

SCHOOL LIBRARIES IN CANADA

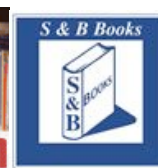
A Journal of the Canadian Association for School Libraries (CASL)

A Division of the Canadian Library Association



School Libraries Across Canada

Volume 25 Issue 3



SCHOOL LIBRARIES IN CANADA

About SLIC

School Libraries in Canada (SLIC) Online is a journal of the **Canadian Association for School Libraries**. CASL's mission is to provide national support for the development and maintenance of excellence in Canada's school libraries, media centres, and school library personnel.

Founded in 1980 (Volume 1 Issue 1), SLIC is a national forum for teacher-librarians in Canada and promotes articles of interest on a broad range of topics from collaboration with the classroom teacher to information technology/literacy skills needed to prepare students for life-long learning.

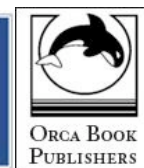
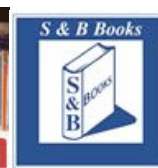
SLIC was published in print format until Volume 23 Issue 2. Since then, SLIC is published as an online journal. Older print copies are available at university libraries across Canada and recent online issues are available in our archives section.

À propos de SLIC

School Libraries in Canada (SLIC) Online est le journal professionnel du **Canadian Association for School Libraries**. La mission de CASL est de fournir un support à l'échelle nationale pour le développement et l'entretien de l'excellence dans les bibliothèques scolaires, centres médiatiques et pour le personnel travaillant dans les bibliothèques scolaires.

Fondé en 1980 (Volume 1 Édition 1), SLIC est un forum pour les professeurs bibliothécaires du Canada et publie des articles d'intérêt sur des sujets variés allant de la collaboration avec l'enseignant en classe aux compétences en alphabétisation et en technologie de l'information qui préparent les étudiants à l'apprentissage pour la durée de leur vie.

SLIC est publié en forme de magazine jusqu'au Volume 23 Édition 2. Depuis ce temps, SLIC est publié en format digital accessible sur l'Internet. De vieilles copies de SLIC sont toujours disponibles dans les bibliothèques universitaires à travers le Canada. Nos vieilles éditions de SLIC en format numériques sont accessibles en cliquant sur [Archives](#).



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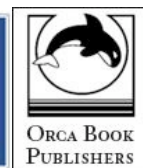
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Welcome to SLIC!

We are always interested in hearing your feedback on our site. If you have questions, comments, or concerns, please do not hesitate to [contact us](#).

Welcome!

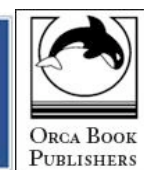
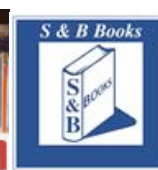
The unique contexts of school libraries in Canada can vary greatly from province to province and from district to district. This first issue of School Libraries in Canada for 2006 brings us a picture of the activities and the initiatives that are sources of pride and passion for teacher-librarians and school library personnel across the country. In these articles, you may find a solution to a problem you are experiencing, or inspiration for an action to undertake in your school, district, or region

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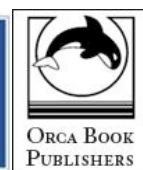
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Letter from the Content Editor

Jeanne Buckley

Jeanne Buckley is a teacher-librarian in two elementary schools in the York Catholic District School Board, north of Toronto. She is a graduate of the Teacher-Librarianship by Distance Learning Masters Degree program at the University of Alberta.

Welcome to the first issue of School Libraries in Canada for 2006! I hope that this issue will bring you a picture of things happening in school libraries across Canada.

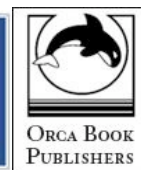
When it comes to school libraries, we are a very diverse country. Last May, a report from Statistics Canada was released. It indicated that the staffing of teacher-librarians per school varied greatly across Canada. From a high of .56 teacher-librarians per school in Prince Edward Island, to a low of less than 0.1 teacher librarians per school in Alberta, Quebec, and Nova Scotia. (Coish, 2005, p. 15) In addition, the report indicated that 62% of schools in Canada have no teacher-librarian (p. 17). This brings sobering thoughts for all of us -- as does the substantial decline in teacher-librarian staffing in the last decade (Haycock, 2003, p. 14-15).

However, the Stats Can report brought us some good news as well. There was a strongly positive correlation between the number of full-time-equivalent teacher-librarians in a school and the incorporation of technology applications into teaching practices within the school (Coish, 2005, p.35). For most teacher-librarians, this is not surprising. We know that we make a point of learning about new software applications and bringing these to the attention of our teachers. We know that we learn how to use these applications and teach students and teachers what we have learned. However, seeing the numerical data that shows strong correlations reinforces that we are doing the right thing.

To that end, teacher-librarians might be very interested in Anita Brooks Kirkland's article on using digital video in the school library. We at SLIC are also pleased to announce that Anita has agreed to contribute a technology-related article for each issue of SLIC this year.

The Stats Can report also noted that "schools with one or more teacher-librarians", 62% of principals reported that "the teacher-librarian was important or very important in developing and/or contributing to the informal website" and 47.5% had links to the school library on their website. (Coish, 2005, p. 35) This statistic is much higher than in schools without a full-time teacher-librarian, but indicates that there is room for improvement. Teacher-librarians who are interested in developing a school library website will want to read Jillian Bussiere's article about creating a website for her school library.

This issue of SLIC also brings us news about shifts in the roles of school libraries. Alison Hopkins and Shad Turner describe an interesting partnership between school libraries and public libraries being developed in the Northwest Territories. These dual-purpose libraries are being put into communities that have no public libraries



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as a way to increase literacy in the entire community. Wendy Sutton discusses the trend toward increasing staffing of literacy teachers and the implications of this for school libraries.

On a related literacy note, Wendy Moroska from Quebec brings us news about the government investment of millions of dollars into books for school libraries as part of an Action Plan on Reading. The plan has plenty of money for books, but not for qualified staffing for school libraries to promote and teach with those new books.

Also in this issue are two articles that outline initiatives taken by groups of teacher-librarians in two provinces. Peggy Thomas describes the Global Citizenship resources that have been developed in Ontario, and Barbara McNeil shares a Poster that was commissioned by the Saskatchewan School Library Association.

In preparing this letter about this issue of SLIC, one theme hits home for me. Teacher-librarians are thinly spread across our large country – and yet we do so much. We support our schools, advocate for staffing, create resources, lobby for change, design websites, and write articles for journals – and this is just a smattering of the things done by what is essentially a small number of women and men across a vast country. One person who does a lot is Victoria Pennell, editor of Resource Links, a very busy woman, who took the time to share with us an amazing article on Historical Fiction in Canada.

I would like to take this opportunity to thank all of this issue's contributors for taking time from their very busy schedules to share their work and opinions with us. What would we do without them? To all of the teacher-librarians and school library personnel out there who are struggling to do their best with limited time and resources, I hope you enjoy this issue of School Libraries in Canada.



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Synergy in the North: School and Public Libraries Join Forces in the NWT

Alison Hopkins & Shad Turner

Alison Hopkins is the Territorial Librarian in the NWT. Shad Turner is the president of the NWT Library Association and formerly Public Services Librarian at Yellowknife Public Library.

The idea of libraries from cradle to grave is comforting. Nothing warms a librarian's heart more than the thought of a person moving through the public, school, and academic library streams, and not necessarily in that order. It was acknowledged as early as the 1870s in the United States that public libraries were auxiliaries to education (Fitzgibbons, 2000). Of course, during this time, school libraries were nonexistent, but teachers slowly developed their own in-house resources, which eventually morphed into school libraries (Fitzgibbons, 2000).

There are many examples of successful joint-use libraries. This should not seem odd considering the overlap in purpose between the two institutions. ALA's book, *Realities: Educational Reform in a Learning Society*, identifies four basic concepts that have implications for cooperation between school and public libraries:

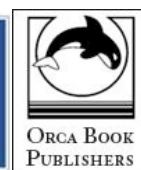
1. Learning begins before schooling
2. Good schools require good school libraries
3. People in a learning society need libraries throughout their lives
4. Public support of libraries is an investment in people and communities. (1984)

Indeed, major benefits of fixing school and public libraries in the same space include: expanded networks and resource sharing; cooperation in building collections; cooperation in providing information services and instruction; and cooperation to encourage reading and literacy (Fitzgibbons, 2000). Studies have also found other benefits of joint-use libraries, including longer library hours, better trained staff, better use of the building, and closer relationships between parents and librarians (Fitzgibbons, 2000).

The NWT covers a vast area but is sparsely populated, compared to our southern counterparts. There are about 10,000 school-aged children in the territory, and only about 65% of them will graduate from high school (Statistics Canada, 2001). The state of school libraries in the territory is spotty, and there are community libraries in half of the communities. This year, six new community libraries will open in the NWT and all of them will be formed from existing school libraries.

Extra! Extra! Read All About it: NWT Announces New Public Libraries

NWT Public Library Services (PLS) is part of the Government of the Northwest Territories, in the Department of Education, Culture and Employment. PLS supports public library services across the territory. Out of thirty-three communities in the NWT in early 2005, nine enjoyed the benefits of public libraries (NWT Public Library Services, 2006).



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In the twenty-four communities without libraries, literacy levels are low, there is no access to bookstores, and many residents do not have the money to buy books.

Regular library services are not available in the NWT communities that need them the most. PLS has developed a number of programs to provide library services to communities without libraries, including Borrower by Mail and the Virtual Libraries program.

In 2005, a new project named Community Libraries was created – funded through Literacy Strategy Funding. A cost-effective way to provide library services was to partner with existing school libraries, making available funds to hire someone to open the library in the evenings and weekends to the public. Other funds were set aside to purchase materials and to provide a several-day training session on literacy programming.

In the preliminary stages of the Community Libraries project, it was decided to target communities that had already demonstrated an interest in having a public library. PLS had a number of requests on file from communities that were already trying to offer basic public library services and community literacy programming on a volunteer basis. Communities were asked to apply to be selected for this project; those demonstrating capacity and high levels of community involvement, support, and interest in literacy programming were selected.

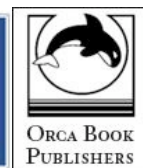
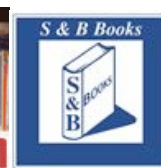
Six communities were selected: Aklavik, Deline, Fort Good Hope, Fort McPherson, Fort Resolution and Holman. Contribution agreements were made between the Government of the Northwest Territories and community groups (municipal governments, band councils, and district education authorities). The funding will support the staffing of the public libraries. Any remaining funds were expended on startup collections for the libraries. The NWT Literacy Council was contracted to provide a several-day workshop on how to provide community literacy programming. Funding was made available for the workshop as well as travel costs for one representative from every library in the NWT to attend. The workshop was an opportunity for networking and introduced programming skills such as storytelling, developing activities around a story, rhymes with a Northern theme, and how to organize programs for different audiences and age levels.

At this point, the libraries are still being set up. Although there is the considerable expense of travel in the north, PLS staff will be able to visit the new libraries once yearly. It is expected that each library visit will consist of weeding, library reorganization, and training of new library staff in basic procedures such as manual checkout, interlibrary loan, and shelving. The plan is to start the visits in January 2006, after new materials and supplies have been shipped to each library.

In the future, staff from each new library will be invited to attend an annual meeting of public libraries in Yellowknife. The new libraries will be visited annually by PLS staff and be given support remotely through telephone contact.

"Survey Says!": What's Happening in the NWT School Libraries?

In February, 2005, the NWT Library Association sent a survey to all forty-one schools in the NWT, to the attention of the school librarian or staff member responsible for the school library. We received nineteen responses. The objectives of the survey were:



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1. To determine how well staffed the libraries are and who staffs them.
2. To determine how staff spend their time in the library.
3. To assess how well used the library is.
4. To assess the extent to which the designated staff member is expected to teach library skills and how comfortable he or she is in that role.

The results of the survey show that the school libraries are staffed (typically with educational assistants or library technicians) at a rate of 2.1 FTE per 1,000 students. It should be noted that this is an extrapolation because the average school enrolment from the respondents is 279. There are no teacher librarians in the NWT.

The survey also showed that school library staff members focus their time mainly on "cataloguing/processing", "maintaining order", and "supervising students". In some schools there is room for improvement in how often teachers bring their classes to the library and in the amount of library-related skills that are being taught to students. While some library staff members are sharing library skills with students and teachers, most require training in this area.

Side by Side: Implications of Shared use Libraries for Northern Communities

There are good things happening in schools in the NWT, and this survey indicates an interest in cultivating existing resources in some school libraries – especially in the more remote communities, where they are not always perceived to be an integral part of the school experience. We are optimistic that when the new joint-use libraries are created from existing school libraries, schools and communities will see their fortunes increase. Not only will the school library's profile be raised in the eyes of the public who use the facility but the public will also benefit from the resources and energy that already exist. We anticipate somewhat of a renaissance for both sides. In communities that are very tiny, a critical mass does not always exist to support both thriving school and public libraries. By joining forces, sharing resources, and coming under the umbrella of the territorial government, these libraries will be able to tap into more formal professional support and resource networks.

In remote communities, when a position in a school library comes available, it is not generally possible to hire anyone already trained and experienced working in libraries. With PLS providing training and support for new and existing staff members, it is possible to maintain the libraries in much better condition and allow better access to materials for all members of the community, including students. With the network to other community libraries provided by PLS, access to materials from across the Territories is possible.

It will be interesting to see how the new combined-libraries are received by the public, the teachers, and the students in the six communities that are receiving them. If, as anticipated, the libraries see an increase in usage by teachers and students and are positively received by the community, it could be that other communities will explore this model as a cost-effective way to provide quality school and public library service in remote communities.

Fingers Crossed

Libraries in the north face different challenges than "down south". In the north, improvisation, adjustment, and imagination are keys to thriving professionally.



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Schools and libraries are key institutions in any community, but nowhere is this more apparent than in small communities. They both share the common purpose of supporting literacy, community citizenship, an understanding of the world, and lifelong learning. In communities where there are no teacher librarians or professional librarians, it is a moot point to talk about how librarians should be filling niches. Rather, it takes caring, well supported individuals to invest energy in connecting resources to people who need them. We are eager to watch how communities and schools take advantage of these developments in the NWT.

