CANADIAN CHILDREN

JOURNAL OF THE CANADIAN ASSOCIATION FOR YOUNG CHILDREN

Fall/Automne 1997 Vol 22/2

INVITATIONAL ARTICLE

A Canadian in Reggio Emilia May 1997 Study Tour
Carol Anne Wien

Also see inside articles on

Valentine's Day

Police Reading to Children

Learning the Language of Peacemaking

Bridging the Gap in Literacies

The Canadian Association for Young Children | L'Association Canadienne Pour Les Jeunes Enfants

THE CANADIAN ASSOCIATION FOR YOUNG CHILDREN

WHAT IS THE CAYC

The Canadian Association for Young children (CAYC) grew out of the Council for childhood Education and officially recognized in 1974 by the granting of a Federal Charter. It is the only national association specifically concerned with the well-being of children, birth through age nine at home, in preschool settings and at school. Members of this multidisciplinary association include parents, teachers, caregivers, administrators, students and all those wishing to share ideas and participate in activities related to the education and welfare of young children.

MISSION STATEMENT

CAYC exists to provide a Canadian voice on critical issues related to the quality of life of all young children and their families.

THE AIMS OF THE CAYC

1. To influence the direction and quality of policies and programs that affect the development and well-being of young children in Canada.

2. To provide a forum for the members of Canada's early childhood community to support one another in providing developmentally appropriate programs for young children.

3. To promote and provide opportunities for professional development for those charged with the care and education of young children.

4. To promote opportunities for effective liaison and collaboration with all those responsible for young children.

5. To recognize outstanding contributions to the well-being of young children.

IMPLEMENTING THE AIMS OF THE CAYC.

1. The National Conference
The National Conference is a highlight of the CAYC. The program includes lectures by internationally renowned authorities on children, workshops, discussion groups, displays, demonstrations, school visits and tours.

2. Provincial and Regional Events
The organization of members at the local and provincial level is encouraged to plan events to deal with the issues and concerns pertaining to young children. These events may take the form of lectures, seminars or a local conference.

3. The Journal
An outstanding multidisciplinary journal is published twice yearly. Articles by nationally and internationally known experts in early childhood education and child rearing are presented in the Journal of the CAYC. Inside CAYC provides information on Association activities.

Membership fees are payable on application and renewable annually on an evergreen basis. To be considered a voting member, fees must be paid no later than 60 days prior to the Annual General Meeting.

SUBSCRIPTIONS AND MEMBERSHIP

Institutional subscribers receive the journal only ($50 per annum for two issues). Members of CAYC, in addition, receive newsletters and special rates for national and regional conferences (per annum; $40 - General; $25 - Student: $75 - Associations). Please direct all subscription and membership correspondence to CAYC,

ASSOCIATION CANADIENNE POUR LES JEUNES ENFANTS

QU'EST CE QUE L'ACJE

L'Association canadienne pour les jeunes enfants, issue du Council for Childhood Education, a reçu sa charte fédérale en 1974. C'est l'unique association nationale vouée exclusivement au bien-être des enfants depuis la naissance jusqu'à l'âge de neuf ans, dans leaurs foyers, les garderies et a l'école primaire. Les membres de l'ACJE-des parents, des enseignants, des employés de garderie, des administrateurs, des étudiants...-sont toutes des personnes intéressées à partager leurs idées en participant à des activités concernant le bien-être et l'éducation des jeunes enfants.

SA MISSION

L'ACJE existe pour faire entendre une voix canadienne sur les questions d'importance concernant la qualité de vie de tous les jeunes enfants et de leurs familles.

SES BUTS

1. Jouer un rôle dans la direction et las qualité des décisions et des programmes relatifs au développement et au bien-être des jeunes enfants du Canada.

2. Créer un forum pour les membres de la communauté de la petite enfance afin de susciter une collaboration active dans l'élaboration de programmes appropriés au développement des jeunes enfants.

3. Encourager et offrir des possibilités de perfectionnement professionnel aux personnes chargées du bien-être et de l'éducation des jeunes enfants.

4. Promouvoir des occasions pour une meilleure coordination et collaboration entre toutes les personnes responsables des jeunes enfants.

5. Reconnâitre les contributions de caractère exceptionnel faites au profit des jeunes enfants.

MISE EN OEUVRE DES BUTS DE L'ACJE

1. *Le congres national*
Il constitue le grand événement de l'ACJE. On y entend des communications prononcées par des sommités internationales dans le domaine de l'enfance et on y participe à des ateliers et à des discussions ainsi qu'à diverses manifestations, des visites d'écoles et d'autres activités.

2. *Les événements provinciaux et locaux*
Nos membres sont invités à mettre sur pied des conférences, des séminaires ou des congrès à l'échelon local ou régional.

3.. *Le journal*
Publications mutidisciplinaire de premier ordre, le journal parâit deux fois l'an. Il regroupe des articles traitant de questions d'education et de formation des jeunes enfants et des écrits d'experts bien connus sur le plan national et international. La rubrique **Inside CAYC** vous tient au courant des activités de l'Association.

Les cotisations doivent être réglées au moment de l'adhésion et renouvelées chaque année. Pour vous prévaloir de votre droit de vote, vous devez régler votre cotisation au moins 60 jours avant l'Assemblée générale annuelle.

ABONNEMENT ET COTISATION DE MEMBRE

Les organismes peuvent s'abonner au journal seulement (50 $ per année pour deux parutins). Les membres de l'ACJE reçoivent en plus le bulletin de liaison et bénéficient de tarifs particuliers pour participer au congrès national et aux événements régionaux (40$ par année 25$ pour les etudiants: 75$ pour les associations). Addressez toute votre correspondance a: ACJE

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Correction
Story of the Room in Spring Issue Vol 22:1
Another version of this article appeared under the title "The Story of the Room: Educational Principles for Young Children and Adults" in W.F. Garrett-Petts & D. Lawrence (Eds.) **Integrating Visual and Verbal Literacies,** *Inkshed Publications, Winnipeg, MB. 1996.*

Cover Photo by Carol Yole of potter, Martha James, working with Katrina, Quadra Island Preschool.

CALL FOR ADVERTISING

CANADIAN CHILDREN is a journal distributed to over 700 members of the National Canadian Association for Young Children (CAYC). The journal is concerned with child development, early childhood and primary education. It is a professional journal pulished twice a year. The profile of members of the association and recipients of the journal includes teachers, daycares, primary schools, school boards, colleges, universities and libraries located throughout Canada. The journal provides an opportunity to target decision makers in the field of early childhood education, primary education and child development.

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Ad space is available in the journal at the following rates:
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FROM THE EDITOR

I spent the last few days of my summer holiday in Whislter, B.C. listening to Lella Gandini and Louise Cadwell talk about the early childhood programs developed in the municipal preschools in Reggio Emilia, Italy and in St. Louis, Missouri. Lella began with a presentation of slides and reflection on the principles of the Reggio Emilia approach. Louise Cadwell told us about her time in Reggio Emilia learning how to become an atelieristo (art specialist) and explained how she has developed the role in the schools in St Louis where she now works.

I was part of the first Canadian delegation to Reggio Emilia in 1993. I remember how inspired I was by listening to Loris Malaguzzi, head of the schools, lecture on the history and philosophy. I was impressed at the high level of collaboration between parents, teachers and children, by the aesthetics in the environment and by the splendid artwork of the children. When I returned to Canada I was determined to try out the ideas I had learned in Reggio Emilia in my teaching of early childhood education students. In the four years since my visit, I have come to realize how 'right' the approach feels in teaching students and in putting the ideas into practice in programs for young children. Each year at Douglas College we have increased the amount of time spent learning about Reggio Emilia and every year the students have asked for even more. This year, partly because all the ECE faculty attended the Symposium at Whistler and returned full of new ideas, the Reggio Emilia principles have become core to our third semester program. It has meant a major shift in content and method. This is the challenging part because we are not only learning about the program but we are also incorporating the principles from Reggio Emilia in our teacher preparation with the students themselves. For instance, in adapting the philosophy of social constructivism we have had to provide opportunities for the students and ourselves to co-construct knowledge.

We began by asking ourselves and the students the question

"what is our image of the child?" The students, working collaboratively, then created visual and written representations of their view of the child. The instructors documented the process. In the follow up discussion we developed, as a group, an understanding of the child as competent, imaginative and one who has many ideas that we can learn from. We then began to think about environments that would allow for the collaboration of children and adults in further exploring and representing children's interests. We discussed language that would foster the generation of ideas and how to sustain topics that might develop into progettazione, or as Lella Gandini explained "making flexible and predictable plans." We discussed and tried out some "provocations," or teacher strategies in initiating topics that the children might want to learn more about. We went to the park and sketched imaginative ways of crossing the stream. One group of students imagined they were a spider and sketched a web across the stream! We documented this process to become familiar with the idea of providing a visual and written trace of our ideas so that we could revisit them later.

The students, working in groups of five or six, were then ready to invite older preschoolers from our daycare at the College and a nearby kindergarten/grade one class to come and explore the environments they had created. Each session is observed, videotaped, analyzed and used to plan for the next week. The instructors observe the student's interactions with the children and get ideas for the content that needs to be covered in future classes. We call this process Children Teaching Teachers. Over the years, it has increasingly come to reflect the principles we have learned from Reggio Emilia. Some of the important ones we have tried to incorporate in Children Teaching Teachers are collaboration, reciprocity, documentation, the creation of an environment that functions as a third teacher and aesthetics. There are more principles, but we introduce them gradually because through experience in the last four years, we have discovered how complex the principles are and how profound their effect is on the program.

Every year as the instructors, students and children begin the process of Children Teaching Teachers the artificial barriers between curriculum areas begin to disappear. Integration becomes a natural process. It no longer makes sense to separate courses like child growth and development from methods for working with children, or to teach science, art, literature and music in isolation. As a result students become more involved and enthusiastic; they make the connections between theory and practice more readily and the ECE curriculum becomes vital and responsive to each group of student's particular interests.

On October 1st I will be flying to Calgary to visit the One Hundred Languages of Children exhibit, no doubt to return with new ideas and insights about Reggio Emilia.

I am looking forward to the CAYC National Conference in Winnipeg, February 8 - 10. 1998. In my experience a conference put on by CAYC is the most enjoyable and interesting of all conferences and if this one is anything like the last one in Winnipeg in 1993, it will be wonderful. I hope to see you there.

GUIDELINES FOR AUTHORS

Canadian Children is the journal of the Canadian Association for Young Children (CAYC), the only national association specifically concerned with the well-being of children of preschool and elementary age in Canada. The journal is published twice yearly and contains articles, book reviews and announcements of professional conferences.

Canadian Children is a multidisciplinary journal concerned with child development and early childhood education. Authors from across Canada, and elsewhere, are invited to submit articles and book reviews which reflect the variety and extent of both research and practice in early childhood education and child rearing.

CONTENT

Submissions should appeal to an audience that includes parents, professionals in the field of childhood education and child services, as well as teachers and researchers. Most issues are multi-theme in nature and the editor will attempt to balance articles that are research-related with articles of a practical nature relating to programming, curriculum, classroom practice or child rearing.

FORM, LENGTH AND STYLE;

articles may be of varying length, written in a readable style. Style should be consistent with an acceptable professional manual such as the **Publication Manual** (3rd Edition) of the American Psychological Association. Articles should be supplied on a 3.5" IBM or IBM compatible diskette in either Microsoft Word or WordPerfect and mailed with four (four) printed copies on 21.5 x 28 cm. (standard 8 ½ x 11') paper directly to the editor at the address listed below. If appropriate, authors should send accompanying black and white glossy print photographs , tables, figures or illustrations with complete captions, each on separate pages. Authors are to obtain releases for use of photographs prior to mailing. Please include a brief biographical sketch including the author(s) full name, title, professional affiliation, and other relevant information, such as persons assisting author, grant support or funding agency. It is expected that authors will not submit articles to more than one publisher at a time.

ACCEPTANCE AND PUBLICATION:

The editor will acknowledge receipt of , and review all solicited and unsolicited manuscripts received. The final publication decision rests with the editor, and will be communicated withi9n three months. Manuscripts not accepted for publication will be returned only if a stamped self-addressed envelope is included.

Please send all correspondence and completed manuscripts for publication consideration to: Susan Fraser, 2820 Marine Drive, West Vancouver, B.C. V7V 1L9 (Fax no. 604-922-3456).

GUIDE A L'INTENTION DES AUTEURS

Canadian Children est la revue de L'association pour les jeunes enfants (ACJE) la seule association vouée exclusivement aubien-être des enfants due préscolaire et de l'école primaire au Canada. Elle parâit deux fois l'an et regroupe des articles, comptes rendus de livres et annonces professionnelles.

Canadian Children est une publication multidisciplinaire traitant du dévelopment de l'enfant et de l'éducation de la petite enfance. Les auteurs du Canand et d'ailleurs sont invités à soumettre des articles et des comptes rendus de livres mettant en évidence la variété etl'étendue de la recherche et des approches en éducation de lat petite enfance et en formation de l'enfant.

CONTENU:

Les articles visent un public de parents, de professionnels dans le domaine de l'éducation de l'enfant et des services à l'enfance, ainsi que les enseignants et les chercheurs. En général chaque numéro comprend de multiples thèmes et le rédacteur en chef s'efforcera d'inclure à la fois des articles protant sur la recherche ainsi que d'autres de nature pratique traitant des programmes, des curriculums, des approaches en salle de classe ou de la formation de l'enfant.

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Les articles peuvent être de longeur variée et doivent etre rédigés dans un style accessible à tous les lecteurs. La présentation doit être conforme aux normes du **Publication Manual** (3e edition) de lAmerican Psychological Association. Trois exemplaires, dactylographiés à double interligne sur du papier de 21.5 x 28 cm (8 ½ " x 11"), devront être envoyés directement au rédacteur en chef à l'adresse indiquée cidessous. S'il y a lieu, les auteurs devront fournir toutes photgraphies accompagnant les articles tirées en noir et blanc sur papier glacé, tous les tableaux, figures ou illustrations avec leurs légendes, et nous les envoyer chacun sur une feuille séparée. Ils devront obtenir le permis de reproduction des photographies avant de les fair parvenir au rédacteur. Veuillez inclure une brève notice biographique incluant les noms au complet, titres, affilitions professionnelles et autres informations pertinentes telles que les nom des assistants, des supports financiers, des subventions. It est entendu que les auteurs ne soumettront leurs articles qu'à une seule revue à la fois.

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What are you doing after work?™

Remembering Wally Weng-Garrety

by Bette Chambers
in collaboration with Mari-Ann Strub and Charlotte Weiner

On March 10, 1997 Wally Weng-Garrety, a pillar of the early childhood education community in Quebec, was killed in a head-on collision on her way to work. This tragedy has struck a harsh blow to everyone who was touched by Wally, particularly those in the field of early childhood education. Wally had come a long way from her early years in Germany to the Chair of the Humanities Department at Dawson College in Montreal. We would like you to know what a marvellous person Wally was and what a powerful influence she was in so many people's lives.

When Wally was a young child in Berlin during World War II, in the dark hours of the bombing raids, her mother would tell stories to Wally and her sister by making shadow puppets in the dim light. This caring for children and an interest in puppetry carried Wally throughout a lifetime of devotion to young children.

After training at the Pestalozzi-Froebel College in Berlin, Wally's career began in 1962 when she came to Canada to work as a nanny. She soon set down roots here and became involved in the West End Day Care and the Montreal Nursery School Teachers' Association, with whom she submitted a proposal to Quebec City to establish provincial standards for the care of young children.

In 1969, Wally was the first director of the Way Ahead Co-operative Nursery School for underprivileged children in St. Henri, which was based on the Head Start model. This was a bi-lingual integrated program that educated the parents along with the children. Her studies in both Canada and the United States led Wally to a career in teaching at Dawson College where she went on to become the Chair of the Humanities Department.

Wally was one of the creators of the field of early childhood education in Quebec. She worked tirelessly to improve the standards of quality in day care and to raise the level of professionalism of educators. Wally's humanistic principles have had a profound effect on the philosophy of day care in Montreal, as she participated in some way or another with almost every respected early childhood institution. She was involved in the establishment of several day care centres, most notably the McGill Community Family Centre (which just celebrated its twenty-fifth anniversary), the Dawson College Day Care Centre, and T_i Ronswatákwa, the Mohawk day care at Kanesatake.

Wally taught courses for every English Early Childhood program in the city - Vanier College, Concordia University, and Collège Marie-Victorin. One of her most rewarding experiences was teaching in the early childhood program that Vanier College conducted for the Cree in Chisasibi, in northern Quebec. She helped establish the Child Studies Program at Dawson College. Wally's students remember her as an extremely dedicated teacher who they could always count on to listen attentively to their problems. She influenced hundreds of students and future generations of children through her course the Art of Working with Young Children. She had an uncanny ability to look at a person and see their core potential.

One quality that characterized Wally was her accepting, nonjudgmental nature. There is an old tale of the competition between the Sun and the North Wind about who was stronger. They decided to settle the debate by seeing who could make a man walking down the road remove his coat. The North Wind began by blowing as hard as he could to blow off the man's coat. The harder he blew the tighter the man held on to his coat. When it was the Sun's turn, he shone down on the man and warmed him up so much that he threw off his coat. Wally was like the Sun; she changed people by shining on them. While many of us in early childhood education want to fight for improvement and advances in the field, Wally's method of working for change was to support people and to provide models of quality for others to emulate. Wally led by example.

Another characteristic was Wally's willingness to give. She was dedicated to her sons Sean and Patty, her students, and her colleagues. Professional associations benefited greatly from Wally's wisdom and hard work. She served diligently on the Association of Early Childhood Educators of Quebec, most recently serving on its Advisory Committee. Wally was also very active in the Canadian Association of Young Children, on its Quebec Provincial Steering Committee and at the national level where she had served on the Publications Committee and as a National Director. In 1990, in recognition of her longstanding commitment to young children, the Association of Early Childhood Educators of Quebec awarded Wally the Bothwell-Smith Award for outstanding contribution and dedication to the field of early childhood education.

Another quality that typified Wally was her quiet resilience. She was undeterred by lack of resources or bureaucratic roadblocks. She would smile her radiant smile and say "Oh well, we'll manage". Her colleagues could always count on her to remain calm and see issues in a reasonable light. Wally was the connector in our field; she linked people together..

How will the field of Early Childhood Education in Montreal survive without Wally's sunny disposition and humanistic model? We will just have to remember her smile and her words "Oh well, we'll manage".

Be My Valentine: The Social Engineering Of Children's Concepts Of Love And Friendship

Robin M. Bright

Introduction

The sensitive issues of gender stereotyping and gender inequalities have remained important ones worldwide and yet school educators have been slow to examine their own practices in this area (Cassidy et. al., 1994). It has been argued that teachers view gender inequality, as they do other social problems, as large uncontrollable issues over which they have little interventionist power or authority (Kirk, 1985). Yet, according to Carolyn Steedman (1982) the time spent by children in elementary school exceeds the duration they experience being mothered by their natural parents in a nuclear family. Thus, it seems clear that the significance of the elementary school in the social reproduction of gender relations cannot be overlooked.

One of the ways in which gender stereotyping manifests itself in educational settings is through children's perceptions of friendship and love relationships (Thorne, 1993). That is, children appear to choose, maintain and sever friendships with one another based upon influences that can either reinforce or challenge gender differences and gender stereotyping. Susan Prentice (1994), in a description of Canadian education and sexual regulation practices, states that schools have a long history of regulating or influencing what is to be considered "normal" behavior between the two sexes. Other researchers agree, noting that while some regulation is explicit, most often it is transmitted implicitly through a "hidden" or "second" curriculum (Best, 1983; Sadker & Sadker, 1980). Prentice writes,

"...Canadian education has been engaged in a project of sexual regulation for over 150 years. Most obviously in sexual education classes themselves; but also through the thousand ways which girls and boys learn—in both benign and coercive ways—to be normal" (p. 2).

Further complicating the issue of deciding what is normal are the estimates suggesting that anywhere from 4 to 10 percent of the population is gay, lesbian, or bisexual. Dowler-Coltman (1995) states simply that, "Homosexual youth are present in our schools, in every classroom" (p. 12). The author argues for education about sexual orientation and relationships not only for adolescents but also in the elementary grades where, he notes, "Many attitudes and beliefs are established" (p. 15).

