOTSFORD | 32/33 | 0.52 | 4/32 | 0.85 |
| 39 | VANCOUVER | 89/91 | 0.47 | 18/89 | 2.38 |
| 68 | NANAIMO | 34/34 | 0.36 | 0/34 | 1.60 |
| 36 | SURREY | 57/88 | 0.35 | 25/57 | 2.00 |
| 70 | ALBERNI | 14/14 | 0.35 | 0/14 | 2.31 |
| 42 | MAPLE RIDGE | 20/25 | 0.34 | 5/20 | 1.63 |
| 43 | COQUITLAM | 48/49 | 0.34* | 8/48 | 1.86 |
| 02 | CRANBROOK | 8/8 | 0.25 | 2/8 | 2.31 |
| 44 | NORTH VANCOUVER | 33/33 | 0.22 | 7/33 | 2.15 |
| 75 | MISSION | 10/15 | 0.22 | 6/10 | 2.58 |
| 41 | BURNABY | 38/38 | 0.17 | 3/38 | 1.84 |
| 28 | QUESNEL | 12/14 | 0.16 | 0/12 | 2.97 |
| 31 | MERRITT | 4/5 | 0.00 | 0/4 | 2.40 |
| 32 | HOPE | 2/2 | 0.00 | 2/2 | 1.92 |
| 33 | CHILLIWACK | 19/21 | 0.00 | 7/19 | 2.28 |
| 37 | DELTA | 23/24 | 0.00 | 0/23 | 1.90 |
| 38 | RICHMOND | 37/37 | 0.00 | 0/37 | 2.21 |
| 65 | COWICHAN | 15/18 | 0.00 | 0/15 | 2.61 |
| 76 | AGASSIZ-HARRISON | 2/2 | 0.00 | 0/2 | 2.24 |
| | 1995 AVERAGE | | 1.14 | | 2.05 |

* These districts have at least one school meeting BCTF minimum clerical standards

** All schools in this district meet BCTF minimum clerical standards

SECONDARY CLERICAL STAFFING (ranked by L-A / 1000)

| # | District | Response | L-A /1000 | # of Cuts | T-L/ 1000 |
|----|--------------------|----------|-----------|-----------|-----------|
| 30 | S. CARIBOO | 3/3 | 4.60** | 0/3 | 0.00 |
| 49 | CENTRAL COAST | 1/1 | 4.00 | 0/1 | 2.00 |
| 10 | ARROW LAKES | 2/2 | 2.36 | 0/2 | 1.78 |
| 26 | N. THOMPSON | 1/1 | 2.36 | 0/1 | 1.73 |
| 66 | LAKE COWICHAN | 1/1 | 2.21 | 0/1 | 1.42 |
| 16 | KEREMEOS | 1/1 | 2.20 | 0/1 | 1.47 |
| 03 | KIMBERLEY | 2/2 | 2.13* | 0/2 | 1.65 |
| 81 | FORT NELSON | 1/1 | 2.00* | 0/1 | 2.35 |
| 60 | PEACE RIVER N. | 6/6 | 1.94* | 0/6 | 1.86 |
| 07 | NELSON | 5/5 | 1.82 | 0/5 | 1.24 |
| 77 | SUMMERLAND | 1/1 | 1.54 | 0/1 | 1.54 |
| 88 | TERRACE* | 6/6 | 1.52 | 0/6 | 1.80 |
| 43 | COQUITLAM | 14/14 | 1.51* | 1/12 | 1.24 |
| 21 | ARMSTRONG | 1/1 | 1.38 | 0/1 | 1.38 |
| 04 | WINDERMERE | 2/2 | 1.34 | 0/3 | 2.09 |
| 54 | BULKLEY VALLEY | 3/3 | 1.32 | 1/3 | 1.76 |
| 09 | CASTLEGAR | 2/2 | 1.28 | 0/2 | 1.45 |
| 11 | TRAIL | 3/3 | 1.27 | 0/3 | 1.13 |
| 23 | CENT. OKANAGAN | 11/11 | 1.25* | 0/11 | 1.34 |
| 24 | KAMLOOPS | 9/9 | 1.20 | 1/9 | 1.10 |
| 19 | REVELSTOKE | 1/1 | 1.18 | 1/1 | 1.33 |
| 69 | QUALICUM | 5/5 | 1.17 | 1/5 | 1.43 |
| 57 | PRINCE GEORGE | 11/11 | 1.16 | 1/11 | 1.58 |
| 22 | VERNON | 5/5 | 1.13 | 0/1 | 1.17 |
| 63 | SAANICH | 6/6 | 1.12 | 0/6 | 1.33 |
| 80 | KITIMAT | 1/1 | 0.98 | 1/1 | 0.98 |
| 89 | SHUSWAP | 6/6 | 0.97 | n.a. | 1.61 |
| 34 | ABBOTSFORD | 6/6 | 0.93 | 1/6 | 1.03 |
| 45 | W. VANCOUVER | 3/3 | 0.93 | 0/3 | 0.95 |
| 64 | GULF ISLANDS | 1/1 | 0.90 | 1/1 | 1.49 |
| 75 | MISSION | 2/2 | 0.89 | 2/2 | 0.95 |
| 62 | SOOKE | 5/5 | 0.88 | 0/5 | 1.00 |
| 70 | ALBERNI | 5/5 | 0.83 | 0/5 | 1.87 |
| 35 | LANGLEY | 8/8 | 0.83 | n.a. | 0.87 |
| 27 | CARIBOO- CHILCOTIN | 3/5 | 0.82 | n.a. | 1.30 |
| 48 | HOWE SOUND | 3/3 | 0.73 | 0/3 | 1.27 |
| 42 | MAPLE RIDGE | 4/5 | 0.73 | 1/4 | 0.83 |
| 37 | DELTA | 7/7 | 0.72 | 0/7 | 1.0 |
| 41 | BURNABY | 6/6 | 0.72 | 0/6 | 0.74 |
| 44 | N. VANCOUVER | 8/8 | 0.68 | 0/8 | 1.02 |
| 33 | CHILLIWACK | 6/6 | 0.59 | 4/6 | 1.29 |
| 39 | VANCOUVER | 16/18 | 0.59 | 3/16 | 1.00 |
| 40 | NEW WESTMINSTER | 1/1 | 0.57 | 0/1 | 1.03 |
| 47 | POWELL RIVER | 4/4 | 0.55 | 0/4 | 1.08 |
| 46 | SUNSHINE COAST | 2/3 | 0.50 | 1/2 | 1.50 |
| 72 | CAMPBELL RIVER | 3/7 | 0.50 | 3/3 | 1.33 |
| 36 | SURREY | 12/17 | 0.46 | 6/12 | 0.96 |
| 02 | CRANBROOK | 3/3 | 0.42 | 3/3 | 1.47 |
| 28 | QUESNEL | 3/3 | 0.39 | 0/3 | 1.28 |

SECONDARY CLERICAL STAFFING (CONTINUED)

| # | District | Response | L-A /1000 | # of Cuts | T-L/ 1000 |
|----|---------------------|----------|--------------|--------------|--------------|
| 68 | NANAIMO | 7/7 | 0.32 | 0/7 | 1.00 |
| 38 | RICHMOND | 9/9 | 0.31 | 0/9 | 0.91 |
| 65 | COWICHAN | 5/5 | 0.30 | 0/4 | 1.28 |
| 01 | FERNIE | 4/4 | 0.24 | 2/4 | 1.78 |
| 76 | AGASSIZ-HARRISON | 1/1 | 0.00 | 0/1 | 2.30 |
| 18 | GOLDEN | 1/1 | 0.00 | 0/1 | 1.61 |
| 31 | MERRITT | 1/2 | 0.00 | 0/1 | 2.20 |
| 32 | HOPE | 1/1 | 0.00 | 1/1 | 0.90 |
| | 1995 AVERAGE | | 1.15 | | 1.64 |

* These districts have at least one school meeting BCTF minimum clerical standards

** All schools in this district meet BCTF minimum clerical standards

SCHOOL LIBRARY RESOURCE CENTRE BUDGETS

The following symbols are used:

I = increased

D = decreased

S = same, no change

ELEMENTARY BUDGETS (ranked by \$ / student)

| # | District | Response | \$ / Student | I-D-S | Includes Supplies etc. |
|----|-------------------|----------|--------------|--------|------------------------------|
| 49 | CENTRAL COAST | 1/1 | \$40.00 | 0-1-0 | 1/1 |
| 77 | SUMMERLAND | 3/3 | \$34.12 | 0-0-3 | 3/3 |
| 81 | FORT NELSON | 3/3 | \$31.48 | 1-1-1 | 2/3 |
| 23 | CENTRAL OKANAGAN | 33/33 | \$31.34 | 3-0-30 | 23/33 |
| 30 | SOUTH CARIBOO | 5/6 | \$30.32 | 2-2-1 | 3/5 |
| 26 | NORTH THOMPSON | 4/4 | \$30.00 | 0-0-4 | 4/4 |
| 60 | PEACE RIVER NORTH | 10/10 | \$25.17 | 0-4-4 | 10/10 |
| 21 | ARMSTRONG | 3/3 | \$24.24 | 0-0-3 | 3/3 |
| 80 | KITIMAT | 5/5 | \$24.00 | 1-1-3 | 5/5 |
| 03 | KIMBERLY | 5/6 | \$24.00 | 0-0-4 | 5/5 |
| 04 | WINDERMERE | 6/6 | \$21.98 | 2-2-2 | 6/6 |
| 10 | ARROW LAKES | 4/5 | \$21.75 | 0-0-2 | 4/4 |
| 64 | GULF ISLANDS | 6/7 | \$21.24 | 1-1-4 | 2/2 |
| 76 | AGASSIZ-HARRISON | 2/2 | \$21.05 | 0-1-0 | 2/2 |
| 66 | LAKE COWICHAN | 3/5 | \$21.00 | 2-1-0 | 3/3 |
| 18 | GOLDEN | 5/5 | \$20.43 | 1-2-2 | 5/5 |
| 19 | REVELSTOKE | 4/4 | \$20.00 | 4-0-0 | 4/4 |
| 32 | HOPE | 2/2 | \$20.00 | 0-0-1 | 1/2 |
| 47 | POWELL RIVER | 7/7 | \$20.00 | 0-0-7 | 7/7 |
| 70 | ALBERNI | 14/14 | \$19.92 | 1-3-10 | 14/14 |
| 46 | SUNSHINE COAST | 7/9 | \$19.32 | 2-3-1 | 3/7 |
| 15 | PENTICTON | 10 | \$18.15 | 1-5-4 | 10/10 |
| 27 | CARIBOO-CHILCOTIN | 10/20 | \$17.38 | 0-10-0 | 10/10 |
| 22 | VERNON | 15/15 | \$17.22 | 4-1-5 | 15/15 |
| 28 | QUESNEL | 2/14 | \$17.14 | 0-12-0 | 12/12 |

ELEMENTARY BUDGETS (CONTINUED)

| # | District | Response | \$ / Student | I-D-S | Includes Supplies etc. |
|----|---------------------|----------|----------------|---------|------------------------|
| 24 | KAMLOOPS | 35/39 | \$16.49 | 0-2-33 | 35/35 |
| 45 | WEST. VANCOUVER | 12/12 | \$15.60 | 0-12-0 | 12/12 |
| 11 | TRAIL | 6/11 | \$15.39 | 0-0-3 | 3/3 |
| 89 | SHUSWAP | 17/20 | \$15.00 | 1-1-14 | 16/17 |
| 07 | NELSON | 11/12 | \$14.27 | 1-1-4 | 6/6 |
| 43 | COQUITLAM | 48/49 | \$14.00 | 7-4-37 | 32/48 |
| 75 | MISSION | 10/15 | \$13.83 | 0-8-2 | 8/10 |
| 31 | MERRITT | 4/5 | \$13.82 | 0-1-1 | 2/4 |
| 54 | BULKLEY VALLEY | 7/7 | \$13.67 | 0-7-0 | 7/7 |
| 40 | NEW WESTMINSTER | 6/9 | \$13.61 | 3-0-3 | 6/6 |
| 02 | CRANBROOK | 8/8 | \$13.28 | 2-0-6 | 4/8 |
| 37 | DELTA | 23/24 | \$13.20 | 13-2-8 | |
| 68 | NANAIMO | 34/34 | \$12.44 | 0-0-34 | 34/34 |
| 41 | BURNABY | 38/38 | \$11.90 | 38-0-0 | 38/38 |
| 01 | FERNIE | 7/7 | \$11.13 | 1-1-5 | 7/7 |
| 36 | SURREY | 57/88 | \$10.50 | 0-57-0 | 14/15 |
| 65 | COWICHAN | 15/18 | \$10.43 | 0-0-15 | 14/15 |
| 39 | VANCOUVER | 89/91 | \$10.19 | 0-0-89 | |
| 09 | CASTLEGAR | 3/7 | \$ 9.90 | 0-3-0 | 2/3 |
| 34 | ABBOTSFORD | 32/33 | \$ 9.61 | 0-6-9 | 15/15 |
| 63 | SAANICH | 13/14 | \$ 9.46 | 2-4-7 | 6/13 |
| 72 | CAMPBELL RIVER | 12/15 | \$ 8.16 | 0-12-0 | 12/12 |
| 35 | LANGLEY | 25/32 | \$ 7.11 | 2-10-11 | 8/25 |
| 42 | MAPLE RIDGE | 20/25 | \$ 6.92 | 2-4-14 | 20/20 |
| 44 | NORTH VANCOUVER | 33/33 | \$ 0.00 | 0-33-0 | 33/33 |
| 62 | SOOKE | 10/17 | \$0.00 | 0-10-0 | 10/10 |
| | 1995 AVERAGE | | \$17.26 | | |

SECONDARY BUDGETS (ranked by \$ / student)

| # | District | Response | \$ / Student | I-D-S | Includes Supplies etc. |
|----|----------------|----------|--------------|--------|------------------------|
| 30 | SO. CARIBOO | 3/3 | \$55.68 | 0-0-2 | 3/3 |
| 77 | SUMMERLAND | 1/1 | \$41.00 | 1-0-0 | 1/1 |
| 26 | N. THOMPSON | 1/1 | \$33.90 | 0-0-1 | 1/1 |
| 60 | PEACE RIVER N. | 6/6 | \$30.04 | 0-0-4 | 4/4 |
| 16 | KEREMEOS | 1/1 | \$30.00 | 0-1-0 | 1/1 |
| 23 | CENT. OKANAGAN | 11/11 | \$29.20 | 1-0-10 | 11/11 |
| 21 | ARMSTRONG | 1/1 | \$27.63 | 0-1-0 | 1/1 |
| 10 | ARROW LAKES | 2/2 | \$25.88 | 0-0-2 | 2/2 |
| 32 | HOPE | 1/1 | \$24.75 | 0-0-1 | 1/1 |
| 04 | WINDERMERE | 2/2 | \$24.50 | 0-1-1 | 2/2 |
| 22 | VERNON | 5/5 | \$21.67 | 3-0-2 | 5/5 |
| 18 | GOLDEN | 1/1 | \$21.38 | 0-0-1 | 1/1 |
| 28 | QUESNEL | 3/3 | \$20.53 | 0-2-1 | 3/3 |
| 03 | KIMBERLEY | 2/2 | \$20.00 | 1-1-0 | 2/2 |
| 19 | REVELSTOKE | 1/1 | \$20.00 | 1-0-0 | 1/1 |
| 49 | CENT. COAST | 1/1 | \$20.00 | 0-1-0 | 1/1 |

SECONDARY BUDGETS (CONTINUED)

| # | District | Response | \$ / Student | I-D-S | Includes Supplies etc. |
|----|---------------------|----------|----------------|--------|------------------------|
| 80 | KITIMAT | 1/1 | \$19.04 | 1-0-0 | 1/1 |
| 09 | CASTLEGAR | 2/2 | \$18.98 | 2-1-0 | 1/2 |
| 07 | NELSON | 5/5 | \$17.92 | 1-1-1 | 3/5 |
| 64 | GULF ISLANDS | 1/1 | \$17.90 | 0-1-0 | 1/1 |
| 76 | AGA.-HARRISON | 1/1 | \$17.56 | 1-0-0 | 1/1 |
| 47 | POWELL RIVER | 4/4 | \$17.52 | 0-2-1 | 4/4 |
| 40 | NEW WEST. | 1/1 | \$17.14 | 1-0-0 | 1/1 |
| 70 | ALBERNI | 5/5 | \$16.81 | 1-1-3 | 5/5 |
| 27 | CARIBOO-CH'N | 3/5 | \$16.70 | 0-3-0 | 3/3 |
| 24 | KAMLOOPS | 9/9 | \$16.66 | 0-3-6 | 9/9 |
| 81 | FORT NELSON | 1/1 | \$15.96 | 0-0-1 | 1/1 |
| 43 | COQUITLAM | 14/14 | \$15.64 | 6-0-8 | 1/14 |
| 45 | W. VANCOUVER | 3/3 | \$15.60 | 0-3-0 | 3/3 |
| 63 | SAANICH | 6/6 | \$15.40 | 0-1-5 | 4/6 |
| 89 | SHUSWAP | 6/6 | \$15.00 | 6-0-0 | 6/6 |
| 11 | TRAIL | 3/3 | \$14.98 | 0-1-1 | 2/3 |
| 01 | FERNIE | 4/4 | \$14.65 | 0-1-0 | 4/4 |
| 36 | SURREY | 12/17 | \$14.50 | 0-12-0 | 12/12 |
| 02 | CRANBROOK | 3/3 | \$14.33 | 0-2-1 | 3/3 |
| 37 | DELTA | 7/7 | \$14.06 | 0-0-7 | 6/7 |
| 34 | ABBOTSFORD | 6/6 | \$13.85 | 0-0-3 | 3/3 |
| 54 | BULKLEY VALLEY | 3/3 | \$13.67 | 0-3-0 | 3/3 |
| 46 | SUNSHINE COAST | 2/3 | \$13.25 | 0-1-1 | 2/2 |
| 39 | VANCOUVER | 16/18 | \$13.03 | n.a. | 18/18 |
| 65 | COWICHAN | 5/5 | \$12.50 | 0-1-4 | 3/5 |
| 68 | NANAIMO | 7/7 | \$12.44 | 0-0-7 | 7/7 |
| 75 | MISSION | 2/2 | \$12.00 | 0-2-0 | 2/2 |
| 41 | BURNABY | 6/6 | \$11.86 | 0-6-0 | 6/6 |
| 38 | RICHMOND | 9/9 | \$10.86 | 0-3-4 | 3/7 |
| 66 | LAKE COWICHAN | 1/1 | \$9.42 | 0-1-0 | n.a. |
| 42 | MAPLE RIDGE | 4/5 | \$8.31 | 1-2-1 | 4/4 |
| 72 | CAMPBELL RIVER | 3/7 | \$8.06 | 0-0-3 | 3/3 |
| 44 | N. VANCOUVER | 8/8 | \$0.00 | 0-8-0 | 8/8 |
| 62 | SOOKE | 5/5 | \$0.00 | 0-5-0 | 5/5 |
| | 1995 AVERAGE | | \$23.38 | | |

ELECTRONIC SERVICES SURVEY

The information presented below was based on the statistics from the September 1994 Working and Learning Conditions Survey. Districts are ranked in descending order by the percentage of schools that offer a computerized catalogue and circulation system. There may have been some ambiguity regarding whether a fax was available in the library or in the school office. For this survey, access to a fax in the office was not considered a fax in the library.

EXPLANATION: *The number of schools with CD-ROM, modem, / total # of schools, fax, laser disk, and computerized catalogue circulation*

ELECTRONIC SERVICES, ELEMENTARY (SORTED BY % COMPUTERIZED CATALOGUE / CIRCULATION)

| # | District | CD-ROM | Modem | Fax | Laser Disk | Comp. Cat./Cir. | % Comp. |
|----|-------------------|--------|-------|-------|------------|-----------------|---------|
| 21 | ARMSTRONG | 3/3 | 3/3 | 1/3 | 0/3 | 3/3 | 100% |
| 31 | MERRITT | 2/4 | 0/4 | 0/4 | 0/4 | 4/4 | 100% |
| 42 | MAPLE RIDGE | 20/20 | 18/20 | 0/20 | 7/20 | 20/20 | 100% |
| 47 | POWELL RIVER | 5/7 | 2/27 | 0/7 | 2/7 | 7/7 | 100% |
| 76 | AGASSIZ-HARRISON | 2/2 | 1/2 | 1/2 | 0/2 | 2/2 | 100% |
| 77 | SUMMERLAND | 3/3 | 3/3 | 0/3 | 0/3 | 3/3 | 100% |
| 32 | HOPE | 2/2 | 1/2 | 1/2 | 0/2 | 2*/2 | 100% |
| 24 | KAMLOOPS | 35/35 | 0/35 | 0/35 | 34/35 | 34/35 | 97% |
| 34 | ABBOTSFORD | 13/32 | 6/32 | 0/15 | 2/32 | 28/32 | 86% |
| 60 | PEACE RIVER NORTH | 4/10 | 1/10 | 0/10 | 1/10 | 8/10 | 80% |
| 48 | HOWE SOUND | 6/9 | 1/9 | 1/9 | 0/9 | 7/9 | 78% |
| 26 | N. THOMPSON | 4/4 | 2/4 | 0/4 | 0/4 | 3/4 | 75% |
| 38 | RICHMOND | 37/37 | 5/37 | 6/37 | 0/37 | 27/37 | 73% |
| 35 | LANGLEY | 21/25 | 6/25 | 1/25 | 1/25 | 18/25 | 72% |
| 27 | CARIBOO-CHILCOTIN | 8/10 | 2/10 | 0/10 | 1/10 | 7/10 | 70% |
| 81 | FORT NELSON | 3/3 | 1/3 | 1/3 | 0/3 | 2/3 | 67% |
| 80 | KITIMAT | 3/5 | 0/5 | 0/5 | 0/5 | 3/5 | 60% |
| 28 | QUESNEL | 12/12 | 0/12 | 0/12 | 0/12 | 1+6*/12 | 58% |
| 63 | SAANICH | 6/13 | 5/13 | 1/13 | 0/13 | 7/13 | 54% |
| 64 | GULF ISLANDS | 4/6 | 2/6 | 1/6 | 0/6 | 3/6 | 50% |
| 75 | MISSION | 5/10 | 0/10 | 1/10 | 1/10 | 5/10 | 50% |
| 04 | WINDERMERE | 4/6 | 4/6 | 0/6 | 0/6 | 2+1*/6 | 50% |
| 37 | DELTA | 22/23 | 9/23 | 1/23 | 0/23 | 9/23 | 39% |
| 07 | NELSON | 7/11 | 6/11 | 3/11 | 2/11 | 4/11 | 35% |
| 89 | SHUSWAP | 10/17 | 9/17 | 2/17 | 1/17 | 6/17 | 35% |
| 43 | COQUITLAM | 19/48 | 3/48 | 0/48 | 0/48 | 16/48 | 33% |
| 45 | WEST VANCOUVER | 11/12 | 11/12 | 2/12 | 1/12 | 4/12 | 32% |
| 62 | SOOKE | 6/10 | 5/10 | 1/10 | 0/10 | 3/10 | 30% |
| 41 | BURNABY | 22/38 | 18/38 | 0/38 | 5/38 | 11/38 | 29% |
| 22 | VERNON | 13/15 | 14/15 | 15/15 | 1/15 | 4/15 | 27% |
| 19 | REVELSTOKE | 4/4 | 4/4 | 1/4 | 1/4 | 1/4 | 25% |
| 69 | QUALICUM | 4/8 | 1/8 | 1/8 | 0/8 | 2/8 | 25% |
| 02 | CRANBROOK | 7/8 | 3/8 | 0/8 | 2/8 | 2*/8 | 25% |
| 23 | CENTRAL OKANAGAN | 22/23 | 13/33 | 1/33 | 1/33 | 7/33 | 21% |
| 30 | SOUTH CARIBOO | 3/5 | 0/5 | 0/5 | 1/5 | 1/5 | 20% |
| 36 | SURREY | 41/57 | 4/57 | 3/57 | 5/57 | 10/57 | 18% |
| 11 | TRAIL | 2/6 | 1/6 | 0/6 | 1/6 | 1/6 | 17% |
| 40 | NEW WESTMINSTER | 3/6 | 2/6 | 1/6 | 0/6 | 1/6 | 17% |
| 01 | FERNIE | 6/7 | 0/7 | 0/7 | 0/7 | 1/7 | 14% |
| 33 | CHILLIWACK | 18/19 | 8/19 | 3/19 | 1/19 | 2/19 | 11% |
| 88 | TERRACE | 7/19 | 4/9 | 0/9 | 0/9 | 1/9 | 11% |
| 15 | PENTICTON | 10/10 | 9/10 | 3/10 | 3/10 | 1/10 | 10% |
| 72 | CAMPBELL RIVER | 12/12 | 6/12 | 0/12 | 0/12 | 1/12 | 8% |
| 65 | COWICHAN | 7/15 | 2/15 | 0/15 | 1/15 | 1/15 | 7% |
| 70 | ALBERNI | 7/14 | 2/14 | 0/14 | 0/14 | 1/14 | 7% |
| 57 | PRINCE GEORGE | 32/46 | 35/46 | 7/46 | 0/46 | 2/46 | 4% |

ELECTRONIC SERVICES, ELEMENTARY (CONTINUED)

| # | District | CD-ROM | Modem | Fax | Laser Disk | Comp. Cat./Cir. | % Comp. |
|----|---------------------|--------|-------|------|------------|-----------------|------------|
| 68 | NANAIMO | 30/34 | 5/34 | 0/34 | 0/34 | 1/34 | 3% |
| 39 | VANCOUVER | 47/89 | 28/89 | 0/89 | 3/89 | 2/89 | .01% |
| 03 | KIMBERLEY | 4/5 | 1/5 | 1/5 | 1/5 | 0/5 | 0% |
| 09 | CASTLEGAR | 3/3 | 0/3 | 1/3 | 0/3 | 0/3 | 0% |
| 10 | ARROW LAKES | 2/4 | 0/4 | 0/4 | 0/4 | 0/4 | 0% |
| 18 | GOLDEN | 2/5 | 4/5 | 5/5 | 0/5 | 0/5 | 0% |
| 44 | NORTH VANCOUVER | 25/33 | 7/33 | 1/33 | 2/33 | 0/33 | 0% |
| 46 | SUNSHINE COAST | 1/9 | 0/9 | 0/9 | 0/9 | 0/9 | 0% |
| 49 | CENTRAL COAST | 1/1 | 0/1 | 0/1 | 0/1 | 0/1 | 0% |
| 54 | BULKLEY VALLEY | 7/7 | 3/7 | 0/7 | 1/7 | 0/7 | 0% |
| 66 | LAKE COWICHAN | 3/3 | 3/3 | 3/3 | 3/3 | 0/3 | 0% |
| | 1995 AVERAGE | | | | | | 39% |

* Computerization in progress

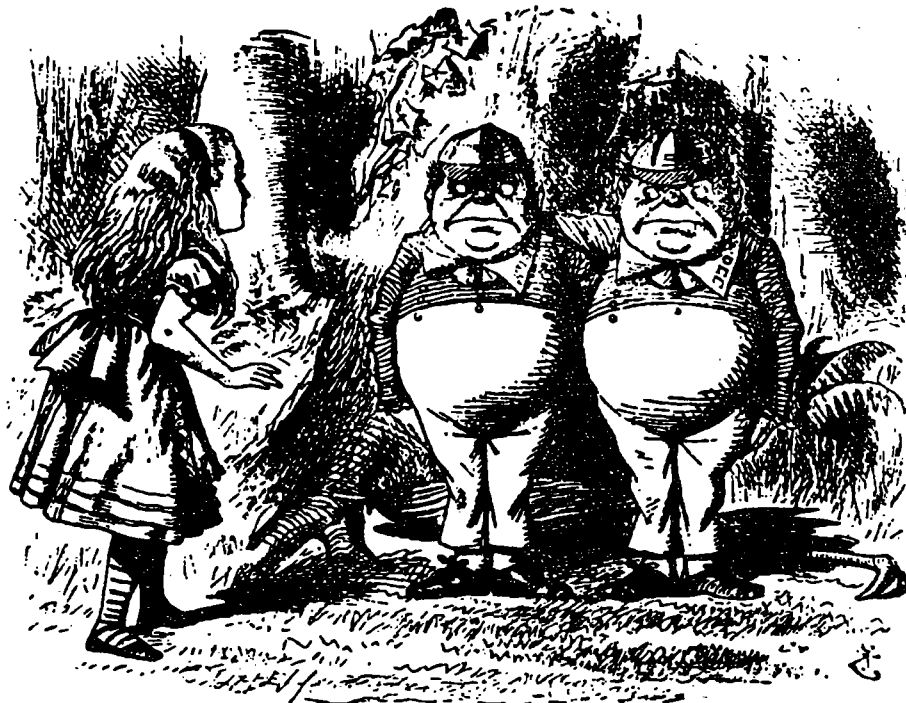
ELECTRONIC SERVICES, SECONDARY (SORTED BY % COMPUTERIZED CATALOGUE/CIRCULATION)

| # | District | CD-ROM | Modem | Fax | Laser Disk | Comp. Cat./Cir. | % Comp. |
|----|------------------|--------|-------|------|------------|-----------------|---------|
| 42 | MAPLE RIDGE | 4/4 | 3/4 | 0/4 | 3/4 | 4/4 | 100% |
| 47 | POWELL RIVER | 2/4 | 2/4 | 0/4 | 0/4 | 4/4 | 100% |
| 48 | HOWE SOUND | 3/3 | 2/3 | 0/3 | 2/3 | 3/3 | 100% |
| 63 | SAANICH | 6/6 | 2/6 | 0/6 | 3/6 | 6/6 | 100% |
| 64 | GULF ISLANDS | 0/1 | 0/1 | 0/1 | 0/1 | 1/1 | 100% |
| 76 | AGASSIZ-HARRISON | 1/1 | 1/1 | 0/1 | 1/1 | 1/1 | 100% |
| 80 | KITIMAT | 1/1 | 0/1 | 0/1 | 0/1 | 1/1 | 100% |
| 34 | ABBOTSFORD | 6/6 | 3/6 | 0/6 | 2/6 | 4+2*/6 | 100% |
| 04 | WINDEMERE | 2/2 | 1/2 | 2/2 | 1/2 | 1+1*/2 | 100% |
| 26 | N. THOMPSON | 1/1 | 0/1 | 0/1 | 0/1 | 1*/1 | 100% |
| 49 | CENTRAL COAST | 1/1 | 1/1 | 0/1 | 0/1 | 1*/1 | 100% |
| 77 | SUMMERLAND | 1/1 | 1/1 | 0/1 | 0/1 | 1*/1 | 100% |
| 81 | FORT NELSON | 1/1 | 0/1 | 1/1 | 0/1 | 1*/1 | 100% |
| 37 | DELTA | 7/7 | 5/7 | 1/7 | 3/7 | 6/7 | 86% |
| 60 | PEACE RIVER N. | 4/6 | 4/6 | 1/6 | 1/6 | 5/6 | 83% |
| 07 | NELSON | 4/5 | 2/5 | 0/5 | 1/5 | 4/5 | 80% |
| 22 | VERNON | 5/5 | 5/5 | 5/5 | 3/5 | 3+1*/5 | 80% |
| 24 | KAMLOOPS | 9/9 | 7/9 | 1/9 | 2/9 | 7/9 | 78% |
| 43 | COQUITLAM | 12/12 | 3/12 | 0/12 | 0/12 | 9/12 | 75% |
| 11 | TRAIL | 3/3 | 2/3 | 1/3 | 1/3 | 2/3 | 67% |
| 30 | SO. CARIBOO | 3/3 | 0/3 | 0/3 | 0/3 | 2/3 | 67% |
| 41 | BURNABY | 6/6 | 4/6 | 0/6 | 3/6 | 4/6 | 67% |
| 54 | BULKLEY VALLEY | 3/3 | 3/3 | 0/3 | 0/3 | 2/3 | 67% |
| 88 | TERRACE | 5/6 | 3/6 | 2/6 | 3/6 | 4/6 | 67% |
| 01 | FERNIE | 4/4 | 3/4 | 1/4 | 1/4 | 2/4 | 50% |
| 10 | ARROW LAKES | 2/2 | 2/2 | 0/2 | 0/2 | 1/2 | 50% |
| 16 | KEREMEOS | 1/1 | 1/1 | 0/1 | 1/1 | 1/1 | 50% |
| 33 | CHILLIWACK | 6/6 | 3/6 | 2/6 | 1/6 | 3/6 | 50% |

