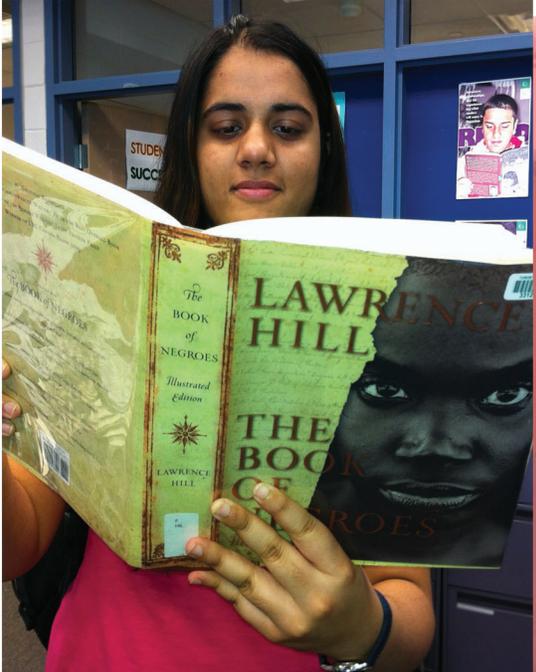


# Teaching Librarian

The Magazine of the Ontario School Library Association

ISSN 1188679X



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# multiple literacies @ your library

# TingL Contributors

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**ROB BAXTER**

is the teacher-librarian at Langstaff Secondary School in the York Region District School Board.



**SUSAN FOSTER**

is the teacher-librarian at Erindale Secondary School in the Peel District School Board.



**DERRICK GROSE**

is the teacher-librarian at Lisgar Collegiate Institute in the Ottawa-Carleton district school board.



**LESLIE HOLWERDA**

is the teacher-librarian at Lougheed Middle School in the Peel District School Board.



**BECKY KNOWLES**

is the teacher-librarian and Technology Liaison at Regency Acres Public School in the York Region District School Board.



**JESSICA LEVITT**

is the Teacher-Librarian at Southpointe Academy in Delta, BC.



**DIANA MALISZEWSKI**

is the teacher-librarian at Agnes Macphail Public School in the Toronto District School Board.



**JULIE MILLAN**

is an instructional leader in the Toronto District School Board.



**ROGER NEVIN**

is a teacher-librarian at Adam Scott CVI in the Kawartha Pine Ridge District School Board, and the 2011 OSLA President.



**HELEN ROSEN**

is a teacher-librarian at R.S. McLaughlin CVI in the Durham District School Board.



**STEPHANIE VOLLICK**

is the youth services librarian at Okanagan Regional Library and the moderator of Canadian Libraries Are Serving Youth (CLASY) network group.



**CARLA WINTERSGILL**

is the Marketing & Communications Co-ordinator at the Ontario Library Association.

## TingL mission

The **Teaching Librarian**

*The Teaching Librarian* is the official magazine of the Ontario School Library Association. It is published three times a year to support OSLA members in providing significant and effective library programs and services. *The Teaching Librarian* promotes library programs and curriculum development that furthers exemplary educational objectives. The magazine fosters effective collaboration within the school library community and provides a forum to share experience and expertise.

## TingL references

*The Teaching Librarian* is a general magazine for OSLA members and not a scholarly journal. If your article does require citation of sources, please provide them within the text of your article or column with as much or as little bibliographic information as necessary for identification (e.g. book title, year). If you feel that the works you are citing require full identification, please provide a bibliography at the end of your piece, formatted according to the latest Chicago Manual of Style (15th edition) or APA Style.

## TingL Editorial Board

Rob Baxter	Langstaff Secondary School York Region DSB robwahago@yahoo.ca
Evelynne Bernstein	Lawrence Park CI Toronto DSB evelynne.bernstein@tdsb.on.ca
Derrick Grose	Lisgar Collegiate Institute Ottawa-Carleton DSB derrick.grose@ocdsb.ca
Catherine Harris	William Berczy Public School York Region DSB catherine.harris@yrdsb.edu.on.ca
Leslie Holwerda	Lougheed Middle School Peel DSB leslie.holwerda@peelsb.com
Julie Millan	Instructional Leader Toronto DSB julie.millan@tdsb.on.ca
Roger Nevin	Adam Scott CVI Kawartha Pine Ridge DSB roger_nevin@kprdsb.ca
Janine Schaub	Literacy Coach Toronto DSB janine.schaub@tdsb.on.ca
Sandra Ziemniak	Meadowvale Secondary School Peel DSB sandra.ziemniak@peelsb.com

## TingL guidelines

V. 19, issue 3	“Power @ your library” Deadline: January 21, 2012
V. 20, issue 1	“Smokin’ @ your library” Deadline: May 10, 2012
V. 20, issue 2	“Choice @ your library” Deadline: September 22, 2012

Articles of 150–250 words, 500 words, or 800–1,300 words are welcome. Articles, when approved, should be accompanied by good quality illustrations and/or pictures whenever possible. Text must be sent electronically, preferably in a MS Word (or compatible) file. Pictures can be printed or digital (minimum size and quality are 4” x 6” and 300 dpi, approximately 700 mb and in jpeg format, if electronic). With photos which contain a recognized individual, please secure the individual’s permission in writing for the use of the photo. Photos taken at public events, or crowd shots taken in a public place do not require permission from the subjects. All submissions are subject to editing for consistency, length, content, and style. Journalistic style is preferred. Articles must include the working title, name of author, and email address in the body of the text. OSLA reserves the right to use pictures in other OSLA publications unless permission is limited or denied at the time of publishing. Any questions about submissions should be directed to the Editor of *The Teaching Librarian*: TingLeditor@gmail.com.

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Membership Services  
Ontario Library Association  
50 Wellington Street East, Suite 201  
Toronto, Ontario M5E 1C8  
Tel: 416-363-3388 or 1-866-873-9867  
FAX: 416-941-9581 or 1-800-387-1181  
membership@accessola.com  
www.accessola.com

## TingL editor

Diana Maliszewski  
Agnes Macphail Public School  
Toronto District School Board  
TingLeditor@gmail.com

## OLA design works

Carla Wintersgill  
Ontario Library  
Association  
cwintersgill@accessola.com

## On the cover:

There are multiple literacies @ your library.

Photos and collage by:  
**Hira Kazmi**



# The Editor's Notebook



Diana Maliszewski



**T**his past August I attended a conference. That's not so unusual for me. This conference, however, was the International Association of School Libraries conference in Kingston, Jamaica. It was my first time visiting Jamaica and my first time at an IASL function and both experiences were rewarding. I presented a paper on "The Factors that Support the Development of Exemplary School Library Programs," which stemmed from my Master's of Education capping paper research. There were many other excellent sessions from school library experts from all over the globe.

One panel focused on facilitating multiple literacies, which just so happened to be the theme for this issue of *The Teaching Librarian*. This was quite fortuitous, as the *TingL* editorial board selects the themes far in advance. The panel, moderated by Dr. Ray Doiron, featured Patricia Roberts and Dr. Clement Lambert from Jamaica and Dr. Jennifer Branch and Dr. Barbara McNeill from Canada. I scribbled madly, hoping to find inspiration for this column.

My favourite idea from this panel came from Dr. Branch, who said that teacher-librarians must learn to be multi-literate themselves. Dr. Branch used the example of her preschool-

age son. For him, *Curious George* is a book, a PBS website, a movie, a toy, and a game. She challenged the audience: Our students are multi-literate — are we? How can we be multi-literate?

She gave very practical, concrete ways we can become multi-literate:

- Play!
- Read and write across multiple platforms (write letters, send emails, blog...)
- Be an online content creator
- Build a professional learning network (PLN) with local and global connections

This conference was the perfect opportunity for me to expand my PLN. At my own workshop, I had attendees from Qatar, the Netherlands, Canada, Jamaica, South Africa, and Namibia. Financial literacy, visual literacy, media literacy, digital literacy ... there are many literacies out there; it is up to us to embrace them through our school libraries. ■

Carla Wintersgill



## Digital literacy

[dij-i-tl] [lit-er-uh-see]

### Definition

“Digital literacy generally refers to a variety of skills associated with using ICT (information and communication technologies) to find, evaluate, create and communicate information. It is the sum of the technical skills and cognitive skills people employ to use computers to retrieve information, interpret what they find and judge the quality of that information. It also includes the ability to communicate and collaborate using the Internet — through blogs, self-published documents and presentations and collaborative social networking platforms.”

*Federal Communications Commission, Connecting America: The National Broadband Plan (Washington, DC: Federal Communications Commission, 2010), <http://www.broadband.gov/download-plan/>*

### Significance

Closely tied to the concept of 21st century learning, digital literacy is a cornerstone for civic engagement and educational success. Simply making technology available for use is not enough to ensure digital success. As providers of access to information, libraries and librarians must position themselves as champions and guides to this new form of information literacy.

*Clark, L., & Visser, M. (2011). Digital literacy takes center stage. Library Technology Reports, 47(6), 38+*

# President's Report

**T**he mission of the Ontario School Library Association (OSLA) is to further the development of school library programs and teacher-librarianship, and to strengthen and unify the voice of teacher-librarians as curriculum leaders in Ontario.

## Teacher-Librarians and Library Technicians work as a Team

The OSLA supports the need for both teacher-librarians and library technicians who work as partners to provide highly effective school library services. The library technicians are necessary to allow teacher-librarians to take full advantage of their professional skills to teach, collaborate and help teachers develop curriculum. Library technicians are trained professionals who know how to organize school libraries and catalogue collections as well as help in the physical organization of a library.

School Boards are making cuts to either, or both, teacher-librarians and technicians at a time where funding to school boards is actually increasing. Last April the Windsor-Essex Catholic District School Board (WECDSB) tried to eliminate school libraries until the Ministry of Education stepped in and forced them to look at cuts rather than closings. Both school boards where I live in Peterborough have made cuts to school library programs over the last year.

The OSLA is very concerned with what is happening to school library programs around the province. Please email me at [roger@oslacouncil.org](mailto:roger@oslacouncil.org) if you have any concerns, especially if there are any new cuts made. The OSLA will try to contact administrators who do not see the value of school libraries programs to discuss the matter further.

## Many Administrators Have a Misunderstanding of the Value of School Libraries

Administrators and much of the general public have a misunderstanding of libraries. Search “library” in YouTube and the top search results show the library as a warehouse where books are checked in or out and the librarian is shushing patrons. With this view, many administrators see the value of

school libraries diminishing as the world moves quickly towards technological resources such as on-line databases, video, net books, tablet technology, wireless and ebooks. This was clearly shown when top administrators at WECDSB said last spring that they could eliminate school libraries and replace them with “Internet Hubs.” The Windsor board is not alone in this type of view; across the province administrators are looking at a wide range of possible school library cuts.

## Get the message out

I think teacher-librarians and library technicians need to be strong advocates for their libraries.

The message has to get out that school libraries are not book depositories, but vibrant learning centres that are the hub of learning in the school. The library is the place where students can explore new ideas, develop a love of reading (by having reading material they actually like to read), collaborate and create. With the help and guidance of qualified library staff, students can learn how to do research, be safe on the Internet and use new technologies.

The job of the teacher-librarian is to be an educational leader by using their expertise in literacy, curriculum development and technology to support students in their learning and to collaborate with teachers as partners to help them better prepare lessons and support their students.

## Advocacy

Dr. Ross Todd (noted world expert on school libraries) suggests that teacher-librarians use “evidence-based practice” to demonstrate how effective school libraries can be. This evidence can then be used to help convince administrators of the real value of school libraries and their staff.

From a paper he published in 2008 titled “A Question of Evidence” he explains that evidence-based practice in school libraries is “an approach that promotes the collection, interpretation, and integration of valid, important and applicable user-reported, librarian-observed, and research-derived evidence.”