Greenberg and Campbell (1994) argue that schools regulate gender roles that reinforce the differences between girls and boys. For boys, this means be strong, be first, don't cry, don't play with sissies, and don't show affection. For girls, a different message is communicated. They are told to be affectionate, be helpful, provide support (both emotional and practical), and don't boast about achievements (Best, 1983). It seems logical to assume that these messages, however they are communicated, influence how children think about friendship and love relationships with one another.

In order to find out to what extent elementary-aged children rely on socially-determined categories of behavior in matters of friendship and love, a study was undertaken in several schools on Valentine's Day to focus on the ways that children express gender through their responses to school-related activities. While it might be objected that the significance of Valentine's Day is being over-emphasized, since it represents only one day of the school year, our research interest grows out of an awareness that many elementary school teachers implement curriculum and/or study units on topics such as Caring, Friendship, and Love to coincide with the entire month of February and Valentine's Day. To date, there have been no studies that have examined the way in which Valentine's Day has been celebrated in elementary classrooms and its role in the construction of gender subjectivity in children. This paper will provide documentation in both of the aforementioned areas.

Related Research

A cursory review of the literature on cultural, religious and special day curricula shows that teachers are advised that it is inappropriate to teach customs or content that may, inadvertently, cause school children to devalue their own traditions or customs (Dimidjian 1989). In other words, teachers are challenged to plan lessons that demonstrate respect for all individuals and their traditions. Louise Derman-Sparks, in a practical text entitled, "Anti-bias curriculum" (1991), points out,

"...holidays are a mainstay of the curriculum: Columbus Day, Halloween, Thanksgiving, Christmas, Valentine's Day, and so on become the focal point for themes and activities. Curriculum guides and educational supply companies make teaching holidays convenient by packaging sets of activities and materials " (p. 86).

While the author concedes that holiday activities are usually fun and help build a sense of group community, "there are no meaningful developmental reasons for such an abundant emphasis on holiday activities "(p. 86). It is true that specific religious celebrations, such as Christmas and Easter, have received public scrutiny, but other special days that receive attention in our schools require similar study. Valentine's Day, with its focus on friendship and love themes, provides us with a window into children's concepts about gender-related behavior in these areas.

Certainly any examination of the research connecting gender and education documents the widespread stereotyping at work within the school system (Baily, 1993). It would be unfair to suggest that the educational system alone is solely responsible for teaching children to act within socially-defined gender roles. Research shows that children learn to think and behave according to certain gender-appropriate ways because of a number of factors. Home and community socialization, exposure to the roles that adults model, access to media and peer group interactions are some of the ways in which children come to understand "genderedness" (Baily, 1993).

Nonetheless, as children enter school, the influences from the home begin to diminish and the school environment becomes a powerful socializing agent. The teacher's role has been identified as being particularly influential in affecting children's perceptions of appropriate gender-related behaviors. (Evans, 1987; Sadker & Sadker, 1982). Specifically, teachers influence children's perceptions through the reinforcement of distinct male and female roles (boys can carry equipment, girls can erase the board), through the amount of time spent interacting with each sex, and through the usage of gender-specific language. Interestingly, the degree to which teachers encourage cross-sex interaction also affects children's understanding of gender roles.

The pervasiveness of "sex segregation" in schools is well-documented in the literature and must be included in a discussion of how girls and boys learn to think about friendship and love. In an article entitled, "Girls and boys together...but mostly apart: Gender arrangements in elementary school," Barrie Thorne (1993) documents a series of routines, rules and groups that contribute to the separateness of the sexes. These include, early morning announcements that commence with, "Boys and Girls...," lining up outside the school and in classrooms according to a girls' and a boys' line, and games and competitions that pit girls against boys. While teachers can be seen to be largely responsible for creating and maintaining gender separation in schools, Thorne notes that children themselves seek segregation in a number of ways. For instance, at recess, it is more likely that one will find boys playing together on the grassy field and girls playing together near the school building. Similarly, when children select their own seating arrangements, girls and boys tend to gravitate toward their own gender groups.

Evidence of extensive detachment between boys and girls cannot be overlooked, but what influence does it have on children's perceptions of friendship and love? Greenberg (1985) states that one consequence of separation is that children tend to avoid activities, actions and events that they believe are inappropriate for their gender. Separation begets conformity. In a longitudinal study of elementary-aged children, Best (1983) discovered that separateness led to children experiencing difficulty dealing with one another as friends.

However, the teachers' role in sex separation is fraught with contradictions. Sometimes they reinforce and sometimes they discourage the separation of girls and boys. Thorne observed that, "...the sheer presence of an adult (who might intervene, and who might also be seen as drawing a group together) may open a wedge into a same-gender group" (p.56). The author notes that children, girls and boys, will tend to draw together around the adult which, "legitimates the possibility of entering a turf controlled by the other gender" (p.56). The role, then, of the teacher becomes important in influencing how patterns of separation are challenged or maintained.

To further complicate relationships between and among girls and boys, several writers have forwarded the idea that gender is not something one "has" or "is," but rather represents an on-going action that one "does" (Thorne, 1993; Walkerdine, 1990). If we think of gender in this way, there is an opportunity to view gender socialization as evolving, ever-changing, highly complex and contextually dependent. To illustrate, Thorne suggests that when children organize themselves on the playground to play a game involving "girls-against-the-boys," they are doing gender in a way that can be characterized as oppositional. But, when these same children collaborate on a classroom project, they undermine a sense of gender that is oppositional. Therefore, not only do teachers create as well as challenge gender structures, but so do children.

Following Carolyn Steedman's (1982) research, this project extended her use of a methodological process called 'socialization from below' which enabled us to examine how children make sense of their own socialization experiences. This study provides an examination of Valentine's Day in schools, as an important recurring social event that influences children's understanding of the kinds of friendships they make and the roles they undertake both in and out of school.

Methodology

This study was based on observations of classroom activities and interviews with forty elementary aged school children, twenty girls and twenty boys, on Valentine's Day. To facilitate

data collection, we involved twenty future pre-service Education students, who were already placed in elementary classrooms as part of their initiation into teacher training (hereon referred to as practicum students). In this way, we were able to involve undergraduate students in the research process and we were able to decrease feelings of additional responsibility that individual teachers might experience as a result of participating in the study. The practicum students were given a classroom observation guide, a list of questions to use in the interview, and a 20-30 minute session on conducting interviews with children. The practicum students selected, in consultation with the classroom teacher, one boy and one girl from their class to interview. Care was taken that no child was interviewed whose religious or cultural beliefs conflicted with Valentine's Day celebrations. The interviews lasted approximately 10-20 minutes and consent forms were received from children's parents or guardians prior to the interviewing. In addition, the interviews were videotaped.

The schedule for data collection and preliminary analysis is located in **Appendix A**. The data collection period lasted approximately two weeks from February 1 to 14. Over that time, the practicum students were responsible for completing a classroom observation guide with the teacher's permission (**See Appendix B**). This guide documented classroom displays and activities prior to and on Valentine's Day. The final aspect of data collection occurred on February 14 when two students from each class were interviewed and videotaped. (See Appendix C).

Analysis

Data analysis is the task or process of organizing, sorting, coding and interpreting the data (Bogdan & Bicklen, 1982). The following forms of information resulted: twenty classroom observation guides (one from each classroom), interviews with forty children conducted singly or in pairs, approximately twenty minutes each resulting in approximately fifteen hours of videotape to examine.

The videotapes were transcribed in their entirety and analytic categories were assigned to children's responses to each of fourteen questions. This method of developing categories was the first step in applying reduction techniques to the data. Subsequently, student responses were organized and documented according to the following four sections: primary (grades K to 3) boys, primary girls, intermediate (grades 4 to 6) girls, and intermediate boys.

Results

Once students' responses were organized in this manner, we identified four major themes that encapsulated the data from the interviews and from the classroom observation guides. These themes are as follows: 1) Valentine's Day Celebrations, 2) Inclusion, 3) Expressing Preferences, and 4) Stereotypical Behaviors.

Valentine's Day Celebrations

In order to determine the nature and variety of children's experiences on Valentine's Day, we posed several questions. These included: Do you celebrate Valentine's Day at school? How? What is Valentine's Day for? What do your parents/teacher say you should do on Valentine's Day?

It was apparent both from the interviews and from classroom observation guides that Valentine's Day is celebrated in elementary classrooms, sometimes over a period of several weeks and sometimes for only one or two days. Virtually every interviewer reported that a Valentine's Day party was held on February 14th lasting from one hour to all afternoon. Generally, this involved parents bringing baked goods to school from home, children handing out and opening valentines, watching movies, playing games, providing of gifts to secret pals and/or listening to music.

For the majority of children, the day was viewed as one for "giving and being nice to people." Intermediate-aged children were able to talk about the intent of the occasion. While these older boys focused their responses on the kinds of activities that are a part of Valentine's Day, the girls talked more about the importance of caring and being nice to each other. One girl said, "People should care and share all the time but Valentine's Day is a special day to do just that." In addition, many of the children regarded Valentine's Day as a special day for families. Some indicated they saw their parents give cards and candy to each other or go out for dinner. Interestingly, being with family and friends was seen to be more important to the girls while distributing cards and having candy was more important to boys. Sue D'Arcy (1990) indicates that such statements contribute to a narrow view of how girls and boys understand displays of friendship. She points out,

> Both girls and boys are victims of sexism in that girls learn that they are expected to be caring, loving and gentle in preparation for motherhood while boys are forbidden to show emotion.. . (p. 80).

Valentine's Day, while celebrated in the majority of elementary classrooms, seemed to elicit different kinds of responses from the girls and the boys.

Inclusion

The theme of inclusion emerged as children provided responses to the questions, "Who do you give valentines to?" "Who don't you give valentines to?" and "Is it important to give everyone in your class a valentine?" Overwhelmingly, these children answered that they gave valentines to everyone in their class. Family members, especially moms, were also identified as recipients of cards. Teachers were also mentioned. A few children stated that they gave

valentines to people even if they did not like them. It was also mentioned by several students that their teachers suggested they might erase their own names from valentines received and give them to others whom they may have inadvertently forgotten. Even when asked who they did not give valentines to, the majority of children claimed they gave to everyone in their class. When prompted to provide a response, however, several students mentioned that they would not give valentines to strangers or people who were not close friends. Seven students indicated they would not give valentines to people they didn't like or who were not nice to them or those from other classrooms. One fellow said his mother lost his class list so that many children in his room did not receive valentines from him.

When asked directly if it is important to give everyone in the class a valentine, the majority of students thought that it was important to do so. They indicated that students' feelings would be hurt if they did not receive a valentine. Interestingly, younger children felt that it was not fair to leave anyone out while the older ones maintained the importance of reciprocity. Of the few students who answered "no" to this question, one said she never gives out valentines "no matter what" and the other two boys indicated that they did not send to someone they didn't like. Also of interest was the response from an older girl that "it is always important to fit the message on the card to the person getting it."

For the most part, Valentine's Day appeared to have an inclusionist effect on children of both genders. Their responses, on the surface, seemed to indicate that boys and girls give cards to one another voluntarily, with much encouragement from the teachers, and with an eye towards making everyone feel included in the day's activities. Teachers, it appears, distribute class lists prior to Valentine's Day and insist that students bring cards for everyone. Furthermore, interviews with students show that teachers talk about the importance of not leaving anyone out of the Valentine's Day celebrations and of not hurting one another's feelings. However, as Davies (1989) has pointed out, children do not "accept what adults tell them as having appreciation to every aspect of their lives, nor that the way they do things is necessarily appropriate for them as children" (p. 6). As the interviews continued, children began to demonstrate a far more complex and contradictory understanding of Valentine's Day and its school-related activities.

Expressing Preferences

Interviewers posed several questions which encouraged the children to indicate their likes and dislikes centering around Valentine's Day. These questions included: What do you like/not like about Valentine's Day? Which valentines do you like/not like to receive?

When children commented on what they liked about the day, most indicated that they enjoyed getting valentines and candy. Giving valentines, sharing, caring, and being with people they liked were also mentioned as those elements that children enjoyed about Valentine's Day. Parties at school, candy, decorations, and baking were also all part of what children said they liked about the day. Only one younger boy claimed there wasn't anything he liked about the day but after a prompt, he confessed the he did look forward to it. The most unique response was from a boy in the primary grades who said what he liked best about Valentine's Day was, "the cake my brother made for his girlfriend." Overall, when children commented upon their preferences, there was little information to suggest that Valentine's Day simply represented "a feel good about everyone day."

When asked about their dislikes, however, a different kind of picture began to emerge. About half the children interviewed maintained there was nothing they did not like, while the other half, representing both genders, listed the following dislikes: receiving valentines that they thought were inappropriate for their gender and receiving valentines that were embarrassing or ones they did not understand. Specifically, in response to this question, girls and boys responded differently. For some boys commonly-cited dislikes were being teased, composing valentines, having their feelings hurt and spending money. Those girls who expressed dislikes said they did not like giving valentines to the boys in their class. What these responses may reflect is that while the teacher (or another adult) maintains the importance of inclusion, that is, providing valentines to everyone in class, this is interpreted negatively by at least half the children interviewed. It seems the girls don't like giving cards to boys and the boys don't like receiving them (because the cards embarrass them or lead to being teased by others). And yet, they are required, in a gesture of inclusion, to maintain an appearance of "treating everyone the same."

This is an example of the teacher providing some intervention in an attempt to undermine socialization and sex stereotyping in matters of friendship between and among girls and boys. But the supposedly well-meaning teacher has had little influence. How come? Because, as Davies (1989) and Walkerdine (1984) point out, the children themselves are active agents of their own socialization processes. In other words, children respond to the socializing events around them, not as passive usurpers of experience and knowledge, but as theorists actively engaged in making sense of self and of gender. They do this by simultaneously accepting some of what they are told ("Give valentines to everyone to show that you care") and challenging or contradicting those messages ("I don't want to give valentines to the boys"). This becomes more apparent in the following section

Stereotypical Behaviors

Children demonstrated what we would call 'stereotypical' notions of

gender in response to the following questions: Are some valentines just for girls? Which ones? Are some valentines just for boys? Which ones? Which valentines would you most like/not like to receive? Why? Who likes Valentines Day most - girls or boys? Why? It seems likely that, if children were to demonstrate stereotypical notions of gender in relation to Valentine's Day, it would be in response to these questions which divided gender order into a dualistic way of examining the day's activities. The children were provided with a set of six valentines to look at prior to answering these questions (See Appendix D). All the valentines were commercially-produced, colourful, and approximately 2" x 4" in size. Two valentines were of action figures of the x-men and superman variety, two were of popular female characters representing Barbie and the Aladdin/Jasmine duo, and two were chosen to appeal to both genders (these included animals and cartoon drawings).

Not surprisingly, children expressed the view that some valentines are just for girls and some just for boys. The reasons varied but the ones given most often were that, "boys do not like Barbies," or "you don't see boys playing with Barbies" and, "girls don't like x-men and they don't watch those television shows." Six of the children said that any valentine was acceptable for both genders. Four of these six were primary-aged children (girls and boys) and two were intermediate-aged girls. It was also interesting to note that all the children suggested that the Barbie and Aladdin/Jasmine valentines were clearly for girls whereas with a number of other children, it was less clear which ones would be appropriate only for boys. In other words, it seemed as if these children felt there were fewer choices available when it came to picking valentines for girls. That is, it was quite clear from both girls and boys that girls would want the Barbie or Aladdin/Jasmine cards. Boys, on the other hand, would be happy with animal cards (which appeared to be gender-free in their depictions of Valentine's Day) as well as those depicting the x-men. It should be noted that interviews with the intermediate-aged boys indicated they were reticent to show any feelings about which valentines they preferred. Most would not respond even when asked probing follow-up questions.

Children's responses to these questions, clearly aimed at documenting children's understanding of genderedness in dualistic terms, were not disappointing. Their responses seemed to contradict earlier observations that Valentine's Day encourages feelings of friendship between and among genders in a non-stereotypical manner.

When children were asked to identify the valentines they would most likely want to receive, the majority of boys picked the action figures and the majority of girls picked Barbie and Jasmine/Aladdin cards. When asked why, boys responded by saying they did not like girls' valentines (especially presumably Barbie), or the Disney movie which featured Jasmine and Aladdin. The girls stated they liked the Jasmine/Aladdin cards because they enjoyed the movie and liked Barbie because she was pretty. The girls also said they liked the animal (genderless) cards because they like to perceive themselves and others in an aura of friendship. Davies (1989) writes,

The failure to be 'correctly' gendered is perceived as a moral blot on one's identify since that which is believed to be is, and generally takes on the weight of a moral imperative - there are, we believe, two opposite sexes, therefore, that is the way the world ought to be (p. 20).

The students' responses to these questions seemed to provide them with a forum to express themselves in terms of their own understanding of expected girl/boy behavior. It's clear that these thoughts are combined with others in which gender dualism is not uppermost in their lives. Knowing that children hold contradictory ideas about their roles and the roles of others should help us in promoting models of gender socialization. Davies (1989) calls, "this strategy... one of broadening the definition of 'masculine' and 'feminine' so that they are no longer bipolar, but rather bimodal - two ways of being that partially overlap" (p. 133). Davies herself suggests we work to move beyond the female-male dualism and become aware of the variety of "positionings" available to us as persons. However, the problem is more complex than simply insisting, as teachers, that everyone (girls and boys) participate in activities like card-giving on Valentine's Day. On the surface, it appears that since both genders are senders and receivers of "friendship-type" messages, there is little room for gender stereotyping. Yet, when students have an opportunity to express their preferences about Valentine's Day activities, they themselves demonstrate strongly-held views of what is appropriate for each gender.

Conclusion

The results of this study indicate that for boys and girls Valentine's Day is a time to have a party and celebrate the day at school. On the surface the children perceived the importance of giving everyone in the class a valentine. They did not like the thought of hurting other classmates' feelings by leaving anyone out. This 'socializing' was most often influenced by the teacher. However children do not necessarily accept what their teacher or another adult tells them about the importance of including everyone in the class on their Valentine's list. Although half the children interviewed liked Valentine's Day and the positive interaction among people, half expressed reasons for disliking the celebration. Both genders offered that they disliked receiving valentines that they perceived were inappropriate for their gender. Boys felt embarrased by the 'mushy stuff' associated with Valentine's Day and girls expressed a negative reaction having to give

Valentines to boys in their class. Furthermore, the children reacted negatively to the idea of inclusion and would segregate themselves by avoiding activities, actions, and events that they believed were inappropriate to their gender.

This preference for gender - specific behavior was further enhanced when the children were asked to choose among cards they felt they would like to receive. Typically boys chose the 'boy-type' cards for themselves or other boys and girls chose those cards they thought appropriate for themselves or other girls.

Based upon student comments regarding February 14th perhaps it is important for teachers to maintain the activities related to Valentine's Day. Yet, because students interpret these activities in such diverse and gender stereotyped ways, some thought may be given to talking openly about students' views of gender-related behavior. For older children, a critical examination of the commercially-produced Valentine's cards might be worthwhile and for younger ones, a focussed discussion on the similarities of boys and girls and their preferences as people, not as one gender or the other.

In addition, a variety of handbooks and teaching resources such as "Confronting the Stereotypes," published by the Manitoba Department of Education (1985) have been created to assist teachers in dealing with issues of gender in their classrooms and their instructional practices. More often, the resources available to teachers surrounding Valentine's Day tend to provide study units featuring worksheets, games, puzzles and activities. We need to encourage teachers to develop curriculum that increases students understanding of gender stereotyping in an attempt to develop awareness its effects on all individuals. It is hoped that the results of this study will prompt teachers to become more direct and critical in their instructional and non-instructional practices surrounding Valentine's Day. Lockheed (1982) suggests three stages for teacher training in this area. First, teachers must engage in consciousness-raising activities to examine their own personal attitudes towards gender issues. Second, they should examine the language and behavior within their own schools and classrooms. And finally, they need to bring these issues to the attention of their students in a variety of ways that are age appropriate. It appears that Valentine's Day as it is celebrated in the schools provides an important opportunity for inclusion and is a day that students look forward to and anticipate happily. Some attention to be focussed on articulating students' views and expectations would be a worthwhile addition to this celebration and could encourage students to view their classmates more as persons rather than by gender.