ELECTRONIC SERVICES, SECONDARY (CONTINUED)

| # | District | CD-ROM | Modem | Fax | Laser Disk | Comp. Cat./Cir. | % Comp. |
|----|---------------------|--------|-------|------|------------|-----------------|------------|
| 46 | SUNSHINE COAST | 2/2 | 1/2 | 0/2 | 0/2 | 1/2 | 50% |
| 75 | MISSION | 2/2 | 0/2 | 0/2 | 0/2 | 1/2 | 50% |
| 09 | CASTLEGAR | 2/2 | 2/2 | 0/2 | 0/2 | 1*/2 | 50% |
| 36 | SURREY | 11/12 | 5/12 | 0/12 | 5/12 | 5/12 | 42% |
| 62 | SOOKE | 4/5 | 3/5 | 1/5 | 1/5 | 2/5 | 40% |
| 69 | QUALICUM | 4/5 | 0/5 | 0/5 | 0/5 | 2/5 | 40% |
| 23 | CENT. OKANAGAN | 11/11 | 8/11 | 2/11 | 2/11 | 4/11 | 36% |
| 45 | WEST VANCOUVER | 3/3 | 3/3 | 2/3 | 3/3 | 1/3 | 33% |
| 35 | LANGLEY | 6/8 | 3/8 | 0/8 | 2/8 | 1/3 | 33% |
| 65 | COWICHAN | 4/5 | 3/5 | 0/5 | 0/5 | 1/5 | 20% |
| 70 | ALBERNI | 4/5 | 3/5 | 0/5 | 1/5 | 1/5 | 20% |
| 68 | NANAIMO | 4/7 | 3/7 | 0/7 | 1/7 | 1/7 | 14% |
| 57 | PRINCE GEORGE | 11/11 | 8/11 | 1/11 | 2/11 | 1/11 | 9% |
| 39 | VANCOUVER | 16/16 | 13/16 | 0/16 | 0/16 | 1/16 | 6% |
| 32 | HOPE | 1/1 | 1/1 | 0/1 | 0/1 | 0/1 | 0% |
| 44 | N. VANCOUVER | 8/8 | 4/8 | 0/8 | 3/8 | 0/8 | 0% |
| 66 | LAKE COWICHAN | 1/1 | 1/1 | 0/1 | 0/1 | 0/1 | 0% |
| 72 | CAMPBELL RIVER | 3/7 | 3/7 | 0/7 | 0/7 | 0/7 | 0% |
| | 1995 AVERAGE | | | | | | 64% |

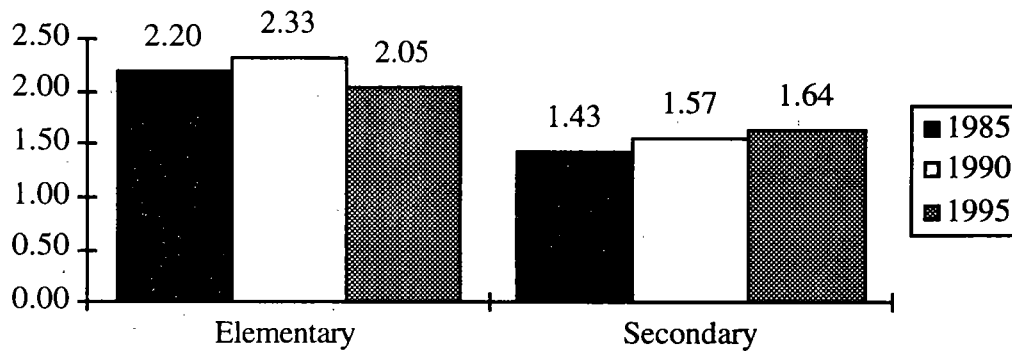
* Computerization in progress



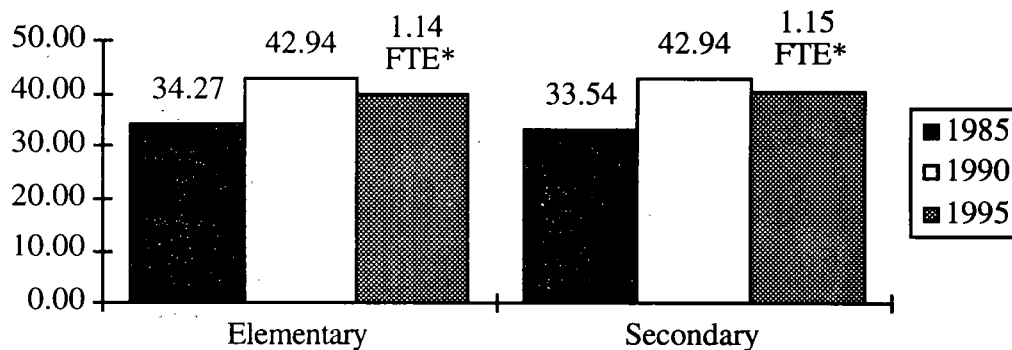
You see it's like a portmanteau—there are two meanings packed up into one word.

B. C. SCHOOL LIBRARY WORKING AND LEARNING CONDITIONS: A RETROSPECT

PROFESSIONAL STAFFING (Teacher-Librarian FTE / 1000 students)

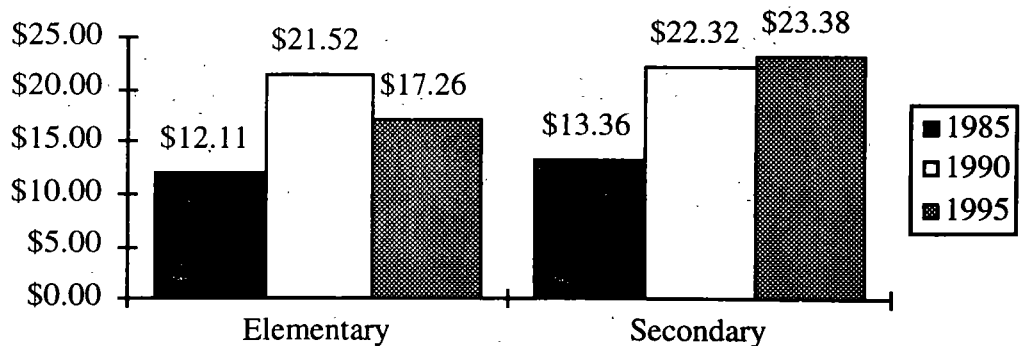


CLERICAL STAFFING (Library Aide hours / 1000 students)*



* The method of reporting changed from number of hours to full-time equivalent (FTE). A regular week is 32-35 hours. The graph shows the maximum level, assuming that 1 FTE is equivalent to 35 hours.

BUDGET (\$ / student)



COURSES IN TEACHER-LIBRARIANSHIP UNIVERSITY OF BRITISH COLUMBIA

This summer three core courses in the School Library Diploma Program at UBC will be offered from July 4 to July 21

| <u>COURSE</u> | <u>TITLE</u> | <u>INSTRUCTOR</u> |
|---------------|---------------------------|-------------------|
| LIBE 381 | Admin. of the SLRC | Marg Haines |
| LANE 382 | SLRC Programs | Janet Goldack |
| LIBE 385 | Organization of Materials | Penny Haggerty |

*** in addition electives in Children's Literature and other approved electives will be offered. For more information consult the summer calendar.

SUMMER INSTITUTE

A three credit institute on information technology will be offered for teacher-librarians from July 4 to July 14. It will be held in the Ritseumeikan House on the UBC campus and will feature many forms of state-of-the-art information technology. Contact the Distance Education Office 822-4139 for additional information. (see *Notes and News* elsewhere in this issue under Language Education UBC Stakeholders Meeting)

GUIDED INDEPENDENT STUDIES

Education for Teacher-Librarians has taken a major step forward with the writing of the core courses in The School Library Diploma Program as Guided Independent Studies. When the courses are finished it will mean that anyone anywhere in the province will be able to take courses in teacher-librarianship at his or her own convenience. To date LANE 389, Resource Based Teaching has been completed and two others will be available in the near future. They will be offered on the following schedule:

| <u>DATE</u> | <u>COURSE</u> | <u>TITLE</u> |
|-------------|---------------|---------------------------|
| May 1995 | LANE 389 | Resource Based Teaching |
| Sept. 1995 | LANE 389 | Resource Based Teaching |
| Sept. 1995 | LANE 382 | LRC Programs |
| Jan. 1996 | LANE 382 | LRC programs |
| Jan. 1996 | LANE 389 | Resource Based Teaching |
| Jan. 1996 | LIBE 385 | Organization of Materials |

One elective is available by this means as well:

| | | |
|------------|----------|--|
| Sept. 1995 | READ 391 | Theory & Practice in Reading Instruction |
|------------|----------|--|

It is hoped that all six core courses will be available by Independent Study by 1998.

*** For more information on Guided Independent Studies contact: Joanne Chilton at 822-3999

**Joan Harper, Acting Coordinator
School Library Diploma Program
University of British Columbia
Tel: 822-5335 or 629-6668**

THE LIVES OF RENAISSANCE WOMEN: A Cooperatively Planned Humanities Unit for the Late Intermediate Level

by **JUDITH COFFIN**, teacher-librarian, Elgin Park Secondary School, **MARLOWE IRVINE**, integrated studies teacher, Semiahmoo Secondary School and **RAMONA SOUSA**, social studies teacher, North Surrey Secondary School, SD#36 (Surrey).

Consultants: **NAOMI GADBOIS**, BA, MA, Carleton University (Renaissance History) and **SANDRA SEEKINS**, BA, MA, UBC, (Renaissance Art).

The purpose of this unit is to illuminate the lives and contributions of all classes of women who lived between 1350 to 1650 in Western Europe and England during the Renaissance. In presenting this unit, a more elementary question — much like the child in the legend who wondered where the emperor's clothes had gone — needs to be asked in order to frame the unit: "Did Renaissance women enjoy a Renaissance?" According to Joan Kelly, a Renaissance historian, the answer is "No." Women did not experience a Renaissance, at least not during the Renaissance. Ironically, as they watched the lives and rights of their husbands, sons and brothers expand, their lives contracted. David Herlihy, a major European historian offers another perspective when he suggests "something changed in the Renaissance in some women's sense of themselves, even if very little changed or changed for the better in their social condition." During the Renaissance, women's consciousness about themselves grew even though their social condition didn't improve.

ACTIVITY ONE: INTRODUCTION TO RENAISSANCE WOMEN

Goal: To learn about the lives of renaissance women.

Length of Time: 60 minutes

Materials Needed: Handouts 1A-1M
11 envelopes for groups
1 transparency



Teacher Preparation:

- Teacher makes one copy of Handouts 1A-1K.
- Teacher cuts the quotations on each page into individual strips and puts each set into an envelope.
- Teacher makes a transparency of Handout 1L.
- Teacher photocopies Handout 1L and 1M for groups.

Class Procedure:

1. Teacher asks, "What do you know about the contributions and lives of Renaissance women?"

2. Teacher writes their responses or more likely their lack of responses on the board.
3. Teacher divides the class into eleven groups.
4. Teacher distributes one envelope to each group. For example, envelope 1A is given to Group 1; envelope 1B is given to Group 2. Teacher also distributes one copy of Handout 1M to each group.
5. Using the transparency of Handout 1L, teacher instructs the class to use the quotations to attempt to reconstruct and raise questions about the lives of Renaissance Women. The students are to work cooperatively as a group although each student is responsible for presenting one quotation to the class.
6. When students have completed this task, teacher asks the groups to make general statements and raise a minimum of two questions.
7. Teacher asks the groups to report statements and questions about the lives of Renaissance women. Teacher uses Handout 1N for debriefing these quotations.
8. Teacher records the students' responses on the board. Questions are also recorded.
9. Teacher summarizes the information and questions about the lives of Renaissance women.

Evaluation:

As this is an introductory activity, evaluation should begin after Activity Two or Three.

HANDOUT 1A

In the same country more than three centuries earlier, Isabelle of Aragon, the wife of King Philip III and the mother of Philip IV, "The Fair," gave birth in 1268, 1269, and 1270: in that last year she died, six months pregnant.

Slater, Miriam. *Family Life in the Seventeenth Century*. London: Routledge, 1984.

Henrietta Maria, the queen of King Charles I of England, was pregnant almost without intermission from 1628 to 1639.

Fraser, Antonia. *The Weaker Vessel*. New York: Alfred Knopf, 1984.

Her contemporary, the Englishwomen, Margaret Denton Verney bore twelve children over a twenty-eight year period, while the Florentine Alessandra Macinghi Strozzi, a descendent of the Alberti and Strozzi commercial dynasties of Florence, gave birth to eight children in the decade from 1426 to 1436.

Martines, Lauro. *A Way of Looking at Women in Renaissance Florence*. *Journal of Medieval and Renaissance Studies*. 4:15-28, 1974.

For many women, "unkindly" labour meant death: perhaps as many as 10% of mothers died as a consequence of childbirth.

Flandrin, Jean-Louis. *Families in Former Times: Kinship, Household and Sexuality in Early Modern France*. Cambridge: Cambridge University Press, 1979.

Guillaume Versoris lost three wives in the four-year space of 1523 to 1527: two within a month of giving birth, and a third probably during her confinement.
Flandrin, Jean-Louis. *Families in Former Times: Kinship, Household and Sexuality in Early Modern France*. Cambridge: Cambridge University Press, 1979.

HANDOUT 1B

Three of Wibrandis Rosenblatt's four children died of the plague in the sixteenth century.

Chrisman, Miriam. "Women and the Reformation in Strasbourg, 1490-1530." *Archiv fur Reformationsgeschichte*, 1972. 63:143-68.

In Seventeenth-century England, only two of the six children born to Sir Ralph and Lady Margaret Verney survived to adulthood.

Slater, Miriam. *Family Life in the Seventeenth Century*. London: Routledge, 1984.

In French Argenteuil, approximately 19% of infants born to wealthy families died, compared to 23% for the middle class and 26% for the poor.

Flandrin, Jean-Louis. *Families in Former Times: Kinship, Household and Sexuality in Early Modern Times*. Cambridge: Cambridge University Press, 1979.

In fifteenth-century Pistoria, nearly 18% of infants died between ages one and four, nearly 11% between 5 and 9, and a little more than a 11% between ages 10 and 14.

Herlihy, David. *Medieval and Renaissance Pistoia: The Social History of an Italian Town, 1200-1430*. New Haven: Yale University Press, 1967.

In Florence in the same century, 45% of the children born to the merchant class died before the age of twenty.

Klapisch-Zuber, Christiane. *Women, Family and Ritual in Renaissance Italy*. Chicago, Chicago University Press, 1985.

HANDOUT 1C

In France, letters of remission from the fourteenth and fifteenth centuries testify to the murder of illegitimate infants by disgraced and frightened peasant mothers.

Shahar, Shulamith. *The Fourth Estate: A History of Women in the Middle Ages*. London: Methuen, 1983.

In fifteenth-century Metz, the mother accused of infanticide was burned at a stake to which her guilty hand was nailed, while around her neck hung a placard bearing the name of her murdered child.

Shahar, Shulamith. *The Fourth Estate: A History of Women in the Middle Ages*. London: Methuen, 1983.

In sixteenth century Nuremberg, the penalty for maternal infanticide was drowning, a year in which the severed heads of three women convicted of maternal infanticide were nailed to the scaffold for public contemplation, the penalty was changed to beheading. O'Faolain, Julia, and Lauro Martines *Not In God's Image: Women in History from the Greeks to the Victorians*. New York: Harper and Row, 1973.

Babies of the very wealthiest were provided a wet nurse who lived in the household: these were the highest paid of all the domestic servants. Klapisch-Zuber, Christine. Blood Parents and Milk Parents: Wet Nursing in Florence, 1300-1530. *Annales de Demographie Historique* 1981, 289-302.

HANDOUT 1D

Boys are sent to learn their letters: Girls learn womanly things. When they later become adults, the boys learn a trade which will support them; the girls are married with the institution providing a dowry.

Texler, Richard. The Foundlings of Florence, 1395-1455. *History of Child Quarterly* 1973.1:98-116.

So let the earliest period be spent entirely outside the father's arms. Let the child rest, let him sleep in his mother's lap.

Alberti, Leon Battista. *The Family in Renaissance Italy*. Columbia: University of South Carolina Press. 1969.

The baby quickly outgrew his mother's lap, but continued to receive his share of the cultural heritage of his age from his mother: Information about the social world, religious values, the world of work and even, in elite circles, some reading, writing and ideas.

Flandrin, Jean-Louis. *Families in Former Times: Kinship, Household and Sexuality in Early Modern Times*. Cambridge: Cambridge University Press, 1979.

One nobleman left his wife a free hand with all his property, trusting that she in turn would carry out the responsibility for their dearest children, and...always retain with maternal affection the responsibility of educating their children, he beseeches her in the love of God to stay with the children, to educate, feed and clothe them...and to govern the household through divine and human laws.

Cohn, Samuel K., Jr. *Death and Property in Siena, 1200-1800*. Baltimore: John Hopkins University Press, 1988.

HANDOUT 1E

From birth ... daughters presented a double burden to their families: the preservation of their chastity and the provision of their dowry.

Klapisch-Zuber, Christiane. Childhood in Tuscany at the Beginning of the Fifteenth Century. *Annales de Demographie Historique*. 1973. 99-122.

To manage the fearful cost of marrying a daughter, Florentine fathers had at their disposal a special institution: the monte delle doti, or "dowry mountain," an investment fund. Molho, Anthony. *Social and Economic Foundations of the Italian Renaissance*. New York: John Wiley, 1969.

Nearly one-fifth of the heads of Florentine households held investments in the monte in 1480; the highest percentage of participation was among the wealthiest one-quarter of the population. Molho, Anthony. *Social and Economic Foundations of the Italian Renaissance*. New York: John Wiley, 1969.

The sexual honour of a woman was not only hers, I would say not even primarily hers: it was tied to a more complex honour which involved both the family and the men who dominated it... the honour of an entire family and of the men responsible for it revolved about the conservation of a daughter's virginity. Ruggiero, Guido. *The Boundaries of Eros: Sex, Crime and Sexuality in Renaissance Venice*. New York: Oxford University Press, 1985.

HANDOUT 1F

A century later, the humanist and saint Thomas Moore, envisioning an ideal society committed to hard work, peace and tolerance, also assumed the stark subordination of women to their husbands: "the one authoritarian feature in an otherwise egalitarian society." Stone, Lawrence. *Family, Sex, and Marriage in England, 1500-1800*. New York: Harper and Row, 1977.

The Strasbourg reformer Martin Bucer explained that the husband was to the wife as was the shepherd to the sheep. Ozment, Steven. *When Fathers Ruled: Family Life in Reformation Europe*. Cambridge: Harvard University Press, 1983.

The Italian Orazi Lombardelli offered other analogues to his young bride: just as the head adorns the body, the prince the city, the gem the ring, so the husband adorns the wife, and she should obey not only when he commands but when he doesn't. Kelso, Ruth. *Doctrine for the Lady of the Renaissance*. Urbana: University of Illinois Press, 1956.

The philosopher John Locke, pioneer of the Enlightenment, opposed the tyranny of husbands as much as that of kings; but within a marriage, woman was to cede authority to her husband, because he was by nature, "abler and stronger." Locke, John. *Two Treatises of Government*. Cambridge: Cambridge University Press, 1988.

HANDOUT 1G

In some communities of the Spanish Reconquista, a husband was free to kill both offenders discovered in adultery although he was not allowed to kill the male and forgive the female offender.

Dillard, Heath. *Women in Medieval Society*. Philadelphia: University of Pennsylvania Press, 1976.

In France, a husband could without guilt kill his adulterous wife- and effectively appropriate her dowry.

O'Faolain, Julia, and Lauro Marines. *Not in God's Image: Women in History from the Greeks to the Victorians*. New York: Harper and Row, 1973.

When a woman failed in her real or imagined duties, she could be beaten, largely with impunity, and generally with the approval of the community.

Stone, Lawrence. *Family, Sex, and Marriage in England, 1500-1800*. New York: Harper and Row, 1977.

In the peasant village of French Montailou, "every married woman could expect a fair amount of beating at some time or other."

Le Roy, Ladurie. *Montailou: The Promised Land of Error*. Paris: Editions Gallimard, 1975.

Most law codes acknowledged the husband's right to beat his wife-"Every master and head of a household may chastise his wife and family without anyone placing any impediment in his way.

Flandrin, Jean-Louis. *Families in Former Times: Kinship, Household and Sexuality in Early Modern France*. Cambridge: Cambridge University Press, 1979.

HANDOUT 1H

In England, husbands acquired absolute control over their wives' personal property and real estate: husband and wife became one person in law and that person was the husband.

Stone, Lawrence. *Family, Sex and Marriage in England, 1500-1800*. New York: Harper and Row, 1977.

The Augsburg city, counselors in 1578 ordered widows to report within one month of their husbands' death so that their property could be appraised and guardians appointed, "because so often out of stupidity and inexperience, especially in these difficult times, widows have diminished the estate of their children and even sunk into total poverty."

Wiesner, Merry, E. *Working Women in Renaissance Germany*. New Jersey: Rutgers University Press, 1986.

Women's economic position was highly ambiguous, therefore, empowered and powerless at once, they were "simultaneously independent legal persons (they owned property, inherited wealth, received wages, paid taxes) and dependent parts of a legal entity, the

family, whose financial decisions they did not officially control.”

Wiesner, Merry, E. *Working Women in Renaissance Germany*. New Jersey: Rutgers University Press, 1986.

In 1425, in the Venetian Senate — a body made up of proud and wealthy men — a law modestly limiting the value of the wool, silk, and gold that a wife could display in the first five years of matrimony passed, but by only two votes.

Muzzarelli, Maria. *Rivista di Storia Della Chiesa in Italia*: 1986. 40: 371-90.

HANDOUT 1I

No wife could attain the social freedom available to some widows.

Vann, R.T. *Becoming Visible: Women in European History*. Boston: Houghton Mifflin, 1977.

In the artisan and merchant classes, a widow could expect to carry on her husband's trade, since it was really the family's trade, and she had no doubt contributed to its enhancement from the start. In some German towns, a widow was even able to carry on her husband's public office: jailer, tax collector, gatekeeper.

Wiesner, Merry E. *Working Women in Renaissance Germany*. New Jersey: Rutgers University Press, 1986.

In fourteenth-century Montpellier, a widow emerged as the most active group among women in commercial life. Cognizant of the advantages of widowhood which freed them from the financial control of both father and husband, few remarried (only 7 of 132 for the sixty-year period prior to 1348).

Reyerson, Kathryn L. *Women and Work in Pre-Industrial Europe*. Bloomington: Indiana University Press, 1986.

Their countryman Brantome recited the joys of widowhood: To be out from under the domination of the husband seems to them paradise, and no wonder; they have the use of their own money, the management of the estate...everything passes through their hands. Instead of being servants, as before, they are in command.

Roelker, Nancy. The Role of the French Noblewomen in the French Revolution. *Archiv fur-Reformation geschichte*, 1972. 63:168-95.

It was a very pinching consideration to me that I was forced to enter the first conserve of my widowed condition with bonds, debts and engagements for others, whereas I brought so considerable a fortune and never knew what debt was.”

Mendelson, Sara. *Women in English Society, 1500-1800*. New York: Methuen, 1985.

HANDOUT 1J

A fourteenth century woman servant in rural England lamented, “I must learn to spin, to reke, to card, to knit, to wash buckets, and by handle, to brew, bake, make mault, reap,

bind sheaves, weed in the garden, milke, serve hoggs, make cleane their houses, within doores make beddes, sweep filthy houses, rubbe dirty faggess, beat out old Coverlettes, draw up old holes: Then to the kitchen, turne the spit...; then scour pottes, wash dishes, fetch in wood, make a fire, scalde milk pannes, wash the Chare and butter dishes, ring out the Cheese clote, set everything in good order.”

Hanawalt, Barbara. *The Ties that Bound: Peasant Families in Medieval England*. New York: Oxford University Press, 1974.

Her sixteenth-century countryman Anthony Fitzherbert described a wife's responsibilities in his *Boke of Husbandry*: “It is a wyves occupation to wynowe all manners of corne...to make heye, shere corne, and in tyme of nede to helpe her husbände to fyll the muck-wayne or donge-carte, dryve the ploughe, to loode heye, corne and such other.”
Lewenhak, Ruth P. *Women and Work*. New York: St. Martin's Press, 1980.

If a women laboured for pay, however, she was not viewed as the equal of the male: she was closer, in general, to half a man, and she was paid as much. In Germany, female vineyard workers were to receive soup and vegetables for breakfast, milk and bread for lunch, and no supper; men, in contrast, were to receive soup and wine for breakfast: beer, vegetables, and meat for lunch; and vegetables and wine at night: an ample supply of protein and alcohol.

Wiesner, Merry E. *Working Women in Renaissance Germany*. New Jersey: Rutgers University Press, 1986.

A female weaver of plain silk could expect to earn, in the early seventeenth century, one-third to one-fourth of the wage of a skilled male weaver of luxury cloth.

Wiesner, Merry E. *Working Women in Renaissance Germany*. New Jersey: Rutgers University Press, 1986.

HANDOUT 1K

“They were butchers, chandlers, ironmongers, net-makers, shoe-makers, glovers, girdlers, haberdashers, purse-makers, cap-makers, skimmers, bookbinders, gilders, painters, silk-weavers and embroiderers, spicers, smiths and goldsmiths.”

Power, Eileen. *Medieval Women*. New York: Cambridge University Press, 1975.

In fifteenth-century Strasbourg, women are listed in the capacities of blacksmith, goldsmith, wagoner, grain dealer, gardener, tailor and cooper.

O'Faolain, Julia and Lauro Martines. *Not in God's Image: Women in History from the Greeks to Victorians*. New York: Harper and Row, 1973.

In Fourteenth-century Ghent, women figured significantly among the money changers, money lenders, hostellers and wholesale cloth buyers as well as in many other trades and business transactions.

Nicholas, David. *The Domestic Life of a Medieval City: Women, Children and the Family in Fourteenth C. Ghent*. Lincoln: University of Nebraska Press, 1985.

The seventeenth-century Countess of Warwick in England directed the dairy and hen house and checked the annual accounts while the Countess of Flanders, who in 1372 “had two great forges built for her,” and supervised the operation of the mine.

Mendelson, Sara. *Women in English Society, 1500-1800*. New York: Methuen, 1985.

HANDOUT 1L

“In sixteenth century Nuremberg, the penalty for maternal infanticide was drowning.”
O’Faolain, Julia, and Lauro Martines. *Not in God’s Image: Women in History from the Greeks to the Victorians..* New York: Harper and Row, 1973.

What can you tell about the lives of Renaissance women from the above quote?

- There was infanticide in the sixteenth century in Nuremberg.
- There was a penalty for infanticide.
- The penalty for committing infanticide was drowning.

What questions are raised about the lives of Renaissance women from the above quote?

- Why would a mother commit infanticide?
- Were there any other penalties?
- How often did infanticide occur?
- Was infanticide common in the Renaissance?

HANDOUT 1M (set up as group response sheet)

What can you tell about the lives of Renaissance women from the quotations provided?

What questions do you have about the lives of Renaissance women?

ACTIVITY TWO: LIVES OF RENAISSANCE WOMEN

Goal: To learn about the lives of Renaissance women.

Length of Time: 60 minutes

Materials Needed: Handout 2A-2H
Optional: Handout 2I

Teacher Preparation:

This activity consists of seven stations of written information. The purpose is to provide the students with a basic level of information about the lives of Renaissance women. Other than portraits of upper class women, realistic illustrations of women during the Renaissance are rare. To compensate for ‘word heaviness’ of this activity, it is suggested the students work in groups. There are a few pictures in the following books that could be added to these stations:

Barstow, Anne Llewellyn. *Witchcraze*. San Francisco: Pandora/Harper, 1994. ISBN 006250049X

Davis, Natalie and Arlette Farge. *A History of Women in the West. Part III Renaissance and Enlightenment Paradoxes*. Cambridge: Harvard University Press, 1993. ISBN 067440372X

Infamous Women. Santa Barbara: Bellerophon Books, 1991. ISBN 0883880350

- Teacher makes one copy of Handout 2A-2G.
- Teacher photocopied a class set of Handout 2H.
- Teacher creates seven stations and places one Handout at each station.
- Teacher reserves the library and alerts the teacher-librarian that students will need to use some of the books in the library while they are doing this activity to look up words like guild, wet nurse, etc.

Optional:

- Teacher photocopied a class set of Handout 2I.

Class Procedure:

1. Teacher distributes a copy of Handout 2H to each student.
2. Teacher divides the class into seven groups and assigns each group a station.
3. Students as a group use the information at the station as well as resources in the library to answer the questions on Renaissance women in Handout 2H.
4. Students rotate stations every 5 minutes. This time may vary according to student needs.
5. When students have completed all seven stations, they return to their tables.
6. Teacher reviews the questions and summarizes the information about Renaissance women .

Suggestions for Evaluation:

- Handout 2H can be evaluated.
- Handout 2I, a paragraph describing the lives of Renaissance women, can be assigned.
- Illustrate one of the sections. For example, Renaissance mothers, convents or witch hunts.

STATION NUMBER #1 (HANDOUT 2A)

1. RENAISSANCE MOTHERS. Most renaissance women became mothers and motherhood occupied most of their lives. From their mid-twenties in peasant and merchant classes, and adolescence in wealthy families, women gave birth, nursed and gave birth again every twenty-four to thirty months. Most wealthy women bore more children than peasant women because wealthy women married earlier and therefore conceived earlier. Also, wealthy women did not breast feed and as a result their bodies were ready to conceive more often.
2. RENAISSANCE CHILDBIRTH . Most renaissance women, rich or poor, feared and dreaded childbirth because as many as 10% died during, or as a consequence, of childbirth.

