

School Libraries in Canada

A Journal of the Canadian Association for School Libraries



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Canadian Association for School Libraries

Awards and Grants

The Angela Thacker Award

The Angela Thacker Memorial Award has been established in memory of Angela Thacker, teacher-librarian, library coordinator, and school library colleague, mentor, leader and advocate who served the Association for Teacher-Librarianship in Canada (ATLC) and the Canadian School Library Association (CSLA) in many capacities. This Award honours teacher-librarians who have made contributions to the profession through publications, productions or professional development activities that deal with topics relevant to teacher-librarianship and/or information literacy.

The Chancellor Group Conference Grant

The Chancellor Group Conference Grant provides a \$500.00 travel grant to support attendance of newly qualified teacher-librarians at the next conference of the Canadian Association for School Libraries (CASL). The impetus for this program was a substantial donation by Dr. Ken Haycock.

The Margaret B. Scott Award of Merit

The Margaret B. Scott Award of Merit honours an individual who has made an outstanding contribution to Canadian school librarianship at the national level. Nominees do not need to be members of CASL.

The Follett Teacher Librarian of the Year Award

The Canadian Association for School Libraries honours, through this award, a school-based teacher-librarian who has made an outstanding contribution to school librarianship within Canada through planning and implementing school library programs, based on a collaborative model which integrates library and classroom programs. The award is sponsored by National Book Service. Nominees do not need to be members of CASL.

Submit nominations to Dianne Leong-Fortier, Chair, CASL Awards Committee/Councillor, CASL at DJLFORTIER@cbe.ab.ca.

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School Libraries in Canada would like to thank FEDNET, and especially the following individuals and their agencies for their contributions to this issue: Rita Signorini at the Currency Museum of the Bank of Canada, Lara Pascali and at Annick Deblois at the Department of Canadian Heritage, Amanda Murray at the Canada Revenue Agency, Nadia Vixamar at Corrections Canada, Shari Kulik at Elections Canada, Debbie Jiang at Library and Archives Canada, Rebecca Huxtable at the National Capital Commission, Karl Kletke at the Directorate of History and Heritage at National Defence, Kate McLaughlin at the National Research Council and Alan Banman and Adélard Comeau at Veterans Affairs Canada. We also want to thank Angie Littlefield and Mary Cook, Project Managers for the Reading and Remembrance Project, both for their contribution to this issue and for the wonderful learning resources they make available for Canadian students and teachers.

Planting seeds

by Derrick Grose
Editor, *School Libraries in Canada*

Welcome back to school! I hope that this phrase has not been worn out as a result of the intensive marketing of back to school supplies that seemed to begin shortly after Canada Day. I think I share with most of you an excitement about the opportunities presented by a new school year; this excitement is only slightly tinged with regret over the end of a summer that, like the school year that preceded it, wasn't quite long enough to accomplish all that had been planned.

One thing that I did manage to do this summer was read *The Boy Who Harnessed the Wind* (ISBN 978-0-06-173032-0) by William Kamkwamba. I was touched by the story of this young Malawian man who, unable to pay his school fees, found refuge in a school library. There he taught himself the fundamentals of electricity. Then he scrounged the bits and pieces needed to realize his dream of building a windmill to generate electricity to light his family's home. His story reinforced my belief in the potentially inspirational role that school libraries can play by feeding the curiosity and imagination of students.

That belief makes it a bit easier to say goodbye to a wonderful summer vacation. Now, when nature insists that it is harvest time in this part of the world, educators get to enjoy a second spring; we have a chance for a new beginning . . . a chance to experiment with new approaches to helping our students, a chance to introduce new resources. Running contrary to nature, we are planting a new crop when the ever-shorter days suggest we should be thinking about hibernation. As Anita Brooks-Kirkland explains in her column in this issue, numerous technological tools are available and our challenge is to find ones appropriate to our students' needs, and our own comfort levels. This illustrates a point made by Diana Gauthier in her acceptance speech for the Margaret B. Scott Award of Merit: teacher-librarians have exceptional opportunities to be innovators and to plant the seeds of interests and enthusiasm for learning that will inspire students throughout their lives.

This issue of *School Libraries in Canada* features a sampling of resources from members of FEDNET (federal education resources partners). In order to accommodate a wide range of contributors these agencies of the Federal Government were asked to limit their submissions to brief descriptions of a few key resources that they make available for schools. The resources that they have highlighted are presented to create a spark of curiosity and ignite the creativity of school librarians, classroom teachers and students across the country.

I hope that the articles in this issue of *SLiC* will add to the excitement in school libraries across Canada as a new school year is being launched. I also hope that you will find something in this issue to remind you that your work in the school library is, as the title of Pat Parungao's article states, "the best job in the universe." And finally, I hope that some of what you read here will help you to enjoy a bumper crop in terms of student success and personal satisfaction in June of 2011.



Currency Museum of the Bank of Canada

The Currency Museum understands that not everyone can visit in person, so we have developed easy-to-use programs that can be delivered right in your classroom. Our curriculum-based programs about currency and monetary policy are object-based and feature built-in team-building activities. Visit currencymuseum.ca for more information and downloads.

What is Money Kit (grades 4-6)

This kit looks at the money used by different civilizations so students can better understand the money that we use today. It includes a lesson plan and worksheet.

Inflation Busters Interactive DVD (grades 9-12)

Lead your class through games, simulations, discussions, and group activities designed to teach students about monetary policy, inflation, deflation, and the role of the Bank of Canada.

Counterfeit Detection Kit (grades 9-12)

The kit introduces students to counterfeiting, its impact on society, the role they can play in reducing counterfeiting, and how to tell the difference between genuine and fake bills.



Le Musée de la monnaie de la Banque du Canada

Le Musée de la monnaie comprend que certains groupes ne peuvent pas visiter le Musée, ainsi nous avons préparé des leçons faciles à utiliser que vous pouvez donner directement dans votre classe. Conçus en fonction des programmes scolaires, nos modules sur la monnaie et la politique monétaire sont fondés sur l'apprentissage par objets et prévoient des activités qui font appel au travail d'équipe. Visitez museedelamonnaie.ca pour plus de renseignements et pour téléchargements.

Trousse Qu'est-ce que la monnaie? (4e à 6e année)

Cette trousse examine les types de monnaie utilisés par différentes civilisations, afin de permettre aux étudiants de mieux comprendre la monnaie en usage aujourd'hui. Matériel inclus: plan de leçon, feuilles d'exercices.

Échec à l'inflation! DVD interactif (9e à 12e année)

À l'aide de jeux, de simulations, de discussions et d'activités de groupe, le programme permettra à vos élèves de se familiariser avec les notions de politique monétaire, d'inflation et de déflation ainsi qu'avec le rôle de la Banque du Canada.

Trousse Détection de la contrefaçon (9e à 12e année)

La trousse sensibilise les élèves à la contrefaçon, à leur rôle dans la réduction de la contrefaçon, à son incidence sur la société, et leur apprendra comment distinguer un billet authentique d'un faux.



Canadian Studies Program

The Canadian Studies Program (CSP) is a funding program of the Government of Canada that helps Canadians gain a better understanding of their country — its history, stories, people and systems of government. Specifically, the CSP supports the development of learning materials and activities that contribute to increasing Canadians' knowledge about Canada. The CSP's cyclical Funding Competition encourages the research and development of quality learning materials. Individual Canadian citizens and landed immigrants, Canadian corporations, schools, school boards and other educational institutions are eligible to apply for funding from the CSP.

Resources developed by the Canadian Studies Program:

Canadians and Their Government

This bilingual resource guide assists students in learning about the Canadian system of government and its institutions. It is intended for youth aged 12 to 17 but can be adapted for other audiences. An online version is available at

<http://www.pch.gc.ca/progs/pec-csp/rsrce-eng.cfm>. The guide can also be ordered by contacting the Canadian Studies Program at PEC-CSP@pch.gc.ca.

Resources funded by the Canadian Studies Program:

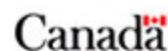
A list of resources funded by the Canadian Studies Program can be found on the Canadian Studies Program website (<http://www.pch.gc.ca/pgm/pec-csp/index-eng.cfm>). Recently funded projects include:

The Korean War Edukit (developed by the Historica-Dominion Institute)

This resource includes newspapers articles, testimonials from veterans and a series of classroom activities that assist high school students in learning about Canada's role in the Korean War. The Edukit can be downloaded on the Historica-Dominion Institute (<http://www.historica-dominion.ca>) and the Memory Project (www.thememoryproject.com) websites.

The Benchmarks of Historical Thinking Project (developed by the University of British Columbia's Centre for the Study of Historical Consciousness)

Benchmarks of Historical Thinking is a new approach to history instruction that places historical thinking at the centre of teaching about the past. The Benchmarks website (www.historybenchmarks.ca) contains information about the project, as well as teacher and student resources that incorporate historical thinking concepts.



Le Programme des études canadiennes

Le Programme des études canadiennes (PÉC) est un programme de financement du gouvernement du Canada qui aide les Canadiens à mieux connaître leur pays – son histoire, ses récits, sa population et ses systèmes de gouvernement. Plus précisément, le PÉC appuie l'élaboration de matériel didactique et d'activités d'apprentissage qui contribuent à enrichir les connaissances des Canadiens sur leur pays. Les citoyens canadiens, les résidents permanents, les sociétés canadiennes, les écoles, les commissions scolaires et autres établissements d'enseignement sont admissibles au financement dans le cadre du Programme des études canadiennes.

Ressources élaborées par le Programme des études canadiennes :

Les Canadiens et leur gouvernement : un Guide de ressources

Ce guide de ressources bilingue aide les élèves à mieux connaître le système de gouvernement et les institutions du Canada. Il a été élaboré à l'intention des jeunes de 12 à 17 ans, mais peut être facilement adapté à d'autres auditoires. Il peut être consulté en ligne à l'adresse suivante : www.pch.gc.ca/progs/pec-csp/rsrce-fra.cfm. Vous pouvez également commander un exemplaire du guide en communiquant avec le Programme des études canadiennes par courriel (PEC-CSP@pch.gc.ca).

Ressources subventionnées dans le cadre du Programme des études canadiennes

Vous pouvez consulter une liste des ressources subventionnées dans le cadre du Programme des études canadiennes sur son site Web (<http://www.pch.gc.ca/pgm/pec-csp/index-fra.cfm>). Voici quelques projets récemment subventionnés :

« Edukit » sur la guerre de Corée (élaboré par l'Institut Historica Dominion)

Cette ressource comprend des articles de journaux, des témoignages d'anciens combattants et des exercices en classe en vue d'aider les élèves du secondaire à mieux connaître le rôle du Canada dans la guerre de Corée. Vous pouvez télécharger l'Edukit sur le site du Projet Mémoire ([http://www.thememoryproject2.com/fr/news/8271 le-projet-memoire-lance--edukit--sur-la-guerre-de-coree](http://www.thememoryproject2.com/fr/news/8271-le-projet-memoire-lance--edukit--sur-la-guerre-de-coree)).

Projet des Repères de la pensée historique (conçu par le Centre pour l'étude de la conscience historique de l'Université de la Colombie Britannique)

Le projet des Repères de la pensée historique est une nouvelle approche à l'enseignement de l'histoire qui met la pensée historique au centre de tout apprentissage du passé. Le site du projet Repères (<http://www.histori.ca/benchmarks/fr/le-projet-reperes>) contient des renseignements sur le projet, ainsi que des ressources pour les enseignants et les élèves qui intègrent les concepts de la pensée historique.



Canada Revenue Agency

The [Canada Revenue Agency](#) (CRA) administers tax laws for the Government of Canada and for most provinces and territories. It also administers various social and economic benefit and incentive programs delivered through the tax system.

[CRA's](#) educational products promote the understanding of Canada's taxation system and how the taxes collected are used for the benefit of all Canadians. They demonstrate how participation in the underground economy is detrimental to society as a whole; and provide information about various benefits and tax credits.

The [Teaching Taxes Program](#) introduces students to Canada's tax system and teaches them the practical skill of preparing a basic income tax and benefit return.

[Learning About Taxes](#) is an online, self-paced course providing information about the Canadian tax system and how to file a basic income tax return.

[Responsible Citizenship](#) is an interactive learning unit exploring information about the Canadian tax system, and the relationship between taxes and Canadian quality of life.



Canada Revenue Agency

Agence du Revenu du Canada

L'Agence du revenu du Canada

L'[Agence du revenu du Canada](#) (ARC) voit à l'application des lois fiscales au nom du gouvernement du Canada et de la plupart des provinces et territoires. Elle voit aussi à l'application de divers programmes de prestations socioéconomiques et de programmes d'encouragement offerts par l'entremise du régime fiscal.

Les produits éducatifs de l'[ARC](#) facilitent la compréhension du régime fiscal canadien. Ils démontrent comment l'impôt prélevé est réparti pour le bénéfice de tous les Canadiens; comment la participation à l'économie clandestine peut être préjudiciable à la société; et donnent de l'information sur certaines prestations et certains crédits d'impôt.

[Enseignons l'impôt](#) initie les étudiants au régime fiscal canadien et leur fournit les connaissances nécessaires pour remplir une déclaration de revenus et de prestations simple.

[Apprenons l'impôt](#) est un cours en ligne à rythme libre qui renseigne sur le régime fiscal canadien et la production d'une déclaration de revenus simple.

[Sens civique](#) est une unité d'apprentissage interactif qui explique le régime fiscal canadien et ses liens avec la qualité de vie des Canadiens.



The Correctional Service of Canada

The Correctional Service of Canada (CSC) is the federal government agency responsible for administering sentences of a term of two years or more, as imposed by the courts. CSC is also responsible for managing institutions of various security levels, and supervising offenders under conditional release in the community. To raise awareness and increase understanding about the role of the Correctional Service of Canada, these key resources are offered:

EDUCATIONAL RESOURCES

The Educational Resources Portal provides teachers of grades 10 to 12 with online class-ready learning materials regarding the workings of the justice system and its impact on Canadian society. The portal is divided into 3 educational programs all compliant with the Canadian curriculum. For additional information, visit www.csc-scc.gc.ca/education.

SPEAKERS BUREAU

The Speakers Bureau is a free service that connects communities, schools and organizations with speakers who have working experience in the correctional field. Inviting a speaker provides the opportunity to learn about public safety and various correctional issues. For more information, please consult our frequently asked questions at appsweb.csc-scc.gc.ca/bureau/fqs.do?lang=eng or contact bureau@csc-scc.gc.ca to invite a speaker for your next event.

CORRECTIONS IN CANADA – AN INTERACTIVE TIMELINE

The Corrections in Canada website—in the form of an interactive timeline—provides an easy to navigate historical overview of Canada's corrections system, with the help of stories, chronologies and images. Discover how changing times have transformed the face of corrections in Canada by visiting <http://www.csc-scc.gc.ca/hist/index-eng.shtml>.