Roger Nevin

### Ideas for evidence-based practice:

1. Keep a log of the different activities you do with classes and try to get feedback from the students as to how the library program is helping them
2. Keep a list all your contact with teachers and your professional collaboration with them
3. Use a flip camera or even your cell phone to take short videos or pictures of classes working in the library
4. Create tutorial videos on using technology (easy to do with Smartboard recorder). Post the videos online. YouTube keeps track of number of views for each video
5. Create surveys for students and collect data on how the library has helped them
6. Keep your library webpage current with recent activities
7. Run reading clubs, including Forest of Reading through your library

Teacher-Librarians should be aware of, and support, new initiatives from the Ministry of Education such as the Growing Success document ([edu.gov.on.ca/eng/policyfunding/growSuccess.pdf](http://edu.gov.on.ca/eng/policyfunding/growSuccess.pdf)), especially the section that deals with assessment. When collaborating with teachers you can use assessment strategies suggested in this document to help prepare lessons with the outcome in mind.

Literacy continues to be at the forefront of education and the librarian is key in supporting struggling students, such as the reluctant male reader, with a wealth of relevant reading strategies. Many schools have literacy committees that target students with literacy difficulties and work through such strategies to help them. I encourage teacher-librarians to advocate for the importance of libraries through their participation on these committees.

Numeracy is also another major initiative. School libraries can support numeracy by providing students with research skills,

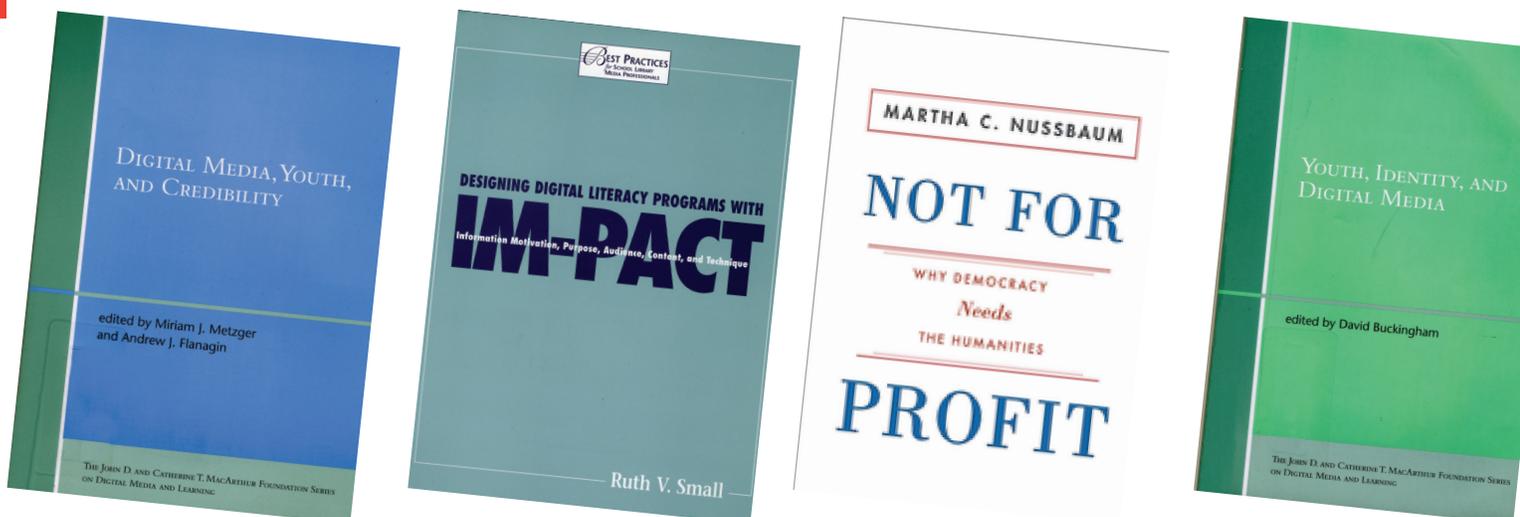
helping them search online databases and properly navigate the Internet to work through numeracy-type questions which often come up in math, science and geography. Teacher-librarians can also help by learning how to use math-based computer applications such as spreadsheets and/or other graph generating software themselves so that they are prepared to help with any questions the students might have. The teacher-librarian might also try presenting a class with a “how-to” tutorial, or work with students on-on-one. Every school has a Parent’s Council which usually meets once a month. I suggest that teacher-librarians try to go to a few meetings a year to do presentations highlighting all the positive learning experiences in the library. This will not only promote your school library within the parent community, it might also give you a chance to showcase your initiatives to your Principal, who generally attends the council meetings. This year a new initiative from the Ministry of Education centres on financial literacy. The OSLA applied for and received a grant to create on-line resources to support financial literacy for grades 7-12. I will email out the link for the resources early next year.

Being able to discuss what is happening in the school library to administrators, and relating to initiatives from the Ministry, goes a long way in advocating and showing how relevant your school library is. By being aware of new Ministry initiatives and helping teachers implement them also shows the teacher-librarian an an educational leader in the school.

The OSLA continues to develop resources for the promotion of the Together For Learning document. We encourage all teacher-librarians to discuss the vision of this document with both fellow teachers and administrators. Do not forget to visit our website [togetherforlearning.ca](http://togetherforlearning.ca) and help share ideas. This important document clearly shows what a modern school library or learning commons should be, and discourages the image of a school library being simply a place to check books in and out.

After the October provincial election, Laurel Broten was selected as the new Minister of Education. The OSLA will try to arrange a meeting with her to make sure she understands how important school libraries are and what challenges

*continued on page 10*



...continued from page 9

school libraries face, especially in terms of funding. The OSLA wants budget money specifically directed to school libraries, and not at the discretion of individual school boards.

As I mentioned in the last report, there is a large inequity with the school libraries services provided by different school boards. The People for Education (<http://www.peopleforeducation.com>) commissioned a study titled “School Library Report: The state of school libraries in Ontario” ([peopleforeducation.com/schoollibrary2011](http://peopleforeducation.com/schoollibrary2011)) which clearly outlines the inequity, especially between rural and urban boards.

### OSLA Video Contest

The OSLA ran a competition, called “School Libraries Matter Video Contest” where schools from K to 12 submitted videos showing the value of their school library. The contest was a great success. Videos including winning entries will be posted online soon.

The contest was a great way for schools to advocate for their libraries. For more information see [tinyurl.com/oslavidео](http://tinyurl.com/oslavidео).

### OTF Library Summer Camp

This year’s OTF Library Summer Camp ran in July 2011 in Toronto and was very successful with almost 50 participants from around the province ( see [tinyurl.com/otfcamp](http://tinyurl.com/otfcamp)). The OTF camps are a great professional development opportunity and are run in a fun and collaborative atmosphere. Please

consider attending next summer. A registration fee of \$50 covers workshop materials, on-site meals and two nights of shared accommodation. You should receive information early spring next year on the listserv.

### In Conclusion

The pressure for more school library cuts will increase across the province with declining enrolments over the next few years. We have to work together to advocate for school libraries. New technologies such as web pages, Twitter, online videos, podcasts, etc. can help us collaborate on this important issue. Please contact me or any OSLA council member with your concerns or comments ([tinyurl.com/3h8exrq](http://tinyurl.com/3h8exrq)).

The OSLA is a very rewarding opportunity for educators who want to join the council. We are always looking for new OSLA councillors with different ideas and perspectives on our issues. Please feel free to contact me for more information.

My term as President ends at the end of this year and the current Vice-President, Elizabeth Gordon will take over as President. I will continue during 2012 as Past President/ Treasurer on the council.

I personally want to thank Ruth Hall, former President and current Past President/Treasurer, who continues to do an outstanding job in her current role. The council really appreciates her hard work and her passionate strong advocacy for school libraries. She will leave the council after the Super Conference. ■

# Professional Resources

Rob Baxter

In our last issue, Roger Nevin, current OSLA President, voiced his concerns over continued school library cuts, and the declining number of elementary and secondary school libraries with adequate staffing. He also proposed a meeting between the OSLA and the Ministry of Education to discuss this trend.

As in the past, success in literacy and multiple literacies is still closely linked to the learner's access to a library equipped with online and print resources including "food literacy," "math literacy," "information literacy," "digital literacy," etc. It's a good idea, however, to keep in mind that in all of these instances, the word "literacy" can probably be replaced by words like "skill," "competence," "awareness," or simply "learning." The following are a few book recommendations to help you sort it all out, starting with one of the seminal documents which can still teach us a lot.

## **Achieving Information Literacy: Standards for School Library Programs in Canada**

**Edited by Marlene Asselin et al.; authored by The Canadian School Library Association and the Association for Teacher-Librarianship in Canada 2003 0-88802t-301-4**

*Designed for parents, teachers, literacy leaders, teacher-librarians and administrators at the elementary and secondary levels*

Recipient of the 2004 Commendation Award from the International Association of School Libraries, and prefaced by Roch Carrier, this 90-page reference document and guide for school library development was created as a joint effort between The Canadian School Library Association and the Association for Teacher-Librarianship in Canada with a view "to reinstate Canada's leadership in school libraries."

Learning outcomes, complete with indicators from a variety of subjects and literacy documents, provide the framework for eight information literacy outcomes: (1) Uses Information with Aesthetic Appreciation; (2) Uses Information Responsibly; (3) Uses Information Respectfully; (4) Uses Information Critically; (5) Uses Information Strategically; (6) Uses Information for Decision-Making; (7) Uses Information Expressively; (8) Uses Information and Media Tools with Technical Competence. These could still be useful since some Ontario school boards

are currently returning to outcome-based learning, under the new name of School Effectiveness Framework.

To achieve these outcomes and make students information literate, school libraries are to be learning centres for lifelong learning, active learning environments and gateways to the world where resource-based and collaborative learning and teaching take place.

Easy reference sidebars on the left and right-hand side of the page prompt the reader through specific standards for management, funding, collection development (with examples of types of resources), design of facilities and staffing ratios in chart format, all based on the size and level of school. The checklists at the end of the book help you evaluate your own library based on the professional competencies listed for teacher-librarians.

This resource can be accessed online at [clatoolbox.ca/casl/slic/](http://clatoolbox.ca/casl/slic/) or ordered from The Canadian Library Association.

## **Designing Digital Literacy Programs with IM-PACT: Information, Motivation, Purpose, Audience, Content, and Technique**

**Ruth V. Small 2005 1-55570-505-7**

*Designed for school library media specialists from Grade 1 to 12*

Combining both theory and practice, IM-PACT (Information Motivation, Purpose, Audience, Content, and Technique) presents a model for information literacy instruction tested by a wide variety of educators to make an impact on teachers and students alike. The teacher-librarian is guided through a three-part design process leading to the delivery of a more effective digital literacy programme in over 200 pages of amazing ideas and examples.

The five chapters included in Part I - Understanding IM-PACT cover the overview and concept of Information Motivation; the Purpose and necessity of information literacy skills; the Audience; the Content; and the Technique, or how to get the program "out there." Seven sample guides are offered in Part II - Successful IM-PACT Lesson Guides - from Grade 1 to 12. Part III - Create your Own IM-PACT - includes a blank

lesson-planning guide so that you can create your own programs with content and technique designed for your specific audience's information literacy skills.

In Part II, under the general heading of "Purpose," are sample instructional goals, learning objectives, and motivational goals for each library lesson, for example, *Butterflies around the World: An Introduction to Research* (Gr. 1, introduction to research); *Puzzling through the Library: Learning to Locate Books on the OPAC and on the Shelf* (Gr. 3, information skills); *Gathering and Recording Bibliography Information* (Gr. 5, with a focus on bibliographies for books, magazines, encyclopaedia articles and Web pages, using a WebQuest for group learning, starting with research and ending with a written report and PowerPoint presentation); *Career Quest: Discovering Your Ideal Career* (Junior-level high school information skills for career planning, with print and electronic sources). These step-by-step lessons are useful for both the novice and experienced teacher-librarian.

Part III includes a variety of Guide Templates and sources to help teacher-librarians design their own lessons and units. Author Ruth Small borrows the idea of motivational design from John M. Keller, Ph.D., philosopher and instructional systems design researcher and practitioner, Professor of Educational Psychology and Learning Systems, Florida State University, Tallahassee. In the preface to Small's manual, Keller explains that he uses a problem-solving approach to improve learning and performance and has created the ARCS model of motivation: Attention, Relevance, Confidence, Satisfaction. (<http://www.arcsmodel.com/>). Keller believes that through a greater understanding of the elements behind human motivation and our audience's motivational requirements, teachers are in a better position not only to reach those who want to learn, but also those who "do not want to learn."

