

# School Libraries in Canada

An On-line Journal of the  
Voices for School Libraries Network  
of the Canadian Library Association



## The Law

ISSN 1710-8535

Spring 2015



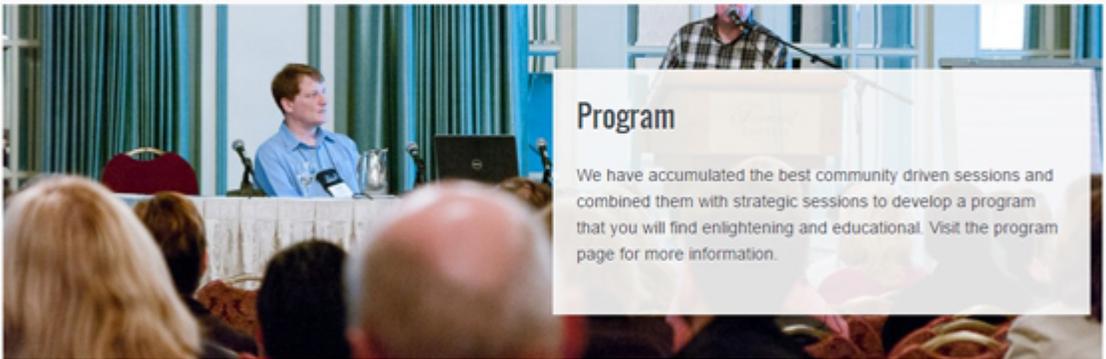
The 70th CLA National Conference and Trade Show, which is taking place in Ottawa, ON at the Shaw centre from June 3 – 5, 2015. This year's conference theme is Privacy and Security – Are you open to the public? The theme was chosen because of the overarching scope of the topic, as it impacts our profession and workplaces in many different ways. Join your colleagues in over 70 offered sessions, tour the trade show floor to learn and experience the latest products and services or join us at several of our networking events that celebrate our community.

Privacy & Security: Are you open to the public?



### Visit Ottawa

The beautiful city of Ottawa will host the 70th National Conference and Trade Show at the Shaw Centre located in the heart of the city.



### Program

We have accumulated the best community driven sessions and combined them with strategic sessions to develop a program that you will find enlightening and educational. Visit the program page for more information.



### Trade Show

With over 70 vendors on display, this is your all in one resource to meet and network with your vendor and service community to learn about upcoming products and trends.

# ***School Libraries in Canada***

## **Spring 2015**

ISSN 1710-8535

Volume 33, Number 2

<a href="#"><u>Truth</u></a> <b>Derrick Grose</b>	<b>5</b>
<a href="#"><u>Educational Tools on the Youth Criminal Justice Act (YCJA)</u></a> <b>Department of Justice</b>	<b>6</b>
<a href="#"><u>Outils pédagogiques concernant la Loi sur le système de justice pénale pour les adolescents (LSJPA)</u></a> <b>Ministère de la Justice du Canada</b>	<b>9</b>
<a href="#"><u>Programming for School Libraries at the CLA Conference</u></a> <b>CLA Conference Organizing Committee</b>	<b>12</b>
<a href="#"><u>Law and laughter (or at least a few giggles)</u></a> <b>SLiC Resources</b>	<b>13</b>
<a href="#"><u>No one was telling stories about the north in the way that I saw it</u></a> <b>Richard Van Camp</b>	<b>16</b>
<a href="#"><u>CBC Digital Archives --&gt; Society --&gt; Crime &amp; Justice</u></a> <b>SLiC Media Focus</b>	<b>21</b>
<a href="#"><u>The Future Now: A Powerful Tool for Advancing the School Library Learning Commons in Canada</u></a> <b>Anita Brooks Kirkland</b>	<b>23</b>
<a href="#"><u>Year of the Learning Commons Update</u></a> <b>Judith Sykes</b>	<b>26</b>
<a href="#"><u>#sliclaw</u></a> <b>SLiC's Twitter Feed</b>	<b>28</b>
<a href="#"><u>New jewels and neglected gems</u></a> <b>Publishers highlight new works by Canadian authors and illustrators</b>	<b>29</b>

Contributors to *School Libraries in Canada* - Volume 33 Number 2

<p>Anita Brooks Kirkland</p> <p>Library Consultant</p> <p>Past President, Ontario Library Association</p>					<p>Derrick Grose Editor <i>School Libraries in Canada</i></p>
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Thank you to retired teacher-librarians Diana Gauthier and Helen Lee for their assistance with this issue.

# Truth

**Derrick Grose**  
Editor

*School Libraries in Canada*

Outside the front entrance of the [Supreme Court of Canada](#) building in Ottawa there are two statues by Walter S. Allward, the architect of the National Vimy Memorial in France. *VERITAS (Truth)* is located to the west of the building and *IVSTITIA (Justice)* to the east. These principles are fundamental to the law, the theme of this issue of *School Libraries in Canada*. They are equally important in education, as elements of both its form and content.

The cover of this issue focuses on "Truth." This a central concept in learning in the school library and learning commons. Why? Truth is not an absolute fact delivered in a lecture, experienced through a work of art, found in a book or googled and located on the Internet. Truth is an understanding that is subject to constant revision and refinement. It is arrived at through critical thought about the content of lectures, artistic works, books and, in our time, Google results. The School Library and Learning Commons, as envisioned in *Leading Learning: Standards of Practice for School Library Learning Commons in Canada*, is not just a "resource centre"; it is also a "collaborative process centre," promoting the critical thinking that points the way to an understanding of truth.

This issue features articles from the Department of Justice outlining resources that will help teachers and students in their explorations of Canadian Law, particularly with respect to the Youth Criminal Justice Act. There is also an interview with author Richard Van Camp whose recent graphic novel for young adults, *Three Feathers*, explores First Nations communities and restorative justice. Contributions from Anita Brooks Kirkland and Judith Sykes suggest tools to advocate for the role of school libraries and learning commons in equipping students for their own quests for truth.

As the finishing touches were being put on this issue of *School Libraries in Canada*, CLA announced that I have been chosen as the recipient of the 2015 Angela Thacker Award, in large part for my work as the editor of this journal. I would like to take this opportunity to express my appreciation for this honour and to say thank you to everybody who has contributed an article, a column, an interview or a school library profile over the last twenty issues. Furthermore, I would like to say thank you to my former colleagues in the Ottawa-Carleton District School Board, at the Ontario Library Association and at the Voices for School Libraries Network of the CLA (and, before that, CASL). Hopefully my work reflects, at least to some extent, the inspirational quality of your efforts and my appreciation of your trust, support and friendship.

I hope that *School Libraries in Canada* has been, and will continue to be, a useful resource in your efforts to promote learning and facilitate the understanding of "Truth" in Canadian school libraries and learning commons.

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# **Educational Tools on the *Youth Criminal Justice Act (YCJA)***

## **Department of Justice**

The Department of Justice Canada is the federal government department that supports the dual roles of the **Minister of Justice and the Attorney General of Canada**.

The Department of Justice Canada supports the Minister of Justice in his responsibilities for about 50 statutes and areas of federal law by ensuring a bilingual and bijural (common law and civil law) national legal framework that includes **youth criminal justice**.

Under Canada's federal system, the administration of justice is an area of shared jurisdiction between the federal government and the provinces and territories. The federal government is responsible for the criminal law, including youth justice legislation, while the provinces and territories are responsible for the administration of the criminal justice system. This means that youth cases are handled by provincial or territorial agencies, such as provincial and territorial courts, youth correctional services, police, and community-based organizations.

The **Youth Criminal Justice Act** (YCJA) applies to young people aged 12 to 17 who come into conflict with the law. The YCJA is the legal foundation upon which Canada's youth criminal justice system is built. Across the country, governments, police, lawyers, judges and others work in close partnership with communities and families to prevent youth crime and to ensure a fair and effective youth justice system.

Since the creation of the Youth Criminal Justice Act in 2003, the Department of Justice Canada has provided innovative educational materials for schools, libraries, community organizations, teachers and youth workers to help them educate young people about the youth criminal justice system and the Act. In fact, some schools have used several of these products as part of their curriculum.