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APPENDIX A
VALENTINE'S DAY RESEARCH PROJECT
Proposed Timeline 1993 - 1994

November
Send out letters of permission to Superintendent of Schools (Lethbridge, County of Lethbridge, Lethbridge Separate Districts - see attached letters)

Meet with Education 2500 instructors to seek approval for students to participate

Complete literature review

Research assistant (advertise for and hire)

January
Send out letters of permission and questionnaires to the teachers and their principals (See attached letters)

Meet with Education 2500 students to explain classroom observation checklist and child interview questions. Discuss issues of confidentiality and ensure participation is voluntary and withdrawal from the study without prejudice is understood.

Have Education 2500 students send out and collect parent consent forms

February
Education 2500 students complete classroom observation checklist

Education 2500 students conduct children interviews (audio and or video-tape)

We review teaching materials for Valentine's Day (From Teacher's Convention, Moyer's Teaching Store, Valentine's packages)

March
Transcription of tapes and thematic analysis of interviews and classroom observation checklists

April - June
Formal analysis and paper

APPENDIX B

Grade Level
Number of Students
Valentine's Day Research Project

Classroom Observation Guide

1. List the number and type of Valentine's Day displays in the classroom (i.e. posters, bulletin boards, poetry, pictures, student art work).....
2. Is there a Valentine's Day party?.....
   How long did it last?.....
   What were the activities?.....
3. Sketch the classroom
4. Do students make a craft or art project related to Valentine's Day? If so, please describe:
5. In the week prior to Valentine's Day, how much time is spent on activities that are related to Valentine's Day and/or friendship?

   __to__ __to__
6. Did the parents have a role to play on Valentine's Day? Please describe.
7. How were Valentine's actually handed out? Rituals.
8. Other comments: (Your own comments about what happens in the classroom on Valentine's Day - or around this day).

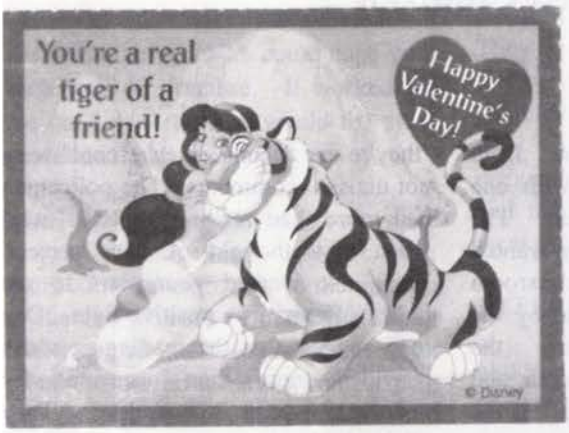
APPENDIX C

NAME OF STUDENT BOY/GIRL

AGE

1. What do you like best about Valentine's Day?
2. What do you like least about Valentine's Day?
3. Who do you give Valentine's to? Anyone else?
   Who don't you give Valentine's to? Why not?
   Is it important to give everyone in your class Valentine's? How come? Or Why not?
4. Are some Valentines just for girls? Which ones? How come?
   Are some Valentine's just for boys? Which ones? How come?
5. Looking at these Valentine's (an array of 5 or 6), which one would you most like to get? Tell me about it.
   Which one wouldn't you want to get? Why not? Tell me about it.
6. What is Valentine's Day for?
   What's the most important thing about Valentine's Day?
7. Are there some children in your class who don't get Valentines? Why not?
8. Who likes Valentine's Day the most - boys or girls? Why?
9. Do you have a Valentine's Day party at school? What do you do?
10. Think about someone special you gave a Valentine to. Who was it? What makes that person special?
11. What does you teacher (parents) say you should do on Valentine's Day?
12. Is Valentine's Day different from other days? How is it different?
13. If there were no such thing as Valentine's Day, would you miss it? Why or why not?
14. What do your parents do on Valentine's Day? Anything special?

APPENDIX D


You're a real tiger of a friend!
Happy Valentine's Day!
© Disney


I go for you in a BIG way, Valentine!
Grand Award
MADE IN U.S.A.
© THE PAPER MAGIC GROUP, INC.


NO MATTER HOW YOU SLICE IT..
YOU'RE THE NICEST!
TM
©1992 MARVEL/MADE IN U.S.A.


I'm floating on air.
Be mine!
© Disney


Let's be pals
Grand Award
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You're a great friend!
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Have fun today!
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The Protects Project
Police Reading To Children

Ruth Hayden, Ph.D.

INTRODUCTION

Reading with young children has been considered for decades within the research as the one critical learning event that allows youngsters to develop their awareness for literacy in meaningful ways (e.g., Leichter, 1974; Goodman, 1986; Teale, 1986; Snow, 1993). Parents of mainstream children frequently expose them to numerous literacy events prior to school entry. Other children are less fortunate with the result they have not developed appropriate concepts about print prior to formal literacy instruction. Although kindergarten and preschool teachers involve their students in shared-book reading events, because of the numbers of children in their classes there is less opportunity for the youngsters to be personally involved in the text readings. The Police Reading Outloud To Educate Children Through Stories (PROTECTS) project was an effort to address this concern.

The Protects Project

Two members of the Edmonton police force elected to perform their community service requirement by reading to "at risk" youngsters in an inner city school. They contacted a university language arts professor to help them identify suitable shared-book reading strategies and to nominate a school that might be interested in their project. Depending on their work responsibilities which sometimes interfered with their attendance at the school, over the course of one school year each police officer read to the same two selected children approximately 25 times. Each reading event lasted about half an hour. The four youngsters came from impoverished homes where, with one exception, no adult male lived. The children chose the books they wanted to have read from their classroom library. Interviews carried out by the university professor with the policemen, their partner children and the classroom teacher at the end of the school year indicated the project was a success.

During the reading episodes, the constables employed a variety of reading strategies. They encouraged dialogue about the pictures; they asked predictive questions; they monitored the children's comprehension for the text and occasionally for words within the text; they included the children's own lives as connections to the text with questions such as "What would you do if you were the coyote?" In other words, the reading events encouraged appropriate reading development behaviors to occur.

FINDINGS

The Children's reports

The most striking finding from the students' perspective was that, without exception, each mentioned that the officers listened to them as they talked. One child put it aptly when he noted "he really listens and I get to say it all before he talks." When asked if they meant talking about the books or talking about other things, the students replied: "just talking."It appeared book talk and personal talk could not be separated in their minds.

The children also used phrases which demonstrated that they viewed the policemen as interested adults as much as readers. "They're neat", "they're our friends', 'they're cool" were not unusual comments. The policemen had more than reading goals in mind when they thought of their project. They also wanted youngsters to see police officers in a positive light. One may suggest that the reading episodes provided more than occasions for developing print knowledge. They allowed the youngsters to see the "softer side" of law enforcement and to develop a positive relationship with a male figure.

The Teacher's reports

Miss Anderson believed the project provided not only occasions for learning about print but encouraged the children to see the importance of reading within the wider community. As she noted "I wouldn't hesitate for a second to do it again; (after their time with the policemen) the children always came back to the classroom full of information and full of life." In addition, she was of the opinion that the storybook sessions were an avenue to counter-balance, to some degree, the lack of positive male models in the children's lives.

The teacher also defended her decision to have the same children participate in each reading session by saying, "I wanted the officers and the children really to know one another. It takes time for kids to build trust, especially with policemen whom they may only have met previously in less than happy circumstances." It would appear that her decision was a wise one given the positive and personal relationships that evolved among the participants over the course of the year.

It should be noted that Miss Anderson felt that her ability to be flexible with respect to when the

officers were available to read to the children was a key to the project's success. "You couldn't have policemen under any other condition although I'm not sure other teachers could cope with such lack of structure. It worked for me but I don't think it would for older grades or for all teachers."

The Policemen's reports

The project was both successful and enjoyable in the opinion of the two officers. Once the children had changed their focus of attention from the uniforms and accompanying official equipment, the children and their partner officer were able to build personal friendships. Like the children, the men felt that the conversations that supported and surrounded the text readings were one of the most positive features of the project. The officers contended that the children began to see the police as "people who are approachable, nice to talk to, very human; people who do normal things on the weekend and do not spend all their lives out arresting people!" One of the goals of the project, was the development of positive perspectives for law enforcement officers. This goal was accomplished to some degree. The officers cautioned, however, that they could not determine whether the children's positive perspectives were directed to them as two individuals or to the police force in general.

The policemen also noted that the project allowed them to be involved in a small way in the life of the school. This involvement helped them have a better understanding of life in schools today and to be more aware of the life circumstances of "at risk" children. They noticed how older children in the school initially looked at them with apprehension. Once their presence in the hallways became familiar occurrences, several children stopped and talked to them as they came and went to the kindergarten room.

REFLECTION

The challenges of educating children in the 1990's cannot rest with parents and the school alone. The community at large also has a vital role to play in this educational process. The larger the number of community members who demonstrate that reading is valuable to them, the greater the likelihood that children will value and use reading in their own lives. For "at risk" children, it is even more important that community members, both outside and inside the school environment, take on the responsibility for moving these children into the literacy club. The PROTECTS project was a genuine attempt to actualize such responsibility. Furthermore, although the policemen collaborated with the school to influence the children's perspectives for reading, they also demonstrated that community membership involves more than just doing a job. One might suggest that although reading books to children was the medium, the messages the children learned were much broader than any text alone could supply.

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Photo by Coleen Carpenter, Douglas College Daycare

Learning The Language Of Peacemaking: Researching The Early Moments

Esther Sokolov Fine

Abstract.

This article reports on Dr. Esther Sokolov Fine's three-year SSHRC funded research study begun in December 1993. The study called Children as Peacemakers has involved a video ethnography of Peacemaking at the Downtown Alternative School in Toronto, Canada. The article includes excerpts from interviews and discussions with a Grade two child, her mother, and her teacher. In this school, the debate, negotiation and discussion of issues has been central to the curriculum. The goal is to develop necessary skills and language to name and discuss conflicts and controversial issues, to work creatively with multiple versions of events and differing points of view, and to imagine new educational horizons (Reardon, p.23).

Peacemaking in Kindergarten

In Ann Lacey's kindergarten class in Toronto's Downtown Alternative School (DAS), children were taught and encouraged to speak for themselves, using specific tools to help them engage in discussion during conflicts. These young children learned to say what they thought, to name their needs, and to listen carefully to their peers' "versions" of events. During the early part of the year, Lacey led many discussions, introducing invitational language and demonstrating what she calls the "I message" in place of the more accusatory "you" during a disagreement (Sadalla et al., 1990). Gradually the children began to pick up those parts of Lacey's language that worked for them, many discovering that they could extract helpful information from each other even when they were feeling upset and angry. Such conversations often revealed the core of misunderstandings and led to negotiation and resolution.

As primary researcher of a video ethnography project on Peacemaking, I worked with a professional crew (King, R. & Squire, R.), videotaping in DAS's elementary classrooms and on its playground. We recorded before, during, and after the full school day, at six week intervals over a two year period. The research tapes record observations of the children in a wide variety of situations and roles. They are seen during formal Peacemaking sessions, with and without teachers present, during work times, and during more casual interactions and play. Some of these children appear eager to make peace and some seem willing to say just about anything to restore equilibrium in the group; others seem to take on observer roles, summing up and interpreting events for the group, almost as they happen. Children are sometimes upset, arguing, accusing each other of being unfair, and at other times offering support to one another.

The children's negotiations became a window through which to learn about how they were constructing and understanding both social and academic situations. As the project progressed, I began to detect discernible patterns and forms of discourse in the children's informal talk, among these were forms that sound like "teacher language". The resulting video ethnography -- called Children as Peacemakers and funded from 1993-1996 by the Social Sciences and Humanities Research Council of Canada -- offers rich data from the school, providing remarkable opportunities to study interpretive processes within focus groups.

The Children as Peacemakers research develops innovative approaches to data analysis by screening and re-screening selected video segments in focus groups consisting of teachers, parents, and children (in varying combinations) over an extended period of time, and tape-recording the interpretive discussion that follows. Multiple viewings of the same segments by a range of participants provide a second layer of data. This process keeps raising new questions and suggesting new ways of understanding ethnographic material gathered from schools. The Peacemaking process has generated new insights and provoked questions among students and teachers that are forcing us to rethink our expectations of children who are often able to see multiple sides of an issue more easily and value differences more generously than many adults. There is still much to be learned from this research through follow up interviews, taped discussions about video material, and further data analysis.

We saw in the research that even very young students can begin to develop skills required to name and discuss issues, to work creatively with differing and conflicting interpretations of events and text, to negotiate with others, to assume and share roles of power, and to open silences that need opening while learning to respect some forms of privacy. A school community committed to democracy will explore the challenges of difference in complex and evolving ways (Fine, 1997). Schooling for democracy involves encouraging development and

participation of all voices in the classroom while respecting some forms of silence and explicitly teaching the languages of negotiation (Fine, 1997, Dudley-Marling & Fine) and power (Delpit, 1987).

A Brief History of Peacemaking

Children as Peacemakers, a grassroots teacher initiative (Fine et al., 1991, 1992, 1993, 1994, 1995, 1997), was originally inspired by the Community Board of San Francisco's conflict resolution program for older elementary students in which specific students are designated as "conflict managers" (Sadalla et al., 1990). Building on the San Francisco model, the DAS approach begins by introducing the notion of Peacemaking during the junior kindergarten year, and inviting all students, rather than a select few, to become Peacemakers.

Downtown Alternative is a small public school with about 120 students, from junior kindergarten through Grade-six. It opened in 1980, a result of parent initiated negotiations with the Toronto Board of Education. For most of its nearly twenty year history, the school was a predominantly white, middleclass community, drawing its students from across the city. Just prior to the research period it was moved to a multi-ethnic, multi-racial neighbourhood of apartments and town houses near the Toronto waterfront. Like all public schools in Toronto, DAS draws its students from the surrounding neighbourhood and, when space is available, accepts children from out of district on a first come, first served basis. Neighbourhood residents have three district schools to select from; thus DAS parents have specifically chosen this school for their children. The relatively new and well equipped location is on the second floor of a spacious modern apartment building. The school combines a mixture of open areas and self contained classrooms and shares a gymnasium and outdoor school yard with an adjacent "separate" (Catholic) school.

In its attempts to explore the challenges of Peacemaking and social equity, the school community has had to become increasingly aware of its cultural, ethnic, and racial makeup and has actively debated social and curricular issues. Teachers have worked creatively with a wide range of children's perspectives, trying to enable social and intellectual conflicts to surface and turn them into critical moments of inquiry and learning (Fine, 1997). Teachers confirmed that using many types of text and many forms of collaboration helps their students (Dudley-Marling & Fine). Connections are made between history lessons and students' own histories, between literature and students' own stories, and between students' own questions and the processes of research and reading. Thus, students make connections about what is happening to and around them, both in and outside of school.

Preparing children to participate in a diverse society links the processes of becoming literate with the theoretical and moral tensions inherent in democracy (Boyd). How school communities approach student literacy depends on their expectations and hopes for their students, their communities, and their countries. The purpose is to enable and empower both voice and action of all community members and to make community building possible. (Lardino-Harding). As teachers in multi-ethnic, multi-racial communities work with issues of social identity, human rights, and conflict, they grapple with various interpretations of equity. In keeping with these goals of equity and voice, Peacemaking can enhance the development of language skills, listening skills, self confidence, and a sense of ownership, in a manner that fits with a broad curriculum and with democratic principles (Fine et al., 1995).

The goal of DAS has been to provide elementary age school children with rich experiences of discussion and democratic decision making within a warm and comfortable learning community where they are expected to take responsibility for their beliefs, their talk, and their actions (Lardino-Harding). The school has explored multi-age grouping, collaboration, basic principles of whole language, global education (Selby & Pike) and Peacemaking (Fine et al., 1995).

Children who decide to be Peacemakers take it upon themselves to try to be available to intervene in conflict situations involving other children, and facilitating discussion of the "problem" without taking sides. The opening questions of a Peacemaking, adapted from questions in the San Francisco model (1990), have evolved and changed over time, as DAS children themselves discovered new ways of eliciting helpful information and commitment from each other during formal and informal negotiation. Although they vary from situation to situation, the Peacemaking questions (or "rules") generally go like this: "Do you want to try to solve this problem? Do you want to solve it with us or a teacher? Do you agree to listen? No interruptions? No running away? No name calling? No plugging your ears? No stepping on toes? No denying? Tell the truth?" When the children in conflict agree to try to solve their problem and to follow the rules, two Peacemakers engage them in a somewhat formal Peacemaking ritual in which each participant has a chance to put his or her viewpoint into words and be listened to. Following this, suggestions for solutions are asked for until one is found that all participants can agree on. Everyone shakes hands, and the Peacemakers ask, "Is everyone okay?" We found that more often than not, Peacemaking occurs spontaneously and with minimal emphasis on formalities.

A Child And Parent Share Peacemaking Experiences

The Children as Peacemakers videos document the process of learning about Peacemaking, among children and their parents as well as their teachers. The following transcripted material is from videotaped interviews with Emmy, a DAS elementary student, and her mother. Emmy came to DAS in junior kindergarten. When she was in Grade-two, she and her mother tried to recall how Emmy first learned about Peacemaking:

Interviewer: When did you first hear about Peacemaking, do you remember?

Emmy: When I first came to this school.

I: And how was it described to you?... How did it present itself?

E: They described it as helping you solve...your problems, and helping [you] get along a little more with your problems.

I: And how was it done in the school? How was it used?

E: Well, if there was a problem, any kind of problem, which, even if it was a really small problem and the kids could just say it to each other, and figure it out, they didn't need a big Peacemaking, and if it was a problem that sort of was [unclear] following into the class, you would try to solve it, and if that didn't work then you would solve it with the teacher.

I: And were there a lot of problems that were solved?

E: Not too many when I first came.

I: [What] was your first experience? Did you have a problem that got solved or ... did you work as a...

E: Um, my first experience was being a Peacemaker.

I: And how did that go?

E: Fine.

I: What was involved with that?

E: I don't remember, it was a pretty long time ago.

I: And how have you learned, learned more and more about Peacemaking...as you've gone through ...

E: Yeah, 'cause as you get older they...let you do more and more problems. Like when you're in kindergarten they don't have you like blast out a lot of problems and like be a Peacemaker for like a lot and lot and lot of problems; [they] usually have the older kids do that.

I: So, what kind of things did you learn as you got more familiar with it and you started to do it more...?

E: Well, there were some [things] that excited me.... One day, when...my class and [the other] class were going to watch a movie...I was called by Ann [Lacey, kindergarten teacher], and she said, there's a problem with, like older kids, really older kids, from [the other] room, and she said, "Could you come into [the other] room and solve it," and I was, uh, the first kid to actually go into an older class and figure out that problem. So, it felt good...first you ask, "Do you wanna solve the problem," and then, "Do you wanna solve with us or the teacher?" 'cause sometimes the kids say, "Well I need the teacher 'cause this is a problem I can't do with kids," sometimes they say, "This is okay to do with kids." ... [And] then they say their sides, you ask one kid their side and the other kid says their side. And then you ask, "Are you ready for solutions?" If the kid says yes and the other kid says, "No, I still need to talk about my feelings," then you [talk about] the feelings until it's okay with everybody to do solutions, then you use solutions. Then it suddenly says, "Yes, that solution's okay with me," you ask if their problem's solved. If they both say yes, you cross hands and you shake them and the problem's finished. Well it happened outside, there's a lot of problems that happen outside, so we came in and this isn't something usual, but sometimes your teacher sits you down in a big circle around on the carpet and then the people who were in [the] problem and the Peacemakers sit in the middle, and the teacher and all the kids around listen to the problem and then everybody in the whole circle can think of solutions. And then you can ask kids in the circle, too, but...if one person in the problem says, "No, that would be a little too, like, scary for me" or "It would shock me a little," you would go out, and then you go somewhere else, and you don't do it with so many kids.

Emmy sees the Peacemaking process as flexible and adaptable to what people seem to need at the time. She appears proud of what she knows and of how she can contribute to the process. She doesn't recall too much about conflicts she herself has had with others; at this early stage, she seems to understand more about her role as a developing Peacemaker who wants to help others and play an important role in the school community.

When children read, write and talk about what matters to them most, their interactions lead them to shared discoveries in areas crucial to their lives. When teachers and parents do these things, their learning can parallel that of the children. Therefore, parents are encouraged to learn about, and become involved in, Peacemaking. Emmy's mother participated in workshops conducted by DAS teachers to familiarize parents with Peacemaking and encourage them to practise and make use of it within the family, at home. In the same interview, Emmy's mother talks about these workshop sessions. She says:

"Ann [Lacey] has given us some workshops, and I've come to those, and [they] have been really helpful too...or Ann and Lori [Emmy's teacher] talk to the parents from time to time, and at the beginning actually, I used to write notes, about, y'know when they were talking, and just go home and, and try again and try to listen better and be able to say my own needs better, because I think all the pieces of Peacemaking didn't come naturally to me. It's sort of a fight against my background."