Author of numerous articles and books related to motivation, learning and information technology, and currently Professor and Director at the Center for Digital Literacy, School of Information Studies, Syracuse University, New York, Ruth V. Small has a PhD. in Instructional Design, Development and Evaluation, from Syracuse University. She created and directed the *Preparing Librarians for Urban Schools (PLUS)* program (2003-2007), and is the founding director of Syracuse University's Center for Digital Literacy, an interdisciplinary, collaborative research and development center partnering with the School of Information Studies, School of Education, and S.I. Newhouse School of Public Communications (<http://digital-literacy.syr.edu/>).

## **Youth, Identity, and Digital Media**

**Edited by David Buckingham 2008 978-0-262-02635-2**

## **Digital Media, Youth, and Credibility**

**Edited by Miriam J. Metzger and Andrew J. Flanagin 2008 978-0-262-06273-2**

*Designed for parents, students of all grades, educators at all levels, especially those teaching media literacy*

These two paperback books compile essays, discussions and observations based on practical research and funded by The John D. and Catherine T. MacArthur Foundation for "the study of youth practices and the development of digital literacy programs."

Just as there are multiple literacies at stake in a student's learning, Buckingham explains that an identity is "what distinguishes us from other people," and yet "our identity is partly what we share with other people." Thus when we identify with culture, country or gender we may generate multiple identities. Young people continue to experiment with their identity, but are now able to increase their search and possibilities by authoring their own blogs and home pages for self-reflection and self-realization.

This reference is divided into three parts — Part I: Overviews; Part II: Case Studies; Part III: Learning. In Part II, according to Susannah Stern, Department of Communication Studies, University of San Diego, in her article "Producing Sites, Exploring Identities", what counts for youth in achieving "identity" is on or offline feedback from an audience that identifies with them, as a form of validation and recognition. The online medium allows them to change their entries and images as they develop and evolve in years.

In Part III, "Mixing the Digital, Social and Cultural: Learning, Identity, and Agency in Youth Participation," authors Shelley Goldman, Angela Booker and Meghan McDermott (School of Education, Stanford University) point out "that the process of developing young people's active participation in the world around them does not come about simply as a result of having access to the technology, or even to training in the analysis and production skills they need to use it." Awareness, competence, skill and judgement are honed when students work with adults who can set parameters and boundaries for younger learners. Once again, this underlines the key role of the teacher-librarian.

Of further interest to librarians is "Toward a Cognitive Developmental Approach to Youth Perceptions of Credibility," an essay by Matthew S. Eastin (University of Texas, Department

of Advertising), in *Digital Media, Youth, and Credibility*. Eastin confirms what we have probably thought for a while: cognitive development, including limitations (the age and level of maturity) will determine the student's ability to judge the credibility of the wide variety of online information. "Younger children may simply lack the capacity and skill necessary to make good sense of such cognitively 'noisy' environments." This once again highlights the librarian's key role in the teaching of Information Literacy Skills.

Further information about the MacArthur Foundation, grants, and Digital Media and Learning is available at the foundation's website ([www.macfound.org](http://www.macfound.org)).

### **The Googlization of Everything (And Why We Should Worry)**

**Siva Vaidhyanathan 2011 978-0-520-25882-2**

*Designed for students of all grades, parents, teachers at all levels, especially media literacy teachers*

Currently on bookstore shelves, Vaidhyanathan's well-researched book touches on a number of issues educators have been discussing. He starts with a brief history of Google, with "How Google Came to Rule the Web," confirming perhaps what we know already: "Because we focus so much on the miracles of Google, we are too often blind to the ways in which Google exerts control over its domain."

Well-indexed, the book is critical of Google, but at the same time, the author places responsibility on us in the chapter entitled, "The Googlization of Us": "We must constantly monitor fast-changing 'privacy policies.' We must be able to walk away from a valuable service if its practices cause us concern. The amount of work we must do to protect our dignity online is daunting."

The good news for us is found in the conclusion, where he emphasizes the role of public, and by extension, school libraries: "I foresee public libraries as the nodes of the Human Knowledge Project. Because libraries are increasingly the places where poor people seek knowledge and opportunity via the Internet, we should take advantage of them to connect people with knowledge in the richest and most effective ways possible." Maybe we should all purchase a copy for our school libraries, our administrators, and Toronto's current mayor.

Siva Vaidhyanathan is a cultural historian, media advisor, Robertson Professor in Media Studies, Chair, Department of Media Studies, University of Virginia.

### **Not For Profit: Why Democracy Needs the Humanities**

**Martha C. Nussbaum 2010 978-0-691-14064-3**

*Designed for parents, students at both elementary and secondary levels, educators, general public*

At first glance, Nussbaum's book might seem to apply only to post-secondary pursuits, but at closer scrutiny, the reader can see that it actually applies to all levels of a person's education and intellectual development. Well-researched constructive criticism and points of view (some based on comparisons between U.S. schools and those in India) are voiced. In particular she targets inquiry: "Another aspect of the U.S. educational tradition that stubbornly refuses assimilation into the growth-directed model is its characteristic emphasis on the active participation of the child in inquiry and questioning." Here, the only words missing are "teacher-librarian" to complete the picture.

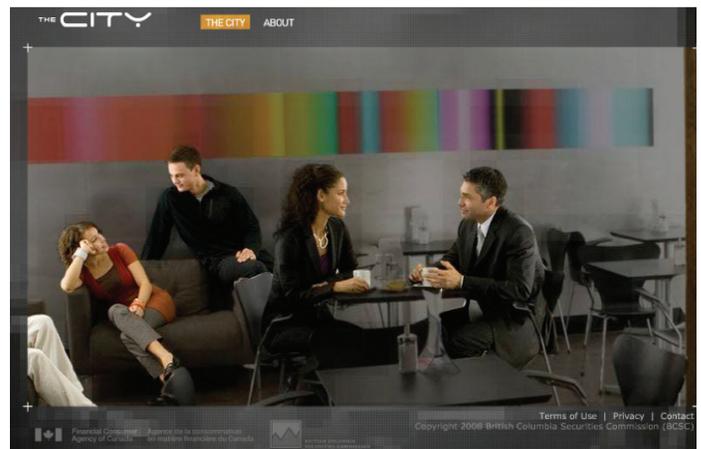
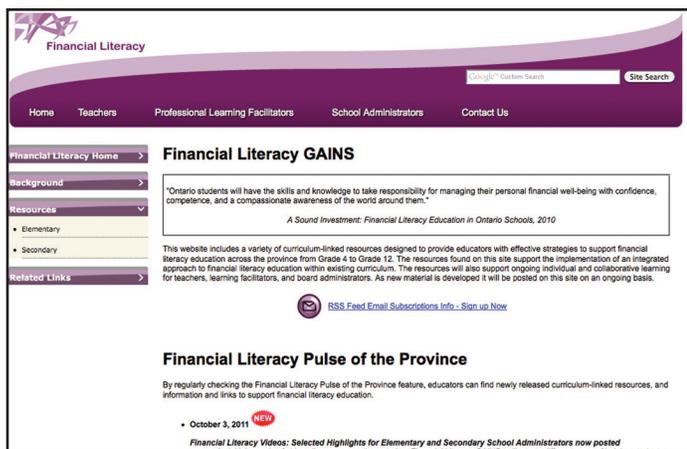
When describing the learning process for children in kindergarten, Nussbaum refers to earlier leaders in education such as Friedrich Froebel and Socrates, with emphasis placed on inquiry once again: "His [Froebel's] idea that each child deserves respect, and that each [regardless of class or gender] should be an inquirer, is also thoroughly Socratic."

The book provides no real statistical data to support Nussbaum's claim that a democratic citizenship is suffering in today's world, but in the book's endnotes, many references are given. In the final chapter, "Democratic Education on the Ropes," the author makes a call to action: "We should redouble our commitment to the parts of education that keep democracy vital. Even if it should turn out that they are not as profoundly threatened as I believe them to be, they are clearly vulnerable and under great pressure in an era of economic globalization."

The idea that the humanities are no longer needed and can be cut or downsized might come as a result of worldwide economic crises, but at this point in time, it is hard to understand why at one university, a leading religious studies department "was informed that philosophy is part of the 'core' but religious studies is not." In this current trend towards Multiple Literacies, religious thought, according to some, should be somehow, and strangely, excluded. Are the alarm bells ringing yet?

Martha Nussbaum has authored many books and is the Ernst Freund Distinguished Service Professor of Law and Ethics in the Philosophy Department, Law School, and Divinity School at the University of Chicago. ■

# Connected Library



## Financial Literacy

In September 2011, the Ontario Ministry of Education launched its new Financial Literacy Resource Guides for Grades 4 to 8 and 9 to 12. These resource guides draw together expectations that address financial literacy from across the curriculum. To further assist teacher librarians and library personnel in providing financial literacy resources for students, we've assembled some useful links.

### Financial Literacy GAINS

One of the sub-sites of EduGAINS, this site is the portal to resources developed and provided through the Ministry of Education to support financial literacy education in Ontario. The highlight of this site is the selection of videos designed to demonstrate how to integrate financial literacy into the curriculum at both the elementary and secondary levels. Viewing guides are included as well.

[www.edugains.ca/newsite/financialLiteracy/index.html](http://www.edugains.ca/newsite/financialLiteracy/index.html)

### Get Smarter About Money

Established by the Ontario Securities Commission, this site has an abundance of student and teacher resources including videos, interactive learning resources, and curriculum support materials. "Information about Funny Money" a free educational seminar for high schools can also be found within this site.

<http://www.getsmarteraboutmoney.ca>

### The City

Using a blend of fictional characters with real-life financial scenarios, this online world is intended to teach high school-age students about money through eleven different learning modules. Brought to you in both English and French by the Financial Consumer Agency of Canada, this simulation teaches students about budgeting, credit and debt, insurance, investing and financial planning.

[www.themoneybelt.gc.ca/theCity-laZone](http://www.themoneybelt.gc.ca/theCity-laZone)

### GoVenture Financial Literacy

Licensed for publicly funded educational use in Ontario, *GoVenture Financial Literacy* is a realistic software simulation designed to help youth (Grades 7 to 12) learn about personal money-management decisions. For more information on licensing, visit [www.osapac.org](http://www.osapac.org) and talk to your school board about getting school access to this software.

[www.goventure.net/Products/FL/Summary.aspx](http://www.goventure.net/Products/FL/Summary.aspx)



### Planet Orange

Designed by ING DIRECT for students in Grades 1 to 6, *Planet Orange* is a website that takes students on a mission to discover the importance of money. Full of interactive games and activities for students, the site also provides teacher resources, video tutorials and a parent centre.

<http://orangekids.ca/>



### Make it Count

Available in both English and French, *Make it Count* provides lesson plans with activities and tips to help teachers incorporate money management into the curriculum. Saving, budgeting, spending wisely, earning money and recognizing scams are just a few of the key concepts used in this resource.

<http://www2.makeitcountonline.ca>

### Ontario Ministry of Education: Financial Literacy

To get started, head over to the Ontario Ministry of Education's Financial Literacy site to download the Financial Literacy Guide for Grades 4 to 8 and the Financial Literacy Guide for Grades 9 to 12, to understand the purpose for the guides, and to access links to supporting resources.

[www.edu.gov.on.ca/eng/surveyLiteracy.html](http://www.edu.gov.on.ca/eng/surveyLiteracy.html)

### The Financial Guide for Children

This site from the Office of the Superintendent of Bankruptcy Canada offers Financial Guides for students from age 5 to post-secondary. The guides are full of advice and activities for teaching children about financial matters from a young age.

<http://www.ic.gc.ca>

### Teaching Kids News

This online newspaper is written for kids (Grades 2-8). With a wide selection of timely, relevant and intriguing articles, it is sure to provide an article on almost any topic of interest to students — including money and finance.

<http://teachkidsnews.com/>

### Royal Canadian Mint

Interested in learning more about coins in Canada? Visit the Royal Canadian Mint site. Students can view the Kids' Corner of the site to learn more about how coins are made, special coins, and interesting facts.

<http://www.mint.ca>

# Ask Rita Resourceful



We welcome any questions you may have for Rita Resourceful. To protect Rita's identity, please email them to [tingleditor@gmail.com](mailto:tingleditor@gmail.com), with the subject Ask Rita, and we'll be sure to pass them along!