A number of educational tools are available online, and most of them may also be ordered in hard copy:

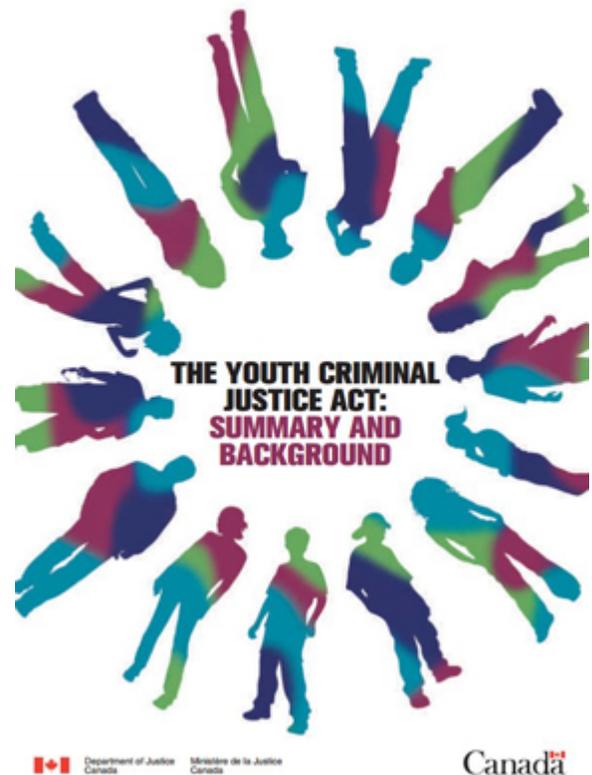
The [Youth Justice: Building Safe Streets and Communities](#) Video is a look at Canada's Youth Criminal Justice Act, which seeks to build safe streets and communities through prevention, accountability, rehabilitation and reintegration. This 26-minute video gives an overview of various elements of the Act, including its principles, extrajudicial measures and sanctions, youth court, sentencing, reintegration, publication bans, and conferences. The video can either be viewed in its entirety on the Department of Justice Canada's website or by the various themes on the Department's [YouTube channel](#). This resource is also available as a DVD.



Source: Department of Justice



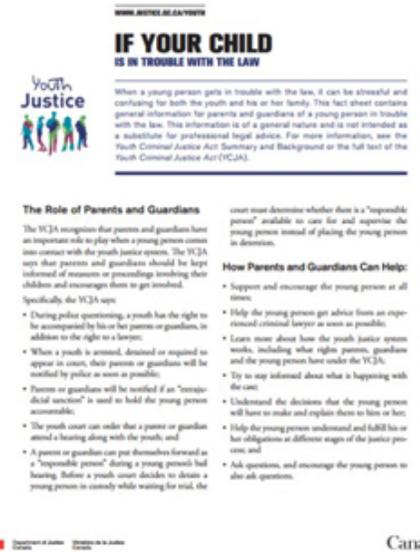
The [Youth Criminal Justice Act Summary and Background](#) is a more detailed and technical explanation of the YCJA. This document explains the background of the YCJA, provides a summary of its main provisions and the rationale behind them, and highlights the experience under the YCJA. This publication can be viewed in HTML, in a print-ready PDF, or can also be ordered in hardcopy.



Source: Department of Justice

**Fact Sheets** on the various elements of the YCJA are also available. These one- or two-page information sheets offer a less detailed explanation on some of the elements of the YCJA and its history, and information about what happens if you get in trouble with the law.

- o [Extrajudicial Measures](#)
- o [If Your Child is in Trouble with the Law](#)
- o [Pre-Trial Detention](#)
- o [Publication Bans](#)
- o [Recent Changes to Canada's Youth Justice System](#)
- o [Victims](#)
- o [Youth Justice Conferences and Committees](#)
- o [Youth Records](#)
- o [Overview of the Youth Criminal Justice Act](#)
- o [Sentencing of Young Persons](#)
- o [Canadian Youth Justice Legislation - A Chronology](#)



Source: Department of Justice

The [Videos on Community Projects](#) supported by the [Youth Justice Fund](#) are also available to give Canadians an idea of the type of innovative projects the Department of Justice Canada supports through its Youth Justice Fund. These 10 videos represent various types of programs from across the country that show how they help youth who have been in conflict with the law. These can also be viewed on the Department's [YouTube channel](#).

To order hardcopies and DVDs: [Youth-Jeunes@justice.gc.ca](mailto:Youth-Jeunes@justice.gc.ca).



Source: Department of Justice

**If you are looking for specific information related to a province or territory, please visit your [provincial or territorial government](#) web page.**

**For more on-line information, products or publications on [youth justice](#), [Canada's system of justice](#), [family violence](#), [support for victims](#), [divorce](#), or [criminal justice](#), please visit our website at [justice.gc.ca](http://justice.gc.ca), like us on [Facebook](#), view us on our [YouTube channel](#) or follow us on [Twitter](#).**



# **Outils pédagogiques concernant la *Loi sur le système de justice pénale pour les adolescents* (LSJPA)**

## **Ministère de la Justice du Canada**

Le ministère de la Justice du Canada est le ministère fédéral qui appuie le double rôle du **ministre de la Justice et procureur général du Canada**.

Le ministère de la Justice du Canada assiste le ministre de la Justice dans l'exécution de ses responsabilités, qui concernent près de 50 lois et secteurs du droit fédéral, en assurant un cadre juridique national bilingue et bijuridique (common law et droit civil) qui comprend le **système de justice pour les jeunes**.

Dans le cadre du système fédéral canadien, l'administration de la justice est un champ de compétence partagé entre le gouvernement fédéral, les provinces et les territoires. Les autorités fédérales ont la responsabilité du droit pénal, notamment de la législation relative à la justice pour les adolescents, et les provinces et les territoires, celle de l'administration du système de justice pénale. Autrement dit, les affaires concernant des adolescents sont traitées par des entités provinciales ou territoriales telles que les tribunaux, les services correctionnels pour les adolescents, la police et les organisations communautaires des provinces et des territoires.

La **Loi sur le système de justice pénale pour les adolescents** (LSJPA) s'applique aux jeunes âgés de 12 à 17 ans qui ont des démêlés avec la justice. La LSJPA est le fondement juridique du système de justice pénale pour adolescents du Canada. Dans tout le pays, les gouvernements, la police, les avocats, les juges et d'autres intervenants travaillent en étroite collaboration avec les collectivités et les familles afin de prévenir la criminalité chez les adolescents et assurer un système de justice efficace et équitable pour les jeunes.

Depuis la création de la Loi sur le système de justice pénale pour les adolescents en 2003, le ministère de la Justice du Canada a fourni des outils pédagogiques novateurs aux écoles, aux bibliothèques et aux organismes communautaires, outils que les enseignants et les intervenants auprès des jeunes peuvent utiliser pour informer les jeunes au sujet du système de justice pénale pour les adolescents et de la Loi sur le système de justice pénale pour les adolescents. Certaines écoles ont même intégré de ces outils dans leur cursus scolaire.

Il existe bon nombre d'outils pédagogiques disponibles en ligne et la plupart d'entre eux peuvent aussi être obtenus en copie papier :

## Justice pour les jeunes : rendre les rues et les collectivités plus sécuritaires



Source: Ministère de la Justice du Canada

• La vidéo [Justice pour les jeunes : rendre les rues et les collectivités plus sécuritaires](#) présente un aperçu de la Loi sur le système de justice pénale pour les adolescents, qui vise à augmenter la sécurité des rues et des collectivités au moyen de la prévention, de la responsabilisation, de la réadaptation et de la réinsertion. Cette vidéo de 26 minutes donne un aperçu de divers éléments de la Loi, notamment les principes, les mesures et les sanctions extrajudiciaires, le tribunal pour adolescents, la détermination de la peine, la réinsertion, l'interdiction de publication et les groupes consultatifs. La vidéo peut soit être visionnée entièrement sur le site Web du ministère de la Justice du Canada ou par thème sur le [profil YouTube](#) du Ministère. Cette ressource est également disponible en DVD.