Learning On The Job: A Teacher Shares Early Experiences

Just as children learn about conflict resolution from each other and from the teachers, teachers themselves can learn about Peacemaking with - and often from - the children (Fine et al., 1995). Lori McCubbin is a primary grade teacher who began her teaching career at DAS in 1991. In the following discussion (NCTE, 1994), Lori, who was Emmy's teacher, talks about her own early experiences at DAS.

"I'm trying to remember," she says, "what it felt like coming to DAS and graduating from teachers' college and getting a phone call saying, 'Would you be interested in going to Downtown Alternative School?' And I wanted a job and I'd never heard of Downtown Alternative School and I said "yeah." And the person who was calling me was a parent at DAS who I respected and had worked with when I was practice teaching. So my panic was double-edged. Not only did I not know what an alternative school was, I had gradually started to find out about DAS's reputation in Peacemaking."

Lori spent the summer before that first year preparing for her new job and meeting her colleagues. She viewed videos of Peacemaking workshops, and spoke to the DAS parent she knew. "[B]ut when I started," she recalls, "the reality of my classroom quickly interfered with any illusions I had about being successful right away at Peacemaking.... I had 17 boys and 7 girls. Most of them were new to DAS. There were a handful of children who had had experience with Peacemaking. And so that's where I started. We had a lot of problems, we had a lot of aggression, and I didn't know where to start."

Since most of the children in her Primary Grade class were unfamiliar with Peacemaking, Lori organized the inner circle and outer circle arrangement that Emmy described in her video interview. When conflicts arose, Lori asked the children if they would be comfortable with observers present for the Peacemaking process. The experienced Peacemakers formed the inner circle, and the rest of the children sat outside this circle with Lori, observing and listening. "And when it came to an opportunity to find solutions," she explains, "we [in the outer circle] were invited as well to find solutions. And ... that's how I started." For Lori these were just the beginnings of Peacemaking.

"I did most of my learning and most of my discovering about Peacemaking," Lori adds, "by watching children on the playground, watching children that Ann was working with, watching older children solve problems in the playground, in the hallway, in their classroom, talking to their teacher...and by watching and listening to them, it expanded my vision of what Peacemaking could be...."

She specifically singles out Emmy, who was 6 or 7 years old at the time, as one such child.

Watching the children interact, Lori began to see that Peacemaking was more than just a matter of following a script, "it was a way of interacting, of solving problems, communicating, and of working cooperatively...." Having worked in day care, Lori brought with her a great deal of experience in dealing with children's conflicts. As she learned more about Peacemaking, she realized that she already had the skills necessary to become a Peacemaker herself and teach conflict resolution to children:

"Having children face one another, trying to label their feelings, trying to give them the language that they need to label their feelings and become able to listen to another person's point of view...."

Lori discovered that Downtown Alternative School was a community where conflict resolution was the norm. Peacemaking, she discovered, is not a set of skills taught in isolation from other subjects, at a certain point in the day, but it is a process that is integrated throughout the school experience. "Peacemaking and its values and its language," she explains, "[go] across the curriculum, throughout your day...."

Conclusion

Throughout its complex history, members of the Downtown Alternative School community have expressed concern about violence in Canada and in the world. Some see Peacemaking as a key to change, believing that the Peacemaking approach offers an expectation of positive change and a sense of possibility (Fine & Norquay, 1994).

Peacemakers struggle to face problems honestly and bravely. The aim is to create a school environment where problems are re_configured as challenges, while meanings are articulated and contested openly. The struggle to build an equitable community continues at DAS. As well, the interpretive analysis of video data continues. Both the school itself and the interpretation of research data are extremely challenging projects.

Here are just some of the questions raised in the course of data analysis:

1. What "counts" as a problem and how does it come to "count"? Who gets to name the problem and how

does this unfold in a given situation? Whose problems count? Is there any relation between this and other forms of power among students?

2. Why do some children resist the formal rituals of Peacemaking? Does this put them at a disadvantage when less formal negotiations take place? What forms does this resistance take?
3. Who are the more silent children? Are there recognizable patterns in the silences (e.g. by race, gender, culture)? What will the more silent children tell us as they begin to speak up either in the group or in private interviews?
4. What kinds of interventions best facilitate the talk? What is equitable talk, and how does it sound? How do equities and inequities play themselves out in the Peacemaking? How might conditions in the discussion circle become more equitable?
5. Are there particularly courageous forms of talk that occur as part of the Peacemaking process? How do they tend to be received?
6. Is there a Peacemaking language that has currency over other language used at the school? How does this relate to dynamics of power during the course of the school day, both generally and during a Peacemaking?
7. Where there are adult participants in the Peacemaking, who are they? Teachers? Others? What roles do the adults assume and what effect(s) does this have on the unfolding group conversation?
8 Where are the boundaries of respect and safety? How are they established and maintained, both generally and during a Peacemaking?
9. Are there patterns to Peacemaking sessions? Do they tend to be linear? Circular? Haphazard? What constitutes the beginning and the ending of a Peacemaking?
10. Who dominates during a Peacemaking session, and by what means? Who facilitates, and by what means? Who is pleased or displeased before, during, and after the Peacemaking?
11. What constitutes a solution in the Peacemaking process? Do agreed upon solutions last? How do we know? What are the signs?
12. Does a Peacemaking need to have closure (in the sense of an obvious solution, resolution, or conclusion) in order to be "successful"? What defines success? Who decides, and how are such decisions made?

While some children attempt to engage in critical and open discussion, others tend to remain silent. As the questions raised by the data unfold, they become opportunities to learn about how some members of society become excluded.

Peacemakers work hard at using the language of negotiation to mediate conflicts and to discuss controversial issues. The teachers say it is easier for the children than for the adults. If this is true, it raises the biggest question of all: "Does part of what we do as we 'grow up' render us less capable of entertaining multiple perspectives and thus less compassionate? If so, how can we re-think educational settings to reverse this terrifying possibility?" This is the real question underlying the Peacemaking research and the real challenge for those who want to construct education for democracy.

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Special Notes

:Pseudonyms have been used to protect the privacy of the children.

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Bridging The Gap: Children's Family And Community Literacies

Marlene M. Asselin

Abstract

The purpose of this study was to initiate inquiry about the family and community literacies of children in British Columbia. Literacy instruction based on a wealth rather than a deficit model rests on respect while supporting students' literacy potential. This study applied descriptive and correlational statistics to large-scale assessment data from generalizable regional samples in the province. Analyses revealed the existence of distinctive regional portraits. Schools need to learn more about British Columbia's cultural literacies and build literacy curriculum from their students' literacy lives.

Introduction

In the last decade we have learned much about the social and cultural dimensions of literacy. Students come to school with a range of experiences with, and consequently knowledge of forms, purposes, and stances towards written language (Anderson & Stokes, 1984; Fishman, 1990; Heath, 1982; Purcell-Gates, 1996; Schieffelin & Cochran-Smith, 1984; Scollon & Scollon, 1981; Snow & Ninio, 1986; Wells, 1986). The ways in which children become literate and notions of what being literate means do not necessarily accord with the processes and assumptions underlying school literacy (Heath, 1982; Michaels, 1981; Purcell-Gates & Dahl, 1991; Voss, 1993). In other words, schooled or mainstream literacy, is not a universal but one type of literacy. While the concept of multiple literacies (Erikson, 1984) is a step forward from deficit perspectives (Auerbach, 1989), constructive home-school partnerships based on implications from this research are only beginning (Morrow, Tracey, & Maxwell, 1995). Existing efforts predominantly target preschool children and their families; however, such attentions are equally necessary during public school years. In Canada, we are just beginning to learn about the multiple literacies our children bring to school (Anderson & Gunderson, 1997; Anderson & Rolston, 1996). Canadian educators need to know more about their students' specific experiences with and notions of literacy in order to plan meaningful instruction while increasing their literacy potential. The purpose of this study was to describe several aspects of student reading background and achievement in geographically defined groups in British Columbia and examine relationships among these.

In contrast to past assumptions about literacy acquisition beginning in school and consisting of the mastery of specific sets of cognitive skills, current views emphasize literacy as social practices (Ferdman, 1990; Gee, 1992) and literacy development as occurring whenever literacy practices are occurring (Harste, Woodward, & Burke, 1984; Taylor, 1983). Thus children who observe or participate in such family literacy events as storybook reading, grocery list making, filling in applications, Bible readings, playing computer games, or following directions are engaged in literacy development. Entwined in these activities are beliefs and attitudes about becoming and being literate (Heath, 1982; Scollon & Scollon, 1981). The nature and frequency of literate activities along with students' understandings of written language differentially affects students' literacy performance in school (Clark, 1984; Heath, 1982; Wells, 1986). However, it also appears that instruction that is sensitive to students' diverse literacies facilitates children's transition into school literacy (Purcell-Gates, 1996) rather than contributing to a widening gap between home and school literacies (Heath, 1986). Of interest in this study are two reading behaviors and three beliefs about learning to read. Behaviors consist of (1) family interactions with text which involve the student and (2) the student's own voluntary reading. Three beliefs about learning to read that students may have are (1) skill and drill, (2) cognitive, and (3) affective. Definitions specific to this study follow in the methodology section.

Some home literacy activities relate more highly to school success than others (Durkin, 1966; Morrow, 1983; Neuman, 1986; Teale, 1984). One important activity is interactions around text with adults important in the child's life (Clark, 1984; Heath, 1986; Wells, 1986). From a sociocultural perspective, the degree to which students observe or participate in interactions with texts indicates the extent to which reading is embedded in the family culture. These experiences can be regarded as a measure of the degree to which students have acquired knowledge of and dispositions towards literacy but not necessarily school literacy. Parental interest in reading, modeling, reading to the child, and availability of materials has significant relationships to achievement, interest, and voluntary reading (Clark, 1984; Guthrie & Greaney, 1991; Ortiz, 1986; Speigel, 1994). Socioeconomic status (SES) has been associated with family variance of such behaviors (Purcell-Gates, 1996; Taylor & Dorsey-Gaines, 1988). However, current work demonstrates the range of literacy practices within lower SES families and the overriding importance of extended adult-child interactions with or without texts (Clark, 1984; Heath, 1986, Ortiz, 1986).

Voluntary, or leisure, reading is another influential family literacy behavior. From a sociocultural perspective, frequent engagement in voluntary reading assumes students have learned to value this social practice and are therefore intrinsically motivated (Sweet & Guthrie, 1994). Furthermore, achievement is related to both amount of voluntary reading and to motivation (Greaney & Hagerty, 1987; McKenna, 1994). However, it appears elementary students do not value leisure reading as indicated by the little time (two to four minutes daily) they spend on this activity (Anderson, Heibert, Scott, & Wilkensen, 1985).

As pointed out above, culture affects children's beliefs about being and becoming literate. In classroom cultures, meaning-centered beliefs about literacy are associated with instruction characterized by activities that are message-focused, emphasize student choice and the use of literature, and a view of the teacher as supporter. In contrast, skill-centered beliefs are associated with instruction characterized by the use of closed tasks focused on analysis of words and word parts, use of basal readers, and a view of the teacher as evaluator (Dahl & Freppon, 1995; Fisher & Heibert, 1991; Rasinski & deFord, 1988; Shapiro & Witte, 1991; Wing, 1989). Other studies have examined relationships between children's beliefs acquired in their homes and communities and school literacy (Fishman, 1990; Heath, 1982; Michaels, 1981; Scollon & Scollon, 1981; Voss, 1993). For example, Heath (1982) described preschool children's experiences with literacy in three different communities (Trackton, Roadville, and "Mainstream") and the consequences of those experiences on their formal instruction. Some major differences in the children's resultant views of becoming literate included practiced proficiency with decoding and skills among the Trackton children, as means to important social ends among the Roadville children, and as language as an object and medium for thinking for mainstream children. While both Trackton and mainstream children were initially successful in school reading, Trackton children were unable to maintain that pattern once instruction shifted from "learning to read" to "reading to learn" when decoding skills were no longer emphasized. It appears, however, that most children enter school regarding reading as a lower level cognitive activity that has little to do with making meaning (Baker & Brown, 1984).

Research in family and community literacies has enriched our understanding of multiple literacies and has shown that the practices and assumptions of school literacy are not universals. The emergent wealth model (Morrow et al., 1995) underlying recent family literacy programs depends on continued efforts to learn about the literacies our students bring to school. Knowledge about students' family interactions around text, their own voluntary reading, and their beliefs about learning to read reveal important components of students' cultural literacies and provide a framework for instruction.

Methodology

This study reanalyzes data from the 1991 International Association for the Evaluation of Educational Achievement (IEA) Reading Literacy Study. Data from Canada (BC), one of 32 participating educational systems, were used to describe regional differences in students' literacy backgrounds and achievement and to examine relationships among them.

A stratified random sample of grade three students (N = 2813) from 150 classrooms was drawn from five geographical regions and one group of private schools. The excluded population consisted of students in special education and government native schools. Table 1 summarizes the research sample

Table 1
Research Sample by Region

Region	Number of Sample Schools
Vancouver island	22
Coast	9
Lower Mainland	65
B.C. South	27
B.C. North	14
Private Schools	14
Total	150

Four of the geographical regions are primarily rural while the fifth is urban. Rural regions depend on resource-based economies with large distances between the few population centers. The Coast and B.C. North are the most isolated regions in the province and are marked by seasonal employment and relatively high rates of unemployment. B.C. South and Vancouver Island represent a mix of urban and rural groups. Some parts of these regions are undergoing sweeping development as families and businesses seek alternative locations to the increasingly dense urban region of the Lower Mainland. The Lower Mainland is a rapidly growing service-based economy and the schools serve an expanding diverse population with some districts reporting 50-60% ESL enrollment. Private schools in the sample are all Catholic. These schools have become a popular alternative to what some parents perceive to be ineffective instruction of basic skills in the public schools.

Data was drawn from two instruments–the student background questionnaire and the reading achievement test. The achievement test contained 108 items representing four reading domains–narrative, expository, document, and word recognition. The questionnaire contained 62 Likert-scaled items related to reading development. However, not all items were used in this analysis, specifically those related to SES which were intended to measure differences at an international rather than national level. Six sociocultural reading variables were conceptually formulated from the background questionnaire. Table 2 lists features and definitions of these variables.

All analyses were conducted at the provincial and regional levels. Descriptive statistics were used first with the two Reading Behaviors, three Beliefs about Learning to Read, and three achievement variables in order to compare groups on each of the variables and to look for regional patterns. To investigate relationships among both social and achievement variables, Pearson product moment correlations were used.

Table 2

Features and Definitions of Student Background Variables

Variables	No. of Items	Definition
Reading Behaviours		
Family Interactions	6	Whether or not students report that they receive a daily newspaper at home, the frequency with which people read to the student at home, whether or not people outside the home read to the students, the frequency with which the students read at home, the frequency with which students are asked about reading at home and the frequency with which students are read aloud to at home.
Voluntary Reading	5	The frequency with which students report that they read books, comics, magazines, directions, and look up information.
Beliefs about Learning to Read		
Affective	4	The degree to which students believe that ways of becoming a good reader include liking it, having good books around, having a good imagination, and having lots of time to read.
Skill and Drill	3	The degree to which students believe that ways of becoming a good reader include doing homework, sounding out words, drilling at hard things, and doing written exercises.
Cognitive	4	The degree to which students believe that ways of becoming a good reader include concentrating well, learning the meaning of lots of words, and being told how to do it

Table 3

Means and Standard Deviations of Home Reading Behaviors

	Home Text Interactions[a]			Voluntary Reading[a]		
Region	N	M	SD	N	M	SD
Province	2309	6.31	2.93	2335	18.22	11.95
Vancouver Island	367	6.11	2.94	370	19.93	12.38
Coast	90	6.40	2.94	87	18.96	11.66
Lower Mainland	1065	6.41	2.87	1076	19.09	11.58
BC South	360	5.97	2.96	361	16.94	12.20
BC North	222	5.75	3.05	239	17.74	11.85
Private Schools	205	7.30	2.78	202	19.99	12.50

[a]Statistically significant differences between regions
*p<001

Results

Tables 3 and 4 list means and standard deviations of the two groups of student background variables Reading Behaviors and Beliefs about Learning to Read–by sampling region and by province.

Regional means for Home Text Interactions ranged from 5.97 to 7.30 with the provincial mean at 6.31; Voluntary Reading means ranged across regions from 16.94 to 19.99 and the provincial mean was 18.22. For Beliefs about Reading, the provincial mean for Affective was 1.46 with regional scores ranging from 1.40 to 1.68; the provincial mean for Skill and Drill was .82 with scores ranging across regions from .65 to .93; and for Cognitive the provincial mean was .72 while regional scores ranged from .68 to .76. Significant differences between regions were found for Family Text Interactions, Affective Belief of Learning to Read, and Skill and Drill Belief of Learning toRead.

Table 5 reports means and standard deviations of achievement variables by province and region.

For Narrative, the provincial mean was 509.67 with regional means ranging from 497.69 to 526.32. The provincial mean for Expository was 506.70 and means across regions ranged from 459.93 to 519.36. Finally, the provincial mean for Document was 505.20 with regional mean scores ranging from 476.77 to 510.21. Significant differences between regions on all achievement variables were found.

Table 6 summarizes the descriptive statistics of Reading Behaviors, Beliefs about Learning to Read, and reading achievement by listing the two highest and two lowest scores by region.

Table 4
Means and Standard deviations of Beliefs about Learning to Read

	Affective[a]			Skill and Drill		Cognitive	
Group	N	M	SD	M	SD	M	SD
Province	2024	1.46	.77	.82	.67	.72	.67
Vancouver Island	305	1.53	.71	.79	.70	.68.	.66
Coast	84	1.68	.84	.65	.67	.67	.66
LowerMainland	894	1.42	.76	.82	.65	.76	.68
BC South	344	1.44	.73	.86	.66	.70	.66
BC North	211	1.54	.84	.75	.68	.71	.64
Private Schools	186	1.40	.85	.93	.73	.68	.68

[a]Statistically significant differences between regions
*p < .001

Table 5
Means and Standard Deviations of Reading Achievement

		Narrative[a]		Expository[a]		Document[a]	
Region	N	M	SD	M	SD	M	SD
Province	2460	509.67	88.90	506.70	86.24	505.20	80.40
Vancouver Island	389	511.80	87.60	505.69	87.39	505.37	79.14
Coast	96	481.19	88.55	459.93	98.36	476.77	75.68
Lower Mainland	1126	509.80	88.91	510.92	84.16	510.21	81.56
BC South	385	513.51	90.46	506.68	89.46	507.81	79.83
BC North	251	497.69	86.70	496.55	87.00	489.08	80.59
Private Schools	213	526.32	87.13	519.36	74.71	505.51	75.02

[a]Statistically significant differences between regions

*p < 001

Table 6
Summary of Mean Scores of Student Reading Behaviors,
Beliefs about learning to Read and Reading Achievement by Regions

	High		Low	
Student Variable	1	2	1	2
Family Text Interactions	P	LM,C	N	S
Voluntary Reading	P	V.Is	S	N
Affective	C	N,V.Is	P	LM,S
Skill and Drill	P	S	C	N
Cognitive	LM	N	P,VIs	C
Narrative	P	S	C	N
Expository	P	LM	C	N
Document	LM	S	C	N

Note P=Private Schools, S= B.C.South, N=B.C.North, V.Is= Vancouver Island, C= Coast, LM = Lower Mainland

Examination of these summaries along with other mean scores in Tables 2, 4, and 5 reveal regional differences. The following report by region is framed in comparative terms. That is, reports of high and low standings do not mean high and low per se, but rather in comparison to other regional groups.

