

Got Water? *Confessions of a water waster*

by Lisa Westbrook

The Onebranch Interactive Library is a place for parents and other patrons of learning to play and participate in promoting the potentiality of young people ~

It seems like there is so much water, that I never before really considered just how important it is. In fact, I admit, I thought very little about it. But one day my thinking began to stir. It was one of those mornings that, looking

after another happened and I forgot about the bathtub. I made the coffee, took all the contents out of my husband's wallet and laid them on the counter to dry. I am not sure how much time went by, but suddenly I remembered...Oh, NO! I ran into the bathroom to discover that the tub had overflowed, and worse than that, it was about half an inch deep on the bathroom floor. It seemed like hours before I got all the water cleaned up. That night I didn't sleep well. I kept thinking about how much water I had wasted. Those thoughts continued to stir and I began to ask myself questions. What if I had to carry every gallon of water I used? Would that make me more thoughtful about it? Would it affect my usage and help me to be less wasteful? How much does a gallon of water weigh anyway? I had to admit to myself, that I really didn't know. I thought about the stories I've heard about other cultures outside of America that have to carry the water they use everyday. Then I decided to ask other people I came in contact with the same question - How Much does a Gallon of Water Weigh? I was surprised

that very few people have an experiential base of knowledge to answer this question. I also asked a friend who is a first grade teacher to ask children, teachers and parents the same question. Her findings were similar - only about a handful of people that we asked had any idea how much a gallon of water weighs. She asked science and math teachers, as well as parents from diverse backgrounds. None of the teachers she asked knew. The few people that were closest were a retired veterinarian, a man who had grown up on a farm in Canada, one teacher, and two midwives. Between the two of us, we asked nearly a hundred people the question.

I decided I had to find out how much a gallon of water weighs. So I weighed it at the grocery store. Then I bought the gallon of water and brought it home. I got a gallon pitcher and with my two sons went in to run a bath. I wanted to see what 10 gallons looked like in the tub. I decided to use a gallon pitcher, because the mouth of the jug made it difficult to be precise without spillage. Af-

Continues on page 2



Water world - Earth.

back, my kids and I have decided to call one of "Mama Bear's mixed-up days." I woke to find that I had washed my husband's wallet in the washing machine. It just got worse from there. I started to go into the kitchen to make coffee, but decided first to start a quick bath, thinking that would help change my mood, deal with my mistake and deal with "Papa Bear's" mood when he found out about his wallet. So I started the bath then went in to start the coffee. Then one thing

Inside this Issue

2. Out-of-print Treasures
2. Resonance
3. Just Take One Word
3. Generative Learning TV
4. Close Your Eyes and Count
5. Since When and Who Said?
6. A Farmer in Dale
8. Learner Challenge Assignment
8. Notice the Season
8. Going Fishing?

Got Water?

From page 1

ter filling the pitcher 10 times and pouring it into the tub, we all took a hard look at how full it was. It was only about an inch and a half

deep. Since then, I have asked my seven-year old son to run a bath for his little brother, just putting in about 10 gallons. He remembered what he saw and filled it with what looked to be exactly 10 gallons. Then I asked

him if he thought he could pick up and carry a gallon of water. He picked up the jug I had bought at the store. Then, I asked him to try walking around with it, maybe say for sixty seconds. So he walked around with it

as he counted to sixty. At the end of his counting, I asked him about his experience. "How did it feel to carry a gallon of water for a minute," I asked. "It felt like an hour," he said.

I decided to deepen my understanding by looking online for stories about water. I used AltaVista image search and typed in water NEAR stories. That's when I found out that kids in Kabul are walking miles each day to get water, that children in Gerber Sefer in Ethiopia carry water everyday. I also found the 1999 letters of Ethan Fields, a peace corp. volunteer who spent time in Tanzania. Here's an excerpt from one of his letters:

"By the beginning of February, almost every place had dried up. I couldn't walk ten minutes down to town without seeing at least two dozen people, anywhere from age 4 to age 80, carrying water somewhere.