3. **RENAISSANCE CHILD MORTALITY.** The mother who survived childbirth often lived to face the death of the baby she had borne at such risk. Babies died from diseases like tuberculosis, influenza, diarrhea catarrh, as well as chronic malnutrition and starvation. Infants, children and adolescents succumbed to the plague in every century of the Renaissance at a higher rate than adults. The children of the poor were vulnerable to infectious diseases, especially the plague. Another cause of death was neglect. Infants were often left unattended and died in accidental fires, drowned in wells or were crushed by passing horses.

STATION #2 (HANDOUT 2B)

4. **UNMARRIED WOMEN AND ILLEGITIMATE CHILDREN.** Women were expected to be married before conceiving children. When illegitimate births occurred, these women were taxed, imprisoned or banished from their community. Desperate women began to abandon or kill their babies. Infanticide was illegal and was punished with death by drowning and burning.

5. **BREAST FEEDING.** Women of the nobility did not nurse their children. Children of the wealthy were sent from the cities to be breast fed for eighteen to twenty-four months by peasant women. In villages all over Renaissance Europe, most adult women would be nursing one or more babies.

6. **CHILDREARING IN THE RENAISSANCE.** Throughout Renaissance Europe it was the responsibility of the wife or mother to nurture and assist their children from infancy through adolescence into adulthood. Raising the children included ensuring that they were fed and clothed properly as well as educated.

7. **RENAISSANCE DAUGHTERS.** Renaissance daughters entered the world unwelcomed. From birth, daughters presented a double burden to their families: the preservation of their chastity and the provision of a dowry. Without a dowry, a girl could not marry in renaissance Europe. The provision of a dowry strained the resources of families rich or poor.

STATION #3 (HANDOUT 2C)

8. **RENAISSANCE WIVES.** A wife was expected to be a companion to her husband, but she was always his subordinate and the object of restrictive regulations imposed by him and other male authorities. Obedience was demanded by Renaissance husbands. Renaissance women were restricted in what they wore, in what they said, and where they went. Most legal codes acknowledged the husband's right to beat his wife without impunity and often with the approval of the community. A divorce was practically impossible to get, except under very rare circumstances, and then available only to the very rich.

9. **RENAISSANCE WIDOWS.** Many women gained significant economic independence when they became widows. They could inherit the family property or expect to carry on their husband's trade. They could also be held responsible for their husband's debts and, if childless, be returned to the authority of their father, brother, or uncle. In some areas of Renaissance Europe, male guardians were appointed to look after the widow's property. Poorer women, when widowed, were often left destitute.

10. **RURAL RENAISSANCE WOMEN.** In the country, wives and daughters assisted in all the farm tasks including the heaviest fieldwork. Women mowed, weeded, raked hay, pitched dung, sowed, and harvested. They herded livestock, cared for the poultry, gathered the eggs, and milked the cows. They planted, tended and cooked herbs and vegetables. They planted, washed, beat, spun and processed the flax and hemp that they wove into shirts and tablecloths. They sheared the sheep and spun the wool into cloaks and blankets. When women performed these chores for pay they earned half the money men did. Aristocratic women participated on the farm as managers, particularly when their husbands were away. They inspected crops, repaired mills, accounted for chickens and eggs, supervised the carding of wool and the winding of silk.

STATION #4 (HANDOUT 2D)

11. **URBAN RENAISSANCE WOMEN.** City women performed and supervised the same household chores as women in the country. However, managing the home was only one of the responsibilities of most townswomen of the artisan and merchant class. They were also tradeswomen with a great variety of skills. They were butchers, chandlers, ironmongers, net-makers, shoe-makers, glovers, girdlers, haberdashers, purse-makers, cap-makers, skimmers, bookbinders, gilders, painters, silk-weavers, embroiderers, spicers, smiths, and goldsmiths. Women were apprenticed into these trades at the early age of twelve or thirteen and were taught by their fathers, brothers, and husbands. However, women were not allowed to teach other women their trade. The most privileged female worker during the Renaissance was the wife, daughter or widow of a guild-master in one of the Northern European cities because such a woman was engaged in highly skilled work that yielded status and respect. Although women prospered and won respect for their work, historical records show they didn't hold public office in the guilds they joined.

12. **POOR RENAISSANCE WOMEN.** A large fraction of the poor during the Renaissance were women. Poor women often became servants and labourers in households. They cared for the homes and possessions of others and often left their homes in the country at an early age. They worked only for their keep. Their wages were often low and certainly lower than the male servants. Female servants were most frequently raped, harassed and abused by high status males, often the nobility. For some poor women, an alternative was prostitution. Tolerated in the Middle Ages, prostitution was accepted and flourished from the early 14th century until the mid-sixteenth century.

STATION #5 (HANDOUT 2E)

13. **CONVENTS.** The family was responsible for supplying a dowry for each daughter. A daughter marrying into a prosperous family could enhance her family's social standing. Many daughters could bankrupt the family. Fathers who had numerous daughters had options to protect the family wealth. One option was to send the child to a convent into the religious service of God which cost less than the average dowry.

During the Renaissance many girls were forced into convents. In the convent, they were forced to obey the laws of poverty, obedience, and chastity. Their hair was cut, their heads shaved, and they were forced to wear a habit. Women who had been placed in convents because they could not, or would not marry, described them as prisons.

However, for the women who chose to become nuns, the convent offered more opportunities. It was one of the few places women could become educated. They could care for the poor, the sick or the insane. They could teach, write devotional works or translate from Latin. They could compose religious plays or poetry. They could preach, prophecy or write letters to powerful members of the church or government. A very few ruled their own communities as abbesses or prioresses obtaining an equivalent position to that of a male supervisor.

Most of the women who became nuns were the daughters of the nobility and the wealthy. Poorer women lived in the convents as servants or workers.

STATION #6 (HANDOUT 2F)

14. **WITCH HUNTS.** During the 1500's there was great upheaval and uncertainty when religious reformers began to question and challenge the Catholic faith and its rituals. Simultaneously, the printing press carried this attack and doubt all over Europe. Townspeople, royal families, and churchmen tried to restore order and to end the questioning by forcing conformity on the people of Europe. Women who practised folk medicine, folk charms or chanting, women who were outspoken or challenged the authority of men or the church, women who didn't fit in, were accused of being witches. They were usually older, poor, uneducated, and illiterate. They were accused of meeting regularly with the devil, of flying on a broomstick rubbed with bat's blood and toad's excrement, of killing infants or dancing naked. The accused would be asked how long she had been a witch. If she denied she was a witch, she was tortured until she answered the questions to the satisfaction of the exam-

iner. She was repeatedly tortured until she confessed and gave the names of other witches. She was not asked if she was a witch. The punishment for being a witch was death. Conservative estimates of women strangled, drowned, burned, or beheaded in Europe over three centuries are 100,000. Other estimates put the number closer to 900,000.

STATION #7 (HANDOUT 2G)

15. **NOBLE WOMEN.** With few exceptions, like Elizabeth I, most noble women who were queens ruled as surrogates of their absent husbands, dead fathers, and immature sons. Most noble women did not rule but used their authority as patrons to make contributions to the Renaissance. Anne of Brittany, Queen of Charles VIII, filled her court with educated women. In Spain, Isabella enjoyed intellectual life, and while in England her daughter, Catherine of Aragon, was surrounded by the leading humanists of the era.

16. **THE EDUCATION OF RENAISSANCE WOMEN.** Poor women, like poor men, received no formal education, although many men and some women were trained in certain crafts. Middle and upper-class women were taught to be silent and obedient and perform household tasks, such as needlework and spinning. They believed reading was useful, but should be limited to devotional books and good literature. The goals of education for these women was twofold: first, to guide the young women to develop a concept of marriage in which the man was boss, and to train her in those skills most useful in looking after the home and children.

RENAISSANCE WOMEN (HANDOUT 2H)

Using the information at the various station and resources in the library, answer the following questions.

1. **RENAISSANCE MOTHERS**
 - a) What occupied the lives of most Renaissance women?
 - b) Why were wealthy women able to have more children?
2. **RENAISSANCE CHILDBIRTH**

What percentage of women died from childbirth?
3. **RENAISSANCE CHILD MORTALITY**

Name three diseases that children died of during the Renaissance.
4. **UNMARRIED WOMEN AND ILLEGITIMATE CHILDREN**
 - a) What happened to a woman who had an illegitimate child?
 - b) What is infanticide?
5. **BREAST FEEDING**

What is a wet nurse?
6. **CHILDREARING IN THE RENAISSANCE**

Who was responsible for raising the children?
7. **RENAISSANCE DAUGHTERS**

Give two reasons why a daughter presented a burden to her family.
8. **RENAISSANCE WIVES**
 - a) How did Renaissance husbands expect their wives to act?
 - b) Could a husband beat his wife legally during the Renaissance?

9. RENAISSANCE WIDOWS

- Describe advantages and disadvantages of being a widow.

10. RURAL RENAISSANCE WOMEN

- Name ten chores that women did on the farm.
- Compare the wages for men and women on the farm.

11. URBAN RENAISSANCE WOMEN

- What is a guild?
- List ten trades that women followed in the cities.
- Who taught women the trades?

12. POOR RENAISSANCE WOMEN

List two ways that poor women supported themselves.



13. CONVENTS

- List two reasons why families put their daughters in convents.
- Describe what happened to girls who were forced into convents.
- What were the advantages of becoming a nun?
- Describe the family background of most nuns.

14. WITCH HUNTS

- What is a witch hunt?
- What kind of women were accused of being a witch?
- What evidence was used?
- What was the punishment for witchcraft?
- How many women were persecuted during the witch hunts?
- Name a modern day "witch hunt".

15. NOBLE WOMEN

Fill in the blanks.

- Most noble women ruled as surrogates of their _____ husbands, _____ fathers, and _____ sons.
- Noble women made a contribution by becoming _____.

16. THE EDUCATION OF RENAISSANCE WOMEN

- What were the goals of education for a middle or upper middle class girl?
- What skills did these women learn?
- What kind of education did poor girls get?

RENAISSANCE WOMEN PARAGRAPH (HANDOUT 2I)

Using information you obtained from the quotations in Activity One and the stations in Activity Two write a well constructed paragraph describing the lives of Renaissance women. Include information about their lives as mothers, daughters, wives, and widows. Describe their lives on the farms, in the cities, and in convents.

or

Imagine you are a renaissance woman. In the first person, describe your life. Include information about your family, your home and your work.

ACTIVITY THREE: THE PORTRAYAL OF WOMEN IN RENAISSANCE PAINTINGS

Goal: To examine how renaissance women are portrayed in paintings.

Length of Time: 60 minutes

Materials Needed: Library books on renaissance art.
 Handout 3A
 Handout 3B

Teacher Preparation:

- Teacher reserves the library resource centre.
- Teacher-librarian gathers books of Renaissance art using Handout 3B.
- Teacher photocopies Handout 3A for groups.

Class Procedure:

1. Teacher reviews the information in Activity Two on the lives of Renaissance women.
2. Teacher divides the class into groups.
3. Teacher explains the assignment on Handout 3A.
4. Teacher-librarian distributes library books to groups.
5. When students have completed the assignment, teacher asks each group to report their findings to the class.

Evaluation:

- Paragraph describing how women are portrayed in Renaissance paintings.
- Using the information in Activities One and Two, draw a Renaissance woman.

WOMEN IN RENAISSANCE PAINTINGS (HANDOUT 3A)

Settle in front of your painting and think about how it was composed:

- Describe the colours.
- Describe the facial expression or mood.
- Describe the clothing.
- Describe the pose. What does the pose imply?
- Do you get any sense of the personality of the person from the pose, clothing, and facial expression?
- What does the light focus your attention on?
- Are there any dark shadows?
- What do you think dark shadows mean?

- Describe the architecture or landscape in the painting.
- What does the architecture or landscape in the painting tell you?
- Has the artist made any one person stand out more than the others?

PAINTINGS OF RENAISSANCE WOMEN (HANDOUT 3B)

The Virgin of the Rocks by Leonardo da Vinci, 1483
 The Armada Portrait(Queen Elizabeth) by George Gower, 1588
 Battista Sforza by Piero della Francesca, 1474
 Portrait of a Young Women by Alesso Baldovinetti, 1465
 Virgin Annunciate by Antonello da Messina, 1465
 Mona Lisa by Leonardo da Vinci, 1503
 Maddalena Strozzi Doni by Raphael, 1505
 Libyan Sibyl by Michelangelo (Sistine Ceiling)
 Draughtsman drawing by a Female Nude by Durer, 1525
 Portrait of the Artist's Three Sisters and their Governess by Sofonisba Anguissola
 La Violante by Palma Vecchio, 16th century
 La Bella by Palma Vecchio, 16th century
 La Bella by Titian, 16th century
 Two Courtesans by Vittore Carpaccio, 16th century
 Portrait of Laura Battiferri by Bronzino, 16th century
 Portrait of Ottaviano Grimaldi by Paris Bordone, 16th century
 Lucretia by Lorenzo Lotto, 16th century
 Cecilia Gallerani by Leonardo da Vinci, 16th century
 Self Portrait as the Allegory of Painting by Artemisia Gentileschi, 17th century



ACTIVITY FOUR: FEMALE RENAISSANCE ARTISTS

Goal: To learn about the lives and contributions of female Renaissance artists.

Length of Time: 60 minutes

Materials Needed: Handouts 4A, 4B and 4C
 Book: *Artemisia Gentileschi*. by Mary D. Garrard.
 Optional: Handout 4D and 4E

Teacher Preparation:

- Teacher photocopies one copy of Handout 4A.
- Teacher cuts Handout 4A so that each artist is on a separate piece of paper.
- Teacher photocopies a class set of Handout 4B.
- Teacher schedules library resource centre periods.

Optional:

- Teacher photocopies a class set of Handout 4D or 4E.

Procedure:

1. Teacher asks students to name female Renaissance artists and writes the students responses on the board.

2. Teacher divides the class into groups of two.
3. Teacher gives each group the information on one female Renaissance artist from Handout 4A.
4. Teacher gives each student a copy of Handout 4B
5. Teacher instructs students that they are to complete Handout 4B by soliciting information from the other groups.
6. When students have completed Handout 4B, students are asked to find more information on their artist by looking in either art biographical reference books or encyclopedias in the library.
7. Teacher reviews their answers and asks students to list any similarities of the lives and experiences of female Renaissance artists.

Questions to lead a discussion:

- From what kind of a background did most female Renaissance artists come?
 - Who gave them their beginning training?
 - Which artists influenced their work as they matured?
 - What was the profession of their husband?
 - Who supported them while they painted?
 - How many discontinued their painting after they married?
 - How many left work that was unsigned?
 - Did the encyclopedias and reference books have information on your artist?
8. Using Handout 4C for background information, the teacher summarizes information on why most female Renaissance artists remain unknown. The teacher may use the book on Artemisia Gentileschi to an example of the work of a female Renaissance artist.
 9. Teacher assigns Handout 4D or 4E for homework.

Evaluation:

- Assignments 4B, 4D and 4E

FEMALE RENAISSANCE ARTISTS (HANDOUT 4A)

SOFONISBA ANGISSOLA (1532-1625) — Italian — is unusual in that she was not the daughter of an artist. She was born in Cremona, Italy, the eldest daughter of six talented daughters of a minor nobleman. Her sisters also painted and were gifted in music and literature. Sofonisba studied painting with well known Renaissance artists. She was primarily a portraitist but also did small historical subjects. She did a great many self portraits because there was a growing demand for portraits of women artists. In 1560, she went to Spain to serve a court painter and as a lady in waiting at the court of Philip II. She spent at least ten, possibly twenty years at court painting portraits of the royal family. She was married twice. After her first husband, Fabrizio de Moncada died, she married Orazio Lomellini, the captain of a ship after he so attentively looked after her on a voyage to Genoa. She was known by other prominent Renaissance artists like Michelangelo, Vasari and Van Dyck. During her lifetime she produced over fifty paintings which are considered fine examples of Renaissance portraiture. Famous Works: Portrait of a Boy with a Sword, Gloves and a Dog, n.d.; Self-Portrait, 1552.

LAVINIA FONTANA (1552-1614) — Italian — The daughter of an artist, Prospero Fontana (1512-1597) who was also her teacher, she is said to have felt the influence of Ludovico Carracci, another student of her father. In 1579, she married another of her father's students, G.P. Zappi. Theirs was a liberated relationship in that he

supported her career, perhaps even painting the drapery in her paintings. They had eleven children, only three of whom survived their mother. She worked in Rome from 1600 until her death under the patronage of Pope Clement VIII. She left over one hundred and thirty-five documented works including altar pieces, group portraits and religious scenes. However, only thirty-two signed works are known today. Before her death in 1614 she was elected to the Roman Academy and had a portrait medal cast in her honour. Fontana is an important Renaissance woman artist because she painted a wide range of subjects and was the first to carry out public commissions pioneering the way for other women artists like Artemisia Gentileschi. Famous work: Portrait of a noblewoman with a Lap Dog, n.d.

CATERINA VAN HEMESSEN (1528-1587) — Flemish — She was born in Antwerp in the Netherlands, the daughter of artist Jan Sanders van Hemessen. She was taught by her father, the painter Jan van Hemessen, and is thought to have worked on the backgrounds of some of his paintings. She painted half-length portraits and small religious works. She and her husband, Chretien de Morien, a musician, spent some years in Spain at the court of Queen Mary of Hungary. The ten signed paintings, mostly small portraits of women, that survive today are all dated before her marriage suggesting that she either stopped painting when she married, or that her later work has yet to be found. Because she stopped painting in her mid-twenties her work may never have reached full artistic maturity. Her best portraits have both an appealing intimacy and charm. Famous work: Young Women Playing the Virginals, 1548.

MARIETTA ROBUSTI (1560-1590) — Italian — was the daughter of the artist Tintoretto and his student. She was an accomplished musician as well as a highly acclaimed portraitist. She was invited to paint for the courts of the Emperor Maximilian in Germany and Philip II of Spain. She was married to a jeweller. Because her work was unsigned, much of her work has been attributed to her father. Although there has always been an awareness of her as an artist, little interest in discovering her works has surfaced.

PROPERZIA DE'ROSSI (1490-1530) — Italian — is the only woman sculptor to emerge from the Italian Renaissance. She was a pupil of the artist Raimondi and was influenced by the artist Tribolo. She did engravings and etchings, was educated in the sciences, and was an accomplished musician. Her first work was reportedly a crucifixion scene carved on a peach stone. When she received a commission for part of the facade decorations of San Petronio, the male artists in competition with her became jealous and waged a war to discredit her. Church elders attacked and refused to display one of her works, Joseph and Potiphar's Wife because they said it revealed her unrequited love for a young nobleman. Through grief and mortification, she died at age forty:

LEVINA TEERLINC (1520-1576) — Flemish — was the daughter of miniaturist Alexander Bening or Benninck (1483-1561). She too was a miniaturist. She was invited to England by Henry VIII, who paid her a higher salary than many of the male miniaturists including the well known Holbein. When Henry died, she continued to paint for Edward VI, Mary I, and Elizabeth I. Between Holbein and Hilliard, she was the most important miniaturist active in England during the Renaissance. However, because of the lack of remaining signed works and a dedicated scholar to reassemble her works, she received little recognition. Famous work: Portrait of a Young Woman, 1549; Portrait of Queen Mary I, 1549.

ARTEMISIA GENTILESCHI (1593-1652) — Italian — was the daughter and student of Orazio Gentileschi (1563-1639) whose name she kept rather than taking that of her husband. She was born in Rome and worked in Florence, Genoa, Naples and London. In 1612, her father charged Agostini Tassi — an artist he had hired to teach her mathematical perspective — with raping her. Tassi had also been convicted of arranging the murder of his wife. During the trial, Gentileschi was tortured by thumb screws to prove her testimony was truthful. After the trial, where Tassi was found guilty and sentenced to eight months in prison, Artemisia was married off to a respectable Florentine businessman named Pietro Antonio di Vincenzo Stiattesi. Though they had a least one daughter, theirs does not seem to have been a successful marriage because in 1615 she left her husband and moved to Rome. She was one of the first women artists to choose women as subject matter, depicting strong, powerful heroines as in her several paintings of Judith decapitating Holofernes. She is the first woman in the history of western art that captured the attention of biographers. Famous work: Judith and Maidservant with the Head of Holofernes, 1625.

BARBARA LONGHI (1552-1638) — Italian — was born in Ravenna, the daughter of mannerist painter Luca Longhi. She did portraits and religious works. Many of her works were left unsigned and therefore her contribution remains undocumented. Famous work: *Madonna and Child*. n.d.

FEDE GALIZIA (1578-1630)—Italian — was the daughter of miniaturist Nunzio Galizia and was a child prodigy. Her talents were noted as early as the age of twelve; she established her portrait career at age sixteen. She also did public commissions for churches. Her still life paintings are considered her most important works.

JUDITH LEYSTER (1609-1660)—Dutch — was the daughter of a brewer, not an artist. She was born in Haarlem and spent part of her life in Amsterdam. She specialized in small genre pictures, portraits, and still life paintings. In 1636, she married painter Jan Meinse Molenaer (1610-1668) and they had three children. After the marriage her output of work declined and she is believed to have collaborated with her husband. In 1833, she entered the Haarlem Guild of St. Luke. Famous Works: *Self Portrait*, 1635; *The Proposition*, 1631.

CLARA PEETERS (1594-1657) — Flemish — was a phenomenally precocious painter whose first still life was painted when she was fourteen. She was born in Antwerp and worked in Amsterdam and The Hague. She did a great variety of still life — flowers, food, and precious objects. She was especially interested in the fall of light and resulting reflections on metal.

SUSANNAH HOURBOUT (1503-1550) — Flemish — Only one scrap of documentation survives about this woman, recorded by the famous painter Durer. In the end of May 1521, while in Antwerp, he makes the following entry in his diary: “Master, Gerhard, the illuminator, has a daughter about eighteen years old named Susannah. She has illuminated a ‘Salvator’ on a little sheet, for which I gave her florin. It is wonderful that a woman can do so much.” Gerhard moved his entire family including Susannah to England to work for Henry VIII. There Susannah married one of the king’s archers and died with honours in her adopted country.

IRENE DI SPILMBERG (1540-1560) — Italian — was born in Udina, Italy to a noble family that originated in Germany. She was educated in Venice, where for two years she was a student of Titian. Not only skilled in painting, she was also proficient in letters, music, and design. She died at the age of twenty, her career as an artist unrealized.

MAYKEN VERHULST (1520-1560) — Flemish — Born in Malines, she was the wife of the artist Pieter Coeck van Aelst, whom she married in 1537, and the mother-in-law of the artist Pieter Bruegel. She was the grandmother and the first teacher of the famous artist Jan Brueghel. She was known primarily as a watercolourist and miniaturist.

GIOVANNA GARZONI (1600-1670) — Italian — was born in Ascoli Picento and lived in Venice, Rome and Naples. She was patronized by the Medicis. She did small studies of plants and animals using a delicate watercolour technique. Her compositions were simple and elegant. Her works are considered the finest botanical paintings of the seventeenth century. Famous work: *Still Life with Birds and Fruit*, 1620.

LOUISE MOILLON (1610-1696) — French — was born in Paris, the daughter of landscape and portrait painter Nicolas Moillon. She served an apprenticeship in the studio of her stepfather, François Garnier. She signed a contract with Garnier based on the strength of the talent she had exhibited by the age ten or eleven. She specialized in still life and displayed a quiet, restrained style. She is considered one of the finest still life painters of the first half of the seventeenth century in France. Famous work: *Still Life with Cherries, Strawberries and Gooseberries*, 1630.

FEMALE RENAISSANCE ARTISTS (HANDOUT 4B)

Complete the following by asking other groups in the class.

1. Find two female Renaissance artists who are:
 - Italian.
 - Flemish
 - Dutch
 - French
2. Name two female artist who are:
 - Miniaturists
 - Portraitists
3. Name two female artists who stopped their career after they married.
4. Name two female artists who were daughters of Renaissance artists.
5. Name two Renaissance artists who were supported by kings or queens.
6. Name two female artists who apprenticed with Renaissance artists.



WHY ARE THERE SO FEW FEMALE RENAISSANCE ARTISTS AND WHY ARE THE FEW FEMALE RENAISSANCE ARTISTS UNKNOWN? (HANDOUT 4C)

In 1548, Caterina van Hemessen of Antwerp signed and dated two small portraits of herself and her sister. In 1554 Sofonisba Anguissola signed a small self portrait. These paintings mark the debut of the first women artists for whom enough work and documentation have been preserved for them to be considered artists. In the fifteenth century, fewer than ten women throughout Europe were recorded as artists in published documents. Why was the Renaissance almost over before any women artists achieved enough fame for their works to be treasured and thus preserved for their accomplishments? What made it possible for a small but growing number of women to have successful careers as painters after 1550 but prevented them from having any significant impact before that date? Why are there so few female Renaissance artists and why are the few female Renaissance artists unknown?

The general position of women in the Renaissance answers many of these questions. Women in the Renaissance were the primary bearers and rearers of children, as well as keepers of the household. The domestic duties in the Renaissance were arduous and time consuming and kept women from considering careers outside the home. Before the fourteenth century, most clothes were made at home, often from scratch, which meant that wool was carded, spun, and woven into cloth before the sewing could begin. Women were responsible for much of the food production. They not only laboured in the fields with the men, they also raised vegetables, fruit, pigs and chickens, milked the cows and made the cheese and butter, cured the slaughtered pigs, preserved meat and fruit, baked the bread, and brewed the beer. Most women were handicapped by the physical strains and dangers of constant childbearing and by the endless hard labour required to provide their families with the basic necessities of life. They simply didn't have the time to paint or sculpt. In fact, many female Renaissance artists who were established, successful artists painted far less or even stopped completely after their marriages.

Women who attempted to become artists during the Renaissance faced many obstacles. During the Renaissance, changes in the artists' images of themselves occurred. They struggled to give art the status of a profession when it had been previously considered a craft. This change made it more difficult for women to become artists. A seven year apprenticeship in a master's shop no longer sufficed. Artists were expected to have a liberal arts education with a special emphasis on mathematics and the laws of perspective and to have considerable knowledge of ancient art. However, most women in the fifteenth century were illiterate. It became expected that the training of every artist would include the study of the human body, at first from corpses and clothed models but increasingly from the nude male model, and travel to major art centers to study the achievement of ones contemporaries as well as the best artists of the period. Such a level of education and freedom of movement were hardly possible for women in the fifteenth and sixteenth centuries except for a member of an aristocratic household. No proper lady could travel so independently and freely or admit to first hand knowledge of the appearance of the naked body. Women artists were excluded from the study of nude figures or models. Therefore, they were also excluded from the most prestigious art forms like historical paintings and relegated to portraits and still life.

Women who attempted to become artists in the Renaissance also faced extreme prejudice. Most men believed that women were inferior and the men who gave advice to women artists were patronising and confident of the inferiority of women as artists. Because women artists were not taken seriously as professional artists, they did not take themselves seriously and much of their work was left unsigned. Consequently, it has been extremely difficult for art historians to document the contribution of many female Renaissance artists.

RENAISSANCE WOMEN ARTISTS (HANDOUT 4D)

In a well constructed paragraph describe the lives of female Renaissance artists. Please include the names and nationalities of these artists as well as the type of paintings they did. Please mention their artistic training. Conclude your paragraph with the reasons why there are so few female Renaissance artists and why the few that were established and successful are unknown.

OR

Create a self portrait imagining that you are a Renaissance artist. How do you want to present yourself?

CREATE A FEMALE NINJA TURTLE (HANDOUT 4E)

There was Michelangelo, Leonardo, Donatello and Raphael. And now there's Sofonisba, Lavinia, Artemisia, Caterina, Levina, Judith, Fede, Barbara, Giovanna, Louise and Clara. On poster paper create a female Ninja Turtle using the information in Handout 3A. Please include or display clearly the following information in your creation:

- The name of your turtle
- The nickname of your turtle
- Your turtle's mentor (if possible)
- Your turtle's family (if possible)
- The type of artwork your turtle does
- The colour of the eye band
- Slang words used by your turtle

ACTIVITY FIVE: EXTRAORDINARY RENAISSANCE WOMEN

Goal: To learn about the contributions of extraordinary Renaissance women.

Length of Time: 120-140 minutes

Materials Needed: Handouts 4A, 5A , 5B.
Poster paper, pens and coloured paper.

Teacher Preparation:

- Teacher photocopies a class set of Handouts 4A, 5A and 5B.
- Teacher schedules library resource centre periods.
- Teacher-librarian gathers appropriate material on various Renaissance persons on a cart.
- Teacher gathers poster paper, pens and coloured paper.

Class Procedure:

1. Teacher distributes copies of Handouts 4A, 5A and 5B to each student.
2. Using Handout 5B, teacher outlines the assignment.
3. Teacher reviews the information on Renaissance women in Handouts 4A and 5A.
4. Teacher-librarian instructs students on where to obtain information in the library.
5. Teacher and teacher-librarian assist students in obtaining information from books, CD-ROMs and audio-visual material in the library.

Evaluation:

- Project can be evaluated.
- Compose a letter or poem as a female Renaissance writer.
- Compose a letter from Machiavelli to Catherine De Medici giving womanly advice, or from Vittoria Colonna to Michelangelo about art or spirituality.

EXTRAORDINARY RENAISSANCE WOMEN (HANDOUT 5A)

CATHERINE DE'MEDICI (1519-1589) — Patron — When Niccolo Machiavelli argued in his book *The Prince* that a ruler should pursue his objectives without worrying whether his methods were moral, he dedicated the book to Lorenzo de Medici whose daughter Catherine followed his advice. She spent a lifetime using murder as a weapon in attempting to keep power, rule France, and put her children on the thrones.

Catherine had a troubled childhood. Within a year of her birth in Florence, both her parents died of the ravages of syphilis. In 1533, her uncle, the Pope, arranged her marriage to King Henri II of France. For the first ten years of her marriage, Catherine was unable to produce children. Her powerless and unimportant position improved when she presented Henri with an heir in 1543: Francis. He was the first of ten children, of whom only two survived Catherine. However, her newly acquired status and power were lost when Henri was killed during a tournament when a lance pierced his eye. She regained her power when her first son Francis died and her son Charles assumed the throne. Charles was only ten years old so Catherine became the king's governor.

In France at this time there was great religious animosity between the two most powerful families, the Guises who were Catholics, and the Huguenots who were Protestants. Catherine pursued a policy of peace

between the religions and balance between the rival families, trying to keep either from becoming powerful enough to dominate her and control the country. Catherine alternately favoured and persecuted each party. When the Guises became too powerful she arranged for the assassination of the head of the family. When the Huguenots became too powerful she kidnapped their leaders and had them killed.

When her son allied himself with the Admiral de Coligny, Catherine arranged for the Guises to assassinate Coligny. When her son, named Henri de Bourbon the heir to the throne, she had him killed. She died thirteen days after her son Henri killed the heir she had named to the throne.