The Coast and B.C. North , which scored consistently lowest on all achievement domains, are the most remote and least developed regions of the province and have been low scoring regions in other provincial assessments. These regions also scored high on Affective Beliefs of Learning to Read and low on both Cognitive and Skill and Drill Beliefs of Learning to Read. Additionally, B.C. North scored low on Family Text Interactions and Voluntary Reading. Private schools' high achievement scores are also consistent with past provincial assessments. Noteworthy as well are private schools' high scores on Family Text Interactions, Voluntary Reading, and Skill and Drill Beliefs about Learning to Read; and low scores on Affective and Cognitive Beliefs of Learning to Read. The Lower Mainland contains approximately 60% of the province's population and is the most developed part of the province. Its high achievement scores are consistent with past performances. Contributing to the Lower Mainland profile are high scores on Family Text Interactions, Voluntary Reading, and Cognitive Beliefs of Learning to Read and low scores on Affective Beliefs of Learning to Read. Vancouver Island is characterized by high scores on Affective Beliefs of Learning to Read, Family Text Interactions, and Voluntary Reading, and low scores on Cognitive Beliefs of Learning to Read. Features of B.C. South include high scores on achievement and Skill and Drill Beliefs of Learning to Read, and low scores on Family Text Interactions, Voluntary Reading and Affective Beliefs of Learning to Read.

Table 7 displays results of the correlational analyses of all student reading variables.

Strong positive correlations between the achievement variables indicate the predictive validity of narrative comprehension to abilities with other types of text. The moderate negative correlations of Skill and Drill and Cognitive Beliefs of Learning to Read with Affective Beliefs of Learning to Read suggest the exclusiveness of an enjoyment/practice perspective. On the other hand, the moderate positive relationship between Skill and Drill and Cognitive Beliefs of Learning to Read

Table 7
Summary of Significant Correlations Among Student Reading Behaviors, Beliefs about Learning to Read and Reading Achievement.

Student Variable		γ
Narrative		
	Expository	.68
	Document	.57
Affective		
	Skill and Drill	-.58
	Cognitive	-.57
Skill and Drill		
	Cognitive	.34
Home text Reading Interactions		
	Voluntary Reading	.27

points to an underlying commonality of learning to read as a cognitive task. Similarly, the moderate positive relationship between Family Text Interactions and Voluntary Reading indicates the similarities of these behaviors. That is, students who engage frequently in interactions with adults around text will likely incorporate these behaviors into their own independent behaviors.

Discussion

One purpose of this study was to describe student reading background and achievement in regional groups in British Columbia. These descriptions revealed distinctive profiles for students' family and community reading literacies as well as school achievement. The following discussion summarizes regional reading profiles found in this study.

In comparison to students living in other parts of the province, students living in the least developed regions, B.C. North and the Coast, have fewer interactions with adults around texts in their homes, do less voluntary reading, and score lowest in achievement. Surprisingly, they hold the most strongly of all groups to beliefs about learning to read that emphasize enjoyment, imagination, book access, and available time and, in comparison to other groups, hold minimally to beliefs that emphasize cognitive aspects of reading. Although the influence of affective dimensions of reading are currently being promoted (Cramer & Castle, 1994), there is also concern that an exclusively affective conception of reading indicates weak and unclear concepts of the reading process and task (Bruinsma, 1990).

Students from Vancouver Island, a culture in transition to more urban characteristics, appear to have developed a balance of affective and cognitive beliefs about learning to read relative to other regions. These students are more apt than other groups to read voluntarily but have relatively limited experiences with adults around texts in their homes. Their reading achievement is moderate in comparison to the other regional groups. Relatively high achievement and low levels of both family text interactions and voluntary reading mark the other transitional region, B.C. South. Students in this region hold more strongly to cognitive, particularly skill and drill, conceptions of reading than to affective conceptions in comparison to the rest of the province. Given the criticism of IEA achievement tests as tests of basic skills rather than of thoughtful literacy (McLean, 1990), it is possible that such a skill and drill reading concept would support performance on such a test.

Students from the private school group and from the Lower Mainland are remarkably common in their reading literacy profiles. Both groups exhibit high levels of several aspects of reading achievement, both groups engage in more interactions around text in their homes than do students in other groups, and both groups hold predominantly cognitive conceptions of reading. Noteworthy is the clear privileging of a skill and drill conception of reading by students in the private schools in contrast to the more metacognitive concept held by Lower Mainland students. Although not statistically significantly related, the comparative regional profiles suggest some connection between a students' family reading behaviors, a cognitively-based conception of reading, and reading achievement. Aspects of these relationships have been well documented in the literature, specifically those related to sustained child-adult interactions (Clark, 1984; Heath, 1986).

Another purpose of this study was to investigate correlations among all student background and achievement variables. Although correlations were relatively few and of moderate value, some insights emerged. As reported above, finding strong relationships between achievement domains was expected given particularly that the three tests were actually part of one test (IEA Reading Literacy Test) rather than three discrete measures. That no relationships were found between any of the Reading Behavior or Beliefs about Learning to Read variables was surprising in light of the wide literature on this topic However, the measures were perhaps too broadly constructed and defined to capture the kinds of family literacy practices that recent research emphasizes as most supportive of children's school literacy. For example, through descriptive and qualitative research methods, Wells (1985) and Heath (1983) found that parents' linguistic and cognitive support with their children both directly around text and as well as around daily events significantly influenced their success with school literacy.

As discussed above, the apparent exclusivity of an affective conception of literacy learning to read that emerged in the regional profiles was confirmed by the moderate negative relationship to both cognitively related beliefs. Similarly, the moderate relationship between the two cognitively based beliefs indicates some underlying commonality. With the current emphasis on strategic reading (Pearson & Fielding, 1991) and cognitively based instruction (Pressely et al., 1994), however, it is important that educators regularly assess their students' concepts of reading. Given

the central role of thought in behavior (Nisbett & Ross, 1980), such information is necessary for initially planning instruction to effectively develop metacognitive concepts of reading. As well, children's concepts of reading should be assessed thoughout a school year.

Implications and Limitations

Although distinct patterns of reading were found across regional groups in British Columbia, these differences should be interpreted in terms of the varieties of literacy that exist rather than a measure of their quality. As social practices, literacy is not a dichotomous phenomena but as various and diverse as the number and identity of the groups in a population. In contrast to past assumptions as well, ethnicity and culture are neither factors of children's literacy per se (Fishman, 1990; Taylor & Dorsey-Gaines, 1988; Teale, 1986) nor their ability to develop school-based literacy (Purcell-Gates, 1996). Stereotypical portraits of non-mainstream children focused on deficient literacy experiences and development potential are being replaced by insights into the variety of experiences within these groups (Purcell-Gates, 1996).

Educators need to learn about the family and community literacies of their students. They need to go beyond information gained from reading interest inventories and reports from previous teachers. Educators need to know the purposes of literacy students have observed or participated in, the forms of texts they have observed or participated in, and the stances to those texts they have observed others taking or have practiced taking themselves. This knowledge can be used to build on the familiar such as using literacy for communication, for entertainment, or for religion then scaffolding literacy development from those contexts. For example, knowing that children from the northern and coastal regions have limited social interactions around text at home need not predict school literacy failure. Instead, such information may be the basis of setting up a classroom activity where students are responsible for drawing up a weekly family television-viewing schedule. Similarly, educators in these regions could work with parents to help them incorporate features of literate interactions such as scaffolding and accountability (Speigel, 1994) into their existing interactions with their children. Similarly, educators need to know what concepts or beliefs about being and becoming literate students bring to school from their families and communities. Using this knowledge of family literacy activities and students' beliefs about learning to read from a wealth perspective (Taylor et al., 1995) will permit respectful and productive home-school partnerships in children's literacy development.

There are several limitations to this study which, when viewed constructively, can establish directions for further research. First, most studies of family and community literacies, and their relationships to school literacy, focus on either preschool children or children in the first year or two of school. By looking at grade three children, it is likely that school literacy has influenced their behaviors and beliefs. Given that children spend more time in their family and community than in school, it is still important for teachers throughout the elementary years to be knowledgeable about their students' family and community literacies. Extending this perspective into the upper range of the early childhood years is long overdue.

A second major limitation relates to research methodology. Several points are salient here. One problem concerns the uneven numbers of students used in analyses of each group of variables due to response criteria for inclusion. A percentage of incomplete or unusable data is inevitably part of the cost of large-scale research. If numbers were the same for each analysis, the resultant regional portraits may have been somewhat different. Another limitation concerns the breadth of the variables used to construct a picture of students' out-of-school literacies. This study provided a broad picture of cultural literacies in British Columbia as defined by region and as derived from self-report data. However, more valuable insights about the provinces's literacies may be gained in at least two ways : one by focusing on the many other types of groups composing our increasingly diverse population and two by using descriptive or qualitative methods as has been done in many other studies of family and community literacies cited in this article. These methods yield more detailed understandings of the ways in which literacy is woven into our cultural lives and the meeting places of school literacy with those literacies our students bring to school.

Despite the limitations of this study, it provides a new lens from which to view large-scale assessment. Interpreting the student survey data as reference points for instruction contrasts to its more traditional uses of this data as correlates of student achievement. Education systems need to review the data they already have about their students' family and community literacies, and along with more localized inquiry, begin to build from what their students know.

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A Canadian in Reggio Emilia: The May 1997 Study Tour

Carol Anne Wien

I arrive a day early and find the Hotel Astoria located next to the municipal park: this delights me, and I walk out into it. The park is old, the ground scruffy with dirt paths, weedy grass. Two thin, dirty men wash their hands and faces under a standing water pipe. Further on, a fountain we know from a project rests on a hillock. It doesn't work but sits quietly, covered in cascades of rust-coloured moss, glimmering faintly among the dark trees. An ancient evergreen, the largest tree I have ever seen, has three separate systems of trusses and guy wires in its interior to support its centuries old branches. The Diana School -- chosen in 1991 by Newsweek as the world's best preschool -- is in this park. I walk around the perimeter of the fenced school yard thinking it looks perfectly ordinary – gravel around its doors, ancient plywood structures in need of repair in its playground.

At 5:00 pm I have a lemon gelato at a roadside terrace and watch people streaming by – men, women with strollers, kids, people without helmets on bicycles, often with babies under three on a little seat just in front of the rider. A police car goes by, siren wailing, and the bicycles pull over to the curb. A women covers her baby's ears with her hands as the wailing car passes. I get up and walk in the direction of the streaming people and find the main street, Via Emilia, in the old town (it has been here on this spot in some form since the Romans came north with military encampments around 200 AD). It is a sort of "passagario" with streets full of citizenry walking up and down, chatting, shopping, the city comes to life after the afternoon siesta. The shops are small and elegant: an intellectual bookstore (in a city of 133,000), patisseries, windows of women's clothing. A spring jacket in one window costs $870 (yes), a beautiful linen tablecloth in another $200.

Sunday. As we arrive at the auditorium for the opening session, two women greet us, one offering a strand of wheat tied with a tricolour bow in red, white, green, and the other a study tour programme for the week. Inside the room as we gather, opera plays and slides show scenes of Reggio Emilia – the piazzas, the opera theatre, the stone lions. I am impressed by the attention to detail, the care to set a context, an atmosphere that says, without words, "You are in this specific place and we welcome you."

We are lectured for two and a half days. The lectures are each two hours long, often philosophical and rhetorical. Overcome by jet lag, many in the audience snooze from time to time, their heads bolting upright as they catch themselves and then slowly drifting down again. When three of us ask her several days later, Amelia Gambetti says the lectures are an intentional choice to try to prepare us for what we will see, that they want us to understand what they are trying to do. It is the Italian intellectual tradition, she suggests, a cultural difference.

So first, words pass into and out of our heads and I catch what I can. Sandro Parmiggiani, President of Friends of Reggio Children, talks of how we cannot be a citizen of the world without being a citizen of a specific place. Malaguzzi, he says, founder of the schools we visit, kept these two together – attention to the local and to the rest of the world. Sandra Piccinini, Superintendent of Education, says the 33 schools for early childhood of the municipal region of Reggio Emilia are not a model for others to copy or adopt but offer invitations to look into our own cultures, languages, roots. She says that in 1996, the national Ministry of Education in Italy made an agreement with the schools of Reggio Emilia in recognition of their quality and in support of their work of dissemination to others. In their work with other cities and locations, the Reggio community finds two unifying factors. These are lack of attention to young children (I infer they mean at a political level) and cultural (not economic) poverty. Her comment startles me.

After dinner we walk. The lions seen in the "To Make a Portrait of a Lion" videotape (Municipality of Reggio Emilia, 1987) sit four abreast across the front of an old church. They were to have pillars on their backs to support the portico of the church, but the porch was never built. Pat Tarr, my roommate from Calgary, climbs onto the back of the largest lion and has her photo taken in the night. She looks quite marvelous, a middle-aged Canadian woman in a denim skirt straddling the back of a stylized lion, figment of Egyptian culture transplanted to Italy by ancient traders. She says it is much higher up than it looks.

Monday. Carlina Rinaldi (1997), Pedagogista: "We see the child as strong, capable, full of resources: how serious the child is in wanting to grow, how strong a researcher, a semioticist, asking 'Why am I here'?" Our uniqueness, our subjectivity, our difference can develop in dialogue with others: we need others in order to change. She says of our week here that it is "exchanging for changing."

Tiziana Filippini (1997), Pedagogista, talks about systems theory, theories of ecological systems and the

school as a living organism, involved constantly in interchange, self-nourishment and adjustment. Malaguzzi called organization (time and work schedules, for instance) the Cinderella of systems because it is so often marginalized, delegated, whereas it is essential. Tiziana said, never to delegate to others the organization of elements, or the cohesion between philosophy and practice is lost.

Reggio is a way of thinking, a view of the world, not a method.

Elena Giacopini (1997), Pedagogista, talks about "living spaces", not anonymous classrooms and such spaces as "amiable, inviting, able to provide orientation, to stimulate, to protect, to encourage research, a space that is able to renew itself, to account for what actually takes place...." She introduces the principle of transparency -- the possibility of seeing beyond, of constructing reference points beyond the space one is in. To see other possibilities is also to suggest. The world is multiple, with many perspectives, many points of view; each of us sees from our particular point of view and makes interpretations based on that.

So it goes for two days and a morning.

Carlina Rinaldi (1997): Progettazione is "the pedagogy of listening." [They have avoided translating this word because they do not find the suggestions capture its meanings (see Fyfe and Forman, 1996)]. The first task of the teacher is to listen, not to transmit. To listen is to be open to others, open to the world. "The fear of children – everywhere in the world – is to be invisible, anonymous."

"To know is first of all to love something."

"Be careful. Documentation does not mean making nice panels for the wall. It means living with the children, making traces, trying to understand their process."

"We try to teach without teaching." (In other words, they do not transmit knowledge to children.)

"To learn means to make researches about life. To support means to create a context."

Six key principles from all the talk stand out for me. There are others, but these are the ones that I find compelling at this time and want to try to interpret: *Relationality, Reciprocity, Transparency, Documentation, Collaboration, Progettazione.* They float in the mind as conceptual understanding, as yet unanchored by images of daily experience.

Tuesday noon. The atelierista and teachers from the Neruda School present a project on trees. They talk of its origins in work to become reacquainted with the playground/park on moving back into their school after renovations. Two projects emerged, a long-term one to construct an outdoor atelier (a workshop where the children could work outdoors) and a short-term one on the trees of the park. (Unlike our school yards, theirs are park-like settings with mature trees and shrubs: Neruda's also had a patio, a pergola over an eating area with picnic tables, and a woven hammock.) The children studied the trees closely in *collaboration,* paid attention to them in conversational ways (weaving dandelions into ridges in the bark, for instance), drew the trees, and had conversations together on their theories of how trees grow. For instance: "A tree has a heart, it's inside its tummy. It doesn't have a nose, it breathes inside," and "It's the seed that when it gets big it says 'pine', but silently, under the ground, and after that the tree remembers its name" (Reggio Children, 1996).

A group of the four-year-olds and a group of the five-year-olds each chose one drawing from their group. Using an overhead to project these drawings onto the wall, the children retraced the chosen images on paper, but much larger. Each group painted their tree on three metre lengths of clear plastic, using the enlarged drawing underneath as a series of reference points. The paintings took three weeks. The paintings are permanently hung outside, a reflection of the tree for the tree. When the paintings were hung, the children were disappointed: "'Look how little it is', they said, for they wanted to give back to the tree its height."

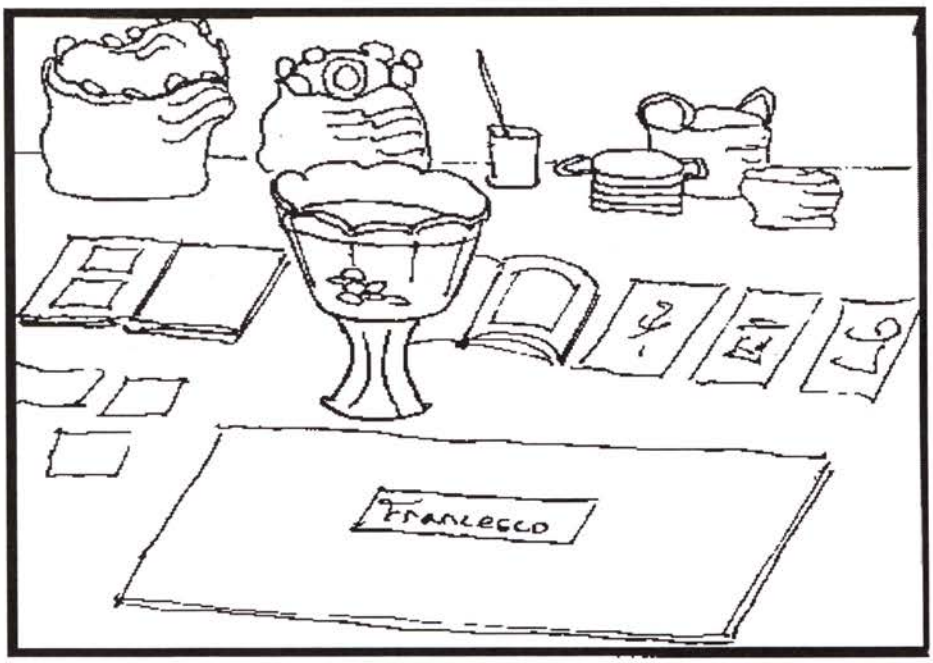


TABLE IN MINI-ATELIER, NERUDA SCHOOL

At the end of this presentation of the children's elaborate drawings, serious thoughts about trees, and the enormous effort of their sustained, collaborative painting, I sit stunned. I am overwhelmed by the depth, elaboration, seriousness and complexity of the children's work. My emotional reaction is one that I have never experienced before and can only describe as a sense of being struck – a bolt through the heart or sternum so strong it brings tears to my eyes. I have been given children's thoughts and feelings in a much deeper and more respectful way than I have ever experienced. I felt overwhelmed. It was almost unbearable.

In the question period I ask how such a project gets started. They said with large questions: "Do you encounter trees during the day? What do you think of them?" It strikes me we seldom ask such questions, let alone listen to the responses. Or perhaps we do not sufficiently develop a response to the response.

Tuesday, evening: Bellelli Infant-Toddler Centre. The school was opened in 1978, with three other such centres, all displaying the same design principles in their architecture. Since we cannot photograph, I begin to sketch madly and rather incoherently across two pages of my sketchbook, noting that drawing both slows down perception and produces greater attention to details of the environment. I notice the *transparency* principle everywhere -- the outdoors brought inside via an inner courtyard: one walks in the door and immediately sees outside again. This principle of transparency is apparent in open shelving that provides an airy divider that one can always see beyond, in occasional drawings on acetate mounted on windows so light shines through, in decorative glass bottles illumined with coloured water, in clear plastic envelopes as holders for children's work, in clear plastic containers for materials, in transparent colour paddles. There are windows between classrooms (a radical idea!) so that children can see beyond their own group to what other children are doing. There is ample use of mirrors to reflect the view. I am reminded of Elena Giacopini's comment, in discussing Reggio environments, that light is one of the richest elements of living.

Another impression is of layers. Different layers, being able to see more behind, to uncover something more. One play area for toddlers has three levels of platforms that the children can climb up and down, one at the right height to see out the window. Drawers in the sides of the platform store play materials such as animal figures and small blocks.

There is careful attention as well to adult needs to be welcomed and invited to participate. Some documentation is at toddler height (photos without text, for example, of toddlers setting tables for lunch), and some documentation on completed projects is at adult height and clearly for adult sensibilities. There is a parent area inside the front door with a sofa and armchair on a rug. The wall behind this area includes a low window into the infant area, shelves with books, artifacts, a documentation panel on Malaguzzi and the schools. Sitting on the sofa I can look behind me outdoors, then to the left into the infant room, then to the right down the piazza to the inner courtyard, atelier and other classrooms. One sees into spaces one might later occupy. This principle of transparency -- of designing spaces, materials, events, so that one is led to see beyond to other possibilities -- is a sharp reminder that the literal meaning of "education", from the Latin *educare*, means "to lead out".

