

May 2013

Volume 20, Issue 3

Teaching Librarian

The Magazine of the Ontario School Library Association
ISSN 1188679X



CREDIT @ your library

ReferencePoint Press eBook Collection

Grade 6 to Grade 12 Non-Fiction



Toll Free: 800 461-9120

Fax: 800 561-1763

info@saundersbook.ca

www.saundersbook.ca



A Division of Saunders Office and School Supplies Limited

Ordering Info:

Introductory pricing available on ReferencePoint eBooks until June 30th, 2013.

Regular Price: \$39.95 Intro Price: \$26.97

Additional discounts available for multiple school orders.

Features:

Simultaneous Multi-User Access

One Time Purchase

Flexible Setup: MARC Records or Your Own Web Site

Works with Most Devices

Free Trial Available www.saundersbook.ca



Tickets on sale now!

www.accessola.com/festivaloftrees

OLA Thanks



for their generous funding for the 2013 Festival of Trees™

THE Teaching Librarian

Volume 20, Issue 3

May 2013

ISSN 1188679X

TingL Fixtures

- 6** The Editor's Notebook
Diana Maliszewski
- 7** Letter to the Editor
Peggy Lunn
- 9** TingL Lingo
Carla Wintersgill
- 10** President's Report
Isabelle Hobbs
- 12** Book Buzz
Derrick Grose
- 16** Meet the Author:
Duncan Weller
Evelynne Bernstein
- 19** Professional Resources
Rob Baxter
- 22** Idea File
- 24** Connected Library
Julie Millan
- 27** Ask Rita
Rita Resourceful
- 28** Drawn to the Form
Gene Ambaum

TingL Features

- 32** Together for Learning Lives
Derrick Grose
- 34** Paving the Streets of Credibility
Natalie Edgar
- 36** Super Conference 2013 in Photos
Diana Maliszewski & Brian Pudden



credit @ your library

TingL Contributors

Volume 20, Issue 3



ERIN FITZGIBBON

is a teacher-librarian at R.H. Lagerquist Sr. Public School in the Peel District School Board



NATALIE EDGAR

is the teacher-librarian at Runnymede Collegiate Institute in the Toronto District School Board.



ROB BAXTER

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



DIANA MALISZEWSKI

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



DERRICK GROSE

is the teacher-librarian at Lisgar Collegiate Institute in the Ottawa-Carleton District School Board.



EVELYNNE BERNSTEIN

is the teacher-librarian at Lawrence Park Collegiate Institute in the Toronto District School Board.



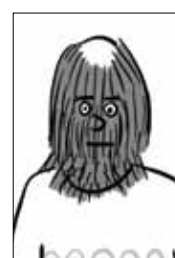
ISABELLE HOBBS

is the Library/Media Facilitator in the Durham District School Board and the 2013 Ontario School Library Association President.



BRIAN PUDDEN

is the multimedia and design coordinator Ontario Library Association.



GENE AMBAUM

is co-creator of Unshelved, a daily comic about a library and books. Gene has spoken at many library conferences about comics and library weirdness, written an all-ages graphic novel about a cat that won't use its litter box, and just published a zombie-filled parody, Fifty Shades of Brains (www.fiftyshadesofbrains.com).



JULIE MILLAN

is an instructional leader with the Toronto District School Board.



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 robwashago@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
Leslie Holwerda	Lougheed Middle School Peel DSB leslie.holwerda@peelsb.com
Julie Millan	Instructional Leader Toronto DSB julie.millan@tdsb.on.ca
Isabelle Hobbes	Library/Media Facilitator Durham DSB Hobbs_Isabelle@durham.edu.on.ca
Lisa Hascal	Westminster Public School York Region Lisa.Hascal@yrdsb.edu.on.ca

TingL guidelines

V. 21, issue 1	"Do We @ your library" Deadline: May 10, 2013
V. 21, issue 2	"Crime and Punishment @ your library" Deadline: September 22, 2013
V. 21, issue 3	"Wonder @ your library" Deadline: January 21, 2014

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.

TingL subscriptions

The Teaching Librarian is a benefit of OSLA membership. Non-members may subscribe for \$36.00 per year, plus HST.