• Le document [Loi sur le système de justice pénale pour les adolescents : Résumé et historique](#) présente une explication plus détaillée et technique de la LSJPA. Ce document explique le contexte de la LSJPA, en fournissant un aperçu de ses principales dispositions et de leur raison d'être, et en soulignant l'expérience vécue sous le régime de la LSJPA. Ce document peut être consulté en format HTML, en format PDF prêt à imprimer ou alors être commandé en version papier.



Source: Ministère de la Justice du Canada

- Des [Fiches d'information](#) sur les divers éléments de la LSJPA sont aussi disponibles. Ces fiches d'une à deux pages fournissent une explication moins détaillée sur certains des éléments de la LSJPA, sur l'histoire de celle-ci et de l'information sur ce qui peut se produire en cas de démêlés avec la justice.



- o [Mesures extrajudiciaires](#)
- o [Si votre enfant a des démêlés avec la justice](#)
- o [Détenation avant le procès](#)
- o [Interdictions de publication](#)
- o [Changements récents au système canadien de justice pour les adolescents](#)
- o [Victimes](#)
- o [Comités et groupes consultatifs de justice pour la jeunesse](#)
- o [Dossiers d'adolescents](#)
- o [Aperçu de la Loi sur le système de justice pénale pour les adolescents](#)
- o [Détermination de la peine applicable aux adolescents](#)
- o [Dispositions législatives canadiennes en matière de justice applicable aux adolescents - Chronologie](#)

Source: Ministère de la Justice du Canada

- Il existe aussi des [vidéos sur les projets communautaires](#) financés au moyen du [Fonds de justice pour les jeunes](#) pour donner aux Canadiens une idée du type de projets innovants que le ministère de la Justice du Canada finance au moyen du Fonds de justice pour les jeunes. Ces 10 vidéos présentent divers types de programmes en l'ensemble du pays et expliquent de quelle manière il est possible d'aider les jeunes qui ont des démêlés avec la justice. Vous pouvez aussi visionner ces vidéos sur le [profil YouTube](#) du Ministère.

Pour commander des versions imprimées et des DVD : [Youth-Jeunes@justice.gc.ca](mailto:Youth-Jeunes@justice.gc.ca).

### Animations urbaines d'Edmonton



Source: Ministère de la Justice du Canada

**Si vous cherchez des renseignements particuliers sur une province ou un territoire, veuillez consulter la page Web du [gouvernement provincial ou territorial](#) en question.**

**Pour obtenir en ligne d'autres renseignements, produits ou publications sur le [Système de justice pour les jeunes](#), le [Système de justice du Canada](#), la [violence familiale](#), l'appui offert aux [victimes](#), le [divorce](#) ou la [justice pénale](#), veuillez consulter notre site Web [Justice.gc.ca](http://Justice.gc.ca), aimer notre page [Facebook](#), visionner les vidéos sur notre [profil YouTube](#) ou nous suivre sur [Twitter](#).**



# Programming for School Libraries at the CLA Conference

Canadian school libraries share many of the same interests and concerns as other sectors of the library community. Unfortunately, it has often been difficult for school library workers to miss several days of school to attend the CLA Conference to explore those common issues and to interact with peers from across Canada. Thanks to the efforts of Cindy Van Wonderen, the organizing committee has been made aware of this issue and has responded by arranging for all the school library focused programming to be scheduled on Friday, June 5.

Dianne Oberg, Professor Emerita of the University of Alberta, will moderate a panel discussion of "The New School Library Standards of Practice: Implications for School Library Education." Panelists will include Marlene Asselin or Aaron Mueller of the University of British Columbia, Jennifer Branch, of the University of Alberta and Deb Kitchener from the Ontario School Library Association. The CLA funded project to develop a new school library standards document has been successfully completed, and the document, *Leading Learning: Standards of Practice for School Library Learning Commons in Canada*, was launched at the 2014 CLA Conference.

This session will address one aspect of implementation of the new standards: ensuring that school library educators in Canada are enabled to address the standards in their work with teacher-librarians in training. This initiative is in alignment with the November 2014 Royal Society of Canada Expert Panel Report, "The Future Now: Canada's Libraries, Archives, and Public Memory," particularly in relation to increasing the number of graduates with the competencies needed to manage the new school library learning commons and to maximize their contributions to the K-12 experience and its learning outcomes. This session will provide an overview of what is new compared to the 2003 standards, *Achieving Information Literacy: Standards for School Library Programs in Canada*. It will help participants develop an understanding of the various options for school library education across the country (especially the diploma program at University of British Columbia, the Master's program at University of Alberta, and the Additional Qualifications system in Ontario) while enhancing the dialogue among school library education providers and the professional community, including associations such as CLA, with a view to aligning school library education with the new standards.

Derrick Grose, the editor of *School Libraries in Canada* will lead a session entitled "Openness: Virtue or Vice?" Recognizing that an understanding of how and when to protect personal privacy is an important aspect of digital literacy, and recognizing individual and generational differences with respect to comfort levels in sharing personal information, this session will review some resources and approaches that can be used in teaching elementary and secondary school students and guiding them towards making responsible decisions regarding sharing personal information. The session will also review differing comfort levels with respect to "personal space" in an on-line environment, identify approaches to prompting students to ask appropriate questions before sharing personal information, and identify resources for teaching students about safe and responsible sharing of personal information on-line.

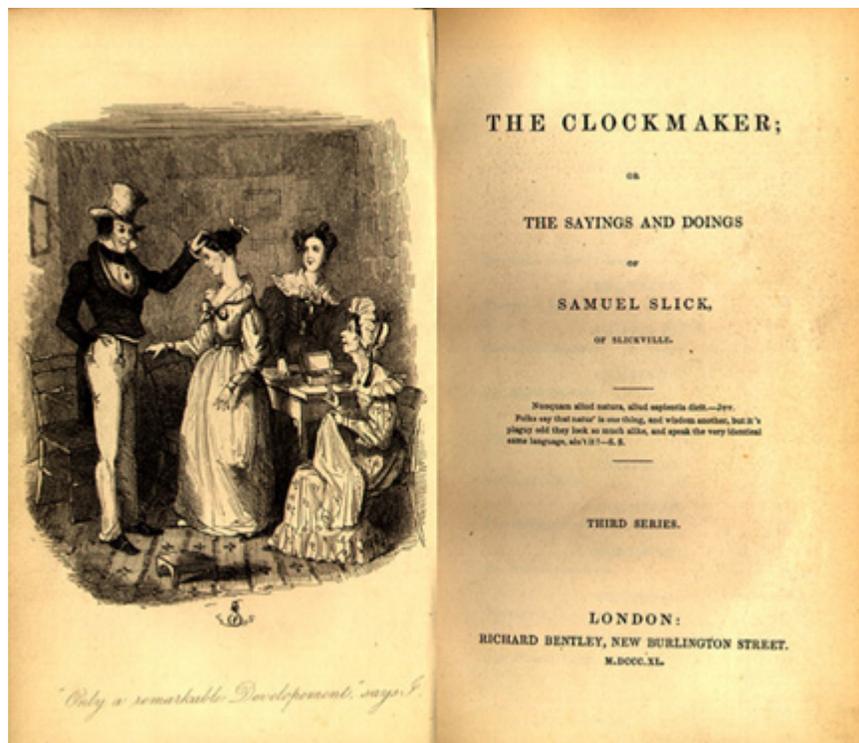
**Jeanne Conte, Instructional Coordinator & Educational Librarian, Peel District School Board and President, Ontario School Library Association and Carol Koechlin, Education and Library Consultant, will present a session on "Leading Learning to Advance Canada's School Libraries." They will discuss how the new CLA standards provide a flexible framework to guide the transformation of Canada's school libraries by focusing on capacity building, and providing a framework for growth, where every school can set a concrete course for improvement. Session participants will collaborate to explore strategies for using *Leading Learning* to advance the learning commons across the diverse contexts of Canada's school libraries. The session will emphasize understanding *Leading Learning* as a framework for growth, making connections between *Leading Learning* and Canadian educational priorities and realizing the potential for using *Leading Learning* to advance library programs across provincial jurisdictions.**