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Literacy Replacing Libraries? A Chance to Turn the Tide

Wendy L. Sutton

Ms Wendy L. Sutton is the Teacher-Librarian and a technology coordinator at École John Henderson School in the River-East Transcona School Division of Winnipeg, Manitoba. She is one of the authors of the IntegrationStation. Along with her colleague, Helen Arkos, she has been leading divisional workshops on the integration of technology into resource-based learning for the past six years.

The erosion of school library programs across the country is old news. What is surprising to me is the subsequent growth of school literacy programs.

My personal experience with this disturbing shift began in 2001. At that time, I was one of seven elementary teacher-librarians in a school district in British Columbia. At the end of the year, all elementary library programs were eliminated. Eventually, two of the teacher-librarians were retained to become district literacy support teachers. Debate has arisen in the B.C. legislature (BCTLA, 2005) over the government's plan to improve literacy while cutting teacher-librarians by 25 percent.

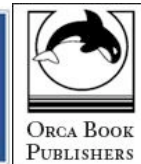
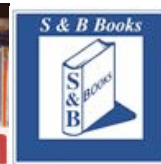
In June 2003, at The National Summit on School Libraries, I discovered that literacy programs were replacing library programs across the country.

It seems somehow strange to have to prove the self-evident benefits of a library, one of human civilization's greatest and more enduring institutions. But this is the daunting task confronting parents, educators and advocates for Canadian school libraries and teacher-librarianship as they face steady and troubling disinvestment. Their challenge grows even more perplexing when policy-makers grope around for novel tactics to solve literacy concerns, e.g., the deployment of school-based "literacy coordinators" – when there's a tried-and-tested solution close at hand. (Haycock, 2003)

In 2004, the Association of Canadian Publishers issued a research report containing more alarming evidence. The following excerpts are from the section, "Literacy programs and school libraries – the big disconnect."

Literacy has become a high-profile focus in public education. About eight years ago, standardized testing was introduced in many provinces, and the results revealed weaknesses in student reading, writing, and comprehension. Searching for solutions to these literacy problems, ministries completely bypassed teacher-librarians and school libraries, and focused on packaged literacy programs and materials, most of them imported from the US, Australia, and the UK.

- Virtually none of the literacy programs in schools use Canadian books.
- Virtually no effort has been made to strengthen, maintain, or even include school libraries in the mandate to improve literacy results.
- Teachers have been trained as "literacy coordinators" – while teacher-librarians have been cut back or replaced by less-qualified staff.
- When asked, "Is your school library part of the literacy programs?" 60% of



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the teacher-librarians, teachers, and principals interviewed said the school library was not connected to the literacy programs.

Several teacher-librarians noted that it was only after persistently requesting to be involved, that they were asked to be part of the literacy committees in their schools.

(Association of Canadian Publishers et al, 2004)

New educational priorities that complement the school library program must be embraced. Perceptive teacher-librarians will welcome the renewed focus on literacy. Developing further expertise in recent literacy strategies and providing leadership and collaboration in our schools is integral to good library programming – not something additional or extraneous.

In *Mosaic of Thought*, Ellin Oliver Keene and Susan Zimmerman (1997) define basic literacy as the steps students use to construct meaning. These steps are already a familiar part of the teacher-librarian's repertoire.

- connect reading to background knowledge
- create sensory images
- ask questions
- draw inferences
- determine what's important
- synthesize ideas
- solve problems

A look at this list of emergent literacies, (Treadwell, 2005), also shows nothing new to school library programs.

- **Basic Literacy:** Language proficiencies using conventional literacy
- **Information Literacy:** The ability to search for and hence access appropriate information across a range of genre, formats and systems. The ability to sift, scan and sort information.
- **Technological Literacy:** The innate ability to discover how a new or evolved technology operates; recognizing its limitations and benefits. The ability to choose the most appropriate tool to access and process information and present new knowledge & understanding.
- **Media Literacy:** The ability to synthesize a wide range of viewpoints/interpretations from a variety of media and build a concise model of understanding of those ideas.
- **Cultural Literacy & Global Awareness:** The ability to manage information in the "global village".
- **Critical Literacy:** The ability to identify key aspects of information validity such as accuracy, objectivity, authority, currency and coverage.
- **Scientific Literacy:** knowledge of scientific concepts and processes.
- **Cognitive Literacy:** The capacity to build cognitive models/frameworks of understanding

As much as I might wish that school library programs could be preserved through common sense and advocacy, this is not happening. Our path to success depends more on our individual competence than it does on advocacy presentations. Effective teacher-librarians offer programs that both anticipate and serve the needs of



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students and colleagues. These teacher-librarians are valued within their schools for their demonstrated expertise.

"Excellent teacher-librarians are essential to ensure that all young people have access to reading materials that will help them become literate, and school libraries must be the centre of any plan to improve reading and literacy." (Yoo, 1998)

I believe professional excellence is our best hope of turning the tide. Obviously, we must show that we have a curriculum based in information literacy and a process to deliver that curriculum. We must also be able to prove our proficiency in current literacy strategies.

Examples:

- Curriculum
 - **Information Literacy Skills: Kindergarten-Senior 4** – This is the River East Transcona School Division's information literacy skills document, winner of The Canadian Association for School Libraries' Angela Thacker Memorial Award
- Process
 - **The IntegrationStation** – This website demonstrates how to implement the resource-based learning process. It also supports the integration of information technology skills. Practical examples and classroom ready worksheets accompany each step of the process.
- Strategies
 - The **Ontario School Library Association** website has several documents containing practical literacy strategies for teacher-librarians. These include *Think Literacy: Teacher-Librarians, Grades 7-9* (2004) and *Think Literacy: Library Research, Grades 7-12* (2005)

Hopefully, this renewed emphasis on literacy in all its forms will provide the opportunity for teacher-librarians, through persistence and proficiency, to retain and/or rebuild school library programs.

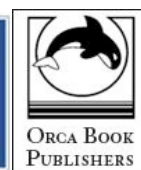
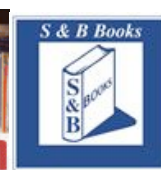
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Making Movies: Digital Video Production in the School Library Program

Anita Brooks Kirkland

Anita Brooks Kirkland is an Information Technology consultant for the Waterloo Region District School Board, responsible for school library programs, K-12. She leads many workshops for teachers on integrating ICT into the curriculum. Anita is the Past President of the Ontario School Library Association.

We live in a multimedia world. Besides the images we view daily on traditional media like television, the use of multimedia is now pervasive on the Internet. From timely access to unfolding events, to the incomparable insight that the CBC Archives gives us into our own history, more traditional media outlets now deliver information online through images and video. We can click to access the most recent images of space collected by NASA. Our online subscription reference databases exploit the power of multimedia more and more. Research has come alive through multimedia, and we must consider images and video as important and valid information sources. As with other aspects of the Internet, the technology that made it possible for the CBC to digitize and share its archives is the same technology that makes it possible for anyone to publish video content to the Internet. And like anything on the Internet, it makes "consider the source" the best possible advice for Internet users.

We in the school library world are more aware than most of the dubious and sometime spurious content that pervades the Internet. Helping our students navigate through this sea of information and misinformation and to develop the critical thinking skills to recognize the difference is what we are all about. We need to focus on the media literacy skills necessary to decode images, and therefore empower students to make decisions about the validity of multimedia as well as text content.

Advances in technology, from inexpensive and easy-to-use digital cameras and editing software to the video compressions and streaming technology that make it possible to share via a broadband connection, mean that virtually anyone can now create a video and publish it for the world to see. And just in the past few months the advent of video podcasting means that videos can be accessed through RSS (Rich Site Summary or Really Simple Syndication – the technology that allows us to "subscribe" to updates to favourite news or blog sites). Online videographers can now share their materials as easily as bloggers share text and still images. While all of this obviously increases the likelihood of students being misled by misinformation, the other side of the story is the tremendous opportunity it provides for students to find an authentic audience for their own work.

Multimedia Literacy

Visual literacy and media literacy have never been as important as they are now. A very short time ago, teaching media literacy was often rather abstract: students tended to be exposed to limited, selected and "safe" multimedia content within the walls of the school and were exposed to mostly mainstream media at home. Not any more. A student researching online is as likely to find images as text, and is more



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likely than ever before to find video content from diverse sources. Within this context, educators are becoming more aware than ever before of the critical need to teach multimedia literacy.

Just as reading and writing are both essential elements of “text” literacy, it is arguable that students’ ability to think critically about what they view can be dramatically improved if they learn how to create multimedia content themselves. Having access to the technology doesn’t mean that students intrinsically know how to use it to communicate effectively. Video creators, like writers, make all sorts of choices that influence the way their message is perceived. From the selection of images to effectively represent ideas, to making choices about camera angles, presentation formats, narration, music, and effects, the video creator can drastically modify the message. What better way for students to learn about the choices that others make than by having to make these choices for themselves?

Sound difficult? It’s not as hard as you think, and you know more than you think you know. Yes, our “digital native” (Prensky, 2001) student population may be better adapted to using the technology, but you know a lot more about using it wisely. Besides, the technology has gotten so user-friendly you’ll learn it in no time, and your students will be only too happy to help you out.

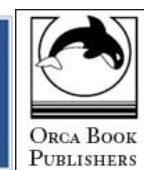
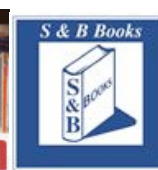
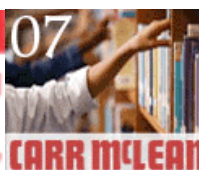
A Natural Fit

Developing media literacy is only one good reason for providing students with opportunities to create video content. Movie making is a natural match for a constructivist, project-based approach to learning. Using technology for project-based learning is relevant to the world our students live in. Knowing that ideas must be communicated visually sets up certain criteria for collecting information and processing ideas. In his book *The Director in the Classroom: How Filmmaking Inspires Learning*, filmmaker Nikos Theodosakis (2001) identifies these skills as visioning, research, problem solving, logic, planning and analytical skills, and argues that all of these require and develop higher-order critical thinking. This sounds an awful lot like the transformative learning experiences (Loertscher, Koechlin, and Zwaan, 2005) we try to achieve in the school library.

The added value of having students create their own videos is that it provides them with an authentic and real audience. Whether it be through a classroom viewing, a video presentation in the community, posting the video to the school’s website or perhaps even having a video podcast that can be shared by RSS feed, students are empowered to know that their work can be shared broadly and meaningfully.

The Filmmaking Process

The filmmaking process itself directly reflects the research process that we teach our students in the school library. Theodosakis (2001) identifies the stages in making a movie as Pre-Production, Production, Post-Production, and Distribution. Tasks used at each stage mirror the kind of research process we teach students in the school library to help them make sense of ideas and communicate them effectively. The filmmaking process is a “real life” example of the research process in action, and demonstrates that quality outcomes are the result of thorough and thoughtful planning. Video-making can also be a collaborative process, and provides an opportunity for students to take on specific roles, and to develop ideas through talk.



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Ethical Issues

Having students create their own videos provides an excellent opportunity for discussing ethical issues around intellectual property, copyright and privacy. Students will be very tempted to download images, video clips and music to use in their projects. Discouraging this based on the above criteria is important, of course, but it also creates the opportunity to discuss bias and point of view in image creation. A video clip downloaded from the Internet was created from another filmmaker's point of view: images don't make truth in and of themselves. Using other's images is not only problematic from a legal and ethical point of view; it empowers students to distort messages to the point of propaganda. I recommend only using video for topics where students can collect their own images, to give them an authentic voice, help them learn to make decisions about how best to represent ideas through images, and to help them learn about the ethics of intellectual property.

Project Styles that Work

Pre-selected Clips

In this type of project, you give each student or group of students the same images or video clips, have them put the clips together to communicate their own ideas, and see how the results vary. This is an excellent lesson for teaching bias and point of view.

Project Demonstration

Students make a video demonstrating what they've learned – a difficult concept or idea, for example. The process of planning – deciding what images are key to demonstrating an idea, helps students create their own understanding of the concept. This works best when clear limits are defined, like the maximum length of the video, the number of shots, etc.

Public Service Announcement

The advantage of this type of project is the clearly defined length (i.e., 30 seconds to one minute) and the higher order thinking it takes to create one. A PSA typically advocates for change, on social or environmental issues. Because the time limit is short, students must pick the best clips to demonstrate the idea. The writing must be clear and strong, and the project must be extremely well planned to be effective.

News Report

Again, having to report on complex ideas or events in a very limited time frame helps students understand how these factors affect our own perception of the news



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Interview

This is a format that I use extensively for professional presentations, and one that students can use extremely well. Seeing and hearing a person speak about their experiences is far more powerful than someone else reporting on it, and gives students the opportunity to access primary sources.

Documentary

Documentaries are hot right now in popular culture, largely because they are so much easier to do than ever before. While the learning experience of creating a documentary has the potential to be very powerful, the longer format may prove problematic. Interviews can be expanded into documentaries by adding appropriate images and clips.

Dramatization

Students can dramatize one key historical event, perhaps exploring the different points of view of participants. Dramatizing key literary scenes can also be a very engaging video project. Using animation or graphic imagery is an option for these projects.

Book Reviews

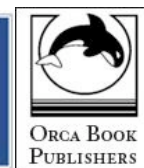
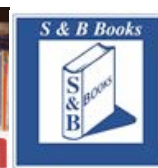
I did a great video project a few years ago as part of the Ontario Library Association's Silver Birch reading program. I asked students either alone or in pairs to do a short presentation of some sort about their favourite Silver Birch book. Some students interviewed characters, others did reviews, and others dramatized a scene. We videotaped the presentations and put together a very motivating and interesting little movie.

Classroom Realities

At this point, I can almost hear your thoughts, "This is all very good, but how can I possibly pull this off?" The main areas of concern are almost certainly equipment availability and ease of operation, and classroom management.

Digital cameras should be part of every school's equipment list in the multimedia age we live in. Modern cameras are affordable and easy to operate. Besides a good external microphone and a tripod (both highly recommended), very little additional equipment is necessary. In the Waterloo Region District School Board, where I work, every elementary school has the opportunity to receive a video kit, complete with four digital video cameras and a tripod. This set-up makes classroom movie-making accessible and manageable.

As far as software, consumer-level video editing programs are included with most modern operating systems. Apple computers come loaded with iMovie, which is part of the iLife suite of multimedia applications. Windows XP includes Movie Maker.



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Both of these programs are extremely easy to learn and to use.