To become a member or subscriber, contact:

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:

Photos by Erin FitzGibbon.

Models: Eboni, Kelen, Hailey, and Ryan

The Editor's Notebook



Diana Maliszewski

On January 24, 2013, several educators were invited to the Ontario College of Teachers headquarters in order to update and revise the Additional Qualification guidelines for the Librarianship series of courses. The guests (Julie Denvers, Sharon Mills, Lauren Flattery, Deb Kitchener, Judith Andersen, Elizabeth Gordon, Pat Whitehouse, Melissa Jensen and I) worked hard, with James Moloney as our chief facilitator. It was a productive day and James later told the group, via email, that “the College appreciates your dedication to this guideline and as someone remarked yesterday, I certainly have learned about the complexities of your role and the passion that you bring to your work.” (I think he was surprised to see how often people quoted, referred to, or held up *Together For Learning* during our day together.) I thank James and Kristine Egli for all their efforts. They deserve a lot of credit for their work behind the scenes.

Sometimes we forget to give credit where it is due, especially when the project is immense and multi-layered. The Ontario Library Association's annual Super Conference was a hit, as usual, and of particular significance to the school library community was the presentation of the OLA President's Award for Exceptional Achievement to the *Together For Learning* project. It would have been impossible to fit all the people that contributed to this endeavor on stage. We had nine representatives attend on behalf of the legions of participants: Peggy Thomas, Anita Brooks-Kirkland, Carol Koechlin,

Esther Rosenfeld, Larry Moore, Bobbie Henley, and me. At the risk of using up copious amounts of ink and paper, let me take this opportunity to credit a larger crowd of individuals that helped to form *Together For Learning*. I fear I will omit a name; if I have, please accept my apologies in advance — it's accidental.

Together For Learning writing project

Anita Brooks-Kirkland
Michael Budd
Timothy Gauntley
Cathy Gibson-Gates
Wayne Hamilton
Roberta Henley
Carol Koechlin
Diana Maliszewski
Larry Moore
Michelle Regina
Esther Rosenfeld
Michael Rosettis
Hetty Smeathers
Peggy Thomas
Lisa Weaver

Together for Learning Advisory Consultants

Roy Doiron
Ken Haycock
David Loertscher
Ross Todd
Debra Wallace
David Warlick

Together for Learning Website Content Lead Team

Anita Brooks-Kirkland
Carol Koechlin
Liz Kerr

Together for Learning Website Content Contributors

Isabelle Hobbs
Jeanne Conte
Elizabeth Gordon
Sharon Seslija
Diana Maliszewski
Heather Yearwood
Andrea Sykes
Barbara White
Cindy Matthews
Derrick Grose

This list does not include the many individuals toiling away in their individual school boards or school libraries (the wonderful team of TLs in the Dufferin-Peel Catholic District School Board come to mind) or the twelve teams that showcased their work on becoming a Learning Commons at the Super Saturday session at the OLA 2013 conference. It truly is a team effort – we should all be proud!

Our theme for this issue, credit, like many of our topics, can be interpreted in different ways. Our feature articles reflect this. I wish to commend the editorial board members of *The Teaching Librarian* for all of their hard work putting together the magazine. In Volume 20 Issue 3, we say farewell to Janine Schaub and welcome Lisa Hascal to the team. They are a credit to the profession and it is a privilege to work and have worked with them. May this issue be thought-provoking, entertaining and educational. Feel free to share it around – just remember whom to credit! ■