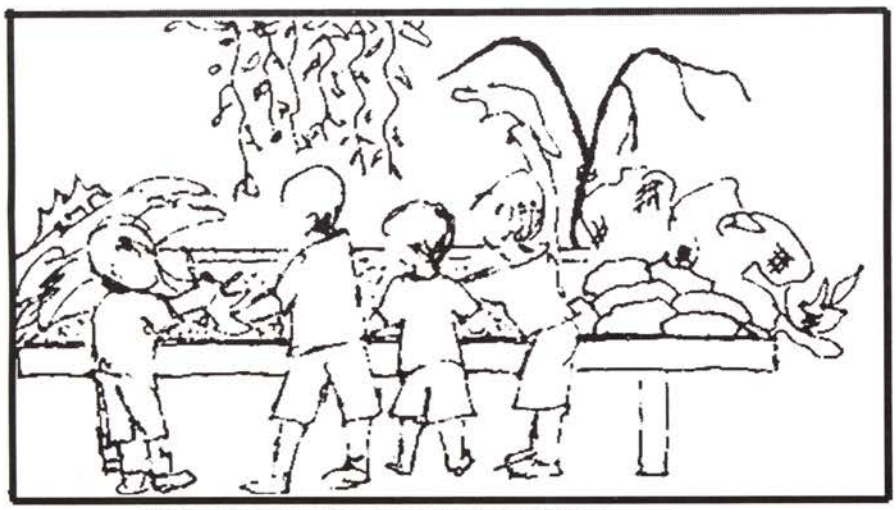
Wednesday morning: Balducci School. Today we are to see children and teachers in action. Twenty-two of us descend from a municipal bus and walk through an area of newer apartment buildings of mixed height up to about six storeys. Balducci, like Bellelli, is in a park-like setting that includes mature trees and shrubs. This two-storey warm-toned brick building opened in 1992 when two schools merged after twenty years and moved to this new facility. It is huge. It houses 100 children in four classes of 25 four- and five-year-olds downstairs. Upstairs are meeting and work rooms for teachers. There is a large atelier for all and, in each classroom, a mini-atelier. The staff includes two teachers per classroom, the atelierista, the cook, and sometimes, the pedagogista. It strikes me that in North America a building this size would house 200 or 250 children. I find it interesting that Italy, a very old and crowded country without great land mass, should provide expansive space for children under six, whereas Canada, a new country with enormous land mass, frequently crowds young children and their teachers into cramped, leftover spaces with the design features of a closet.

The atelierista at Balducci is a specialist with clay. The atelier is covered with clay sculptures of every description – pieces under wet cloth on the large work table, huge dinosaur pieces on shelves behind the table, shelf upon shelf of figures all around the room. There is a large kiln. I can hardly believe my eyes. I have never seen anything like it: it is the stuff of dreams. There is even a huge sculpture of one of the piazza lions that Mirella tells me was done by parents: they wanted to work with her too. So do we!

I ask how these large sculptures are made. Mirella tells me they are done by a group of children. They discuss and decide who will make what part – a leg, the head, the back – and they work on it simultaneously. Several of us examine a lion that a group was working on this morning. She comments that they were distracted by our visit and not working at their usual level. It looks fine to us. I notice there is a book of photographs in the middle of the table of the children in the piazza with the lions. Yes, she says, the children look at them as they are working, they provide reference points.

In the piazza area of the school, I grasp the concept of *relationality* in a new way. Four boys play with plastic dinosaur figures in a "sandbox." But what a sandbox, the same width but about twice as long as ours in North America. The "sand" is a dry dark brown material like small peas or coffee beans. The box is against a brick wall. Cascading down the wall is a frieze of green leaves from plants on the shelf above. It looks like a forest or jungle screen. A large branch anchored to the brick wall extends over the box offering both a shaping of space and places to hang things. One end of the box is filled with large, smooth stones and bones with chicken wire at the back making a curved, textured landscape (like a barren moon, a desert, a tundra). At the opposite end is a shelter the children have made for the dinosaurs, loosely piled pieces of rough bark on another branch structure. I am reminded of Kritchevsky's (1969) simple, complex, and super play units and her argument that more complex play materials offer richer possibilities to children, reduce conflict, invite more interaction. Here in this sandbox is a landscape in which at least seven different materials are brought into relation – smooth curved stones; chicken wire; branches; facade of green leaves; large moveable bark pieces; tiny pea gravel; plastic dinosaur figures. Setting up more complex relations among materials – bringing half a dozen into relation with each other in the environment – indeed seems to promote and sustain more complex and intriguing relations among humans: I am in and out and around this area for over an hour and these four boys play in deep engrossment the entire time, nor do they notice when I stand behind them sketching for 15 minutes.

Having seen a concept of *relationality* carried out in the organization of materials in more complex ways than I have encountered in North America, I notice it everywhere. Legos are not simply put in a bin for children's use: a mirrored table provides a base, and the Legos are used with smooth white beach pebbles, a contrast to the brick-like geometry of the Lego. A wall of shelving that houses old machine parts (such as blenders, clocks, gears, bins of screws and cogs), includes natural materials too – a vase of pussy willows, cascading plants. Documentation displays are never solely in one or two media (photos and text, say) but generally include artifacts, such as clay objects on a surface of stone chips. *Nothing* sits in isolation; *nothing* is seen as independent of either objects or people. This effort to put materials in relation to each other is such a sharp reminder that humans do not grow in a vacuum: we require landscapes and social relations of considerable complexity both for the development of the brain (Caine & Caine, 1997; Pool, 1997) and for group membership (Greene, 1993).



"SANDBOX" AT BALDUCCI SCHOOL

Wednesday evening, Neruda School. We are brought by chartered bus and stay from 7:00 to 11:00 pm, the parents here provide us with a cold buffet supper that includes one of those metre diameter custard tortes covered with strawberries, kiwi, and bananas (see photo in *The Fountains*, 1995). I felt we had arrived when we too were offered a piece of this communal cake. The Neruda school, a two-storey structure, has three classes of 25 children each. This school seems enormous too. The park around it has huge trees, an abundance of roses.

Inside there is so much to absorb that I have difficulty moving from one space to the next. A light table illumines a display of glass decanter tops, green and blue glass leaf shapes, and chandelier crystals. It glows with beauty, complex yet restful, ordered by the palette of colours so that however one moves the pieces the result is both gorgeous and interesting. Even the children's bathrooms are gorgeous and include details such as a mirrored shelf with beautiful shells, a little upholstered green slipper chair, wire sculptures, a bowl of fish, plants, hanging mobiles of tiny clay work. As at Balducci, I spend so long trying to take in what is present in the space that I first encounter that I miss many parts of the school, even though we have an hour and a half to explore it.

I enjoy most a chat with the atelierista, the one who did the trees project with the children. I have been sketching the contents of a table in the mini-atelier of the five-year-olds. Displayed on the table are coiled pots made with two types of clay, reference books of photographs showing Greek and Abyssinian vases and other ceramics, pencil drawings of the clay baskets, intensely coloured drawings of the "city" on little squares of paper, a glass compote of water with coloured marbles in it (breathtakingly beautiful)

and a large portfolio of perhaps ten matted paintings by Francesco. The atelierista tells me that Francesco, who is five, and his teachers chose from a collection of all his paintings these ten to be specially prepared for his parents. He chose some and the teachers chose some and this goes home as a gift after his three years in the school. The lecturers spoke of *reciprocity* – mutual exchange – and I am reminded that reciprocity requires always a giving back, an offer of something and then a wait-time to see what the response will be. A "pedagogy of listening" requires wait-time in which what the other will do in response can take shape.

The previous evening we had met with eight adult graduates of their schools. We asked whatever questions we wished. One 24-year-old man, Niccola, in commenting on what he remembers from school, said he still has all his drawings, that he still has some of them on the walls of his room, and that he loves his drawings. The atelierista, discussing Francesco's portfolio with me, says all the children's work is given back to the parents, the school keeps only a few things. I am impressed at how the beauty, serenity, and deep affection in the schools stays with the children as a foundation: she tells me of one young man, 23, who told her that whenever he feels stressed or upset he takes a walk by his old school.

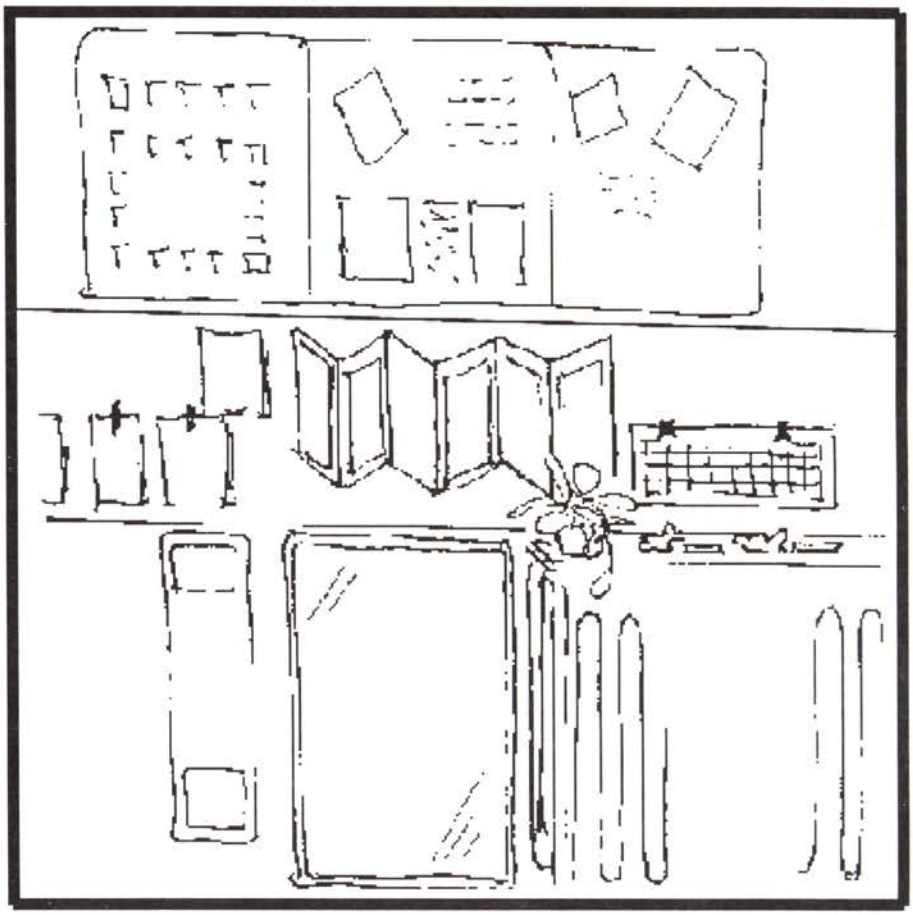
What the eight graduates who spoke with us remembered was "a particular atmosphere," deep affection, a feeling of family, deep and lasting friendships, images of light and colour, strong relationships with teachers ("like another parent", said one). Alexis, now studying literature at the University of Parma and head of a theatre group, said, "It gave me a particular sensibility to face the world." The teachers said they can see their graduates' creativity as adults, that they ask questions, "go between the lines". Niccola is making an atelier in his home.

Thursday evening, the Villetta School. This is the home base of atelierista Giovanni Piazza, the designer/inventor/engineer who builds working machines with the children, such as the Amusement Park for the Birds in the park beside the school. The interior here feels very dense, packed with information yet aesthetically serene, sure enough of its presence to include imperfections, worn corners. I walk slowly through the piazza, noting Georgia's weeping willow fountain in clay (Reggio Children, 1996) permanently displayed in a transparent case. I stand in the entranceway of the three-year-olds' classroom, attempting to absorb the information on the display wall on my right. There are three discrete levels of *documentation* – child level, teacher level, public level – as if the wall is divided horizontally into three layers or storeys/stories.

At child level is a full length mirror (floor to adult waist) with some photographs alongside. The public level is highest on the wall, overhead, a large triptych display documenting the participants in the room. The left side contains black and white photographs of each of the 25 children. The other two panels show colour portrayals of several class events such as a trip into the city. This set of panels is large, museum quality, and looks like it stays all year.

The mid-level displays on-going documentation by the teachers. Here is a partial list of what it contained:

1. Planning Chart. This grid, each page for two weeks, provided an overview of planned intentions, with a row across it for each teacher's daily plans. When they



DOCUMENTATION, VILLETTA SCHOOL

did not do as planned, an acetate strip pasted over that day's plan described what was done. They did not, for instance, do the trip to see the flower fresco, but instead did group work on the standing paper city.

2. Field-notes. Three accordion fold panels extend from the wall into space, creating six sides, and each contains pages with brief writeups on things done each day of the week, with polaroid photos, bits of clay work, dried flowers – a first level of field notes on work with the children. One page, for example, detailed a long conversation on a trip to Mantova to visit a garden, and mentioned children who especially appreciated the trip. Another described clay work in the mini-atelier, naming the participants, including comments from each, and describing what they made: animal homes, constructions, "cassetta".
3. Specific Observations. Alongside these pages of daily descriptions of small group work were four sets of clipped together observations under specific headings:
   - ♦ encounters with the neighbourhood,
   - ♦ encounters with adults
   - ♦ encounters with thoughts and words
   - ♦ encounters with materials.

On a shelf over a radiator were a plant and displays of small bits of clay work with children's text about their work. Also at this mid-level was a declaration of intent for the year (who they are, their resources and limits, what they are attempting as their focus for the year). They also do bimonthly plans in which they 1) choose contexts and a focus to observe, 2) make hypotheses about what children will do, and lastly, 3) make interpretations about what happened. This latter planning includes how parents participate.

In other words, the research that they were doing as teachers on the activity and responses of their children was visible on the wall. It was as if the laboratory of the teachers' thinking and perception was made transparent to any viewer. We might treat this information as confidential. They make data explicitly visible, transparent, to anyone who bothers to look. It is a reminder that we emphasize the value of the privacy of the individual, whereas they appear to value more highly the collective effort of the communal group.

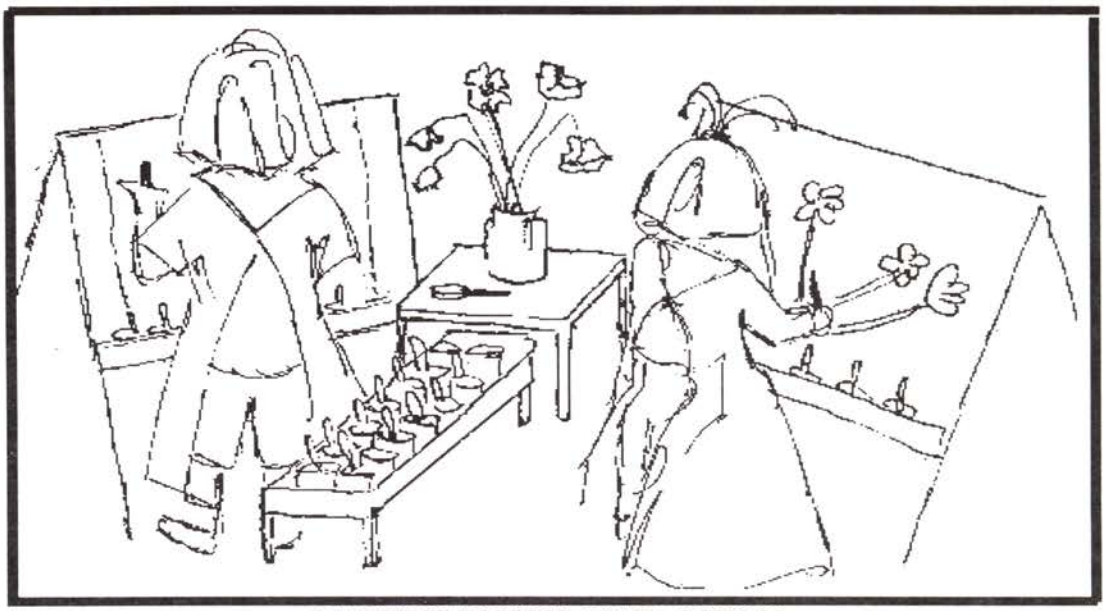
This documentation offers complex sets of ethnographic field methods that sustain their inquiry focus. They do not document everything: that, of course, would be impossible. Their documentation, however, is not unselective, but focussed around a chosen topic, such as a comparison of the graphic development of three and four-year-olds in the "languages" of clay, drawing, and painting.

Friday morning: Diana School. We miss meeting Vea Vecchi, the atelierista, because she is away in Turin at a philosophy conference presenting the five-year-olds' project work on their theories of immortality. One child says we are born with a double sort of ghost, still with us at birth, but this goes up to the sky around age five or ten when we go to school, and then when we die we join up with it again.

Since 1989 when I saw *The Hundred Languages of Children Exhibit* in Boston, I have wondered *how* the teachers support children in producing such extraordinary, powerful, and complex graphic work. I am very excited to be able to watch how these teachers work with children, to see for myself and make my own inferences about their sophisticated and subtle approach. In the five-year-old classroom I am aware of two girls making clay sculptures of a real bicycle displayed before them, of others working on clay around a table in the mini-atelier, of several children working with an overhead to project designs of colours, grassy textures, stone chips, lace, on a wall. A boy and a girl work on a large, complex block structure with metal sculptures dangling overhead, light projected through all this onto a shadow screen. The teachers carry clipboards with several strips of paper attached and document as they watch and talk to children.

I observe, at length, two girls painting poppies in the piazza. A jar of poppies sits on a mirrored table. In May they bloom everywhere in Italy from fields to railway tracks. Loose poppy blooms and leaves lie on the mirror. There is an easel on each side of the poppies, a low cart of many paint colours in front between the girls. They paint on thin sheets of yellow tissue paper. When I arrive, each girl has painted a cluster of stereotypical flowers. One girl counts hers: she has twelve The other has nine. "I made more than you," says the first. Pedagogista Tiziana Filippini tells me, "She is more worried to make *more* flowers than to make poppies."

The girls are finished painting and skip off for their teacher. She comes to the easels, removes the two paintings, and puts fresh yellow tissue on each easel, but turns the tissue vertically. She then picks up a magnifying glass on the mirrored table and, chatting with the girls, examines a poppy blossom closely. She puts the glass down and walks away. This time the girls work more slowly, deliberately, both beginning by placing a single long green stem down the middle of their tissue paper. One girl picks up the magnifying glass and looks closely at a single poppy bloom. She paints large red petals leaving the mid part white, and fills it in with black and yellow stamen centres. Neither girl notices two boys go by, one leading the other on a leash, the second on all fours and barking. One girl skips off for the teacher again, and together they look closely at a bud in the bunch of flowers. The teacher then turns to the other girl and shows her a leaf, drawing her attention to its softness and pointed



PAINTING POPPIES, DIANA SCHOOL

edges. The girl paints sharp lines on her globe-like leaf shapes.

What I infer from this, in terms of their teaching strategies, is that the teachers provide a complex scaffolding (Bruner 1986) that includes – but is not restricted to – talk. This work is equally assisted by careful scaffolding of the environment: observational drawing (which Chard (1997) reminds us is highly underrated in North America), changing the orientation of paper (which alters both perception and action possibilities), providing the magnifying glass which focusses perception acutely. None of these strategies tells the girls what to paint, but all assist in attuning perceptions by slowing down and focussing psychic attention in a specific way. I can also see that this kind of work requires teachers to "walk a tightrope" because it would be so easy to slip over into a kind of coercion of children, making the children feel they had to work in certain ways to please the adult. However I can imagine that happening in North America, it is not what I see here. The *progettazione*, or long conversations with people and materials around a topic, are clearly deeply engaging to the children: they skip and sing with delight around the edges of their intense focus.

Their activity calls up Csikszentmihalyi's flow theory (1990). He argues that experiences that are self-directed, self-selected, carried out in a limited stimulus field, in which the challenges match the actor's skills, and where there is immediate feedback and ability to control how the activity is done, produce "flow", a mental state that is self-motivating and actually orders consciousness, producing happiness and mental health. One hypothesis is that these children are encouraged to develop flow in their activities.