I didn't have any water in my house at all from late January until early March; I had to carry it at first from the school kitchen, until that dried up. Then from the teacher's college (about 1 kilometer away) until it dried up. Then we got rationed, because the only way for us to get water was for the school truck to drive up the mountain to the water source, fill a 1000-Liter tank, and bring it back down for 500 students and 40 staff to share.

Let me tell you, it takes a lot of water to be alive, clean, and healthy. We don't think about it too

Out-of-Print Treasure Hunt

Look for these out-of-print favorites for all ages

1. If you Walk down this Road by Kate Duke
2. It could Have been Worse by A. H. Benjamin, illustrated by Tim Warnes
3. Step by Step by Diane Wolkstein, illustrated by Joseph A. Smith

4. Nature Walk by Douglas Florian
5. The Keys to My Kingdom - a poem in three languages by Lydia Dabovich
6. Honey Bees at Home by Lynne Harwood
7. Whistle Home by Natalie Honeycutt, illustrations by Annie Cannon
8. The Science of Music by Melvin Berger, illustrated by Yvonne Buchanan



Resonance

by Rachel Tucker

Have you ever been to a concert that moved you? What does that mean? It probably meant that it evoked some emotional response. However, this is also true in a scientific sense. Without movement there would be no sound. Melvin Berger explains in his book, *The Science of Music*, that sound is actually movement, or to be more specific, vibration. Take the violin for example. When the bow is pulled across a string, it sets it vibrating. These vibrations resonate within the instrument and are magnified. Then they travel through the air in sound waves to our ears.

The principle of resonance is even more exciting. According to Berger, "When the sound of one vibrating object sets another object vibrating, this is known as resonance. . . . The vibrations actually pass from object to object." If you have ever felt your chest vibrate while standing near a loud pipe organ or in front of a speaker with lots of bass, then you have experienced resonance. If you have access

to a piano, you can experiment with resonance. "Open the piano lid. Press the right-hand pedal so that all the strings are free to vibrate. In a loud, clear voice say the names of the letters A,E,I,O,U with your mouth close to the strings of the piano. You'll hear a ringing sound coming from the piano. It is caused by the vibrations of your voice setting the piano strings vibrating by resonance." (Berger, pg. 24)

Have you ever said of an idea or a piece of art, "that really resonated within me?" From an artistic standpoint, music resonates with its audience when it expresses feelings or associations common to their human experience. When a singer sings a sorrowful or joyful song, we respond based on the depth of sorrow or joy that we have ourselves experienced. The scientific explanation is that the vibrations created by one body have been reproduced to some degree in another body.

Consider attending a live concert soon and observe the many levels of resonance that you experience.

Rachel is a singer/gardner who lives in Austin, TX.

Continued on page 6

Just Take One Word

by Lisa Westbrook

In the summer 2003 issue of our newsletter, we invited readers to spend a little time with the word “generative” and to explore its meaning in the context of learning.

From that one word, I was moved to add to my understanding. I knew that it meant something about learning and growing. I came across it as part of a research project on knowledge creation and sharing. But I had never really looked closely at what I could learn from the word.

So I did an online search, using the image option in the search engine and typing in generative NEAR learning.

From this I got three hits. I went back later and tried the search again just for the sake of sharing here, and curious how many hits there would be on a wider path. I like using the NEAR command in the image option, because I’ve found that it helps me narrow things down significantly. In Google, I got 107,000 hits for generative learning, then narrowed it down to 17,500 using the NEAR command. When I did an image search on Google, I got no matches. Then I checked, just to see the difference in another. In Alta Vista a web search on generative learning brought up 36,062, narrowing down to 5,135 using the NEAR command. The image search on Alta Vista without the NEAR command, brought up 344,762. Too many.



So I was glad I had tried the NEAR command and only had three hits to work with. That’s doable.

I clicked one of the links. This led me to a graphic of a watercolor done by a student named Dayna, who was taking a graduate class taught by Dr. Joan Wink at University of California at Stanislaus in Turlock, CA. Through the visual model, Dayna has created a graphic representation of three different modes of teaching and learning – a transmission model, a generative model, and a transformative one. I recognized the transmission model as being the one I was exposed to when I was in school, where information comes from the teacher and the students sit and listen. The generative model showed the students interacting with the teacher, with questions and ideas of their own, and the transformative model took the knowledge out of the classroom into interacting with and gathering data from the real world.