The other reality of teaching is keeping every student engaged in the task. Some of the video projects described above, especially the shorter ones, work well for individual projects. You are likely not to have enough equipment available for every student to work this way. The truth is that real life movie making tends to be done collaboratively in teams, and taking advantage of this model provides a very powerful learning experience for students. Students can work in groups, with each student taking on a specific role (writer, director, editor, etc.). The collaborative decision-making process inherent in this model is a very powerful learning experience in itself. Theodosakis' (2001) book provides excellent organizational and planning tools for video projects.

So, still think that incorporating digital video production into the library program is unrealistic? With more and more of the information around us being provided through multimedia, and with the school library program's mandate to teach information literacy, we would be remiss to avoid incorporating multimedia. With a project-based, constructivist approach to learning, we would be remiss not to use multimedia production to empower students to think more deeply and give them an authentic voice in the multimedia world we live in today. So, pick up a camera, and see how simple and powerful a tool digital video can be.

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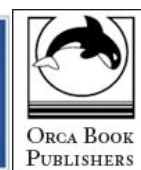
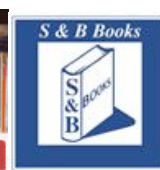
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Global Citizenship: Teaching for the Future

Peggy Thomas

Peggy Thomas is a Centrally Assigned Teacher-Librarian in the Library and Learning Resources department of the Toronto District School Board. She is also an OSLA Councillor, and Chair of the Be the Change Committee

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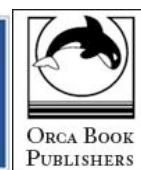
"You must be the change you want to see in the world."

- Mahatma Gandhi

In February 2005, at the Ontario Library Association Super Conference, delegates were treated to passionate keynote speeches by both Craig Kielburger (founder of Free the Children) and Stephen Lewis (UN Special Envoy on HIV and AIDS in Africa). These speakers described the plight of many children in the world, and in the case of Stephen Lewis, specifically Africa 's children. They spoke with conviction about the need for more schools, books, and scholarships to allow those orphaned by AIDS to attend school. Craig detailed how learning about the death of a child labourer had motivated him to create Free the Children at the age of 12, and how libraries and librarians helped him access information allowing him to achieve his goals. The help that was given to Craig 10 years ago has affected the lives of over one million children worldwide through the work of Free the Children. Stephen Lewis spoke eloquently about the ravages of AIDS in Africa . He spoke of how the deaths of so many young adults have created problematic gaps in African society. These gaps are in education, the family, health care, and government. The effect of these gaps on children affected and / or orphaned by AIDS is appalling. The 4, 400 teacher-librarians and librarians who attended the speeches left with a deep-felt intention of doing something more than just listening.

From this experience, the OLA Africa Project was launched, seeking from the adult membership of the organization a commitment to build and fund schools in Africa through the Free the Children organization. The Ontario School Library Association (OSLA) felt motivated to do more. Within the OLA umbrella, the OSLA membership is in a unique position: our teacher-librarians teach an entire generation of children in Ontario , and have as our scope and mandate whole school populations to inform, challenge and inspire. As teacher-librarians we have the opportunity to teach critical thinking skills, discuss conflicting world interests and encourage students to process information and create their own understanding of the world. Ultimately, we have the potential to empower the youth in our care—encouraging them to actively participate in dialogues about world issues and to take appropriate action, knowing that they can make a difference. So after Craig and Stephen's speeches, the question was: how can we engage Ontario students—and hopefully students around the world—in becoming active, knowledgeable, and critical, global citizens?

And so, inspired by both of these humanitarians and their work, a group of seven dedicated volunteers came together to put into practice the words of Gandhi, to be the change we want to see in the world. It is our vision to educate a generation of



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children who will see it as their responsibility to protect the human rights of all; who know that they can and do make a difference in this world. The result is the OSLA Global Citizenship project, "Be the Change".

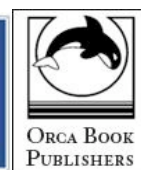
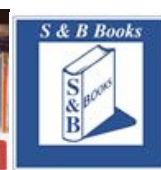
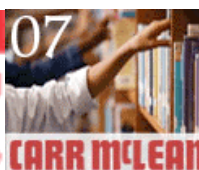
As a group, we needed to find a focus for our vision. After much discussion, it was decided that the United Nations Convention on the Rights of the Child offered the perfect vehicle for teaching students that every child has the right to be cared for, protected, educated, play, participate, express themselves, survive and develop, and to receive rehabilitation if these rights have been violated. As a document in law, it has been ratified by all but two countries in the world (Somalia and the United States). It is something that all children should know and understand, something worth fighting for and certainly worth teaching.

While the lessons in "Be the Change" find their focus in the UN Convention on the Rights of the Child, they also find their relevance in our school curriculum and the Ontario School Library Association "Information Studies" document (1998) (http://www.accessola.com/action/positions/info_studies/). Each lesson is designed to integrate information literacy skills and meet grade appropriate curriculum (it corresponds to the Ontario Curriculum, however, it can be altered to meet any provincial or state curriculum). The lessons range from Kindergarten to Grade Twelve, include links to social studies, science and language arts, and emphasize higher order critical thinking skills. They are not "add-ons", but crucial pieces that inform and broaden the curriculum already being taught. These lessons are easily accessible in any learning situation—whether it be the classroom or the library.

The lessons and units are based on rich literary sources (picture books, novels, non-fiction books as well as websites and media). Students are invited to explore the information, engage in drama activities and discuss their ideas and emotional reactions to the issues. Time is given for reflection, dialogue and further research. All of the lessons were written with the ages and developmental stages of the children in mind. At the Kindergarten level, the students are encouraged to connect with children around the world and learn about the rights that all children should enjoy, while students in the older grades are challenged to learn about the reality of how accessible those rights are to children everywhere.

With the "Be the Change" curriculum, the goal is for students to feel empowered to effect change, however, discovering the plight of many of the world's children may be disturbing to some. Strategies to engage students in personal reflection are included in the lessons and help to address this concern. At all times the students are being encouraged to think about themselves in relation to the world and construct their own meaning and understanding of crucial world issues, to find their passion and take action.

Currently there are over thirty lessons/units on the website, including three webquests (authentic inquiry based units where the Internet is the main information source). The lessons/units are organized into divisions (primary, junior, intermediate and senior). Within each lesson more specific links are made to grade levels and curriculum. Lessons are evolving and pliable. They can be used in whole or in part depending on resource availability and an individual's teaching style and timetable. At this time, five additional lessons are being written, including one on poverty in Canada , supported by an additional webquest on homelessness. The richness of these lessons and resources is a result of the strengths and experiences that every member of the writing team brought to the project. It is our hope that this will be the beginning of an ongoing dynamic project that will be enriched with



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feedback and new ideas from those who implement the curriculum. This is but a beginning, a framework that we hope will build and grow.

With the "Be the Change" curriculum, the OSLA is joining a growing number of associations, organizations and individuals in reaching out to the next generation with the hope of effecting a change in attitude and encouraging active citizenship. If that is all that we accomplish, then we will have done a lot. But we would like to do so much more. It is hoped that after learning about the issues the schools and students involved in using the curriculum will engage in meaningful fundraising. In February, OSLA will be launching the "Change for Change" fundraising initiative to benefit Free the Children and the Stephen Lewis Foundation. The money raised will provide health kits, build schools and establish scholarships for children orphaned by AIDS. The effect of this effort will show the students in very real terms that differences can be made personally, locally and globally.

A project of this scope involves many people. The writing team consisted of Anita Brooks Kirkland, Michelle Flecker, Sybille Parry, Marybeth Snyder, Lisa Teodosio, Aislinn Thomas, and Peggy Thomas. The support and encouragement of the OLA board and staff was invaluable. Financially, the OLA funded the purchasing and use of resources, facilitated the meeting and work of the writing team and provided the expertise of Andrew Ryther in developing the website. A special thank you goes to Larry Moore, Executive Director, and Cynthia Archer, OLA President, for their help and encouragement, and to Andrew Ryther for his patience and creative vision for the website.

This article serves as a special invitation to all readers to investigate the resources and lessons on "Be the Change" (www.accessola.com/osla/bethechange) and take up the challenge of implementing them, whether as a teacher-librarian or in a different context and role. In the words of Craig Kielburger, "...the power of your job is that when you reach out to people, inspire people, challenge people you are never sure of the impact you have on their lives." Reach out, make a difference, and join us: be the change.

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Ontario School Library Association. (1998). *Information studies: Kindergarten to grade 12*. Retrieved January 14, 2006 from http://www.accessola.com/action/positions/info_studies/



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Creating a High School Library Web Page

Jillian Bussiere

Jillian Bussiere is enjoying her first year as a teacher-librarian at Sheldon Williams Collegiate in Regina, Saskatchewan. She has a B.A. and a B.Ed from Queen's University and is currently working on her Diploma in Teacher-Librarianship from the University of Alberta

Who?

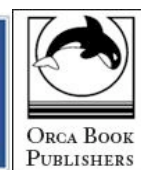
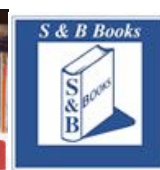
The first question that I had to ask before designing the library Web page was, "Who is this for?" The answer to this question was easy, as I had spent the first three months of the year printing and posting URL addresses all around the school so that students and staff would be able to locate the sites they both wanted and needed. Teachers kept asking me where they could find rubrics or if I had a document that taught kids how to use APA format for their bibliographies. Students wanted to know if the library had books on gladiators or if I knew where they could find some good articles on Canadian identity. Both students and staff seemed to want one central place where they could access the links they needed, without having to memorize a whole bunch of Web addresses. If done effectively, a library Web page could be their starting point.

What?

Now that I knew what I wanted to do, I had to begin the research process while keeping in mind that my overall goal was to make life easier for the students and staff at my school. I did this by looking at existing school and public library Web sites and reading articles (see below for a list). The existing sites were helpful in that they showed me different ways that library sites could be set up, as well as what should and should not be included on a library Web page. Similarly, the articles provided a list of dos and don'ts that were helpful with the initial design of the site. The toughest part was deciding how many pages to create and what the topic heading on each of these pages should be. I created all the buttons first and then ended up having to change them all because they didn't quite fit in with what I had envisioned for a library Web page.

Where?

When I did my research on site design and what program should be used, I became aware of the fact that I was going to have to do this entire project at home. The technology teacher at my school tried to put Dreamweaver and Fireworks on my school computer so I could access it during the day, but the computer did not have enough memory. I also found that the program ran very differently on a Mac than on a PC. This led to formatting issues that caused multiple frustrations so I figured I was better off just doing it at home. A friend of ours installed Dreamweaver and Fireworks on my home computer and gave me a brief mini-lesson on how to use it. Initially, I found this process very stressful as I had never used Dreamweaver before and there was a lot of information that I needed to learn quickly. I had created a



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very basic Web page once before using Microsoft Front Page so using this new program would prove to be challenging.

When?

Once the Web page was developed and ready to go, I had to determine the best time and place to introduce the site to both students and staff. After talking to my principal, we decided that I would do a brief presentation at the next staff meeting for my colleagues. As for the students, we decided that I should start with the grade nine and ten English classes and work my way up to the elevens and twelves. The sessions would be similar to a library orientation except I would use a data projector to provide a general overview and then I would give students the chance to peruse the site individually or in groups. The most exciting thing was being able to rip down all of the coloured papers with the URL addresses on them and replace them with a single sheet.

Why?

As I already mentioned, the goal of the library Web page was to provide a central access point where students and staff could find the links they needed. Ultimately, I wanted to reduce the amount of time they spent searching for information and increase the time they spent on sites that I knew would be useful to them. My students in particular needed some direction as they searched for information. Some of them would spend hours searching Google and Alta Vista and still never find the information they needed. Now, they at least have a starting point and a place where they can access current and reliable databases, quick links, and resource lists. The library Web page will hopefully be the place they go to first in order to find the information they need.

Here is the website:

<http://sheldonwilliamscollegiate.rbe.sk.ca/sheldonlibrary/index.htm>

Below is a briefly annotated list of resources for those considering designing a website.

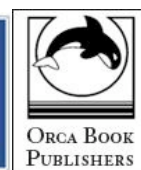
Annotated Bibliography

Baumbach, D. (2005, February). The school library media center Web page. *Knowledge Quest*, 33(3), 8-12.

Baumbach, a Professor of Educational Media/Instructional Education at the University of Central Florida, presents findings from a study of 100 school library Web sites across the United States to support her theory that there is little consensus as to what should be included on a school library Web site.

Clyde, A. (1999). "Ten things I hate about..." Web pages. *Teacher Librarian*, 27(2), 58-59.

Based on the movie "Ten Things I Hate About You," Clyde develops her own "Top 10" list to illustrate the ten things that she hates most about existing Web pages. Clyde supports her argument by providing commentary for each item on her list, and directs the reader to similar lists compiled by other authors.



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Clyde, A. (2002, February). Creating the school library Web site. *Teacher Librarian*, 29(3), 25-28.

Clyde, a Professor of Social Science at the University of Iceland, poses three questions for school libraries to consider before constructing their school library Web sites. She then answers each of her questions, providing multiple scenarios for all three. This is an informative article that takes an extensive look at the decisions and planning that must take place before a school library Web site can be developed.

Minkel, W. (2002, January). Reaching (and teaching) teens. *Library Journal*. Retrieved October 25, 2005, from <http://www.libraryjournal.com/article/CA190394.html>

Minkel, Technology Editor for School Library Journal, considers what it takes to create a Web site for teens that is both functional and inviting. Minkel cautions against too much involvement from teens and encourages librarians to trust their own instincts.

Minkel, W. (2002, May). Remaking your Web site. *School Library Journal*, 48(5), 46-49.

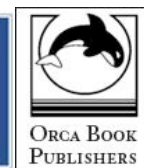
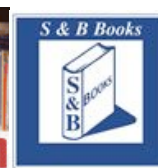
Minkel examines what it takes to make a children's library Web site that is both appealing and useful. After he outlines his seven "commandments," which are essentially guidelines for children's Web page designers, he provides specific examples of library Web pages that he helped redesign. The article contains information that is easy to follow and implement, and is accompanied by examples of exemplary children's library Web sites.

Ryan, Sara. (2000, March). It's hip to be square. *School Library Journal*, 46(3), 138-141.

Through a list of dos and don'ts, Ryan reveals what should and should not be included in a Web site designed for teens. She encourages site designers to create a page that has links that students will find useful and that reflect their needs and interests, without worrying too much about the fancy graphics and vibrant colors. Ryan's suggestions are simple and practical and could easily be incorporated into any Web site that is designed for teens.