Le Service correctionnel du Canada

Le Service correctionnel du Canada (SCC) est l'agence du gouvernement fédéral responsable de l'administration des peines d'emprisonnement de deux ans ou plus imposées par les tribunaux. Les responsabilités du SCC couvrent aussi la gestion d'établissements de divers niveaux de sécurité et la surveillance des délinquants mis en liberté sous condition dans la collectivité.)

Pour sensibiliser davantage le public et l'aider à mieux comprendre le rôle du Service correctionnel du Canada, les ressources clés suivantes sont offertes :

RESSOURCES PÉDAGOGIQUES

Le Portail des ressources pédagogiques offre aux enseignants de la 10e à la 12e année des ressources pédagogiques prêtées à être utilisées portant sur les rouages du système de justice et son incidence sur la société canadienne. Le portail est divisé en trois matières pédagogiques, qui respectent les programmes d'études canadiens. Pour de plus amples renseignements, consulter le site à l'adresse suivante : www.csc-scc.gc.ca/education.

BUREAU DES CONFÉRENCIERS

Le Bureau des conférenciers est un service gratuit qui permet de mettre en lien les collectivités, les écoles et les organisations avec des conférenciers ayant une expérience de travail dans le domaine des services correctionnels. Réserver les services d'un conférencier vous permettra d'en apprendre davantage sur la sécurité publique et sur divers enjeux touchant le système correctionnel. Pour de plus amples renseignements, veuillez consulter la liste de Questions et de réponses à l'adresse : <http://appsweb.csc-scc.gc.ca/bureau/fqs.do?lang=fra> ou communiquer avec le Bureau à l'adresse : bureau@csc-scc.gc.ca pour réserver les services d'un conférencier en vue d'un prochain événement.

LE SYSTÈME CORRECTIONNEL AU CANADA – UN VOYAGE INTERACTIF DANS LE TEMPS

Ce site, qui est un montage chronologique interactif, présente un survol historique dynamique et convivial du système correctionnel canadien. Il décrit l'évolution du système à l'aide, notamment, de récits, de chronologies et d'images. Découvrez comment au fil des ans le système correctionnel au Canada a changé en consultant le site à l'adresse suivante : <http://www.csc-scc.gc.ca/hist/index-fra.shtml>.



Spark Interest in Voting

Elections Canada, the independent non-partisan agency that conducts federal elections, offers free educational tools to help teachers introduce young people to the Canadian electoral process and the importance of voting.

Each of our two simulation kits includes a teacher's guide and authentic election supplies, such as ballot boxes and screens, to teach students about voting. They can vote in their classroom in one of several scenarios.

Choosing Our Mascot is designed for students from kindergarten to Grade 4. It allows them to vote for a mascot that best reflects the spirit of the group.

Canada at the Polls! is intended for students from Grade 5 to Grade 12 and allows teachers to organize their own classroom simulation. It also includes a separate step-by-step guide for student council elections.

A third publication, *I Can Vote!*, is an easy-to-understand guide to elections and voting. It is ideal for young children and students learning a second language.

To order these and other Elections Canada materials on-line visit elections.ca or call 1-800-463-6868.



Suscitez l'intérêt pour le vote.

Élections Canada, l'organisme indépendant et non partisan qui conduit les élections fédérales, offre gratuitement des outils éducatifs pour aider les enseignants et enseignantes à initier les jeunes au processus électoral canadien et l'importance de voter.

Nous offrons deux trousse d'élection simulée comprenant un guide de l'enseignant, ainsi que du matériel électoral authentique, dont des urnes et des

isoloirs, pour enseigner aux jeunes les rudiments du vote. Quel que soit le scénario choisi, les élèves peuvent voter dans la salle de classe.

Choisissons notre mascotte est destiné aux élèves de la maternelle à la 4e année. L'élection consiste à choisir une mascotte qui représente bien l'esprit du groupe.

Aux urnes, Canada! est conçu pour les élèves de la 5e année du primaire à la fin du secondaire, et permet aux enseignantes et aux enseignants de simuler une élection dans leur classe. Il contient aussi un guide comprenant des instructions, étape par étape, pour élire un conseil étudiant.

Une troisième publication, *Je peux voter!*, est un guide facile à comprendre portant sur les élections et le vote au Canada. Il s'adresse surtout aux jeunes enfants et aux étudiants qui apprennent une langue seconde.

Pour commander ces outils et d'autre matériel offert par Élections Canada, visitez elections.ca ou composez 1-800-463-6868.



The Learning Centre Library and Archives Canada

The Learning Centre brings together educational resources for a rich learning experience. Library and Archives Canada holds vast collections in history, literature and music.

[Learning Centre Portal](#)

Your students can learn about what really happened in Canada's past by examining the primary sources. You can choose from photographs, illustrations, maps, letters, diary entries, political cartoons, newspaper articles, historical or literary documents and printed and recorded music.

Lest We Forget Cenotaph Research Project: [Digital Military Files](#)

The Lest We Forget Project provides the opportunity for students to conduct primary research, about all individuals who served in the First World War and those who died in the Second World War. You may custom-order from your local cenotaph or choose from among 200 military personnel records that have been digitized on our website.

[Prime Ministers of Canada Kit](#)

This free kit is comprised of five Critical Challenges, a poster, 22 biographical cards on every Prime Minister from Macdonald to Harper plus over 100 archival images (political cartoons, documents and photos) on a CD. Intended for high school.

Complete the [on-line form](#) to order your free kit.



Le Centre d'apprentissage Bibliothèque et Archives Canada

Le Centre d'apprentissage regroupe des ressources éducatives et de permettre une expérience d'apprentissage enrichissante. Bibliothèque et Archives Canada détient de vastes collections dans les domaines de l'histoire, de la littérature et de la musique.

[Le portail du Centre d'apprentissage](#)

Dès maintenant, vos élèves peuvent réfléchir à ce qui s'est réellement produit dans la passé au Canada en examinant les sources primaires. Vous et vos élèves pourrez choisir parmi des photographies, des illustrations, des cartes, des lettres, des extraits de journaux intimes, des caricatures politiques, des articles de journaux, des documents historiques et littéraires, et de la musique imprimée et enregistrée.

Projet Nous nous souviendrons d'eux (recherche-cenotaphe): [Dossiers militaires numérisés](#)

Nous nous souviendrons d'eux donnera aux élèves l'occasion d'effectuer des recherches qui ont servi durant la Première Guerre mondiale et qui ont perdu la

vie dans la Deuxième Guerre mondiale. Vous pouvez choisir vos propres noms de votre cénotaphe ou choisir parmi les 200 dossiers militaires numérisés sur notre site Web.

Trousse des Premiers ministres du Canada

Cette trousse gratuite contient cinq épreuves critiques, une affiche et 22 cartes biographiques de chaque premier ministre du Macdonald à Harper. De plus, vous retrouverez plus de 100 images archivistiques (caricatures politiques, documents et photos) sur cédérom. Niveau : secondaire
Veuillez compléter le [formulaire en ligne](#) pour commander votre trousse gratuite.



The National Capital Commission Bringing Canada's Capital to Classrooms Across the Country

Canada's Capital Region: Where Canada comes together!

Capital cities play a vital role in the life of nations, and our national capital is no exception. The National Capital Commission (NCC) is a Crown corporation created by Parliament to enrich, conserve and plan a capital region that represents all Canadians. The NCC is committed to supporting young Canadians in discovering the incredible treasures, sights and institutions of their national capital, through an outstanding array of activities and resources.

Educational Resources

The Gathering Place: An Exploration of Canada's Capital is a teaching resource that is recommended by Curriculum Services Canada for social sciences, history, language arts and visual arts curricula for use in Grades 5 to 8 (Elementary 5 through Secondary 2 in Quebec). This resource includes ready-to-use student activities that encourage critical thinking, problem solving, communications and social skills; step-by-step lesson plans; and assessment tools. Developed by Classroom Connections in collaboration with the NCC, this unique resource was written by experts in content and pedagogy, and pilot tested with youth across Canada. *The Gathering Place* has received great reviews from teachers.

Let your students be heard

Launched in 2009, the "Raise Your Voices!" national student banner contest is designed to connect students with their national capital, as well as give teachers a dynamic way to inspire youth to express creatively the values that matter most to them. Students across the country from Grades 5 to 8 (Elementary 5 through Secondary 2 in Quebec) are invited to submit their banner designs to the NCC. A

jury then selects seven winning designs to be fabricated and flown high in Major's Hill Park, in the heart of the Capital, from May to October.

Your class trip to Canada's Capital: Exciting, educational and easy to plan!

The NCC has partnered with many federal institutions and other attractions in the Capital to offer a FREE itinerary planning service for educators. In addition, the NCC has produced Get Ready for the Capital, a downloadable pre-visit kit designed to excite your students about their upcoming visit to Canada's Capital Region.

To access these resources, visit us at www.canadascapital.gc.ca/education.



La Commission de la capitale nationale transporte la capitale dans les classes du Canada

Région de la capitale du Canada : à l'image de notre pays!

Les capitales jouent un rôle essentiel dans la vie des nations et le Canada n'est pas une exception à cette règle. La Commission de la capitale nationale (CCN) est une société d'État qui a été créée par le Parlement pour enrichir, conserver et planifier une région de la capitale à l'image des Canadiens et des Canadiennes. La CCN appuie les jeunes Canadiens dans la découverte des incroyables trésors de leur capitale nationale par le truchement d'activités et de ressources diverses.

Ressources pédagogiques

Découverte de la capitale du Canada — Tout un lieu de rassemblement est une ressource pédagogique approuvée par le Service des programmes d'études Canada pour les cours de sciences sociales, d'histoire, d'arts du langage, d'arts et d'arts visuels, de la 5e année du primaire à la 2e année du secondaire au Québec (de la 5e à la 8e année dans les autres provinces et territoires). Elle met à la disposition des enseignants des activités prêtes à l'usage, lesquelles encouragent la pensée critique, la résolution de problèmes, la communication, les compétences sociales. Cette ressource unique offre également des plans de cours étape par

étape et des outils d'évaluation. Élaborée par le Chaînon scolaire en collaboration avec la CCN, elle a été écrite par des experts du contenu et de la pédagogie et mise à l'essai auprès de jeunes d'un bout à l'autre du Canada. De plus, *Tout un lieu de rassemblement* a reçu d'excellentes critiques de la part des enseignants.

Faites entendre la voix de vos élèves

Lancé en 2009, le concours national de bannières pour les élèves « Hissez vos voix! » a été conçu pour faire découvrir aux élèves leur capitale nationale et pour donner aux enseignants un outil dynamique qui incitera les jeunes à s'exprimer avec créativité sur les valeurs qui leur tiennent à cœur. Les élèves canadiens de la 5e année du primaire à la 2e année du secondaire au Québec (de la 5e à la 8e année dans les autres provinces et territoires) sont invités à soumettre leur dessin à la CCN. Un jury choisira sept concepts à partir desquels des bannières seront fabriquées pour flotter au parc Major's Hill, au cœur de la capitale, de mai à octobre.

Votre excursion dans la capitale du Canada : amusante, éducative et facile à planifier!

La CCN s'est associée avec de nombreuses institutions fédérales et attractions de la capitale afin d'offrir un service de réservations de groupes GRATUIT pour les éducateurs. De plus, elle a élaboré Visite dans la capitale, un outil de prévisite téléchargeable pour intéresser vos élèves à leur visite prochaine de la région de la capitale du Canada.

Pour accéder à ces ressources, veuillez consulter le site www.capitaleducanada.gc.ca/education.



National Defence Directorate of History and Heritage

Discover Canada's military history online! The [Directorate of History and Heritage](http://www.cmp-cpm.forces.gc.ca/dhh-dhp) is mandated to safeguard and disseminate Canadian military history and heritage to meet departmental goals, and reinforce Canadian Forces identity. The goal for our web resources has been to make them essential research tools for Canadian students of history. (www.cmp-cpm.forces.gc.ca/dhh-dhp)

Resources

[Canadian Military History Gateway](http://www.cmp-cpm.forces.gc.ca/dhh-dhp)

The Gateway is a free, bilingual online portal providing authoritative information on Canada's military history and heritage, from earliest times to current day. The Gateway is much like a virtual library providing access to web sites and digitized

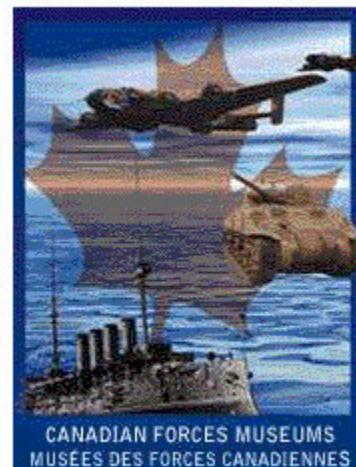
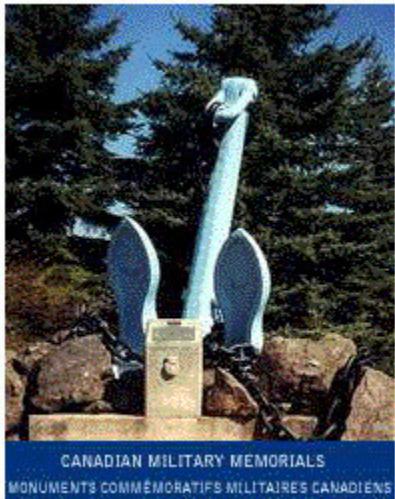
resources of federal government departments, museums, libraries, archives as well as other heritage organizations. (www.cmhg-phmc.gc.ca)

National Inventory of Canadian Military Memorials

Find a military memorial in your community with the National Inventory of Canadian Military Memorials. This inventory of military memorials across Canada allows you to look up memorials raised in your community or any location across the country. (www.cmp-cpm.forces.gc.ca/dhh-dhp/nic-inm/index-eng.asp)

Canadian Forces Museums

There are over 68 Canadian Forces museums and several historical collections across Canada that preserve and interpret Canadian military heritage in order to increase the sense of identity and to support the goals of the Department of National Defence. Come and discover unique artefacts and stories in our museums! (www.cmp-cpm.forces.gc.ca/dhh-dhp/mus/index-eng.asp)



Défense National Direction - Histoire et patrimoine

Venez découvrir votre patrimoine militaire en ligne! La Direction - Histoire et patrimoine a le mandat de sauvegarder et de propager l'histoire et le patrimoine militaires canadiens en accord avec les objectifs du ministère de la Défense nationale, de travailler à la reconnaissance du service méritoire et de renforcer l'identité des Forces canadiennes. Le but de notre site web est de faire en sorte que ce site soit un outil de recherche essentiel aux étudiants de l'histoire canadienne. (www.cmp-cpm.forces.gc.ca/dhh-dhp/)

[La Passerelle pour l'histoire militaire canadienne](#)

La Passerelle est un portail en ligne bilingue et gratuit où l'on peut trouver de l'information fiable et approfondie sur l'histoire et le patrimoine militaire du Canada, du tout début jusqu'à aujourd'hui. La Passerelle fonctionne comme une bibliothèque virtuelle qui donne accès à des sites Web et à des ressources numérisées provenant de ministères fédéraux, de musées, de bibliothèques, de dépôts d'archives ainsi que d'autres organismes du patrimoine. (www.cmhg-phmc.gc.ca)

[L'inventaire national des monuments commémoratifs militaires canadiens](#)

Trouvez un monument commémoratif militaire dans votre communauté! L'inventaire vous offre un répertoire des monuments commémoratifs militaires qui se trouve près de chez vous et partout à travers le Canada. (www.cmp-cpm.forces.gc.ca/dhh-dhp/nic-inm/index-fra.asp)

[Musées des Forces canadiennes](#)

Il existe plus de 68 musées des Forces canadiennes et plusieurs collections historiques à travers le pays qui assurent la préservation, la protection, l'exposition et l'interprétation de notre patrimoine culturel. Venez découvrir des thématiques uniques et des artefacts hors du commun au sein de nos musées! (<http://www.cmp-cpm.forces.gc.ca/index-fra.asp>)



The National Research Council Canada Science Learning Resources

The National Research Council Canada promotes awareness of science, technology and engineering in order to help young Canadians understand some of the benefits of learning science for their future careers in a complex, technological society. Visit www.nrc.gc.ca/student-science-tech and try out our interactive resources, order free posters and student handouts, download classroom-ready activities, and much more!