From this, I first came

across something called critical pedagogy, and noticed that Dr. Wink had written a book called *Critical Pedagogy: Notes from the Real World*.

Let me be totally up front about it, when I first came across these two words, I wanted to turn and run. I don’t know if anyone else runs from words they don’t understand, but that is the feeling that came up for me. In fact, I remember in my youth, actually skipping over words rather than looking

them up. But I wanted to explore further the concept of passing on knowledge, from one generation or person to the next, and I had this hunch that I could learn something from Dr. Wink’s book. So I ordered it.

Joan Wink introduced me to Vygotsky, who taught her, she said, about her ability to create new knowledge by using the relationship between thought and language. “Just take one word,” she

Continued on page 7

Generative Learning TV

Daddy Day Care is a refreshing and important movie, modeling the behavior of a patient, loving father who opens a daycare with two of his friends at his house after being laid off from his high-paying job where he was once responsible for marketing unhealthy cereal to children. In one scene after a few weeks of being with the kids, he is seen reading in bed with his wife. He is reading *Mothering Magazine*, (issue 97, Nov/Dec 99), the one that has the article in it about why children whine and how corporations manipulate children. His experiences with the children that come to his daycare help him turn his heart to the children and recognize the core value he was missing. You can view a trailer of the movie at www.sonypictures.com/homevideo/daddydaycare/index.html.

See if you can find this Reading Rainbow episode number 93 called Mrs. Katz and Tush, that shows the importance of generational learning, building relationships and sharing by highlighting several stories from several different cultures, including one where Levar learns how to make challah bread. This episode has additional materials available for using in the classroom. <http://gpn.unl.edu/rainbow/>

Seasons of Life is a series produced by WQED/Pittsburg and the University of Michigan that examines the issues of aging. One grandma who watched the episode geared toward people in the 60+ age told us this: “I’d like to see more shows like this. It was so inspiring to see people who were creative after 60, and it gave me a lot of ideas of things I can do too.” Lavon, age 61. You can find out when it and other episodes in the series are being broadcast on the Annenberg/CPB channel by going to <http://www.learner.org/channel/series54.html>. —OB

Close your eyes and count to Ten!

by Becky Elliott

If you are like most Americans and have the television on, click the mute button on your remote, see if you can sit still for a moment, then consider whether you really want to see the onslaught of commercial messages that flood the television networks moment by moment. For me it sad to see a technology that can deliver so much educational material being used in this way. Most of my childhood my family did not have a television. I found myself feeling envious of my friends who had the “privilege” of having one. As they talked about the programs they watched, I would listen in awe. Today, now having a family of my own as I observe what is available for viewing, I find myself being thankful that I didn’t have a television. I think about all the time I would have wasted sitting endless hours in front of it. I do now have a T.V., but sometimes wonder if my children also would be better off without one. I am continually searching for educational programs for my children to watch. I am sometimes also tempted to get rid of our television set, but I am hoping that through parent awareness and demand that more suitable programs will be made for the young and old.

What does it take for us to open our eyes and ask ourselves some really important questions? Such as, do I spend time watching television that I could be spending with my children? Am I watching things that they shouldn’t see? Am I comfortable allowing television to market to my kids? How do my children act after watching television? How do my children act when I ask them to turn the television off? Who is affected by media messages? These are just a few of the questions I have been thinking hard about lately. I hope you’ll consider them too, and think.... and think some more... so that when the television is turned on, we can

use it as a tool for learning, rather than having the tool use us.

A recent study by the Kaiser Foundation reported that on average kids are spending about three hours of “unsupervised” television everyday, more time than they spend in dialogue with their parents. Often while the children are watching television in their room (alone), parents are watching other programs in their rooms. What is wrong with this picture? Senior citizens are increasing their media diet as well. Some are leaning on television as a sort of companion, while others have been prone to compulsive purchasing of low quality products from the home shopping channels, only to get them home and find out it is not at all what they expected. Mass media affects young and old and all ages in between, in other words, it affects every one who lets it into their home.