Schnell, E. (1998, May). *Writing for the Web: A primer for librarians*. Retrieved October 24, 2005, from <http://bones.med.ohio-state.edu/eric/papers/primer/webdocs.html>

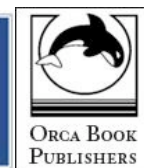
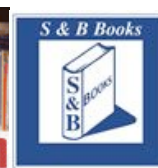
Schnell, an Associate Professor of Informational Technology in the Prior Health Sciences Library at Ohio State University, examines the logistics of Web page design by dissecting each component of the Web page. From copyright issues to Java and JavaScript, Schnell not only defines Web language, but also gives specific instructions as to how to use Web language to create a Web page that is accurate and easy to understand. The article is informative and interactive and introduces the reader to Web design and Web maintenance using all of the proper terminology. This article would be especially helpful to someone who does not understand Web page design, but is still interested in creating his or her own Web page.



SCHOOL LIBRARIES IN CANADA

White, S. (2004). Assessing library web page usability: How benchmarking can help. *Library and Information Research News*, 28(88), 47-52.

White, the Deputy Director of Computing and Library Services at the University of Huddersfield , presents findings from a benchmarking project designed to evaluate the accessibility of information on four university library Web sites. This is a very informative study that contains practical suggestions for creating a new library Web page, or making changes to an existing site.



Exploring Our Heritage: An Overview of Recent Canadian Historical Fiction for Children and Young Adults

Victoria Pennell

Victoria Pennell is the Editor of *Resource Links*, a Canadian journal devoted to the review and evaluation of Canadian resources for children and young adults

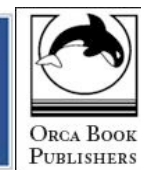
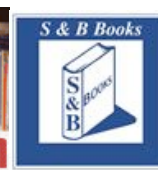
I don't know if the fact that we entered into a new millennium in 2000 and people started looking back over the previous 100 years had anything to do with the amount of historical fiction that has been produced for children and young adults, but it seems there has been a real proliferation of that particular genre in recent years. The topics covered, however, are not restricted to that 100-year span but range from the early days of exploration in Canada up to the recent cod moratorium in the eastern provinces. Some authors created picture books that bring aspects of Canada's past to the very young. Others have taken a time travel approach which gives a sense of adventure as well as historical information. Others have taken a more traditional historical fiction approach wherein they tell a fictional story set in an historical time frame where the setting and many of the events are true or based on true happenings.

This proliferation of Canadian historical fiction provides a wonderful supplement to Canadian social studies programs. What better way to learn about the society of a particular era than through the eyes of someone who lived at that time! Historical fiction allows readers to vicariously experience the past through a story line that draws them into a time frame as if they were actually the character in the book. Historical fiction presents concepts that are sometimes difficult for children to grasp, within a meaningful context. It allows for a more in-depth treatment of a topic than a textbook generally covers. While historical fiction is generally a more interesting way for students to learn history, in using this approach with students we must make them aware of the fact that the main aim of this genre is to tell a story and not to provide historical detail. Thus, students need to be aware of just what is factual and what is fiction. Historical fiction can be a fascinating adjunct to the social studies program but it cannot replace the textbook or other non-fiction works.

This article is based on a presentation that I gave at the MSLA/CASL Conference held at Winnipeg in October of 2005. It covers books of Canadian historical fiction from 2004 and 2005, which, as editor of *Resource Links*, I had the opportunity to read. The descriptions and evaluations are summaries of the reviews that appeared in various issues of *Resource Links* and I thank our many reviewers for their contributions. There may well be other publications from this time frame that were not forwarded to us for review so it is not an all-inclusive listing of everything that might be available. I have arranged the titles in chronological order.

The French in Newfoundland in the 1600s

Thomas Doucet: Hero of Plaisance by Susan Chalker Browne presents a realistic portrayal of Plaisance (Placentia) in the 1600s when the French were attempting to drive the English from Newfoundland.



SCHOOL LIBRARIES IN CANADA

Pierre Le Moyne Sieur D'Iberville, the hero of New France, sails into the bay towards the small fishing colony of Plaisance. The town of French settlers is turned upside down with excitement, for it is rumoured that D'Iberville plans to drive the English from Newfoundland, claiming the land and fishing rights for France. Many able men in town are anxious to join his campaign. Thomas Doucet, however, is sad and almost embarrassed by the fact that his father is too ill to fight. When Mali, a Mi'kmaq friend of Thomas' sister, sends a poultice made with herbs for Madeleine's father, his health begins to improve.

News of D'Iberville's winter campaign continues to be encouraging and exciting. Thomas and his friend Nicholas are discussing the escapades as they snowshoe over the hard-packed snow. Turning towards the frozen river, they suddenly see Mali struggling at the edge of the ice! A daring rescue ensues and Thomas becomes the local hero.

In this simple, yet well-written story, the author presents an interesting contrast between two examples of bravery and heroism. Paintings by illustrator, Heather Maloney, give the reader a realistic perspective of Plaisance in the 1600's. An excellent vignette for elementary students of Canadian history, this book is the fourth in a series of historical fiction by Susan Browne, based on Newfoundland and Labrador's National Historic Sites.

The Clash of Cultures in Early Canada

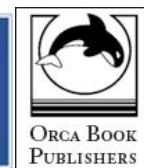
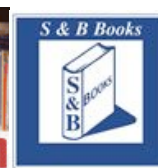
Set in Quebec in 1703, *Sister to the Wolf* explores the days of the fur trade and the cultural differences of the French inhabitants and the native people.

Award winning author Maxine Trottier brings us another historical novel dealing with the cultural differences of early Canada. With some of the characters based on her ancestors - French inhabitants and the Miami people - Trottier sets her story in 1703 Quebec when it was not uncommon for French inhabitants to own indiens as slaves.

As the story begins, young Cécile Chesne witnesses a young Pawnee indien being branded by his master. The next day, as she and her father are about to depart for the newly established fort at Detroit, she defies convention and buys the slave. She immediately gives him his freedom and treats him as an equal, something he has not experienced from white people before. Lesharo, the young Pawnee, agrees to accompany Cécile and her father on their journey and becomes her protector.

Overshadowing the story is the journey of a wolf who appears to be following Lesharo wherever he goes. The Pawnee are known as "the people of the wolf", a people who admire the wolf's loyalty to its pack or family as they have loyalty to their family. Cécile and Lesharo become very close as they spend time together and learn more and more of each other's culture and beliefs and eventually Cécile has to make a terrifying choice in order to maintain the freedom which they have known.

Trottier's attention to historical detail is accurate and the use of some real people and events bring a sense of reality to the story. In addition to the personal story, this is also a story of the clash/merging of cultures in early Canada – the French way of life vs. the indien way of life – the priest vs. the shaman.



SCHOOL LIBRARIES IN CANADA

Early Settlement in Newfoundland in 1721

Through the diary entries of Sophie Loveridge in *Winter of Peril*, Jan Andrews paints a picture of the early fishing voyages and attempts at settlement in the harsh colony of Newfoundland.

As Sophie Loveridge begins her diary, she, along with her mother and father, are about to embark on a voyage to the distant island of Newfoundland in the 'New World.' It seems that Sophie's father has aspirations of being a famous poet and while waiting for his chance at fame and fortune, he and his family have been living off the good graces of his brother Thaddeus. Now it seems Thaddeus is going to send his brother and his family off to the new world to earn their keep and become settlers.

As we read Sophie's diary entries we see how ill equipped her family is to settle in this harsh land where everyone must work in order to survive. Through her descriptions we are given a glimpse into how the early fishery operated in Newfoundland when ships came to various places along the coast to spend the summer and return home to England (and other European countries) at the end of the season with fish for the markets. She aptly describes the various tasks of the fishermen, the shore workers, the cook, the minister, etc. Her descriptions include the building of tilts on the land where the workers live and how life revolved around the fishery during the summer months. Her entries certainly give an indication of the kind of people needed to establish settlements on this rugged island in the North Atlantic.

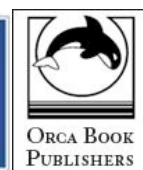
Racism in Canada in 1738

Esther is a teenage girl who arrives on the shores of New France disguised as a boy. Authorities soon discover that Esther is not only a girl, but also a Jew – the first one to set foot in New France.

Esther is a fast-moving historical novel portraying the "remarkable nearly incredible life and times" of a teenage girl who eventually arrives on the shores of New France in 1738 disguised as a boy. Authorities soon discover that Esther is not only a girl, but also a Jew..... the first one to set foot in New France . The French government has gone to "great lengths to prevent the contamination of New France by Jews, or followers of any religion other than the true Catholic faith." During the four-year span covered by this novel, Esther survives a tragic shipwreck, near-fatal illness, the squalid conditions and stench of prison, and grief beyond measure. She has also lost her family, her best friend, her religion, her statehood, and even her very sex. In this book Sharon E. McKay skilfully reveals the great mysteries that bring Esther to New France and captures the social and military life of Quebec in the early 18th century.

The Acadian People of Atlantic Canada

Reissued in conjunction with the 400th anniversary of the Acadian culture in Canada in 2004, *A Song for Acadia* focuses on the way of life and the loyalty and stamina of the Acadian people as they face expulsion from their hard-earned land.



SCHOOL LIBRARIES IN CANADA

The year is 1754 and young Timothy Parsons of Boston is sent by his ailing father to live with his aunt and uncle in Acadia , the home of his dead mother. Here he encounters new experiences as he revives his knowledge of the French language and works with his extended family on their small farm in Minas, Nova Scotia . As the time approaches for Timothy to return home he is caught between his loyalty to his father and the new life he has been experiencing with his Acadian family. He convinces his brother-in-law to let him stay until the next voyage.

It is at this time, however, with Britain and France at war and a new governor who is not at all sympathetic to the Acadian decision to be loyal to the British king but not willing to bear arms against the French, that the Acadians are forced to make some very serious decisions. When they decide that they will not change their mind on bearing arms, the governor signs a deportation order whereby all the Acadian residents are to be deported and all their land, livestock and houses be forfeited to the crown. All they can take with them is their money and some household goods. Caught in the middle, Timothy must make a decision to return to Boston or to stay with his new family and face an uncertain future.

This book, by Mary Alice Downie and George Rawlyk, illustrated by Ron Berg, will help young readers understand some of the history of the Acadian people in Atlantic Canada. The way of life and the loyalty and stamina of the Acadian people is accurately portrayed.

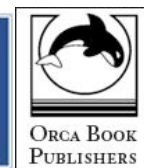
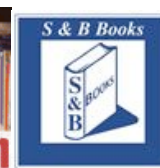
The Expulsion of the Acadians from Grand Pré in 1755

Through Angélique Richard's diary entries, young readers are given a realistic view of what life was like for the Acadian people as they watched everything they had worked for being taken away.

Banished from our Home: the Acadian Diary of Angélique Richard by Sharon Stewart takes us back to the time when the Acadians were expelled from their comfortable homes in Nova Scotia , when families were torn apart and people were forced to settle far away from each other.

In 1755, upwards of 10,000 immigrants from France had settled in small communities along the Bay of Fundy , fishing and farming and living a fairly comfortable life. Known as Acadians, their allegiance was to their new land, however when disputes arose between the English and the French, the British, fearing that the Acadians would side with the French, demanded that they swear an oath of allegiance to Britain . The Acadians wished to remain neutral and they refused to take the oath. As a result the British decided to deport them to a variety of locations in the United States , England and other colonies.

As Angélique Richard begins her diary, she and her family are living in Grand-Pré, Acadia . Through her diary entries we see people living a simple farming life. Angélique's family has sown their crops for the season and her older sister is getting married. Within a very short time, however, things change. Her older brother runs off to join the rebels, British soldiers confiscate the farmer's guns, and travel to other communities is banned. Finally all the inhabitants of the community are forced aboard ships and taken away. There is no attempt to keep families together or even to send them to the same area. Through Angélique's writings readers become part of this terrible time in Canadian history, sharing her fears and distress at not being able to do anything to stop this awful bullying by the British.



SCHOOL LIBRARIES IN CANADA

In *Claire by Moonlight*, Lynn Kositsky paints a very real picture of Grand Pré and insurmountable obstacles faced by the Acadians as they were forced out of their homeland and scattered to various other locations without any regard for family ties and personal possessions.

Claire Richard is a young girl coming of age in Grand-Pré in 1755. Life should be simple for her and her family as they farm the land along the dykes and raise their cattle, however, as the book begins it is the eve of the expulsion of the Acadians from their homes. In addition to the problems the Acadians are encountering with the British, Claire's family also has a variety of personal problems.

In the days leading up to the expulsion, Claire meets and becomes friends with a young British soldier, Sam Douglass, who claims he is sympathetic to the plight of the Acadians. Claire is torn between loyalty to her heritage and friendship with Sam and at times wonders if indeed she is a traitor to the Acadian cause.

Like most of the Acadian men, Claire's father and brothers are taken prisoner by the British, and eventually she, her mother and sister, are herded aboard ships and taken away from their homeland.

The Fortress of Louisbourg, 1758

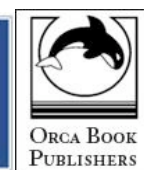
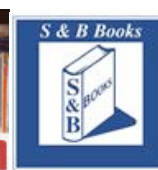
Flight from the Fortress takes place in 1758 just prior to the fall of the Fortress of Louisbourg. The story focuses on Philippe, who, after the death of his French mother, travels to Louisbourg in search of his father, a British spy. Phillippe's fluency in both French and English enables him to survive in the chaotic war between the French and English. He saves the life of a French girl, Gaby, and he, in turn, is saved by a black slave, Jonas. Life in Louisbourg is dreadful for them. Together with Gaby's young siblings they all flee from Louisbourg to the forest. There they encounter many obstacles in their quest for freedom and safety.

Lyn Cook writes of the terrible effects of war on ordinary people. Even if individuals escape physical harm, they do not escape the feelings of loss and uncertainty. The book is full of adventure and concludes with optimism for a better life elsewhere.

Pioneer Life in the late 1700s

In *A Pioneer ABC*, Zebediah "makes" his alphabet book he identifies 26 items representative of the pioneer life of the Loyalists, who moved in the late 1700s from the United States into areas of what is now Ontario, Quebec and the Maritime Provinces of Canada. With items such as "B is for Bandalore" (an early yo-yo), "H is for Hornbook", "J is for Junket" (a trip or journey), "O is for oxen" and "S is for Soap-making, spinning and stumping" Zebediah gives us a glimpse into the everyday life of the pioneer homestead.