Dimensions: NRC's new online science magazine

Dimensions features videos, guest columnists, compelling photos, and in-depth science information from a trusted source with more than 90 years of experience putting science to work for Canada. This webzine will appear quarterly, featuring stories on Canadian research that will enhance our quality of life. Explore and subscribe today! (www.nrc-cnrc.gc.ca/dimensions)



Le Conseil national de recherches du Canada Ressources pédagogiques en sciences du CNRC

Le Conseil national de recherches du Canada sensibilise les jeunes à la science, à la technologie et au génie dans l'espoir qu'ils saisissent mieux les avantages d'une éducation scientifique pour leur future carrière dans une société complexe et hautement technologique. Visitez le site www.cnrc.gc.ca/babillard-techno-sciences pour découvrir nos ressources interactives, commander gratuitement fiches et affiches, télécharger des activités pour la classe et bien plus!

Dimensions : le nouveau cybermagazine sur la science du CNRC.

Découvrez des séquences vidéo, des rubriques spéciales, des photos magnifiques et de l'information scientifique bien documentée, d'une source de confiance qui met la science à l'œuvre pour le Canada depuis plus de 90 ans. Ce magazine en ligne trimestriel propose des articles sur la recherche canadienne visant à rehausser la qualité de vie des Canadiens. Parcourez-le et abonnez-vous sans tarder! (www.nrc-cnrc.gc.ca/dimensions)



Veterans Affairs Canada Learning Resources for your School Library

Veterans Affairs Canada (VAC) offers educators a wide selection of free, bilingual resources about Remembrance and our country's military history. You can request high-quality printed versions of many of our materials at no charge using our [on-line ordering system](#) or instantly access electronic versions in your library using the [VAC](#) Web site.

Veterans' Week Materials

Each year, VAC distributes more than a million copies of our two Veterans' Week youth newspapers across Canada. These bilingual colour newspapers come in sets of 30, ideal for use in a classroom or school library.

[Tales of Animals in War](#) (ages 5 to 11) - introduces concepts of remembrance using the Remembrance Clubhouse animal characters. This year, they embark on an exciting cross-Canada road trip. The fun new 'Which Way to Remembrance?' game can also be found inside.

[The Canada Remembers Times](#) (ages 12 to 18) - explores interesting chapters from Canada's military heritage, from the South African War to today, including stories about the end of the Second World War, the Canadian Navy and much more.

[Postcards for Peace](#) - a popular learning activity that allows youth to send postcards expressing their personal thanks to Veterans or Canadian Forces members.

An on-line educator's guide for these products, as well as colourful [Veterans' Week posters](#) and bookmarks are also available. To request our free materials, use our on-line [Veterans' Week ordering system](#). Order by the second week of October to receive them prior to November 5.

New Veterans Affairs Canada Web Features

VAC has launched new Web features over the past year on subjects like [Aboriginal Veterans](#), the [efforts of francophone Canadians during the Second World War](#), the [65th anniversary of the Liberation of the Netherlands](#), the [100th anniversary of the Canadian Navy](#), and much more. Check out our [anniversaries and features](#) section today!



Des ressources d'apprentissage d'Anciens Combattants Canada

Anciens Combattants Canada (ACC) offre aux enseignants une vaste sélection de ressources bilingues gratuites sur le Souvenir et l'histoire militaire du Canada. Vous pouvez commander gratuitement des versions imprimées de haute qualité de bon nombre de nos documents en utilisant notre [système de commande en ligne](#) ou accéder instantanément aux versions électroniques à votre bibliothèque en consultant le site Web d'[ACC](#).

Matériel d'apprentissage de la Semaine des anciens combattants

Chaque année, ACC distribue au pays plus d'un million de journaux conçus pour les jeunes dans le cadre de la Semaine des anciens combattants. Ces journaux bilingues en couleur sont offerts en trousses de 30 copies, ce qui convient parfaitement à l'utilisation dans une salle de classe ou dans une bibliothèque scolaire.

Au fil des [Histoires d'animaux à la guerre](#), les membres du Club du Souvenir initient les jeunes de 5 à 11 ans au concept du Souvenir. Cette année, les amis entreprennent un voyage excitant dans tout le Canada. Dans le journal, on trouve aussi le nouveau jeu amusant Sur la route du Souvenir.

Le journal [Le Canada se souvient](#) s'adresse aux jeunes de 12 à 18 ans. Il examine des chapitres intéressants du patrimoine militaire du Canada, de la Guerre d'Afrique du Sud à aujourd'hui. Il présente en autres des histoires concernant la fin de la Seconde Guerre mondiale et la Marine canadienne.

[Cartes postales de la paix](#) est une activité d'apprentissage populaire qui permet aux jeunes d'envoyer des cartes postales afin d'adresser leurs remerciements personnels aux anciens combattants, vétérans et aux membres des Forces canadiennes.

Nous offrons également un guide en ligne à l'intention des enseignants pour ces produits, ainsi que des [affiches de la Semaine des anciens combattants](#) et des signets en couleur. Pour commander ce matériel gratuit, vous pouvez utiliser notre [Système de commande de la Semaine des anciens combattants](#). Si vous commandez avant la deuxième semaine d'octobre, vous devriez recevoir votre matériel avant le 5 novembre.

Nouvelles rubriques du site Web d'Anciens Combattants Canada

Au cours de la dernière année, ACC a lancé de nouvelles rubriques sur divers sujets tels que les [anciens combattants autochtones](#), les [efforts des Canadiens francophones lors de la Seconde Guerre mondiale](#), le [65e anniversaire de la libération des Pays-Bas](#), le [100e anniversaire de la Marine canadienne](#), et plus encore. Consultez notre rubrique [Anniversaires et faits saillants](#) dès aujourd'hui!



Ready-to-use lessons for any time of the year
From readingandremembrance.ca

2010 - Homeland Stories

Angie Littlefield and Mary Cook,
Project Managers

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READING AND REMEMBRANCE
LECTURE ET SOUVENIR



READING AND REMEMBRANCE 2010: HOMELAND STORIES



2010 Poster

Want to register your Board | School | Class | Group [Click here](#)

LECTURE ET SOUVENIR 2010: HISTOIRES DE LA PATRIE



Free online resources presented first in 2005, the Year of the Veteran, for Remembrance Day, are now year round resources for Veterans' Week, Women's History Month and character education. Ten ready-to-use lessons that go online annually in September emphasize reading, diversity, equity, and research into local history. More than 50 archived lessons and approximately 30 shorter "Minutes" are a boon to school librarians, teachers and supply teachers seeking Canadian-based, high-interest stimulus materials that supplement curricula in English, Civics, History, Music, Visual and Dramatic Arts, Law and Family Studies. PAST THEMES HAVE INCLUDED:

"In Flanders Fields"- www.readingandremembrance.ca/2005.html

Anti-Racism and Holocaust Education - www.readingandremembrance.ca/2006.html

Women and War - www.readingandremembrance.ca/2007.html

The Art of Dissent - www.readingandremembrance.ca/2008.html

Medals and Memories - www.readingandremembrance.ca/2009.html

The top three lessons of 2009, "Feathers, Fur and Hide", "First Nations" and "A Difficult Cross to Bear" (about mothers of fallen soldiers) were downloaded over 4,000 times in one month.



HOMELAND STORIES

The Aerodrome of Democracy: the Commonwealth Air Training Program in Ontario

Character Education

- Relate to the importance of historical landmarks in one's own vicinity
- Value the impressive range of Canadian contributions on the home front during WWII
- Enrich the understanding of the advancement of women towards equality

Facts

- During WWII, The Commonwealth Air Training Plan had 231 training sites. Canada graduated a total of 131,553 air crew many of whom were American or from Commonwealth countries
- Infrastructure for The Plan in Canada involved building 8,300 structures of which 700 were to house airplanes; storage for 118 litres of fuel was installed; 100 sewage treatment and disposal plants, 120 water pumping stations, 3200 km of main power lines and 861 km of underground electrical cable were put into place
- 17,038 women enlisted in the RCAF Women's Division most of whom supported The Plan
- The Ottawa Memorial commemorates 800 men and women who lost their lives while serving or training with the Air Forces of the Commonwealth in Canada, the West Indies and the United States and who have no known grave

Before the Reading

- List all the small airports you know of in Ontario. Why were such small airports built?
- How do wars boost economies in any time period?
- With women being child-bearers and mostly having primary responsibility for child-raising, why do they choose to work outside the home?
- When and why did women first start to get into the workforce?

HOMELAND MINUTES



Canadian Warplane Heritage Museum Mount Hope, Ontario
www.warplane.com/ | Photography May Cook

Little Norways: proud pockets of freedom

By June 1940, the Nazi juggernaut had quashed Norwegian resistance. The Norwegian whaling fleet fled to Halifax where many of its ships were converted into anti-submarine corvettes that fought in the Battle of the Atlantic. What was left of the Norwegian air force fled to Britain. During this time of stress, the Norwegian government-in-exile in London was already negotiating to lease the Toronto Island Airport for training to re-build the Royal Norwegian Air Force under the auspices of the Commonwealth Air Training Plan. A training camp at the south-west corner of Bathurst Street and Queen's Quay officially



Veterans Affairs Canada
 Anciens Combattants Canada



Reading and Remembrance 2010 | ReadingAndRemembrance.ca

The 2010 roster for Homeland Stories of WWII features materials on child war guests from Britain, tons of gold shipped to Canada for safekeeping, submarine battles in the St. Lawrence River, a "Queen of the Hurricanes", comic book hero Johnny Canuck and even war grooms, the men Canadian women married when they came to train in the Commonwealth Air Training Program.

The 2010 lessons follow a 161 km Rule. Practically every young person in Ontario should be able to find an air base, adopted ship, prisoner of war camp or a WWII tie-in within 161 km of his or her community. From Windsor to St. Eustache and from Kapuskasing and Thunder Bay to Port Stanley and Dunnville, hundreds of men, women and children contributed on the home front during WWII. With some adjustment to the 161 km rule there is scope for local research and the commemoration of WWII contributions in other provinces as well. Adopted ships, war industries, air crew training and prisoner of war camps were spread throughout Canada.

A special lesson on the Imperial Order Daughters of the Empire, IODE is in honour of their 110 years of service to communities across Canada. A great model for Character Education and the roles of women during times of war and peace, the lesson proves to all young people that although no one person can do everything, everyone can do something.

MEDALS AND MEMORIES: First Nations

Character Education

- Explore multiple perspectives to achieve consensus on universal attributes
- Develop common ground on the values we share as Canadians
- Learn to think critically about the world
- Increase levels of personal and social responsibility

Facts

- More than 7000 persons, then called Indians, served in WWI, WWII and the Korean War, along with an unknown number of Métis and other individuals with First Nations heritage
- Francis Pegahmagabow, from Ontario was the most highly decorated Canadian native in WWI; among his many medals was the Military Medal with two bars for bravery
- Tommy Prince from Manitoba earned 11 medals during WWII and Korea including the American Silver Star for gallantry

Before the Reading

- What do you know about Joseph Brant or Molly Brant or any other First Nations persons who in the past served Canada in war and peace?

MEDALS AND MEMORIES MINUTES



Francis Pegahmagabow (1891-1952) three times awarded the Military Medal in WWI was an expert marksman and scout credited with killing up to 378 Germans and capturing 300 more. The Ojibwa from Parry Island was twice wounded but willingly returned to his unit after recovery. His citation for the Battle of Passchendaele reads, "November 6th/7th, 1917, this NCO did excellent work. Before and after the attack he kept in touch with the flanks, advising the units he had seen, this information proving the success of the attack and saving valuable time in consolidating." Francis served in the Algonquin Regiment after 1919, as chief of the Parry Island Band 1921-1925 and as Supreme Chief of the Native Independent Government in 1943. Joseph Boyden's 2005 novel *Three Day Road* was inspired in part by Pegahmagabow.

Reading #1 – A Fighting Tradition

THE LESSON TEMPLATE DECONSTRUCTED:

Character Education is the first heading after the title of the lesson. Based on the Ontario Ministry of Education document Finding Common Ground: Character Development in Ontario Schools, K-12, three or four bullets per lesson present actions to "empower students to think critically, feel deeply and act wisely."

The emphasis is on service to others, appreciation of equity and the valuing of diversity. The bullets suggest character developing actions that teachers may embed in their lessons.

The Facts section presents up to five bullets with information that underlies the lesson. The facts provide the teacher with a hook to catch young people's interest.