**For school library workers requiring supply teacher coverage, participation in the CLA Conference is often a challenge. Thanks to the efforts of Cindy Van Wonderen, and the CLA Conference organizers for their work to accommodate conference participants from the school library community, as we explore educational leadership in the School Library and Learning Commons and "Privacy and Security," central issues in media literacy.**

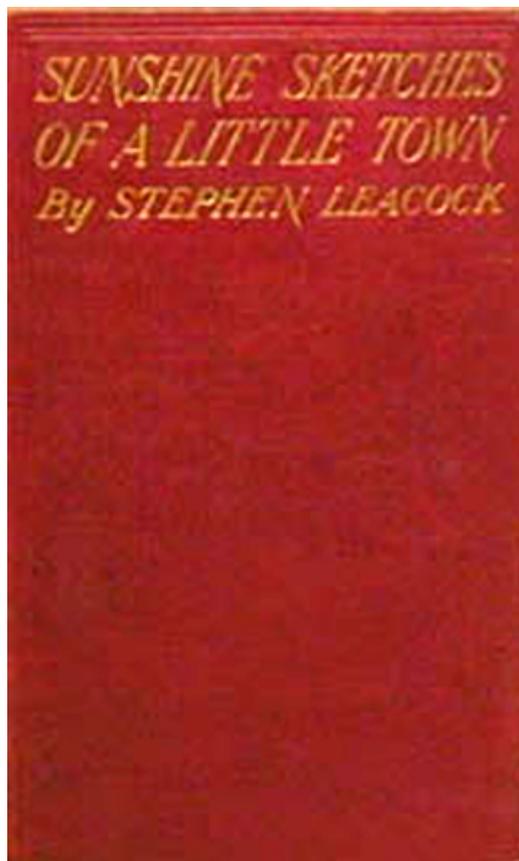
## **Law and laughter (or at least a few giggles)**

**Uncovering the reasons behind some of Canada's stranger and more obscure laws could be a great exercise in critical thinking.**

**Although the stereotypically law-abiding nature of Canadians can be traced back to the priority given to "Peace, Order and Good Government" in the British North America Act, an ambivalence in Canadian attitudes towards the law and its representatives dates back to well before Confederation. Writing in Nova Scotia in the 1830's, Thomas Haliburton protests unfair criticism of the courts and the legal profession when his character, Sam Slick, observes, "[L]awyers ... stand Godfathers for every misfortune that happens in the country. When there is a mad dog a-goin' about, every dog that barks is said to be bit by the mad one, so he gets credit for all the mischief that every dog does for three months to come. So every feller that goes yelpin' home from a court house, smartin' from the law, swears he is bit by a lawyer" (T.C. Haliburton, *The Clockmaker*).**



This is not the only literary evidence of cynicism towards the legal system. In *Sunshine Sketches of a Little Town* Stephen Leacock explains how Mr. Smith, Mariposa's inn-keeper finds himself up on charges before the Liquor Commission for failing to ensure "that Pepperleigh, the judge of the court, and Macartney, the prosecuting attorney, were both safely in the bar, or the bar parlour," before he ventured to close up. Liquor laws are not the only ones that have been the targets of satirical humour.



Some laws invite ridicule or, at the very least, raise questions about the motivations of the legislators. From 1971 to 1976 CBC Television ran a game show entitled *This is the Law*. Violations of silly or surprising laws were embedded in short, humorous vignettes. A panel would then try to guess what the infractions were. In recent years, several books have been published that could provide grist for a revival of this series. Titles include Bev Spencer's *You Can't Do That in Canada* (ISBN 9781443102520), Lisa Wojna's *Weird Canadian Laws* (ISBN 9781897278123) and *Weird Alberta Laws* (ISBN 9781926700076) and Allan Jackson's *Weird Ontario Laws* (ISBN 9781926700038). Such books of trivia with a humorous edge are good tools for hooking reluctant readers. They can also be used to engage students in asking questions and doing the research that is needed to answer them. Why does Ponoka, Alberta have a prohibition on straw roofs? Why do cabbies in Halifax, Nova Scotia have to wear socks? Uncovering the reasons behind some of Canada's stranger and more obscure laws could be a great exercise in critical thinking.



# No one was telling stories about the north in the way that I saw it

Richard Van Camp

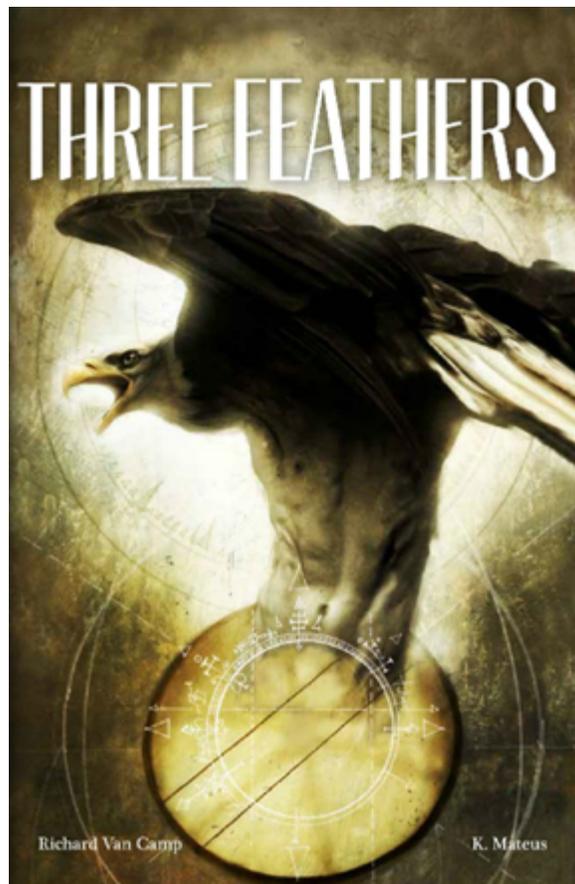
"I always felt that the three young men who were breaking into homes should have been sent on the land—rather than down south for their sentences."



Photo Credit: Mark Mushet

**A member of the Dogrib (Tlicho) Nation from Fort Smith, NWT, Richard Van Camp is an internationally renowned storyteller and best-selling author. He has taught creative writing at UBC and has worked as a writer in residence at the University of Alberta, Yellowhead Tribal College and, most recently, at MacEwan University.**

**Set in the fictional town of Fort Simmer, his 1996 novel, *The Lesser Blessed*, is now an acclaimed movie with First Generation Films that premiered at the Toronto International Film Festival in 2012. His other publications include three collections of short stories, two children's books and three baby books. He has also written comics to deter gang membership and to promote sexual health. In 2015 two new books dealing with restorative justice will be published. The first of those books, *Three Feathers*, is a graphic novel targeted at middle school students. The second book, *Whistle*, is a mini-novel exploring mental health, directed towards a high school audience.**



*Three Feathers*  
ISBN 9781553795360

**SLiC** - Why did you become a writer?

**RV** - After all of the books I read growing up, I realized that no one was telling stories about the north in the way that I saw it: I wanted to write about the romance, the northern lights, the bullies, the high school dances, the hickeys, the beauty and the heartbreak. I started writing my first book, *The Lesser Blessed*, when I was 19. It took me five years to finish it. That was 20 years ago and I wouldn't change a word of the novel. That's how I learned to be a writer.

**SLiC** - What were the most important family or personal influences on your development as a writer?

**RV** - My mom is the greatest storyteller I've ever known. When we get together, it's a full on PhD education and I can listen to her all day, every day. There are so many great storytellers in the North and I need them in my own writing. They compel me and totally inspire me. *Mahsi cho*, Mom!

**SLiC** - At what age did you first get access to a library? How have libraries influenced your life and work?

**RV** - I'm so grateful to my parents because I was raised in a house of books, storytelling and music, and I love libraries. Now that I'm a dad, we want the same of our family: storytelling, laughter, music, playing, reading, silliness and daily magic. I've always said that libraries are gardens of inspiration. How can you not fall in love with life while browsing the shelves of any

library?

**SLiC** - What were your favourite books when you were a child? What was their appeal? How have you been influenced by those books?