More people are speaking up, but when will the people producing commercials show some restraint? Is there no end to their efforts to get a consumer’s dollar? My sister told me about an interview she saw this summer on PBS KLRU’s Austin Now with Gary Knell, President and Chief Executive Officer of Sesame Street, who is a father with four children. He said that to be a good parent in today’s world, you have to be media literate, and you have to realize that commercial networks show commercials during kid’s shows that are clearly inappropriate for children. If we all agree they are inappropriate, how do we get our voice heard over the roar of the airwaves?

After talking to several people about their feelings on television, here are a few comments.

A single mom of a 7 year old expressed her frustrations about the current state of commercial television. “You just can’t let T.V.

be the babysitter, she said. “Television does have an influence on my son and I have to limit the time he watches it. Children want the things they see. After watching a program we try to discuss whether something is really a good value or not.”

A mother of 2 said that she found it hard to find anything that is worth watching. And that once you get started watching a T.V. show, even if it is not worth watching, it is hard to make that right decision and get up and turn it off. She also said that she believes if a parent is going to let their children watch television that they should be willing to take the time and watch the program and make sure they approve of the content. It’s not always what you think it is!

Several parents stated that it is so easy to let the T.V. be a babysitter.

Another mother of 2 said that even when she thinks the television program is good and educational, that after sitting and watching what the show is about, she often finds them using language that she doesn’t allow her children to use, and that it’s common to view other children cheating, stealing, and fibbing. She asks herself what is that telling my children?

When listening to a speaker recently he said when watching T.V. he records the program so he doesn’t have to waste his time watching commercials. He also said that he thinks television should be treated like an expensive chocolate, choosing something that is of high quality and only have it occasionally.

So what is media literacy anyway? Here’s a brief synopsis of how Elizabeth Thoman, from the Center for Media Literacy in Los Angeles, CA explains three stages of media literacy on their website

Continued on page 5

Since when...and who said?

Since when and who said I would have to choose between science and creation? Don't I have a vote? How old is Darwinism? Let's see, take the year 2003, subtract the year 1859 and I get one hundred and forty-four years ago. It puts things in perspective when I do the math. If you look at the last hundred and fifty years in the context of all of history, it is easier to accept that perhaps we don't know everything. Then why is there this notion about "Darwinism" as if its al-

with the vastness of the Internet, we no longer have to accept the textbook synopsis of history. We can study source documents, look at diverse opinions, reflect and think and then let inspiration in. How often do we jump on the band wagon for anything new and different? That's what Henry Adams did in the late 1800's, when Darwinism became increasingly compelling to those scientists who wanted to be in the "in" crowd, and felt a need for a safety net to avoid being

"... the roses were imprisoned behind high box borders, near the empty greenhouses, where my grandfather had once worked."

ways been? The beauty of science includes the study of things growing and adapting over time. Why then, in the last hundred and fifty years, did such a dividing decision gain so much momentum - that for a scientist to accept the changes in nature, he would have to choose between that and a belief in creation? Does every era have to have an "ism?"

Back in 1859 when Darwin published his work on natural selection, there was an enormous clamour in the scientific community to come up with something original and new. That urge to create is not new. It is with us even today. Fortunately,

pressured into a particular sect of belief. In *The Education of Henry Adams*, Adams admits that he took on Darwinism because it was easy to do so, "for the fun of it" and left one to pursue science without discussing religion. Ironically, prior to Darwin's published work, a person would be hard pressed to find ANY scientist who didn't fervently acknowledge the source of their inspiration as coming from their Creator. Look up the word "inspire" and explore its meaning. Also consider the historical context in which Darwin lived, considering how men of science through the 1600 and 1700s

had to work their science within a construct that fit in with what was already known. The men of science he respected, Galileo being an example, was sentenced to life in prison for disagreeing with those in power in his time. Others were even less fortunate than that. What incentive did Darwin have to place his scientific inquiry in similar hands? Looking in his biography, I noticed a peculiar way he chose his words. Consider this sentence where he describes walking along the path by his home, "I used to go with her [Aunt Bessy] at Down to 'gather the nosegays' for the house; down the long pebbled walk between the tall syringa and lilac bushes all wet with dew, to the kitchen garden, where the roses were imprisoned behind high box borders, near the empty greenhouses, where my grandfather had once worked." I wonder, what was he feeling when he described the roses, "imprisoned behind high box borders, near the empty greenhouses" ?