<p>Facts</p> <ul style="list-style-type: none">* In 1939 the Royal Canadian Navy consisted of about 10 warships and 3,700 men. By the end of the war, there were 378 warships and nearly 100,000 navy personnel* German submarines destroyed 23 ships in Canadian territorial waters with the loss of over 500 lives. They landed two spies on Canadian territory and set up a weather station in Labrador* Twelve RCAF squadrons and 129 Canadian warships received Battle Honours for their contribution to the defense of Canada during The Battle of the St. Lawrence <p>Before the Reading</p> <ul style="list-style-type: none">* Why do you think the information about German submarine and the loss of life in Canada's territorial waters were played down during WWII?* What does it take to be a hero today?* Look at a map that shows the Gulf of St. Lawrence area to find Cap Chat, Gaspé Peninsula, Cabot Strait, Port aux Basques, North Sydney, New Carlisle, St. Martins (N.B) and Strait of Belle Isle <p>Reading – Battles on the Home Front</p> <p>The Battle of the St. Lawrence</p> <p>We tend to think of World Wars taking place "over there", somewhere far away from Canada. Most of the attention to World War II is focussed on Europe with some attention paid to the war in the Pacific, Northern Africa and Burma.</p> <p>HOMELAND MINUTES</p> <p> Caption: Sub-Lieutenant Margaret Brooke, M.B.E. Text: "Cold Comfort: Navy Nursing Sisters: Sub-Lieutenant Margaret Brooke, M.B.E. and Sub-Lieutenant Agnes Wilkie "When the torpedo hit it stunned me. Agnes got up quickly however and we rushed to our lifeboat on the port side. It had been shot away. Agnes didn't know how to put her lifebelt on so I did it for her. They helped us onto a capsized lifeboat. There were about a dozen of us. We clung to ropes. The waves kept washing us off, one by one. And eventually Agnes said she was getting cramped. She let go, but I managed to catch hold of her with one hand. I held to her as best I could until day-break. Finally, a wave took her When I called to her, she didn't answer." Text: These recollections from a hospital interview of Margaret Brooke describe the night of October 14, 1942, when she clung to a capsized lifeboat in the frigid waters of Cabot Strait struggling for hours to keep her friend Agnes Wilkie alive. The torpedoed ferry <i>Caribou</i> on which they had been passengers had sunk in five minutes. Text: The immediate sounds of the boilers exploding, steel</p>

Before the Reading prompts are based on a variety of strategies that prepare students for the Ontario Literacy Test. Before the Reading questions and

brainstorming set the scene for the readings and they create an atmosphere of readiness that stimulates inferences and connections during the readings. Reading(s) are compiled, digested or extracted from a variety of sources available online or through public libraries and archives. In instances where there is more than one reading or readings with separate parts, the components stand alone. For example, the different parts of the IODE and the "Safe Haven" lessons may be assigned for pair or group work.

After the Reading bullets prompt students to look for details, summarize main ideas, make connections and extract values from the readings. These activities, taken mostly from OSSLT preparation ideas, often link to character development.

Extensions lead into activities in different subject areas, provide stimulus for local research and raise controversial issues for further study. For example, the internment of Japanese-Canadians and the failure of Canada to welcome Jewish refugees during WWII are raised in the Extension sections to prompt further thinking and critical research.

The Sources section lists materials from which the readings and illustrations were derived as well as audio-visual resources. The visual sources are credited with the photo or painting.

Minutes which are shorter, high interest readings were started in 2009 with Medals and Memories to capture younger readers and those with shorter attention spans. There are now sufficient Minutes for teachers to use this resource as a stand-alone lesson. Teachers may wish to assign one Minute per student or pair of students, for varied student presentations.

www.readingandremembrance.ca/minutes.html

By the time the BCATP ended March 31, 1945, Canada had received 159,340 trainees.

The 72,835 RCAF graduates consisted of:
25,747 pilots
12,855 navigators
6,657 bombers
12,744 wireless operator/gunners
12,917 gunners
1,913 flight engineers. (The Flight Engineers School in Aylmer, Ontario had first opened in July 1944.)

Canadians had trained:
9,606 crew for the Royal Australian Air Force
7,002 for the New Zealand Air Force and
42,110 for the Royal Air Force
a number that included:
448 Poles
677 Norwegians
800 Belgian and Dutch
900 Czechs
2,600 Free French

The Naval Fleet Air Arm of The Plan had trained 5,296 personnel. Canadian civilian personnel in the thousands supported The Plan. With its major contribution to the training of air personnel for WWII, small wonder that President Franklin D. Roosevelt called Canada "the aerodrome of Democracy".

After the Reading

- Use The Plan facilities in this reading that are within 161 km of where you live. What remains of them today?
- Why were Polish, Norwegian, Czech, Belgian, Dutch, Danish and Free French in Canada for air training during WWII? How would they have gotten here from occupied Europe?
- What is most astounding about Canada taking the lead in the Commonwealth Air Training Plan?
- List all the airplanes that were used as part of the training. Find a photo of one of these

Extensions

- The Edenvale Aerodrome (No. 1 Relief Field for Camp Borden) has had a fascinating history that includes being a racetrack and a bunker. Research and write its history or that of an aerodrome near where you live.
- Jack Wilfred Williams describes his training at the Detour Air Instrument Training School for The Memory Project www.thememoryproject.com Use this valuable Memory Project resource to research a veteran from The Plan that comes from a community near you.
- Flight Ontario www.flightontario.ca/bcatp-schools.htm provides a simulation program that allows you to experience what trainees of The Plan felt. Report your experiences with this simulation to your classmates.

Sources

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- WWII posters Rare Books and Special Collections, McGill University Library, digital.library.mcgill.ca/war-posters/english/index.htm
- www.flightontario.com/bcatp-schools.htm

Audio Visual Clips

- archives.cbc.ca/war_conflict/second_world_war/clips/5096/ "The women who serve that men may fly"
- digital.library.mcgill.ca/warposters/english/index.htm

1 The Plan ended up costing \$2.2 billion of which \$1.6 billion was Canada's share. The Canadian government canceled Britain's training plan due to \$424 million in debts.

ReadingAndRemembrance.ca

All six years of lessons are suitable for Veterans' Week and Character Education. Below are suggestions to use Reading and Remembrance to focus on equity issues for Women's History Month in October and to celebrate diversity in June.

S HISTORY MONTH OR CHARACTER BUILDING WORKSHOPS.

MEDALS AND MEMORIES MINUTES

The Mighty Eleven



The names of Khan, Negi and Thapa appeared in the Reading for WWI. Another eight Indian names are among the roll call for Victoria Crosses, the highest British Commonwealth award, during WWI. Sepoy Chatto Singh of the 9th Bhopal Infantry was awarded the V.C. for his devotion in protecting his commanding officer. Sepoy Singh bound up his C.O.'s wound, dug cover for him with his entrenching tool and remained with him for five hours until nightfall, shielding him with his own body, until eventually under the cover of darkness he was able to take the officer to safety. Lance Naik Lala dragged a British Officer of another

MEDALS AND MEMORIES MINUTES

"Cadets taught me how to fly. I never knew how high it would take me." Chris Hadfield, Canadian astronaut



July 8, 2009, as the city of Oshawa lay beneath him, Air Cadet Warrant Officer second class, Alex Horsman of Cobourg, could see into his future. He had just logged his first solo flight in a Cessna 172 as part of a flying scholarship he had earned. One of 82 Air Cadets selected from across Ontario, Alex will log

Air Cad. WO2 Alex Horsman
Photo: Sabrina Byrnes, Northumberland News

MEDALS AND MEMORIES MINUTES



Félix Adolphe Éboué, born in French Guiana, educated

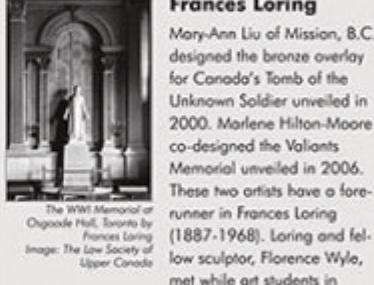
MEDALS AND MEMORIES MINUTES



Lance Corporal John Shiawak who received the British War Medal and the Victory Medal, died at the Battle of Cambrai in northern France Nov 20, 1917. Shiawak, a hunter and trapper of Inuit descent from the remote Rigolet community in Labrador, was a sniper and a scout with the "F" Company of the 1st Newfoundland Regiment.

MEDALS AND MEMORIES MINUTES

Frances Loring



The WWI Memorial at Osgoode Hall, Toronto by Frances Loring
Image: The Law Society of Upper Canada

Mary-Ann Liu of Mission, B.C. designed the bronze overlay for Canada's Tomb of the Unknown Soldier unveiled in 2000. Marlene Hilton-Moore co-designed the Valiants Memorial unveiled in 2006. These two artists have a fore-runner in Frances Loring (1887-1968). Loring and fellow sculptor, Florence Wyle, met while art students in Chicago and moved to Toronto in 1913. Their studio/home (formerly a church) on Glenrose Avenue was a frequent meeting place for artists, including

MEDALS AND MEMORIES MINUTES



Canada's Canine Hero "Sergeant Gander"

POSA Dickin Medal Award citation: "For saving the lives of Canadian infantrymen during the Battle of Iwo Jima on Hong Kong Island in December 1941." As a block 60 kilo family pet chasing planes on the Gander airstrip, Pal the Newfoundland dog, was a nuisance. As a playful mascot for the Royal Rifles of Canada Regiment, the newly-named Gander was a joy; he learned to drink draft beer and

EQUITY IN FOCUS: WOMEN'S HISTORY MONTH OCTOBER 2010

Minutes: First Nations nurse Edith Anderson Monture, sculptor Frances Loring, Air Cadet Lorraine Rigden, composer Ruth Lowe, opera singer Portia White, airplane designer Elsie MacGill, volunteer organizer the Marchioness of Reading, naval officers Agnes Wilkie and Margaret Brooke, movie star Mary Pickford and war bride Pat LaVack

Lessons: Women and War lessons on female spies, war artists, pilots, munitions workers, nurses, decoders, and postal workers who made history. Lesson on Silver Cross mothers and wives in Medals and Memories. IODE lesson and War Brides lesson in Homeland Stories.

Lessons: Arts focussed lessons in The Art of Dissent: "Girl in Hall" and "Nude"

CANADIAN IDENTITY:
National Aboriginal Day June 21st,
Canadian Multiculturalism Day June 27th,
Canada Day July 1st

Minutes: Edith Anderson Monture, Portia White, William Edward Hall, Francis Pegahmagabow, Tommy Prince, Tul Bahadur Pun, Félix Adolphe Éboué, The Bikaner Camel Corps, The Mighty Eleven and Chandi Kaur.

Lessons: "First Nations", "The Inuit", "From Far and Wide" and "Twentieth Century Babel" in Medals and Memories. Lesson "Fighting on All Fronts" in Women and War. Lessons in Anti-Racism and Holocaust Education. Lessons on "First Nations" and "POWs" in Homeland Stories.

Reading and Remembrance was started in 2005 by the Durham West Arts Centre with Ontario Power Generation Pickering as its founding sponsor. In 2009 the Ontario Historical Society joined Lead sponsor Ontario Power Generation as one of the chief supporters of the project. MP Mark Holland contributes to the success of this project, promoting it both in Parliament and the community. The Canada Remembers Program of Veterans Affairs Canada, the Pickering Central Library, SLiC and the Ontario School Library Association have been generous with their support.

"School librarians are the heartbeat of the school. . . they are like the drum - the beating heart of Mother Earth."

Three things are needed in becoming a reader:

1. time
2. a hero / role model / teacher
3. accessible / inclusive books.

- David Bouchard

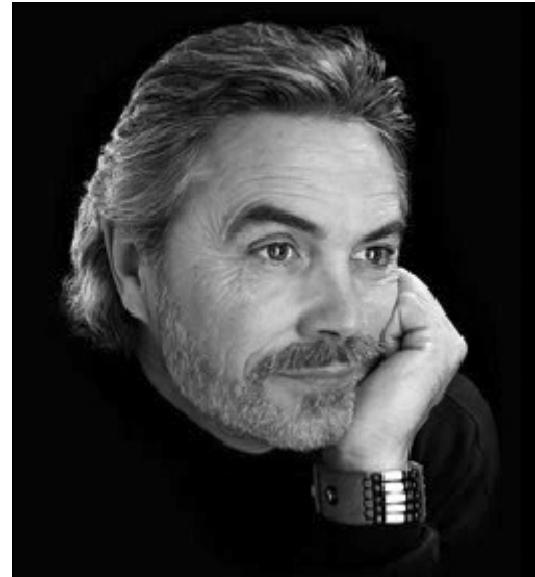


Photo Credit: davidbouchard.com

Born in Saskatchewan, but unable to resist the more hospitable winters of Victoria where he now resides, David Bouchard was inducted as a Member of the Order of Canada in April of this year. His citation states, "An acclaimed author of children's books, David Bouchard is also a champion of literacy. This former teacher and school principal has written more than 40 books in English and French. Many of them combine poetry, prose and visual arts, and explore topics such as the environment, history, and the traditions and cultures of Canada's Aboriginal communities. Also a storyteller and sought-after public speaker, he has travelled across the country to promote the importance and joy of reading and writing. In his presentations to children, parents and teachers, he addresses his own struggles with dyslexia. Proud of his Métis heritage, he is a former president of the Métis Nation of Greater Victoria and continues to serve as a community leader."

Mr. Bouchard, who dedicated his book *The Gift of Reading* to school librarians, kindly agreed to take time from his summer vacation to reply to some questions from *School Libraries in Canada*:

SLiC - Your citation for the Order of Canada describes you as an "author of children's books" and "also a storyteller"? What are the most important similarities and differences between these two roles? Which role do you prefer?

DB - Funny thing about the first descriptor. It is true, I have written a few children's books however, I do not consider myself a writer of children's books and haven't since I began writing. Somewhere along the way, I ventured into that world however I see myself as a writer of cultural books. In my writing, I reach out to Elders, teachers, reluctant readers of all ages and of course, children. I believe that three things are needed in becoming a reader: 1. time 2. a hero/role model/teacher 3. accessible/inclusive books. Through my writings, I am hoping to provide my readers with books that are inclusive (to aboriginal people in particular) and accessible (rhythm, rhyme, art, themes of interest). ...I'm rambling - I know...so enough. Oh...a story teller? How not? I am Métis. We live to share stories - ours and any we find interesting.

SLiC - What do you think is the most important element that makes a good story?

DB - Being aboriginal, I am drawn to stories that teach us about life. Our stories (books) try to entertain through the telling but are distinguishable from others in that we use them as tools to teach. Rarely will you read one of our stories that you will not see the obvious teaching. If anything, you might find the plot lacking but you will never miss out on the teaching.

SLiC - How have your experiences as a teacher and a school principal influenced your work as an author?

DB - They have in so much as they have allowed me to come to see the necessity of reading in our world. Through my years in education, I have come to understand that reading is not an important part of success but it is a prerequisite for success. For that reason, I believe that every individual who is hired to work in education, must be a reader. Modeling is key to reading. Senior administrators, math teachers, support workers, custodial staff...should all be readers!

SLiC - It was only as an adult that you discovered your Métis roots. What difference did this make in your life?

DB - A large percentage of Metis people have recently come to learn of their Native roots. For me, learning about my Native roots has changed my life completely. . . My wife married a French Canadian and now finds herself waking up next to a Metis whose passion cannot be curtailed. My library is filled with books, pelts, Native flutes. . . I cannot imagine a life of not knowing where I came from. I give thanks every day for that gift of knowing the names of my Grandmothers and Grandfathers.

SLiC - How has your Métis heritage influenced your work as an educator and as a writer?