Letter to the Editor

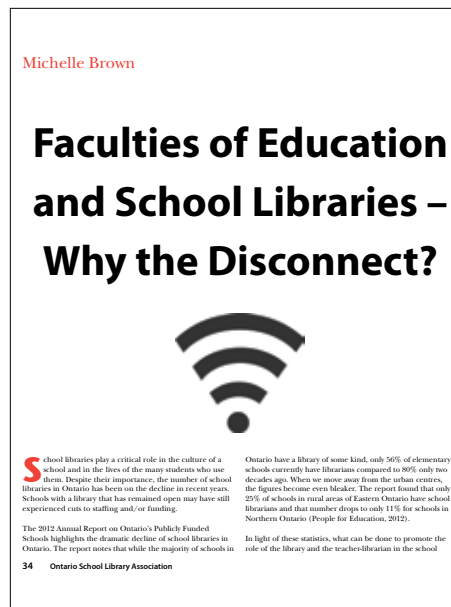
Peggy Lunn

DEAR EDITOR,

In January 2013's issue of *Teaching Librarian*, Michelle Brown discussed the disconnect between Faculty of Educations and School Libraries. I identify with her statements of concern and want to offer support to the notion of Education faculties becoming — and staying — more closely aligned with the work being done by the School Library community.

Here at the Queen's Education Library and Teacher Resource Centre, we are also working to close the gap. The academic librarians in the Education Library, Cory Laverty and Brenda Reed, amongst their many other roles and initiatives, work with Faculty to integrate the values of Information Literacy into the B. Ed. program, as well as highlighting the benefits of the Forest of Reading program for literacy and recreational reading.

In my role in the Teacher Resource Centre, a unit of the Queen's Education Library, I offer information sessions for Queen's Teacher Candidates that explains and advocates for Teacher Librarianship. I recently ran an active learning workshop at the Queen's Conference on education in January 2013, <http://www.queensconferenceoneducation.com> that specifically addressed the role and skill sets of contemporary Teacher Librarians, and how classroom teachers can partner with them.



Along with Michelle's references, I would like to offer further reading that does empirically examine the issue, as well as outline some of the ideas being put forth to address it in the post secondary setting. The recent article published by my Queen's Education Library colleagues Cory Laverty and Brenda Reed, in conjunction with Queen's Education Faculty member Elizabeth Lee, "Preservice Teachers' Knowledge of Information Literacy and their Perceptions of the School Library Program", in *Behavioural & Social Sciences Librarian*, 31:3-22, 2012.

Thank you Michelle for bringing forth an opportunity to further this discussion!

Peggy Lunn
B.Soc. Sc., B. Ed., MEd.
Queen's Library - Teacher Resource
Centre Librarian

How can we strengthen Ontario's school libraries?

Take action!

Ask your Member of Provincial Parliament to endorse designated library funding for every school in Ontario. Currently, funding for the school library program is at the discretion of each school and/or school board.

A library is much more than books in a room

A properly resourced school library program includes a teacher librarian with library qualifications, a library technician, and support staff. It also includes access to a robust digital media centre, e-resources, and a current print collection.

Did you know?

- * Only 56% of elementary schools have a teacher-librarian and most are allocated part-time?
- * Only 19% of elementary schools in Eastern Ontario and 10% of elementary schools in Northern Ontario have teacher-librarians, compared to 92% of elementary schools in the GTA.
- * Some schools do not have a library or a library program at all.
- * Students who are in schools without a staffed and properly resourced library program are not receiving the same education as students who have these advantages.
- * There has been a dramatic decline in the percentage of Ontario students who report that they "like to read." However, in schools with teacher-librarians, students were more likely to report that they enjoyed reading.

For more information, facts, and resources on this issue,
visit www.accessola.com

Carla Wintersgill

Financial Literacy: Understanding Credit

DEFINITION

“Being financially literate means having the skills and knowledge necessary to make sound financial decisions about spending, saving, investing, and managing money.”

– *Ontario School Library Association financial literacy website.*

Recent studies have indicated that financial literacy among Canadian youth is low. Students find themselves taking on an increased level of financial responsibility shortly after graduation without the tools or comprehension to make knowledgeable decisions. According to the Ontario Ministry of Education’s Report of the Working Group on Financial Literacy, only 38 percent of students said they felt prepared to manage their money after graduation.