LAURA CERETA (1469-1499) — Italian Scholar — Laura Cereta was born to noble parents, Veronica di Leno, a lawyer and Silvestro Cereta, a humanist who worked for the city of Brescia. Laura was tutored in the humanities first in the convent and then at home by her father. She studied mathematics and astrology and read extensively on religious subjects. At fifteen, she married the merchant, Pietro Serina, but was widowed eighteen months later. Her letters, written when she was sixteen and eighteen years of age, expressed her grief for the death of her husband. Her letters also expressed a love of truth and a great respect for learning. For the modern reader what is most striking is Cereta's defence of women and their right to receive an education on equal footing with men. She died suddenly at the age of thirty and was buried in the church of San Domenico in Brescia.

VITTORIA COLONNA, MARCHESA DI PESCARA (1492-1547) — Italian writer — “The most famous woman in Italy” during the Renaissance was born to a noble Roman family who had a significant role in political and military affairs. Her father, Fabrizio Colonna was memorialized in Machiavelli's book *The Art of War*. Her mother, Agnese was the youngest daughter of the Duke of Federigo whose famous court provided the writer Castiglione with the setting for his *Book of the Courtier*. When Vittoria was three years old her father betrothed her in marriage to Ferrante Francesco d'Avalos, marquis of Pescara to strengthen his alliance with Ferdinand II, King of Naples. While her husband Pescara was away fighting military campaigns, Vittoria travelled to the cities of Marino and Rome where she formed great friendships with the prominent intellectuals of the times including Michelangelo. For over a decade, she corresponded through poems and letters to Michelangelo. He in turn lavished her with sketches and other pieces of his work. Vittoria's poetry was praised by her contemporaries, although much of her poetry could only be read in manuscript because of her reluctance to publish. In 1538 her first published book of poetry contained sonnets of love to her husband and spiritual poems of religious conversion. She died in 1547, nine years after her first book of poetry was published.

CASSANDRA FEDELE (1465-1558) — Italian writer — Cassandra was born to Angelo Fedele and to Barbara Leoni, both descendants of noble families exiled from Milan at the fall of the house of Visconti. She was first tutored by her father until at the age of twelve she began to study theology and the sciences with Gasparino Borro. After marrying a doctor, Giovan Mapelli, from Vicenza, she travelled to Crete and lived in Retino from 1495 to 1520. On the return journey, the ship was caught in a severe storm and the Mapellis lost most of their property. Her husband died in 1520 and Cassandra dedicated herself to learning. As her fame grew, she received invitations from Louis XII of France, from Pope Leo X and from the Queen of Spain to move to their courts. Cassandra was known as a poet but what won Cassandra her fame in Italy and abroad was the speech she delivered at the University of Padua in 1557, at 92 years of age. Among the women who in fifteenth-century Italy achieved a high degree of education and skill at writing, Cassandra is an exception insofar as she was allowed to display her talents and was appointed as speaker by state authorities. In 1547, at the age of 82 she was made a prioress of a girl's orphanage and held that position until her death eleven years later.

ISOTTA NOGAROLA (1416-1466) — Italian writer — Born to Bianca Borromeo and Leonardo Nogarola, both of noble ancestry, Isotta found in her family an environment very favourable to learning. Her aunt, Angela Nogarola was a poet; other members of the family had distinguished themselves in literature and the sciences. Together with her sisters, Isotta, studied Greek and Latin, first under Matteo Busso, then under Martino Rizzoni. In 1438, she moved to Venice in order to avoid the plague. Although she was sought after for her fame and beauty, Isotta declined marriage and pursued her studies of sacred literature and theology. Nogarola is an important figure because she wrote about the obstacles women faced when they encountered the religious and cultural traditions of the times. She died in 1466 and was buried in the church of Santa Maria Antica in Verona.

RENAISSANCE VISUAL BIOGRAPHY (HANDOUT 5B)

On a large sheet of poster paper, create a visual biography of two of the following Renaissance persons using the books, CD-ROMs, and audio-visual material in the library resource centre as well as handouts from your teacher. Choose one female and one male.

| | |
|------------------------|------------------------|
| Sofonisba Anguissola | Peter Bruegel |
| Brunelleschi | Boccaccio |
| Lucrezia Borgia | Baldassare Castiglione |
| Laura Cereta | Cervantes |
| Vittoria Colonna | Leonardo da Vinci |
| Isabella D'Este | Donatello |
| Albrecht Durer | Elizabeth I |
| Erasmus | Cassandra Fedele |
| Lavinia Fontana | Fede Galizia |
| Artemisia Gentileschi | Gutenberg, Johann |
| Judith Leyster | Barbara Longhi |
| Niccolo Machiavelli | Lorenzo de' Medici |
| Catherine de' Medici | Michelangelo |
| Sir Thomas More | Clara Peeters |
| Isotto Nogarola | Francesco Petrarch |
| Rabelais | Raphael |
| William Shakespeare | Jan van Eyck |
| Catherine van Hemessen | |

Include the following information in your biography:

Date of birth and death.

Family background including names of parents.

Education, including the subjects studied and teachers.

Type of artist (writer, artist, etc.).

Titles of famous works of art or books.

Contribution to the Renaissance.

ACTIVITY SIX: ELIZABETH I, RENAISSANCE RULER

Goal: To examine how, though unmarried and childless, Elizabeth I was able to rule for forty-five years in a country which held a traditional view of women.

Length of Time: 120-140 minutes

Materials Needed: Handouts 6A, 6B and 6C
Sheets of 8" x 11-1/2" white paper
Scotch tape
Coloured felt pens

Teacher Preparation:

- Teacher photocopies one copy of Handout 6A and 6B for groups.
- Teacher schedules library resource centre periods.
- Teacher-librarian gathers reference material on Elizabeth I.
- Teacher gathers paper and pens as needed.
- Teacher makes a transparency of Handout 6C.

Class Procedure:

Period One

1. Teacher divides the class into groups.
2. Teacher presents the assignment in Handout 6A to the class.
3. Teacher uses the transparency of Handout 6C as an example.
4. Teacher-librarian reviews the information available on Elizabeth I in the library resource centre.
5. Teacher-librarian and teacher assist students in obtaining information.

Period Two

1. Teacher displays the visual timelines that were created from the assignment.
2. Teacher summarizes the information about Elizabeth I that the students found.
3. Teacher poses the following question: How could an unmarried, childless monarch rule a people who believed not only in the inferiority of women but also the traditional role of the woman as a wife and childbearer?
4. Using Handout 6B, teacher leads a discussion on the question.

Evaluation:

- Timeline assignment
- Participation in discussion
- Paragraph on the reasons for Elizabeth I's success could be assigned.

ELIZABETH I: BIOGRAPHICAL TIMELINE (HANDOUT 6A)

Using the books, CD-ROMS, audio-visual materials in the library, create a biographical timeline of the life of Elizabeth I. Tape several sheets of 8" x 11 1/2" sheets of white paper for your timeline. Include the following:

Elizabeth's birth

Execution of her mother, Anne Boleyn

Execution of her stepmother, Catherine Howard

Henry VIII dies; Edward VI becomes King

Mary becomes Queen

Mary marries Philip

Peace of Augsburg

Mary dies; Elizabeth becomes Queen

Treaty of Cateau-Cambresis

Act of Uniformity and Supremacy

Treaty of Blois

Spanish Armada
Treaty of Vervins
Edict of Nantes
Death of Mary Stuart
Foundation of East India Company
Death of Queen Elizabeth

REIGN OF ELIZABETH I (HANDOUT 6B)

Throughout the Middle Ages and Renaissance the monarchy was by definition, male. Yet Elizabeth I ruled, unmarried, and rejected the most obvious responsibility of a queen that of producing a male heir. How did untraditional Elizabeth rule a traditional England for forty-five years without marrying and producing an heir?

The Protestant Elizabeth I was calculated and careful on how she presented herself to her subjects. Firstly, she made a conscious effort to replace the Virgin Mary in the affection of her subjects. She cultivated the image of the Royal Virgin. She presented herself as a Virgin Queen who could replace the Virgin Mary and help heal the rupture created by the break with the Catholic church. For example, several of Elizabeth's portraits were carried to Blackfriars in imitation of a religious practice to the Virgin Mary. Also, a number of the symbols used to represent Elizabeth as the Virgin queen, the Rose, the Star, the Moon, the Phoenix, the Ermine and the Pearl, were symbols appropriated from the Virgin Mary. Portraits of Elizabeth also used the same symbols and she was often dressed in white, the colour of purity and chastity. Also, Elizabeth's accession on November 17, 1558 bore religious earmarks including bell-ringing and sermons. However, her people did not solely regard Elizabeth as a Virgin Queen. People talked about her love affair with Robert Dudley, speculating on the resulting illegitimate children she bore. Women preserved their honour by being chaste and displaying chaste behaviour. For a woman to be thought of as unchaste, even falsely, jeopardized her honour. However, and secondly Elizabeth used these speculations to her advantage as a way to convey her womanly desirability and confirmed her ability to have children or heirs.

Thirdly, Elizabeth used the negotiation of marriage to her advantage. If she married she knew she would become a figurehead. But by pursuing negotiations with kings of other countries, she promised her people the possibility of marriage and an heir.

Finally, she presented herself as the mother of her people. By being wed to England, Elizabeth presented the image to her subjects as a mother. She convinced them that having children would divert her attention from them.

By not marrying, by being mother of no one and of everyone and by presenting herself as both a virgin and a sensuous woman to be adored, Elizabeth exerted a strong psychological hold on her subjects and ensured the longevity of her reign.

ACTIVITY SEVEN: FAMILY TREE AND WIVES OF HENRY VIII

Goal: To learn about the six wives of Henry VIII.

Length of Time: 180 minutes

Materials Needed: Handouts 7A and 7B
 Chart Paper
 Glue and felt pens

Teacher Preparation:

- Teacher photocopies class set of Handouts 7A and 7B.
- Teacher gathers chart paper, glue and felt pens.

Class Procedure:

1. Teacher schedules the library for the required periods.
2. Teacher introduces Henry VIII to the class by reading the background information. (See Handout 7B)
3. Teacher divides the students into groups of six and distribute Handouts 7A and 7B.
4. In groups, students research information about the six wives of Henry VIII.
5. Students will create a family tree using the appropriate symbols.
6. When groups have completed the family tree, they discuss the following questions:
 - a) Which of Henry's wives was your favorite character and why?
 - b) Why did Henry behead two of his wives?
 - c) Choose one of Henry's wives and write a journal entry about your husband, Henry VIII.

Evaluation:

- Family tree
- Group questions
- Imagine that all of Henry's wives are sitting together on the Oprah Winfrey show and they are discussing their experiences as Henry's wives. Write a script depicting this imaginary talk show discussion. What might they all agree on and what might they disagree on? What might they do now? Are there any laws in place now to protect them from Henry?

FAMILY TREE ASSIGNMENT (HANDOUT 7A)

Working in groups of six, follow the instructions and create a FAMILY TREE:

1. Each group member chooses one of Henry's wives to research. In the library, find information about each wife.
2. Create at least three symbols to represent the woman researched.
3. Using standard symbols for family trees create a visual representation of each of Henry VIII's wives. Use colour, pictures and symbols on your poster.

BACKGROUND INFORMATION TO HENRY VIII (HANDOUT 7B)

- Henry VIII, second son of Henry VII, becomes King of England in 1509. He marries Catherine of Aragon in the same year.
- In 1516, their daughter, Princess Mary is born.
- In 1533, Henry VIII divorces Catherine of Aragon and marries Anne Boleyn. Princess Elizabeth is born the same year.
- In 1536, Henry VIII divorces Anne Boleyn and she is beheaded.
- In 1536, Henry VIII marries Jane Seymour.
- In 1537, Prince Edward is born and Jane Seymour dies.
- In 1540, Henry VIII marries Anne of Cleves and divorces her that same year.
- In 1540, Henry VIII marries Catherine Howard.
- In 1542, Catherine Howard is beheaded.
- In 1543, Henry VIII marries Catherine Parr.
- In 1547, Henry VIII dies.

ACTIVITY EIGHT: RENAISSANCE WITCH TRIALS

Goal: To examine the European “witch craze” of the 16th and 17th centuries.

Length of Time: 120 minutes

Materials Needed: Handouts 8A and 8B

Teacher Preparation:

- Teacher photocopies a class set of 8A and 8B.

Class Procedure:

1. Teacher reads Handout 8A to the class.
2. Teacher divides the class into groups of four to discuss and answer questions on Handout 8A.
3. Teacher facilitates a short discussion.
4. Teacher distributes Handout 8B to groups.
5. Students are to create their own ending to the trial based on the instructions provided.
6. Students will present their trial to the class when they have completed the questions.

Evaluation:

- Collect the group answers and mark them for accuracy and insight.
- Mark the trial presentation for creativity and content.
- Illustrate a witch hunt.

THE WITCHCRAZE (HANDOUT 8A)

“Having taken the suspected Witch, she is placed in the middle of a room upon a stool, or table, cross-legged, or in some other uneasy posture, to which if she submits not, she is then bound with cords; there is she watcht and kept without meat or sleep for the space of 24 hours . . . A little hole is likewise made in the door for the imps to come in at; they that watch are taught to be ever and anon sweeping the room, and if they see any spiders or flyes, to kill them, then they may be sure they areher impes.” John Gaule, 1646

In seventeenth century Europe thousands of women were persecuted because they were perceived to be witches. For centuries, people had believed that some people had supernatural powers and the ability to perform good or harmful magic (or both). A good witch, or cunning woman may heal people or animals by incantations or potions. By the sixteenth century, many people began to hold a new belief that such supernatural power came from the devil, who bestowed it chiefly on women, in return for their absolute obedience to him. In Europe, thousands of women were persecuted as witches by hanging, burning at the stake and drowning. The figures reveal that 80 to 95 percent of those accused and 85 percent of those killed were female. Women were hunted down and driven to despair by torture. In some cases, women driven by fear of being burned alive, killed themselves in prison. In addition, many accused witches were murdered in prison from tortures inflicted upon them.

What might prompt a witch hunt to begin? Personal tragedy, natural disasters like hailstorms, a desire for revenge, or possession by demons (bewitchment) were the most frequent triggers. Accusations might lead to a witch hunt resulting in whipping, fining, banishment, or ruined reputation of one or a few people. Witchcraft accusations often served as a cover for other problems and the women of the family could be made the scapegoat for hardship.

HANDOUT 8A

Answer the following questions:

1. What does the term “witch hunt” mean? How is its meaning today different from what is meant in the sixteenth and seventeenth century?
2. Why do you think that many people believed in witches in the sixteenth and seventeenth century?
3. What is a scapegoat? Think of one example where you have felt like a scapegoat.
4. Why do you think women were often the victims of the witch hunts?
5. Can you think of any “witch hunts” that still happen today?

THE WITCH TRIAL (HANDOUT 8B)

Create an ending for this story.

Matthew Hopkins was born in about 1600 in Suffolk, England, the son of a minister. His official profession was that of a lawyer. His unofficial career as a witch finder began when people seemed to be taking up witchcraft right under his nose. Every six weeks, he said, witches from round about used to gather near his house for a meeting known as the ‘witches’ Sabbath.’ On these Friday nights, it seemed, the witches would

pray to the devil, send out their imps to harm other people, read wicked books and generally eat, drink and make merry.

The first witch Hopkins managed to convict in court was an old, poor, crippled, single neighbour of his called Elizabeth Clarke. She was accused, among other misdeeds, of making John Rivet's wife ill. Furthermore, people said her own mother had been hanged for practicing witchcraft. Elizabeth Clarke's trial was set and Hopkins was determined to convict her and get her to confess her wrongdoings as a witch.

Additional Information:

1. Court judges often searched women for the marks of the devil. Moles, scars and warts were evidence enough to convict a woman.
2. As part of the torture inflicted on the accused, the prison guards would not allow the prisoner to sleep and the sleeplessness would often force women to "confess."
3. Scolding by a female was considered a crime and was punished in Britain by the "scold's bridal." The victim's head was locked inside an iron cage that drove spikes through her tongue. Another form of torture was the "ducking stool." This was when the accused was ducked under water in stagnant ponds or cess-pools. Another common form of torture was tearing the flesh with red-hot irons and cutting off body parts in preparation for burning at the stake.
4. A typical witch was poor, old (over 50), unattractive, disliked and female. She often had some authority in her community as a healer, midwife, fortune-teller, or spell-lifter.
5. Body pricking was a common practice to prove innocence or guilt. It appears that jailers, prickers, executioners and judges could take their sadistic pleasure with female prisoners.

ACTIVITY NINE: MARRIAGE IN THE RENAISSANCE

Goal: To examine the role of marriage as a social contract in Renaissance Europe.

Length of Time: 60 minutes

Materials Needed: Handouts 9A and 9B

Teacher Preparation:

- Teacher photocopies a class set of Handouts 9A and 9B.

Procedure:

1. Teacher gives class a brief overview of the play "Romeo and Juliet".
2. Teacher distributes Handout 9A to the class.
3. Students read Handout 9A.
4. Teacher divides the class into groups of four.
5. Groups discuss the questions on Handout 9B.
6. Teacher debriefs class in an open discussion of the reasons for marriage.

Evaluation:

- Write your own case study centered around a conversation between Romeo and his servant. Divide the class into two groups and have each examine and discuss a different case. Debrief as a whole class.
- View a production of "Romeo and Juliet." Have the class discuss the gender issues examined as well as those ignored in the production.

- Have students read and analyse several Renaissance love sonnets.
- Have students generate a brainstorming of the differences between the reality of marriage and the literary presentation of love.

HANDOUT 9A

JULIET AND HER MAID

Nurse had heard the gossip among the servants both in the house and on the street. She had been a servant with the Capulet family since she was twelve and in all of that time she had never seen the master of the house so angry. Juliet, to whom she had been nurse and then maidservant for fourteen years, was in deep trouble. Would Juliet be sensible and stop seeing the boy her father had forbidden her to even speak about, or would she continue to talk of “love” as though it were real?

“Your bodice has been mended, mistress. Will you dress now?” Nurse asked as she entered Juliet Capulet’s dressing room.

“Look, you can see Romeo there in the yard,” cried Juliet.

“Mistress, will you dress now?” Nurse asked again.

“In a minute,” Juliet replied. “Come, see how fine he looks with the sun in his hair.”

“Juliet! I have many more things to do than to gaze at the boy your father has forbidden you even to mention. Your father would have my head if he caught me staring out the window when I should be getting you ready for dinner with Paris.”

“I will not marry Paris and I see no reason to encourage him by having dinner with him.”

“A daughter marries the man her father arranges for her to marry, and she encourages that young man if she knows what is good for her.” Nurse knew what to say but she was a little confused that she should have to say it at all. “Why do you say that you will not marry Paris? He is a well-to-do man, an important man. Your father was lucky that he could arrange such a fine alliance between this family and Paris’s family.”

“But I don’t love Paris, I love Romeo.”

“We are not speaking of ‘love’, nor is your father interested in ‘love’. We are talking of marriage.”

“Well, I want to marry Romeo because I love him,” Juliet said, teasing her maid.

“Marriage is a business arrangement. Do you think that your mother married your father for love? She married him because her father owned three boats and half of a trading dock which your father has made considerable money from. Do you think a Queen marries the man she wishes to or the one who will bind her country to a strong trading partner?”

“I have heard that the English Queen will marry no one”.

“It is not for lack of love but for lack of need. England is strong enough to stand on its own now, and her advisors are waiting until a marriage can be arranged that will make her country even stronger.”

“I say she does not marry because she has not yet found love. Oh look, Romeo is looking up here.”

“Get away from that window and put this on.”

“Oooh, should I wave?”

“Mistress! You will get me in trouble,” Nurse said crossly.

“Nurse, dear, you have always stood beside me, even when my father was angry,” Juliet pleaded, turning from the window. “Why now do you not stand beside me? Can’t you see that I love Romeo and would be happiest if I married him?”

“And why couldn’t you be happy married to Master Paris?” asked Nurse. “He has always some lively and intelligent thing to say. He has good manners, nice clothing, and I have heard no tales from the servants of his family’s household that he is cruel to them or to anyone. He seems a fine husband, indeed.”

“But when I asked him if he had ever loved anyone he said ‘loved’ as though it were a country he had never heard of. How can I be happy with a man who does not make my heart beat?”

“My dear Juliet, you know why things must be this way.”

“Yes, I am only a piece of property for my father to marry off as he pleases. To be chained for the rest of my life to Paris because his father imports fine cloth and owns three houses. How am I supposed to learn to love him when my heart can never unlearn its love for Romeo? You have more freedom than I do in this. You could marry anyone you choose and live in love and happiness forever with the blessing of the Church and your

family. But because my father has a title, I am stuck with whomever he should choose, to live the rest of my life with him gloating happily — and my sweet Romeo forever out of reach!”

“Yes, it’s true that not being of high birth I can choose a husband more easily. But I should be most happy to marry a man with some land of his own to keep us in our old age and not chase after a pleasant looking young man I only met yesterday,” Nurse explained. She had great tenderness for Juliet but could not understand her reluctance to see sense.

“Well, help me dress then, Nurse. It is late and I want to see Friar Lawrence before dinner.” When she had finally sent Juliet off, Nurse returned to the upper floor bedroom to tidy up. “Well,” she thought, “I certainly hope that Juliet has gone to confess to the worthy Friar or at least have some sense talked into her. Hmm. I wonder where that young Romeo is off to?” She stood with a skirt half folded in her hands and watched Romeo Montagu head up the road in the direction of the church.

HANDOUT 9B

Questions for Discussion:

1. Juliet has only a single reason for wishing to marry Romeo. How important do you think love should be in selecting a person to marry?
2. In your opinion, how convincing is nurse when she argues with Juliet?
3. How old do you think a person should be before they decide for themselves who to marry?
4. Should parents ever have the right to tell their children who to marry?
5. Do you think arranged marriages could work in Canadian society today?
6. Juliet is only 14 in the play and gets married just after this conversation takes place. How old should a person be before they get married? Does the age of the other person make a difference?

ACTIVITY TEN: COURTLY LOVE

Goal: To introduce the concept of courtly love in literature.

Length of Time: 120 minutes

Materials Needed: Handouts 10A (a précis of the concept of courtly love) and 10B.
Poetry Anthologies which contain poems of courtly love.

Teacher Preparation:

- Teacher familiarizes himself/herself with the concept of courtly love.
- Teacher schedules library resource centre time.
- Teacher-librarian gathers anthologies with poems of courtly love.
- Teacher photocopies a class set of Handouts 10A and 10B.

Class Procedure:

1. Teacher explains the concept of courtly love to the class.
2. Using the books in the library, students read poems of courtly love.
3. Students choose one of the questions on Handout 10B as an assignment.

Evaluation:

The assignments from Handout 10B

HANDOUT 10A

COURTLY LOVE

Often thought to be based on a misinterpretation of Virgil's Aenid, courtly love was a literary concept that epitomized an ideal male lover and helpless female love object.

The male, often a knight, was to live a chivalrous life. Celibacy and purity of body and spirit were the watchwords of the courtly lover. The male lover was expected to be "sick" with love, refusing food, going without sleep, pining. He should, according to tradition, set out on a quest to prove himself worthy of the love of the woman. His only wish was to provide happiness for the woman.

The woman, however, must ignore this. She is to be aloof, beautiful, and also of course, celibate. The woman, as unattainable object, was central to courtly love doctrine. She, too, often wasted away, but was not usually given the dignity of having a reason for doing so. Her love was unmentionable; his could be, had to be, common knowledge, at least to the reader of a work.

Courtly love in English literature saw its heyday in the Middle Ages. In the Renaissance, women as objects moved increasingly out of books and paintings and into society. Man, in literature, no longer had to pine for a lover with the same regularity. Women were no longer afforded the luxury of being in love at all.

HANDOUT 10B

Choose one of the following:

Write two poems: one in the courtly love tradition and one using the conventions of modern love.

or

Investigate the 'love' associated with King Arthur, Sir Lancelot and Guinevere.

or

Write a love song in the courtly love tradition or in a gender verse of courtly love.

HANDOUT 10C "The Passionate Shepherd To His Love" by Christopher Marlowe

HANDOUT 10D "The Nymph's Reply to the Shepherd" by Sir Walter Raleigh

HANDOUT 10E "Sonnet 18" by William Shakespeare, "Shall I compare thee to a summer's day?..."

HANDOUT 10F "The Faerie Queen", Book 1; Canto 12 Stanzas 22-25, by Edmund Spenser, "So faire and fresh, as freshest flowre in May;..."

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WHAT'S WRONG WITH AUTOMATED CATALOGUES?

précis by **BARBARA SMITH**, teacher-librarian, Larson Elementary School, SD#44 (North Vancouver).

According to Nicholson Baker, ("Annals of Scholarship: Discards", *The New Yorker* April 4, 1994) there's plenty wrong.

First of all, the automated catalogue records do not contain all the information available on the cards they replace. Depending on the level of the automated cataloguing, there might be many notations missing. There may be notes on the back of cards, added by conscientious librarians, which are never included when the cards are input into the database by such companies as OCLC. Also, the degree of use of a card or group of cards is not evident. Baker notes that he can tell by how dirty a card is, whether the item has been much sought after or not, and can adapt his search accordingly.

The automation process introduces many errors into the system. Despite the best care, mistakes are made which will result in items being effectively lost, since a misspelled title or author's name prevents the computer locating it in a search. The workers inputting the data may be unable to check the item itself (if the work is done off-site), or even recognize incongruities in the catalogue card when they see it, if they are not experienced catalogers.

Collocation is impossible. Collocation is where the filing rules have been set aside in order to group items which by strict alphabetical filing would have been interfiled. Collocation groups cards for the same topic. For example, labor as a medical term would be segregated from labor as a sociology topic. Automated searches don't weed out obviously unsuitable titles, since collocation is not part of the computer's instructions, resulting in long lists of books, many of which are irrelevant to the searcher's needs.

Searchers identify thousands of 'hits', which can make the job impossible. Users need considerable knowledge in choosing subjects, and they need expertise in Boolean searching. Even an average search brings up 77 titles, according to one study, whereas the average user wants around 9 or 10.

Searchers who locate a large selection of resources will be warned that a long search may be impossible, and be discouraged from trying. Some university systems refuse long searches except at low-demand times.

Lack of authority control. The computer, in alphabetizing, cannot recognize variant spellings of a name. Names such as Tchaikovsky or Mao Tse-tung can be spelled numerous ways. In addition, sometimes the name includes dates of birth and death, which the computer cannot interfile with entries without the dates.

'See also' references are not as easy to spot or include. Older card catalogues may have lists of useful subject headings to pursue. For a topic like censorship, for example, a Boolean search will only uncover subject headings containing the word censorship but would fail to lead the searcher to such useful headings as 'Prohibited books,' 'Condemned Books,' 'Freedom of Information,' or 'Pornography.'

Lack of authority control can have far-reaching problems. Once a database is set up, and a new copy of a title is acquired, the original entry is searched for, rather than input again. But if the original access point is flawed, the searcher will not find it and will include a duplicate entry. If the original entry is poorly done, it will be very difficult to identify this and correct it, once the database reaches many thousands of items. The University of Chicago estimates it will need to pay \$150,000 to have its automated card catalogue 'groomed' for these errors.

Following from the above, the cost of automated catalogs is at least as great as a paper environment, often more. One estimate is that 30% of library budgets are taken up with automated cataloging, to the detriment of acquisition budgets.

Sometimes weeding goes too deep, and oldies-but-goodies are sacrificed to cut down on input costs.

Children have less success searching on-line. One study found that 65% of card-catalog searches were successful, as opposed to only 18% of on-line searches. "No fourth graders used the on-line catalogue successfully." (p. 80). Adults have similar problems. A study showed that adults failed 39% of the time to type in a title in a way that would bring up something. Each program has its own idiosyncrasies regarding input codes. Users must learn these, and, if users visit several libraries, they might need to know several sets of codes.

Guide cards are not part of the on-line database. These are the helpful alphabetical tabs which show the searcher where to start looking within each drawer.

Motives for automating are not clearly understood. Librarians seem to want to convert to computers as a publicity thing. Users are impressed. Also, the old-time stereotype of the librarian can be discarded in favour of the data-processing professional — "off-site hyper textual retrievalists" or "brokers of information." (p.78) As well, when librarians need to apply for grants, they can sometimes get it for automation but not for resources acquisitions, because administrators are brainwashed into thinking this has more relevancy or is more innovative — "sexy modern technique."

With the destruction of major card catalogues, a source or topic of research is lost, into the 'the life and thought and prevailing mental taxonomies'...as shown in how books were once classified, and how revisions were made over time. "The real reason to keep card catalogues is simply that they hold the irreplaceable intelligence of the librarians who worked on them." (p. 86)

On the other hand,

Automated card catalogues don't get moldy.

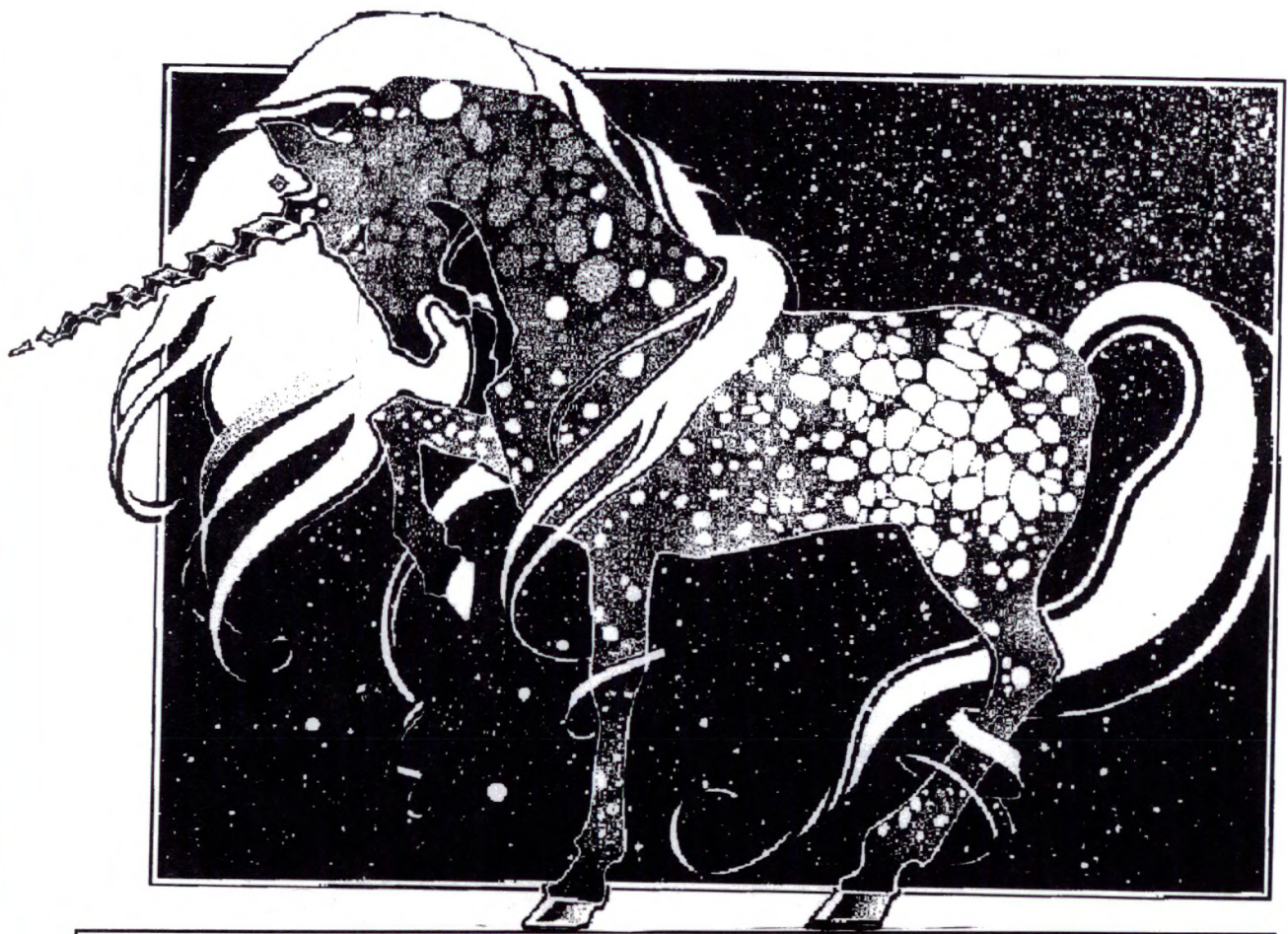
No-one can steal cards. Seemingly this has been a problem in large libraries.