DB - I cannot start to describe how my work has been completely absorbed by my Metis culture. My recent writings (my last 20 books) are on our culture and traditions. My travels have taken me to reserves from coast to coast - where I've learned much of so many Nations and I've made friends and contacts that allow me to grow and to matter in our world. I understand that a part of our struggle as aboriginal people is that we lack in two of the three pre-requisites to becoming readers. Our Elders are not the reading role models we need. And there has been a lack of books that include us. . . and that we are able to read. I'm working to educate Elders and educators as to the need for THEM to become readers. I'm trying to get books about their lives/values/culture into their hands. My vision is clear. My journey has begun.

SLiC - Not only are your books beautifully illustrated, but many of them also include CD's. You also incorporate flute music into many of your presentations. Why?

DB - Part of my dream is to help First Nation people rediscover their languages. Residential schools were responsible for many atrocities, one of which was taking languages away from so many. I hope to allow people to hear their language on CD as they follow the text in my books. One of my books is on DVD (The Seven Sacred Teachings) only because the book is in six languages and a CD was simply too small to handle all six. As for the music...music is a big part of aboriginal life. Since my new books contain CD's, why not include our music as well... I hope to make my books more accessible, interesting and inclusive. And I've been lucky - Northern Cree, Johh Arcand, Susan Aglukark, Buffy Sainte-Marie... My Kokums/Grandmothers have been working overtime!

SLiC - What is the greatest importance of art and music to you personally and/or as a writer and educator?

DB - As a weaker reader, art/illustration has always been a part of my life. I strive to find the best artist available to me and I dream of getting that art (and now music) into the hands of those who otherwise might not see it. Allan Sapp is an

amazing Cree Elder/artist whose orginals are owned by a priviledged few. Even his prints are very expensive. Through my writings, aboriginal people everywhere have access to his work. The same applies to the music of some of my talented partners.

SLiC - The Cree artist Allen Sapp illustrated *The Song Within My Heart* and *Nokum Is My Teacher*. How did your collaboration with him begin? What was it like working with him?

DB - Mr. Sapp was and continues to be a blessing in my life. As a young man, my choice was a Camero SS or a painting by Cree artist Allen Sapp. I opted for the painting. As my writing evolved and I began to see where my Grandmothers were leading me, I opened my heart to all those energies that would allow me to succeed in my vision. Somehow, through a friend of a friend, I was able to hook up with Mr. Sapp. Our first book won the GG's award and our second book, *Nokum is My Teacher*. . . was equally as magical. For this work, Mr. Sapp allowed me into his gallery in North Battleford and allowed me to hand pick my favourite paintings of his elaborate career. When you read the book, know that I chose these as my favourite Sapp's from his amazing body of work.

SLiC - Many of your books (such as *An Aboriginal Christmas Carol* and *Nokum is My Teacher*) are being published in bilingual editions combining English or French with Canadian Aboriginal languages. What discoveries have you made in the process of creating these bilingual books?

DB - My first discovery was that creating bilingual books is extremely difficult. The politics involved in this process are much more challenging than I had ever dreamed they would be. First Nation people are extremely defensive about their language. And then finding native speakers who are proficient enough to write and then record the story in their language is also very difficult. That being said, this part of my work is extremely rewarding. My dream is to have books in as many languages as time and energy will allow me. If any of your readers have contacts or see a need, please feel free to contact me. My mind and heart are open.

SLiC - There has been occasional criticism of some your work for not being faithful to "original" versions of traditional stories or even for translating sacred stories to print. How do you respond to such concerns?

DB - Politics among aboriginal people are difficult. We are defensive because we have learned not to trust. Many mistakes have been made. More will be made. All we can really do is be open and honest about what we write and what we tell. I work hard at being up front with the source of my stories - whether they are stories I write or stories I tell. Overall, the response to my work has been unbelievably positive! I have found support in almost every corner of our country as I work at sharing my dream with everyone.

SLiC - Many of your stories feature a mentor who guides the protagonist to self-discovery. How does this compare with your own process of self-discovery?

DB - Many Metis people have followed the same path I have been on, and that is one of reaching out on their own. We hear stories/rumours of our Native Grandparents. Our Elders have stayed clear of those stories. We have had to reach out into relative darkness to come to know who we are. I am from a well educated family that has succeeded on all fronts. Yet, I stand alone in my quest to know the names of my Grandmothers. I believe that our DNA drives us each in our own way. I am a man possessed. I want to know. I have to know... And this passion has driven what I write, how I write and with whom I write. I don't know if this makes sense to my readers, but that has shaped who I am today.

SLiC - What projects are you most enthusiastic about right now? What is it about these projects that inspires you?

DB - The best thing in my life as a writer is not knowing what lies ahead. I have several books completed, being illustrated and produced. I am working with some incredible talent on cultural books that will matter to Aboriginal and non-aboriginal people alike: *Raven's Greatest Creation*, *Beneath Raven Moon*, *The First Flute*, *Trickster Tales and Other True Legends*. I try to include an [overview of some of my upcoming work](#) on my website.

SLiC - What has been your most memorable experience in a school library?

DB - Finding teacher librarians there! I've lived through an era where teacher-librarians struggle at keeping their jobs. Some schools lost their librarians. . . and, over time, their libraries. Some schools have nothing but a few bookshelves in the hallways that they call their library. The best part of any school visit is to be welcomed by a school librarian. I remind my listeners everywhere that school librarians are the heartbeat of the school. . . they are like the drum - the beating heart of Mother Earth. They are to be respected, valued and protected. I am the biggest fan of the essential element in education and reading: the librarian!

Visit David Bouchard Online at:
<http://www.davidbouchard.com>

Clearing the Fog About the Cloud: Some Relationship Advice

by Anita Brooks Kirkland
Library Consultant,
Information Technology Services
Waterloo Region District School Board

A few years ago when the term Web 2.0 started to be thrown around there was a lot of excitement about the possibilities. At conferences and on blogs we saw those mind-boggling slides with the logo from every imaginable web application, most of which were unfamiliar—or had disappeared overnight. The corridors resounded with talk of RSS, wikis and “the cloud”. Exciting for many, intimidating for most. And, in that dichotomy, the whole love-hate relationship with technology was exacerbated. Fast forward a few years and the concepts of the social web and popular applications are far more familiar to us. The raging debate about the authority of Wikipedia has died down and most of us understand that the Internet has moved a long way from a place to find information to a whole social construct in and of itself. The conversations now have moved into deeper territory as teachers and librarians explore opportunities to improve their practice through technology. But this can still be overwhelmingly confusing territory. Some of us have a hard time resisting the temptation of the latest “flavour of the month” in Web 2.0 applications, while others are suffering from paralyzing fear. So here’s my attempt to help you clear the fog about the cloud with some technology and teaching relationship advice. When you’re flirting with Web 2.0 technologies you might want to consider asking yourself some thought-clarifying questions. Think of it as the ultimate online dating questionnaire.

Question 1: Are you interested in a long-term relationship with this technology, or only a “one-class stand”?

Some web applications are really meant for longer-term relationships and are better matched with longer-term instructional strategies. You might, for example, set up a book discussion blog, a wiki for collaborative research, or a Google doc for collaborative writing. Think of these as long-term relationships that require a significant investment of care and nurturing if they are going to be successful from an instructional and technical point of view. By contrast some web apps are perfect for the “one-class stand”. A Wordle is an activity, not a unit. Using Wallwisher to gather and share questions fosters spontaneity but does not constitute a strong framework for larger projects. This is one advice column that encourages you to enter into short-term relationships, as long as they are not shallow.

Question 2: Do you have a fear of commitment?

Some web applications require a lot of commitment. Once the romance is over, are you committed enough to deal with accounts, fees, parent/guardian permissions, peripheral technical set-up and all of the other hard realities of life in the cloud? If the overall purpose and benefits to learning are worth the investment you are far more likely to accept these facts of life. Do your homework and know what you are getting into.

Question 3: Is this the right match for me?

This is the most critical of all of the questions, of course. In the words of the distinguished Canadian educator Doug Peterson (<http://dougpete.pbworks.com>), "Beware of the low-hanging fruit." If using technology does not add value to teaching and learning then you should likely find a better way to do it. If you've been seduced by the technology but haven't really figured out how it will benefit your students, then better to let things cool off until you've figured it out. There are a few things that Web 2.0 technologies do extremely well. Try matching these to your desired learning outcomes to create powerful learning experiences for your students:

=> Web 2.0 can optimize collaboration. The web these days is about conversation. This is good news in the school library program, where a constructivist and collaborative approach is the norm. A blog or a wiki that has been carefully planned can foster far deeper reflection and collaboration from students than more traditional approaches. Strong instructional scaffolding is what makes these ventures work, no matter how comfortable your students may appear to be with the actual technology.

=> Web 2.0 can help students visualize difficult concepts. A Wordle may reveal key ideas in complex text. Try Crappy Graphs (yes, that's what it's called) to plot a storyline or find similarities and differences during research units.

=> Web 2.0 provides powerful ways to collect and share expertise and resources. Wikipedia is, of course, the most powerful example of the power of collective, community-created knowledge. Social bookmarking sites like Delicious and Diigo should be of particular interest in the school library program for gathering and sharing resources.

=> Web 2.0 is made for storytelling and sharing experiences with a real audience. Whether that story exists in words or images, the power and ease of use of today's technology foster creativity. Students who can share their work with a real audience of their peers through the magic of technology are arguably far more motivated to do their best than when sharing on paper for an audience of one, the teacher.

=> Web 2.0 offers many opportunities for differentiation. In the world of today's web there's a way for every student to excel. A student who may find it difficult to put pen to paper may be a very talented podcaster.

=> Web 2.0 levels the playing field and just makes things easier. Gone are the days where collaboration is limited by the ability of all members to get together in the same physical space. Gone are the days where sharing is undermined by lack of access to desktop software. Access to a web browser is all you need to work collaboratively on a document or presentation using Google apps.

Question 4: Is this going to make me happy?

Well this is the bottom line in a relationship and our ultimate goal. If the instructional approach does not align with curriculum and instructional goals it's ultimately not going to be a satisfying experience for you or for your students. If you can't defend the purpose for using the technology from a learning point of view then chances are you've made a wrong choice. Be prepared to reflect, evaluate and move on, if necessary.

Question 5: How do I nurture this new relationship?

The first thing to realize is that you just can't know it all! The technology landscape changes so rapidly that mastery is not really an option. It's all about learning. Give yourself a chance to explore and experiment. Collaborate through your own technology-enabled professional learning networks. Follow fellow librarians and educators on Twitter. Read the blogs. Join the conversation. There's never been a better time for connecting for learning. Lead by example. Look for ways to incorporate new web-enabled tools into your own practice. Why not create a library orientation podcast or share your library news via Twitter. The teacher-librarian's potential influence in a school should not be underestimated. Try taking a leadership role in fostering the effective use of technology in instruction in your school through the collaborative instructional model of the library program. It's all about relationships, after all! Need more relationship advice? Here are a few places to gather great ideas for using Web 2.0 technologies in your school library instructional program:

Doug Peterson gathers ideas, makes strong instructional connections, and generally helps us to understand the power of technology for learning on his PD Wiki: <http://dougpete.pbworks.com>;

Cool Tools for Schools sorts out and explains the myriad of technology choices out there and connects the tools to the learning task:
<http://cooltoolsforschools.wikispaces.com/>;

The Centre for Learning and Performance Technologies tracks its Top 100 Tools for Learning by gathering input from educators:
<http://c4lpt.co.uk/recommended/top100-2010.html>.

Take a look at the Waterloo Region District School Board's technology planner for teachers. The planning chart helps you to match the learning task to the most appropriate technology or alternately to see where the technology you want to try fits into the instructional framework: <http://catccamp.wrdsb.ca/project-planning/>.

"The ending cannot be easy. It can be upbeat, but not too tidy."

"An author must be eyeball to eyeball with his reader."

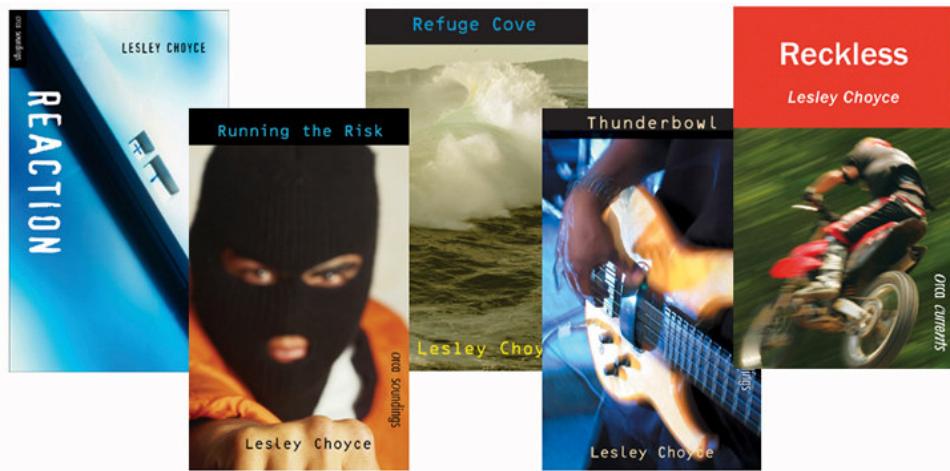
- Lesley Choyce



Photo Credit: Daniel Abriel

Although born in New Jersey, Lesley Choyce came to Canada in 1978 and has become rooted in his Nova Scotia home, with its rugged landscape and challenging climate. He has written, "This is not a land of comfort. I did not come here to feel ease and surround myself with the relentless, soothing junk of consumer living. We remain a place apart, thanks to the harshness of climate, the ruthlessness of a sea that is prepared to steal our land and tear us apart at any time." His love of winter surfing is evidence of his attraction to an environment that tests the limits of endurance.

During the "slow time" of summer when there are "fewer storms, fewer waves," author, poet, broadcaster, university teacher and surfer, Lesley Choyce agreed to answer some questions from *School Libraries in Canada*.



Cover art courtesy of Orca Book Publishers

SLiC - Your first young adult work to be published was Skateboard Shakedown in 1989. What inspired you to venture into this genre and to write this particular book?

LC - I was giving many talks to kids at schools and it dawned on me that between the ages of 12 and 17 is when books have the most powerful influence on readers. Some books changed my life (for the better) back when I was that age. So I thought it would be very exciting to write for young readers. I'd been skateboarding since I was twelve so I thought I'd use that as my hook – but not writing nostalgic stuff. It had to be contemporary. Once I'd written one, I realized I wanted to do this for the rest of my life.

SLiC - You now have at least twenty young adult novels to your credit including *The Book of Michael* in 2008. Has your approach to writing young adult fiction changed over the course of twenty books and more than twenty years? If so, how?



Cover art courtesy of James Lorimer & Company Ltd.