*Dear Rita Resourceful:*

I took a PD course on "Multiple Intelligences and Learning Styles" and was wondering if you could suggest some ways that this concept might be integrated into the Learning Commons.

*Signed,  
Kenny Kenetic*

*Dear Kenny Kenetic:*

Accommodating people's different learning styles is good pedagogy. Here are just a few ways I've tried to do this in the various school libraries where I've worked:

- Pick up a treadmill at a garage sale and put it in your library. Install a reading rack and let kids walk and read.
- Set up a spatial intelligence corner with books about the visual arts, how-to books, maps, and comics. Include a pile of paper and pencils for drawing, doodling and making squiggles.
- Have a listening centre or online access to ebooks and books on tape.
- Include different kinds of reading stations: some comfy, some for standing, some for working, and some open spaces.

*Dear Rita Resourceful:*

I am gob-smacked by the amount of information that students have to cope with when they do research on the Internet. I do my best to help them limit their search parameters but when Internet searches return millions of hits this seems like an overwhelming task. How do I help my youngest students do better Internet searches?

*Signed,  
Gob-smacked*

*Dear Gob-smacked:*

Developing good Internet searching skills has become a critical part of adult literacy. Everyone needs to be able to sort, prioritize and evaluate information, so it's great that you are interested in helping your youngest students be successful in this regard. Perhaps the best advice I can give you is to stay current with Internet research techniques in a field that interests you. This will help you address the same issues facing your students and will help you keep abreast of application developments on the world wide web. In addition, teaching the four stages of the research process will help students to narrow their topics, develop key words for searching, and develop strategies for evaluating online resources. "Boldly go" is what Captain Kirk would have told the librarian aboard the Enterprise.

*Dear Rita Resourceful:*

I've been a classroom teacher for many years and this year my teaching assignment is library. I don't know the first thing about this new role and freely admit to having never really understood the Dewey Decimal System. To get ready for September I decided to take the initiative and reorganize the library into Netflix categories. I got the idea from a library blog that said that these categories would make more sense to students. Instead of the 900s being the old-fashioned "History, Geography and Biography," I've changed it to "Cerebral Drama." I've changed religion to "Faith and Spirituality." Am I going to annoy the librarian gods if I dump Dewey?

*Signed,*

*The Dewey Dumper*

*Dear Dewey Dumper:*

If there are "librarian gods" out there, my guess is that you'd seriously anger them by using Netflix categories instead of the traditional Dewey Decimal System. My advice is to take the Librarianship Part 1 Additional Qualification course and you might be pleasantly surprised to discover that there is some magic to the old Dewey. On the other hand, you and your students might have discovered a categorization system that beats Dewey. Keep us posted and in the mean time, don't go outside during lightning storms. ■



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# Meet the Author

## GREG TANG

### Math, science and multiple literacies

**F**rom his many picture books on math and science, to the Kakooma™ app for the iPhone, to cool math games and activities for kids, Greg Tang is an innovator when it comes to “multiple literacies in the library.”

**TingL: What started you on your journey to write books to help children become better in math?**

**Greg Tang:** When my daughter was in kindergarten, I was volunteering in her classroom and noticed that all the kids were still counting everything, long after they had mastered that skill. I even noticed that the dominoes had pencil marks on all the dots, which meant they were counting them too! I helped the kids learn to see the dots in groups, and soon they were adding rather than counting. The work I did with those kids later turned into my first book *The Grapes of Math*.

**Did your company, Technovations Inc., a multimedia and systems design company, help you evolve into a picture book author?**

My work at Technovations gave me many of the skills I use to create my books and teaching materials today. We created presentations for Fortune 500 companies, and writing speeches for their CEOs forced me to become a better writer. Senior executives have to make their points clearly and precisely, which is what good teaching requires as well. We would also create the visual components of their presentations, and art-directing tens of thousands of PowerPoint slides and graphs which definitely honed my visual and graphical skills. I try to combine all of my skills and interests in my work, which is why I think I find my job so enjoyable and rewarding.

**You opened a Tae Kwon-Do school and managed the health club Fitness First. It seems that you understand the importance of physical activity. Do you see a correlation between physical activity and understanding math? Have you considered encouraging kids to become more interested in physical activity in your math books?**

I'm not sure if there's a connection between physical activity and understanding math, but I know kids will sure feel a lot better if they're healthy and working out regularly! I think when people feel good physically they have more energy to do everything at a higher level. This means they can delve a little deeper and gain the appreciation that comes with greater understanding. I encourage kids to be mentally and physically fit because even if it doesn't make them better in math, it will make them happier, more interested and well-rounded individuals.

**You say that “solving problems quickly leads to mastery.” How do your books help children do this?**

Kids that are good at math are generally fast at solving problems for two reasons. First, they're abstract thinkers. They don't need to see and visualize everything and can instead use mental math to solve problems quickly. Second, they're algebraic thinkers as well. They're good at making connections and applying strategies to different problems. My books develop both these skills. They help kids transition from concrete to abstract thinking by using pictures to show groupings, but mental math to do calculations. They also use clever grouping strategies to solve a range of problems, helping kids see and make connections and think more generally and algebraically.

**How does your book *The Grapes of Math* teach a child to be open-minded?**

Many kids solve problems by using the first strategy they think of — the most obvious one. But good problem-solvers don't use the most obvious strategy — they use the best strategy! In all of my books, I've designed each problem with a clever twist based on color and spacing. I use visual tricks to fool

kids into seeing the wrong strategies in order to encourage them to seek out better, less obvious ones. My problems teach kids to become better, more patient problem-solvers while developing both their number sense and computational skills.

**In your book *Math Fables Too* you hoped to encourage kids to become more interested in science. Have you added science elements to any of your other books?**

I try to sneak interesting science concepts into my books whenever possible. For example, one of the poems in my book *Math Potatoes* describes a star as “a window into yesterday.” Here’s why. If a star is 10 light years away, it means that the light we see today emanated from that star 10 years ago and is just now reaching us. This means we’re actually looking at the star as it appeared 10 years ago, which may be different from what it looks like today. Now isn’t that an interesting concept? We’re actually looking into the past in real time! Science is fascinating, and when kids are exposed to it early they can’t help but love it.

**You say “there is a right way to learn basic math operations.” How have you used your books to do this?**

When I say there’s a “right way” to solve problems, my focus is on developing children’s thinking skills so they’ll be ready for higher math when they’re older. Many people focus on getting the answer to the specific problem at hand. My concern is not just solving that problem correctly, but being able to solve every other problem as well, especially harder ones! A good strategy produces the right answer quickly and efficiently, and can also be used



*Author Greg Tang*

to solve a whole range of problems, not just a few. My books focus on fundamental grouping strategies that generalize easily to numbers of all sizes. My goal is for kids to become good at math, which means they have to be good with all numbers — not just small numbers.

***Math Street Smarts* shows another form of “multiple literacy.” Do you plan to make more YouTube *Math Street Smarts* videos?**

I want to do a whole series of videos that will help kids and adults quickly see how easy math can be. Most people think of math as formulas to memorize, word problems that don’t make sense, and a lot of other things that make them uncomfortable. With my *Street Smarts* videos, I try to provide a little humor, a little entertainment, and a little clever thinking in a short, easy-to-digest couple of minutes. We actually shot a lot of great videos but unfortunately my publisher lost the tapes! I hope to shoot more this fall when the students are back in Boston.

**You have created the *Kakooma™* iPhone App. Do you plan on creating more apps?**

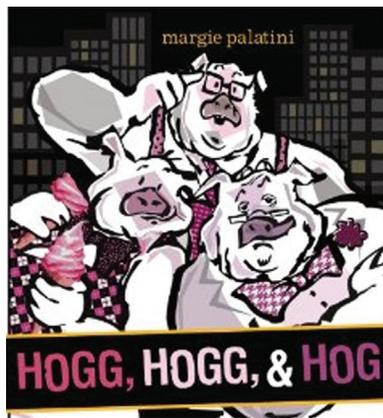
Last summer, I started a company to take all of my teaching ideas and combine them with new technologies to make cool math games and activities for kids. *Kakooma™* was our first app, and we’re planning to create many more. We’ve created a whole family of *Kakooma™* puzzles, including easier addition puzzles, harder puzzles that have positive and negative numbers, and puzzles based on multiplication instead of addition. You’ll be seeing a whole family of *Kakooma™* apps some day!

**Do you have plans to write another math book?**

I hope to write many more math books and a series of science books as well. But before then, I have to finish my current project. I’m putting all of the math materials I’ve ever created on a new website, including animated and interactive versions of my eight picture books, my entire line of *Kakooma™* puzzles, the math strategy games I’ve invented, and all the teaching materials I’ve written over the years. The website is [www.gregtangmath.com](http://www.gregtangmath.com) and I hope it will help get kids hooked on math. Who says math can’t be so fun that kids end up loving it? That’s my goal. ■

# Book Buzz

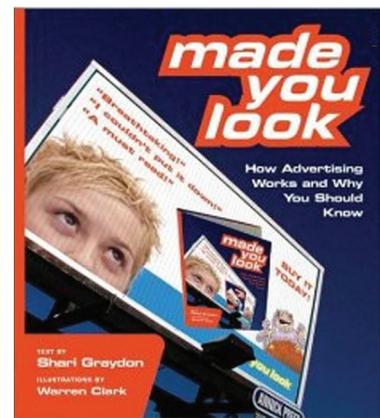
**L**iteracy involves not just the ability to read a particular medium, but also the ability to understand the significance of the messages being conveyed. Surrounded by advertising, today's consumers, including our students, need to recognize and critically interpret the messages that bombard them. This book buzz suggests a variety of books aimed at students, parents and teachers to help them gain perspective on the words, images, sounds, tastes and even smells that marketers use in a world where commercial messages intrude on almost every aspect of life. |



## Hogg, Hogg, & Hog

**Margie Palatini**  
**New York: Simon and Schuster Books for Young Readers, 2011**  
**ISBN 978-1-4424-0322-2**

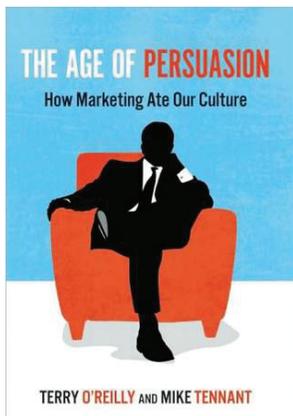
Three pigs (not so little) have left Old MacDonald's farm and made their fortune in the big city by promoting the latest and greatest marketing concept. Their brand name is on everybody's lips — until the fad fades. Then the pressure is on to find the next great brand. The hogs wallow around in memories of their rural roots and get some ideas, but will credit go to those to whom it is due? What compromises will have to be made? What is the long-term plan for Hogg, Hogg, Hog and Partners? Who will be behind the driver's wheel? This little picture book, recommended for four to eight year olds, raises some interesting questions about the workings of big (or in this case pig) business.



## Made You Look

**Shari Graydon. Illustrated by Warren Clark**  
**Toronto: Annick Press, 2003**  
**ISBN 9781550378153**

When it was first published almost a decade ago, *Made You Look* was widely acclaimed as an introduction to advertising for students in higher elementary grades. The format and language appeals to students. It continues to provide valuable insights into the marketing industry and how advertising has evolved from its beginnings until the first decade of the twenty-first century. Advertising-related issues addressed by the author (including body image, gender issues, health, self-esteem and stereotyping) remain important for the pre-teen target audience. Similar issues are addressed in Graydon's 2004 publication, *In Your Face: The Culture of Beauty and You* (ISBN 9781550378573).



**The Age of Persuasion: How Marketing Ate Our Culture**

**Terry O'Reilly and Mike Tennant**  
**Knopf Canada, 2009.**  
**ISBN 978-0307397317**

Have you ever wondered how packaged frozen foods first made their way into grocery stores or why the new car smell remains much the same despite changes in the materials used in automobile interiors? These are just samples of questions answered in the fascinating anecdotes in *The Age of Persuasion*. Terry O'Reilly and Mike Tennant tell the story of advertising from the circuses of ancient Rome to the multi-media world of the twenty-first century in this comprehensive analysis of the art behind the business of marketing. The authors emphasize the responsibilities of advertisers to give their audience value for the attention given to an advertisement. Paralleling the CBC Radio program by the same name, this book is a useful and entertaining resource for teachers at many grade levels and for secondary school media awareness classes.