Each letter of the alphabet has its own descriptive text and a full-page illustration. Mary Jane Gerber's acrylic-on-canvas paintings provide a realistic portrayal of Mary Alice Downie's descriptions. Gerber has framed each painting and included various pioneer items beginning with the same letter of the alphabet which are identified at the back of the book.



SCHOOL LIBRARIES IN CANADA

Life of the Habitant in Quebec

Maria Chapdelaine, based on the novel by Louis Hémon, is an abridged edition that follows the original published story. Tundra Books has created a beautifully illustrated retelling of Maria Chapdelaine's struggle and survival in Peribonka, Quebec. Habitants endure hard work, few pleasures and long winters. Family members look forward to gatherings at the Chapdelaine home and trips to the village. Maria Chapdelaine must decide which of three suitors she wishes to spend the rest of her life with. Just as she is about to make her choice of Francois, he dies. Consequently, Maria is left to choose between Eutrope and Lorenzo. Both men present very different offerings to her. Nevertheless Maria makes her choice and finds herself at peace. Rajka Kupesic's paintings are beautiful and add greatly to this edition.

The original story was published in France in 1914 by Louis Hémon, who moved to the Lac St. Jean area of Quebec in 1911. Hémon has great difficulty surviving in the wilderness of Canada and soon wrote a story about the troubles of the French Canadian wilderness. This story was sent to Paris for publication; however, Hémon was killed in a train accident before he could see his book published.

Planters in Nova Scotia, 1762

To Pirate Island, the second book about Elizabeth and her Protestant Planter family focuses on the conflict between the English Protestants (the Planters) and the French Catholics (the Acadians) as they try to resettle the old Acadian communities along the Bay of Fundy.

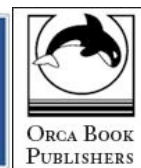
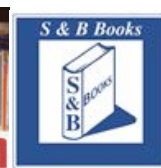
In the first book, ten-year-old Elizabeth and her Protestant Planter family moved from Connecticut to lands formerly inhabited by Acadians in Nova Scotia. In this book, Elizabeth is distressed that her two friends, Mathilde, an Acadian girl, and Sarah, a Protestant Planter girl, do not get along. She plans an adventure to Pirate Island in the hopes that a friendship will develop between the girls. Unfortunately, the endeavor fails.

The friction between the children is a reflection of the discord between the adults. The English Protestants and the French Catholics do not mingle or socialize together. This lack of community kinship and trust has tragic results for Sarah's aunt when she refuses the services of the midwife, Mathilde's mother. However another tragedy is averted when Mathilde and Sarah put aside their differences to save Elizabeth when she becomes stranded on Pirate Island.

Anne Laurel Carter encompasses many aspects of the social history of Nova Scotia in an interesting story line.

Black Loyalists in Nova Scotia in the late 1700s

In *Certificate of Freedom*, it is 1784 in Nova Scotia. Rachel Sparrow and her parents are all former slaves. A white de-listed soldier approaches Rachel and her mother while they are picking berries in the woods. After "checking" their certificates of freedom to verify that they are really freed slaves, he forces the pair to follow him to an unknown destination where he claims the certificates must be checked by his officer. The soldier's true intentions are to sell them back into slavery. He sells



SCHOOL LIBRARIES IN CANADA

Rachel's mother to one man and Rachel to another. Neither of the slave owners is aware that they are in possession of free Black citizens. Rachel must get word to her stepfather of her whereabouts.

An Elephant Tree Christmas is the concluding story of Rachel and her family as they attempt to make a new life amidst the racial tensions of the late 1700s in Birchtown, Nova Scotia. Life is extremely difficult for poverty-stricken former slaves, living during the in-between-times of slavery and freedom. For Rachel and her tiny family, the work never seems to stop and she feels the burden of responsibility at a young age. Without her mother, her stepfather needs Rachel's help daily, and while her mind often turns to hopeful changes in the future, there is little substance in which to put her faith. And yet, hidden in the safety of their log cabin in Birchtown, Rachel keeps a treasure: five English guineas, given to her by the woman who set her free. Still holding out hope that her mother might also find her way one day back to Birchtown, Rachel pours her energy into teaching the children of the town to read and write.

There are Canadians from various generations who don't realize that slavery existed here. Anne Kositsky brings young readers close to the lives of "Black Loyalists" struggling to survive on the east coast of Canada. There is also a lovely sense of closure to this story. As book four in the series, *An Elephant Tree Christmas* steadily brings the pieces together, culminating in the return of Sukey, Rachel's mother.

The War of 1812

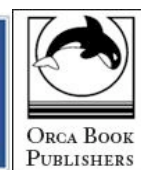
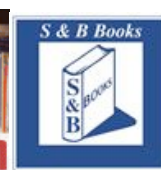
In *Son of the Hounds*, Robert Sutherland takes us into the midst of the War of 1812. The Americans have set up a temporary camp at Stony Creek and are capturing all able-bodied men whom they suspect might be persuaded to join the Redcoats. As the story opens, Jimmy Cameron and his father are taken away from their farm and imprisoned with others from their area. Jimmy's mother manages to slip him a knife that enables him and some other prisoners to make an escape. As the story progresses, Jimmy joins forces with a young girl named Faith Fairlie whose father has also been taken prisoner. Eventually they become spies, informers and messengers for Lieutenant James FitzGibbon and his infamous Bloody Boys. Jimmy is suspected of being a spy and is captured once again, however, with the help of his new-found friends he makes another escape and warns FitzGibbon of an impending attack.

Sutherland has created a fast-paced adventure story that holds true to many of the events and personalities of the War of 1812. While Jimmy, his family and Faith Fairlie are fictional characters, they are typical of many people who acted as scouts and spies for the British troops, enabling them to outsmart the Americans and eventually win the war.

Halifax, 1834

In *Joe Howe to the Rescue*, Michael Bawtree explores the historical facts surrounding Joseph Howe's famous libel case and his very vocal newspaper, *The Novascotian*.

The year is 1834 and young Jack and his mother are destitute. Captain Dance has been away at sea for a long time and they have heard nothing from him. The money he put aside for schooling for Jack is almost depleted. After a chance rescue by Joseph Howe from bullying by some dock-workers, young Jack Dance is taken under



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the newspaper owner's wing and given a steady job. Now Jack has a chance to earn some money and become part of the respected newspaper, *The Novascotian*. It's not long before Jack finds himself searching for information among the dangerous world of smuggling and corruption that Joseph Howe is trying to expose through his newspaper writings. When Howe prints a scathing story about the corruption of the magistrates and police force of Halifax he is charged with libel. How he fights his own case and wins an acquittal is very much a part of this story, and of course Jack is involved every step of the way.

David Preston Smith illustrates as Bawtree skilfully weaves the story of a fictional character into the historical facts that surround Joseph Howe's famous libel case and his very vocal newspaper. The plot is fast-paced with lots of adventure.

Pioneer Life in Cape Breton , Nova Scotia in the 1800s

Illustrated by Peter Rankin, and based on the true story of John and Annie Smith, *Making Room* by Joanne Taylor conveys the familial spirit that was so prevalent among the pioneers of our country.

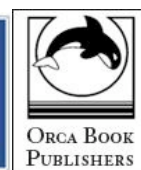
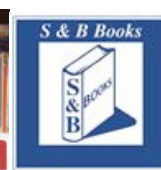
John William is a young homesteader who builds himself a one-room house with a fireplace of stones he clears from his own field. What happens next is akin to the nursery rhyme "The Farmer in the Dell," albeit with a few twists: William marries, they have children and he begins to build additions to the house in order to accommodate everyone. Then his parents grow old and come to live with them, as does a widowed neighbour and an injured cousin. Next, his widowed sister, and her poor orphaned grandchild arrive. With each turn of the page someone new comes along and William continues to build. Eventually, they have 17 rooms housing 20 people. This story is typical of family life of many of the pioneers of our country.

Crime and Betrayal in Upper Canada, 1835

As Lilly McNab investigates a murder in her hometown of Maitland, we see the 1830s society of Upper Canada as well as the political upheavals taking place among the Tories, the Reformers and the Orangemen. Lilly McNabb is an exuberant young lady who is a milliner and who has a talent for solving mysteries. Young adult readers will admire her spunk and ingenuity. When she finds the murdered body of John Reed during one of her walks, she becomes obsessed with finding the killer. Colonial society in Upper Canada during 1835 serves as the backdrop for Lilly's exploits. The political parties, such as the Tories, the Reformers and the Orangemen are front and center in this tale of murder and betrayal. In *Thread of Deceit* by Susan Cliffe, not only is the picture of 1830s society depicted, but political upheavals are also vividly illustrated. Students are provided with a history that comes alive and one that keeps their interest piqued with the mysterious death. As well as mystery, Lilly encounters romantic problems that serve to confuse her and yet enable her to mature.

Pioneer Life in Upper Canada, 1838

In *Strawberry Moon*, once again Becky Citra brings us into the day-to-day life of a pioneer immigrant family making a new life for themselves in Upper Canada . As the children and their father attend to the day-to-day chores of the farm, we are shown the lifestyle that was predominant in rural areas at the time.



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Ellie, Max, and their father have now been living in upper Canada for 3 years. They have built a home and a farm for themselves and have settled into a way of life. As this fourth book in the series begins, their grandmother is just arriving from England to spend the summer with them.

Life on the small pioneer farm is quite different from Grandmother's life in England where she is accustomed to having servants do most of the household work. On Grandmother's first evening at the farm, Ellie overhears her telling her father that she wishes to take Ellie back to England to be raised "properly". Ellie does not want to go to England ; she is quite satisfied with her life in Upper Canada , and she immediately develops a dislike for her demanding Grandmother.

Things take a change for the better, however, when father and Max go to help a neighbour rebuild after a fire and Ellie and Grandmother are left alone for a few days. An old spinning wheel and a baby fox bring the two together. As grandmother tells Ellie about her mother (who died before they left England) they begin to establish a meaningful family relationship and through a fateful turn of events, instead of Ellie going to England , Grandmother ends up staying in Canada .

Pioneer Life in Nova Scotia

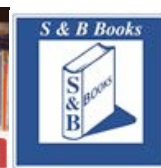
Tommy's New Block Skates by Garth Vaughan is a beautifully illustrated winter story set in a small town in Nova Scotia during the 1800's. The simple story of a young farm boy who dreams of skating on the village pond is told as part of a detailed portrait of life in a small town, where all the needs of the community are provided by local craftsmen.

Tommy's father agrees to provide the blacksmith with fence posts in return for some horseshoes and the skates. A whole year goes by while the trade is completed and the blacksmith, shoemaker and harness maker work their magic on the raw materials. The passage of time is not marked in the text but clearly shown through the accurate illustrations drawn by David Preston Smith. The craftsmen's tools and the blacksmith's shop are shown in great detail and the book also conveys the slower pace of life and the friendliness of the people.

Life at the Cape Spear Lighthouse in Newfoundland in 1861

Based on a real shipwreck and the lives of real lighthouse keepers, this story gives an indication of what life was like in Newfoundland in the 1860s. *At Ocean's Edge* is the third in a series of stories by Susan Chalker Browne set at National Historic Sites in Newfoundland and Labrador. This one uses characters based on real people, members of the Cantwell family who kept the Cape Spear lighthouse from 1846 until 1997, to give young readers a glimpse of life in 1861. The central event is the wrecking of the ship *Salmah*, driven aground at Cape Spear, with the loss of three sailors.

The story is told mainly from the point of view of young Ellen Cantwell, who witnesses the wreck, the preparations of her mother and sisters to care for the survivors, the efforts of her father and brothers to pull those survivors ashore, and the rogue wave that sweeps three of the *Salmah's* men away. Conversation with a fictional cousin from St. John's, Tom Manning, allows Ellen to explain many of the facts of family history and details of lighthouse life in the late 19th century.



SCHOOL LIBRARIES IN CANADA

The Cariboo Gold Fields, 1862

In *A Trail of Broken Dreams: the Gold Rush Diary of Harriet Palmer*, Harriet Palmer, disguised as a boy, sets out with a group of Overlanders to journey from the Red River Settlement to the Cariboo Gold Fields in search of her father. Her diary entries detail the hardships and realities of the journey.

The year is 1862, and young Harriet Palmer has just buried her mother at the Upper Fort Gary, Red River Settlement. Her father is away searching for gold in the Cariboo and after discovering that she and her younger siblings are penniless, Harriet decides that she must find her father. Disguised as a boy, Harriet joins a group of Overlanders who are setting out to journey to the Cariboo. As Harriet writes in her diary she gives us a running description of the journey - the arduous daily treks, the hot sun, the rain, fording rivers, climbing mountains, and the people she meets. Harriet does eventually find her father, quite ill, but alive.

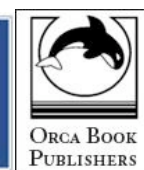
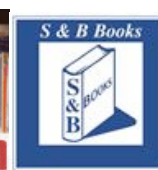
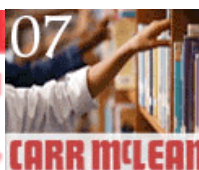
Through the diary of young Harriet, Barbara Hawarth-Attard brings us close to the hardships and perseverance of the people, known as the Overlanders, who caught "gold fever" in the 1860s and journeyed across the interior of the country to pursue a dream. Some of them did find the gold they were searching for but many did not. This group, however, established routes across the country and began settlements that still exist today.

In *The Trail to Golden Cariboo*, Lisa wants to go to the Cariboo and become a miner. Her opportunity comes when an invitation arrives from Archibald McNaughton asking Lisa to travel to the Cariboo with him and his new wife to live with them as a companion and a helper. Lisa is delighted. She finds, however, that the new Mrs. McNaughton is very much a lady and does not approve of many of the things Lisa wishes to do.

Pricilla Galloway vividly describes the journey from Kamloops to the Cariboo gold fields. The journey shows the contrast in the way of life Mrs. McNaughton had been accustomed to in Montreal and what she will be facing in her new home in a small mining town. However, as the journey progresses, both Mrs. McNaughton and Lisa adjust to their new life together. This story provides another perspective about life in the early mining towns that helped to open up vast areas of the Canadian northwest.