**RV** - Issue 13 of *The Warlord*, the comic, by Mike Grell changed my life forever because I fell in love with visual storytelling. I was seven when I discovered the comic and have been a huge collector ever since. I'm grateful to S. E. Hinton, Stephen King, Pat Conroy, *Heavy Metal Magazine* and *Epic Magazine* for giving me worlds and characters to believe in that I never wanted to say goodbye to. To this day, these were the books and authors who inspired me to start telling my own stories.

**SLiC** - What book would you recommend as having been most important to you as a teenager or as an adult? Why has it been so important to you?

**RV** - *Inside Out* by Terry Trueman. What a brilliant premise for a short novel: a young boy with schizophrenia is waiting for his mother one day at the regular diner when it is held up by two brothers the same age as he is. Everything goes wrong. What was supposed to be a simple hold up, turns into a hostage situation. The young boy who is waiting for his mom needs his medication. The voices that haunt him start to come back and the boys holding up the diner start to realize that this boy is mentally ill. I loved this book because it's a tiny book that'll blow you away forever. This helped me not worry about length at all when it came to writing *Whistle*. My wish is that, as petite as *Whistle* is, it'll break your heart in a beautiful way.

**SLiC** - You have worked with many artists and illustrators: Cree artist, George Littlechild on *A Man Called Raven* and *What's the Most Beautiful Thing You Know About Horses?*, Julie Flett on the baby book, *Little You*, Cree artist Steve Sanderson on the comic *Path of the Warrior*, Haida artist Chris Auchter on *Kiss Me Deadly* and, most recently, with Krystal Mateus on your new graphic novel *Three Feathers*. How is your writing process affected by such collaborations? How else is your work influenced by these collaborations?

**RV** - I'm so grateful to have worked with each of these artists because each one took my story to a new level of beauty and elegance that I could not have done with the written word. The same with Anita Doron who directed *The Lesser Blessed* or Zoe Hopkins who directed *Mohawk Midnight Runners* based on my short story "Dogrib Midnight Runners." I was told that collaborating is a dance of trust and I'm so blessed to have been able to work with each of these artists and my editors.

**SLiC** - As well as writing novels and short stories, you have worked in television, had your novel made into a movie and you have two short stories adapted to film: *Mohawk Midnight Runners* (Big Soul Productions, Director Zoe Hopkins) and *firebear called them faith healers* (Kelvin Redvers, CrossCurrent Productions). More recently you have worked on illustrated baby books, comics and graphic novels. What do you like best about working

with more visual media?

**RV** - It's the most astonishing thing: to see your work on the big screen, to see your characters come to life, to hear them speak, to watch them move. It is so inspiring and gratifying, and it's totally addicting because from then, you want all of your stories adapted to the big screen. The same goes with comics. Writers have it very easy because you write the script but each artist brings his or her imagination to the world you've created, and I'm never disappointed. I'm always so grateful to collaborate with publishers and artists who believe in what I'm doing and share my vision.

**SLiC** - In your graphic novel *Three Feathers* you rewrite the ending to a story from your own community by replacing the conventional correctional system with restorative justice. What makes you more optimistic about the effectiveness of a restorative system?

**RV** - *Three Feathers* is based on a true story from Fort Smith. I always felt that the three young men who were breaking into homes should have been sent on the land—rather than down south for their sentences. It's pretty hard to stay mad at young persons if they keep chopping your wood, cleaning your town, volunteering and working off community hours to better the community and to pay you back and apologize for what they did, because then they have a voice: they can share what they were going through at the time to have stolen; then you have a voice to share how their crime affected your family.

**SLiC** - You have a new collection of short stories, *Night Moves*, coming out later this year. Is there a recurring theme or anything else about the collection that you would be willing to reveal as a sort of preview?

**RV** - *Night Moves* is my fourth short story collection and the reason I'm so excited about it is it brings characters from *The Lesser Blessed*—both the movie and the novel—and we get to see what they're up to on one of the longest nights of the year. We get to see Grant and Kevin—two of my most compelling characters in lone wolf adventures and we get to see Torchy, Flinch and Sfen working together when they were younger. These stories are about injustice and they're also bridge stories leading to my larger graphic novel series, *Wheetago War*, for which I'm hoping to find a publisher soon.

**SLiC** - What new projects do you have in the works? What aspect of those projects interests you most? Why?

**RV** - *Wheetago War* is a graphic novel series that I've written. I'm convinced that it's my most ambitious project yet: the setting is 80 years into the future and the Wheetago have returned. They're starving and they've claimed most of the planet. We open with an outpost of survivors who've teamed up and have actually learned to thrive together in the high arctic. They know that every day can be your last and they're starting to discover that the Wheetago have their own religion, their own ways, their own ceremonies. There's a love story in there and medicine power has returned to the world because Mother Earth does not want to be devoured by this species of the starving

who are now trying to kill her. I hope by the time you read this, I'll have signed to a publisher who loves the story as much as I do and I have a wish list of artists I want to work with on this. Wish me luck!

**SLiC** - Is there anything else you would like to say to the readers of *School Libraries in Canada*?

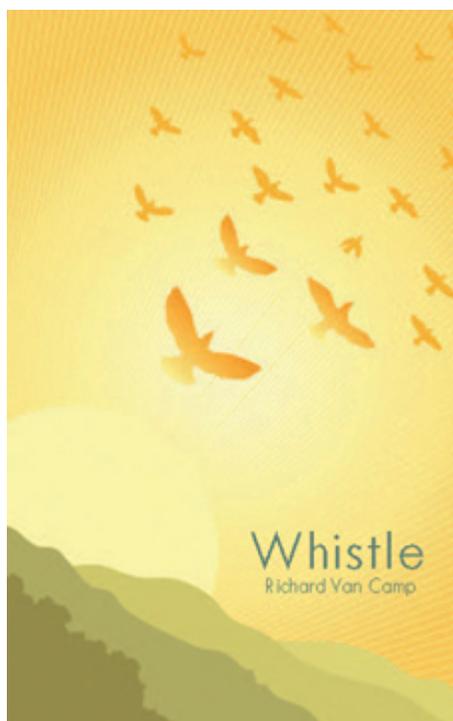
**RV** - They say if you want to be a better writer, become a better reader. Read what lights you up like Christmas! If you want to be a better storyteller become a better listener. Life's out there just waiting to be honoured and celebrated. Inspiration is everywhere!

**SLiC** - Thank you for taking the time to respond to our questions and for giving people in northern communities an opportunity to see their own communities in literature and in film. Also, thank you for your work that promotes healthy communities and understanding within and between communities.



*The Blue Raven*  
Pearson (May 2015)

A stolen bicycle brings together two friends. Brody shows Trevor how Aboriginal traditions and values can help him have respect and appreciation for what he has.



*Whistle*  
Pearson (May 2015)

Darcy writes letters from a group home to the victim of his bullying. Through his writing, he comes to understand how he can break his cycle of destructive behaviour and bullying.

Visit Richard Van Camp's website at <http://www.richardvancamp.com>.

Visit the *Three Feathers* website at <http://us2.campaign-archive2.com/?u=0b124b52bc0f00ddc2d8cb138&id=48d547f4ff>.

# CBC Digital Archives Society --> Crime & Justice

**"a unique collaboration of creative teams in Toronto working together with archivists and educational writers across Canada"**

CBC's **digital archives** provide audio visual resources with a wide variety of cross-curricular applications. To access resources relating to "Crime and Justice", choose that topic from the "Categories" menu. Over 160 documentaries are listed in eleven sub-categories ranging from "The Wrongful Conviction of David Milgaard" to "Cold Cases: Unsolved Crimes in Canada" and "Toronto's Infamous 'Boyd Gang'." The "Other Crime and Justice" category includes stories on wrongful convictions, school violence, social protest, justice, First Nations Peoples and other topics that invite further research and inquiry.