Responding to the need for increased financial literacy, the Ministry of Education has moved to incorporate it into the Ontario curriculum. OSLA has developed a web hub for teacher-librarians to help students develop six lifelong financial skills:

- Be aware of ethical purchasing decisions
- Know how save and budget your money
- Know how to use a spreadsheet to

do a budget, calculate loan and credit card costs

- Be aware of the effects of advertising on your purchasing
- Know how to calculate simple and compound interest
- Making smart post secondary and career planning decisions

Resources:

Financial Literacy in the Ontario Curriculum

<http://www.edu.gov.on.ca/eng/surveliteracy.html>

Helping Students With Financial Literacy

<https://sites.google.com/a/oslacouncil.org/financial-literacy/home> ■



President's Report

I'm writing this, my first President's report, right after returning from the 'Ultimate' OLA Super Conference. Each year Super Conference provides me with a year's worth of ideas and inspiration. This year provided me with the opportunity to present the OSLA award for Special Achievement to one of my school library gurus – Anita Brooks Kirkland (<http://www.bythebrooks.ca>). Michael Stephens provided a vision of the Hyperlinked Library and Maker Spaces. However, the highlight of the conference, for me, was the launch of the Together For Learning (T4L) website (<http://www.togetherforlearning.ca>). The theme of this issue of Teaching Librarian is Credit @ Your Library, and credit must be given to the team that worked on the Together For Learning Project. Two teams actually deserve all the credit: the team that created the original document that was released at Super Conference 2010 and the team that worked on the T4L website, which was just launched at Super Conference 2013.

I had the opportunity to be in the audience when Ruth Hall and Peggy Thomas presented the document on Saturday, February 27, 2010. For many of us, the list of contributors to the document is a compilation of our own provincial gurus: Anita Brooks Kirkland, Michael Budd, Tim Gauntley, Cathi Gibson-Gates, Wayne Hamilton, Roberta Henley, Carol Koechlin, Diana Maliszewski, Larry Moore, Michelle Regina, Esther Rosenfeld, Michael Rosettis, Hetty Smeathers, Peggy Thomas and Lisa Weaver. The list of Advisory Consultants who met to guide the direction of the document reads like a world-wide Who's Who of educational superstars: Ray Doiron, Ken Haycock, David Loertscher, Ross Todd, Debra Wallace and David Warlick.

The document was and is visionary. My own Director of Education, Martyn Beckett (Durham District School Board), read it and said, "It is exactly on target with where we are going in education." Library consultants and Teacher-Librarians across the province began planning ways to implement the document and begin the transformation of our schools and libraries.

For the past 3 years, Ontario school libraries have been gradually moving towards the ideals and principles set out in the *Together For Learning* document. However, we have also heard from many individuals who have cried out for

additional guidance and/or resources to help them meet those goals.

The launch of the T4L website (<http://www.togetherforlearning.ca>) is OSLA's response. In the spring of 2012, Anita Brooks Kirkland presented a request for funding to OSLA-OLA, which was approved and used to develop the web presence of the *Together for Learning* document. For two days in July, members of OSLA Council and TALCO (The Association of Library Coordinators and Consultants of Ontario) met with Anita, Carol Koechlin and Liz Kerr at the OLA office in Toronto. Anita and Carol had already created the structure of the new website and placed the content of the document within it. With their guidance, the group began working on developing and sharing resources that could be added to it.

Fast forward to February 2, 2013: the website is officially launched at Super Conference with great fanfare! Streamers! Party hats! Noisemakers! Participants in the session were given an opportunity to explore the site and then visited 12 displays presented by exemplary practitioners from around the province. Each display offered a showcase for best practices of the various concepts in the *Together for Learning* document: virtual and/or physical spaces, learning partnerships, equitable access, reading engagement, technology in learning, discovery and guided inquiry, and more.

The website is now a fantastic resource, but we want it to keep growing. Please consider sharing your own resources. Just go to <http://www.togetherforlearning.ca> and click on the link to complete the form.