Metis Life and Culture

The Long Way Home, the second book in a series by Cora Taylor, continues the story of the young Métis girl, Angelique and her family who are now on their way home from the buffalo hunt. While they are camped on night, their valuable "buffalo runner" horses are stolen by Sioux raiders. Angelique, with her friend Francois and her little brother Joseph, go off in pursuit of the raiders but end up being captured themselves. This is the story of their escape and survival alone on the prairie before they are reunited with their families. This story gives a glimpse into Metis culture in the late 1800s on the Canadian prairies.



SCHOOL LIBRARIES IN CANADA

Riel Rebellion, 1885

In *Belle of Batoche*, 11-year old Belle Tourond, a young Metis girl, has dreams of becoming the bell-ringer for the new church bell. When another young girl, Sarah, also declares her wish to become the bell-ringer, a contest ensues. The girls must embroider an altar cloth and present it to be judged. As Belle struggles with the embroidery, she suspects that Sarah may be cheating.

Before the judging takes place, their community of Batoche comes under attack by General Middleton's forces in the Riel Rebellion. Belle and her mother save Sarah and her brother Samuel from their burning home. As Belle and Sarah work together to find supplies and care for their family members, they become friends. Sarah confesses that she cheated in the contest however, since the church bell was stolen during the raid, neither girl gets the opportunity to ring it.

Jacqueline Guest, a Metis herself, has based this story on historical fact. This book can be a starting point for a more in-depth look at the Metis settlement and the struggle that ensued.

Barkerville, 1870

In *By the Skin of His Teeth*, the third instalment of her *Barkerville Mystery Series*, Ann Walsh provides glimpses into life in a pioneer mining town, the prejudice that existed against the Chinese community at the time, and the role of women in late 19th century society.

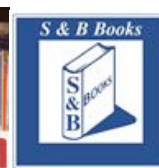
In November 1870 Ah Mow, has been stabbed to death outside his restaurant. Seventeen-year-old Ted MacIntosh has befriended a number of the Chinese people living in the Chinatown section of Barkerville and realizes that prejudice against them is high and it is unlikely that justice will be done regarding this murder. When the murder case comes to trial, a number of the testimonies given by the witnesses are altered and the accused is acquitted. The murder of Ah Mow and the circumstances surrounding the trial are based on an actual event.

Intertwined with the murder story is also a love story. Jenny, a young Scottish girl, has arrived in Barkerville to be a nursemaid to twin boys. After a rather rocky introduction the Jenny and Ted become close friends and as the book draws to a close we are given indications that a closer bond has developed. Jenny also brings in the perspective of women's rights - she is appalled that she cannot compete in the July 1 races because she is a woman and attempts to run disguised as a young boy.

In this novel, Walsh provides glimpses into life in a pioneer mining town, the prejudice which existed against the Chinese community at the time, and the role of women in late 19th century society.

Christmas in Montreal, 1880s

In *Angels in Winter* by Kathy Stinson, we get a glimpse of life in Montreal in the 1880s and the class distinctions that existed between the poor and the wealthy, as a young girl and her family prepare for the Christmas season.



SCHOOL LIBRARIES IN CANADA

It is Christmas time in Marie-Claire's Montreal home. Her aunt and uncle and their new baby are coming to visit for the holidays. This is the first year that the railway is running, and her relatives are traveling by train from Toronto. Although Marie-Claire is looking forward to a happy holiday season, she is plagued with jealousy. She is determined to give Laura, the wealthy English girl whom she met during an encounter with their runaway horse, a very special Christmas present, an angel that she has carved from a bar of soap. However, when Laura reciprocates by giving her the snow globe that she covets so much, Marie-Claire is completely unprepared, and she becomes more jealous and confused.

Canada's Inuit Culture and the World's Columbian Exposition in 1893

Pomiuk: Prince of the North tells the story of how a recreated Eskimo village from Labrador was one of the star attractions at the World's Columbian Exposition in Chicago in 1893.

The exposition was held to mark the 400th anniversary of Christopher Columbus voyage to North America in 1492. This fair introduced the Midway and the Ferris Wheel to the world and also launched the zipper, Cracker Jacks, Juicy Fruit Gum, and Shredded Wheat. The fair showcased dozens of different cultures from around the world by importing whole villages and having people "live out" their culture. One of the most popular of these villages was the Eskimo Village from Labrador where a young Eskimo boy, Pomiuk, became a star attraction because of his skill at handling the dog whip.

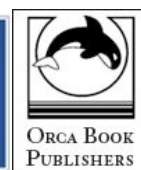
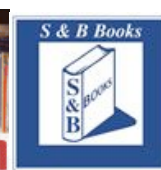
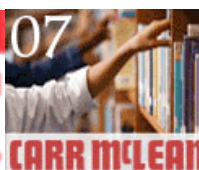
Based on a real boy, Alice Walsh recreates the story of Pomiuk's adventure through a first-person telling. Pomiuk tells of his journey from the coast of Labrador to Chicago, the funny tasting food of the white people, and his experiences at the World's Columbian Exposition. In a rough game of "kick" Pomiuk suffers a broken leg and eventually ends up at the Grenfell Hospital in St. Anthony, Newfoundland. An operation is performed to try to correct the problem with Pomiuk's leg, and while it is somewhat successful, he has to spend the rest of his life on crutches.

The Klondike Gold Rush

In *Summer of Gold*, the concluding book of four about Emily, we experience the excitement of the Klondike Gold Rush as people headed north to "make their fortunes". The series *Our Canadian Girls* has been met with positive reviews and this instalment by Julie Lawson is no exception.

Emily's story takes place in the summer of 1897. Her adventure begins when she finds a dog on the beach near death. Emily excitedly brings him home to nurse him back to health. The town becomes a buzz of excitement with news of gold and the Klondike and "opportunity". Emily notices the unusual fervour and thinks, "There was a feeling of celebration, as if it were Christmas, the Diamond Jubilee and the 24th of May all rolled into one." "Gold fever" becomes one of the key themes of the book.

The gold rush affects Emily in a very different way. She worries about her dog, Sam, because she has heard that the people who go to the Klondike require dogs to pull their sleds. Sam is strong, "as strong as Samson in the Bible story". Emily knows that he would be an ideal dog for those seeking to make their fortunes in the



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Klondike and when he disappears, she becomes very worried about Sam. When she overhears her parents discussing the "bonanza" and "jumping at opportunity", she starts to worry that they may be moving to the Yukon. However, she has incorrectly assumed that they would "jump on the band wagon". Instead, her father intends to leave the bank where he is employed and set up shop as "outfitters for the Klondike".

Frank, Alberta - 1901

Keeley's first feat upon arriving in town of Frank, Alberta is to win a foot-race for boys and then demand the ribbon even though she is not a boy. This story of a free-spirited nine-year old is set against the backdrop of a mining town headed for disaster.

The Girl from Turtle Mountain, by Deborah Ellis is clearly and cleanly written and full of surprises. Who knew Canadian history could be so much fun? Or that one small Rocky Mountain mining town, circa 1901, could contain such a range of strong female characters, all making their own destiny in Canada's wild west. It is a wonderful world, one in which Keeley's gentle father writes the poetry of the mines and her fondly-remembered mother struggled to paint the beauty of the mountains and plains before her untimely death.

Frank, Alberta - 1903

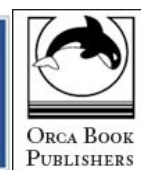
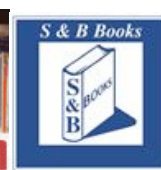
In *The Mountain that Walked*, Katherine Holubitsky has written a fast-paced story that gives glimpses into the life of the "home children" who came to Canada in the early 1900s.

The year is 1903, and Charlie Sutherland has been sent to Canada from Dr. Bernardo's Home in England. For the past three years, he has been working on the farm of Albert & Buck Brooks in Macleod, Alberta where he has been ill-treated. When Charlie finds Albert's dead body lying in the snow one cold winter morning, he is sure that he will be accused of murder, so he decides to run before Buck comes back. Having heard of the high wages being paid in the mining town of Frank in the Rocky Mountains, Charlie decides to head in that direction.

There is no job available in the mine at the time Charlie arrives so he takes a temporary position in a saloon. He sets up camp at the base of Turtle Mountain where there is a transient population of people like himself who are looking to get a job at the mine. Here he meets another 'home boy' and they become friends.

Things change quite rapidly on April 29, 1903 when Turtle Mountain "walks". The aboriginals had predicted for years that one day the mountain would move and when it does a large portion of the mountain collapses, burying part of the town and all the area where the transients were camping. Luckily for Charlie, he is working at the saloon at the time of the collapse, however, some of his new-found friends are not so lucky.

While the characters and most of the events are fictional, the setting is very realistic and the kind of treatment Charlie experienced at the Brooks farm was typical of the treatment many of the home children received. The description of the mine and the collapse of Turtle Mountain are historically accurate. Holubitsky has provided historical notes for readers who may not be familiar with these topics.



SCHOOL LIBRARIES IN CANADA

The Suffragist Movement, Ontario, 1901

In the style of the *Dear Canada* series from Scholastic, Tundra Books brings us the diary of *Mable Riley: A Reliable Record of Humdrum, Peril and Romance* by Marthe Jocelyn. Mable is thirteen years old and when her older sister leaves home to become a teacher at the Sellerton School. Her parents decide to send Mable along. Here she will take her eighth grade examinations and act as her sister's assistant with the younger pupils. Mable dreams of someday becoming a writer and she hopes her new world will be filled with adventure!

Life is rather humdrum on the Goodhand farm where Mable and her sister are living. However, when Mable encounters the mysterious Mrs. Rattle her adventure begins. Mrs. Rattle wears strange clothing, rides a bicycle and is rather outspoken. When Mable accepts her invitation to a meeting of the Ladies Reading Society, she finds out that the society is not a reading group at all but a group who are advocating for women's rights, particularly at the Bright Creek Cheese Company where many young women from the community work. Needless to say, Mable finds the adventure she is looking for!

Through Mable Riley's diary entries we are given an insight into the social milieu of the early 20th century – the day-to-day life on a farm in a small Ontario town and the people's beliefs and opinions about schooling, work and women's rights. Her accounts of happenings are informative and humorous. Mable also traces her sister's growing affection for Albert Goodhand.

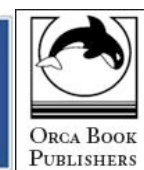
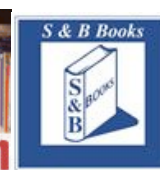
Toronto Early 20th Century

In *Clip-Clop*, author Eleanor Koldofsky shares memories of the gentle giants who "may have differed in size, colour and conformation, but who shared the work of humans for as little as a bag of oats and perhaps a warm blanket at the end of the day".

Consuela recognizes all the horses which travel through her neighbourhood - there's the *clip-clop-clink* of the milk wagon; the *clippety-clop* of the tea wagon; the *lolop...lolop...lolop* of the produce wagon; the *sl-i-i-p-s-l-o-o-p* of the rag wagon; the *thumpety-thumpety-thump* of the fire wagon; the *clip-clipclop* of the ice wagon; the *CLAP-clop-clop* of the coal and kindling wagon. She knows them all and shows them as much kindness as she can.

One day Consuela hears a new horse - a dainty *clippety-clippety-clippety*. It is a pinto pony she had never seen before and a cameraman who takes pictures of children sitting on the horse for twenty-five cents owns it. As Consuela watches the neighbourhood children having their pictures taken she wonders where she will ever get the money to have her picture taken. However, her kindness to horses and their owners brings her a cherished reward.

At the turn of the 20th century horses were the main means of transportation and were a common daily sight on city streets. In this gentle story, Eleanor Koldofsky shares memories of her youth (she is entering her 80th year) and place and pays tribute to the gentle giants and shares the cycle of everyday life in a turn-of-the-century city as the various vendors pass through the streets and people make their purchases.



SCHOOL LIBRARIES IN CANADA

The Kawartha Region of Ontario, 1914

Millie- Book One: Ride the River by Troon Harrison is part of the *Our Canadian Girl Series*. It is based on historical events. The story is set in 1914 in Ontario in the area known as the Kawarthas. The Trent-Severn Waterway, which travels 241 miles through the Kawarthas from Lake Ontario to Georgian Bay, was the major interior shipping route.

Millie is a young girl who lives in Toronto, and has been sent to live with her cousins for the summer. Her uncle is a mate on a steamboat, and her aunt is an Ojibway Indian, and Millie is a little apprehensive about her summer with her cousins in the wild countryside. However, she does look forward to fun and freedom, away from the rigid rules that governed girls' behaviour in the city.

Millie enjoys the freedom of wearing different clothes, not having to dress for dinner, not having to practice the piano, or having to sit still and embroider. She learns to swim in the lake, paddle a canoe, milk goats, and how to make a birchbark canoe. Millie also becomes a hero. On her last day before returning to the city, while she is out paddling her canoe, she notices that the lighthouse on the point is dark. She knows that the lighthouse keeper always keeps the lamp lit, so she goes to the lighthouse to see what is wrong. She finds Finn, the keeper, has fallen and broken his leg. She is able to light the lamp, and then paddles back to get help for Finn. She is determined to return the next summer for more adventures.

World War I

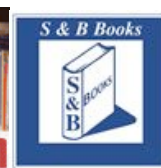
In *Millie- Book Two: The Button Necklace*, it's September 1914. Millie is on her way to a new school and her father has just enlisted to fight in World War I. This book touches on life on the home front, the suffragist movement and living in poverty during the early 20th century.

Millie is not impressed with going to the new school and she is fearful of her father's leaving to take part in the war effort. Millie meets Edwina Sinclair, a young girl who is just as high-spirited as her. Edwina's mother is a journalist who is involved with the suffragists. Before long Millie and Edwina are in trouble, wearing yellow hair ribbons as a sign of support for the suffragist movement, talking back to the teacher and stealing apples from the school orchard to give to an underprivileged family.

In this book, Troon Harrison, give us a perspective into life at home during World War I. She also focuses on the suffragist movement and the rights women were fighting for at the time. It was the war effort and the added responsibilities and work which women were expected to do which played a major role in bringing about the federal vote for women in 1918. Harrison also gives insight into the world of the poor in a time when there was no social assistance and very little opportunity for work for immigrant families in Toronto.