The screenshot shows the CBC Digital Archives website interface. The top navigation bar includes 'HOME', 'CATEGORIES', 'ON THIS DAY', 'FOR TEACHERS', and 'ABOUT US'. A search bar is visible on the right with the text 'FRANÇAIS' and social media icons for Facebook, Twitter, and YouTube. The main content area is divided into two columns. The left column is titled 'Crime & Justice' and lists several documentaries with a small icon indicating the year: 'The Wrongful Conviction of David Milgaard' (1988), 'The Montreal Massacre' (1988), 'Cold Cases: Unsolved Crimes in Canada' (1980), 'The Long Lens of the Law' (1988), 'The Death Penalty Debate' (1987), 'The Air India Investigation' (1982), 'Solar Temple: A Cult Gone Wrong' (1988), 'Pushing Past Borders: Canada & International Drug Trafficking' (1988), 'Mounties on Duty: A History of the RCMP' (1988), 'Other Crime & Justice' (1988), and 'Toronto's Infamous 'Boyd Gang'' (1988). The right column is titled 'Categories' and lists eleven sub-categories: 'Arts & Entertainment', 'Economy & Business', 'Environment', 'Health', 'Lifestyle', 'Politics', 'Science & Technology', 'Society', 'Sports', and 'War & Conflict'. Below the categories is a search bar with the text 'Search Archives for...' and a 'Submit' button with a magnifying glass icon.

<http://www.cbc.ca/archives/categories/society/crime-justice/>

The "For Teachers" section provides educational material geared toward students in Grades 6 through 12. Ideas for incorporating CBC's Radio and TV archives into the curriculum are accompanied by lesson plans and activity sheets that can be downloaded for free. Many, but not all, of the archival topics have corresponding educational material created by educators from across the country to meet the needs of a variety of students. Some activities are appropriate for many age groups, while others are grade-specific.

Radio-Canada's **French-language** archives site, includes its own educational materials in the category of "**Criminalité et justice**".

The screenshot shows the website interface for the 'Criminalité et justice' category. The sidebar on the left lists various topics under 'Thématiques' and 'Découvrir'. The main content area displays a grid of 15 items, each with a thumbnail, a title, a date, and a media type. The items include:

- 21 janvier 1988: Victoire sur toute la ligne (Radio, 1 min 57 s)
- 3 décembre 1990: 6 décembre: que commémore-t-on au juste? (Radio, 30 min 35 s)
- 6 décembre 1989: 6 décembre 1989: consternation et incompréhension (Télévision, 12 min 30 s)
- 18 septembre 1978: 74 citoyens dénoncent la corruption policière (Télévision, 2 min 58 s)
- 28 juin 1955: Abandon des poursuites contre Svend Robinson (Radio, 4 min 54 s)
- 20 novembre 1995: A l'aire Airbus: Midway poursuit Ottawa (Télévision, 3 min 05 s)
- 15 janvier 1985: Agression à Calgary (Télévision, 2 min 06 s)
- 24 août 1965: Alice Ginsberg milite pour la légalisation (Radio, 3 min 23 s)
- 1er avril 1975: André « Dédé » Desjardis et la commission Cléche (Télévision, 21 min 30 s)
- 29 avril 1999: Apprendre l'informatique en prison (Télévision, 11 min 35 s)
- 20 mai 2008: Appel de tulle aux ophtalmes de Duplessis (Archives télé de Radio-Canada)
- 4 décembre 1994: Armes légales et illégales (Archives télé de Radio-Canada)
- 16 octobre 1969: Arrestation spectaculaire à Montréal (Archives télé de Radio-Canada)
- 18 mai 1992: Attentat à la clinique Morgentaler de Toronto (Archives télé de Radio-Canada)
- 2 septembre 1984: Attentat à la Gare centrale de Montréal (Archives télé de Radio-Canada)

[http://archives.radio-canada.ca/societe/criminalite\\_justice/](http://archives.radio-canada.ca/societe/criminalite_justice/)

# ***The Future Now:***



## **A Powerful Tool for Advancing the School Library Learning Commons in Canada**

**by Anita Brooks Kirkland**

**School library practitioners have recently been handed a powerful tool for advocacy, but the majority are unaware of its existence. The purpose of this column is to raise awareness of the Royal Society of Canada's expert panel report on the future of Canada's libraries and archives, and suggest how it could provide a tool for influencing decision-makers in K-12 education. The voice of this influential association of distinguished scholars, artists and scientists validates our concerns, and may add gravitas to our advocacy efforts.**

***The Future Now: Canada's Libraries, Archives, and Public Memory* was released in November, 2014. With a mandate to explore what Canadians currently receive from libraries and archives and what they expect for the future, the expert panel makes comprehensive recommendations for everything from preserving Canada's documentary heritage to the role of associations, and examines aspects of every library and archival sector. It has garnered widespread attention, particularly with its recommendations for federal libraries and for library associations.**

**The expert panel makes specific recommendations about the future of school libraries. It calls for a national vision for the school library learning commons – something that has to this point mostly eluded educational decision-makers. This is**

precisely why we need to leverage this report as we strive to advance the school library learning commons vision across the country.

### **Looking at the Issues from a National Perspective**

The panel expressed great concern about the continuing decline in school libraries since Ken Haycock's report, *The Crisis in Canada's School Libraries: the Case for Reform and Re-Investment*, which was published in 2003.

"In the 10 years since the Haycock report, which also decried the lack of relevant Canadian research, the situation has worsened. Many observers and commentators believe the decline has accelerated in spite of continuous and compelling research, much now Canadian-based, demonstrating the positive influence of the school library in enhanced literacy, higher test scores, greater success at the post-secondary level, and advanced citizenship. All this has occurred in spite of the hard and vigorous advocacy by many parties, including both national and provincial libraries, educational associations, and grass-roots groups such as Ontario's People for Education." (RSC Expert Panel Report, 2014)

The expert panel refers to and endorses the vision captured in the Ontario School Library Association's *Together for Learning: School Libraries and the Emergence of the Learning Commons*. Members of the expert panel drew attention to and lauded *Leading Learning: Standards of Practice for School Library Learning Commons in Canada*, the new national standards document published by the Canadian Library Association.

"We are also persuaded by the substantial work of prototyping the development and implementation of the school library/learning commons that was recently undertaken collaboratively by school library organizations across Canada, and published by CLA, *Leading Learning: Standards of Practice for School Library Learning Commons in Canada*. What does not make sense to us is the absence of either the school library or the learning commons or their amalgam in so many of the nation's schools." (RSC Expert Panel Report, 2014)

The power of this report is its national perspective from a respected voice outside of library or teachers' associations. That perspective could not be more timely, following as it does on the publication of *Leading Learning*. The potential to move the national agenda forward is substantial, particularly now that we have the solid framework of the *Leading Learning* standards. That such an influential and respected group as the Royal Society of Canada has taken up the cause of advancing the school library learning commons vision is an opportunity that we need to leverage as we advocate at the local, provincial and national levels. The Royal Society has given us the tool. It is up to us to use it.

### **Framing a Cohesive Approach to Advocacy**

The Ontario Library Association redefines advocacy, putting the emphasis on Value, Influence and Positioning (Brooks Kirkland, 2014), a framework useful to this discussion. The impressive work done by everyone involved in the *Leading Learning* project has already provided a framework for tangibly demonstrating the value of the school library learning commons. But the ongoing challenge is positioning that value so that it is clearly relevant to the broader goals of education and the aspirations of decision-makers, and finding ways to influence those decision-makers to take action.

**The expert panel declares itself in alignment with the associations whose efforts were cited in the report. Its recommendations serve as a concise and powerful framework for advocacy with a cohesive national voice, but also with relevance at every level of decision-making in K-12 education. Here are the recommendations, quoted directly from the expert panel report.**

**THE PANEL RECOMMENDS THAT:**

52. The *Council of Ministers of Education Canada* (CMEC) commission a pan-Canadian assessment engaging the full range of stakeholders, to bring forward a clear and prescriptive set of directives to frame a national policy consensus on the most appropriate model for school libraries/learning commons to maximize their contribution to the K-12 experience and its learning outcomes.
53. Ministries of Education work with Boards of Education and their respective schools to provide the sustainable funding necessary to realize the development of school libraries/learning commons.
54. Faculties of Education in universities with teacher-librarian programs or library and information studies (LIS) programs be funded to increase the number of graduates who would have the proper competencies to manage the new school library/learning commons.
55. Provincial and territorial ministers responsible for public libraries and ministers of education join together to develop provincial standards that would direct the development of a school-house public library model drawing inspiration from the best practices and successes of those currently in operation.