related articles and texts:

http://xroads.virginia.edu/~HYPER/hadams/ha_home.html

<http://ibiblio.org/gutenberg/etext00/eduha10.txt>

<http://www.origins.org/pjohnson/whatis.html>

<http://verticalthought.org/darwinismintheclassroom>

<http://darwin.baruch.cuny.edu/biography/down/index.html> —OB

Count to Ten

From page 4

www.medialit.org/media_values.htm:

1. Becoming aware of the importance of managing one's media "diet" - that is, making choices and reducing the time spent with television, videos, electronic games, films and various print media forms.

2. Learning specific skills for critical viewing,

i.e. learning to analyze and question what is in the frame, how it is constructed and what may have been left out.

3. Exploring deeper issues, such as who produces the media, and for what purpose? Who profits? Who loses? And who decides?

Jane Tallim at the Media Awareness Network in Canada sums it up this way:

"Media literacy is the

ability to sift through and analyze the messages that inform, entertain and sell to us every day. It's the ability to bring critical thinking skills to bear on all media... It's about asking pertinent questions about what's there, and noticing what's not there. And it's the instinct to question what lies behind media productions - the motives, the money, the values and the ownership - and to be aware of how

these factors influence content."

www.media-awareness.ca/english/index.cfm

It may sometimes seem hopeless. But there are some good programs. We just need to tell each other when we find them. So, the next time you find yourself picking up a remote, stop, count to ten, think reflectively, and then make your decision.

—OB

Got Water?

From page 2

much in the states... water not only for drinking, cooking, and eating, but for washing dishes, bathing, cleaning the house, washing clothes... (one's body, house, and



Blanco River in Texas Hill Country. - photo by Douglas Westbrook

clothes get filthy here rather quickly). And having a sit-down toilet isn't much of a luxury when you don't have enough water to flush it with. I was usually able to flush every couple days with my used bathwater and dirty dishwater combined. "

you can view the rest of this letter at <http://www.cs.brandeis.edu/~abucci/ethan/letter7.htm>

Since then, I have been more and more compelled to think about water. I did an online search and found that water conservation is a top priority, both locally, nation-

tion Implementation Task force, that the Texas chapter of the Sierra club is sponsoring four regional conferences around "Water for People and the Environment, that LCRA put together a children's coloring book to raise awareness about water, that wars are fought over water, and not everyone has enough of it, and most of all, that my own personal outlook on water quality and usage matters, it matters not only to me but to future generations. I guess the biggest lesson I learned from a gallon of water was just how important it really is. I think I'll think about it some more.

Here's a few websites for other folks who want to spend a little time thinking about water:

1. Water Science for Schools....<http://www.ga.usgs.gov/edu/>

2. Maps and Graphs of Current Water Resources and Conditions.....<http://water.usgs.gov/waterwatch/>

3. Water Use Collaborative Project....<http://k12science.org/curriculum/drainproj/>

—OB

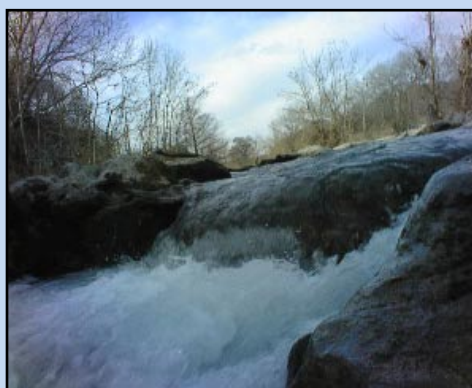
ally, and globally. I found a lot of web site with very helpful data about water usage and initiatives. I found out that in our very state, Dallas is looking to Amarillo to help with its growing water needs, that the 78th legislature just recently created a Water Conserva-

A Farmer in Dale

by Lisa Westbrook

He'll say he's no farmer, but Billy Hanks knows a few things about water. I called him a few days ago to catch up with him.