They are faster to input and sort (especially necessary in large libraries where up to 500 items are added per day).

They can be searched on-line (from a distance) avoiding parking problems, saving time.

Baker's objections are aimed at university libraries, and at retrospective conversions. He notes that computer programmers of automated catalogues are constantly improving their product and in time may overcome the problems outlined above. It seems inevitable that catalogues be automated. His regret is that the old catalogues are being destroyed rather than kept to serve as a source of research, a supplemental research aid, and a way to correct errors which would otherwise mean some books are lost in the system.





REGULAR FEATURES



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NOTES AND NEWS

by WILLA WALSH, senior editor

MEDIA EDUCATION MATERIALS WANTED

If you have produced materials to teach about the media and are looking for an outlet for your efforts, the Canadian Association for Media Education (C.A.M.E.) has a deal for you. C.A.M.E. is producing a series of Media Education Samplers for teachers who want to incorporate media education in their curricula. For each page published in one of C.A.M.E.'s samplers, C.A.M.E. will pay the author \$75.00.

Formed by a group of teachers and media professionals, the Canadian Association for Media Education was issued its certificate of incorporation as a non-profit society by the British Columbia Registrar of Companies in August, 1991. Its mission is to educate Canadians about the media, promote media education, and encourage Canadian cultural expression in the media. By 1994, C.A.M.E. had published a regular series of newsletters for its membership of teachers and media professions, had held public discussions about topics such as what parents and teachers should be telling children about media, news gathering and dissemination, children and television, and advertising. It had also produced a curriculum unit, "Making the News," for use by teachers at the intermediate level.

In January of 1994, the BC Ministry of Education asked C.A.M.E. to prepare a conceptual framework for media education which included a definition of media education, the aim of media education, a rationale for media education, as well as identification of key concepts in media education, and an overview of the nature of the subject. The framework, completed by C.A.M.E. and submitted in June of 1994, was intended to help the teams responsible for revising the BC curriculum to include media education. Contact C.A.M.E. at 734-9250 to request submission guidelines. Please leave your name and fax number. To become a member of C.A.M.E., send \$10.00 to C.A.M.E. at 1363 Fountain Way, Vancouver, BC V6H 3T2. Anyone subscribing to C.A.M.E. will receive a copy of the framework and the most recent Media Sampler.

NOVA SCOTIA SCHOOL LIBRARY ASSOCIATION

In the October, 1994 NSSLA Bulletin it was reported that many teacher-librarians in Nova Scotia had been returned to the classroom and that several school boards had hired library technicians to replace teacher-librarians. At present the Nova Scotia Teachers' Union is trying to define what constitutes teaching, so as to be able to direct library technicians in their role in the school! This is an area of serious concern for teachers, non-professionals, and those in supervisory positions. The Halifax County NSTU Local has passed a motion to direct educators in monitoring the non-teaching role of the technicians. This motion has been sent to all locals in the province.

Membership in NSSLA is a big concern. In order for a special association to exist the NSTU requires a minimum membership of 25. Presently, NSSLA has 141 members based on their 1993 conference attendance. NSSLA is planning to hold a draw at their AGM for a prize from new memberships. Ongoing advocacy and promotional activities have been taking place. The present status of the librarians holding specialist teaching certificates needs to be discussed also. We will keep posted on the changing conditions in this province and hope for better news soon.

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP (IASL)

IASL's 24th annual conference will take place July 17 - 21, 1995 at Worcester, England, UK. *Sustaining the Vision* will be the title of the conference hosted by the Worcester College of High Education. This conference will kick off the year long activities leading to the 25th Anniversary Conference of the IASL in Jamaica in 1996. The themes of the conference are Librarianship, Literacy, Children's Literature and Technology. The intention is to have a day on each, incorporating visits where possible (e.g., to the Royal College for the Blind in Worcester). Three keynote speakers are already arranged for. Dr. Margaret Meek, Emeritus Reader in Education of the Institute of Education, The University of London, will start the conference on the Monday evening. Vida Conway will be the keynote speaker for librarianship. Her speech will give a picture of School Librarianship in the UK. Michael Rosen is the keynote speaker for the literature day. He is an author, poet, critic, academic and

broadcaster, and is the leading force in the world of children's literature in the UK.

Any person or group interested in entering a project for the IASL-SIRS International Commendation Award, which gives recognition to outstanding and innovative projects, plans, programs or publications which could serve as models for replication by other school librarians/media specialists, should contact Gerald R. Brown, IASL Vice President, 340, 55 Nassau Street, North, Winnipeg, Manitoba, R3L 2G8; phone or fax: (204) 284-5620. The deadline for submissions is May 1st, 1995. The project must be innovative and well documented, with indications that it has already been successfully carried through or at least that it is already in progress. It may be developed by an individual member of IASL, a school library system and/or a school library association. The recipient of the Commendation Award is expected to demonstrate the project at the 1995 IASL Conference.

KEN HAYCOCK CHAIR OF THE WEST VANCOUVER SCHOOL BOARD

The West Vancouver School Board has elected Ken Haycock as Chair for 1995. Dr. Haycock was first elected to the Board in December, 1993 and for the past year has chaired the Board's Public Education Committee. Ken Haycock is professor and director of the School of Library, Archival and Information Studies at the University of British Columbia where he teaches graduate courses in the management of information agencies and services. He was also elected director for North America for the International Association of School Librarianship in 1994. He has been honoured by a number of professional library associations, including the prestigious Outstanding Service to Librarianship in Canada Award, and an honorary life membership from the Canadian Library Association.

NATIONAL FILM BOARD OF CANADA

There is a new NFB film entitled *Taking Stock*, a behind-the-headlines documentary about the collapse of the Northwest Atlantic Cod Fishery. Through a series of poignant profiles of people intimately linked to the fishery, through the perspective of its 500 year old history, and by examining the high-tech approach used in resource management, *Taking Stock* unravels a dramatic story about the loss of one of the world's greatest food

resources. This film is also now available in video. It is accompanied by a user guide. More information is available from the local office of NFB at 1045 Howe St., Suite 100, Vancouver, BC, V6Z 2B1.

SOME INTERESTING RESOURCES

A good source for journalism and media studies courses is *Project Censored Canada: Researching the Nation's News Agenda* by Project Censored Canada, 1994. It describes the ten stories that were censored by the mainstream media in that year. Available from: Project Censored Canada, School of Communication, Simon Fraser University, Burnaby, BC V5A 1S6; tel: 291-4905. Cost is \$7.00 including postage.

There is an excellent set of posters which support the grade 8 World Religions curriculum. They include: Sikh Festivals, Holy Places, Hindu Festivals, Jewish Festivals, Buddhist Festivals, Religious Artifacts, Days of Worship, Places of Worship, Sharing the World, and Islamic Festivals. They are available from: Learning Advantage, 17340-1106A Avenue, Edmonton, Alberta, T5S 1E6. Cost is \$16.95 each set except the Religious Artifacts set which is \$29.95. There is a 10% discount for orders over \$250.

Inexpensive books on the Salem Witch Hunts as well as a teaching unit to support a unit on Arthur Miller's *The Crucible* are available from: Salem Witch Museum, Washington Square, Salem, Massachusetts, 01970. Tel: 1-508-744-1693 or Fax: 1-508-745-4144.

The following companies are sources of unabridged books on tape: Books on Tape, PO Box 7900, Newport Beach, CA 92658; Brilliance Corp., 1810B Industrial Park Drive, PO Box 887, Grand Haven, MI 49417; Chivers North America, 1 Lafayette Road, Hampton, New Hampshire, 03842; Hall, Division of Macmillan Publishing Inc., PO Box 159, Thorndike, ME 04921; Recorded Books, 279 Skipjack Road, Prince Frederick, MD 20678; Thorndike Press, PO 159, Thorndike, ME 04986; Ulverscroft Soundings, 279 Boston Street, Guildford, CT 06437.

The following are excellent sources of clown and circus books for secondary schools: Circus World Street Circus Shoppe, (Ringling Brothers Circus) 426 Water Street, Baraboo, Wisconsin 53913-2597 and Classic Books, 107 Crossroads Shopping Centre, Sarasota, Florida, 34239.

These sources have been submitted by Jude Coffin, teacher-librarian, Surrey.

11TH ANNUAL BC BOOKS PRIZES GALA

The date of the gala dinner and presentations for the BC Book Prizes is on APRIL 29th, 1995 this year. It will be held at the same locale as last year at the Robson Square Banquet Room at 5:30 p. m. Tickets are \$40 if purchased before April 1st and \$50 after April 1st. The evening will be hosted by CBC Radio's Linda Cullen and Bob Robertson, better known as Double Exposure. Your Book Prizes ticket will also admit you to the post-gala party to be held in the Great Hall of the Vancouver Law Courts, immediately following the Book Prize dinner and awards. This event is always a festive occasion and well worth attending. The literati of British Columbia will be there! Willa Walsh has tickets if you wish to attend. They go quite quickly so make your plans early. The BC Book Prizes celebrates the achievements of British Columbia writers and publishers. Some of the judges for prizes include: Hal Wake, host of CBC's Early Edition; Julie Lawson, last year's Egoff Prize winner; Eileen Kernaghan, novelist and coordinator of the Burnaby Writers' Society; Miriam Waddington, one of Canada's most distinguished poets and critics; and Bill Bissett, author of 59 poetry books. See the advertisement for tickets elsewhere in this issue of *The Bookmark*.

LANGUAGE EDUCATION DEPARTMENT, UBC STAKEHOLDERS MEETING ON TEACHER-LIBRARIANSHIP

On November 15th, 1994 there was a Stakeholders' meeting on Teacher-Librarianship at the University of British Columbia. Participants raised a number of issues regarding programs for teacher-librarians. The following items emerged: the need for a strong Masters' program in Teacher-Librarianship, the need to extend the School Library Diploma Program through Guided Independent Study in order that training can be made available to teachers in charge of school libraries everywhere, and the need for an increased emphasis on

new information technology in the Teacher-Librarianship Diploma Program. It is very probable that a second core course in the Teacher-Librarianship Diploma Program will be added as a Guided Independent Study in 1995, and possible options for pursuing a joint Masters' program with the School of Library, Archival and Information Studies needs further consideration. The Language Education Department has been fortunate in obtaining the Computer Language Laboratory at Ritsukmeikan House on the UBC campus for the period July 4-14, 1995. They will use this facility to offer an Institute on Information Technology for teacher-librarians— LIBE 477 for 3.0 credits. This is a state of the art laboratory with CD ROM, Internet and video-conferencing capabilities. Twenty two students can be accommodated in the Institute. For further information and registration details contact: Distance Education Office, Faculty of Education at 822-2014 or FAX: 822-2015.

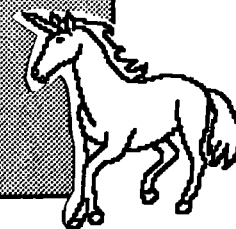
[Editor's Note: Please look for summer course offerings at UBC located elsewhere in this issue of *The Bookmark*.]

NEWS RELEASE: UVIC DOCUMENT DELIVERY SERVICE EXPANDS

INFOLINE has long been available to students enrolled in Distance Education programs at the University of Victoria. Recently the Continuing Studies Library service extended its basic document delivery service to School Districts 31, 63 and 65. This contractual arrangement offers educators in those districts access to journal articles from the UVIC collection and from other sources. In addition, books may be borrowed from the university collection. Literature searches may be arranged from ERIC and other databases. Details of these services (costs, delivery schedules and approaches, request procedures etc.) may be obtained from Alexander (Sandy) Slade at (604) 721-8221, FAX (604) 721-6233 or through e-mail at LIBEXT@UVVM.UVIC.CA.

The question is," said Alice, "whether you can make words mean so many different things."

"The question is," said Humpty Dumpty, "which is to be master—that's all."





by **LIZ AUSTROM**, teacher-librarian, Magee Secondary School, SD#39 (Vancouver) and **BARBARA SMITH**, teacher-librarian, Larson, Elementary School, SD#44 (North Vancouver).

THE LIMITS OF CHANGE

Q: What do you do about the teacher who just won't get on board with cooperative program planning and teaching?

A: There are some battles you just aren't going to win. This needs to be said at the start. However, if you **DON'T** try, you **WON'T** win.

When this question was brought up among the editors of *The Bookmark*, the response was lively and immediate. We all had stories to share about the failure of some of our colleagues to get the "Cooperative" message. The reality is never the perfect replication of the theory and we shouldn't be discouraged by that fact.

We still have:

- mass assignments for topics when the class's teacher has already signed out (and won't share) all the books on the topic.
- classes arriving with a teacher who just hoped we might have a video to show, so she can make a quick phone call.

- research topics assigned with no consultation with the teacher-librarian, often on obscure subjects that students are unlikely to find sufficient resources on, short of visiting a university library.
- teachers who feel that the mere act of searching in the library resource centre is educationally useful, even though the students have no hope of success because the answer does not exist in the collection.
- assignments which cannot be completed without massive copyright violation.
- teachers beginning resource-based units and then coming to see if there are any resources.
- teachers recommending that a whole class visit the public library for information on a topic which probably merits a maximum of three books in the public library collection.
- students receiving high marks for a research report which was mostly plagiarized.
- teachers who prefer a fifteen page mish-mash of regurgitated information to a well written two page essay with a thesis and a point-of-view. Quantity is not always quality.

What can we do? Recognizing that there will seldom be 100% success in any kind of educational change, the teacher-librarian can only keep up the pressure and hope for the best. Over time, an effort should be made to build a school climate that makes participation in the program the norm rather than the exception. Fostering all types of collaboration within the school is to the teacher-librarian's best interest, for it helps to build the collegial, collaborative culture that nourishes an effective library program.

The following are some actions that have had good results:

- When individual problems occur, deal with them immediately. Don't make the teacher feel like an idiot or a bad person, but cheerfully tell them what the problem is and what solution can be used in the future. Focus on the students' needs and the desirability for students to have a successful experience. Use comparisons with other skill areas like mathematics. Everyone understands that students who enjoy mathematics

and who develop basic skills sequentially and with practice are more likely to be proficient with mathematical problems that are students who lack these attitudes and skills.

- Be sure you have a good school library policy in your school. This policy should spell out some of these issues. The problem of teachers leaving you in charge of the class is a case in point. If your district has a specified pupil/teacher ratio, you can explain to the teacher that, if you are left in sole charge of the class, you must close the library to drop-in business, since to add any more students would put you in violation of the Collective Agreement. As well as policy, you need an information skills scope and sequence, either one adopted at the district level or at the school level, or both.
 - Control the library booking sheet and do not allow anyone to sign in without talking to you about what students are to learn from their time in the library.
 - Do an inservice session on "Successful Research Assignments" for the whole staff or for groups of staff members (grade level or subject specialty).
 - Be prepared to support as far as possible the assignments given. Follow up with a note, "Next time I think it would be great if we"
 - Consider the needs of the teacher and see if you can offer support of the type that will draw the teacher to you and make their first efforts at cooperative planning and teaching less stressful. *Implementing Change* (BCTLA, 1989) offers a host of practical suggestions.
 - Be proactive. Make an appointment with a colleague and ask if there is an upcoming unit you can help with by providing resources and teaching a needed skill. In this way, you can get a toe in the door without making the teacher commit to a complete cooperative unit.
 - Remember that no one can offer a perfect assignment or lesson every time. Build the feeling among staff members that first implementations are learning experiences for teachers and students. If you have an "up tight" teacher, make a deliberate mistake yourself, admit it to the students, get a few laughs and carry on. The intent should be to lower anxiety levels.
 - Take photos of classes working enthusiastically on cooperative units. Blow them up and have them displayed prominently. Bandwagonism can work for you.
 - Display quality products completed by students in these units in a prominent place in the school. Ask your administrator to recognize students' efforts by going to the classroom to talk to them about the project and what they learned from it.
 - Submit cooperative units to *The Bookmark* for publication. Teachers whose names are in print are justly proud of their work and encourage others to get involved.
 - Submit brief writes of units to the school's newsletter to parents. Include the information skills that students at a particular grade level or class are mastering through these units, as well as special resources that have been used. Ask teachers if you can include their names in the description, or as co-author of the write-up.
 - Start a newsletter for staff, but keep it brief — everyone has too much to read already. Include some excellent recent assignments, giving a very brief outline. Accentuate the positive. Try including notes on new resources with suggestions for student activities utilizing them, or curriculum topics they support particularly well.
 - In a secondary school, use the daily bulletin creatively to spread information about the library program, student usage of the facility and collection, new resources, new ideas, and serendipitous happenings.
 - Help with combined classes (what we used to call "splits"). You could cooperatively plan a unit which you could present to one of the two grades, to give the teacher time with the other students. The teacher may subsequently agree to do a whole-class unit with you.
- Whatever happens, try not to be discouraged. A positive assumption that of course everyone will eventually want to work with you (or retire!) is more likely to work than all the fretting in the world. What is it they say about students generally living up to our expectations of them? It applies to adults as well.

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THE PORTRAIT: EILEEN KERNAGHAN

by ELLEN ROTHSTEIN, teacher-librarian, G.T. Cunningham Elementary, SD#39
(Vancouver)

Eileen Kernaghan is primarily a writer of science fiction and fantasy and expresses these themes in most of her poems, short stories, and novels. In our interview she recounted that her work has appeared in such diverse publications as *Prism International* and *Magazine of Gothic Vampire Poetry*. Her best known work, however, is the Grey Isles trilogy of prehistory fantasy novels, *Journey to Aprilioth* (Ace, 1980), *Songs from the Drowned Lands* (Ace, 1983) and *The Sarsen Witch* (Ace, 1989). These novels are steeped in Celtic mythology and western English prehistory during the time of Stonehenge, around 2000 B.C. Intricate tales of magic, sorcery, warriors, and rituals are all intertwined into these well-researched novels of that time period. *Journey to Aprilioth* was awarded the "Porgy Silver Medal" as the best paperback original fantasy novel, by the West Coast Review of Books. *Songs from the Drowned Lands* was the 1983 winner of the Canadian Fantasy Award for best novel.

Eileen Kernaghan was born in 1939 in Grindrod, B.C. (near Shuswap Lake) and grew up on a farm. During our talk, Eileen remarked that her rural background had a big influence on her writing career. Her mother taught her to read before she started school and as a solitary child, reading played an important role in Kernaghan's life. At that time, her main sources of reading materials were either Book of the Month Club items or *Weird Tales* magazines and other science fiction pulp magazines, discarded from her uncle's general store. Eileen attributes her interest in fantasy to these early reading sources. She later admired the writing of Thomas Hardy, Jane Austen, and Charles Dickens.

Kernaghan remembered always having an interest in writing. She recalled writing a story in grade three called, "Molly in Mouseland", a take-off of *Alice in Wonderland*, and also writing serials for her friends in high school. Eileen stated that her serial writing experience helped her develop the use of "cliff hangers" to entice her readers.

At 11 years old, Kernaghan published her first short story in the *Vancouver Sun* newspaper. The Sun paid her \$12.65 for her story, "The Wolverine" about a boy in the north woods. Unaware of her age,

the newspaper ironically used the story for their children's page, a section of the paper for children, but written by adults. Eileen thought this was the launch of her writing career, but unfortunately her second attempt to be published failed.

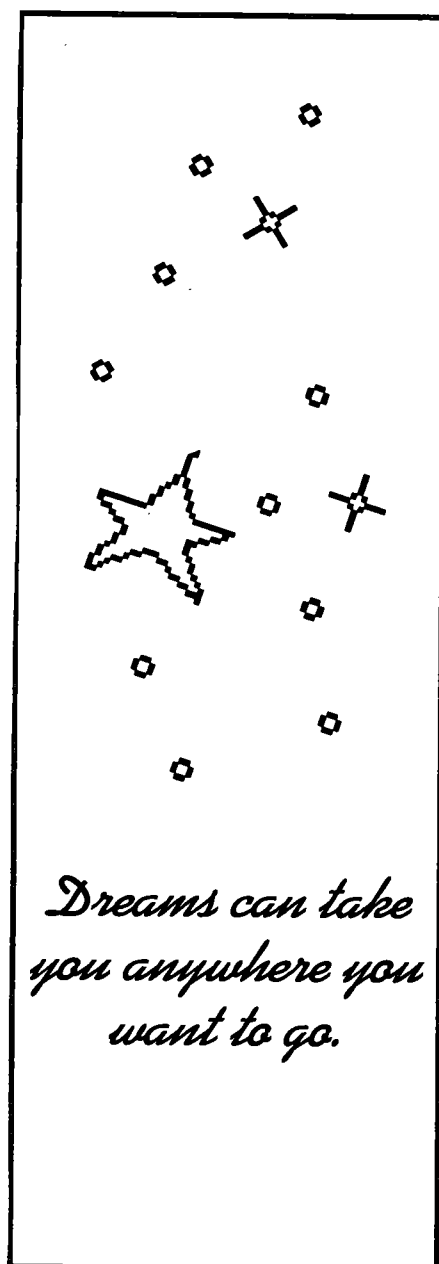
Kernaghan's next professional writing job was in junior high school. Her mother got her a job as the Grindrod "stringer" for the *Enderby Commoner* newspaper. Under the cover title, "Covers the Valley Like the Dew" Kernaghan wrote up the social happenings in Grindrod. But, Eileen admitted that because she was so shy, her mother had to research all of the details about the social events. In high school Kernaghan's desire to be a journalist was discouraged by one of her teachers as a poor career choice at the time. Eileen recalled that in those days female journalists had limited opportunities and were generally assigned only social page items.

After finishing high school in Enderby, Kernaghan attended the University of B.C. Eileen got married and then went back to the southern interior of B.C. to teach elementary school for three years. In 1963 she, her husband and their two children moved to Burnaby. She did some substitute teaching in Burnaby, but it wasn't until her third child went to kindergarten that she continued with her writing. In 1971, Kernaghan had a short story published in the science fiction magazine, *Galaxy*. However her attempts to get other short stories published failed. Therefore, in her words, "I couldn't sell a short story so I started to write a novel." This resulted in her work, *Journey to Aprilioth*. Eileen and her husband's Celtic roots were an obvious influence on the subject matter for this first novel.

Kernaghan's latest fantasy novel, *Dance of the Snow Dragon*, published by ThistleDown Press, is due out in April of this year. The story, set in eighteenth century Bhutan, weaves parts of Tibetan Buddhist philosophy and mythology into a child's fantastic journey. Written specifically for the young adult market, the plot has less complexity than Eileen's previous novels. Kernaghan's interest in this setting and subject matter was sparked by her work on the book, *Walking After Midnight* (Berkley

Books, 1990) with co-author Jonathon Kay. That book documented past life stories of contemporary personalities and included a discussion from the Dalai Lama on the Buddhist concept of reincarnation.

These days, Eileen is working on another prehistory fantasy novel, this time to be set in India. Kernaghan also continues to write science fiction and fantasy short stories. Eileen and her husband Patrick own and operate Neville Books in south Burnaby. She is the contact-person for the Burnaby Writers' Association and is teaching a writing course at Simon Fraser University's downtown campus. Eileen enjoys giving school talks and workshops at both elementary and secondary schools. Kernaghan will be book-signing her newest novel, *Dance of the Snow Dragon*, at White Dwarf Books in Vancouver on May 6, 1995.



*Dreams can take
you anywhere you
want to go.*



THE DEEP END

by DONALD HAMILTON, Education Librarian, University of Victoria.

CHANGING WITH THE TIMES

There is a line in one of Paul Simon's songs¹ "I said why don't we get together/ And call ourselves an institute." Well, that is just what we are going to do at the University of Victoria this July!

You will find in this issue of *Bookmark*, the formal announcement of an Institute in Teacher-Librarianship (Part 1) to be held at the University of Victoria from July 4-21, 1995. We have called it an Institute to distinguish it from a course. It is, simply, a program designed to provide the elementary teacher new to this particular specialty with a basic framework of skills and understanding to make the school library a vital instructional force. The Institute format will allow us to work intensively over three weeks with a group of elementary teachers who, in all likelihood, will assume some responsibility for a library in a school.

The problem is that many schools can no longer afford a full-time teacher-librarian. Too often the choice for the school has been to replace the teacher-librarian with clerical personnel under the supervision of the principal or vice-principal. The school loses the educational leadership of the teacher-librarian along with the program. The examples of full or even half time coverage become special rather than exceptional. Even the Calgary Board with its "lighthouse program" has many schools reduced to fractional coverage. Schools in rural areas have long considered the school library program to be the school library and hired non-teachers to direct its operation.

As most of you know there has long been a summer based program in teacher-librarianship at the University of Victoria. The program led to a Diploma in Teacher-Librarianship, a credential that has its roots in standards suggested by the Canadian School Library Association in 1981. The Diploma itself is for many teachers an empty shell given little support for its value by many districts or by the Ministry. We discovered that many teachers would complete all the courses required for Year 5 status on the pay grid and never complete the program. Others recognised that the Master's degree would have greater long term benefit to career and salary and applied some credits towards

those degrees. In the past two summers, the decline in interest in courses led to the cancellation of most offerings. For several students anxious to complete our program, we recommended that they complete their courses through UBC.

The program has not ended at UVIC. It remains a part of the calendar although we shall not offer any regular courses this summer. The new enrolment requirements call for 21 students in each course. We do not believe that we can reach those requirements in the light of current school staffing priorities.

The Institute approach grew out of the realisation that there was a need to encourage teachers to see the school library as a viable specialty within teaching in spite of the current labour conditions in the schools. We needed to develop a program that would attract teachers willing to become involved in teacher-librarianship. We recognised that a long initial program would be counter productive with the probability that these individuals would likely hold fractional initial assignments in their schools. This new program would offer them an opportunity to consider the school library as a potential specialty through a program that could be applied to a diploma or graduate program at UVIC or elsewhere. The two part (two summer) approach to the Institute recognises the need for individuals to have had a year of experience in the school library prior to returning for additional training.

This concept is not that removed from the program that is offered to teachers who wish to pursue teacher-librarianship specialisation in Ontario. In that province, completion of Part 1 (a program offered by the Ministry of Education through several universities) is a requirement **before** placement in a school library. The grim irony in that province is that it is possible for a Board to place clerical personnel in school libraries **without** any training.

At the time of writing John Caldwell, Lillian Carefoot and Jean Anne Lewis had agreed to participate in this process. I expect that other instructors will be also engaged for periods of 5 or more days as well as several special guests over the 14 days of the program.

It is our intention to advertise this program outside the Province, hopefully attracting teachers from differing environments and conditions. It will be possible to audit this program, although fees will be the same as the credit route. It is our hope that many teachers will elect to take the Institute as a way to complete degree requirements and improve their understanding of the role and value of quality school library programs.

It is quite easy to get a few people together and call ourselves an institute. The hard part will be to ensure that those we invite to join us will be able to make the lessons work. Those of you engaged in the field can help by encouraging teachers to attend this Institute and consider this work.

¹ Simon, Paul. "Gumboots." (Compact Disc)
Graceland. Columbia House, 1986.



MEDIA EDUCATION

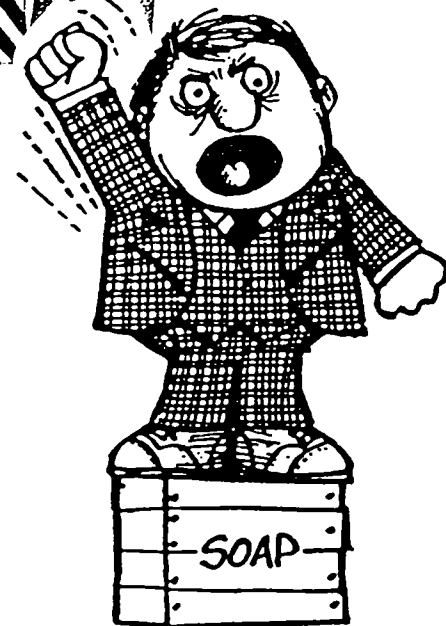
SCHOOL LIBRARY

Library/Information

teacher-librarians

TEACHERS

*You can let
things happen or
you can make
things happen*



READING CHECKLIST ✓

by **LIZ AUSTROM**, teacher-librarian,
Magee Secondary School, SD#39 (Vancouver), and **JO-ANNE NASLUND**, librarian,
Education Library, UBC.

It is with a great deal of appreciation that I welcome Jo-Anne Naslund as my partner in this column. She has agreed to search out articles I would miss working at the school level. Without her assistance this column would be much more restricted than I would like it to be, simply because I read many fewer professional materials now than I did when I was at the district level. Recognizing this fact has made me realize how important a "recommended" list of readings is to teacher-librarians. With Jo-Anne's help in locating selections, I hope we can make this column more valuable to you. We welcome your contributions as well.

CHILDREN'S LITERATURE

Children's Literature is not the right heading for "POP goes the Easel," by Emily Mitchell (*Time*, August 16, 1993, pp. 44-45). Mitchell looks at the fabulous publishing success of the pop-up book in recent years. Many of these are designed solely for adults, and even those initially targeted at children can be enjoyed by all ages. The fascinating part of her article is her description of the way these books are designed and made. For example, Ms Mitchell claims that on the entire planet, there are only 25 paper engineers — the people who make it all happen. Some of this information would be an interesting addition to a pop-up making unit.

While teacher-librarians are often reluctant to purchase expensive pop-ups for fear they will be damaged by over eager hands, many elementary students are entranced by them, and every school should have a few sample titles available. In the secondary school, pop-ups are a viable library and visual arts research project which results in a pop-up art project. Nick Bantock's books, particularly his latest which is a pop-up, are obvious examples to use in art classes at the secondary level.