Royal Society of Canada (2014).  
*The Future Now: Canada's Libraries, Archives, and Public Memory.*

**(Note: The final recommendation refers to the panel's investigation into the particular challenges faced by public and school libraries in meeting the needs of remote and rural communities.)**

## **Raising Awareness and Leveraging the RSC Report**

**The recommendations highlight issues at the very core of the ongoing sustainability of school library programs in Canada. Drawing upon this report when seeking to influence decision-makers positions these issues as a matter of significance to our society as a whole, and recommendations from such an esteemed group as the Royal Society lends gravitas to our concerns.**

Download the Royal Society of Canada's Expert Panel Report or purchase a print copy at:  
<http://www.rsc.ca/en/expert-panels/rsc-reports/future-now-canadas-libraries-archives-and-public-memory>

**It is my hope that the RSC report will provoke discussion within the library and education communities, and that its potential for influencing decision-makers be fully leveraged.**

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### Further Reading

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Anita Brooks Kirkland served for twelve years as Consultant for K-12 Libraries at the Waterloo Region District School Board. She is an instructor in school librarianship at the Ontario Institute for Studies in Education, University of Toronto. As a writer, presenter and consultant, Anita specializes in the areas of information and digital literacy and the school library learning commons. She was the 2014 president of the Ontario Library Association. Learn more about Anita at [www.bythebrooks.ca](http://www.bythebrooks.ca).

### Update

## The Year of the Learning Commons

**Judith Sykes**  
Author and Educator

Please spread the word about "The Year of the Learning Commons" project through your associations and networks by sharing this message from Carol Koechlin and David Loertscher and, even better, by participating, using the resources and checking out what others are doing on the spreadsheet!

**It is encouraging to see the transitions many school libraries are making to a learning commons approach. Many schools and districts in Canada, United States, Australia, New Zealand and England are rethinking and reimaging the role of the school library to ensure it supports future-oriented learning. At the same time there are many regressive stories which cause us to pause this year and reflect on how far we have come with this movement and what needs to happen to ensure that all students everywhere have the benefits inherent in the learning commons vision.**

**Consequently we are declaring "The Year of the Learning Commons" to focus on the accomplishments to date, but, more importantly, to hand over the next chapter of transitions to you! We need you to spread the word, celebrate successes, advocate for program, educate decision makers, and together build momentum in our schools to reinvest in libraries and computer labs as vibrant learning commons. The April issue of *Teaching Librarian* <http://www.teacherlibrarian.com/> will announce "The Year of the Learning Commons" and support this project. We have also built a site <https://sites.google.com/site/yearofthelearningcommons/home> and we urge you to get involved. Register by completing the Google form. Check out what others are doing on the spreadsheet. Use the resources on the site to help others build knowledge and understanding. Contribute your own ideas to the site.**

**Here are a few ways you can contribute to the Year of the Learning Commons and the future:**

- Download, print and display the Year of the Learning Commons poster.**
- Use the Year of the Learning Commons icons on your webpage and in communications.**
- Write an article, blog, tweet #yearlc, etc. about the features of your learning commons and promote a conversation.**
- Put up a tour of your learning commons on YouTube.**
- Present at a local, state, provincial or national conference.**
- Have your students create presentations for local, state, provincial and national audiences.**
- Attend various events that will be announced on the site.**
- Invite members of your community to tour your learning commons and see what a major difference it has made in your school; if you are still in the planning stage, invite their participation in the conversion.**
- Let us know what you are doing so we can help you tell the world!**

**Share this email message with colleagues and through you own professional networks. We are hoping to build a supportive learning community to further the development of school library learning commons nationally and internationally.**

# #sliclaw



Derrick Grose @SlicEditor · Feb 2

Please tweet best ideas and resources for teaching about the law to #sliclaw to be shared in the next issue of School Libraries in Canada.



Here is what you missed if you did not follow #sliclaw on Twitter:

Results for #sliclaw Remove

Top / All

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Search for "law" at The National Film Board and see 115 films, many for free viewing, at [nfb.ca/search#?queryS...](http://nfb.ca/search#?queryS...) ...#sliclaw

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See how Scoop.it can be used to curate on-line resources on topics such as the History of Law at [scoop.it/t/history-of-l...](http://scoop.it/t/history-of-l...) . #sliclaw

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Read and share lesson plans for Dustin Milligan's "Charter for Children" series at [charterforchildren.ca/teachers/#less...](http://charterforchildren.ca/teachers/#less...) Engage younger students! #sliclaw

**The Charter for Children**  
An introduction to the Canadian Charter of Rights and Freedom.



[View on web](#)

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Lorimer has released a free resource guide [lorimer.ca/media/RealJust...](http://lorimer.ca/media/RealJust...) for its Real Justice series #sliclaw

Watch the Voices for School Libraries on Facebook or follow @sliceditor on Twitter to find out how you can contribute to #slic... in the next *School Libraries in Canada*.

## Publishers recommend . . .

Publishers are invited to submit the title of one work of fiction and/or one work of non-fiction by a Canadian author or illustrator, published in the last year, that they would consider a "best book" or a "neglected gem." Let *School Libraries in Canada* know about recent works to satisfy the needs and interests of school library patrons from kindergarten to senior high school. Send a .jpg image of the cover art, a 50-100 word factual blurb and the publication information to [sliceditor@gmail.com](mailto:sliceditor@gmail.com) by September 15th for the Fall 2015 issue.

### Story Books and Fiction

*Jazz : nature's improvisation*

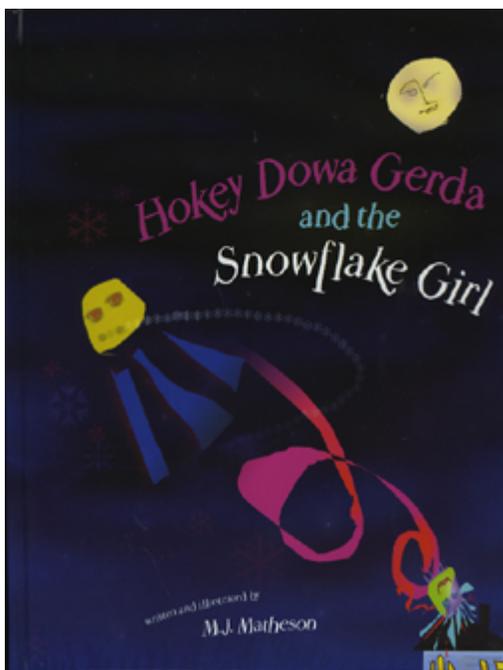
by Elizabeth Copeland

Toronto: Quattro Books, 2014

98 p.; Ages 14+; ISBN 9781927443651

Jazz, a transgender youth from a South Indian immigrant family in Toronto, struggles with family tensions, the challenges of survival on the streets, and the complexities of relationships with strangers both helpful and hostile. She undergoes a sometimes very bleak journey to her hopeful realization, "I am life seeking to express itself. I like that." Defying the expectations of others in her struggle for recognition and acceptance, the protagonist will engage mature high school readers who will recognize both her human flaws and her inspirational strength and determination.



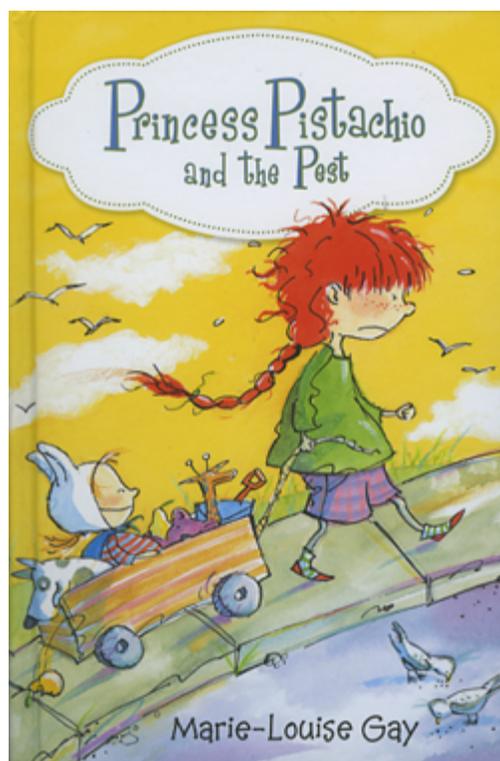


*Hokey Dowa Gerda and the Snowflake Girl*  
by M.J. Matheson  
Peanut Butter Press: Winnipeg, 2014.  
32 p.; Ages 4-8; ISBN 9781927735107

Author and illustrator M.J. Matheson's picture book tells how the ordinary lives of two young aboriginal children, Faith and Dakota, take a not-so-ordinary turn when strange goings-on begin happening in their bedrooms at night. This brother and sister find fun ways to solve their problems and make friends, drawing on wisdom from the sweatlodge and gaining strength from elders. This story, told in a unique voice that blends the spirit of Aboriginal storytelling and culture, includes a playful take on parent-child relationships. A playful font enhances a story told in an imaginative and delightful way, with illustrations that invite exploration.