LC - There have been lots of changes. The big one is this. I now try to take big chances. I write challenging and difficult books. I dig deep. I go way beyond my comfort zone. I like to write books that are potentially disasters. Books that make me squirm and struggle. When I am writing and I realize I am in way over my head, I know I am on the right track. *The Book of Michael* is a good example. I took some very big chances. It is deep and dark and has little to do with my own life. The ending was a huge gamble and readers either get it or they are downright angry at me. Either way, I realize I've touched them in a personal and real way.

SLiC - What would you identify as being the key elements in a successful novel for young adults?

LC - An author must be eyeball to eyeball with his reader. I cannot fully be an adult writing for a kid. The author needs to become the protagonist and I have to feel everything he or she feels. There needs to be a great, unique and often troubled character and a really good story. The ending cannot be easy. It can be upbeat, but not too tidy.

SLiC - Most of your novels are classified "young adult" or merely "novel." Your 2002 novel, *Shoulder the Sky* is classified as a "novel for teens and adults." What, for you, are the differences between a "novel for young adults" and a "novel"?

LC - Most of my YA novels were written to satisfy both adults and teens. *Shoulder the Sky* and *The Book of Michael* were originally written for adult audiences but publishers said they were YA because of the age of the characters. I'd like to see more crossover from YA into literary adult but it seems almost impossible to do. I have a new adult novel coming out in the fall of 2010 called *Raising Orion*. Writing YA books taught me a lot about plot and story and I used what I learned to write *Raising Orion*. It all really comes down to character, voice and story for both.

SLiC - Is your writing as an adult influenced by what you read as a child or young adult? If so, how?

LC - I read a lot of science fiction as a kid. Classic stuff like Jules Verne – *Journey to the Centre of the Earth* and more modern deep space stuff. I'd like to write more SF. A few years back I wrote *Living Outside the Lines* which involved some heady futuristic ideas. Part of the book is set in the future where young people between the ages of 15 and 21 are in charge of everything. It allowed me to explore some important ideas of how today we limit the abilities of teens. They need more challenges, more real opportunities and even more elements of some form of danger in their lives.

SLiC - What author or authors engage or influence you most as an adult? Why?

LC - Farley Mowat would be one of my literary heroes for his gutsy stand on issues and his magnificent prose. The American writer Pat Conroy, author of *Prince of Tides* is another. He weaves a complex psychological story and has a strong poetic style. I've learned some things about being a good writer by reading both.

SLiC - What experiences have had the most influence on your life and/or your work as a writer?

LC - Moving to Nova Scotia freed me from some of the debilitating cultural influences of growing up in the US. Surfing – the very personal connection to the sea – has also somehow shaped me as a writer. And creating my own unique life

and lifestyle here on the coast has allowed me to in some ways "live outside the lines" and that has given me enormous enthusiasm to create, be original, explore and take chances on and off the page.

SLiC - What projects are you working on at the moment? What is (or what is likely to be) the subject of your next novel?

LC - I'm just finishing the rough draft of a YA novel called *Dumb Luck* about a young man who turns 18, wins three million dollars in a lottery and this makes his life very difficult. I've always been fascinated how "good things" often have bad results and "bad things" sometimes lead to growth and positive results for any individual. I thought this was going to be an easy-read straightforward story but my protagonist, Brandon, insisted it was to be a deep and complex novel so that's the book it needed to be. I always listen to my protagonists when they want to take over the book.

SLiC - What have been some of your most memorable experiences in a school library?

LC - Well, I like it when a librarian tells me that kids have been stealing my books. I also get a thrill when I know many kids in the room have read some of my works and are enthusiastic to connect with me as a writer. I've spoken in school libraries from Tokyo to Labrador to Ireland and beyond and always feel at home in a library.

SLiC - Is there anything you would like to add?

LC - Libraries are the heart and soul of the school and sometimes the one place in a school where certain students feel safe and secure. As libraries, I desperately hope they can keep their human dimension despite the onslaught of this digital and post-digital age.



Cover art courtesy of Fitzhenry and Whiteside

Visit Lesley Choyce Online at:
<http://www.lesleychoyce.com/>

"Based on a book" book club launches students into the real world

by Kristen Barbour

Teacher-librarian
John McCrae Secondary School
Nepean, Ontario



Book club participant cooks at home for his parents using the copy of Goodall's student cookbook that he won at a workshop.

Try as I might, last year I could not successfully launch a "traditional" book club for senior students--the kind where you read books! I just didn't stand a chance of squeezing my book club in amongst the required reading of *Anil's Ghost*, *Molière*, the true crime book reviews in Law, and Sociology self-help book reviews (not to mention Facebook page updating and university applications). I couldn't, however, just give up. It was my first year in the teacher-librarian seat (although I seemed to spend most of my time on my feet circulating! – pun intended). I couldn't, in my naïve enthusiasm, not have a book club – could I? It turns out that once I abandoned the idea of reading a novel I had a full sign-up sheet and a waiting list!

Inspired by *goingsolo: a handbook to guide you through the practical matters during the first years away from home*, by Brenda Bradstreet, I formed a series of workshops for senior students to help launch them into the real world. Bradstreet's guide offers advice on everything from tenants' rights to tying a tie, insurance to ironing. I found the guide while poking around in the Queen's Campus Bookstore, and wished that I had had one 20 years ago when I flew the nest. Augmented by *University Matters* by Sharron McIntyre and *The Naked Roommate: and 107 other issues you might run into in college* by Harlan Cohen, and with the support of the Guidance department, we came up with a list of workshops that included: student travel, paying for school and budgeting, res and apartment life, and cooking.

Hands down, the cooking workshop, based on Tiffany Goodall's *The Ultimate Student*

Cookbook was the favourite. Four recipes were selected from the book; I bought the groceries, and students gathered in the staffroom kitchen one afternoon to embark on a culinary adventure. Our staff room kitchen is remarkably like a student kitchen - no counter space, 30 year-old stove, ill-equipped! Using information from the books listed above, I created a student handout of how to stock your first kitchen, food safety, best foods for stashing under your bed, and how to share a kitchen with friends (and stay friends!). Two more freshly-graduated teachers joined us and as we all cooked and ate, we chatted about the handout and shared cooking advice and horror stories from our student years. For many students it was their first time slicing and dicing - one student had never made instant pudding before and had to be walked through it (did you know it's an excellent source of calcium?!). After the dishes were dried and the staffroom sparkled like never before, students went home well-fed and really pleased with themselves. Two lucky people went away with copies of Goodall's book, and everyone else got parting gifts like boxes of couscous, whole wheat pasta, measuring spoons, and cans of chick peas! I can't wait to try more "based on a book" book clubs this year!

The Book Club Books:

going solo

Brenda Bradstreet

trade paperback: 260 pages

Publisher: Luma Corporation (2008)

ISBN: 9780981022406

The Naked Roommate: and 107 other issues you might run into in college

Harlan Cohen

Paperback: 480 pages

Publisher: Sourcebooks, Inc.; 3rd edition (2009)

ISBN-10: 1402219016

ISBN-13: 978-1402219016

The Ultimate Student Cookbook

Tiffany Goodall

Paperback: 160 pages Publisher: Firefly Books (2010)

ISBN-10: 1554076021

ISBN-13: 978-1554076024

University Matters: prepare for the challenges; realize your potential

Sharron McIntyre

Plastic Comb: 240 pages

Publisher: University Matters (2005)

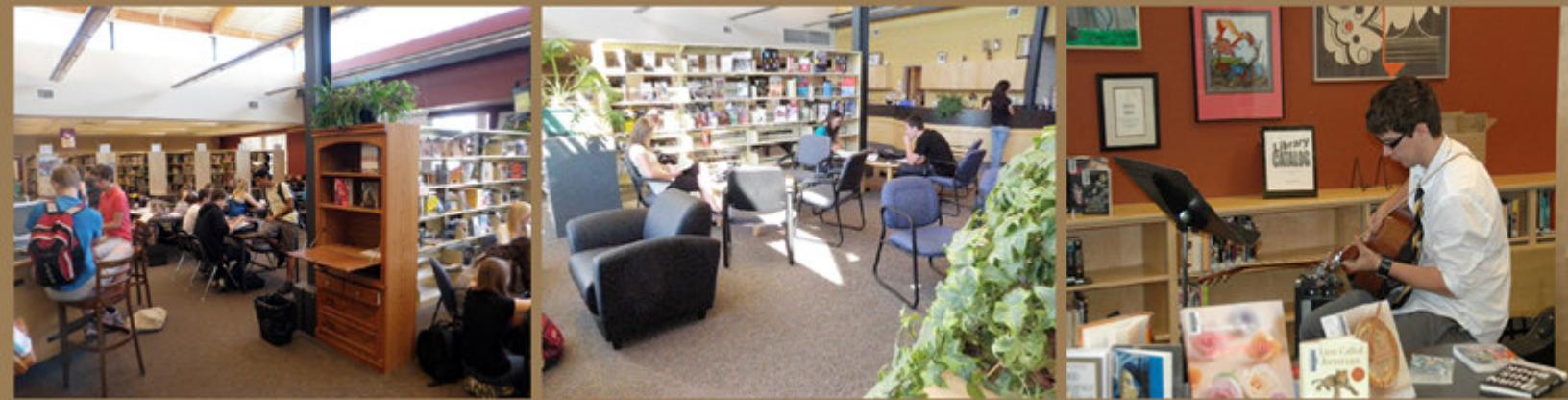
ISBN-10: 1894439201

ISBN-13: 978-1894439206

School Library Profile

Thank you to teacher-librarians Sharon Bede and Al Smith for this profile of the library at Kelowna Secondary School Library, in Kelowna, British Columbia. You are invited to submit your own school library for consideration to be featured in a future edition of *School Libraries in Canada*. The form is available in English at <http://clatoolbox.ca/casl/slicv27n1/profile.doc> and in French at <http://clatoolbox.ca/casl/slicv27n1/profil.doc>.

Kelowna Secondary School Library



"The adage that a library is the heart of a school is reflected in the *modus operandi* at Kelowna Secondary School."

The library program at Kelowna Secondary School (KSS) inspires a vibrant and interesting community of learning. Our grade 10-12 secondary school is an exciting but demanding comprehensive linear school of 1828 students. The adage that a library is the heart of a school is reflected in the *modus operandi* at KSS. In 2001, when Kay Treadgold (now retired) steered the construction of the library in the new school at the current location, she was concerned about retaining the program's value in addition to the physical orientation. Despite reservations about being located on the second floor, it has proven to be a harmonious experience. Most academic classrooms are situated upstairs, and all have convenient access to the library. It remains a vital part of an accredited and successful senior secondary school that is important to the entire community. The past administration was very progressive in its vision for the library; recognizing that technology is playing

an increasingly critical role in the evolution of library services, another teacher-librarian with technological expertise was selected. The district and school administration continue to encourage and be very supportive of the library program.

The structure of the library is traditional in the sense that it includes collection space, a seating area and a computing centre administered by teacher-librarians. The large, centrally located second floor, area includes fiction and non-fiction stacks, computer labs, a large reading lounge, a circulation space with large administration workstations, a prep room with a large storage area, a small seminar room, and two teaching areas with tables and laptops. Huge southwest facing windows with a view are a bonus! This is the location of our beloved recreational reading area and new book promotion zone.



"Huge southwest facing windows with a view are a bonus!"

The KSS Library is fortunate to have large computing power to support student learning. Patrons can access 60 fixed desktop workstations in two labs and 60 Lenovo laptops for either classes or individual student learning activities. One lab of 30 is essentially reserved just for students doing homework during their spares. Students also have access to two dedicated media production stations, scanners, and digital cameras. Students often reserve equipment using our online form. Teachers using the library have access to an in-house video collection, two online streaming video services, two smart boards and AV equipment. Students and staff now access the internet through a district wireless guest network, and smart phones and personal laptops can access the internet at school. The library has also added wireless printing from smart phones and devices. The configuration, design and technology assets provide faculty and students with plenty of space and opportunity to engage a wide range of activities.

Staffing of our library, although significantly reduced a number of years ago, has consistently included 1.6 teacher-librarians and 1.0 library assistant over the past years. We are grateful to have a skilled, hard-working clerical assistant and are fortunate to have two teacher-librarians in one library. Having a teaching partner to share each challenging day in the library is very rewarding.

Developing a comprehensive program is ultimately the core objective of any exemplary school library. Facility, personnel, and resources allocated to a school library are critical to a vital school, but engaging students in learning is a teacher-librarians' primary professional goal. We are passionate in our pursuit of the challenge. We advocate for our students in aspiring to provide the best quality instruction, services and resources. The joy of developing a strong library program is that best practices evolve and change. How is the community accessing services? How can the library support new initiatives? Are student needs changing? What features could be improved? We aspire to staying current and relevant by asking such questions.

How does our community access the library? Our primary audience is the student body. It is through faculty support that we gain access to students on a class by class level. The cooperative and enthusiastic teaching faculty continue to be strong partners of the library. The KSS Library is utilized almost to capacity. About 75% of seating capacity is occupied by classes reserved by teachers. On average of 6.8 classes reserve the library each day. Teacher-librarians provide direct instruction to classes over half the day. The library receives about 1100 patron visits per day.

Addressing the needs of teenage patrons and predicting resource demand is a complex pursuit. Collecting appropriate data and assessing our program is sometimes difficult but nevertheless valuable. Accessing patron feedback and assessing satisfaction is sometimes time consuming but ultimately an art as much as science. Circulation statistics are useful but our program has many features not so easily assessed. We provide popular resources, like books, computers or a place to work, because students often ask. We put in long hours each day to ensure we are available and giving students time to share or inquire. Our KSS community accesses our facility and/or our services almost 24/7. Our library is only as far as our email inbox.

How a library is used is perhaps the most important criteria for a program. In the past, when often the library was the only locale that offered internet access, the facility was very busy. Now, with wireless access points, online resources and hundreds of laptops (COWS), is the library still busy? Our response is a resounding-yes. As information technology rapidly grows and evolves toward a global and mobile landscape the demands on libraries to innovate and support the inquiry process will continue to increase.



"As information technology rapidly grows and evolves toward a global and mobile landscape the demands on libraries to innovate and support the inquiry process will continue to increase."

A distinctive feature of the KSS Library is the evolution from a traditional resource centre into a learning commons. While the demand for quality reading material is a dominant feature, a wider range of resources, services, expertise and technology is accessed by more sophisticated and varied patrons. As a French immersion school, developing French language resources (bibliothèque) was a challenge; however, recently the pressure has increased with the need to support multiple language courses, foreign exchange studies, ESL and special education. Our library has had to recruit and welcome expertise from a broader community. This has resulted in the library growing. A learning commons model has been a natural progression rather than a specific strategy. Expanding access beyond the bricks and mortar has been another evolving feature we embrace. Increasingly, the 'virtual library' is a popular resource. Our library instruction and teaching tools are available on a range of platforms. In addition to a full service web server, we routinely use many web 2.0 assets and a Firstclass district network to manage content, lessons and patrons. More patrons are requesting assistance via online tools and welcome the growing digital collection and services. Here are a few examples: the KSS Library website receives over 250 off-campus visits per day; the old but functional webopac is integrated with our Novelist Plus account; we recorded over 50,000 Ebsco queries last school year; the reference collection is now almost exclusively online and our library web site recently surpassed 1,000,000 page views.