Work is currently being done with the College of Teachers to revise the Librarianship Additional Qualification course guidelines. Nine Teacher-Librarians had a meeting in late January at the College and formed a writing team. Their initial suggestions were sent to TALCO and OSLA Council for feedback and suggestions, which were then used to create a draft document. Another opportunity will be given for feedback when the draft version is placed on the OCT website. In December, 2012, the Canadian Library Association announced a project to develop new standards for school libraries in Canada. This will be a new document that will



Isabelle Hobbs

reflect current practice in school libraries, but also a vision for the next decade. Provincial associations will review content created by a small writing team. A meeting was held on Wednesday, January 30th at the OLA Super Conference to discuss OSLA's contribution to the document. The final version of the document will be in eBook format and will include:

- a vision that supports the learning outcomes of each province to prepare students to be global citizens and independent learners;
- collaboration, both within and beyond the school, with other libraries and organizations;
- staffing models;
- physical standards;
- virtual standards;
- collection standards, both print and digital.

As always, OSLA Council continues to work for you, providing you with resources to help you in your program and supporting initiatives that strengthen school libraries. We welcomed several new members to Council this year and had to have 2 elections! Welcome to Deb Kitchener (Vice-President, President Elect), Melissa Jensen (Mid-Central Region), Anna Szumilas (Metro Toronto), and Heather Yearwood (returning – Eastern Region). I was made to feel very welcome when I joined Council one year ago and I look forward to working with the team in the coming year. We have many exciting projects to continue (T4L), and many new initiatives to focus on. ■



Book Buzz

Giving Credit

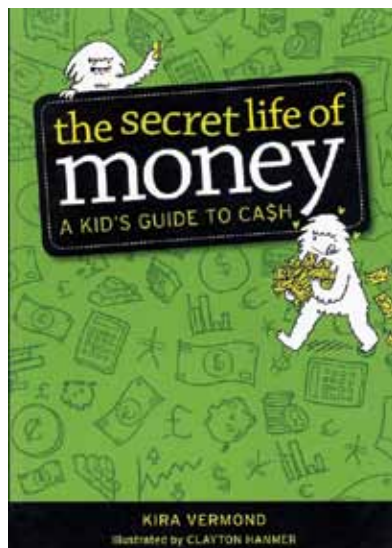
With the United States narrowly avoiding a tumble over the fiscal cliff and our schools feeling the effects of Ontario's budget deficit, the word "credit" has some negative connotations as the year 2013 begins. This column will explore the term "credit" through three different lenses. First, I will suggest one book that may help students to navigate the broader world of economics and finance, using the term "credit" to refer to "financial credit". Then, because the work of school library staff often includes persuading clients that there is a proper way to credit sources used in research, this column will suggest a few titles addressing the issue of plagiarism with both young and old students.

A third focus is inspired by a comment made by Thomas

King in *The Inconvenient Indian*. As he discusses the validity of Christopher Colombus being credited with the "discovery" of the Americas, he concludes,

If you're the cranky sort, you might argue that Columbus didn't discover anything, that he simply ran aground on an unexpected land mass, stumbled across a babel of nations. But he gets the credit. And why not? It is, after all, one of history's jobs to allocate credit.
(2)

To help history do its job, this column also suggests several titles concerned with giving credit to Canada's aboriginal peoples and other cultural groups who have contributed to our collective well-being, both social and economic. ■



The Secret Life of Money – A Kid's Guide to Cash

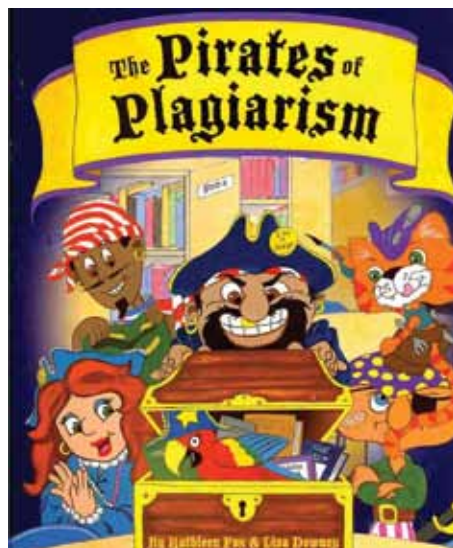
Kira Vermont

illustrations by Clayton Hanmer

Toronto: Owlkids, 2012

ISBN 9781926973180

A Red Maple nominee, *The Secret Life of Money* is an amazingly comprehensive introduction to personal financial management and economics, primarily for students in upper elementary grades. It uses easy to understand conversational language full of word play and humour to do much more than cover the basic elements of money management. It explains diverse topics including the basics of the stock market and historical examples of market failures from the collapse of the tulip market in 1637 to the U.S. housing bubble in 2008. Despite the focus on money, there is an emphasis on social as well as financial responsibility. The comprehensive and balanced approach makes for interesting reading for the target audience and for many older readers who may be trying to make sense of personal and global finance.