This article gives useful background information on the history of pop-ups and identifies some special titles. I'm going to share this article with my art teacher, and, if she is not interested in it at this time I will file it for future use.

EDUCATIONAL THEORY

If you are interested in Gardner's work on multiple intelligences, you will want to read Robert J. Sternberg's "Diversifying Instruction and Assessment" (*The Educational Forum*, vol. 59, Fall 1994, pp. 47-52). Sternberg proposes a theory of three aspects of intelligence: analytic, creative and practical. He has written several books and articles on the theory. These and works by other authors are listed in a substantial reference list.

This article provides a brief discussion of the theory, outlines how it can be applied to instruction and evaluation, and examines — with a great deal of compassion — the impact on students of school programs focusing largely on analytic intelligence. The three principal aspects of intelligence are defined as:

1. Analytical — the ability to analyze, judge, evaluate, compare, contrast.
2. Creative — the ability to create, design, invent, originate, imagine.
3. Practical — the ability to use, apply, implement, utilize, put into practice (p. 48)."

Sternberg believes that students with creative or practical intelligence often do not do as well as they might in school because the program does not allow them to build on their strengths.

The strength of the article lies in its clear language and writing style as well as in the content. No bafflegab here!!

I found the chart on page 50 particularly helpful. It listed 6 subjects (e.g., Literature, Mathematics, Art) down one side, and Analytic, Creative and Practical across the top. In each space on the chart appropriate student actions are specified. For example, in Biology the following are suggested: Analytic — Evaluate the validity of the bacterial theory of ulcers; Creative — Design an experiment to test the bacterial theory of ulcers; Practical — How would the

bacterial theory of ulcers change conventional treatment regimens? At the very least, considering this chart and the different types of responses required of students will be useful.

I recommend this article for school-based teacher discussion groups.

FLEXIBLE SCHEDULING

One of the songs teacher-librarians seem compelled to sing again and again is of the virtues of flexible scheduling. For some reason, the concept seems to go out of fashion whenever there are budget difficulties, and then we must await a new singer of the song. The latest singer is Mary D. Lankford in "Flexible Access: Foundation for Student Achievement" (*School Library Journal*, August 1994, pp. 21-23). For those of you still fighting this battle, Lankford offers some strong arguments, and a brief bibliography of American publications which have argued for flexible scheduling in the recent past.

The author describes her district's experience in implementing flexible scheduling of the LRC, including strategies for selling the idea, the inservice offered to teacher-librarians and administrators, and the impact on students of such a program. Among the eight lessons learned from the implementation are:

- "2. What is taught and learned in the library must not be separate from what is taught in the classroom...."
5. Flexible access helps create students who are excited about learning and are able and eager to complete research projects....
8. Flexible access gives full visibility to the creative capabilities of librarians...."

A much more comprehensive article on the same topic is found in the Fall 1994 issue of *School Library Media Quarterly*. In "The Impact of Scheduling on Curriculum Consultation and Information Skills Instruction," Jean Donham van Deusen and Julie I. Tallman report on a study involving 397 library media specialists (teacher-librarians). This article is filled with arguments that support the value of flexible scheduling. The findings include:

1. Library media specialist engage in more consultative tasks if the school library is flexibly scheduled.
2. If the school has a collaborative planning culture, the library media specialist engages in more consultation.
3. Face to face communication between teacher and library media specialists increases connections between information skills instruction and classroom instruction.
4. When the principal expects collaboration between the teacher and the media specialist, significantly more classroom units include information skills instruction.
5. In schools where the highest levels of consultation and principal expectations occur, media specialists participate more often in evaluation of students' acquisition of information skills.

This article is one of those "must reads."

INFORMATION TECHNOLOGY

Just when I thought I had finished this column, the January/February issue of *Emergency Librarian* arrived. It is a wonderful issue with articles I will not only read again, but also refer to in the future. Here are the ones that most met my needs at the current moment.

Doug Johnson's "Student Access to Internet; librarians and teachers working together to teach higher level survival skills," has ethical, philosophical and practical content. Key problems like censorship of inappropriate materials versus support for intellectual freedom are addressed. However, the most useful part of the article is the discussion of necessary skills and the two page chart of skills. The skills included are listed under the following categories:

1. Personal and educational uses of networks.
2. History and structure of the Internet.
3. Personal accounts and access points.
4. E-mail and listservs.
5. News groups.
6. Gophers and Library catalogs.

7. Telnet and FTP.
8. Search tools.
9. Netiquette and online ethics.
10. The Media Specialist's Role in Telecommunications and the Internet.

Each category is analyzed in terms of four levels of skill: Unaware, Aware, Mastery, Advanced.

Another article that I really needed right now is "The Electronic School Library Resource Centre: Facilities Planning for the New Information Technologies," by Teresa Blodgett and Judi Repman (pp. 26-30). The three page checklist has sparked a number of questions in my mind about the library design for the new building we are expecting in the near future. (I love people who write technical stuff without it seeming like some new kind of code!)

Anne Clyde adds her perspective in "Schools as Information Providers on the Internet" (pp. 52-54). For those who wonder about gophers and World Wide Web, Anne provides information about several school-based applications of these two access methods.

As a balance to the technological "rush" we are all experiencing, I recommend framing Kenneth Blanchard's "One Minute Management" article in the same issue of *EL*. Asking the question "Is technology helping us communicate?", he concludes that the time we save with technology should be committed to strengthening the interpersonal relationships that bring value and meaning to our own lives and those of our co-workers.

MULTICULTURAL LITERATURE

If you are looking for primary materials that capture Chinese culture, you will want to read "Images of Chinese and Chinese Americans Mirrored in Picture Books," by Mingshui Cai (*Children's Literature in Education*, vol. 25, no. 3, 1994, pp. 169-191). This entrancing look at 73 different titles examines traditional and modern folk tales, stories about Chinese Americans in the United States and Canada, and stories about contemporary China, Taiwan and Hong Kong.

Mingshui Cai groups books into categories with commonalities, then discusses each story individually. He includes both weaknesses and strengths, while commenting on the authenticity of the cultural representation that they offer. Reading the article will provide teacher-librarians with a great deal of information about Chinese culture, will assist them to spot weaknesses or prejudice in resources, and may make them reconsider some of the resources currently in the collection. I was delighted to see my personal favourite, *El Chino*, included in the article.

The only thing that would improve this article would be if the bibliography included ISBNs.

RESEARCH PROCESS

Former teacher-librarian, Ruth Wiebe, now a District Helping Teacher in Abbotsford, shares an interesting method of research writing for primary students in "Basically, Research ..." (*Prime Areas*, vol. 36, no. 4, 1993-94). Originally, Ruth was involved with Linda Wingren in planning a successful research unit for grade 5/6 modeled on the steps of the writing process. The resulting research process was described in *Tomorrow's Classroom Today*, by Brownlie, Close and Wingren.

The primary research process is an adaptation of the successful intermediate process, both using an "Immersion" stage to provide students with enough background information to develop research questions with the assistance of the teachers. This article describes the steps in the process carefully, then gives sample applications with grade 1 students ("My Senses") and grade 2 students ("Turtles" or "Planets"). References and a list of Other Resources follow, then the complete "Turtles" unit is outlined.

Highly recommended for all teacher-librarians, whatever their levels, and for primary teachers.

THINKING SKILLS

In "Talk Throughs: A Strategy for Encouraging Active Learning Across the Content Areas" (*Journal of Reading*, December 1994/January 1995, pp. 296-304), Michele L. Simpson offers a post-reading strategy designed to enhance secondary and college level students' understanding of what they have read.

Her article cites evidence that rote learning techniques do not prepare students for the independent learning required in post secondary institutions, but that active learning strategies do.

Simpson's active learning strategy involves students "rehearsing aloud important area concepts as if they had an audience for their private speech." Citing supportive research, she states that the thinking processes produced are:

- (a) generalizations that relate ideas across texts and to students' personal experiences and beliefs;
- (b) statements indicating students' personal or creative reactions, judgments, or opinions of the ideas stated in text(s);
- (c) summaries of key ideas, using students' own words and organization;
- (d) appropriate text examples and support for each key idea;
- and (e) appropriate personal examples or applications (p. 297).

A section titled "Advantages of talking through content area concepts" gives details of a survey the author did of college freshmen who used this strategy. Reactions were very positive, indicating that most students experienced enhanced metacognition. The next section, "Teaching suggestions," provides eight talk through strategy steps that must be explained to students. A very useful "Follow-up activities" section and extensive reference list complete this thought-provoking article.

Secondary teacher-librarians will want to share this article with colleagues. I'm going to show it to our Skills Development Centre teachers as well as regular classroom teachers.

*Happy are
those who dream
dreams and are
ready to pay the
price to make
them come true.*



VERONICA: A MARINER'S COMPASS FOR SEARCHING THE INTERNET

by **JOHN GOLDSMITH**, counsellor, technical support person (and former teacher-librarian),
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*Water, water, every where,
And all the boards did shrink;
Water, water, every where,
Nor any drop to drink.*

This lament was taken from "The Rime of The Ancient Mariner" by Samuel Taylor Coleridge. The ancient mariner was bemoaning the irony of floating on a huge body of undrinkable water.

Had he been alive today and navigating the "Information Highway" he might have cried;

*Data, data every where,
On every computer of the 'Net
Data, data every where,
Nor any a fact to get.*

Like an ocean filled with undrinkable water, the Internet is another of those great ironies. While it may be filled with vast quantities of accessible information, finding one fact can often seem impossible. There's so much data available that one could spend a lifetime search for a particular fact or figure. Clearly, if the Internet is to be of any use to anyone, some means or ability is needed to facilitate searching

In response to this need, a couple of Internet searching programs have been developed. The one we'll focus on in this issue is called "Veronica". If the name sound suspiciously like a comic book character, score one for your perceptiveness. (For a fuller explanation of this naming practice see Appendix 1.)

MEET VERONICA

Veronica is a very powerful and sophisticated searching program, written by the computing staff at the University of Nevada - Los Vegas. It's designed and configured to work with Gophers. I discussed Gophers in the December *Bookmark*. Veronica's primary purpose is to search all the Gophers on the Internet (over 5000 at last count) for a key word or phrase.

Here's a synopsis of Veronica's capabilities:

1. Veronica will only search Gophers, not the whole Internet. This means that a lot of other Internet facilities such as WWW, WAIS, FTP sites or Library OPAC's are not covered.
2. Veronica will only search GOPHER MENUS for key words, not text or other information contained within a Gopher item.
3. Due to the power and complexity required for this type of program, Veronica is found on only a few main frame computers scattered throughout the Internet. At any given moment about six Veronica programs are available for general use.
4. Veronica has a full range of searching capabilities: key word or phrase searching, Boolean searching, search delimiters and modifiers.

The key point to remember about Veronica is that it searches Gophers only, and not all Internet resources. That means that Veronica utilises the same menu and command structure as Gopher, making it very easy to use. It also means that a lot of the Internet is not covered in a Veronica search.

VERONICA ACCESS

Because Veronica works with Gopher, we must first get connected to a Gopher program in order to use it. The Gopher program I'll be using is located on the CLN (Community Learning Network) system, the province wide telecommunications network for students, teachers and educators. If you don't access the Internet through CLN or have a CLN account but don't know how to access CLN's Gopher, please read my article in the December *Bookmark*.

If you don't have a CLN account but want one, contact your district's computer person. If you don't know who the person responsible for CLN is in your district, contact the CLN help line at 1-800-661-8008. Don't get discouraged if you don't get through right away. It's a busy place, so just keep trying.

Internet Gopher Information Client v2.0.11

Community Learning Network Gopher Server

1. General Information on the CLN Gopher
2. CLN Initiatives and Archives/
3. CLN Inservice and Training Materials (On-line Course Information)/
4. BC Ministry of Education/
5. Other BC-based Educational Partners and Resources/

7. Starter Set of Educational Gophers and Gateways/
8. B.C. and Canadian Government Gophers/
9. News, Sports and Weather/
10. Gateways to the Freenets/
11. Gateways to other Information Providers (Commercial, Telnet sites)/
12. Gopher Servers in the World/

14. Downloadable Software/

16. JUGHEAD - Search the CLN Gopher by keyword <?>
17. Veronica: keyword search of all titles in world Gopherspace/

Press ? for Help, q to Quit

Page: 1/1

SCREEN 1: CLN GOPHER MENU

Assuming that you have the necessary computer hardware, software and modem and a CLN account, let's connect to CLN. From the CLN main menu, choose "Internet Services...Gophers, WWW, FTP, Telnet, Freenets...". The next menu, "Internet Services" should appear. From it, choose "Gopher Access to the Internet (documents, Freenets, services..)" This should bring up another menu, "Community Learning Network Gopher Server Menu" We are now connected to the CLN Gopher program. In Internet slang, this is labeled, "GopherSpace". From now on, all the various Gopher commands are usable.

To get to Veronica, choose "Veronica: keyword search of all titles in world Gopherspace/" from the "Community Learning Network Gopher Server Menu". This should bring up the Veronicamenu (SCREEN 2)

GETTING ACQUAINTED WITH VERONICA

Before starting a Veronica search, let's take closer look at the Veronica menu (SCREEN 2). Like most things on the Internet, this menu and the resources

available on it are constantly changing. Last month, for example, the Veronica menu consisted of two pages and about 25 items. Next month, it may have three pages with 36 items. The important thing to remember is, if the menu you are looking at on your computer screen does not appear to be the same as in SCREEN 2, don't worry. As long as the title of the menu reads, "Veronica: keyword search of all titles in world Gopher Space" you're in the right place.

There are several different locations where Veronica is available. Since the Internet is home to some forty million users, most of whom are looking for something, these Veronica programs are in constant use. When attempting to use one it is not uncommon to be refused access because the program is busy or in use. If that happens, just keep trying. Sooner or later a connection will be made.

It really doesn't matter which Veronica location you use. The Veronica program located at the University of Manitoba is essentially the same as the one at the University of Pisa. So, if a connection can't be made to one Veronica program, then simply try another.

Veronica: keyword search of all titles in world Gopherspace

3. Find GOPHER DIRECTORIES by Title word(s) (via NYSERNet) <?>
4. Find GOPHER DIRECTORIES by Title word(s) (via PSINet) <?>
5. Find GOPHER DIRECTORIES by Title word(s) (via SUNET) <?>
6. Find GOPHER DIRECTORIES by Title word(s) (via Tachyon Communica.. <?>
- >7. Find GOPHER DIRECTORIES by Title word(s) (via U. of Manitoba) <?>
8. Find GOPHER DIRECTORIES by Title word(s) (via UNINETT..of Bergen) <?>
9. Find GOPHER DIRECTORIES by Title word(s) (via University of Pis.. <?>
10. Frequently-Asked Questions (FAQ) about veronica - July 29, 1994
11. How to Compose veronica Queries - June 23, 1994
12. More veronica: Software, Index-Control Protocol, HTML homepage/
13. Search GopherSpace by Title word(s) (via NYSERNet) <?>
14. Search GopherSpace by Title word(s) (via PSINet) <?>
15. Search GopherSpace by Title word(s) (via SUNET) <?>
16. Search GopherSpace by Title word(s) (via Tachyon Communications.. <?>
17. Search GopherSpace by Title word(s) (via U. of Manitoba) <?>
18. Search GopherSpace by Title word(s) (via UNINETT/U. of Bergen) <?>

Press ? for Help, q to Quit, u to go up a menu

Page: 1/2

SCREEN 2: VERONICA MENU

TYPES OF VERONICA SEARCH

Notice that there are two types of Veronica searches:

1. "Search Gopher **DIRECTORIES** by title word(s)"
This type of search will scan only the main menus of all Gophers on the Internet.
Advantage: Searches are very quick
Disadvantage: Much less information is searched
2. "Search Gopher **SPACE** by title word(s)"
This type of search will scan all the menus of all Gophers on the Internet.
Advantage: Much more information is searched
Disadvantage: Searches can take a very long time

A search of Gopher directories is quick but cursory. A Gopher space search is much more extensive but also time consuming. So, when conducting a Veronica search, it is customary to first do a Gopher *directories* search as a quick way to determine how much information is available and if the key words are appropriate. Once the search terms and format have

been validated, a more complete Gopher *space* search can be launched.

A SIMPLE VERONICA SEARCH

Let's begin our investigation of Veronica by conducting a simple search. We'll look for a single keyword, "LIGHT".

Incidentally, Veronica searches more efficiently if the keyword being searched for has at least three characters.

We'll start by selecting one of the "Search Gopher directories" items from the Veronica menu (SCREEN 2). It doesn't matter which one. To select, type the number of the desired menu item and press the "Return" (or "Enter") key. A dialogue box appears (SCREEN 3).

```

+-----Search GOPHER DIRECTORIES by Title word(s) (via University of Koeln) -----+
|
| Words to search for
|
| ████████████████████████████████████████████████████████████████████████████████
|
|                                     [Cancel ^G] [Accept - Enter]
|
+-----+

```

SCREEN 3: VERONICA DIALOGUE BOX

In the dialogue box, type the search word, "LIGHT" and press the "Return" (or "Enter") key. Veronica begins searching. As a visual indicator, the word "Searching" appears in the bottom right corner of the screen, along with a spinning bar.

If an error message is displayed, such as: ***** Too many connections - Try again soon. ***** or **"Server error: - Cannot access that directory."** simply keep trying or select another Veronica location.

When Veronica completes a search, it displays a list of Gopher menu items (called a "RESULTS LIST") which match the search criteria. Below is Page 1 of a 19 page results list. Each Gopher menu found on this

results list contains the search term, "LIGHT".

In addition, each Gopher menu item is also linked to the Gopher on which it is normally located. For example, if we wanted to look at the information contained in an item, we would simply choose it.