Like all school libraries, ours faces many challenges. Thankfully most of the toiling is also very rewarding. To adapt an old adage about parents and their children, "A teacher-librarian is only as happy as his least happy patron." Like many teachers, we often find ourselves mediating and counseling; and, although this is not an obvious part of the job, it can also be extremely rewarding. We've worked hard at creating a welcoming atmosphere and building spaces for many functions including quiet study or private exchanges. Despite the apparent flurry of activity, a library is still often a safe harbor among the storms of a public high school.

School library administration is always a question of balance because instruction and service always take priority. Sorting out selections and acquisitions, maintaining accurate records, processing materials, etc. all need to be addressed. Processing materials without a centralized district library taxes our time and energy; however, partnering with a local bookseller has helped streamline a bulk of our acquisitions. Having full-time clerical staff, we manage quite well to acquire and process new and relevant resources. These office tasks are important but the instruction side demands priority. Interacting with students and staff all day can take a toll. The 'emotional labour' ([Godin](#)) required to serve with a smile is a real issue; however, our supportive staff are always encouraging.

Creating, managing and maintaining online platforms are other major challenges for our program. Working with online delivery routinely requires almost daily maintenance of web sites, networks and documents. The demand is such that we find ourselves working online far more than with MS Office. Our web browser and Firstclass client are our major software tools. Using social networking tools can be an effective way to distribute information and share new resources. I see many new teacher-librarians working directly within their favourite blog tool more than their word processor. Time management and library administration, along with on-demand instruction and service, provide a serious test for a teacher-librarian. Finding balance is no easy task.

Oh yes, another challenge of a "learning commons" is keeping the "learning" portion in our facility. Maintaining a clean and safe common area with the traffic is a challenge. It may sound trivial but with massive cuts to custodial time, keeping a library tidy and functional requires strong support from the student body and due diligence from faculty. With an 'open campus' policy at KSS, keeping traffic focused on learning is an important consideration. Although we have chosen to keep food and drinks outside, the teens at KSS are cooperative and considerate in the space. Discipline has not been an issue that drains our energies or pushes our policies.

Remaining focused on professional service and encouraging our fellow teachers to embrace inquiry based instruction is our primary objective. We work hard at bringing quality reading material and literature to the foreground. We cherish giving kids opportunities for powerful reading experiences so an observer can see print everywhere. We have posters, book displays, bulletin boards and signage throughout our area. We attempt to share content using online tools. We try to model and promote strong reading with our faculty in an effort to keep reading in the centre. There is much rich content to exploit for learning, and being immersed in the venture each day is exciting work.

So our library program has blessings, challenges and many successes. We are thrilled to be hosting the BC Teacher-librarians' Conference this October, so we can share why Kelowna Secondary School and its Library is a great place to learn.

Photo Credits: Al Smith

Submit your school library profile for consideration for publication in a future issue of *School Libraries in Canada*.

School Library Profile for School Libraries in Canada

Would you like other school librarians to see your school library? If so, please submit a school library profile for consideration for inclusion in *School Libraries in Canada* (<http://www.casl.ca/casl/sli/cslindex.html>), the Canadian Association of School Librarians' on-line journal. With the participation of teachers and other workers in school libraries across the country, we hope to show the diversity of school libraries and the communities they serve across Canada. We also hope to show how much we have in common as we work to promote literacy and develop research skills.

Submissions can be sent by email to slieditors@gmail.com or mailed to:

Derrick Gose
10 Leger Collegiate Institute
20 Leger Street
Ottawa, Ontario
K2P 1B9

While all submissions will be considered, not all submissions will necessarily be published. It is not necessary to complete all sections of the school profile and, if you prefer, you can submit the profile in successive items in paragraphs.

Name of School	Address	
Description of Community		
Contact Person	Contact Email	
Grades Taught	Number of Students	Number of Teachers
Number of Teacher-Librarians	Librarians	Library Technicians
Size of Collection	Number of Computers	
Special Programs		
Most Popular Book(s) or Resource(s)		

[School Library Profile \(.pdf\)](#)

[Profile.doc](#)

Profil d'une bibliothèque scolaire pour *School Libraries in Canada*

Vous aimeriez faire connaître votre bibliothèque scolaire auprès d'autres bibliothécaires? Si c'est le cas, veuillez remplir le formulaire qui suit et le faire parvenir à *School Libraries in Canada* (<http://www.casl.ca/casl/sli/cslindex.html>), la revue en ligne de la Canadian Association of School Librarians. Avec la participation des enseignants et d'autres employés travaillant dans les bibliothèques scolaires de partout au pays, nous espérons illustrer la diversité des bibliothèques scolaires et des collectivités qu'elles desservent. Nous souhaitons aussi montrer la manière dont nous avons en commun dans nos demandes quotidiennes pour favoriser la littératie et l'acquisition de techniques de recherche.

Veuillez faire parvenir le profil de votre bibliothèque par courriel à slieditors@gmail.com ou par courrier à:

Derrick Gose
Leger Collegiate Institute
20 Leger
Ottawa (Ontario)
K2P 1B9

Tous les profils seront examinés, mais ils ne seront pas nécessairement tous publiés. Il n'est pas obligatoire de remplir toutes les cases du formulaire. À noter que vous pouvez aussi nous envoyer votre profil sous forme d'attache.

Nom de l'école	Adresse	
Description de la collectivité desservie :		
Nom de la personne-reponsable : Adresse électronique de la personne-reponsable :		
Nom des enseignants	Nombre d'élèves	Nombre d'enseignants
Nombre d'enseignants-bibliothécaires	Nombre de bibliothécaires	Nombre de techniciens en documentation
Taille de la collection		Nombre d'ordinateurs
Programmes spéciaux :		
Livres ou ressources les plus populaires :		

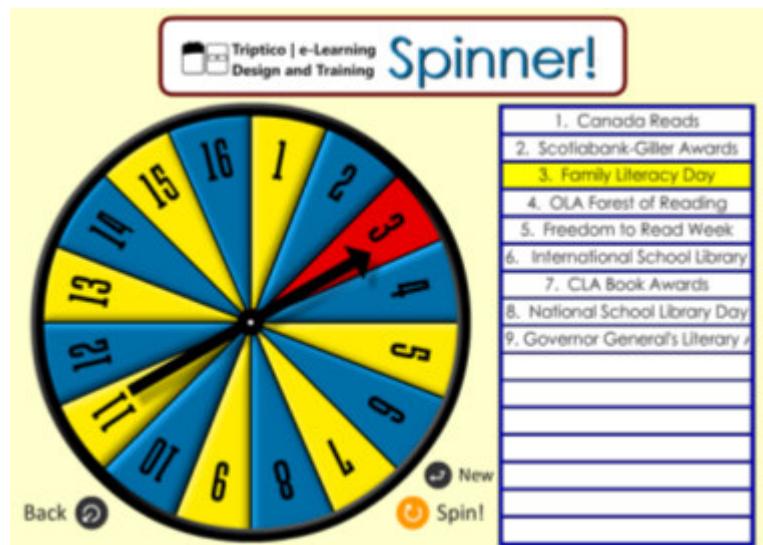
[Profil d'une bibliothèque scolaire \(.pdf\)](#)

[Profil.doc](#)

Planting seeds with celebrations in and of school libraries

by Derrick Grose

Teacher-librarian
Lisgar Collegiate Institute



If you (or your students) can't decide which event to celebrate, go to <http://www.triptico.co.uk/resources/randomSixteen/randomSixteen.html> and let Spinner help you make the decision. This free Flash utility from Triptico | e-Learning Design and Training can be a fun way of making random choices.

School libraries host a wide variety of celebrations ranging from displays of student work to social and cultural gatherings that create a bridge between the academic world and the wider community. Such celebrations, often unique events, are frequently the subject of articles in school library journals, and they can serve as sources of inspiration for new events in other libraries.

This article is about school library celebrations on a larger scale: occasions that give us an excuse to celebrate together (or at least simultaneously) to promote literacy, learning and school libraries.

In many school years, especially ones like this when Labour Day occurs well into September, it might be a tight squeeze to prepare a school library for International Literacy Day which is commemorated on September 8th. Although it may not be a celebration geared specifically to libraries, Canada Culture Days could be a focus for activities a little bit later in September coinciding with the launch of a new school year. From September 24th – September 26th Canadians are invited to join in activities intended to engage citizens in the cultural lives of their communities and the nation in order to build a healthier society. For more information visit culturedays.ca/.

If you wait until the next month, there are some events that are geared more specifically to libraries. October is Canadian Library Month (visit cla.ca/clm09/); a particular target for celebrations in school libraries is the fourth Monday in October, National School Library Day. By 2009 the day had been officially recognized by government representatives in six provinces and territories. A list of ideas for celebrating National School Libraries Day is posted at the National School Libraries Day website hosted by the Canadian Association for School Libraries at

clatoolbox.ca/casl/nsld.html. Add your own National School Libraries Day activities to the record!



(Photo Credit: Martine Blanchet, teacher-librarian at Ecole Dieppe)

Kindergarten students from Ecole Dieppe in Winnipeg (Pembina Trails School Division) read to their bears in celebration of Manitoba School Library Day, October 26, 2009.

If you want to add the momentum of an international event to your school library celebration, join in International School Library Day festivities. International School Library Day, sponsored by the International Association of School Librarianship, coincides with Canada's National School Library Day. To find out about the history of this project and to see some suggested activities go to iasl-online.org/events/isld/.

School libraries can also feed off the media excitement around the announcement of major book awards. The winner of the Scotiabank-Giller Award is announced in November and other key contest dates can be found at scotiabankgillerprize.ca/.

Two sets of book awards that have categories of particular interest to school libraries and their patrons are the Governor General's Awards for Literature and those awarded by the Canadian Library Association (CLA).

The Governor General's Literary Awards, sponsored by the Canada Council for the Arts, are announced in November. The award categories include fiction, poetry, drama, non-fiction, children's literature (text and illustration) and translation. For more information go to the "The GG's" page at canadacouncil.ca/prizes/ggl/.

The CLA Book awards include the Book of the Year for Children Award, the Amelia Frances Howard-Gibbon Illustrator's Award and the Young Adult Canadian Book Award. Nominations must be submitted by December 31st of the year in which the book was published and the winners are announced prior to the National Canadian Library Association Conference at the end of May. To obtain details, including lists of past winners, go cla.ca and click on "Awards" under the "CLA at Work" menu.

Other book awards can also provide an excuse for displays and events in school libraries. Although not specifically catering to a school library audience, the Canada Reads event on CBC Radio generates a buzz that can spread to school libraries. At the beginning of December, the announcement is made regarding the books that will be championed by five panelists in a week-long series of radio discussions the following March. Visit cbc.ca/books/canadareads/ for more information.

Getting the new calendar year off to a good start, the ABC CANADA Literacy Foundation invites school libraries to join with others in the community in participating in Family Literacy Day which takes place on January 27th. This celebration was initiated in 1999 with founding sponsorship from Honda Canada to encourage families to read together; it provides a great opportunity for school libraries to involve parents in their children's learning. For more information, visit the foundation's web site at [abc-canada.org/en/family literacy day](http://abc-canada.org/en/family_literacy_day).

At the end of February, Freedom to Read Week provides an opportunity for libraries to focus on intellectual freedom and to emphasize the necessity of safeguarding the privileges enjoyed by citizens in a democratic society. Sponsored by the Freedom of Expression Committee of the Book and Periodical Council, the week promotes awareness that, "Freedom to read can never be taken for granted. Even in Canada, a free country by world standards, books and magazines are banned at the border. Books are removed from the shelves in Canadian libraries, schools and bookstores every day. Free speech on the Internet is under attack. Few of these stories make headlines, but they affect the right of Canadians to decide for themselves what they choose to read." Further details and instructional resources relating to censorship are available at [freedomtoread.ca/freedom to read week/index.asp](http://freedomtoread.ca/freedom_to_read_week/index.asp).

If you have a provincial or territorial library association, your school library may be able to participate in its celebratory activities. An example that readers from Ontario will be familiar with is the OLA's Forest of Reading. In October, the lists of nominees are announced and young readers begin to participate in the Forest of Reading by providing feedback regarding their choices from the list. The process provides a focal point for author visits, book clubs and a variety of other library-based celebrations. This flurry of activity culminates with the announcement of the Forest of Reading Winners at the Harbour-Front Festivities in Toronto in May. For more detailed information on the Forest of Reading celebrations, visit accessola.com and click on the link to Forest of Reading Programs.

The first step in teaching is engaging the learner. A wide range of celebrations of literacy, literature and information can increase student awareness of school libraries and attract new patrons. Celebrations can also help to make other members of the school community more aware of the value of school libraries.

By coordinating our celebrations with other events on a provincial, national or international level, we can discover ideas and access resources that will add to the energy level in our libraries and help to maximize their potential as centres of learning. Choose an event and celebrate. Then, after the party, gossip about the learning and the fun. Show your pictures to others!



This is the second in a series of articles following up on the CLA/ACB 2010 National Conference and Trade Show held in Edmonton last June. Diana Gauthier was the recipient of the Margaret B. Scott Award of Merit honouring "an individual who has made an outstanding contribution to school librarianship at the national level." This is her acceptance speech given at the Canadian Association for School Libraries Awards reception at the Canadian Library Association conference.



Books from the school library for inspiration . . . How powerful is that!



" . . . an enlightened Grade 3 teacher let my son loose in the library across the hall to read what he wanted and to satisfy his enormous curiosity. He never forgot that teacher and that library."

- Diana Gauthier

I would like to first thank the nominating committee who nominated me for this award, the Margaret B. Scott Award of Merit. It is a great honour to receive it and I am humbled to accept it. I would also like to thank all of the CASL Executive that I

have worked with since I began as Secretary-treasurer of CASL at its inception in 2004. They have been unfailingly professional and competent. It has been a pleasure to work with each CASL team.

And thanks must also go to all those that I have worked alongside and who have inspired, moved, encouraged, sometimes discouraged, me over a career of teacher, mainly as a teacher-librarian, curriculum consultant and vice-principal.

I think back to those school libraries in my life that left an important impression on me.

First, at elementary school in Toronto: I was a little Grade 4 kid in a Grade 4/5 split class with a first year teacher and lots of rambunctious boys in Grade 5. There was no central school library but a beat-up shelf of a few books at the back of the class. I had time on my hands so I read the few books on that shelf. The one I remember vividly was a big pictorial book with black and white pictures of World War II. That little girl is still keenly interested in the second world war.