The Pirates of Plagiarism

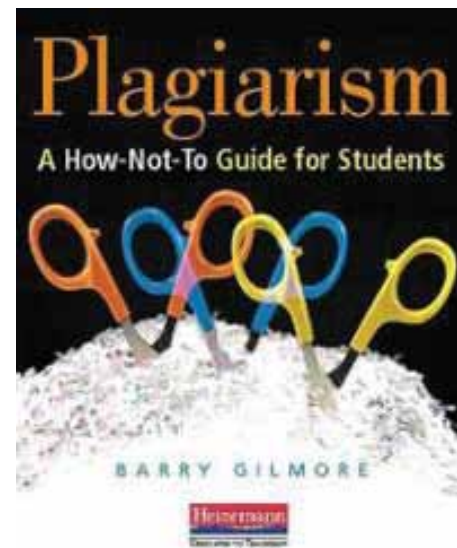
Lisa Downey and Kathleen Fox

with illustrations by Kathleen Fox

Madison, Wisconsin: Upstart Books, 2010.

ISBN 9781602130531

The Pirates of Plagiarism introduces the Librarian at Clearview Elementary School as the proverbial “damsel in distress”, as Captain Bumbo and his pirates attempt to steal a treasure from the chest in the library. A group of student-researchers arrive to save the day (and their school librarian) by utilizing good research skills and some original thinking. In showing that ethical practices are one of the keys to research victories, this colourful book provides an entertaining approach to building awareness of issues of academic integrity for junior elementary students.



Plagiarism: A How-Not-To Guide for Students

Barry Gilmore

Newmarket, Ontario: Heinemann

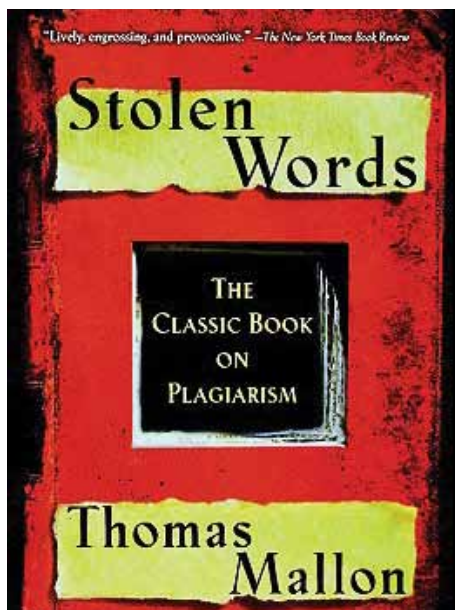
Educational Books, 2009

ISBN 9780325026435

Did you know that Helen Keller turned to autobiography after she was found to have plagiarized a work of fiction she had written at the age of twelve? Keller's experience is one of the case studies included in Barry Gilmore's student handbook for avoiding plagiarism. He invites students to think about issues surrounding plagiarism, rather than preaching or threatening. However, this is not primarily a philosophical work; Gilmore provides practical information such as a definition of “common knowledge” and explicit instructions for proper documentation. Intended for students in Grade Six and up, this book's reasoned and rational approach and sympathetic voice may help to keep students engaged with what could be a very dry topic.