**Mosquito Advertising: The Parfizz Pitch**

**Kate Hunter**  
**Brisbane, Australia: University of Queensland Press, 2010**  
**ISBN 9780702237713**

Terry O'Reilly has stated that one of the strengths of the advertising industry in coping with technological change is that it is a "young person's business" (*School Libraries in Canada* Fall 2011). Australian author Kate Hunter takes this observation to extraordinary lengths in her *Mosquito Advertising* series. In the first of the two novels that have been published to date, teenager Katie Crisp and some friends set up *Mosquito Advertising* to develop the marketing campaign that rescues the Parfizz's Family Soft Drink Company from a corporate takeover that would have had devastating consequences for Katie and her family. You can visit the website of "the little agency with bite" at [www.mosquitoadvertising.com](http://www.mosquitoadvertising.com). The author has incorporated knowledge acquired during twenty years as an advertising copywriter into this young adult novel from down under.



**Consuming Kids**

**Susan Linn**  
**New York: Anchor Books, 2005**  
**ISBN 1400079993**

Providing a balance to advertisers' enthusiasm about their own industry, psychologist Susan Linn questions the ethics behind an industry that is obsessed with selling products to children without asking whether or not those products are good for them. She examines how marketing aimed at children infuses itself in television programming, in film, and even in classrooms and explains how the greatest danger sometimes comes from the values implicit in the advertisements rather than from blatantly problematic content. She documents the negative effects of some apparently innocuous advertising and urges collective action in the marketplace and political action in legislatures to effectively regulate marketing directed at kids. The appendix contains an extensive annotated list of organizations providing resources for people who are concerned about marketing directed at children.

## Ontario School Library Association Conference Highlights



### OSLA SPOTLIGHT SPEAKER

#### Why Social Networks Matter for Education

**Alec Couros** Associate Professor of Educational Technology and Media at the Faculty of Education, University of Regina

Social networking services often get the bad rap of 'time-wasters' or tools that kids use inappropriately. Yet in reality, there are many social networks built upon passion, kindness, transparency, sharing, and collaboration. This spotlight presentation will lead participants through a thoughtful exploration of these powerful human networks; the implications for practice, information & media literacy, and the shifting role of school systems.

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    - ❖ Creating Graphic Novels with Students
    - ❖ Google Cloud Computing
    - ❖ Understanding Web 2.0 Tools
  - School Libraries/Learning Commons Bus Tour
  - Over 100 Authors autographing
  - Forest of Reading® Showcase – winning authors and illustrators of the 2011 program
  - SUPER SATURDAY
    - ❖ Nora Young, CBC Spark!
    - ❖ Top Tech Trends
    - ❖ Beyond Literacy: Reading and Writing are Doomed
    - ❖ E-Book Issues in K-12 and Higher Education
    - ❖ George Stroumboulopoulos
  - Internet Safety and Preventing Cyber-Bullying
  - E-Learning & the School Library
  - Directing the Moral Compass: Teaching Digital Citizenship
  - Pets as Possibilities @ Your Library
  - Brain-Based Teaching in the Digital Age
  - Boys' Book Chats: Male teens' reading clubs
  - E-books for Student Learning: Two Approaches
  - Knowledge Ontario Update
  - Aboriginal Education Initiatives
  - Well-known Speakers
    - ❖ David Loertscher
    - ❖ Carol Koechlin, Anita Brooks Kirkland
    - ❖ Lesley Farmer
    - ❖ Jennifer Branch, Joanne de Groot
    - ❖ Tim Gauntley
    - ❖ Sharon Mills, Ruth Hall
- ...and don't forget to invite your principal to come for a day as your guest!

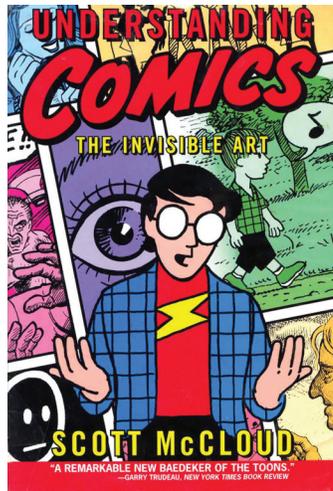
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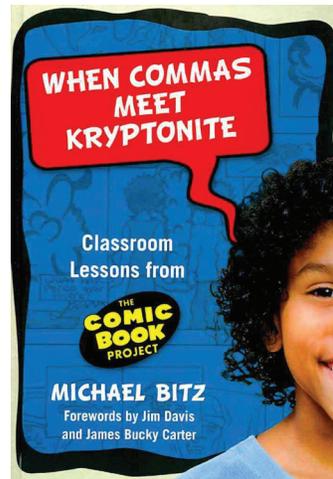
# Drawn to the Form

Diana Maliszewski

Decades before YouTube opened its doors, comics have been combining different media elements to create a unique product. Reading and appreciating comics involves traditional notions of literacy in addition to visual and cultural literacy. Comic literacy requires an understanding of this art form's historical framework and a familiarity with its conventions such as panel order and iconic representation. There are several books that can help educators enhance their comic literacy.



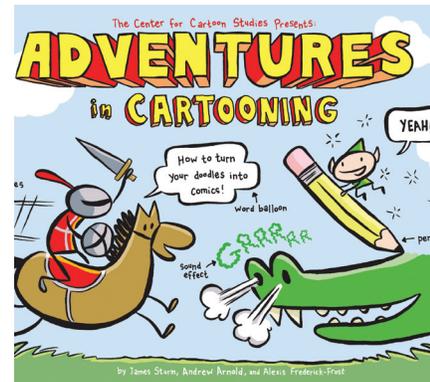
**Understanding Comics** by Scott McCloud is the ultimate book about comics. It is required reading for any serious course on graphic novels and provides an accessible read about art theory as it relates to comics. This book should be part of any library collection and is an excellent resource to suggest to those who might challenge the literary merits of this genre. McCloud has also written *Reinventing Comics* and *Making Comics*.



**When Commas Meet Kryptonite: Lessons from the Comic Book Project** by Michael Bitz focuses on writing comics and provides many great reasons why we should support and encourage comic reading in and beyond school.

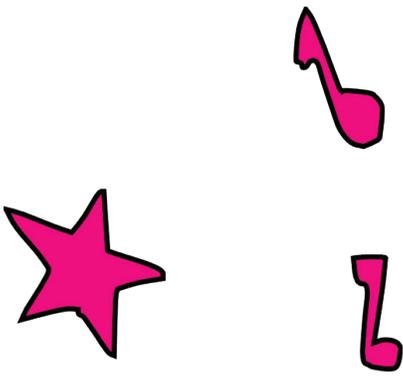


**In Graphic Detail** by David Booth and Kathy Lundy puts an educator's spin on examining comics. Their book shows how to read comics and gives the busy teacher pre-made lesson plans for using comics in the classroom.



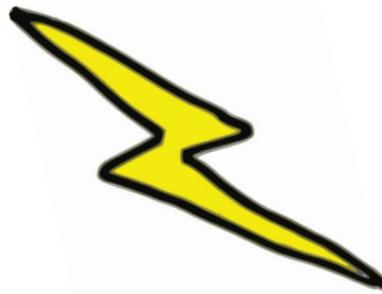
**Adventures in Cartooning** by James Sturm, Andrew Arnold, and Alexis Frederick-Frost is a fun and simple read that combines a fairy tale with facts about how to decipher comics.

Educators wishing to explore the comic and graphic novel genre should visit their local comic shop and buy a few samples. Educators can also attend one of their city's local events where fans meet artists, listen to lectures, and buy and sell books and magazines. Toronto, for example, has the Toronto Comic Arts Festival in May and Fan Expo Canada in August. Comics can also be explored online. Katie Cook writes an all-ages adventure webcomic called "Gronk: A Monster's Story" found at [www.gronk-comic.com](http://www.gronk-comic.com). If you liked *Jellaby* by Kean Soo, you'll like *Gronk*.



# PLAYING WITH LITERACY

## *Literacy outside the box*



**W**hen it comes to literacy at R. S. McLaughlin Collegiate and Vocational Institute (MCVI) we're thinking outside the box this year. Sure, we're still running after school literacy programs and conducting practice OSSLT tests with our current Grade 10 students, but we're also branching out, testing some new approaches and keeping our fingers crossed that we'll see marked improvements in the results of our at-risk students. And what better way to connect with students than through their personal interests?

One unique literacy building activity is the publication of a 'zine, *The Sk8Board of Education*, again an initiative designed to give those students who would not normally have a voice, an opportunity to be heard. This group, which dubs itself an 'Urban Art Club,' meets every Tuesday after school to do stenciling, graffiti art, skateboard building, knitting, yarn bombing, tie-dying, silk screening and t-shirt making.

But they also write. They write poetry, they write songs, they

write reviews, they rant ... simply put, the 'zine is a way for these students to share their ideas and their feelings. Maybe they're more interested in building skateboards. But I'd be willing to bet that having their interests validated here at school is helping them build a lot more than just a plank on wheels.

Then we took one professional singer-songwriter, 50 eager and creative students, three acoustic guitars, one stand up bass and an autoharp and what did we get? An awesome grassroots literacy initiative, of course! With that in mind, a few members of the Literacy Committee joined forces with art teacher Theresa Wyatt (who also wears a "Student Success" hat), and the resulting initiative has been nothing short of inspiring.

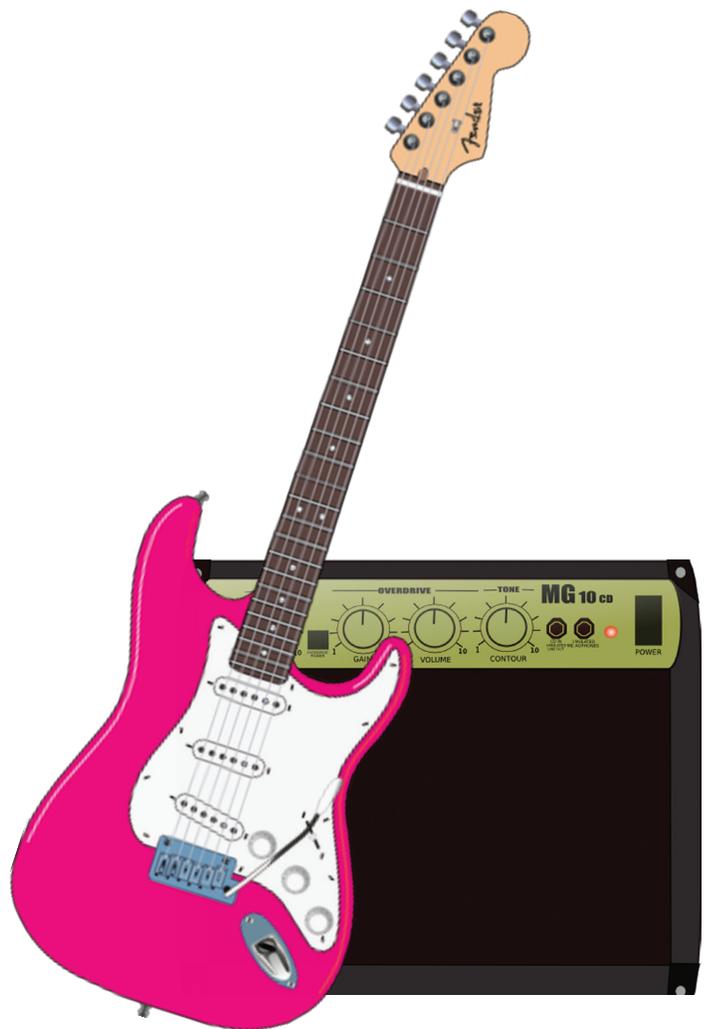
Theresa invited Toronto-based musician, Peter Katz, to MCVI to visit her Student Alliance of Singer-Songwriters (SASS) group. Also invited to attend were a handful of senior students who agreed to become literacy mentors to junior students in the school. This group of 50 students were equipped with

## Helen Rosen



notebooks that the Literacy Committee had bought for them. The group gathered in the cafeteria one afternoon in February where they met with Peter, listened to him play the guitar, sing his songs and talk about writing — writing poetry, writing songs, journaling — writing for the love of expression. What an awesome experience to watch these young people take out their notebooks and write furiously during breakout writing circle sessions. Even more incredible was hearing them read the poetry that they had literally just written, or play songs that they had just composed.