Now, using the "U" key or command, move back to the Veronica menu (SCREEN 2).

```

Internet Gopher Information Client v2.0.11

Find GOPHER DIRECTORIES by Title word(s) (via U. of Manitoba): light

-->1. A: aachen (Aachen-Light) to avtguard (AvantGarde-Thin)/
2. C: cabledin (CableDingbats) to cunei (CuneiFont-Light)/
3. H: ha_____ (Harting) to hwrdlite (Howard-Light)/
4. M: machine (Machine-Light) to monot___ (Monotony)/
5. S: safademo (SafariDemo) to symbol (symbol-Light)/
6. T: tabatha (Tabatha) to typwrite (AmericanTypewriter-Light)/
7. Jakubczyk, Kolwas, Kolwas, Diffusion Processes in the Cell Contain../
8. 9210005_The Dark Matter Problem in Light of Quantum Gravity, T. Go../
9. 9302020_The Initial Value Problem in Light of Ashtekar's Variables../
10. 9311003_LOCAL DETERMINATION OF LIGHT DEFLECTION IN THE SPERICA../
11. 9410019_THE DIPOLE COUPLING OF ATOMS AND LIGHT IN GRAV. FI../
12. 9410036_Quantum Particle As Seen In Light Scattering by Lajos Dios../
13. 9201007_On the Dynamics of Light Wilson Quarks, A.D. Kennedy and R../
14. 9202003_Thermodynamics of Lattice QCD with 2 Light Dynamical (Stag../
15. 9205030_Renormalization group and triviality in noncompact lattice../
16. 9206001_Lattice QCD with 8 Light Quark Flavors by Frank R. Brown, ../
17. 9206009_Hopping Parameter Expansion for Heavy-Light Systems, D.S. ../
18. 9207027_A new approach to noncompact lattice qed with light fermio../

Press ? for Help, q to Quit, u to go up a menu                                     Page: 1/19

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SCREEN 4: VERONICA RESULT LIST — GOPHER DIRECTORIES (LIGHT)

Find GOPHER DIRECTORIES by Title word(s) (via U. of Manitoba): light bulb

--> 1. How Many Lawyers to Change a Light Bulb?/

Press ? for Help, q to Quit, u to go up a menu

Page: 1/1

SCREEN 5: VERONICA RESULT LIST — GOPHER DIRECTORIES (LIGHT BULB)**COMPLEX VERONICA SEARCH**

This time, let's do a complex search, using more than one search word. Let's say that we wanted information on: "LIGHT BULB". Once again, we with a Gopher directories search. From the Veronica menu (SCREEN 2), select one of the "Search Gopher Directories by Title Words" items. A dialogue box will appear (SCREEN 3). Enter our new search term—"LIGHT BULB" and press the "return" key.

This time our search yields only one item (SCREEN 5). While not much, at least it indicates that there is something available on this topic. Now let's try an exhaustive "GOPHER SPACE" search. Using the

"U" command, return to the Veronica menu (SCREEN 2). Use the same term — "LIGHT BULB". From the Veronica menu, choose one of the "Search Gopher Space By Title Word(s)" items. The Veronica dialogue box appears. Enter the search term — "LIGHT BULB" and press the "return" key.

After a few minutes, a results list [SCREEN 6] emerges containing many more items than our directories search did. This is an example of the difference between a "Gopher directories" search and a "Gopher space" search. Now, using the "U" command, return to the Veronica menu (SCREEN 2).

Search GopherSpace by Title word(s) (via PSINet): light bulb

-->1. New Jersey light trap modification to extend bulb life

2. light.bulb.jokes
3. Box 50 Gaseous Core Nuclear Fission "Light Bulb" Reactors [4May94..
4. Light_Bulb_Jokes
5. Light_Bulb_Jokes.roff
6. U.S. Presidential light bulb jokes
7. Light bulb joke list (very long)
8. Light bulb <Picture>
9. Canonical Light Bulb Jokes
10. Canonical Collection Of Light Bulb Jokes [10KB]
11. Re: light bulb
12. light bulb
13. Re: light bulb
14. Re: light bulb
15. Light Bulb - Purple <HQX>
16. light bulb joke
17. Re: light bulb joke
18. light bulb
19. light bulb joke

Press ? for Help, q to Quit, u to go up a menu

Page: 1/2

SCREEN 6: VERONICA RESULTS LIST — GOPHER SPACE (LIGHT BULB)

USING WILD CARDS (*)

In previous searches, Veronica looked for the key word(s) entered in the dialogue box (SCREEN 3). While Veronica does not distinguish between capitals and small letters, it does not add or delete letters to the key word(s) or search term. In our simple search, Veronica looked only for "LIGHT", and ignored similar words such as "LIGHTS", "LIGHTED" and "LIGHTING" because they did not match the search term exactly.

Perhaps we'd also like our search to include similar or related topics such as, "LIGHT BULBS". One way to accomplish this would be by doing two searches, one with the key words, "LIGHT BULB" and a second with the words, "LIGHT BULBS". An easier method would be to enter one search term which would cover both topics. This can be done by using a Veronica search modifier called a "wild card". The wild card is represented by an "*" (asterisk symbol).

The wild card symbol tells Veronica to search for the root word and to accept any letters or symbols where the asterisk has been placed. So, if we wanted to search for the key words, "LIGHT BULB" and "LIGHT BULBS", we'd enter the key words, "LIGHT BULB*". This tells Veronica that we want to find any term with the word "LIGHT" and the root word, "BULB" and to ignore any ending. Let's see how it works in practice. Our search term is "LIGHT BULB*".

From the Veronica menu, select "Search Gopher Space" The Veronica dialogue box will appear (SCREEN 3). Enter the search term: "LIGHT BULB*" and press the "return" key. Within a few minutes, we should have a results list that includes items that contain the word "BULBS", as well as the word "BULB".

Now, using the "U" key, return to the main Veronica menu (SCREEN 2).

BOOLEAN SEARCHING

When you have mastered the basics of finding the Veronica dialog box and maneuvering through Gopher menus, you might want to try Boolean searching. Boolean searching is an easy yet powerful way to broaden, narrow or more precisely define a search by using three simple words, called Boolean operators. These words are; "AND", "OR" and "NOT". By using these three words we can perform some very sophisticated and precise searches to find the exact information we want.

Begin each Boolean search by selecting "Search Gopher space by Title word(s)" from the Veronica menu. The Veronica dialogue box appears (SCREEN 3). Enter the search term and press the "return" key. When you have finished looking at and selecting items from the Boolean result list, press "U" to go back to the Veronica menu and begin another search.

THE "AND" OPERATOR

The "AND" operator is used to link two or more key words. For example, if we were to use the search term, "LIGHT AND BULB", then only menu items containing the two words, "LIGHT" and "BULB" would be located by Veronica.

But wait, isn't that the same as our first complex search using the search term, "LIGHT BULB"? Yes. When two or more keywords are entered in a Veronica dialogue box (SCREEN 3) and each word is separated by a blank space, Veronica automatically substitutes the Boolean operator, "AND" for the blank space. To verify this, lets try a search using the "AND" operator. Use Veronica's dialog box (see "Boolean Searching") to enter the search term: "LIGHT AND BULB". The results list should be the same as the results list from the "LIGHT BULB" search (SCREEN 6).

THE "NOT" OPERATOR

The "NOT" Operator is a way to exclude various words or terms from our search. For example, let's imagine that we wanted only serious information about light bulbs, not jokes. By using the "NOT" operator, we can exclude the "JOKES" menus from our search. Use Veronica's dialog box (see "Boolean Searching") to enter the search term: "LIGHT BULB NOT JOKES". In your results list, notice that menu items with the word "jokes" are not listed.

THE "OR" OPERATOR

The "OR" operator is used to find menu items which contain either one of our key words or the other. If we wanted Veronica to find menus which contained either the word "light", or the word, "bulb", then we would use the "OR" operator. Use Veronica's dialog box (see "Boolean Searching") to enter the search term: "LIGHT OR BULB".

Your Veronica sever will probably only list the first two hundred items that meet its search criteria. This is an arbitrary limit imposed by the Veronica server. You can increase or decrease this limit by using

the "maximum" command "-m" in the Veronica search. For example, "LIGHT OR BULB -m1000" will provide the first thousand matching items.

COMBINING BOOLEAN OPERATORS

In the preceding examples, we've used each of the three basic Boolean Operators, "AND", "OR" and "NOT" individually to broaden or narrow a Veronica search. Boolean Operators can also be used together to refine or more precisely focus a Veronica search. Combining Boolean Operators is done by using brackets. To locate information about "LIGHT BULB" or "LIGHT BULBS" but without any jokes, we enter the search term: "LIGHT (BULB OR BULBS) NOT (JOKE OR JOKES)" The items with references to light "BULB" or "BULBS" are still on the list but those with, "JOKE" or "JOKES" are omitted.

BOOLEAN OPERATORS WITH WILD CARDS

When using or combining Boolean Operators we can also include wild cards. Let's find information on, "LIGHT BULB" or "LIGHT BULBS" but omit "JOKE" or "JOKES". We don't want any information on "FLUORESCENT" lights either. Use the dialog box (see "Boolean Searching") to enter the search term: "LIGHT BULB* NOT (JOKE* OR FLUORESCENT)". Those items with "LIGHT BULB" or "LIGHT BULBS" are still on the list but those items containing the words, "JOKE" or "JOKES" are not. Items containing "FLUORESCENT" are also gone.

VERONICA FRUSTRATIONS

As we've seen in the previous examples, searching for information in "Gopher Space" is easy with Veronica. Instead of scanning through menu after Gopher menu hoping to get lucky, Veronica allows us to find information quickly and easily so that we can begin to utilise the resources of the Internet in a positive and constructive manner.

All is not sweetness and light. While the Veronica program may be easy to use, there are some problems or frustrations associated with the program. The most immediate problem is simply gaining access to the program. The key here is persistence. Sooner or later, if we keep trying, a connection will be made.

A second problem tends to drive Librarians crazy. It's the lack of Gopher menu standardisation. There is

no Gopher equivalent to Sears or L.C. subject headings, no classification method, no structural guidelines. Each computer system administrator enters information and creates menus as he or she sees fit. As a result, finding one fact from within the world's largest information system can still be a challenge, for although we may have a very simple yet powerful searching tool at our disposal, searches may often depend as much on our own ingenuity and instinct as on any structured plan.

CONCLUSION

As we've seen, Veronica is a very powerful yet easy to use searching tool. Simple and complex searching, wild card searching and Boolean searching are but a small part of the program's overall capabilities. In future issues I hope to expand on this theme. With Veronica, even the Ancient Mariner might approve.

APPENDIX 1: WHAT'S IN A NAME?

How does a program get a name like Veronica? It all began way back in 1987 when the very first program for searching the Internet was developed. The name given to this first searching program was, "Archie". Rumour has it that one of the programmers, Mr. Peter Deutsch, was an ardent fan of the comic strip and named the program in the honour of the principal character (thus providing irrefutable proof that a Liberal Arts education should be mandatory for all students no matter what their eventual educational objectives).

It has become a tradition on the Internet to name a search program after an "Archie" comic character. And before you ask, yes, there is also a "Jughead" program for searching individual Gophers and, a "Betty" and "Moose" program are under development.

At least in the case of Veronica, the programmers attempted to legitimise the name by constructing an acronym around it. So, not only is the name Veronica derived from a comic strip, it also stands for, "Very Easy Rodent-Oriented Net-wide Index to Computerised Archives". The "Rodent-Oriented" part is a reference to Gopher.

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ADVOCACY DISK

What is it for?

The **purpose** of this disk is to provide teacher-librarians with a selection of resources that they can use in the development of their own advocacy campaigns. The disk is also designed to provide teacher-librarians with a framework for organizing their own resources, which can be easily added to those provided on this disk.

How current is the material?

Updating this disk will be an ongoing task, with new materials being added as they become available.

What format is it in?

The disk is available in:

- Microsoft Works for IBM
- Microsoft Works for Mac
- ClarisWorks for Mac.

How much does it cost?

The cost for either format is \$10.00 (pre-paid) per disk, which includes postage and packing.

ATLC ADVOCACY DISK ORDER FORM

Name (please print): _____

Preferred Mailing Address (including Postal Code): _____

Work tel: (_____) _____ ; Home tel: (_____) _____

Fax: (_____) _____ ; e-mail: _____

Number of disks required at \$10.00 each:
____ in Microsoft Works (IBM); ____ in Microsoft Works (Mac); ____ in ClarisWorks (Mac)

Method of payment: Cheque ____ ; Mastercard ____ ; Visa ____ ; Amount: \$ _____

Credit Card Number: _____ ; Expiry date: _____ ;

Signature: _____

Please return this completed form to:
The Association for Teacher-Librarianship in Canada
782 Warwick Street, Woodstock, ON N4S 4R1
(Fax: 519 539-3319)

(N.B. If a Purchase Order is used, it *must* be accompanied by this form and pre-payment)

ATLC ADVOCACY DISK CONTENTS (Version 1, January, 1995)

The contents of the ATLC Advocacy Disk are arranged in files, to simplify access, with each file containing one item, e.g., one sample letter or one workshop outline. Following is a summary of the files that are included in Version 1 (January, 1995):

README.WPS is a basic introduction to the disk, describing the contents of the disk, suggesting ways to use the disk effectively, and inviting users to submit materials to ATLC for inclusion in future versions of the disk.

INDEX01.WDB is a database file that briefly describes the content of each file. This database can be both searched by keyword and browsed

DIRECT01.WDB is a database of names, positions, addresses, telephone numbers, fax numbers and e-mail addresses of all contributors to this disk, plus information about other people who could be helpful contacts. Users will want to add their own local names to this database.

DIRECT02.WDB is a database of the names, addresses, telephone and fax numbers of the publishers of documents listed in the file, **BIBLOG01.WDB**, the bibliography of books, videos, government documents, etc.

DIRECT03.WDB is a database of the addresses, telephone and fax numbers of the publishers and editors of the periodicals listed in **BIBLOG02.WDB**, the bibliography of articles cited in various files on this disk.

ARTICL01.WPS and **ARTICL02.WPS** are files containing articles that have appeared in journals.

BIBLOG01.WDB is a database of all books, videos and government documents to which reference is made in this disk, as well as other publications that are of value in the area of advocacy.

BIBLOG02.WDB is a database of all the articles cited on this disk. The addresses of the publishers mentioned in the files **BIBLOG01.WDB** and **BIBLOG02.WDB** are listed in the file **DIRECT02.WDB** and **DIRECT03.WDB** respectively.

LETTER01.WPS, **LETTER02.WPS**, **LETTER03.WPS** and **LETTER04.WPS** are letters written for to Ministers of Education, School Board Trustees and newspapers.

PRESNT01.WPS is a file of the presentation made by a local teacher-librarians association to its School Board.

RESRCH01.WPS contains the Federal Government's reference document, *Employability skills profile: what are employers looking for?*

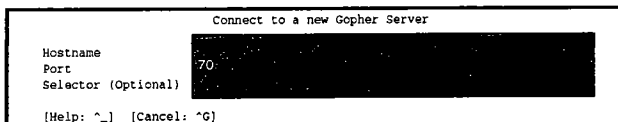
IMAGINATIVE GOPHERS AND LISTSERVS

by **JOHN GOLDSMITH**, counsellor, technical support person (and former teacher-librarian),
Fraser Valley Regional Correspondence School, SD#33 (Chilliwack)
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INTRODUCTION:

In keeping with the theme of this month's *Bookmark*, "Imagination", it seemed appropriate to include the addresses of some very imaginative Gophers. As stated time and again, the Internet is filled with a wealth of information and resources on a myriad of topics, many of which are truly imaginative (with some verging on the bizarre).

To connect to any of the "Imaginative" Gophers described in the following list, it's first necessary to be connected to a Gopher program, either through CLN (Community Learning Network) or through some other Internet service provider. Once connected to a Gopher program, use the "o" key to bring up the, "Connect to a new Gopher Server" Dialogue Box.



In the "Hostname" area, enter the hostname given in each of the Gopher address information. Unless instructed otherwise, leave the Port and Selector areas as is.

These are just a few of the thousands of Gophers. If you'd like the addresses of more Imaginative (or other) Gophers let me know. My E-Mail address is: jgoldsmi@cln.etc.bc.ca.

I've made every effort to ensure that the Gopher addresses are valid and operating at time this article was written. Given the volatile nature of the 'Net however, this is no guarantee that these locations will still be reachable at publication time. I realize this is scant comfort for those who have spent a lot of frustrating time trying unsuccessfully to connect to one or more of these places but it is unfortunately, a reality of the Internet.

IMAGINATIVE GOPHER SITES: NEW YORK CITY GALLERIES.

Art and Imagination has always been synonyms, so what better place to start our tour of imaginative Gophers than with New York's Famous Art Galleries. While we can't actually see the pictures, we can get brief descriptions of what's on display along with other timely information. From traditional to eclectic, there should be something here to suit everyone.

Hostname: echonyc.com
Port: 70
How to find it: From the Main Menu,
- Arts and Cultural Resources
- List of New York City Galleries

ASCII ART

A popular form of computer art before the days of graphics was ASCII Art, the technique of creating images from ordinary keyboard characters. With improvements to computer graphics, ASCII Art has been on the decline but there exists a rich legacy of ASCII pictures.

Hostname: cs.ttu.edu
Port: 70
How to find it: From the Main Menu,
- pub
- asciiart

ELECTRONIC TEXTS

Literature has always been fertile ground for the imagination. On the Internet, an ever increasing number of electronic texts are becoming available. To see what's accessible, visit the following Gopher.

Hostname: gopher.ox.au.uk
Port: 70
How to find it: From the Main Menu,
- The World
- Gopherspace
- Alex

SHAKESPEARE ANTHOLOGY

When speaking of imagination and literature, what list would be complete without some reference to England's greatest writer - Shakespeare. Many of the Bard's works are found on the Internet and one of the best repositories is the University of Michigan's Gopher.

Hostname: etext.archive.umich.edu
Port: 70
How to find it: From the Main Menu,
- Shakespeare

GETTING PUBLISHED

Do you think you've written the great Canadian novel? How about a super short story? When the writing is done, what comes next? Rutgers University has set up a Gopher especially for "would-be" writers. It contains a list of publications - both electronic and paper which accept on-line submissions. In addition, there are a myriad of tips and practical advice on such things as; writing a query letter, submitting an article, formatting the text, etc.

Hostname: quartz.rutgers.edu
Port: 70
How to find it: From the Main Menu,
- International Information and Documentation
- Internet Educational Resources
- Writer's Resources

INTERNET POETRY DATABASE

This database contains hundreds of poems by a wide range of authors, from Browning to Dr. Seuss. To find your favourite author or poem, simply type in the name of your favourite poet. This Gopher is located at:

Hostname: gopher.aecom.yu.edu
Port: 70
How to find it: From the Main Menu,
- Internet Resources
- Miscellaneous
- Search the Poetry Database

URBAN LEGENDS

One of the most imaginative and creative resource found in any society are its myths, legends and folk tails. Believe it or not, myths and legends are not the sole property of indigenous peoples or Third World Cultures. They're alive and well in our modern 20th

Century society. Collectively, they are known as, "Urban Legends". A large number of these legends are found on the Rutgers University Gopher. This Gopher is located at:

Hostname: quartz.rutgers.edu
Port: 70
How to find it: From the Main Menu,
- Folklore - Urban and Other

RECIPE DATABASE

Imagination and creativity comes in many forms. How about cooking? It's an endeavor which requires a lot of imagine, creativity, good taste, etc. . On the other hand, if you'd rather follow someone else's culinary craftsmanship instead of exercise your own, you may really appreciate this database. The Gopher is located at:

Hostname: gopher.aecom.yu.edu
Port: 70
How to find it: From the Main Menu,
- Internet Resources
- Miscellaneous
- Search the Food Recipes Database

HUMOUR DATABASE

As I said, imagination and creativity comes in many forms. Another form is humour. Unlike painting or sculpting, almost anyone can tell a joke. Like painting or sculpting however, few seem able to do it well. Never the less we all enjoy a funny story or humorous quip. To access this humour database, go to the Gopher located at:

Hostname: quartz.rutgers.edu
Port: 70
How to find it: from the Main Menu,
- Humor

THE GUN LOBBY

And finally, something just a bit different to end the list (this is the Internet, after all). In a way, it does fit with our theme of imagination and creativity, for in my humble opinion, it takes an incredible amount of imagination and creativity for groups like the National Rifle Association to come up with reasons why citizens should be allowed to own assault rifles, machine guns and other military hardware. If you're interested in sampling some of this creativity, here's an interesting Gopher operated by the "Citizens Committee for the Right to Keep and Bear Arms", which you might want to visit. It's located at:

Hostname: gopher.ccrkba.org
Port: 70
How to find it: It's everywhere!

NEW ELECTRONIC LISTS AND DISCUSSION GROUPS

The following are recently created E-Mail discussion groups. They are open to anyone who has the ability to send and receive E-Mail. They can be joined or dropped at any time with no obligation. These groups are usually a good place to discuss problems, seek help or just talk. Members are generally helpful, supportive and understanding.

K12PALS LIST

K12Pals is a list targeting elementary and secondary students who are seeking penpals. This list is sponsored by the AskERIC Project and is open to any student or teacher involved in K-12 education.

Participants may include individual or classroom penpals. The list serves as a meeting place for those seeking penpals, but once a penpal is discovered, the parties communicate independently of the list. The requests of those seeking penpals will be archived on the AskERIC gopher site. The actual correspondence of penpals is private and will not be accessible to AskERIC or the list.

To subscribe to K12Pals, just send an E-mail message to: LISTSERV@SUV.M.SYR.EDU. Leave the subject line blank. In the body of the message write: "SUBSCRIBE K12PALS" "*Your first name*" "*Your last name*". (Example: Subscribe K12Pals Tad Martin)

Once you have subscribed, you will receive an electronic form to fill out. Owners: Mary Beth McKee <checkers@eric.syr.edu> and Carol Snyder <checkers@eric.syr.edu>

EARLY CHILDHOOD EDUCATION/YOUNG CHILDREN (0-8) LIST

ECENET-L is a discussion group for the early childhood educator. Parents or other educators interested in early childhood issues and philosophies are welcome to subscribe. The list is very active. Some major discussions over the past few months have included: computers in the classroom; strategies for encouraging classroom participation from a withdrawn child; performance assessment; how to deal with grief

in the classroom. A tremendous amount of support has stemmed from this discussion group towards these issues. As an early childhood educator I would advise anyone interested in this area of education to subscribe to ECENET-L, to participate, or even just to browse. I have found the discussions to be very useful, offering its participants "more beef" and "less fat."

To join, send an E-Mail message to: LISTSERV@LISTSERV.NET. Leave the subject line blank. In the body of the message, write: "SUBSCRIBE ECENET-L". For more information about this list send a message to: EDRES-L-REQUEST@UNB.CA

BIBLIO LIST

The purpose of this list to discuss fine book collecting (rare, first edition, fine press, others). Dealers, collectors, and any other interested parties are welcome to join. Want lists, catalogs, and dealer information is welcome and encouraged.

To join, send an E-mail message to: BIBLIO-REQUEST@IRIS.CLAREMONT.EDU. In the subject line type the word, "SUBSCRIBE". For more information, send an E-mail message to Michael L. Medlin at biblio-request@iris.claremont.edu.

INDEX-L LIST

The purpose of this list is to discuss good indexing practice by providing a forum through which professional and aspiring indexers can share information and ideas relating to the intellectual, philosophical, and technical aspects of index preparation. Some recent participants include professional indexers, members of the American Society of Indexers (ASI), librarians, library school faculty and students, information access professionals, hypertext and database developers, and authors indexing their own work.

To join INDEX-L, send an E-Mail message to: LISTSERV@BINGVMB.BITNET. Leave the subject line blank.. In the body of the message type: "SUBSCRIBE INDEX-L" "*Your first name*" "*Your last name*". For more information on INDEX-L, send an E-Mail message to: skuster@bingvmb.bitnet (Charlotte Skuster)

ABLE-L LIST

This listserv deals with the study of exceptional students. That is, the discussion is about how to deal with academically, athletically and artistically advanced

pupils. Lists such as this could be very useful to a teacher. All teachers will come across a student who is "gifted" in some way or another. Out of the thousands of teachers on the net, surely one of them will have some useful advice for you. To join this list, send an E-Mail message to: listserv@usuacad.bitnet. Leave the subject line blank. In the body of the message type: "SUBSCRIBE ABLE-L" "*Your first name*" "*Your last name*".

UK-SCHOOLS LIST

This list is for teachers and others interested in the use of the Internet in UK schools and for general discussion about anything concerning international classroom connections. This includes project and penpal requests, information about WWW, FTP and Gopher sites and other mailing lists. To subscribe to it, send a message to: mailbase@mailbase.ac.uk. Leave the subject line blank. In the body of the message type: "JOIN UK-SCHOOLS" "*Your first name*" "*Your last name*". On the next line, type the word: "STOP". For more information on this list, send an E-Mail message to Mr. Doug Weller at: dweller@ramtops.demon.co.uk

CLASSROOM CONNECT LIST

Classroom Connect List is tailor made for educators around the world that are using the Internet and other on-line services in the classroom. It lists pointers to on-line lesson plans, grant resources for bringing telephone lines and computers into schools, projects and keypals all students will enjoy, and pointers to dozens of educational Internet sites.

Since the new Classroom Connect Internet mailing list is moderated, all list subscribers can be sure they're getting factual, hands-on information by E-mail everyday. To subscribe send E-mail to: info@wentworth.com. Leave the subject line blank. Then, in the body of the message type: "SUBSCRIBE CRC <*your E-mail address*>" For more information send an E-Mail message to Timothy McLain at: tmc@wentworth.com.

HIGH SCHOOL HISTORY LIST

The primary purpose of H-High-S is to facilitate an ongoing discussion of curriculum, instructional strategies, and educational resources involved in teaching history, social studies, and related subjects in American secondary schools. H-High-S is particularly

interested in the interdisciplinary curriculum and the use of computers, multimedia, the Internet, and other new technologies. H-High-S is intended for teachers and soon-to-be teachers, administrators, and other educators. The list is not for high school students. Subscriptions are currently free.

"We are pleased to welcome you to this list, this virtual community. Like a real community, a mailing list can provide sources of new ideas, a sounding board for feedback on old (or new) problems, an arena for debate, and perhaps most importantly a network of support, sustenance, and good cheer."

To subscribe, send this one-line message to: LISTSERV@MSU.EDU. Leave the subject line blank. In the body of the message, type: "SUBSCRIBE H-HIGH-S" "*Your first name*" "*Your last name*", "*Affiliation*". For more information on H-High-S, send an E-Mail message to: Matthew Hermann, San Ramon Valley High School, Danville, California (mhermann@ix.netcom.com), Paul Buelow, University of Illinois at Chicago, (pab@tigger.uic.edu) or Louis Garaventa, Canisius High School, Buffalo, New York (garavenl@gort.canisius.edu).

ENGLISH TEACHER'S LIST

(Note: The following summary was submitted by Lisa Pinet) This is a wonderful list. I found the atmosphere very warm and inviting. In the welcome message it described English-teachers as a public access list devoted to discussing matters relevant to the teaching of English, K-University. I have been subscribed since October 25, 1994. Some of the topics that have been discussed or posted are: poetry, book reviews, contacts in other states and countries, promotions for other listservs such as EST-L (Teachers of English for Science and Technology), a questionnaire from a researcher to ascertain teachers' perceptions of the quality of the teacher preparation programs from which they graduated, an invitation to CATE '95, suggestions for enlarging a recommended outside reading book list geared for tenth graders, performance assessment at the elementary level, correct documentation for electronic resources, book clubs, and database managers for small classes. There have not been very many personal conversations going on so my mail box has not cluttered. The daily mail is very manageable, only 5-6 pieces of mail a day on average. I have never seen any flaming or anything near to it. However, it is not indexed. This is an excellent site for

any English teacher or student to subscribe to. It is a place to ask about anything going on in an English classroom. I posted a question about performance assessment and I received many informative answers from across the United States and even Japan.

To subscribe send a E-Mail message to: MAJORDOMO@LISTSERV.CSO.UIUC.EDU. Leave the subject line blank. In the body of the message type: "SUBSCRIBE ENGLISH-TEACHER" "*Your first name*" "*Your last name*" (no quotations) For more information send an E-Mail message to: English-Teachers@ux1.cso.uiuc.edu.

CRITICAL THINKING LIST

This E-mail discussion group has a focus on theories, methods, skills, evaluation, and teaching related to critical thinking. It's an open forum to share thoughts, concerns, and successes while attempting to foster critical thinking both in and out of the classroom. To subscribe, send an e-mail message to: LISTSERV@UMSLVMA.UMSL.EDU Leave the subject line blank. In the body of the message, type "SUBSCRIBE THINK-L".



BCTLA REVIEWS

"BCTLA Reviews" is co-ordinated by:

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The co-ordinator sends materials and reviewing guidelines to reviewers. Reviewers send their completed reviews to the "BCTLA Reviews" editor:

Ruth Allman
c/o Templeton Secondary School
727 Templeton,
Vancouver, BC,
V7

Reviews are edited by Ruth Allman.

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.



Akrigg, G.P.V. *H.M.S. Virago in the Pacific, 1851-1855: to the Queen Charlottes and beyond* / G.P.V. Akrigg & Helen B. Akrigg — Sono Nis, 1992 — 158 p. : ill. maps. — ISBN — 1-55039-030-9.

Reviewed by: Barbara Stepney, teacher librarian, Gladstone Secondary School, SD#39 (Vancouver).

The chronicle of five British naval officers aboard the H.M.S. Virago in the Pacific, during the years 1851 to 1855, portrays a most interesting view of life aboard ship. The crew's travels from the South Pacific Islands to the Queen Charlottes are detailed and explained in a way that adds flavour and excitement to this work.

The five commissioned officers aboard this ship all contributed to this information. The master, George Hastings Inskip, remained onboard throughout the journey. His duties included the recording of entries in a "Remark Book" in which particulars regarding weather, location, hazards, and other pertinent data were kept. He also wrote a "Private Remark Book" outlining his personal experiences during the course of his commission. The ship's doctor, the paymaster, the first mate, and a helmsman all offered their interpretations of this remarkable voyage aboard the Virago.

This book is well organized and includes numerous pictures, drawing, diagrams, maps and charts, as well as a comprehensive index. Its pages come alive as a wonderful sea adventure. The waters between Esquimalt at the southern tip of Vancouver Island, and Fort Simpson on the coast of BC, are highlighted. Inskip Island, named for the brother of the famous writer, and Virago Sound, in the Queen Charlottes, are continual reminders of the impact of the travels of this naval adventure.

I definitely recommend this book as a supplementary reference for a secondary school library.

Bungey, Lloyd. *Pioneering aviation in the west, as told by the pioneers*. — Hancock, 1992. — 328 p. : ill. — ISBN 0-88839-271-0. —\$22.95.

Reviewed by: Robert Jackson, teacher, J. Lloyd Crowe Secondary School, SD#11 (Trail).

The title is a misnomer. This fascinating book deals almost exclusively with aviation in British Columbia, not the entire west. However, the history of aviation in BC is a story that needs to be told, and has been largely ignored except for the stories of individual airlines such as Pacific Western. Many air services, often shoestring operations, have come and gone over the decades, but all have left their mark on the history of aviation and the history of the province. More than anything else, this book is their history and, for once, the operations of the big companies are downplayed.

Flying in BC, often in airplanes that are underpowered, is a unique experience demanding special skills. Jetliners fly at 35,000 feet, unbothered by the terrain, but others must tangle every day with the "dragons of the mountains," as Antoine de St. Exupery called them, or the corrosive salt water, high seas and fog of the coast. This is their story, told by the men and women who did the flying. Perhaps storytelling is part of the informal curriculum in flying schools.

There are many previously unpublished photographs. Some of these, especially as they are pictures of unique or unusual airplanes, could be larger. The index contains inaccurate page references which make it nearly useless, especially since the inaccuracies are inconsistent.

I recommend this book for purchase for senior secondary students. It may find a place as a reference for Social Studies 10 and 11, and as general interest reading. The price seems a bit steep for a paperback.

Carlisle, Eric. *West coast river angling* — Hancock, 1990 — 160 p. : ill. ISBN — 0-88830-212-5 — \$12.95.

Reviewed by: John J. Jackson, Professor, School of Public Administration, University of Victoria.

Eric Carlisle has been a freelance writer and photographer in the field of sportfishing since 1973. Having been a river angler since 1961, he is well qualified to share his insight into catching fish, following regulations, and understanding fish habitats. His enthusiasm for fishing pervades this book as he guides the reader to an appreciation of natural rivers and waterways.

The ten chapters cover winter and summer steelhead, coho salmon, chinook salmon, sea-run trout as well as management, habitat, intercepting fisheries, and problems. The text is clear and the photographs tell their own stories.

The book would be a useful addition to the recreation section of school libraries.

Clark, Cecil. *B. C. Provincial Police stories, volume three*. — Heritage House, 1993 — 158 p. : ill. — ISBN 0-919214-80-0 — \$12.95.

Reviewed by: Garth Harkness, teacher-librarian, Laurie Junior Secondary School, SD#2 (Cranbrook).

Some interesting tales are told in this, the third volume in what looks to be an ongoing series. Check your shelves for the first two. If you liked them, you'll like this one because the format is the same. Readers will be impressed with the resourcefulness and bravery of the province's early policemen. Established in 1858, the BC Provincial Police were the oldest territorial police force in Canada until 1950, when they were replaced in rural areas by the RCMP. As the chapter titles imply, members of the force were involved in many colourful and daring adventures. A sampling includes: "The Murdering McLean Gang"; "Death Came on Moccasined Feet"; "When Prisoners Weren't Pampered"; "Tracking Insane Killers"; and "Canine Policemen."

There are a number of factors that make me wonder if this book is really a worthwhile school library purchase. Most of the 23 stories, although easy to read, were written thirty or more years ago. Many are, in fact, rewrites of articles originally published in the BC Provincial Police journal *Shoulder Strap*. References to minorities are often stereotypical, perhaps typical for the vintage of the stories. There is no index, so the usefulness of the book for research is limited. Students may find the rather grainy black and white photographs dull.

This volume should be a good addition to public library collections because it will probably appeal more to adult readers. Secondary school libraries interested in acquiring a comprehensive collection of BC source materials may wish to purchase it.

Crittenden, Mabel. *Trees of the west*. — Hancock, 1992. — 220 p. : ill. — ISBN 0-888349-269-9. — \$14.95.

Reviewed by: Wendy Smith, teacher-librarian, W. D. Ferris Elementary School, SD#38 (Richmond).

Trees of the west focuses on the most common trees of the West Coast. The botanist author's style is clear, informative and relatively easy to read. The distinguishing characteristics, unusual facts, beauty and usefulness of each tree are presented in detail. Even edibility of the various trees is included. The final chapter, "How to Grow Native Trees from Seeds," contains suggestions commonly used by nursery workers. Line drawings accompanying each tree description are clear and detailed enough to be helpful to a person trying to identify a tree from a leaf or cone.

A noteworthy feature of this book is the "Key to Western Trees" presented in Chapter two. Following easy directions, even the most untrained observer should be able to track down the family, genus and species of the majority of trees encountered. A glossary, bibliography and detailed index are included at the back of this handbook.

This book will appeal to anyone interested in the outdoors and the trees of the West Coast. Botany students at the senior secondary level might find this a useful quick reference tool. However, its rate of circulation will probably be low, making it a better purchase for public libraries.

Recommended for senior secondary.

Crittenden, Mabel. *Wildflowers of the west* / written and illustrated by Mabel Crittenden and Dorothy Telfer. — Hancock, 1992. — 206 p. : ill. — ISBN 0-888349-270-2. — \$14.95.

Reviewed by: Diane Kermer, Science teacher, North Surrey Secondary School, SD#36 (Surrey).

Wildflowers of the west was written by two elementary teachers whose passion is botany. Approximately 300 of the most common wildflowers found from the ocean to the Rockies, and from Canada to Mexico are described. This is an extremely large region, and from looking at the bibliography in the back of the book, it is obvious that the authors were biased towards those flowers found on the west coast of the United States.

The book is divided into two sections — the first is an accurate dichotomous key which utilizes clear diagrams to assist the reader in identifying the flower name. The second portion gives detailed descriptions of the flowers. The authors use a happy face/sad face coding to indicate nonpoisonous and poisonous plants. A glossary in the back provides assistance with unfamiliar botanical terms.

The book would be appropriate for use in the Biology 11 course either in the dichotomous key or the botany unit. It would also be good for the interested secondary student or adult. It would be of limited use in elementary schools although it could be easily understood by teachers without a scientific background or by enthusiastic upper intermediate students.

The book has a plasticized cover, but its binding is glued rather than sewn. The print is small, making it difficult reading for younger students, but there is a good index. The majority of the books listed in the extensive bibliography date from the 1950s and 1960s with only a few recent titles. Only one book is cited for Canadian wildflowers, despite the fact that *Canadian books in print* lists several series on British Columbia wildflowers that were published in the 1970s and 1980s.

Although this book is reasonably priced, I hesitate to recommend it as a resource for Canadian wildflowers.

Doyle, Brian. *Spud Sweetgrass*. — Groundwood/Douglas & McIntyre, 1992. — 139 p. : music. — ISBN 0-88899-164-9.

Reviewed by: Wies DeVries, teacher-librarian, Christian Elementary School, SD#34 (Clayburn Hills).

John (Spud) Sweetgrass is kicked out of Ottawa Tech because of his big mouth. He misses his dad, who died a year ago, and his mom isn't the same person anymore either. Spud works for Mr. Fryday, selling French fries out of a chip-wagon in the middle of Chinatown, while playing Beethoven symphonies. He discovers that someone is dumping tons of grease into the Ottawa River and ruining the beach where he and his girlfriend and others play ESL volleyball (meaning ESL students playing volleyball without a net and without a ball). The description of one of these games is quite hilarious. Fortunately, the "grease-dumpster" is found out, Spud is able to get back in school, and his mom begins to come to terms with the loss of her husband.

Spud is a likable teenager who is confronted with some of today's issues: racism, pollution and multiculturalism. He is quite willing to stick out his neck and try to solve the world's problems.

Brian Doyle's style is fast-paced and humorous, and the people in the story are believable human characters. This book should be popular with teenagers.

Recommended grade levels 8–10.

Dumont, Gabriel. *Gabriel Dumont speaks*. — Talonbooks, 1993. — 79 p. : ill. — ISBN 0-88922-323-8.

Reviewed by: Mary Louise Guest, teacher-librarian on leave, SD#46 (Sunshine Coast).

This title is the translation of a memoir dictated by Gabriel Dumont to a group of friends eighteen years after the second Riel Rebellion. It is an unmediated version unlike the first, given by Dumont on his Quebec speaking tour in 1887-88. The translation was difficult according to the author, Michael Barholden, because Dumont spoke Blackfoot, Sioux, English, French and Michif. As a consequence, this is not only a translation but also an interpretation.