continued on page 14

...continued from page 13



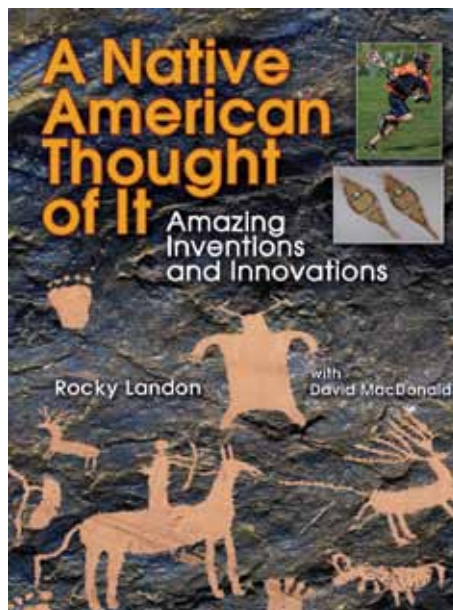
Stolen Words

Thomas Mallon

San Diego: Harcourt, 2001

ISBN 9780156011365

Originally published in 1989, this book, by Thomas Mallon, presents an engaging and scholarly examination of plagiarism. He examines the roots of the modern emphasis on the value of originality and examines cases of plagiarism in a variety of settings ranging from the literary circles in seventeenth century England to the publishing and entertainment industries and academia in the United States in the twentieth century. Although the case study of Anita Clay Cornfeld's suit against the producers of Falcon Crest for plagiarizing her novel Vintage is no longer current, the staunch defence of high standards for academic integrity in the digital age that appears in the afterword to the "new" edition still offers food for thought.



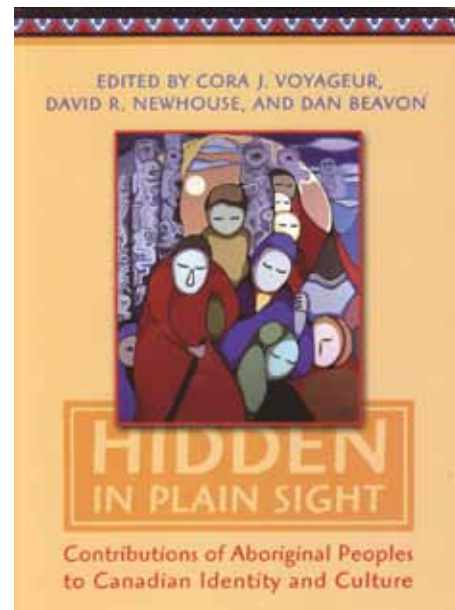
A Native American Thought of It: Amazing Inventions and Innovations

Rocky Landon with David MacDonald

Toronto: Annick Press, 2008

ISBN 9781554511556

Aimed at students in Grades 4-6, this profusely illustrated 48 page book gives North American First Nations credit for their ingenuity. It demonstrates how they took advantage of the resources that nature provided to adapt to their environment and build successful societies. Whether their communities were built around agriculture or hunting, tribes ranging from the Iroquois to the Sioux are credited with inventions ranging from corn, wild rice and maple syrup to more unexpected innovations such as sunscreen, surgical blades, diapers, asphalt, megaphones and hair conditioner. Many of their technical and social innovations continue to be used or, at least, to influence contemporary inventions and social practices.



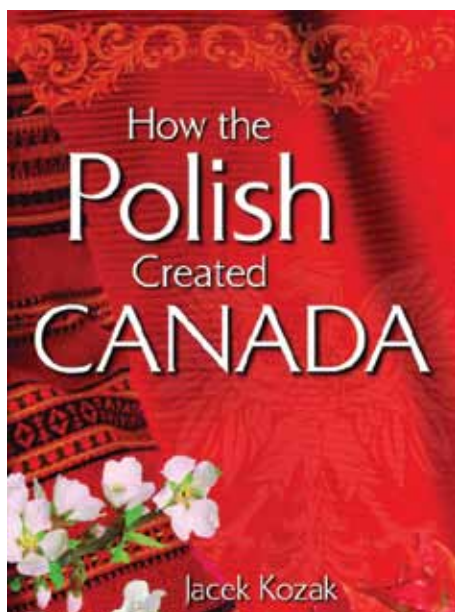
Hidden in Plain Sight: Contributions of Aboriginal Peoples to Canadian Identity and Culture

Edited by David R. Newhouse, Cora J. Voyageur and Dan Beavon

Toronto: University of Toronto Press, 2011

ISBN 9781442610125

This second volume of academic essays and biographical profiles endeavors to continue the work of the first volume (published in 2005) in correcting errors and omissions in the widely accepted versions of the story of Canada. It acknowledges the contributions that Aboriginal Peoples have made in shaping Canada by describing the lives and accomplishments of a variety of groups like the Arctic Rangers and Mohawk Ironworkers as well as prominent individuals ranging from musicians like Buffy Sainte-Marie and Robbie Robertson to entrepreneurs like Dave Tuccaro and politicians like Elijah Harper.