By 11:00 am almost everyone has gone out to play in the playground, yet one boy sits at a table alone working on a clay moth. He has shaped two wings flat on the table and cannot get his rather large knobbed antennae to stand up in the air, attached. The teacher sweeps in and sets a piece of curved bark about a foot long next him. She riffles through some pages of a reference book full of coloured photos of insects sitting on the table. He looks at the photos intently as she chats and then points decisively to one. She leaves the room. He starts to arrange his pieces on the bark, and works with the clay, looking at the photo from time to time. Although he has not noticed me, his struggle is so intense and so long that I feel too intrusive and go outside. When I return twenty minutes later, he has gone out to play, and the moth sits on the bark, antennae successfully poised upright.

"He did it!" I say, relieved, to the teacher.

"Yes," she says smiling, "But it's not finished yet. He'll do more tomorrow on this side."

Walking out to the playground from the atelier, a table confronts me. Physical shock runs through my whole body when I see it, as if I have been struck – by beauty. Then I smile with delight. Imagine a table covered in a beautiful arrangement. Glass jars containing poppies, wildflowers, grasses. Piles of different sized green leaves, some of them the size of dinner plates. Dark brown ribbed bark pieces in one corner. Clear small containers of seed keys, of wheat, of leaves. Large clear containers full of pink rose petals, cherry red peony petals. The children have made some collages using the dinner plate leaves as background. Children go by, adding bits to the arrangements. Some of us hover around the table. Conversations – in gestures and smiles – start up between children and foreign visitors. An adult riffles the new "skirt" of a poppy bud and several children try it. A child

takes out a new leaf and an adult splays petals. We converse with our bodies, a somatic waltz of the flowers.

This table of visual splendour in pinks and greens acts for me as metaphor for their approach. I see how this table -- so artfully prepared and then left alone -- *invites* both interaction with the materials and interaction with others who gather around the table. It sets up a focus of attention and engagement, but it is also up to us to decide what happens with it. It offers a provocation (what can you do with these?), a series of complex relations with plants and people, a sense of exchange or reciprocity, between visitors and the children with whom we cannot converse in Italian. It sets up a form of collaborative activity. Beauty is present both in the fragrant, velvety petals and leaves and their transparency to light, and in the clear containers that allow the focus to be on the natural materials. I see how a project *could* emerge out of interactions with this table of plant materials. Then again, that might not happen. As they say, "It depends." For me, this stunningly gorgeous array of natural materials illustrated the six principles of their approach that I found most significant on this visit. These six principles were 1) the intentional setting up of series of relations among materials and people, 2) permitting reciprocity or mutual exchange (which requires a different use of time and teacher energy *to wait for* response), 3) using transparency to build beauty and expand points of reference, 4) using documentation in order to teach as a researcher, rather than as an instructor, 5) collaboration as the value of doing things together rather than in isolation, and 6) "progettazione" or the art of long conversations, of listening to children, of taking action carefully, arduously so that the deep thoughts of children might gradually be revealed to others. In any description of events in the Reggio schools, I am confident these six principles could be found.

This table of leaves and petals – depths of green, velvety pinks – stood on the threshold between indoors and outdoors. To work at the threshold between experiences, for example of indoors and outdoors, is a way to push the boundaries of those experiences, to alter perceptions of each. Once perceptions are altered, generating new ideas becomes possible. To work at the threshold opens up thought and action to new dimensions of experience. The plant materials on the table can be taken into the yard or into the classroom. They show what I might look for and examine if I go outdoors into the park, and they remind me of what I might do with some materials if I take them inside the classroom (make collages, paint, draw, glue and so forth). Such a table does not depict the intention of a teacher to transmit some bits of knowledge, as so many of our activity centres in elementary schools do, but to set up a series of possibilities that require watching, thinking, and then planning what to do. It is as if the Reggio approach has expanded the preparation stage undertaken by the teacher, expanding Montessori and High/Scope's focus on observation as a basis of curriculum decision-making to the art of listening to children with all senses and thinking attuned to children's responses. The children's responses are not simply verbal, but graphic. Their drawing, painting, clay and wire work is not to make art but to show their responses. From this, the teachers can see what to do next. It is out of these responses, in interaction with planned materials, that curriculum evolves, jointly constructed in the hands of both teachers and children.

I saw six schools, two of them during the school day. I have never seen such relaxed, happy children in a school. They sang spontaneously, skipped from one event to another, sat engrossed for an hour working. They talked spontaneously and naturally to foreigners. There were occasional moments of tears on the playground, of wild running and noisy exuberance, within a pattern of intense focus on prepared activity and abundant talk with teachers and friends. They were the richest, most layered environments I have experienced. If felt beautiful, serene, restful. It felt like home, if home is a place one feels one belongs.

Friday evening: Prampolina School. They take us in two buses into the countryside: they have made a party for us. We descend into a magical landscape. Music welcomes us, children play on the swings, tables and chairs for dinner are arranged on the brick patio all around the school, small trees are decorated in red and yellow strips by the children. The school is high-ceilinged, long windows open to the evening air. Upstairs the children's dining room displays a row of wine bottles (made by the children!), a museum room of agricultural implements. There is a feeling of age, of iron and copper, of country. Out back, old men in white aprons fry up crispy items in huge drums of oil. On the patio in front of the school is a long table of food. The Lambrasco wine of the region (red with a sparkle) sits opened on the tables. For dessert, they serve us the communal cakes covered with fresh fruit – three cakes serve 150 people. When it is time to go, they play "Auld Lang Syne", hug us, and give us parmesan cheese to bring home.

CODA

Visiting another culture allows us to see our own more clearly. To see things done differently permits the invisible, the taken-for-granted, to become visible. What do the six key principles reveal about our own culture?

Documentation. The Reggio approach keeps the past alive in the present. The permanent panels that synthesize completed projects keep alive the history of the schools. For children, the memory traces of previous children in these spaces is always present, and their own contributions to this history always possible. In North America, we tend to start fresh, with the classroom a "tabula rasa" each fall, an empty room that we build for a year and then reduce again to nothing for the

next group. What happens, I wonder, in our culture when the past life of a program is permitted to permeate its present?

Relationality. To think how to put things in relation to each other *builds* connections. To build connections reduces fragmentation, scourge of contemporary life. To think in terms of putting things in relation to each other suggests doing *less* in order to make *more* of it, and suggests thinking in terms of community rather than achievement. Our own value is always to think we are doing more, adding more to our lives, even though most of us suffer information overload.

Reciprocity. Both relationality and reciprocity suggest slowing down to perceive and consider topics in more depth. They require a different treatment of time. To use time differently is to live differently. The dominant values in North American education currently are efficiency, high productivity, and marketability, with status given to use of communications technologies. The early childhood community has always resisted this as unsuitable for the development of young children. The question becomes, how might we provide unhurried time in a climate where there is continuous pressure on us to do more, and do it more quickly?

Collaboration. The relation of part to whole is different in Reggio than here. The communal whole is symbolized by wall-size frescoes or table-size displays in which each child contributes a part to a much larger whole. The child can see her own contribution in relation to everyone else in the group, but the whole is also greater than the sum of its parts. On reflection, our displays are generally of individual efforts, shown together perhaps, but the bits remain in isolation.

Transparency. How blocked our own vision is, both literally and figuratively. Vision is blocked literally by solid walls: most of my adult University teaching is done in boxes without windows, transient spaces that do not belong to anyone and are less attractive than airport waiting rooms. Vision is blocked metaphorically by our belief we cannot do things we might wish because the constraints prevent it, for example time constraints or fire regulations. How can we open up our thinking to see past the taken-for-granted, the assumed "normal" ways of doing things to imagine/invent a school life closer to our values? How can we take the given and ask what more might be done?

Progettazione. A pedagogy of listening requires a different role for teachers, teachers as researchers rather than transmitters. There is a strong tradition of teacher research built into aspects of the most sophisticated and complex elementary schooling (see for instance, Atwell 1987, Gallas 1994, Paley 1990) but teacher research has not yet permeated the work of early childhood: in early childhood it has remained the realm of researchers. But the Reggio approach uses ethnographic field methods with a strong graphic component and this should be very appealing to early childhood teachers, a route by which this approach might be entered.

To visit another culture of education raises questions about our own. These questions become starting points for our own inquiries. Inquiry is a habit of mind, the arduous process of searching with others -- "exchanging for changing," as Carlina Rinaldi said. "To know is first of all to love something." To ask is first of all to legitimate specific issues.

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FRIENDS OF CHILDREN AWARD

ONTARIO:

Dr. Jennifer Hardacre, teacher, Institute of Child Study, Toronto, has been and continues to be a strong advocate for young children. She willingly donates her time to share her expertise. Her outstanding commitment and contribution to the field of early childhood education has had an enormous impact on the direction of this profession. Dr. Hardacre has on several occasions presented at CAYC National Conferences and at regional workshops. Her genuine love and understanding of young children make her a natural recipient of the Friends of Children Award.

SASKATCHEWAN:

Dr. Frances Haug began her teaching in the rural schools of Saskatchewan before accepting a position as a primary teacher with the Regina Board of Education. Along the way, she gained a Bachelor of Education degree from the University of Saskatchewan and a Master's Degree and Ph.D. from the University of Minnesota. In 1970 she accepted a position with the University of Regina where she taught for the Faculty of Education. During this time she taught classes in Early Childhood and Language Arts and she served a term as Director of the University's Children's Centre. She has been a long time friend of CAYC; has served as a provincial director and still remains active in CAYC Saskatchewan. She is now retired and enjoys working with the seniors in her church and traveling when she has the time

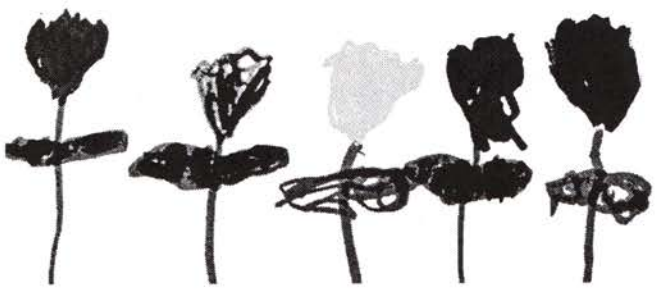
Dr. LeOra Cortis has been a friend of children for all of her professional career. Her teaching began in rural Nebraska, took her to Oregon where she completed a Ph.D. in early childhood education and continued in Regina, Saskatchewan. There, LeOra contributed to Saskatchewan's children by fostering excellence in the education of early childhood teachers. She developed the Early Childhood Education program in the Faculty of Education at the University of Regina. During the 1970's she was instrumental in the creation of Saskatchewan's provincial kindergarten program. She also designed summer seminars to support the implementation of the kindergarten program and ensured strong links with the E.C.E. program at the University of Regina. As Director of the Faculty's Children's Centre, LeOra established a training program to prepare teaching assistants to work with young children in preschool or early elementary education. Her legacy for excellence continues at the University of Regina's ECE program. Since her retirement, Dr.Cordis has been designated as Professor Emerita of Early Childhood Education by the Faculty of Education.

NEWFOUNDLAND:

Dorothy Sharp has been instrumental in the development of child care and early childhood education in Newfoundland. Her commitment to children and their families was evident when she co-ordinated Teach-a-Tot Children's Centre St. John's which is now the very successful Daybreak Parent Children's Centre. Dorothy was a dedicated lobbyist for the province's first training program, the Early Childhood Training Centre and was actively involved in the development of Cabot's Children's Centre. She was the first program director of E.C.E. at the College of the North Atlantic (formerly Cabot). Dorothy has recently retired from her position at the College but maintains contact with the early childhood community through volunteerism and as a wonderful grandma of two preschoolers.

QUEBEC

Dr.Mona Farrell. Presented to Mona for ongoing dedication to the field of early childhood education. She started her career as a Kindergarten teacher and now teaches at the university level. She created the first early childhood undergraduate program for Concordia University which included the ages of 0 - 8. Mona supported and encouraged preschool personnel by facilitating part time schedules and programs for them. She reestablished CAYC in Quebec in the early eighties and later was National Director responsible for finances.Mona continues as Treasurer for the province of Quebec and plays an important role in planning annual conferences. She unselfishly shares her expertise as she will do in January when she goes to West Africa to educate teachers. An award well deserved!



Books In Review

.Hound Without Howl

Written and Illustrated by Deborah Turney-Zagwyn
Orca Book Publishers 1994

Reviewed by June Meyer

THOUGHTS

There are stories everywhere - ones that we read from books, ones that we are told during conversations and during dinner table discussions about our family history, stories we experience in our dreams and ones that are created from an author's impulse to write and illustrate ... because they know how they can make a story really come alive! Such authors captivate eager audiences by enticing them into the story with charismatic characters in colourful authentic settings which enables us to be drawn into the living tapestry of the tale. Let's investigate the following Canadian story written and illustrated by BC author Deborah Turney-Zagwyn who lives in the upper Fraser Valley

Howard is a bachelor living in a clapboard cottage situated in a coastal village high above the ocean bay. His joy is music - opera that is, and through the radio, he hums along with the arias, mostly out-of-tune because he is unable to "sing a note." As time passes, he realises that he yearns for someone to share his love of opera. One day passing by the window of "Pasha's Palace of Pets, he spies the last remaining puppy of a "Bay-coloured, baggy-eyed" Basset hound litter waiting mournfully to be sold. Signs in the window read "LAST PUPPY - a SPECIAL ... no fleas" with an additional appealing message of "lonely hearts welcome." Howard and puppy connect noses through the glass while an anxious store owner is about to close and pull down the window blinds. It is the initial moments of this heart-warming situation that captures our attention right here on the book cover and then repeated again on the first full page of colourful, whimsical watercolour illustrations. which indicate the principal characters, the setting, the situation and the unraveling of a believable story-line. Yes, Howard purchases the Basset hound puppy whom he names Clayton, and his final words to the anxious pet store owner awaiting to shut up shop are, "I can hardly wait to hear him bay!"

And so Howard and Clayton begin their friendship as they drive through rush hour traffic over the busy city bridge to the peace and quiet of the clapboard cottage high above the bay. As evening descends, Clayton is introduced to his clapboard doghouse along with his "silver dog dish " which "beamed like a spaceship," and all is set for their relationship to begin on a positive note!

We recognise Howard's patience as a real virtue, because he does not rush or coerce Clayton into his musical role: rather he suggests places where the hound might bay ...from the doorstep, the verandah "with its veil of ivy and passion flowers or on a carpet "in front of the pebble-patterned hearth." Such wonderful choices reveals Clayton's approval as he endlessly wags his tail. Together Howard and his hound settle into the daily lifestyle of eating and napping, reading and relaxing in sheer contentment and bliss. However we are reminded that opera, still Howard's passion, seems to be put on hold. Throughout his cottage, he is surrounded by print advertising events from the Music Hall's production of "The Beggar's Opera," to "Soppy Opera -

Singing in the Rain." Even a tabloid photo and article tells all about the "Opera Star Gargles Grapes" scenario.

Time passes by idyllically with Clayton too contented to bay. Howard however begins to become a little anxious for his hound to bay, and we marvel at his ingenuity and range of ideas from creating delicious bay-leaf flavoured "Dog Food Soup", shopping at the Bay with Clayton, visiting the library and reading a book about "the Indian port of Bombay on the Arabian Sea," sipping bayberry tea, and finally moving the dog-house with its newly designed feature of a bay window, to the front garden so Clayton can have a view of the bay. We share Howard's disappointment that his hound is indeed without a howl - a "mutt without music." However we respect and admire the truth of his conclusion that their friendship had grown and can "withstand such a disappointment" because "they loved one another ... and appreciated the same things."

Still we are left wondering if Clayton will surprise Howard and bay. Indeed what else can Howard do? We have become immersed in the story's events and enjoyed the very effective, skillful story language of "bay" words and phrases. The detailed water colour illustrations have cleverly added to our visual interpretation of the story's landscape and we have been delighted with the black pen drawings of additional details in the border below the main picture which enhances and extends the whole story for us.

The climax draws closer as we trek down the steep slope with Howard and Clayton one evening as Howard wishes to think and walk - easier to do when you are going downhill... At the end of the path, we sense that this is the "almost-perfect friendship" as Howard is sitting on a log smelling the sea air, hearing the wavelets "slapping ever so gently" and observing Clayton "paddling" out to meet the incoming tide and letting the "cool sea brine" refresh him after the walk. We notice too the rising of a full moon which then becomes two moons, one in the sky and one on the sea. Like Clayton we are mesmerised by the iridescent silver colour and ever-changing flowing shape as the sea moon grows "to the size of a celestial dinner plate!" You can imagine and possibly predict what happens next

... but you'll have to read the story to really be sure!

AFTER-THOUGHTS *The children will want to share this story many times and you can see the many spin-off ideas for emergent and early literacy, dramatic play, art. music, science and other areas of the curriculum. The children have cometo know both Howard and Clayton intimately, so you will gather ideas from them as they share what they know and have learned*

One Grey Mouse
by Katherine Burton, Kim Fernandes, Illustrator. Kids Can Press. 1995

Reviewed by Donna G. Mouzard

It seems the fall season is inexorably linked with thoughts of school and children's readiness for the academic challenges. While visiting family in France, I painfully watched a little four year old perform her numbers and letters until at last she got fed up and threw a tantrum, much to the embarrassment of her parents. Letters, numbers, phonetics, colours and shapes can be such boring topics on their own. I despair that children are bored with these building blocks even before they reach school. Parents and educators, please relax! There are more wonderful and captivating ways to introduce these concepts to children than through rote learning.

Katherine Burton and illustrator Kim Fernandes' book **One Grey Mouse** published by Canada's own Kids Can Press is an example of cognitive learning made fun. It is hard not to smile as Kim Fernandes' little grey mouse meets a variety of familiar, but silly creatures as we turn each page. Fernandes uses fimo, a pliable modeling material, to give her illustrations texture and interest. Katherine Burton complements these illustrations with a lively and funny text, "Nine white ducks in a red duck truck", "Ten red snails in a grey snail pail." I found myself chanting these marvelous rhymes long after I had closed the book. Burton and Fernandes have effectively packaged a variety of cognitive and literacy skills in the guise of pure entertainment. There is counting, number recognition, and identifying ten colours. There are literacy bonuses such as picture reading (as children search for the mouse on each page), and beginning phonetics in the rhyming text. Some children may be even clever enough to figure out that if the object, such as the truck, is red, then the creatures on the next page will be red and the object another new colour.

Thank you **One Grey Mouse** for proving that preparing children academically can be fun, both for the children and the adults

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Straight Talk About Children and Sport by Leblanc, J. and L. Dickson. Mosaic Press: Oakville.ON

Reviewed by Carol Jonas

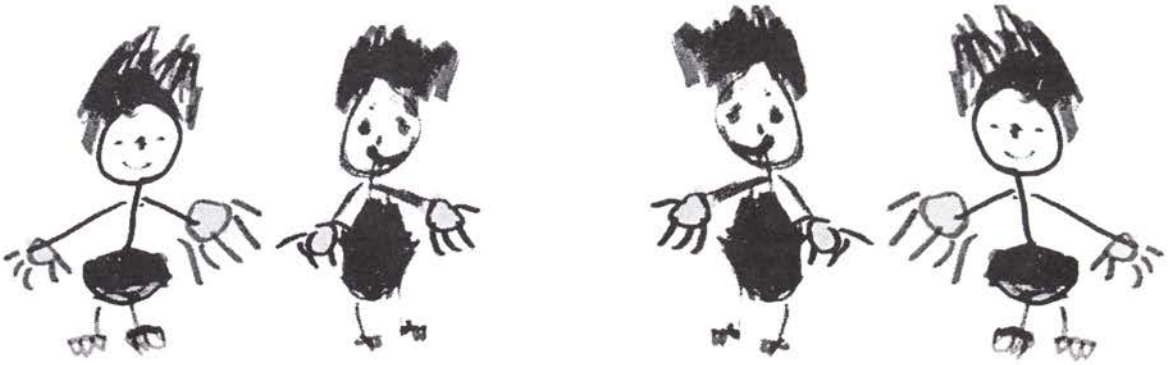
There is excellent advice in this publication for all those who interact with children. Why sport is important for children is one of the first topics covered. The social/emotional aspect is covered as well. "Children need free time just to play," says Sanderson. Many parents who want the best for their children put them into too many organized activities. "It's just as healthy to let kids kick a ball around or play hide-and-seek." (p.23).