The stories Dumont tells all deal with his own history and participation in the Rebellions of 1870. His observations of other people's circumstances are frank and the narrative is compelling. The stories are action packed and believable. The Battles of Fish Lake, Duck Lake and Batoche are revived with vivid attention to detail and gripping description of the action.

Dumont reveals for the first time that the Canadian Troops used exploding bullets against the Métis, creating the issue that this information may have been suppressed or that Dumont was revising history.

This work is important because it is an oral history not of the dominant culture, and it is the first time that this version has been translated and published.

There are six black and white photographs of Dumont, but no index or table of contents. The reading level in the Introduction is grade 12, in the translation grade 10.

This would be useful for grade 9 social studies, First Nations Studies, Canadian history and as an original document for source studies. Recommended for grade 10.

Ewert, Henry. *Victoria's streetcar era*. — Sono Nis, 1992 — 168 p. : ill., map. — ISBN 1-55039-023-6.

Reviewed by: Ken Adsett, teacher, librarian, Oak Bay Secondary School, SD#61 (Greater Victoria).

I'm sure any serious streetcar or light-railway enthusiast will find *Victoria's streetcar era* of great interest. However, I hesitate to recommend it as a school library acquisition at any grade level.

This slim paperback contains a large number of black and white photographs. Most depict streetcars in various poses with little background to broaden the scope to a more general historical interest unless the reader is already familiar with the particular street or setting shown. Other illustrations of interest include time schedules, tickets, and destination brochures. The book contains an extensive bibliography, an index, and statistical data about every car and every route in the Victoria system, but footnotes (fifty in all) seem rather "hit and miss."

As the information is presented, I can see no applicable curriculum use. If the author had placed the streetcars more into the social setting of the era and given less specific detail about the cars themselves, perhaps his book would be more useful as a social history. The few bits of historical data which might be of more general value could be obtained from other sources. I further hesitate to recommend *Victoria's streetcar era* to schools because of the author's tendency to use long, rather disjointed sentences and to throw together paragraphs with no connectives or obvious common theme. Subheadings would have helped.

In summary, this is a book I would buy for a known streetcar enthusiast or perhaps for an elderly friend already familiar with the territory. I would buy it for a Victoria secondary school library only if I knew there was a strong urban studies course or local history program in the school.

Faith, Karlene. *Unruly women: the politics of confinement and resistance*. — Press Gang, 1993. — 337 p. — ISBN 0-88974-050-X. — \$21.95..

Reviewed by: Mary Louise Guest, teacher-librarian on leave, SD#46 (Sunshine Coast).

The author has based this 300 page work on her thirty-five years experience with women prisoners in BC and California and on her teaching in criminology at Simon Fraser University. As indicated in the title, this is a history of women as prisoners — prisoners of society as a well as prisoners within stone walls.

The book is extremely well indexed, including a separate name index listing people such as Freda Adler, Jeremy Bentham, Jean-Jacques Rousseau, Kate Millet, Emily Murphy and Betty Friedan. The detailed table of contents presents topics such as Witchcraft, Prostitution, Drugs, Violence against Women, Aboriginal Women in Prison, Lesbianism, Institutionalised Violence, Media Views of Women and the Education and Empowerment of Women.

In an historical context, Ms. Faith deals with women involved in the Luddite protests, the prevalence of women as social protesters, scolding, transportation of women, prostitution and witchcraft.

The book is wide ranging and informative. It is written in a scholarly style with many supporting statistics and references. It is international in scope, portraying and comparing the treatment of women in the Canadian and American penal systems. All topics are analysed

from a feminist perspective that is somewhat grounded in Marxist philosophy — the disenfranchised, male or female, being the victims of our capitalist consumer society. It is dense, entertaining, informative and provocative but requires a sophisticated reading level. References cited at the end of each chapter would be useful for further title selection.

This book could be a useful purchase for Law, Women's Studies or First Nations Studies at the senior secondary level.

Gage, Susan. *Colonialism in Asia: a critical look*. — Videa, 1993. — 52 p. : ill, maps — ISBN 0-921738-20-5.

Reviewed by: Patricia Parke, teacher-librarian, Arthur Hatton Elementary School, SD#24 (Kamloops).

Colonialism in Asia: a critical look is a reproducible resource book for classroom use. It is produced by VIDEA (Victoria International Development Education Association) with support from the Scarborough Foreign Mission Society and CIDA (Canadian International Development Agency). A brief history of colonialism is presented, and case studies of India, the Philippines and Vietnam are provided. The time span covered is from 1492 until the present. It attempts to deal with global issues and "encourages students to link today with yesterday, to see how much of our global economy perpetuates the trade structures begun during the colonial era."

Chapter One has the introductory statement: "the world has had about 500 years of colonialism. Triumph or disaster—what's the verdict?" The reader is given no choice, however. The answer is "disaster." The information is presented through "Asian eyes" and it is not always pleasant. *Colonialism in Asia: a critical look* is very critical of colonialism.

This soft-cover, 8 1/2 x 11 book is centre stapled. Students will be attracted to the cartoon characters and comic strip-like frames, although it is sometimes difficult to decide whether the sequence of the frames is vertical or horizontal. There are a table of contents, index, bibliography, maps and illustrations.

There is a chapter entitled "'Hands On' Activities and Resources," as well as "Think About It" questions throughout the other chapters.

This is the third book in a series. Other titles are *Colonialism in Africa: a critical look!* (1991) and *Colonialism in the Americas: a critical look!* (1991). The series could be useful in a study of global issues, colonial history or business education as long as other sources were also used. The content and reading level are suited to upper intermediate and secondary students. I recommend this book for a library's professional section if such information is needed, but not as a general purchase.

Recommended for grades 7-12.

George, Jerry. *Good grief! Good grammar!: A basic (and short) guide to standard English.* — Pembroke, 1994. — 63 p — ISBN 1-55138-020-X. — \$9.95.

Reviewed by: Dr. Mary Sakari,
Faculty of Education, University of
Victoria.

Good grief! Good grammar! is an inexpensive classroom reference for common grammar conundrums that often vex students. It includes elements of grammar, punctuation, improving writing, grammar traps, spelling tips and confusing words. The introduction is the most readable part of the book. With headings such as “You already know more about grammar than you think you do” and “Appropriate language depends on the situation,” it gives a context for what follows and, if read, could put the anxious student’s mind at ease. The body of the book is dense, particularly the sections on grammatical elements and using grammar to improve writing. In some spots it is perplexing. For example, the two sections (pages 12 and 43) on choosing “who” or “whom” when speaking versus when writing are contradictory.

The brevity of the book is both its strength and its downfall. Its 63 page length forces selection for significance but also limits explanation. While the most important terms and “rules” are included, the definition and examples that accompany them lack completeness and sometimes lead to confusion, as can be seen in the page and a quarter on verbs. While it includes a list of verb tenses and mood names, no definitions are given. A chart of example sentences of different tenses and moods labels some but not others. Finally, on this same page, the book advises students to ask for help and trust their ears. To truly sort out tense and mood students will have to refer to another source.

Despite its limitations, *Good grief! Good grammar!* is a concise, accessible reference book for intermediate and middle school students and should find a place in those collections.

Goldberg, Kim. *Vox populi: getting your ethnic group on community television.* — New Star, 1993 — 116 p. : ill. — ISBN 0-921586-12-4.— \$14.95.

Reviewed by: Marilyn Clements,
teacher, Courtney Junior School,
SD#71 (Courtney).

Vox populi is all about getting one’s ethnic group on community TV. Everyone should read this book. It explains what community TV is, and what a powerful and important tool it can be — “people could now use T.V. technology to make their own shows about what was important to them and their communities and to do so on their own terms.”

The book is well laid out in nine chapters. It is written in ordinary conversational language which makes it easy to obtain information. The author’s extensive work in the field of community TV is very obvious. Goldberg explains what kinds of television programming can be produced (instructional, performance, cooking) and which ethnic shows have been successful across Canada. She takes us step by step through the production process of a community TV program and explains the various jobs that have to be done (e.g., directors, audio mixers, camera operators, set design).

Included are a chapter on useful books for producing a community television show, and a great chapter on “Do’s” and “Don’ts.” Very specific tips are given on how to deal with programming, conduct an interview and operate cameras and microphones. The final chapters discuss questions, problems, and the realities encountered in the production of an ethnic community television show.

I think this book is essential for schools of grade 7 level and up. It would be particularly useful for teachers of media courses. Recommended for grades 9 and up.

Gwartney, James D. *What everyone should know about economics and prosperity!* James D. Gwartney and Richard L. Stroup. — Fraser Institute, 1993. — 63 p. — ISBN 0-88975-160-9.

Reviewed by: Larry Little, Assistant Director, Penticton Public Library, Trustee SD#15 (Penticton).

American professors James Gwartney and Richard Stroup, along with Michael Walker (executive director at the Fraser Institute), claim that various studies indicate that we are a nation of economic illiterates. Hence, the objectives of the study are to provide an introduction for the beginner, while challenging the ideas of business and economic students. Although there is a US bias, Walker has adapted the material for Canadian readers. Regardless, in today's global market, no boundaries exist.

The book is divided into four parts: ten key elements of economics, seven major sources of economic progress, economic progress/role of the government and concluding thoughts. The authors succeed in presenting a clear and precise interpretation of the fundamental principles. Armchair authorities and experts alike will enjoy debating the points outlined.

Senior secondary students and teachers may find the title useful, however, this is a marginal purchase for school resource centres.

Recommended for grades 11 and 12.

In conflict with the law: women and the Canadian justice system/ edited by Ellen Adelberg and Claudia Currie. — Press Gang, 1993. — 298 p. : ill. — ISBN 0-88974-054-2. — \$18.95.

Reviewed by: Kathleen MacKinnon, Victoria BC.

Editors Adelberg and Currie have again challenged our views on criminalized women.

This book of articles is divided into three major sections: Federal Imprisonment of Women: past, present and future; Images and Realities: Profiles of Women Offenders; and Theoretical Considerations about Women in Conflict with the Law. Extensive notes and references are provided at the end of each article within each section. Additionally, a comprehensive bibliography is included at the end of the book.

In conflict with the law walks the reader through the various progressive and conservative eras in the history of women's imprisonment in Canada. In 1990, a task force on "Federally Sentenced Women" was established and presented a series of recommendations that include new regional facilities and a strategy for community release. So far, little progress has been made on these recommendations.

The chapter entitled "A Statistical Overview of Women and Crime in Canada" provides support for these recommendations.

"Men are more likely to be charged with violent crimes, impaired driving and breaking and entering...Greater numbers of women are being charged with shoplifting, cheque forgery and welfare fraud."

"Prostitution: A Female Crime" exposes the blinders the legal system dons when it comes to interpreting the law on prostitution. We learn in this chapter that most prostitutes work for themselves and choose

this line of work for the money. To my surprise, prostitutes in Canada are neither less educated, nor more likely to have been abused, than the rest of Canadian women. We also learn that, relative to their numbers in the trade, significantly more women are charged than men. In Toronto, for example, 25% of the prostitutes are male, yet are cited in only 5% of all prostitution charges.

Karlene Faith's essay "Media, Myths and Masculinization: Images of Women in Prison" explores media images of women offenders ranging from two extremes: wild and shouting to passive and pitiful. Most women in Canadian prisons are neither. They are imprisoned largely because they are poor and have sought desperate ways to augment their incomes. These women are single parents, have suffered abuse or mental illness or lack skills for today's job market.

Teacher-librarians may wish to include this book on the teachers' reference shelf. Teachers of Law, Social Studies, Personal Planning and Media Literacy will find ample topics for discussion, debate and independent studies. The Innu search for an alternate justice system as metaphor would not be lost on progressive teachers. Students could be encouraged to explore broader issues of gender and living conditions in their own community.

King, Celia. *Seven natural wonders of the world*. — Raincoast, 1991. — unp. : ill. — ISBN 0-920417-26-4. — \$10.95.

Reviewed by: Rosemary Anderson, teacher-librarian, W. L. McLeod Elementary School, SD#56 (Nechako).

The most spectacular sights in the world have been selected as the seven natural wonders in the world. The ones chosen are the Great Barrier Reef, the caves of France and Spain, the harbour at Rio de Janeiro, the Mount Paricutin volcano, the Grand Canyon, Victoria Falls and Mount Everest.

This tiny book has informational text accompanied by brightly coloured collage illustrations with pop-ups to give a three-dimensional effect. A map included at the beginning gives the locations of the seven wonders selected. The brief text is written at an upper intermediate level, using many large words that will require explanation. Examples are filigree, magma, and symmetrical.

This is an interesting style of book, but it is not practical for school libraries. It could get lost because of its small size, and the pop-ups are not sturdy enough for library borrowing. The topic is not one that is studied frequently. It would be very suitable for home use or as a gift or prize.

Recommended for upper intermediate grades.

MacGougan, Sharon. *Nok & JuJu: Nigerian art and music*. — Briarwood, 1992. — 83 p. : ill., maps. — ISBN 0-9695073-1-3.

Reviewed by: Wies DeVries, teacher-librarian, Christian Elementary School, SD#34 (Abbotsford).

The title of this teacher's resource book refers to the apparently highly developed society that existed more than 2000 years ago around the village of Nok in Central Nigeria. The people used complex techniques to create their art, and juji music that developed from an earlier style, including traditional African styles, African-American influences by way of returned slaves, and European colonial influences. All the contributors to this book are currently teaching at intermediate or junior high school levels and all the ideas have been used in classrooms at different grade levels.

Each of the six chapters provides historical and cultural background information, followed by lesson plans for student activities. In the chapter "Symbols Behind the Mask," the first part describes the various techniques African sculptors used and the different styles and characteristics of mask and masquerades. The lesson plans for student activities include: Nigerian crayon art, making clay masks, and relief sculptures. "The Talking Drum" discusses the importance and place of music and drums in traditional African performances, as well as the meaning of different drumming rhythms and styles. Lessons plans for a listening activity and a sculpture are included at the end of this chapter. One chapter is dedicated to oral traditions, in which African spirituality and philosophy are described.

This spiral-bound resource book has a bibliography as well as a discography, and an index in which only the art and music activities are listed. Drawings are in black and white. This useful resource is recommended wherever Nigeria (or Africa) is studied.

Recommended for grades 6–9.

Mamchur, Carolyn Marie. *In the garden*. written by Carolyn Marie Mamchur with Meguido Zola. — Pemmican, 1993. — 1 v. (unp.). : ill.— ISBN 0-921827-3-8.

Pemmican Publications Inc., Unit #2–1635 Burrows Avenue, Winnipeg, Manitoba. R2X 0T1

Reviewed by: Rosemary Anderson, teacher-librarian, W. L. McLeod Elementary School, SD#56 (Nechako).

This book is a story about a Métis family that lives in the city, not on the reserve. The main character is eleven year old Joyce. When Joyce's grandmother dies, she leaves something for each of the grandchildren. Joyce is disappointed that all she receives is a knotted handkerchief covered with forget-me-nots. Then she discovers seeds tied up inside the handkerchief and she has an idea. She wants to plant a garden in their junk-filled backyard. A lot of hard work pays off when Joyce harvests her vegetables inside the forget-me-not border. Her work and determination are greatly appreciated when she and her mom make soup from her vegetables to feed the striking workers at the hotel where her dad works.

The Métis people are shown in a very good light in this book. The family is a very good model. It is also a good story about gardening. Values and emotions such as disappointment, determination, perseverance, family love and helping others are well portrayed. The book is suitable for themes about family values, gardening and native people.

This lovely book has a sturdy soft cover and glossy pages. It is illustrated with soft colours and the illustrations are very natural and realistic. The characters have prominent native features. The illustrations fill the pages, and the text is fitted into the pictures. Because there is not too much print on each page, the book is fairly long for a picture book (48 pages). The writing style is easy to read, with an independent reading level of late primary or early intermediate.

Both the authors are professors at Simon Fraser University, and the illustrator is an art teacher in Winnipeg.

Recommended for elementary school libraries.

Maracle, Lee. *Sundogs*. — Theytus Books, 1992 — 218 p. :— ISBN — 0-919441-41-6.— \$12.95.

Theytus Books Ltd., P.O. Box 20040, Penticton, B. C. V2A 8K3

Reviewed by: Karen Peplow, teacher librarian, Centennial Secondary School, SD#43 (Coquitlam).

In her first novel, Lee Maracle, an Okanagan First Nations author, describes the maturing of a twenty year old, native female sociology student during the Meech Lake crisis and the Elijah Harper incident in the Manitoba Legislature. As the “baby” of the family, Marianna has long been isolated from the realities of her family’s life in Vancouver. Shocked by the decision of her sister to leave her drunken husband after the birth of twins and by the banishment from the family of a beloved older brother who badly beat his wife and children, Marianna slowly comes to realize how important her mother is to the mental stability of the family. She begins to appreciate how her family acts as a unit to protect and nurture each member.

After a short love affair with her boss, who turns out to be married, Marianne decides to join a cross Canada run in an effort to bring about a peaceful end to the Oka crisis. As a result of this experience, she finds pride in her people and culture and feels more at ease with the members of her family.

Lee Maracle does an excellent job of recreating the confusion and misunderstanding that arise in families. She also depicts a society where most native women are not treated with respect. This novel will interest mature readers who seek to understand First Nations culture and the emerging role of native women. The lack of chapters in this novel makes it difficult to quickly access specific sections. *Sun dogs* is also philosophical in nature, a fact which slows the action, therefore I would not recommend this work for most high school students. However, those schools with First Nations students might well consider this work for their collection.

Mayuk, the grizzly bear: a legend of the Sechelt people. Nightwood, 1993. — unpag. : ill. — ISBN 0-88971-156-9. — \$5.95.

Nightwood Editions, R.R. #2, S-26, C-13, Gibsons, B.C. V0N 1V0

Reviewed by: Murrie Redman, retired teacher-librarian.

Charles Craigen of the Sechelt nation tells his personal family legend in the tradition of his elders. The young author, also a fine artist, respectfully re-creates old methods of illustration and design in simple yet innately complex balances of black and white. In the quiet, heavy forms, he establishes an inert action that comes to life in his words. May these new legends continue to be told by a people who need to tell them as much as we need to listen.

Recommended for all grade levels.

McCall, Karen. *Cougar: ghost of the Rockies* / Karen McCall and Jim Dutcher. — Douglas & McIntyre, 1992. — 146 p. : ill. — ISBN 1-55054-064-5.

Reviewed by: Margaret Groen, teacher-librarian, Winfield Elementary School, SD#23 (Central Okanagan).

Cougar: ghost of the Rockies has been published in conjunction with the award-winning documentary of the same name. The dramatic full colour photographs and complementary text provide the reader with a realistic look at a year in the life of a cougar, as studied in a five acre enclosure in the White Cloud Mountains of Idaho. The reader becomes enraptured with the cougar. First Nations and pioneer myths and legends, information on population distribution, territorial behaviour, predatory habits, and information about human encroachment on the cougar's natural habitat are included in the book. The animal/human contact and interaction that developed over the year, make fascinating reading. The book illustrates the need to save our wildlife from extinction.

The photography alone makes this book a useful addition to the wildlife section of a library. Students requiring research information will find the table of contents helpful, but there is no index. Younger students will find the photographs and captions a good source of facts. The large print and layout of the text make for easy reading.

Recommended for intermediate to junior secondary.

McKinnon, Barry. *PulpLog*. Caitlin, 1991. — 59 p. — ISBN 0-920576-34-6.

Caitlin Press, P.O. Box 2387, Station B, Prince George, B.C. V2N 2S6

Reviewed by: Ruby McBeth, teacher-librarian, Bert Bowes Junior Secondary School, SD#60 (Peace River North).

Barry McKinnon is an English lecturer at the College of New Caledonia in Prince George. He won a BC Book Award for this book of poetry. *Pulp Log* is a journal of an academic year in Prince George, written in a poetic stream of consciousness style. The author takes us into his mind, and shows us around his life in Prince George.

It is not easy to get involved in the journal. He begins by stacking image upon image. It is only as we continue to read that the images begin to add up. We see a mid-life man looking around for meaning. He examines life bravely, not accepting any ready made answers to his questions about the meaning of life. He opens his world by showing a landscape of people, nature, family and work. This approach could be meaningful to the adolescent who is searching for meaning and, like McKinnon, not able to accept someone else's answer. Barry McKinnon's writing does build for us a mind picture of life in Prince George. The book could be used as a model for a creative journal in a creative writing class.

Recommended for senior secondary libraries.

Nodelman, Perry. *Same place but different*. Groundwood/Douglas & McIntyre, 1993. — 159 p. — ISBN 0-88899-175-4. — \$7.95.

Reviewed by: Margaret Groen, teacher-librarian, Winfield Elementary School, SD#23 (Central Okanagan).

John Nesbit's family has been unhappy since the change in his baby sister, Andrea. One day he discovers a window in the hillside of a park. He looks into another land where he sees Mrs. Fordyce, who is dead. She is holding the real Andrea, who has been replaced by a Changeling. Mrs. Fordyce tells John about the Strangers (fairies) and implores him to rescue Andrea. John's adventure begins when he encounters Sky Yelpers (flying dogs with human heads), Cowalkers (who enter your body through a mirror) and Strangers (identified by one nostril), on his way to Stranger Country to rescue his sister. The Stranger Queen gives him a magical white cap to assist him in

destroying the Hunter before she will release Andrea. Many strange twists occur before his quest is completed.

The author includes historical notes of encounters with Strangers and Changelings reported centuries ago in the British isles. He has set this contemporary fantasy in Winnipeg where similar happenings have been reported. He has written this story with humour and made an obvious attempt to appeal to boys in grades 6 to 8 by using current slang and fads.

There is some language that may offend some readers. I feel that neither the title nor the cover will attract the age group that might read the story. The book has limited appeal as a modern fantasy.

Page, P. K. *Goat that flew*. — Beach Holme, 1993. — 40 p. : ill. — ISBN 0-88878-334-5. — \$17.95.

Reviewed by: Deberah Gallagher, teacher-librarian, Lord Kitchener Elementary School, SD#39 (Vancouver).

Goat that flew is a sequel to *A flask of sea-water*. Beautifully illustrated by Toronto artist, Marika Bal, this fairy tale tells the story of Erland, turned into a boat by the same Wizard in *A flask of sea-water*. After “flying” into the same kingdom of Ure on the wish of a magic stone, Erland meets his former love, Corille, who knows that sea-water can change Erland back into a man. Unfortunately, the flask holds only enough water to restore Erland’s blue eyes and human voice, so he must risk crossing the Wizard’s land to reach the sea to complete his transformation back to a man. Followed by his friends, Princess Meera, Prince Galaad, and of course, Corille, Erland begins his hazardous journey.

Dangerous encounters with the Wizard and his spells make this fairy tale an imaginative, exciting story. A little twist at the end will enable the Victoria, BC, author to write yet another story to follow this one.

This book is highly recommended for all elementary libraries.

Recommended for grades 2-5.

Paul-Dene, Simon. *I am the eagle free (sky song)*. — Theytus, 1992. — 36 p. : ill. — ISBN 0-919441-34-3. — \$10.95.

Reviewed by: Denise Gasbarri, teacher-librarian, Douglas Road Elementary School, SD#41 (Burnaby).

Silhouetted against a full moon is a stand of evergreen trees by a lake with four eagles circling overhead. This artistic design by Simon Paul-Dene is one that particularly caught my fancy in his book. Colourful art work depicts various creatures throughout this First Nations legend. His work is unusual, and evocative of the spirit of Mother Earth.

The legend tells the story of how Mother Earth called together all her creatures for a meeting. During the meeting, the winged ones decided to have a contest as to who could soar the highest while singing the sweetest song. Soon everyone dropped out of the contest except one little bird who hid on the eagle. While the eagle “glided like there was no end to the sky” the little bird sang the sweetest song anyone had ever heard. However, he had cheated in the contest because he could never have flown so high by himself. Ever after he hid in a tree and though his beautiful song could still be heard, he was never seen again.

This legend would best be used at the grade four level during a study of First Nations people. The children could listen to the legend and take note of the illustrations. They could then attempt to write and illustrate a legend. Another idea would be to have students listen to an additional legend without seeing the illustrations and then illustrate it themselves.

Recommended for grades 2-5.

Rajala, Richard. *Legacy & the challenge : a century of the forest industry at Cowichan Lake*. — Lake Cowichan Heritage Advisory Committee, 1993 — 142 p. : ill., map. — ISBN 0-88878-338-8.

Reviewed by: J. Patrick Romaine, teacher librarian, A.L Fortune Secondary School, SD#89 (Shuswap).

The subtitle suggests the content of *The legacy and the challenge*. However, the book also covers what was happening elsewhere on Vancouver Island and in British Columbia.

Mr. Rajala has covered many aspects of the logging industry, including topics often not explored in other books on the history of logging. Examples are the struggles to unionize, efforts to negotiate better wages and working conditions, and the roles played by various women's groups in organizing and supporting strikes. Reading this book also helps one realize that "the more things change the more they stay the same." Concerns over clear cutting, over cutting, log exports, logging practices on private lands, and labour battles at Port Alberni were issues in previous decades and not just phenomena of the 1990s. The legacy of past actions and mistakes, including H. R. MacMillan's being chief forester in British Columbia for many years, and the Robert Sommers scandal of the 1950s, accounts for many of the problems in BC's forest industries today.

This publication contains eight pages of interesting heritage photographs. However, the reproduction quality could have been better. The notes for each section contain extensive bibliographic sources, but there is no index. There are also indications that the text was not proofread as carefully as it could have been since there are a number of typographical errors. However, there are many reasons for recommending this title and the Lake Cowichan Heritage Advisory Committee is to be commended for its efforts in presenting the history of the forest industry from the layman's point of view. This title certainly belongs in secondary libraries on Vancouver Island and also in other areas with a significant forest industry.

Recommended for grades 10-12.

Silsbe, Brenda. *Winning the girl of the sea*. — Annick, 1994 — unnp. : ill. — ISBN 1-55037-313-7.— \$5.95.

Reviewed by: Patricia Parker, teacher librarian, Hatton Elementary School, SD#24 (Kamloops).

Winning the girl of the sea is the story of a young girl who is washed up on a beach and is discovered by two elderly people, Mumblety and Peg. Three other children have already been found by this couple. They invite the young girl to stay with them, too. She has a few strange dreams and adventures such as turning into a penguin to jump on a water slide and travel past Mumblety and Peg's volcano.

Brenda Sibble has written an odd story. The illustrations by Alice Priestly are beautiful pastel drawings, well suited to the eerie feel of the book. I did not care for the story and other people who read it at my request concurred.

I wouldn't recommend this book for library purchase. *Moon snail son* by Sheryl McFarlane would be a better choice if you want a book for a seashore theme.

Swanson, Diane. *Squirts and snails and skinny greentails : seashore nature activities for kids.* — Whitecap, 1993 — 64 p. : ill. ISBN — 1-55110-062-2.— \$8.95.

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

Squirts and snails and skinny green tails is a very informative book for a variety of grade levels. Diane Swanson begins her book with forewords to both parents and children which explain that the beach is a place to have fun and adventure, but she also cautions about safety. The book is a guide to seashores on the West Coast and the author has used the biology department at the University of Victoria to verify her facts. This is an excellent book, with numerous instructions on how to watch sea creatures in their habitat and how to look for clams and plant life. Life drawings enhance the text and an index and table of contents make it easy to find information.

I recommend this book for elementary libraries and primary beach units.

Wa, Gisday. *Spirit in the land : statements of the Gitksan and Wet'suwet'en Hereditary Chiefs in the Supreme Court / in British Columbia, 1987-1990 /* Gisday Wa and Delgam Uukw. — Reflections, 1992 — 97 p. : ill. — ISBN 0-9692570-4-X.

Reflections, P.O. Box 178, Gabriola, B.C. V0R 1X0

Reviewed by: J. Patrick Romaine, teacher-librarian, A.L. Fortune Secondary School, SD#89 (Shuswap).

The Spirit in the Land gives the Gitksan and Wet'suwet'en viewpoints presented in their recent land claims case in the Supreme Court of British Columbia. The foreword provides background about what motivated the court challenge in 1984. This is followed by short statements from Wet'suwet'en Chief Gisday Wa and Gitksan Chief Delgam Uukw, and four sections that are the statements/presentations made during the court challenge. The first outlines the history of the claim, the second discusses the nature of the evidence, the third presents the legal arguments, and the fourth section contains the closing statements of the chiefs. The last section "A travesty of Justice" is a summary of the disappointments, views, and reactions of the Gitksan and Wet'suwet'en to the BC Supreme Court's decision, as handed down by Mr. Justice Allan MacEachern.

This title will be a useful resource for secondary Social Studies and Law 12 classes. It definitely belongs in the libraries of secondary schools in northwestern BC and should also be in other secondary school libraries. In some sections, junior secondary students may find the reading difficult or the arguments hard to follow, however the book does contain information about a very significant land claims court case.

Recommended for grades 10-12.

Watson, Jack. *Yukon Memories : a Mountie's story /* by Jack (Tich) Watson with Gray Campbell. — Whitecap, 1993 172 p. : ill. — ISBN 1-55110-052-5.— \$12.95.

Reviewed by: Karen Peplow, teacher-librarian, Centennial Secondary School, SD#43 (Coquitlam).

Former RCMP officer Jack "Tich" Watson has written a memoir of his service in the Yukon during the harsh years of the 1930s. His purpose is to show "what the north does to the individual ... something happens to broaden the senses and awaken the feeling that we do not stand alone in a lonely environment."

Watson has done an admirable job of describing the conditions, expectations of the Force, and the unique individuals and circumstances he met during his appointment to the North. Of particular

interest were the expectations of the Force. For example, horses could not go out on patrol in -54 degree weather, but Watson and his mount did patrol two consecutive days in -48 degree conditions. The author was eventually put in charge of the dog team and a one-man detachment, and his descriptions of dog care, searches, and rescue missions show how physically and mentally "tough" Northerners had to be to survive. Isolated, older "sourdoughs" were particularly at risk when their health and eyesight began to fail.

This is an enjoyable book to read. It could be used to support the Thirties unit of the Social Studies 11 course. Teachers also could use to show how Northerners helped one another before the era of social assistance. Although there is no index, the chapter headings are helpful and the photographs bring the text to life.

Windley, Carol. *Visible light*. — Oolichan Books, 1993 — 263 p. — ISBN 0-88982-124-0.— \$12.95.

Reviewed by: Marilyn Clements, teacher, Courtney Junior School, SD#71 (Courtney).

Visible light is a collection of eleven unique and thought provoking short stories. Windley's characters are primarily women who appear interesting and unusual. Windley pulls the reader into the lives and minds of these people, and even though one gets to know them well, one does not always understand them. *Visible light* is a book to be read slowly in order to "savour" the characters.

The familiar BC West Coast/Gulf Islands settings are a perfect backdrop for the characters. The strangeness of some of their situations rings true to me personally, having grown up on and near the Gulf Islands. Carol Windley shows us how isolation and remoteness can act upon facets of a personality.

I think this book has a place in a senior secondary school. I believe young women in particular would find these stories intriguing and challenging.

Recommended for grades 11 & 12.

Woodcock, George. *Monk and his message : undermining the myth of history*. — Douglas & McIntyre, 1992. — 212 p. — ISBN 1-55054-005-X.

Reviewed by: John Crawford, retired teacher-librarian.

This work sets out to debunk the historical determinism which influenced a great deal of the history written in the past. A selective examination of historical works from the time of the early Greeks to the present emphasizes Woodcock's mastery of his subject. His detailed study charts the recent unraveling of communism, and offers a plea for contemporary society to set aside the aggressive instincts encouraged by determinism and opt instead for a more peace-loving stance.

Historicism possesses many attractions for the writer of history. It permits that writer to be not only an interpreter of the past, but also to become a prophet of the future. Many historians have practiced this fallacy in support of political movements which have foundered after periods of great expansion and consolidation. The accepted wisdom of certain times in respect of the longevity of the British Empire, the "One-thousand year Reich" and the permanence of Communist states in Eastern Europe, has been shown to be in error. Woodcock provides an analysis of the most recent of these fallacies. It is quite excellent and in itself a sufficient rebuttal of historicism.

The process of undermining the intellectual basis of historical determinism has produced many fine studies. Perhaps the most persuasive was Karl Popper's *The poverty of historicism*, which was widely read in the late 1950s and the 1960s and greatly influenced history students of that time. After reading the *Monk and his message*, I feel sure that George Woodcock's book will prove a worthy successor to the works of Popper and others.

This book is clearly aimed at the student with an informed interest in history. This places it at the University level and it is unlikely that the majority of secondary school students would be able to fully appreciate Woodcock's arguments. It contains an index. The title clearly indicates the influence which the Dalai Lama has had upon this particular book. The final chapter underlines Woodcock's dislike of politicians of whatever stripe, and his desire to see the growth of the "power of the powerless." Highly recommended at the post-secondary level.

Writer's northwest handbook. — 5th ed. — Media Weavers/Blue Heron,, 1993. — 226 p. : ill.— ISBN 0-936085-56-8. — \$18.95.

Reviewed by: Margaret Montgomery, teacher-librarian, West Vernon Elementary School, SD#22 (Vernon).

The fifth edition of this handbook contains 226 pages divided into the following sections: Voices and Visions (7 chapters); Writing Tips (25 chapters); Teachers and Young Writers (7 chapters); Publishing Perspectives (13 chapters); Young Writers (7 chapters); Organizations such as the Canadian Authors' Association; Publishing Lists; Resources; Goods and Services.

The handbook includes information relating to Alaska, BC, Idaho, Montana, Oregon and Washington State.

The introduction states that there are probably as many ways to use this handbook as there are users. These users would include writers, publishers, librarians, booksellers and teachers of writing, English and journalism.

The short chapters in section I, Voices and Visions, are by authors of prose and poetry. Each discusses the art of writing from his/her own perspective. Section II, Writing Tips, contains chapters on getting the right agent, becoming a business writer, editors, cowboy poetry, "the romance book business," cross-cultural writing, etc. Section III on Teachers and Young Writers will be of interest to readers of BCTLA Reviews (e.g., "Real life writing for students: and experiences in writing, illustrating and publishing"). Section IV has chapters on press releases, book promotion, the job of the editor, discussions on specific small presses and what they do, and the aforementioned chapter on Canadian publishing.

There is a vast array of "local" northwest information for anyone interested in writing, publishing or teaching.

Voyer, Kelly. *For love of rock*.
Annick Press, 1994. — unpaginated : ill.—
ISBN 1-55037-349-8. — 99 cents.

Reviewed by: Margaret Montgomery,
teacher-librarian, West Vernon
Elementary School, SD#22 (Vernon).

Format and contents are perfectly matched in this tiny tale of friends in an Annikin! A red ant and a “rock” (pebble?) are friends. They swim, picnic, camp out, play in the snow, tell stories, and “Rock hoped Ant would never leave him.” However, Ant goes off to see the world ... and patient Rock waits through a winter, covered with snow; through a spring, surrounded by tulips ... until ant returns — with a wife and five young’uns. Now Rock has seven friends and it looks like more fun than ever with ant-kids climbing on Rock, diving off Rock, painting Rock. In the final illustration, Rock is smiling!

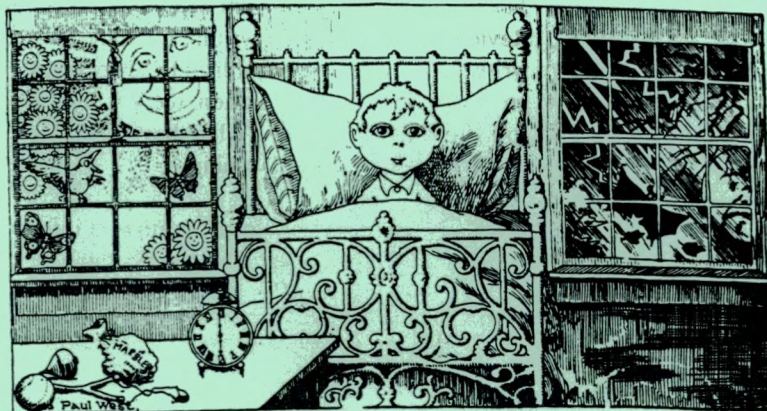
Although not original in either story or pictures, this is still a pleasant version of a “tried and true” plot. No conflict or drama, but patience, love and friendship win out in the end.

Watercolor paintings of red ants, grey Rock (with just one eye showing) make this a cheery little book which the smallest hands can hold.

One intriguing note — why are there children on the cover, lined up to buy tickets at a box office? Have Ant and Rock been “discovered”? Or perhaps formed a Rock Band?

Another nifty Annikin for the six and under crowd. Great little rewards and gifts for teachers and parents to give.

Recommended for grades K-1.



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