Ukrainian Internment, World War I

Silver Threads sets out to fill a gap in the education of Canadian children by telling them about the unjust imprisonment of Ukrainian-Canadians as suspected enemies of Canada during World War I. Nearly 5,000 men, women and children spent years in



SCHOOL LIBRARIES IN CANADA

internment camps in the country that had invited them to immigrate. Many had their lands and goods seized without compensation. The historical facts of this story are based on the wartime experiences of author Marsha Forchuk Skrypuch's grandfather.

Skrypuch softens history for children by introducing an element of magic and folklore. Anna and Ivan, a young Ukrainian couple recently arrived in Canada, are separated when Ivan is imprisoned. Left alone in the strange land, without news of her beloved husband, Anna struggles to farm the single acre of ground they had managed to clear. Her only companion is a small spider. As the war draws to a close, Anna is threatened with the seizure of the farm, but she bravely perseveres, enduring the sad disappointment of yet another Sviat Vechir (Christmas Eve) alone. That night a miracle occurs when the spider sends a brilliant signal out into the dark, bringing Anna and Ivan together on Christmas morning for a joyous new start in Canada. A one-page note provides the story's historical background.

Halifax Explosion 1917

In *Who's a Scaredy-Cat!*, Joan Payzant intertwines lots of historical facts about life on the home front during World War I and the aftermath of the Halifax Explosion which affected so many people in Halifax and Dartmouth on that terrible morning in 1917.

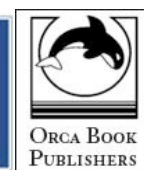
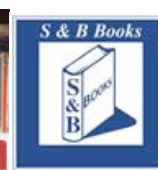
Flossie Wright loved to plan adventures. As this story begins, Flossie was planning a raid on old Mrs. O'Brien's vegetable garden. Isobel Morton felt sorry for Mrs. O'Brien and made excuses for why she couldn't join the other girls for the raid. As a result she was called a "scaredy-cat" and "goody-goody" by the other girls in her class. However, the tables were turned and the girls get a good soaking from Mrs. O'Brien's water hose.

On the morning that the two ships, the *Imo* and the *Mont Blanc*, collided in Halifax harbour, Isobel was crossing the harbour from her home in Dartmouth, and thus had a first hand look at the explosions which left the north end of Halifax in virtual ruin. As she returned and encountered Flossie, she discovered that Flossie's mother was missing. Over the next few days, Isobel proved that she was no "scaredy-cat" as they searched for Flossie's mother and eventually found her in a makeshift hospital. As the characters come to terms with the impact of the war on their lives they realize that they all have a special kind of courage.

Post World War I

In the conclusion to the Penny stories, Sharon McKay has skillfully captured the post war sentiment in upper class Canada. *Christmas Reunion*, draws the reader into a period of Canada's history where most families had to deal with the repercussions of an exhausting and costly World War. Grief and expectancy mingle at Christmas when Penny receives her father and sisters at the train station.

Christmas Reunion pulls together the missing threads and ties the series together quite successfully; the family is reunited, Penny has been given the opportunity to pursue education, and she is financially safe. The book carries a spirit of the season, hope of a bright future amidst the turmoil of life and the end of war.



SCHOOL LIBRARIES IN CANADA

Remembrance Day

"My great-grandpa says they planted the tree on the day he came home from the war." So begins the story of *Memorial*, a touching story about remembrance, conservation, and family, by Gary Crew, and illustrated by Shaun Tan. Told by the youngest member of the family, the book shares the story of the memorial tree, which was planted in 1918 as a "Shrine of Remembrance" after the First World War. This living memorial grows and grows, reminding people of all the wars fought over the years.

As the tree grows, its roots begin knocking down statues and causing traffic problems. The town council wants to remove it. The narrator is outraged at the thought of the tree being cut down and says, "I will fight the council. Because the tree's a memorial too. They have to see that. A living memorial..."

Memorial is an important book for young readers. It is a story that does not focus on conflict and war, but rather on remembrance and hope and conservation. Remembrance Day is often a holiday that leaves teachers and librarians struggling to find books to use with young children. *Memorial* helps to fill this gap.

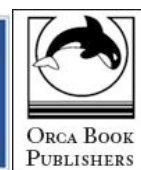
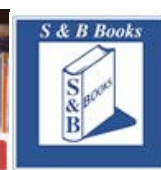
Chinese Immigration, 1922

In *An Ocean Apart, The Gold Mountain Diary of Chin Mei-Ling*, Mei-ling's diary entries reveal a life fraught with desperation tempered by rays of hope. Mei-Ling and her father work hard to save money so that they can send for Ma and brother Sing-wah who are still living in China. Racist bullies such as Ivor Jones make school difficult. Ivor believes that people of British descent are superior and Vancouver is no place for 'Chinky slant eyes'. Fortunately Mei-ling has a friend who will defend her, a girl from another immigrant family, Bess Murphy. Mei-ling's diary entries reveal what it was like to be a Chinese immigrant in Vancouver in the 1920's.

Author, Gillian Chan does not settle for an easy ending. The second to last entry of the diary is made on 'Humiliation Day' 1923. The law to restrict Chinese immigration to Canada is passed eliminating Ma and Sing-wah's chances of travel to Canada. The last page of the diary is saved for the day when Mei-ling sees her mother and brother: March 29, 1935, in China where Mei-ling travels as a missionary doctor.

The Great Depression on the Canadian Prairies

Lizzie's Storm by Sally Fitz-Gibbon is set in the Canadian prairie during the Great Depression. Young Lizzie's parents have been killed in a car crash and she has just arrived from London, England to live with her aunt, uncle, and cousins on their farm. Life on the farm is very different from the life Lizzie knew back home in England. Everyone is busy with chores and no one has any time to make a fuss over her. When no one recognizes her birthday she is devastated. She feels she will never fit into this new family and this new life. However, when a severe dust storm blows up and her aunt is in trouble, it is Lizzie who finds her and brings her to safety.



The Great Depression in Newfoundland

The Boston Box by Carmelita McGrath tells a very rich, subtle and complex story about hardship, isolation, and dreams - all in 32 pages brightly illustrated by Rochelle Baker. It takes place in a Newfoundland outport in the mid-1930s. Mary is twelve and old enough to work with her mother and the other women as they dry fish to sell to the cod merchant in the fall. It is hard physical labour; fish must be gutted and spread out, turned regularly, and protected from the damp.

Depressed about real life, Mary dreams of travelling to exotic lands and impressing exotic foreign men. In actuality, the most exciting thing that happens is the arrival of the Boston box, the annual supply of hand-me-downs and useless items from eccentric Aunt Chrissie in Boston. This year the box contains the usual junk but it also holds a silky lavender dress that fits Mary and eight books, more than the household has ever owned before. Mary's dreams are more richly fuelled than ever.

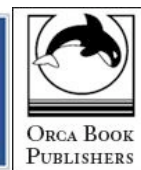
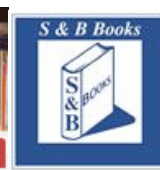
World War II

The Wishing Time by Dorothy Joan Harris is the second story about Ellen in the *Our Canadian Girl Series*. Ellen is finding it difficult to adjust to her family living with her grandfather. Things are improving somewhat as she has made friends with a Japanese-Canadian girl who lives next-door. However, it is now 1939 and the Second World War is raging in Europe. Ellen finds it difficult to understand why a war which is so far away is so important to her parents and her grandfather. She doesn't understand how it can impact on her life in Vancouver, so far away from where the fighting is taking place.

While Ellen and Amy are preparing for the Hallowe'en celebrations, a new girl, Marjorie arrives in their class in school. Marjorie and her family were forced to flee from China when the Japanese destroyed their mission, and she has a preconceived hatred of the Japanese. Ellen makes friends with Marjorie and asks her to join her and Amy on Hallowe'en; however, when Marjorie discovers that Amy has a Japanese heritage, she wants to have nothing to do with her. It is then, that Ellen realizes how far-reaching the impact of a war can be. In time, the girls resolve their differences and the three become close friends.

In *The Girls They Left Behind*, the year is 1943 and seventeen-year-old Natalie (Beryl) Brigham is tired of going to the train station and waving good-bye to the young men she knows who are going off to fight in World War II. No doubt, Bernice Thurman Hunter based this story on her own experiences of growing up in Toronto during World War II.

Many of Natalie's friends and her special cousin, Carmen, have gone to fight in World War II. and Natalie is tired of waiting for the war to be over. Natalie takes a summer job at Eatons. Not totally satisfied with this, Natalie decides not to go back to school and takes a job at De Havilland helping make Mosquitoes (lightweight bombers being used in the war) where she feels that she is making a contribution to the war effort.



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As Natalie relates her story through first person narrative and through her diary entries, we are shown a realistic portrait of what life was like on the home front in Toronto during World War II. Natalie's descriptions of rationing, work, the social life of the young women, are true to life and draw the reader into the time period.

Natalie is a courageous, determined young girl who feels the necessity to do something that will contribute to the war effort. She experiences the new freedom which the war has given to women and feels undermined when the young men start returning home after the war and her job at De Havilland is given to a man.

Last Chance Bay is set in Cape Breton during the latter half of the Second World War. Fourteen year-old Meg Christie dreams of becoming a pilot like her heroes Beryl Markham and Amelia Earhart, but her everyday life makes holding onto that dream a struggle.

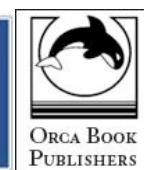
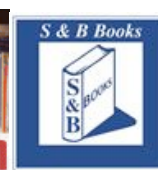
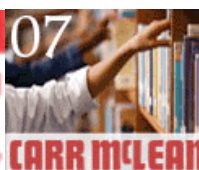
Life is hard for miners and their families, both physically and financially, and Meg's own life seems very unhappy. She is moved by the sufferings of the miners who spend nearly all their lives underground, her aunt has tuberculosis, and she has to cope with the aggressive attentions of the town bully. The bright spots in her life are the new teacher, Miss MacKinnon, and the older cousin she has guiltily fallen in love with, Caleb. In the course of the book Meg loses much of what she loves. Caleb enlists and is killed overseas, and Miss MacKinnon is dismissed because the school committee doesn't like her modern attitudes.

Meg does achieve some small victories of her own. She fights off the bully's drunken sexual aggression and later gets him to use his influence with his father, the main opponent to Miss Mackinnon, to invite the teacher back. Meg is even given a chance to fly - a posthumous gift from Caleb - when a pilot he met in England returns and takes her up for a flight, even offering her flying lessons.

In *One Splendid Tree* by Marilyn Helmer and illustrated by Dianne Eastman, two young children generate the "spirit of Christmas". Hattie and Junior are not looking forward to their usual magical Christmas this year. Their father is away fighting in the Second World War and they have moved into a small apartment in the city so that their mother can work in a factory. Money is tight and, with the crowded living quarters, Momma has explained that there will be no Christmas tree this year.

Junior finds an abandoned plant in the hallway of the apartment building he decides they should decorate it and leave it in the hallway for everyone to see. Junior and Hattie make decorations for the tree and as the "magic of Christmas" unfolds, the other residents of the apartment catch the spirit.

In this beautiful picture book, Helmer and Eastman convey the tenure of the times during World War II. Life on the homefront has been disrupted with relatives fighting away in foreign lands and families at home uprooted from their familiar surroundings. Reference is made to the rationing which is taking place and how people are 'making do' and taking pleasure in the more simple things in life. While touching on these more sombre topics, the story line will appeal to young children who like Junior and Hattie never waver from their beliefs in the "magic of Christmas"



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Trongate Fury by Budge Wilson is the second book about Izzie in the *Our Canadian Girl* series. Izzie's father has been accepted by the Canadian Navy, and the rest of the family is moving to Dartmouth so that Izzie's mother can work at the sugar refinery there. Izzie is torn - although she is proud of her father, she loves her home in Granite Cove and will miss her best friend, Jasper.

In Dartmouth, she befriends another recent arrival at her new school, Patricia, who has been evacuated from England where the effects of war are much more immediate. Izzie doesn't realize, however, that the war is closer to Nova Scotia than she realizes. Many have heard of the Halifax explosion of 1917, but the near-explosion of the *Trongate* in 1942 is not as well known. The *Trongate* was a munitions ship that caught fire in the Halifax harbour and which could have caused as much damage as the *Mont Blanc* in 1917.

A Secret POW Camp in Ontario during World War II

Camp 30 is a follow-up to Eric Walters' *Camp X* and follows the escapades of the two brothers, Jack and George as they are once again caught up in the intrigues of the War, this time at Camp 30, a secret POW Camp in a remote area of Ontario. When their mother begins work at the camp it isn't long before Jack and George are delivering the prisoners' mail. Aware of the suspicions of the civilians in Bowmanville, the boys watch the prisoners with wary eyes. Pleasant, cordial, and strangely confident, the German officers they meet at the camp are not the inhuman, faceless enemy they were expecting. The boys learn a tremendous amount about war, rules of engagement, and the treatment of prisoners. During an escape attempt, the boys are taken with the POW's on a night they will not easily forget.

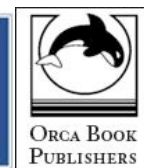
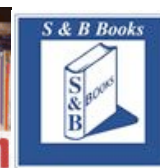
The Japanese Internment during World War II

Naomi's Road was first published in 1986. Joy Kogawa has now published a new edition of this children's classic, based on the expanded version of the story published in Japan.

As the story begins we see Naomi and her family going about their everyday lives in their family home in Vancouver. Due to an ill great-grandmother, Naomi's mother and grandmother have to make a journey to Japan, so her aunt comes to look after Naomi and her brother Stephen.

It is just shortly after this that the Japanese bomb Pearl Harbour and things change drastically for the Japanese-Canadians. Even though they are for the most part Canadian citizens, they are put under suspicion by the Canadian government and almost without warning they are taken from their homes with only a minimum of possessions and are carried away to internment camps where they are kept until the end of the war. Naomi, her brother and her aunt are taken to Slocan. Their family is never reunited. After the war Naomi, Stephen, and their aunt and uncle are sent to live on a farm Alberta.

While Kogawa and her brother were not actually separated from their parents, much of the rest of the story is autobiographical. Through the description of the day-to-day activities at the camp, Kogawa provides us with an understanding of what life was like for the Japanese-Canadian prisoners. Told from a child's point of view, without any accusation or blame, this book is a very powerful statement on the



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horrors of war that affected people far from the battlegrounds.

Post World War II

In *A Bit of Love and a Bit of Luck*, Kathy Kacer brings readers into an understanding of what life was like in post-war Canada, especially for immigrants who were trying to find work and establish a new life for themselves.