Peter was very gracious, answering individual questions and encouraging students to carry a notebook everywhere, being ever mindful of what's happening around them, since sources of inspiration often come at the most unexpected times. The energy in the room was palpable. We look forward to watching these students continue to express themselves creatively and inspire their peers as they act as literacy mentors through the remainder of the semester. ■



# The birth of a **CLASY** organization

CLASY (Canadian Libraries Are Serving Youth) has recently become an official Canadian Library Association (CLA) network. I founded CLASY with the help of my friends Erin Walker and Sarah Gleeson Noyes. Erin and I were taking Paulette Rothbauer's class about services for young adults in libraries, and it really inspired us. We were looking for ways to connect with librarians who work with teens or with other students who were interested in this aspect of librarianship. However, other than a couple of great sessions at the OLA Super Conference, we found there weren't any formal networks. The Young Adult Library Services Association (YALSA) is a fantastic resource, of course, but it's usually American focused and we wanted a resource that was distinctly Canadian.

I joined the CLA in hopes of making the connections we were talking about; however, I received an email saying that the Young Adult interest group had been defunct for years. I commented about this gap in CLA service on my blog. Cabot Yu, the library networking "guru" of Ottawa, responded that I should try to restart the interest group, and offered to help me fund an event. It was Cabot's push that made me stop griping about what didn't exist and take action.

I was a little over-ambitious in wanting to hold an event that would bring together library staff who worked with teens from all over the country, but Erin encouraged me to start small. Then we told Sarah about our plans. She was our colleague in Librarians Without Borders (an "action-oriented non-profit organization powered by student committees in five Canadian universities" [www.lwb-online.org](http://www.lwb-online.org)) and we knew she'd be a great help in the brainstorming session.

We decided the event should focus on why teens need special consideration in libraries, advocacy, marketing, and collection development. We went to Paulette Rothbauer for advice and she helped by getting us space, speaking at the event, and suggesting that we focus on an online presence. Stephen Abram, recently crowned with the CLA 2011 Outstanding Service to Librarianship Award, agreed to speak for free. I have no doubt his starpower helped us get noticed.

From there we looked for people who had impressed us with their work to lead "think-tank" discussions where everyone's input would be welcome. Christine Dalgetty has made great progress for our profession by drafting the Teen Rights in the Library document adapted by OLA. The staff of the Collingwood

## Stephanie Vollick



*Erin Walker, Stephanie Vollick and Ray Fernandes after the CLASY preconference in Halifax.*

Public Library has made a small town library cutting edge, so we were thrilled to have Lindsay Shaw. One of the moderators we had planned on couldn't make it. Cabot Yu, who had kept tabs on the event, came to the rescue and connected us to Ulla de Stricker, a sought-after consultant.

Erin and Sarah were out of the country working with Librarians Without Borders, leaving me to pull together much of our first event myself. I invited every teacher-librarian, public librarian or staff member listed as working with youth that I could find contact information for in the cities surrounding London. I arranged the caterers and desperately hoped enough people would attend so that our small admission fee would repay some of the costs. In the month between the end of classes and the event, I compiled a directory of programs Ontario libraries were offering teens and started the CLASY blog I was determined to have content to share at the event.

We had over 100 people attend that first event, and approximately 70 of them were professionals. The rest were MLIS students interested in working in school libraries or with youth at public libraries. We soon had well over a thousand views on our

blog and a half dozen new bloggers, thanks to word of mouth. Erin made improvements to the blog and responded to the many requests we had by holding a second event in Ottawa.

This time we partnered with CLA, and together Erin and Cabot rounded up a great lineup of speakers. Erin's friends in publishing provided handouts we couldn't otherwise have afforded.

Our pre-conference day at the CLA 2011 conference in Halifax occurred thanks to Ray Fernandes. He contacted us asking to be involved if we were planning anything at the CLA conference. We were originally thinking about a one-hour youth services staff-mingling event or a poster session, and submitted proposals for these, but Ray was thinking on a larger scale and got us to expand to a full day of teen-related sessions. Ray did most of the work on this event, but we were able to collaborate by working online. With Google Docs we could share ideas and proofread one another's drafts. We contacted most of our presenters by email, and provided each of the panellists with the contact information for the people presenting on the same topic.

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We were concerned, up until the day of the conference, that the cost of the room and the catering might not be covered by admission because registration was low. Thankfully we had plenty of last-minute registrations and the room was packed! It was amazing to have so many people passionate about providing the best for youth together in a room. At professional development days like this, the networking between sessions is invaluable.

My goal now is to make CLASY the hub of professional development for library staff working with youth in Canada. It's a network; so it's important to remember that it's not me or anyone in particular saying "this is how things should be." On the con-

trary, we want to hear about how it is all over the country and we want the brilliant teacher-librarians, librarians and other staff to have a place to share their ideas, inspirations and experiences.

It's a grassroots community — when you join CLASY you are CLASY. The more people who contribute articles, bibliographies, pathfinders, program ideas or any resource that can help libraries serve teens, the more we can offer; our next step is to really encourage people to participate. Our listserv right now consists of 33 people, and as this number grows we will have more expertise to draw on. There are so many exciting innovations in libraries right now and we want to help everyone keep up with how this affects library staff working with teens. ■



# Library Services

Graphic: Matthew Daniels and Stephanie Vollick

# ■ The ■ coolness of square literacy

It may be an unfair stereotype, but in many circles philatelists have a reputation of being less than hip, if for no other reason than our attachment to an increasingly obsolete method of communication — the postal system. As a stamp collector, I first noticed objectionable indecipherable black blotches on various pieces of mail when I was looking for the much more attractive old-fashioned postage stamps that are being almost entirely replaced by various meter markings and permits. More recently, I have been seeing similar blotches on posters, labels and in printed publications. When I first became conscious of them I realized that they were some kind of fancy barcode, but gave little thought to how they might be useful to me. Like many students who encounter a text they can't understand, I

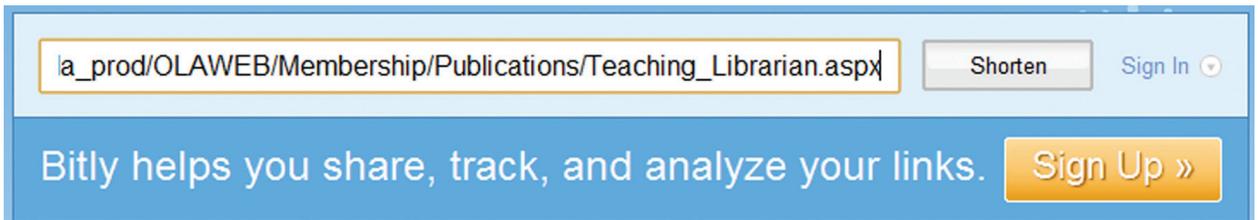
decided to ignore whatever message was hidden behind these indecipherable blotches of ink. Asking myself, “Who carries a scanner around with them all of the time?” I resigned myself to a state of illiteracy with respect to these mysterious codes.

What I didn't realize was that many people do carry scanners around with them most of the time as part of their smart phone or tablet computer. Suddenly I realized the potential of those ugly black blotches called QR codes as tools for connecting my library patrons with information. Scanning need no longer be limited to the barcodes on identification cards used for borrowing library materials.

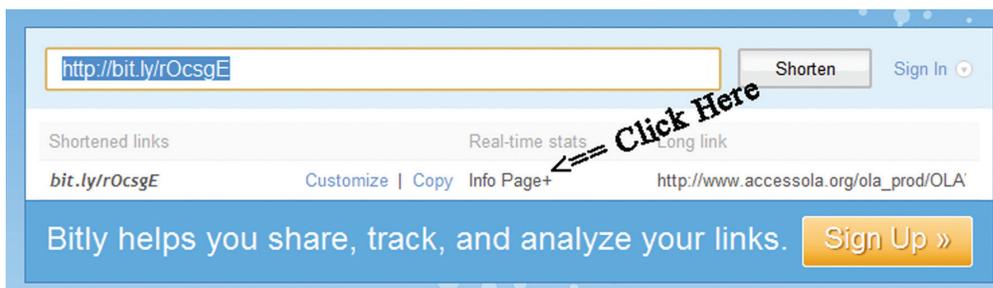
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# Making your own QR code

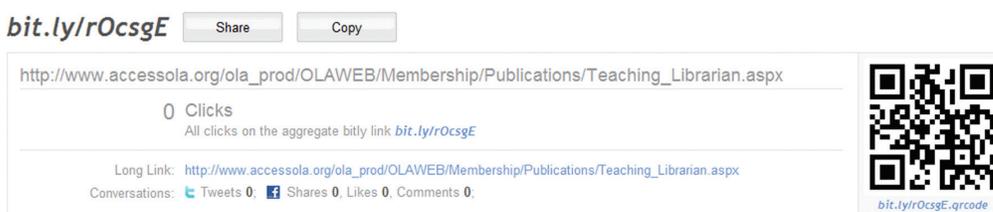
1. Go to bit.ly and enter the URL for which you want to generate a code

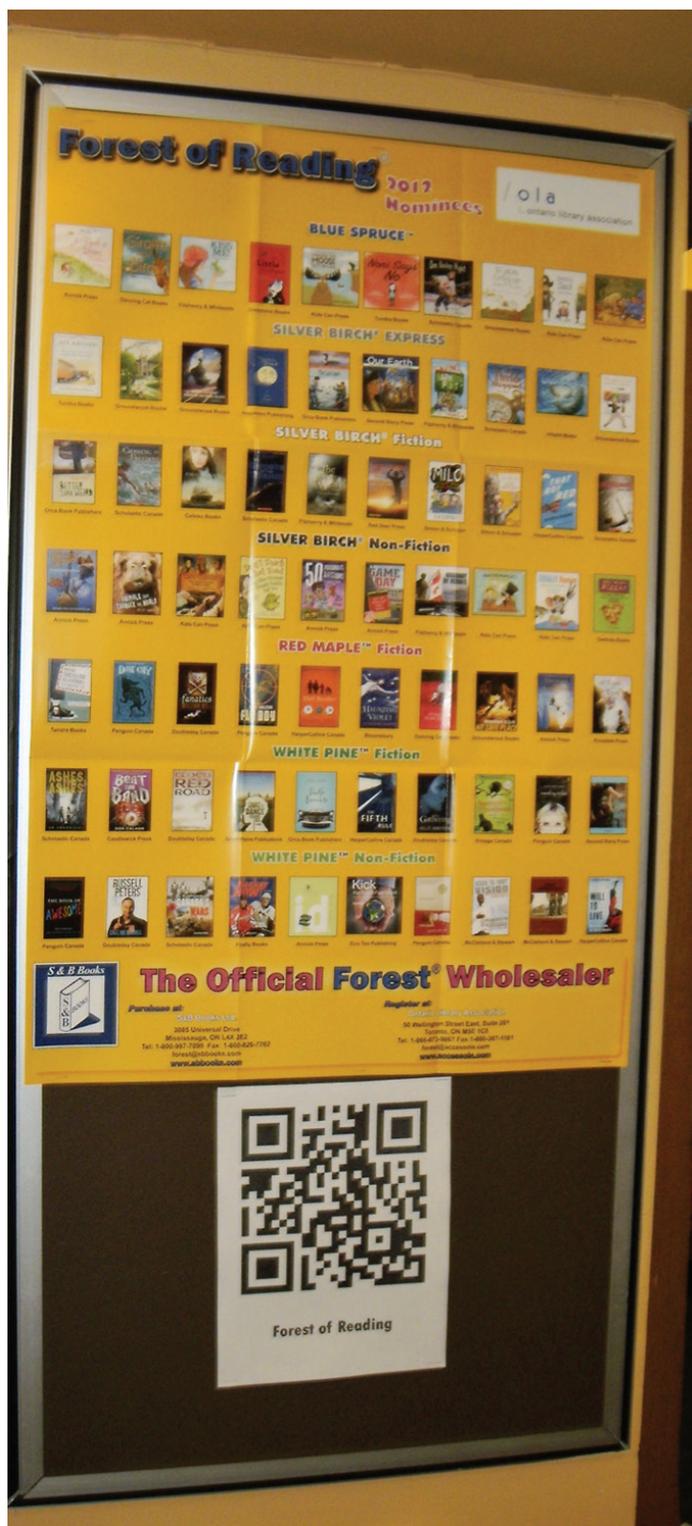


2. Click on Info Page+ to see the code



3. Copy and paste into a poster or other document





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Before continuing, let me explain what QR codes are. “Quick Response” Codes are special barcodes that can store up to 4296 characters of alphanumeric data including URLs, email addresses and phone numbers. They can be read by most smart phones, tablets and similar hand-held devices that have cameras and an app to scan the QR code.