For the last few years towards the end of summer the boys and I have been going to visit him and his wife Patty to pick figs. He has several enormous fig trees, a few peach trees, a back fence covered in deep purple passion flowers, and a bean and okra crop. This year we didn't go visit, because I just had a baby at the end of June and wasn't quite ready to go that far. His small farm is in Dale, Texas south down 183, some miles passed mustang ridge and east of Lockhart. When I asked him how much a gallon of water weighs, he knew. He used to be manager of



the Dale Water Supply Corp. He knows how blessed he is to have plenty of water. The aquifer that is under Dale runs up into northeast Texas into Arkansas. He takes water seriously and is always looking for ways to manage his use of it. I asked him what he wanted people to know about conserving water. He said there's a lot to know about water, from finding out about your watershed to rainwater collection;

not overlooking what you can do inside your house by consciously considering your water usage, and thinking about changing to low-flush toilets, efficient showerheads, and whenever possible - use less. He also gave me a few helpful tips for gardening. He told me that for \$10, you can send a soil sample to A&M to test your soil quality. The information he got from this helped him to cut back on fertilizer. Water helps with weed pulling too. Ask Billy Hanks, he'll tell you that it's a lot easier to pull weeds after it rains. —OB

One Word

From page 3

said.

I was intrigued for several reasons, one because it is exactly what I had done. The word generative led me to critical pedagogy.

Reading through Joan's book, I found personal stories and anecdotes, about real people in real classrooms, dealing with real kids, from diverse backgrounds. I was exposed to an enormous toolbox for sharing our experience, passing on knowledge by building on prior knowledge, and by examining the good intentioned, but stifling dynamic of discourse, which so often marginalizes and silences learners, and got new insights into ways to engage in dialogues which are mutually beneficial, and empower new ways of learning. Joan sets the stage in the preface where she makes explicit her desires for readers of her book, "I want you to think, and to rethink and to unthink...I want you to relate your new thoughts to the context of your life, and your experiences."

I am still learning from the rich personal stories and authentic voice I found in a book that had nearly scared me off. I was introduced to and am still thinking about the contributions from Vygotsky (that family context matters, that language and relationship matter), from Cummins (that empowerment matters), from Pablo Freire's concept of problem posing (to name, to reflect critically, to act)...and many others. The concept of problem posing for me

opened the door to transformative learning. Here's an overview of how she recommends approaching problem posing in four steps: 1) begin with the student's own experience, 2) identify, investigate, pose a problem in your own life, 3) solve the problem together, and 4) action.

She then explains how to take action, by extending the dialogue of the classroom to the real world. "Problem posing takes place when people



begin with the spirit of inquiry and questioning of situations that directly affects their own lives. Problem posing ends with actions and transformation. Problem posing begins again. Goal: literacy and knowledge. Knowledge is generative. We use language to generate our own knowledge. Social interaction leads to self and social transformation."

So how can critical pedagogy, go beyond the classroom and help parents to grow and change? What if we as a practice grew accustomed to as Joan put it so clearly, "reflective inquiry into the messages we may be sending? – reflective practices into how we might do

things better?"

Joan urges us to examine our need to grow from the heritage of a transmission model of education to a transformative one. "We, as learners, are schooled to think our job is to acquire information, but critical pedagogy forces us to inquire into our questions and answers." I am glad I decided to look a little closer at that one word. Generative. I think I like the sound of it.