"Young children under the age of eleven are just developing their capabilities." They are learning to take the view of others and work together towards a common goal. "Beehive Soccer" which demonstrates this, is described on page 17:

> *Immediately following the free pass, 20 pairs of legs are within 10 yards of the ball, behaving like a swarm of bees following their queen. Meanwhile, there are sideline pleas to "stay in position" and "get back to where you belong." Beehive soccer is the result of kids just being kids. The concept of 'teamwork' is abstract.*

A good book to have on library shelves in the home childcare setting and school..

Reprinted from CAYC Quebec Newsletter, June 1997



From the Editor's Desk

Créactivité 3 - Le Club Canada has been released by the Fédération provinciale des comités de parents du Manitoba (FPCP). "This activity book, chock-full of activities for youth aged 8 to 12, will undoubtedly interest French-language and immersion teachers. The FCFP is also taking this opportunity to remind people who might be interested that there are two other activity books, ***Créactivité 1 and 11.*** These books are aimed at parents and educators who work with children aged 3-7.

The three books each have 250 to 280 ages of activities which cover several themes. These range from nature and sciences, to arts and literature, as well as nutrition and special calendar dates. The ***Créactivité*** books group together a multitude of activities such as games, arts and crafts, theatre, music, crosswords, labyrinths, jokes and guessing games, mystery stories, projects and much more. For further information contact;

Gilles Marchildon, project Co-Ordinator, FPCP 531, rue Marion Saint-Boniface MB. R2J 0J9. tel. 237-9666
téléc. 231-1436
fpcp@solutions.mb.ca

Grading the Teacher - A Canadian Parents Guide. Published by Penguin Books, Canada. " Former elementary school teacher, Nellie Jacobs, a mother of four, examines the profound effect teachers can have on children . The book offers common-sense advice for evaluating teachers-and what to do when they don't measure up." MacLean's Sept 16th, 1996.

My Turn to Learn:

A Commmunication Guide for Parents of Deaf and Hard of Hearing Children by Susan Lane, Lori Bell, Terry Parson-Tylka -

My Turn to Learn provides information and successful methods that professionals at the Elks Family Hearing Resource Centre have developed in their work with families. It shares concerns, questions, ideas and experiences from parents of deaf and hard of hearing children and it describes activities and resources helpful to families of young deaf and hard of hearing children

Available from Elks Family Hearing Resource Centre, #8 - 15355 - 102AAvenue, Surrey, B.C. V3R 7K1 Canada. Fax (604) 584-2800.

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CONTRIBUTORS

Dr. Marlene Asselin is an assistant professor in the Department of Language Education at the University of British Columbia. Marlene has ten years of classroom experience in Early Childhood. She has strong academic interests in literacy and literature.

Dr. Robin M. Bright is an associate professor in the Faculty of Education at the University of Lethbridge. She teaches undergraduate and graduate students in the areas of Language in Education and Gender and Educational Systems. She is a member of the Alberta Association for Young Children and recently presented this research which was funded by the University of Lethbridge Research Fund at the AAYC's annual conference in Calgary, Alberta. She is also the mother of two young daughters and wants all students, girls and boys, to have the benefit of gender-fair practices

Esther Sokolov Fine has been a teacher since 1975. As an assistant professor at York University in Toronto, she teaches in both the graduate and the pre-service teacher education programs and is currently engaged in video research on Peacemaking at the Downtown Alternative School. Her research is funded by the Social Sciences and Humanities Research Council of Canada. In 1990, she received her doctorate from the University of Toronto, Ontario Institute for Studies in Education. During her many years with the Toronto Board of Education Esther has taught in a wide range of inner-city, special education and alternative elementary programs. She has authored many articles on elementary education and Peacemaking and is co-author (with Ann Lacey and Joan Baer) of Children as Peacemakers (Heinemann, 1995).

Dr. Ruth Hayden is a professor in the Department of Elementary Education at the University of Alberta where she teaches undergraduate and graduate courses in language arts. Her research interests centre particularly on family literacy issues and on how communities can support the literacy efforts of families and schools.

Donna Grout Mouzard is one of the founding members of the Early Childhood Care and Education Department at CEGEP College in Hull, Quebec. She has given up the department coordination for more time in the classroom and working with students in their field placements. Her past experiences include teaching in a variety of settings in Michigan, Glasgow, Paris, Fredericton and Aylmer, Quebec.

June Meyer was a faculty member in the Early Childhood Education/Child and Youth Care department at the University College of the Fraser Valley in BC. She has discovered a different perspective of young children through becoming a grandmother!

Dr. Carol Anne Wien is an assistant professor in the Faculty of Education at York University, North York, Ontario. She also writes short fiction ("Turtle Drum", published by Oberon in 1994). She is working on integration of Reggio principles in York Univeristy's B.Ed. program articulated for Early Childhood Educators.

Carol Jonas is an instructor in ECE at Heritage College in Hull, Quebec and is publications chair for CAYC

Photo, University of Regina, Early Learning Centre

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FRIENDS OF CHILDREN AWARD

The CAYC "Friends of Children Award" was established to give CAYC a way of recognizing outstanding contributions, by individuals or groups, to the well-being of young children. Dr. Jennifer Hardacre, Dr. LeOra Cortis, Dr. Frances Haug, Dr.Mona Farrell,and Dorothy Sharp are the latest recipients of this award.
If you know someone you would like to nominate for this award, please use the procedure and criteria below.

PROCEDURE

The submission for nomination(s) must come through a member of the board and seconded by a member of the board. Board members can receive recommendations for nominations from other persons or groups.

The nominator will be responsible to obtain approval from the nominee before submitting the name of the nominee with relative background or biographical

The nomination(s) will come forward at a board or executive meeting from the board member assigned responsibility for the award.

This board member or an executive member will present the nomination and speak to it.

The nomination will be passed by the board and/or executive with a consensus decision.

The award will be presented promptly and in person when possible.

Publicity of the award and the recipient(s) will appear in the journal, Canadian Children, and other publications where possible.

Number of awards per year may vary.

CRITERIA

This may be:-

An individual or group, regardless of age.

Has a history of commitment to the CAYC mission statement and/or aims.

Has shown an outstanding scholarly, advocate innovative and/or practical contribution to the well-being of young children.

CAYC membership not mandatory but encouraged.

Canadian citizenship not mandatory

INSIDE CAYC

President's Message

Maxine Mercer
President, CAYC

Now that summer is over, everyone feels refreshed and ready to face the challenges ahead. There is something magical about the beginning of a program year, whether it be from the perspective of a parent, teacher, caregiver, administrator or student. Whatever your area, we hope that the practical, research-based articles in this edition of the journal will help you get your year off to a great start and keep the momentum going. Be sure to use this section of the journal to find out if there are any professional events coming up in your area. If there is something else you would like to see included in your journal, please be sure to let us know.

Our Spring Board meetings in Toronto were very successful. We currently have a very competent team representing members from coast to coast. Elections will be held in three provinces this Fall: Manitoba, Quebec and Nova Scotia. Peni Patrick-McArthur, CAYC Ontario Director, is unable to complete her term and a replacement will be appointed in the interim until an election is held. We are sorry to see Peni leave the Board because she always brought a fresh perspective to discussions, however, we are pleased to report that she will stay connected for the next little while as the co-ordinator of Inside CAYC. We would also like to welcome Carol Jonas as our newest National Director who is also the publications chair. Carol has been on the Board for six years as Quebec Director and we are delighted to have her in her new capacity.

You are probably already aware of CAYC's Friends of Children Award. This is one way in chich CAYC recognizes outstanding contributions to the well-being of children. The Board approved the nominations of six Canadian professionals for the award at the recent Board meeting. They include: Dorothy Sharp, NF; Jennifer Hardacre, ON; LeOra Cordis, SK; Holly Andrew, MB and Mona Farrell, QC. Congratulations to all award recipients. Each recipient will be presented with the award during an upcoming event in their area. It is the contribution of educators such as those six professionals that helps CAYC to be the strong and visible support for Canada's children that it has become. CAYC is very proud of its Friends of Children Award and will continue to recognize and support those who have affected young children's lives in a positive way. Please be sure to advise your provincial director, if there is someone you would like to recommend. The criteria for submission is on the inside of the back cover of this journal.

The Board continues to discuss ways for our organization to be more effective and examine how we are meeting our goals and objectives. We have now compiled a listing of initiatives undertaken into a practical fact sheet for promoting and explaining CAYC to new and renewing members. We hope you find this piece of information useful when explaining the Association to others. Once your colleagues see the diversity of the organization, they are going to want to be a part of it.

CAYC has a very optimistic vision for the future, in particular, the Board is very excited about the new focus on direct projects related to children. Thanks to the support of CAYC Ontario, we have been able to establish Special Projects for Needy Provinces. Newfoundland recently accessed funds from this project to help support a lunch program in the inner city of St. John's. The low membership base in Newfoundland makes it practically impossible to initiate programs for children, therefore, CAYC NF has decided to align itself with groups whose focus is to eliminate or decrease child poverty in the province. Your comments and feedback on ways in which we can provide support to needy children are always welcome.

The planning and anticipation of any celebration is always exciting and CAYC is no exception. In 1999, CAYC will celebrate its silver anniversary and we are all encouraged to take this time to reflect about what we as a national group have achieved in two and a half decades, what we are doing now and what the future looks like for Canada's children. Our 25th Anniversary Conference will be held in Montreal in conjunction with the 100 Languages of Children Exhibit work form the municipal preschools of Reggio Emilia, Italy. There will also be special items commemorating the anniversary for you to purchase. This is one professional event you will not want to miss.

CAYC Manitoba is busy with preparations for the national conference, Canadian Children; Voices to be Heard to be held at the International Inn in Winnipeg, February 8 - 10, 1998. CAYC has become known for its high quality national conferences and I hope to meet many of our members at the Winnipeg event which features such speakers as, Sue Bredekamp, Ralph Petersen Vera Goodman, Joan Irvine and Wayne Serebrin

ASSOCIATION NEWS

NOVA SCOTIA:

Provincial Director
Elnor Thompson

Our Nova Scotia members in the Truro area have been working diligently to increase the awareness of CAYC through their connections with early childhood professionals and those students attending classes at the Institute for Early Childhood Education and Development Services. We are pleased to have set up an account with the donation from our National CAYC fund. It will help to cover operating costs and to conduct a membership drive.

We have been in touch with the Membership Service and we believe that Rise Bulmer has been able to straighten out the discrepancies in our membership numbers

.It was interesting to hear from Mary Cronin, our Saskatchewan CAYC Director, that she has had an inquiry on her local Internet site from people in Yarmouth, N.S., who were interested in learning more about CAYC. We have since been in touch with them and sent along journals and membership brochures. We do hope there will be positive results from this.

I believe this will be my final report to Inside CAYC as we will be holding an election for a new director in the fall. I have enjoyed being a part of the CAYC National Board and of course, I shall remain an enthusiastic member.

NEWFOUNDLAND:

Provincial Director
Dr. Wayne Eastman

CAYC Newfoundland had a successful information display at the Western zone meeting of the Newfoundland and Labrador Association of Early Childhood Educators. An information table was also set up at the March meeting in Corner Brook.

Dorothy Sharpe has been given the Friends of Children Award. Dorothy is a pioneer in the field of early childhood education in the province of Newfoundland and Labrador. She recently retired as an early childhood education instructor with the College of the North Atlantic, St.John's Campus.

At the 1997 Board meeting held in Toronto in June, a proposal was put forth through the Special Projects for Needy Provinces to assist with the elimination of child poverty in the province.

Subsequently, a motion was made and carried that funds be granted to CAYC Newfoundland to help support a lunch program in the inner city of St. John's. Furthermore, should the balance of the 1997 budget for Projects for Needy Provinces not be requested by October,1997, an additional $500.00 will be allotted for this program.

There is an ongoing effort to increase membership as well as the profile of CAYC in this province. Hopefully through such initiatives as distribution of CAYC brochures, E-mail contacts, information/display tables at provincial conferences, etc., the preceding goals will be realized. When and where possible, CAYC members should expound on the significant role our organization can play in the Canadian educational milieu.

NEW BRUNSWICK:

Provincial Director
Mollie Fry

We are a very small membership in N.B., despite serious efforts to attract more people. It takes a little longer than we thought! However, we are planning a meeting in early September with as many of our eleven members as are available. We will share experiences and plan activities and involvements - there are some suggestions from members that will be worth exploring.

Within the province, the Day Care Association is working on the strategic directions outlined in the 1994 Day Care Reform. To compact, three directions are outlined:

a) to upgrade the QUALITY of services. Revised standards are still in draft form, but there is a push to complete and ratify them. They will include more specific and detailed requirements and more stringent training expectations.
b) the need to recognise that the lack of provision of affordable and accessible child care is a barrier to employment, and
c) to facilitate partnerships, parents and child care staff, for better child care provision.

The government is moving on regulations for staff training; currently the regulations require only that one staff member in four be trained, or the Director!

Kindergarten for five year old children continues to be a full day program, though in most cases "full day" ends at 2:00 p.m. or 2:30 p.m. The previous Minister of Education mandated compulsory attendance by this fall - until recently, the only mandatory ruling in the country. It will be interesting to observe the response from parents, some of whom are outspokenly opposed. The Minister also voiced the opinion that there should be more "rigor" in the kindergarten program; interesting when one reads the dictionary definition. Of course, we can guess what was meant. Early childhood teachers know there is both "rigor" and structure in a play-based program but of a different kind than that of a standard grade school. We are anxious to learn the attitudes of the new minister towards the early grades.

The situation of families living in poverty is appalling everywhere. That such a rich country allows its children to go hungry shocks me as I am sure it does all people concerned with the future of the country. The contribution that CAYC makes to relieve that, and to awaken awareness and action in people, is encouraging to say the least.

QUEBEC

Provincial Director
Carol Jonas

Last May at the National Board meetings, Dr. Mona Farrell was nominated and accepted for the Friends of Children Award for her ongoing dedication to the well being of young children. The award will be presented in person at the annual autumn conference. Well deserved, Mona!

Summer months have seen committees working on the autumn conference

which will take place at Concordia University on October 4th.

Plans are underway to have the National conference in the fall of 1999 to coincide with the One Hundred Languages of Children art exhibition from Reggio Emilia, Italy. Autumn in Montreal is wonderful; plan to join us.

We are very fortunate to have Louise Ledoux-Hanlon take over the responsibility of director for Quebec. As I leave the position of Quebec Director to take up a National directorship, I would like to thank all for an extremely rewarding six years. Joy to your days.

Incoming director

Louise Ledoux-Hanlon

Becoming the provincial director for Québec is both an honor and a huge responsibility, especially at a time when Québec early education programs are being restructured.

I take comfort in knowing that committed professionals sit on the provincial and national boards of CAYC and that together we are a force and a voice for the children, their parents, and educators.

ONTARIO:

Retiring Provincial Director

Peni Patrick-McArthur

Our spring workshop, "Art in the Lives of Young Children", was very well attended and the feedback was very positive. Thank you to all who helped make it the success it was. We are very happy to report that our donation of food and books to the St. Francis Asiss' Table has made it possible for them to set up a children's library at the centre. It is important to note that our monies are reaching children and their families

It has certainly been a very busy two and a half years in my life as provincial director of CAYC-Ontario. I have been proud to be a part of this organization as it begins to re-establish itself as a vocal voice for children and their families. Working on the 1996 National Conference; planning program events throughout the year; writing yearly reports and answering the many CAYC phone calls; chairing those monthly meetings-all were a great challenge and I have learned a lot! I would like to thank all of those people who truly gave of their time and joined me in our endeavors to provide a service for early childhood professionals across the province. Now,as I turn my attention to full time employment and my teenage son, it is my pleasure to hand over the director's responsibilities to Cathy Ingham who I know will provide us with the leadership we need to continue in following our goals and fulfilling our mission.

Interim ProvincialDirector

Cathy Ingham

I begin my first report by extending appreciation to Peni Patrick-McArthur for her outstanding efforts and genuine commitment facilitating the Ontario Planning Committee over the past two and a half years. As well, I thank her for the faith she has shown in me to carry on in her place.

Presently, I am overwhelmed to be in such a capacity with the CAYC, however, following our year end meeting, held June 23, 1997, I felt an aura of comfort and support within the group which has given me the confidence to facilitate and lead the committee through another year.

Over the past few years I have been directly involved with the education of young children through a variety of roles. These include early childhood educator, child care supervisor/co-ordinator, mother and now newly accredited elementary teacher. With such a background I am particularly proud to have been invited to act as theInterim Provincial Director of an association whose membership includes those individuals, parents, teachers, caregivers, administrators and students who are so important within these many capacities. As a group we have agreed that our focus this year will be on building our membership to be truly reflective of such diversity. In doing so we will look at arranging our fall program event which will encourage the participation of all who are responsible for young children, including parents and students. I look forward to being more involved with CAYC this year and I look forward to it being an extensive learning experience for myself.

SASKATCHEWAN

Provincial Director

Mary Cronin

This has been another busy year for CAYC Saskatchewan. To support our national organization, we sponsored the printing of the CAYC Play brochure and sent bundles of one hundred to provincial directors across the country. To support high quality preschooling locally, we were able to help another preschool make their program accessible to a wide cross-section of children.

In May, our one day Spring Conference entitled, Creating Positive Environments for Young Children was well attended and much appreciated by the participants. I would like to extend a special thanks to the co-chairs, Kathryn McNaughton and Beth Warkentin for their organizational skills and commitment.

In the fall, we will host our Annual Coffee Party for members and friends. This year people will have an opportunity to view and discuss a video on preschooling in three cultures. Very soon we will have to begin planning for the 1998 Spring Event. Also an updated version of our Directory of Services for Children is being prepared. In addition to our on-going work, we would like to explore ways of becoming more involved in advocacy work for children-especially children living in poverty.

Before ending this report I would like to congratulate two of our long time members, Frances Haug and LeOra Cordis, on receiving the Friends of Children Award.

MANITOBA

Provincial Director

Gloria McLaren

CAYC Manitoba was very pleased to have Bev Bos return to present a full day workshop on June 21, 1997. As usual, Bev challenged those who attended to evaluate their attitude towards children and programs for children. Discussions continued even

after her presentation was finished! Remember to consider that if children are misbehaving, then they are not engaged in any meaningful activity - we need to evaluate the environment that we have created and the activities that we have made available so they will have activities with purpose. Bev was a ray of sunshine and we always love to have her present.

While provincial elections for director and executive occupy part of our fall, our focus is the 1998 National Conference, "Canadian Children: Voices to be Heard" from February 8 - 10. We are pleased to have Joan Irvine and Wayne Serebrin added to our list of keynote speakers which includes Shelley Harwayne, Sue Bredekamp and Vera Goodman. The program looks exciting with workshops for parents, early childhood educators, teachers and everyone working with children. We can always use people to help with the conference, so if you would like to be part of the committee, we would love to have your assistance.

Stop by the Winnipeg Children's Museum and play with the block set that we have donated to the museum and check out the CAYC plaque.

Our "Book Bags for Teen Mothers" will be continuing to do workshops and provide quality books for children. Donations to the program are always welcome. I have enjoyed my four years as CAYC Manitoba Director. The CAYC members are a wonderful, talented group of people to work with. Together, our voices will be heard about how important our children are. Thank you to everyone for all their hard work over the years. Have a wonderful winter!

BRITISH COLUMBIA

Provincial Director

Larry Railton

I had a great opportunity to meet with the directors of CAYC earlier this year in Toronto. It seems that we have an eager board to advocate for children and what they stand for. September will bring the second retreat for the British Columbia and Yukon CAYC group. We are looking forward to another full weekend again. This will be held at Overbury Resort. The outline for the weekend will be a presentation of a video of Preschool in Three Cultures, filmed in Japan, China and Hawaii in 1989 by Joseph Tobin, David Wu, and Dona Davidson. Our weekend will also include some toe tapping music with Susan Stewart who performs with the group "No Mean Feet". We should have lots of fun with that. In May at a recent E.C.E.B.C. conference CAYC shared an information table with Westcoast childcare resources and had a membership drive. We managed to get a few more members and are happy to have these people with us. I would like to thank the members who helped to man the table during the conference and recognize that with their continued support our local chapter is getting stronger. I'm looking forward to meeting with delegates at the next convention in Winnipeg in February 1998

CAYC NATIONAL CONFERENCE

February 8 - 10, 1998 Winnipeg, Manitoba

Featured speakers

Ralph Petersen, Sue Bredekamp Vera Goodman
Joan Irvine and Wayne Serebrin

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