Fast forward to my first teaching job - again in Toronto, in inner city Toronto, where there was a wonderful school library and a superb teacher-librarian - she supervised the kids at noon who wanted to get in from the cold and be in the library. Oh, there were rules about clean hands and silence. But those kids loved it.

On to teach in Montreal, where the school library was in a bright pleasant classroom – entirely organized and run by a dedicated parent volunteer who did all the jobs that needed to be done.

To Edmonton, not far from where we are right now – Ecole Grandin, where an enlightened Grade 3 teacher let my son loose in the library across the hall to read what he wanted and to satisfy his enormous curiosity. He never forgot that teacher and that library.

So by the time I became a teacher-librarian in Ottawa, I had many positive school library images. What a wonderful experience it was, over many years. You could interact with every student in the school. You could team teach with every teacher in the school. You were sort of running a business. You could be innovative because you were the only one in the job.

I grew to know that the most positive connections to the community could be made by the school library: by encouraging parent volunteers to learn new skills that sent some back to the work force, by working with the local public library, by creating cross-curricular themes and events that involved the community as speakers and presenters.

I got further involved with the political side of teacher-librarianship and yes, it is political, as president of the local teacher-librarian association, and of the Ontario School Library Association (OSLA). I was involved in writing a school library document for the Ontario Ministry of Education and Training. A high point was representing OSLA on a Ministry task force developing the provincial language standards, now part of Ontario standardized testing. How insightful was the Ministry at that time to recognize and include the school library association to advise not just on information skills, but all language literacy for students.

So I would fly often to Toronto, and one day was late due to fog on landing. I remember finally arriving on the 16 th floor of the Ministry of Education in downtown Toronto and, looking out the window, you couldn't see two floors below! I thought of all the times we had remarked in the staff room at school – oh, the people at the Ministry are in a fog and don't know the real issues. Now here I was in a fog at the Ministry! I came to learn that although the people at the Ministry of Education didn't have to deal with report cards, yard duty and wet mitts, they were competent and caring and they knew the implications of their work.

We all know Roch Carrier, the former National Librarian, and author of the unforgettable and iconic "The Hockey Sweater". In his speeches and writings, he would tell of his trips across Canada. He said he visited many small communities, remote northern communities where, because of small populations, there was no public library, but there was always a school library. I read an article in *Maclean's* about an Inuit artist who had never travelled south, had no formal art instruction, but he had borrowed books from the school library for his inspiration. How powerful is that!

And so CASL – the Canadian Association for School Libraries – what is it about? It's about the kids, about how the kids are served, taught and empowered in our Canadian school libraries. So, yes, we would like to see a qualified, committed teacher-librarian in every school. But if that can't happen, what is the next best approach? I believe that, while advocating for, and articulating the best school library practices, it is incumbent upon CASL to recognize the limitations of some school library situations, to see within those constraints, and to offer and recognize support. We know that the school library can be foremost in providing the information requirements and literacy education of our Canadian kids, our future. Let us, as CASL and as CASL evolves, commit to the best possible assistance and advocacy for all Canadian school libraries.

Thank you all again. I am honoured.



This is the third in the series of articles following up on the CLA/ACB 2010 National Conference and Trade Show held in Edmonton last June. Pat Parungao was the recipient of the Follett International Teacher-Librarian of the Year Award honouring "a school-based teacher-librarian who has made an outstanding contribution to school librarianship within Canada through planning and implementing school library programs, based on a collaborative model which integrates library and classroom programs. " This is an excerpt from her acceptance speech given at the Canadian Association for School Libraries Awards reception at the Canadian Library Association conference.



The best job in the universe

"We will be building
Learning Commons
with like-minded people."

- Pat Parungao



It is most unfortunate that as a young adult, I didn't consider being a school librarian earlier. If I had, I could have enjoyed a few more years at the best job in the universe. In high school I was a member of the Future Teachers' Club, and volunteered in classrooms, but volunteering in the school library

didn't enter my mind. I now encourage volunteerism in the library and appreciate the many volunteer students who benefit from receiving authentic work experience there.

I only have one memory of my childhood elementary school library and it is quite unremarkable. I can only guess that the visit was so that the school librarian, Mr. Downey, would take our class to give our classroom teacher a prep period. I don't remember being taught anything there. Likewise I have very few memories of being in the high school library. I remember the school librarian, Mr. Rollins, explaining the Readers' Guide to Periodical Literature to me. Not the class, just me. This was a time before cooperative program planning and teaching (CPPT).

The situation was not much different at university. Back then there were no classes collaboratively taught by librarians and faculty in the courses I took. Now, however, the situation is changing. At the University of British Columbia, professors work with the Education librarian to ensure that all elementary preservice teachers participate in collaborative program planning. The awardee for last year's CASL / Follett Teacher-Librarian of the year, Michele Farquharson, was part of the planning team that organized this and she supports it to this day. Student teachers and volunteer teacher-librarians collaboratively plan to integrate information literacy skills into a unit of study, and the student teachers can use the unit during their practicum if suitable. Even if it is not suitable, at least they would have had an authentic experience of doing collaborative program planning with a teacher-librarian, and develop a comfort level and expectation that during their practicum and when they become teachers they would continue to do CPPT.

Last week the Vancouver Secondary Teacher-librarians met at Simon Fraser University (SFU) for an update session organized by our Teacher-Librarian Consultant, Moira Ekdahl. A librarian there encouraged us to bring our classes to SFU, not just for a visit, but for learning about doing writing assignments at the university level. She would give our high school students an orientation to university writing. I plan to bring her some students. This experience for the secondary students would be similar to the elementary students coming to the secondary library to work on part of a unit of study.

When I was a beginner teacher-librarian there was a lot of support for CPPT. My mentor, Liz Austrom, included me in teaching units in a variety of subject areas – some were grade-wide, for example: English 8 – library orientation; Art 8 – People Hunt; Social Studies 9 – an in-depth, six-period research project on the Industrial Revolution; Science 9 – writing abstracts for scientific articles – now I was the one teaching the Readers' Guide to Periodical Literature – but to whole classes. Students were most enthusiastic to use the newest technology ... microfiche!

I have had the good fortune to be a teacher-librarian in elementary school libraries too. What fun it was to use C & C to bribe the primary teachers and M & M to bribe the intermediate teachers to meetings in the library. Food always works, right? Inside the invitations, I identified C & C as coffee and cookies and M & M as muffins and milkshakes. We developed wonderful stations assignments and research projects. A huge mural and a big book were the results of a unit on space with the two kindergarten classes; the caterpillar to butterfly unit with the grade 1 class concluded with great excitement by freeing the butterflies outside; Humour stations and Canadiana stations with the grade twos; First Nations stations and Literature Circles with the intermediate classes to name a few.

The link between school libraries and literacy is no secret to teacher-librarians. We might even consider ourselves the original literacy mentors. One literacy initiative in our school is Reading Pals. Two Skills teachers and I trained interested grade 11 or 12 students to co-read aloud with struggling grade 8 students during silent reading period. This is a win-win project for both the junior and senior students. The senior students are developing leadership skills and the reading assessments of the grade 8 students have increased incredibly.

Although not everyone makes the link between school libraries and literacy, former Vancouver Police Chief Jamie Graham, a supporter of school libraries, told a large audience about the correlation between lower literacy levels and higher juvenile delinquency rates. He recognized and encouraged us to continue our work in supporting literacy.

Now our school libraries are going digital. As a result there are new challenges, for example, how do we ensure that students are using information ethically in an increasingly easy world of "cut and paste"? I was thrilled last week to be asked for the first time to collaborate with the web design teacher. He wondered about attribution for sources his students used when designing websites. As a result, he, the students and I are learning about the Creative Commons. This is collaborative inquiry and it is authentic learning of digital skills.

These are some examples of CPPT that I have been fortunate to be a part of. Occasionally people ask me how to do CPPT. Sometimes, like the web design teacher, teachers approach me for help. Sometimes like the Reading Pals program, I do outreach to hook the teachers in. Hard as I try, and for various reasons, not all teachers in the school collaborate with me. I appreciated what Dr. Ross said yesterday at the Treasure Mountain research retreat – that we have to build the library programs with like-minded people – and not to water the rocks. The new word is that we will be building Learning Commons with like-minded people.

Originally I planned this speech around three advocacy points that not all potential library supporters understand: that school libraries are teaching libraries, where teaching occurs; that there is a strong link between school libraries and literacy, and that the library is the most democratic part of the school. Every student has access to the library, when it is open and when there are teacher-librarians providing instructional, physical and intellectual access to support student inquiry.

I encourage each of you to begin and/or continue being active in your advocacy. Work with your parents, union, public librarians, university librarians, talk to your trustees, elected officials and community members – anyone. Develop and support your “Friends of the School Library” or “Coalition for School Libraries” advocacy groups - you never know who will be the one to make a difference. Find the evidence of the benefit of school library programs and give it to them. Ask them to use this to speak out on how each child deserves to benefit from a school library program.

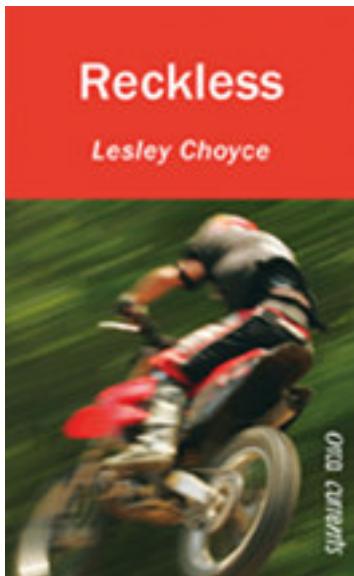
I am always proud to tell the student teachers and others that being the teacher-librarian is the best job in the school. Not too long ago I heard a colleague say that it is the best job in the universe. I can't disagree with that!

Watch for more information from the 2010 CLA Conference in future issues of *SLiC*.

Publishers recommend . . .

Publishers of Canadian authors and illustrators are invited to submit the title of one book they have published in the last year that they would consider a "best book" or a "neglected gem". It is hoped that this new feature in *School Libraries in Canada* will help school libraries to find new works to satisfy the needs and interests of their patrons.

Fiction

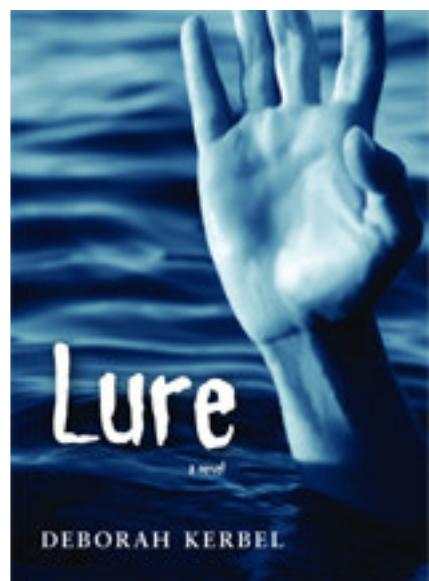


Reckless
by Leslie Choyce
Orca Books, 2010.
192 p. Ages 12+ ISBN 9781554887545.

Josh knows he's riding recklessly when he knocks down the old man he suspects is the hermit of Lumberman Creek. But he is shocked when the hermit walks into the forest with his bike after the accident. Being without his beloved bike for a week motivates Josh to hike into the woods and confront the crazy old man. The hermit, Jonathan, has fixed Josh's bike, and Josh learns that he has more in common with the old man than he ever imagined. When Jonathan needs help, Josh has to respect the old man's choices in order to save his life.

Lure
by Deborah Kerbel
Dundurn, 2010.
304 p. Ages 12+. 978-1-55470-266-4.

When Max discovers a local library rumoured to be haunted by ghosts, he's immediately drawn to it. With the help of some cryptic messages, he begins to piece together the identity of the teenage ghost and the mysterious chain of events that have connected its spirit to the building for more than a century.



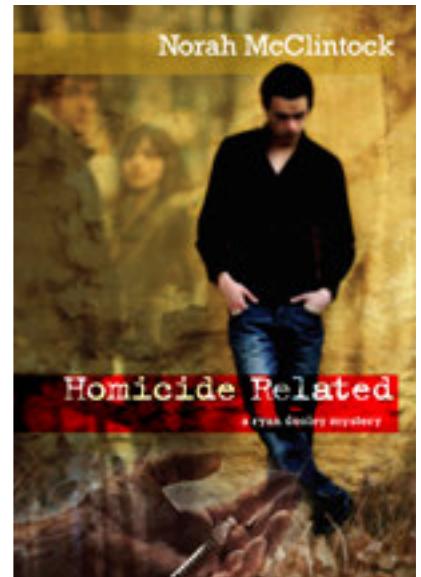


The Dewpoint Show
by Barb Howard
Fitzhenry and Whiteside, 2010.
231 p. Ages 12+ ISBN 9781554551569.

Leonard prefers to watch the world around him rather than "engage" himself, as his mother would put it. But an unlikely friendship with Vivian, the old hot-tubbing lady next door, teaches him that living is not something you simply watch—it's something you do.

Homicide Related
by Norah McClintock
Red Deer Press, 2010.
256 p. Ages 14+. 9780889954311.

Dooley has been trying to escape a past of prison, drugs, and booze. But when a dangerous friend turns up, his mother disappears, and his uncle is suspected of murder, Dooley's world gets turned upside down. Sequel to *Dooley Takes the Fall*.



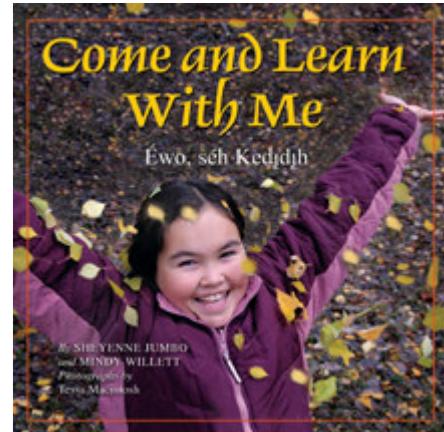
Face Off
by Maureen Ulrich
Coteau Books, 2010.
304 p. Ages 12+ ISBN 9781550504521.

Hockey may be tough, but life is tougher. Things are perfect for Jessie: entering high school, playing hockey and being with Mark. Jessie thinks she has things under control -- she can handle the new environment and the new pressure. Oh what a difference one party can make. Once again, as in the prequel *Power Plays*, hockey is the antidote to life's mysteries. Navigating the ice actually proves to be a whole lot easier than high school.

Non-Fiction

Come and Learn With Me
by Sheyenne Jumbo and Mindy Willett
Fifth House Publishers, 2009.
376 p. Illus. Ages 8+. 978-1-55239-265-2.

Nine-year-old Sheyenne lives in *Sambaa K'e*, Northwest Territories—that's Trout Lake in English. Come learn with her on her exploration of the Dehcho region of the Dene in the fall, the season of moose.



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