Point and scan, et voilà, you can save useful contact information or be transported to a website. The error fraught exercise of transferring a complex URL from print to a web browser can be avoided.

A first step in using QR codes can be including it on promotional posters, bookmarks and handouts from your library. They can also link eye-catching visuals on bulletin boards to more detailed information on a web site. A QR code on a photocopier can be linked to demonstration videos on how to make transparencies, do double-sided printing or other subjects of FAQ’s. When you are finished the group presentation on a whiteboard or projector screen, students who have hand-held devices can capture a QR code to move to an Internet address where they will begin their individual work.

A variety of free QR Code generators are available online. You can go to [bit.ly](http://bit.ly) and enter the URL for which you want to generate a code. Click on Info Page + to see the code that can be copied and pasted into a poster or other document. Another free QR code generator that I have used is Kaywa (<http://qrcode.kaywa.com/>). Be sure that you are comfortable with the information these sites gather about visitors to your site.

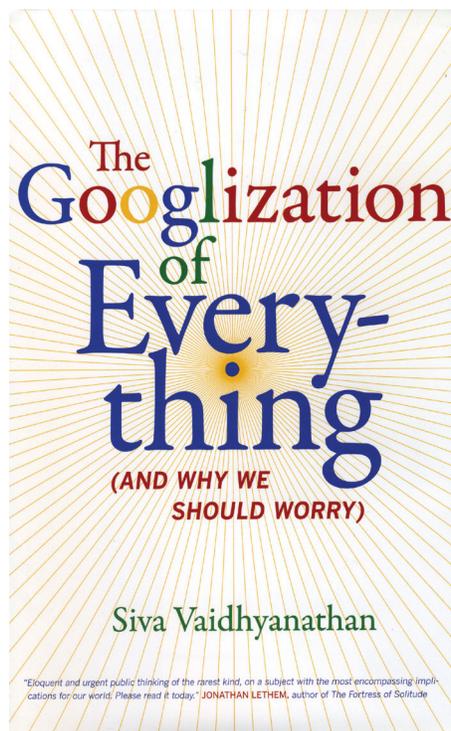
In February 2009, a good introductory article entitled “7 Things You Should Know About QR Codes” was published in *Educause* (<http://bit.ly/Wt8Ow>). For more ideas about using QR Codes for instructional purposes, see Lisa Dubernard’s reflections at <http://bit.ly/pcwCS2>. In the *Globe and Mail*, August 16, 2011, Ivor Tossell posed the question, “Are QR codes the wave of the future, or just really annoying?” and then explored both the useful features of QR Codes and their disadvantages.

QR Codes are out there and can be a useful tool in connecting people with information. Whether we see them as ugly or appreciate a sort of abstract beauty in them, we shouldn’t just ignore them even if they don’t speak to us in a conventional sort of way. Explore their potential to provide an easy and constructive way for hand-held information technology to be welcomed into your library. ■

# Beyond Google

**T**he role of the teacher-librarian is increasingly multi-faceted and thankfully moving away from the monastic stereotype of the sexless book-worm. Or perhaps not. The hilarious vignette entitled “Medieval Help Desk” found at both [www.youtube.com](http://www.youtube.com) and at [www.teachertube.com](http://www.teachertube.com), illustrates our roles: we put students and teachers at ease with new technologies that facilitate research; we are indispensable resources for both staff and students; and finally, like Virgil, we can be counted upon, like Dante, to lead the school community through the labyrinthine paradise (or inferno) of information. Monks’ robes or nuns’ habits are optional.

Along with our colleagues in the classroom, teacher-librarians hold the keys to help unlock the vaults of print and electronic information; however, it is the mandate of the latter to facilitate



the quest for information (as opposed to knowledge!) The plethora of data available to students has become, ironically, an obstacle to the acquisition of knowledge. Blogs, podcasts, and aggregators (sites that “curate” other websites and sources) multiply by the thousands on a daily basis, democratizing the access and dissemination of information but at the same time, obscuring the distinctions between fact and fiction. We can all “find” information: it is what we do with it that has now reached the tipping point.

In his recent essay, “Is Google Making Us Stupid?” (*The Atlantic*, July/August 2008), author Nicholas Carr posits that the ubiquitous search engine has indeed limited both our need, and indeed, our capacity to think deeply. We have become of a society of skimmers and scanners; this in turn, he asserts, has a physiological impact on the neuro-circuitry of our brains

By Susan Foster

# Google™ and Evil

that will eventually modify our cognitive behaviour. He observes, “Our ability to interpret text, to make the rich mental connections that form when we read deeply and without distraction, remains largely disengaged.... We can expect ... that the circuits woven by our use of the Net will be different from those woven by our reading of books and other printed works.” Scary stuff. And yet, the readiness with which our teaching colleagues encourage the use of general search engines is testament to this trend.

We are encouraging our students to become, in Carr’s words, “pancake people” for whom immediacy supersedes depth. Time-pressed society does not encourage or reward students to think deeply; a sign of this is the phenomenon of rubric evaluation where one “ticks” off achievement rather than assesses the merit of work. Critical and higher level thinking

“  
**The plethora of data available to students has become, ironically, an obstacle to the acquisition of knowledge.**

skills and Bloom’s Taxonomy continue to be the pedagogical backbone of teacher education and yet the influences of both are increasingly challenged. Expediency over effort seems to be the unspoken mantra, accompanied by the hand wringing over the increase of plagiarism and lack of academic integrity.

What to do? The answer is twofold. First, the assumption that the classroom teacher is adept at navigating the Internet and locating credible information must be confronted as unreliable. It is therefore the job of teacher-librarians to teach not only students, but also their teachers in order to increase overall web-literacy as well as to facilitate research. Second, teacher-librarians must continue to engage in active collaboration with the classroom teachers to produce assignments that are authentic, meaningful and feasible.

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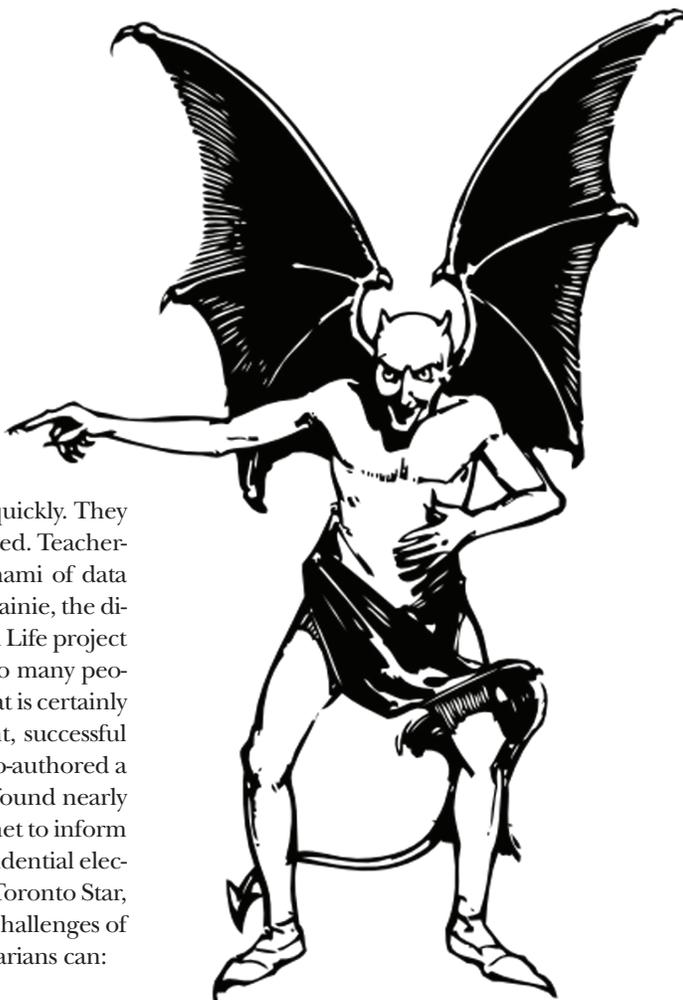
## THE ACTION PLAN

### Teacher librarians must:

- Show leadership by offering professional development to staff. Teachers are consistently pressed for time and appreciate any type of efficiency that can be brought to their practice, whether it be marking, classroom management, planning, or, in this case, access to information.
- Emphasize the need for access to credible, accurate information for all teachers and their students.
- Familiarize staff with electronic databases and catalogues accessible from school and home.
- Present an orientation outline at a department heads' meeting and clarify how the library can facilitate the delivery of program and meet the research needs of students.
- Offer a brief tutorial to subject departments at the end of their department meetings so that their particular needs can be addressed using examples that support curriculum, e.g. biomes, economic depression, global warming, literary criticism. One such on-line tutorial is found at <http://www.knowledgeontario.ca/TeachOntario/index.html>.
- Collaborate with teachers to produce activities and units of studies that will develop skills that not only locate information, but also develop the necessary thinking skills that will lead to synthesis and analysis of information.

By focusing on databases such as those made available to schools by Knowledge Ontario, teacher-librarians can produce evidence-based studies that demonstrate the effectiveness of these resources. Teachers will understand how digital libraries will enhance both the quality of student work and the efficiency of program delivery. Katrine Watkins and Kathleen Elder describe how their "Google Game" succeeds in streamlining Google searches for students with the use of connectors and limiters such as quotation marks, +/- signs, and site operators (*School Library Journal*, 01/01/2006). Applying these tools to advanced Boolean search strings will achieve similar results, without the questionable credibility factor inherent in Google searches.

## THE TOOLS



Teachers, like their students, want their information quickly. They want to know that their valuable time is not being wasted. Teacher-librarians must show them how to confront the tsunami of data that they and their students face on a daily basis. Lee Rainie, the director of the Pew Foundation's Internet and American Life project confirms that, "In the Internet environment, where so many people are creating their own content, navigating all of that is certainly a newly required literacy. In order to be a competent, successful citizen, you need a new set of tools." Rainie recently co-authored a study that underscores that belief. Her research that found nearly half (46 per cent, in fact) of Americans used the Internet to inform themselves and shape their opinions on the 2008 presidential election. In 2004, it was 31 per cent; in 2000, 16 per cent (Toronto Star, September 13, 2008). To help teachers deal with the challenges of the flood of information on the Internet, teacher-librarians can:

- Show them how Google hits compare to database hits with regard to a subject specific to their practice.
- Show them how to minimize the number of hits on a database search.
- Introduce them to citation helpers, both online and print so they are aware of new formats and they can reinforce the need for academic integrity with their students.
- Collaborate from start to finish. Teachers and teacher-librarians must not abandon each other after the starting gun has been fired; the teachers must inspire the students and reinforce research skills and the teacher-librarian must cheer them all through the home stretch, ready to offer a hand with planning, implementation and evaluation.

Web literacy is only one challenge among many facing educators today. Transformed by the Internet, the school library is no longer the cloistered repository of information. Like the character in the YouTube vignette, we are constantly bemused, frustrated and yet inspired by new technology and innovation. Not only must we be leaders and facilitators in the school community, we must model and apply these new skills as citizens of the twenty-first century. The seminal work loosely referred to in the title of this article alludes to the post-modern predicament in which we as educators find ourselves. If, as Sartre asserted, we must define them ourselves by our actions, it is incumbent upon society to rethink Google, and think. ■

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# How do we **read** in a Web

# How do we **teach** rea

In a breakout period during an online session of Exploration of Web 2.0 for Teaching and Learning, Jessica Levitt (Teacher-Librarian, K-12, Southpointe Academy, Delta, B.C.) and I (Leslie Holwerda, Teacher-Librarian, Loughheed Middle School, Brampton, Ontario) had an online discussion of topics related to our graduate studies course in the University of Alberta's Master of Education Teacher-Librarianship Distance Learning Program ([www.quasar.ualberta.ca/tl-dl/](http://www.quasar.ualberta.ca/tl-dl/)). New to the profession of Teacher-Librarianship, Jessica shared some of her thoughts about the concepts of reading for learning and reading for understanding with traditional and digital media.