*Princess Pistachio and the Pest*  
by Marie-Louise Gay  
Toronto: Pajama Press, 2015.  
48 p.; Ages 5-8; ISBN 9781927485736

Marie-Louise Gay's Princess Pistachio returns in her second book for early readers; on the first day of the summer holidays Pistachio Shoelace has big plans involving a compass, a cave, and a buried treasure. Plans that do not involve a troublemaking little sister wearing bunny ears and a Superman cape. Forced to take baby Penny to the park, Pistachio prepares for a dull day. But between fruit thefts, a witch's garden, and an angry park warden with a rulebook, the day is anything but boring. Translated from French by Jacob Homel, the story is illustrated throughout with Gay's brightly-coloured art.





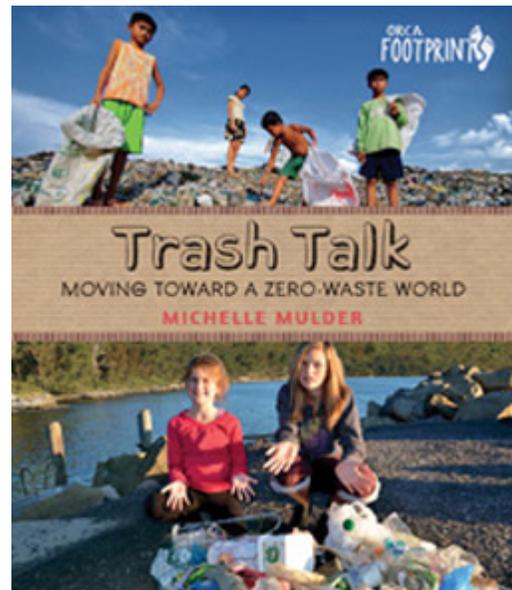
*The Ghost and Max Monroe Case#2 The Missing Zucchini*  
by L.M. Falcone; illustrated by Kim Smith  
Toronto: Kids Can Press, 2015.  
96 p.; Ages 6-9; ISBN 9781771381543

Zeeta and Zelda Zamboni call the Monroe Detective Agency to help recover their most prized: a two-hundred-pound zucchini! Looking for a zucchini is "sure to be duller than dirt," Max thinks. However, once he and "the ghost" start digging around for clues, they discover this new case is full of interesting possibilities. The Zamboni sisters have suspicious neighbors. The question is, will Max manage to solve the mystery and locate the giant zucchini in time to enter the Harvest Fair's vegetable competition? The series provides a great introduction to the mystery genre, perfect for honing critical-thinking and observation skills.

## Non-Fiction

*Trash Talk: Moving Toward a Zero-Waste World*  
by Michelle Mulder  
Toronto: Orca Book Publishers, 2015.  
48 p.; Ages 8-12; ISBN 9781459806924

Humans have always generated garbage, whether it's a chewed-on bone or a broken cell phone. Our landfills are overflowing, but with some creative thinking, stuff we once threw away can become a collection of valuable resources just waiting to be harvested. *Trash Talk* digs deep into the history of garbage, from Minoan trash pits to the Great Pacific Garbage Patch, and uncovers some of the many innovative ways people all over the world are dealing with waste.





*Q Tasks, 2nd Ed: How to Empower Students to Ask Questions and Care About the Answers*

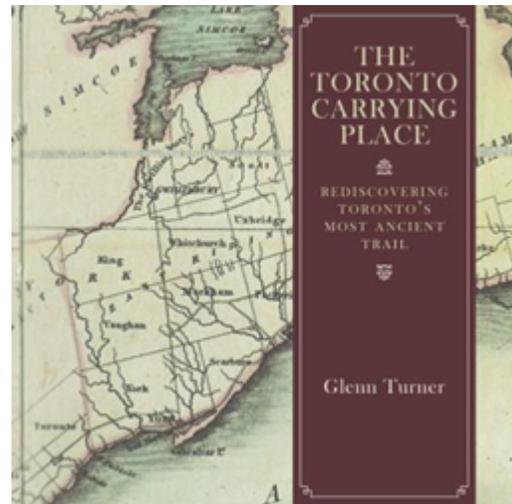
by Carol Koechlin & Sandi Zwaan  
Markham, Ont.: Pembroke Publishers, 2014  
160 p.; Ages Adult; ISBN 9781551383019

Questioning is a key skill in successful learning. The original *Q Tasks* was instrumental in showing teachers how to give students the tools they need to develop their own questions and build critical thinking and inquiry skills. This new, totally revised edition continues to nurture and advance these crucial skills, and also offers *Q-task* extensions that introduce digital components that facilitate collaboration and are designed to appeal to tech-savvy students. More than 100 practical, flexible exercises put students at the centre of their own learning as they build the library and research skills that are essential to our information age.

*The Toronto Carrying Place*

by Glenn Turner  
Toronto: Dundurn Press, 2015.  
192 p.; General Interest; ISBN 9781894786607

The Toronto Carrying Place brings Southern Ontario's most important First Nations trail back to life. Retracing the ancient portage from Lake Ontario to Lake Simcoe, Glenn Turner reveals the events and characters that marked Toronto's earliest days, and shows how the path played a crucial role in the history of First Nations. Toronto's French and English heritage is also explored, and reminders of the Carrying Place are discovered in unlikely places along its route. Many photographs, maps, and reproductions offer a look at what remains of this trail, and an insight into how it affected the growth of the Toronto.



*The Queen's Shadow*

by Cybèle Young  
Toronto: Kids Can Press, 2015.  
40 p.; Ages 7-11; ISBN 9781894786607

This informational picture book weaves the science of animal eyesight into a clever whodunit. During the Queen's Ball her shadow has been stolen! Each noble animal's testimony explains a version of the scene of the crime based on a unique eyesight. Sidebars provide factual information about how the eyesight of each animal works. As each perspective sheds new light on the mystery, it becomes clear to that there are many ways to see the world. A section on human vision, background on the animals mentioned, and a glossary enhance this resource for life science lessons on animals and humans.

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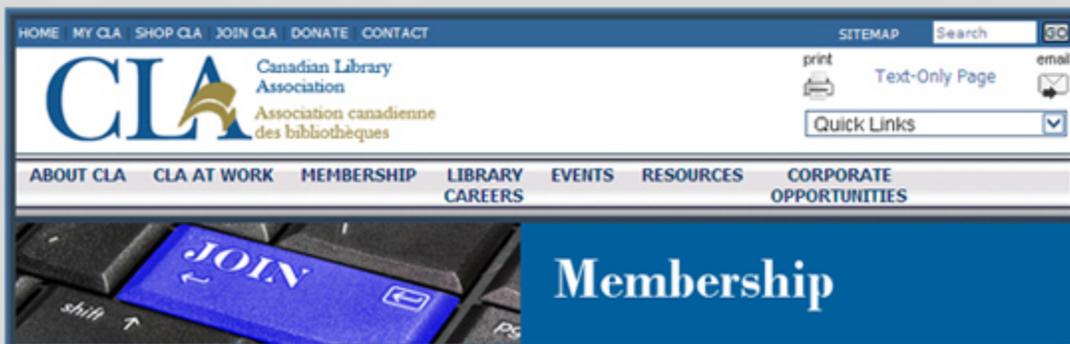
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