Here's a few websites

that offer help in understanding critical pedagogy:

www.joanwink.com/3perspectives.html

www.poe.neu.edu/critical_pedagogy.htm

www.nhsd.k12.pa.us:8006/mm_questioning.htm

www.criticalmethods.org/s3.mv

http://hamp.hampshire.edu/~cmnF93/culture_ind.txt

—OB

"In the study of critical pedagogy, we are attracted to questions and contradictions in our own educational lives. We seek to understand the opposites we experience in our own lives. This spirit of inquiry leads us to problem pose. and problem posing leads us to try to improve, not only our life, but the lives of those around us. Problem posing pushes us to reexamine some of our own how-not-to's and those of others. The words and ideas of learning and relearning are not just for the classroom -- they are for living in real life. In critical pedagogy, academic rigor is encouraged and respected, but not just for a spirited dialogue in the class. The words and ideas are meant to help us understand more deeply and live more fully. The words and ideas of critical pedagogy are for improving the quality of teaching and learning in classes and in life." pp.120-123 Critical Pedagogy: Notes from the Real World, 1997.

Write Now!

Guest writers encouraged to submit stories and lessons from your life. We would love to hear from you. Let us know the topic area in which you'd like to share and we'll let you know when we will have an issue on your topic. For winter, we are planning on focusing on the winter season by highlighting a time of rest, nature poetry, and writing for children.

Letters to the Editor please send to editor@onebranch.org.

Learner Challenge Assignment

Do we know all there is to know about human intelligence? Howard Gardner suggests a multitude of intelligences, like talents that can be nurtured. Some cultures make it a priority to pass on their own knowledge and talents in multiple areas of intelligence when they consider the education of their young. In Benjamin Franklin's autobiography he tells of a speech he heard, given by a native American chief, in response to a University's offer to educate some of their young.

1. Find and read the account mentioned above within Benjamin Frank-

lin's autobiography that deals with Education.

2. Think about how knowledge was transferred then, and now...in your culture and in another culture that interests you.
3. Do an online search to explore the concept of multiple intelligence
4. Sit and Think
5. Dialogue
6. Write and generate new meaning
7. Present insights
8. Archive your insights for future learners.

Going Fishing?

Improve your web searching and evaluation skills by reviewing these two web sites, recommended by Nancy Bluemel, Ph.D., adjunct instructor in the School of Library and Information Studies at Texas Women's University in Denton:

1. www.pandia.com check out the tutorial and reasons why searching is more effective than surfing
2. <http://school.discovery.com/schrockguide/eval.html> find out how to critically evaluate a web page.

Notice the Season

By Danette Rebai

Cooler weather. Fall harvest. Abundance. Spend some time Outdoors. Nature has a beautiful resonance. Can you hear it? Whether you are at home, or traveling to some exotic place. Stop. Listen to nature. It is all around you. The wind in the leaves. Raindrops. Birds. Spend some time by the water if you can. Hear that waterfall. If you get a chance, see if you can find a local farm to visit. Pick your own. Don't try to conquer the world. Learn its lessons instead. Listen. What can you hear? Look. What can you see? If you look closely, you might get to see an army of ants, rebuilding after a storm. It makes all the difference.

OneBranch Newsletter

Published by Onebranch.org 2003.
All rights reserved. (Issue #3, Fall 2003)

Board of Directors: Connie Maxfield, M.S., Exec. Dir.; Sherry Hammons, pres.; Rhonda Waites, vice-pres.; Becky Elliott, sec-treasurer; Lilly DeHaven, CPA; Jeanenne Glass, R.Ph.; Lavon Holcomb; Lisa Bilotta-Kunkel; Beth Solomon, MLS. **Editor:** Lisa Westbrook; **Production:** Shaun Venish.

Special thanks to all our advisors, contributors and volunteers: Nancy Bluemel, Ph.D., Laurel Cummins, John Elliott, Billy Hanks, Danette Rebai, Rachel Tucker, Rachel Venish, and Joan Wink, Ph.D.

Onebranch.org is a 501C (3) nonprofit educational organization. Want a subscription? Set your own subscription fee. Optional. Available online in PDF format. Mailing address: 1703 San Felipe Blvd. #1703 Austin, TX. 78729. Send Letters to Editor to: editor@onebranch.org. Guest writers encouraged to share stories. We would love to hear from you.

Mission: To involve parents in thinking and learning.

OneBranch.org

1703 San Felipe Blvd
#1703, Austin TX 78729