## Personal Web 2.0 Reading

Online reading behaviour is similar to hard copy reading although readers do link from one page to another to locate more information about topics of interest. Occasionally this completely distracts the reader from finishing the text, but in the end, understanding is better and perhaps more complete. However, if the reading is more personal, some readers rely on the internal links rather than external search engines such as Google.

Readers will admit that when reading on a screen, if it is not for pleasure, as with a novel or other traditional text, they usually read non-linearly. With hyperlinks begging to be followed, this style of reading is generally quick, but still feels like learning.

Personal learning on the web can be facilitated using Diigo.

com, a downloadable social bookmarking tool, to keep track of text online. To remember details, the reader may highlight text, capture a part of the page or the whole page, and bookmark it using tags to ease locating the pertinent information later. Readers may copy and paste larger chunks to a Word document to use immediately and include the site address for citation. Additional benefits of this tool include the community of readers who are also saving, bookmarking, as well as tagging relevant text. As a member of a Diigo group, the reader receives emails daily with lists of bookmarked sites. Instant PD!

Reading for understanding can be much slower and more linear. To truly understand and synthesize what is read, one has to discipline one's eyes to ignore distractions. It is another entirely separate skill to slow down and make sense of what is being read, to process it, visualize it, question it, connect with it, and infer from it.

## Teaching Web 2.0 Reading

This is when we travel back in time to our Reading Additional Qualifications (AQ) course and to all the PD in reading strategies. Students need to be instructed that the way we read isn't just saying the words on the page, but also involves:

### 1. What we already know about the topic and text

Background knowledge comes into play with any reading or

# Web 2.0 world? Reading in a Web 2.0 world?

learning experience. Some online sources are not as rich as a published hard copy might be and, as a result, background knowledge is more important for readers to understand what has been written. They then must seek background information, using hyperlinks if available, in order to understand the content better.

Previewing the text for background knowledge continues to be important. Previewing is done by reading the title of the page (with a consideration of the website title as well), headings and subheadings, visuals, vocabulary, and the introductory paragraph. A conclusion might be more difficult to locate depending on the organization of the site. A preview of the “boxes” on the site might be necessary, as these may or may not be relevant to the understanding of the text itself, but this should be done to determine content. In addition, a preview of the way the site is organized helps locate and understand information.

The technical vocabulary is an important part of learning to read Web 2.0. Consider pre-teaching appropriate terminology: hyperlinks, posts, blog, wiki, comment, submit, tagging, drop-down menu, geo-tagging, homepage, download, RSS feeds, social networking, bookmarking and social bookmarking. Website evaluation for credibility and authenticity should be investigated before selection of online text for reading.

**2. Our senses are subtly drawn into the picture: the letters on the page; the sounds the letters make together; the way we speak English.**

Grapho-phonemic clues retain their importance, as do semantic clues because we are dealing with the same language base in both Web 2.0 and hard-copy text. Many sites link “specific” vocabulary through hyperlinks to definitions or previous posts to assist with contextual information and understanding. Online reference material may include an internal link to a web-based dictionary, for example, Britannica Online.

**3. Now to complete the picture: the brain pulls it all together.**

However, how do we put it all together? We ask questions, visualize, predict and confirm, infer, organize the information, make connections and figure out what we understand about the text (main idea). This is the same as hard-copy reading, but our options for delving into further understanding and answering the questions we generate include the consultation of many sources in a shorter period of time.

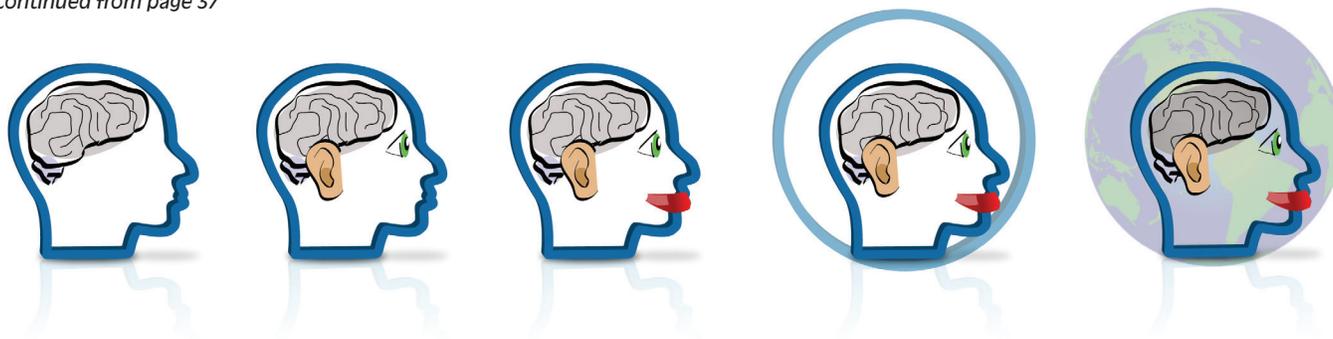
**AH HA Moment!**

**4. Now it’s time to change the circle around the brain to a globe: reading is moving beyond one brain within classroom walls out into the Web 2.0 world.**

In her online article *The Future of Reading and Writing is Collaborative* (Spotlight on Digital Media and Learning, 2010, supported by the MacArthur Foundation; see book reviews in this issue’s Professional Resources), Heather Chaplin explains that

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Graphic: Tim Boudreau

a reader “reads for a bit, goes to Google when he wants to learn more about a particular topic, chats online with his friend(s) who are reading the same book, and then goes back to reading.” We are still putting it together but hyperlinks, Google searches and sharing online, encourage the introduction of collaboration as a reading strategy.

Teacher-librarians have opportunities and an obligation to model Web 2.0 reading to our students. We introduce research skills and reading strategies in the library and it is natural to use both hard-copy text and online resources. Using the LCD projector and the Internet, we can model this kind of reading to both teachers and students.

By offering specific reading-related lessons, which meet curriculum expectations in the library, we create an opportunity to model Web 2.0 reading strategies. At Loughheed Middle School in Brampton where I teach, one Grade 6 Language Teaching Learning Critical Pathway (TLCP) is identifying the main idea. Students are introduced to the text by previewing the page. They use THIEVES to remind them to look at title, headings, introduction, everything in the boxes, visuals (captions) and vocabulary. This strategy plus lesson plans are found on the Read-WriteThink website ([www.readwritethink.org](http://www.readwritethink.org)), and promoted by The International Reading Association.

Finally, we summarize what we *think* we will be reading about. Our first selection is from Britannica Online and a “think aloud” includes previewing and telling the main idea. AdLit.org (Ado-

lescent Literacy: Resources for parents and educators of kids in Grades 4-12) provided information about the “paragraph shrinking” strategy (<http://www.adlit.org/strategies/23331/>), which has been adapted to meet the needs of my colleagues and students. An LCD projector, Britannica Online, and online stickies can be used to highlight words, collect notes, and write the main idea.

Introducing Diigo to Grade 9 classes involves being aware of the students’ desire to explore the Web 2.0 tool independently. Direct their online reading by pointing out key terms on the image projected from a laptop. Consider this as directed reading instruction for learning how to do something. A Grade 4 class, in contrast, already had a lesson on how to navigate through an online piece about habitats, and a subsequent follow-up lesson required the students to read carefully through the online text. They will read to understand the information they were reading. Each can be seen as a different type of screen reading instruction.

As with any Web 2.0 technology, teacher-librarians can introduce the benefits of such tools to other teachers, to individual students using the library facilities, to classes during library lessons, or via a school distribution list e-mail with links to professional blogs and websites.

We can all look forward to a time when Web 2.0 tools are accessible to every student and teacher in Ontario and are used effectively and intelligently to promote lifelong learning. ■



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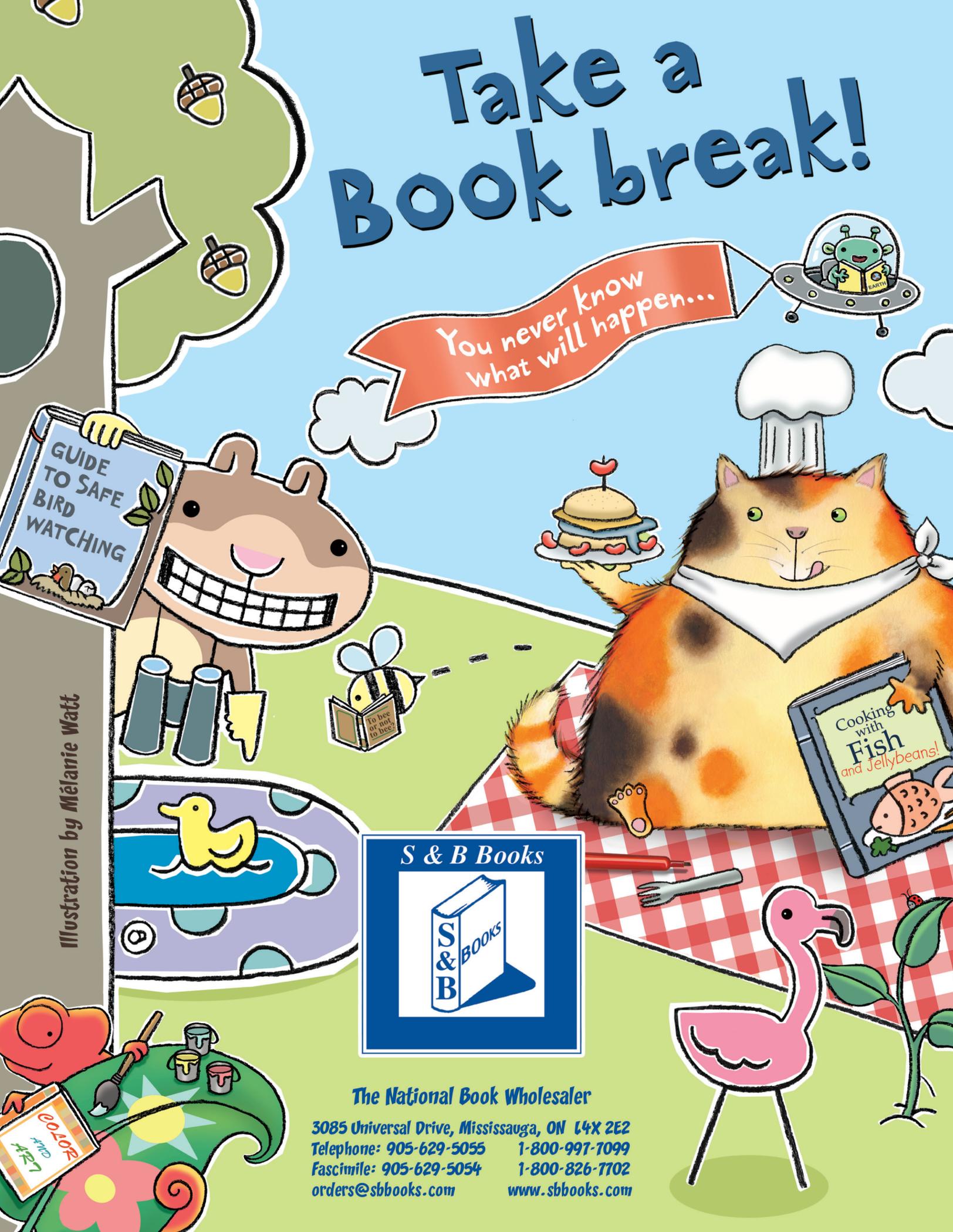
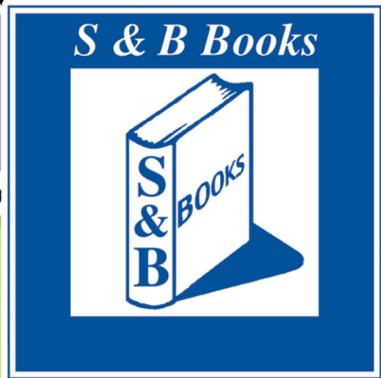


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