In 1946, the war is over and Margit has been living in Canada for a year and a half. She is now patiently awaiting the arrival of her father who had been imprisoned in one of the concentration camps and is now being allowed to come to Canada. Margit and her mother have worked hard to make a new home for themselves and the new baby in Toronto. Margit wonders what her father will be like after all this time especially after what he has endured in the concentration camp. Margit also has another concern, she is having trouble with science at school and in spite of her teacher's attempts to notify her mother, Margit has kept this information to herself afraid that if she tells her mother she will not understand.

It is a joyous occasion when father does arrive and is reunited with his wife and children. However there are difficulties to be faced. Mr. Freed, who was a lawyer in Czechoslovakia, is informed that "only Canadian citizens are permitted to work as lawyers". With this disappointment uppermost in her mind, Margit is even more reluctant now to tell her parents about the trouble she is having with science at school.

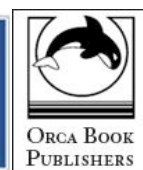
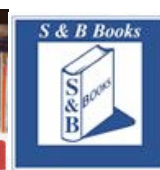
No One Must Know by Eva Wiseman is a novel about the fallout of the Holocaust. Not only were Jews discriminated against in the most horrifying way in Europe during the Second World War, they were also discriminated against after the war in the countries to which they had emigrated. Canada was no exception.

Alexandra Gal's parents were Hungarian Jewish immigrants living in Toronto. They had decided to hide their Jewish background in order to protect their only child. Alexandra was raised Catholic, and had no idea of her heritage. When Alexandra discovers some unsettling photographs in a drawer in her mother's room - pictures of a person who looked very much like Alex's mother with the Star of David on her arm, she begins putting some pieces of a long, complicated puzzle together.

A series of events lead the Gal family to reevaluate their decision to deny their faith.

Sophie's Friend in Need by Norma Charles deals with the topic of displaced persons, racism and the power of friendship. It gives a glimpse into life in post-war British Columbia.

Five years after the end of WWII, Sophie and a group of girls are spending a week at a summer camp. Sophie's plans for a fun-filled experience are ruined when Ginette, a French D.P. (Displaced Person) and fellow camper, gets lost in the woods. Ostracized by the other girls, Ginette hides her past in silence: a history that includes residing in a concentration camp with her sister. Sophie's perseverance and benevolence encourages Ginette to take the risk of friendship once again.



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Avro Arrow

Chasing the Arrow by Charles Reid focuses on the building of the Avro Arrow fighter jet during the 1950s. Robbie Carter moves to Toronto during the mid 50's with his single mother, an aeronautical engineer working on the CF-105 jet fighter project: the Avro Arrow.

This novel mixes basic political and technical information about the Arrow project with the dramatic life of a young teenage boy. Through Robbie, the reader gets to eavesdrop on a small group of influential people who meet to discuss the plane at his mother's house. The reader is introduced to the political players and their monetary concerns regarding the building of this plane during the 1950's.

Africville, 1965

In ***The Last Days in Africville***, Dorothy Perkins takes us into the last days of the small black community, located on the Bedford Basin in the north end of Halifax. Africville was home to about 400 black settlers who could trace their ancestry back to the migration of slaves from the United States of America following the War of 1812.

Selina Palmer is the only black student in her class and she quite often feels the discrimination of her peers. As the story progresses, due to the interference of the school principal, Selina becomes friends with a number of the white girls in her class and is accepted into their circles. However, she always returns to the love and acceptance she feels from her home and neighbourhood in Africville. Rumours are arising about the fate of Africville. City officials are visiting families in the small community and offering them money to move into another area of the city.

Perkins presents a very realistic portrayal of those last days of the small black community. The details are historically accurate - the location of an open city dump and incinerator on the outskirts, the lack of facilities like water, sewage and electricity, the railway tracks, the offering of small amounts of money to encourage people to relocate, and the bulldozing of homes and even the small church which was the centre of community life. Through the eyes of 12-year-old Selina we share the trauma of being forced to move, of parting company with close friends and family members, and starting a new life among people of different races and faiths.

The Cod Moratorium in Newfoundland and Labrador, 1990s

The cod fishery in the fictional town of Roaring Cove in Newfoundland and Labrador is facing a crisis and the little boat *Lucy Grey* which has been in the Manuel family for several generations has been forced to abandon its life as a fishing vessel. It is now tied up at the wharf with its paint chipped and its spruce planks dented. Johnny Manuel tries to comfort the little boat but to no avail and eventually his father makes the decision to sell it. As time passes, Johnny and his father realize that there is an alternative to the fishery. Johnny's father goes away to "encourage people to come and see our beautiful land". When he returns he brings a refurbished "Lucy Grey" with him all ready to take visitors to see the beauty that surrounded their little community.



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This simple story by Bruce Stagg reflects the reality for many residents of small fishing communities in Newfoundland during the last decade as a moratorium was imposed on cod fishing. Many people were forced to abandon their boats and even their homes to seek employment in other areas. Some were able, as the Manuel family in this story, to find alternative ways of making a living in a growing tourist industry.

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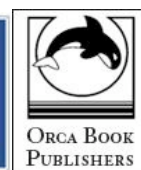
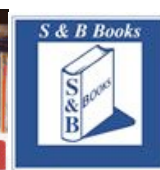
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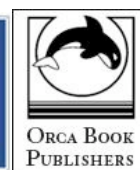
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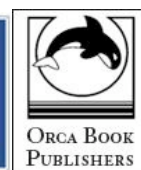
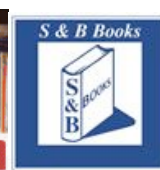
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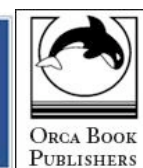
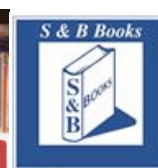
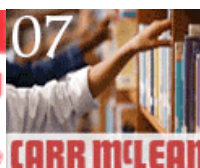
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Et toi, que lis-tu? / And what are you reading?

Mary Moroska

Mary Moroska works for the English Montreal School Board and is responsible for three elementary schools. She just finished her second term on the APSDS (Association pour la promotion des services documentaires scolaire) administrative council.

To ensure that every child in Quebec will be able to answer that question positively and with enthusiasm, the Minister of Education, announced in January 2005, an investment of a total of \$60 million for school libraries, spread over the next three years. As Quebec is consistently found to be at the bottom of any list when it comes to funding library services, especially in the school network, this was welcome news, indeed. It is hoped that through this injection of funds, the schools will be closer to meeting the Canadian and International standards of 15-20 items per student.

Also welcome, was the fact that, in his acknowledgement of International/National School Library Day, M. Jean-Marc Fournier, stated that school libraries were special places where children can master reading and that they have a crucial role in a child's success in school (Mercier, 2006).

What is the vision?

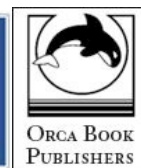
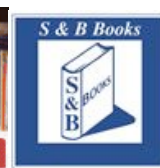
To improve the academic success of all students, the Ministry recognizes that reading is the foundation on which learning is built. To encourage reading, it has put together a four-pronged "Plan d'action sur la lecture à l'école" or "Action Plan on Reading in School" (Ministère de l'Éducation, Loisir, et Sport, 2005b), an initiative that involves not only teachers and library personnel but also parents and the community. This is the first time that the Ministry has put forth such a comprehensive reading plan where the library is front and centre.

Through the following initiatives the Ministry hopes to produce future citizens that will take pleasure in reading and that will gain all the literacy skills necessary to read effectively and become life-long readers and learners.

1. Part One: What? (Documentation that is varied, accessible, organized)

To insure that schools libraries have a variety of quality literary and information resources, the Ministry is injecting \$20 million a year for the next three years. These newly acquired materials should be integrated into the curriculum and help school library personnel provide optimum learning conditions for a cross-curricular, project-based program.

In the new Quebec Education Program, school libraries are part of the "Complementary Educational Services" (Ministère de l'Éducation, Loisir, et Sport, 2005a) to which all students in all school boards are entitled. These services have to have a program set by the boards and implemented by each school. So, through a variety of written documents, the Ministry will provide support to the decision makers in setting up, organizing, and using school libraries.



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2. Part Two: Who? (Adults/Parents, Education personnel, Authors/Illustrators, Peers, The Media)

To make sure that these books will be used by the students, all the adult stakeholders (parents, teachers, library personnel, writers and illustrators) are invited to attend "Literary camps" held during these three years in the various regions of the province. The first ones were held in August 2005 in the Laurentians, the Eastern Townships and the Montreal regions. This year, August 2006, one of the three regional camps will be dedicated to materials in English.

In April 2006, there will be a two-day conference. Its objective is to establish a partnership with all the different sectors of the book world so as to give the students the richest experiences possible. By inviting teachers, consultants, library personnel, authors and illustrators to share their experiences and to offer them pedagogical strategies, it is hoped that all may become mediators of books and culture.

Also in the works, is a "Toolbox" of supporting materials.

3. Part Three: Where? (home, school, community, school library, public library, virtual communities)

Reading can be accomplished anywhere and everywhere, so the Ministry is encouraging the community to get involved. It is also encouraging parents to help in this process by participating and instilling positive reading habits in their children. The Ministry is also hoping to establish partnerships between the education and the cultural communities (public libraries, book sellers and the various "Maisons de la culture") in hopes that the students will develop their intellectual autonomy and cultural background.

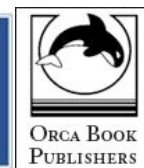
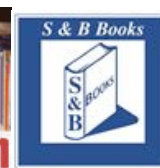
4. Part Four: How? (Students throughout the school network.)

The Ministry would also like to encourage all initiatives that contribute to good reading habits in the students. For this it has established two contests, one for the primary and secondary school students who have initiated novel reading projects and the other for educational institutions that have, through new projects, helped their students (in particular boys) get the reading habit.

What does all this mean to the school?

This allocation means that, at the school level, we are guaranteed a sum of approximately \$20 per student. To put that into context, one must realize that school libraries have subsisted on hand outs from the general operating budgets of the school. There were no incentives in our decentralised decision-making system to see that libraries had budgets to work with. When our boards were restructured (1998) the government of the time did have a three-year allocation of \$6 per student. Since then, there was no money.

These monies are for the purchase of printed materials only that must be purchased at accredited bookstores within our region and we are to make sure that we buy books that will encourage boys to read.



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Conclusion:

In Quebec, culture is the most important guiding force, and books are one of its visible symbols. As a result of many government initiatives, this industry is thriving. To make sure that all students are exposed to the Quebec culture, books are put in schools and libraries. But books are only objects and they will not walk off the shelves by themselves. We need qualified personnel that can make the connection between these books and the students and their teachers. Unfortunately, this is one part of the plan that has not been addressed and is not funded. We need qualified staff in our school libraries sanctioned by the ministry and, at the moment, this does not officially exist.

On the one hand, it is hoped that through this initiative, Quebec will be able to build a real library network in our schools, where there will be an adequate number of items per student. On the other, the lack of qualified personnel to make the school library a truly integrated part of the Quebec Education Program is still a major component not addressed. The Action Plan makes no provisions for hiring qualified personnel to staff these better-stocked libraries.

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Message from the President Elect

Sandra Hughes

Sandra Hughes, is President Elect, Canadian Association for School Libraries. She can be reached at email: sandra.hughes@sympatico.ca

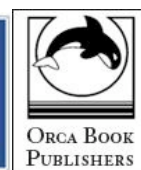
We are now well into the school year and it's time for CASL executive to update you on several developments – the highlights of our first full executive meeting, National School Library Day, and our outreach efforts.

Our new executive met at the Manitoba School Library/CASL conference, October 21-22 in Winnipeg . Our president, Marlene Turkington, chaired a series of productive council meetings. Highlights include the updating of our Strategic Plan for 2006, the initiating of the awards committee for 2006, (**Awards nominations are to be in by February, 28th**). Check the CASL website for details at <http://www.caslibraries.ca/awards>), and the establishing of a Publications Editorial Board, and a Communications Committee to coordinate our outreach efforts.

Elections for two positions, Vice President/President-Elect (3 year commitment), and Councillor-at-Large (2 year term), for the 2006/2007 school year are coming up shortly. Additional **CASL nominations must be received by February 1, 2006**. Details on how to make a nomination can be found at <http://www.cla.ca/elections/division.htm>.

National School Library Day was a great success again this year, with Rick Mulholland's leadership. In collaboration with authors, Margriet Ruurs and Werner Zimmermann, Rick was able to ensure matches for author visits for 40 sites across Canada.

Stats Can, with support from CASL, analyzed the 2003/04 Information and Communication Technologies in Schools Survey, which was sent to principals of elementary and secondary schools across Canada . David Coish, of Stats Can, produced the Canadian school libraries and teacher-librarians: results from the 2003/04 Information and Communication Technologies in Schools Survey report in May, 2005. CASL executive has analyzed his report and has developed a further understanding of the serious situation regarding school libraries in Canada . It has also identified some positive leadership strengths being shown by teacher-librarians in the area of Information and Communication Technologies in Schools. From our analysis we have developed presentations that we have given at the MSL/CASL Conference in Winnipeg in October, 2005 and at the Insight presents --"Performance Improvement In Education" Conference in Toronto in November, 2005. We will be sharing this information also at the CLA Annual Conference in June, 2006. Come to the **CLA Conference in Ottawa , June 14-17, 2006** and hear more about where school libraries are, where we need to go for the future, and how you can help.



SCHOOL LIBRARIES IN CANADA

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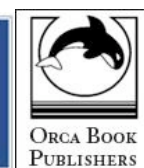
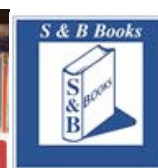
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SCHOOL LIBRARIES IN CANADA

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La revue SLIC est la revue officielle de CASL. C'est une revue professionnelle publiée 4 fois par année ayant comme objectif la publications d'articles spécialisés destinés aux professeurs bibliothécaires et au personnel travaillant dans les bibliothèques scolaires. Dans la plus récente édition, nous avons eu 57,512 visiteurs résultant en plus de 400,000 pages visitées. Le site hypertoile de SLIC a un classement de 5 sur Google.

Nous sommes à la recherche de publicité pour continuer de produire SLIC sur Internet pour les professeurs bibliothécaires à travers le Canada et autour du monde. Les individus, associations ou organisations désirant faire de la publicité sont priés de nous contacter pour plus d'informations.

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