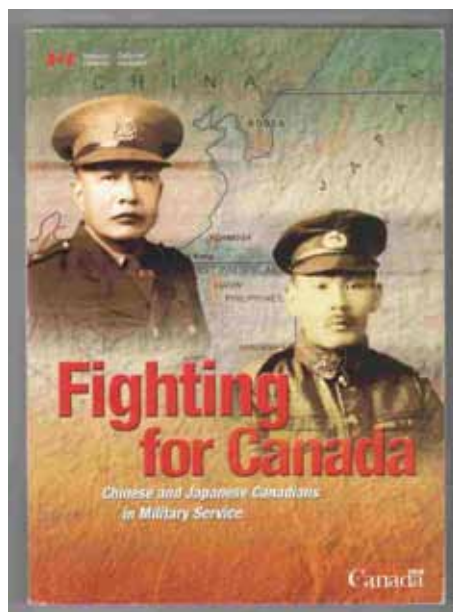


How the Polish Created Canada

Jacek Kozak

Edmonton: Lone Pine Publishing, 2011.
ISBN 9781896124568

Lone Pine Publishing and Dragon Books have produced a series of books crediting immigrant groups with their contributions to Canadian society. *How the Polish Created Canada* is one of the more recent titles in the series. It outlines the history of immigration from Poland with the arrival of Andrzej Wilk in New France in 1687 to the post-war immigration that brought notable figures including Jan Zurkowski, the test pilot who flew the Avro Arrow, and Peter Brzozowicz, the engineer who contributed to the design of the Toronto CN Tower. The other books in the series include *How the Chinese Created Canada*, *How the Blacks Created Canada*, *How the Italians Created Canada*, and *How the Scots Created Canada*.



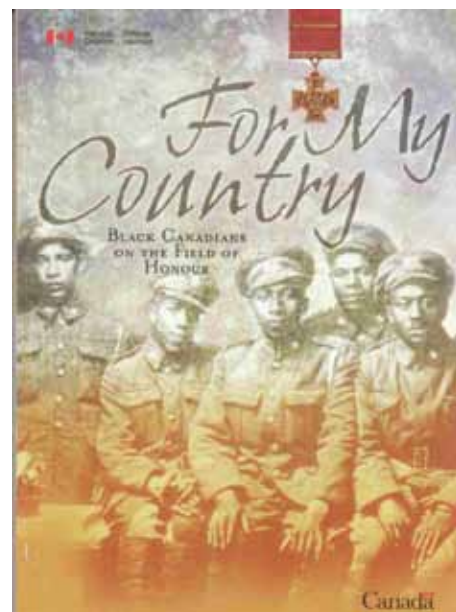
Fighting for Canada

Dennis McLaughlin and

Leslie McLaughlin

Ottawa: Minister of National Defense, 2003
ISBN 0662691318

Chinese and Japanese Canadians answered the call to service in both World Wars, despite the harsh discrimination they faced which manifested itself as head taxes and even internment for Japanese Canadians during World War II. This bilingual book provides detailed information on Chinese and Japanese service men and women ranging from Teikichi Shichi, the first Japanese Canadian to give his life in service on the Western Front in World War I, to Lieutenant Commander William K.L. Lore, the Chinese Canadian who was the first allied officer to go ashore for the liberation of Hong Kong. This highly illustrated, bilingual book outlines the historical context in which such contributions were made.



For My Country

Dennis McLaughlin and

Leslie McLaughlin

Ottawa: Minister of National Defense, 2004
ISBN 0662686136

A companion book to *Fighting for Canada*, written by the same authors, *For My Country*, recounts the contributions of Black Canadians to military history. It documents the life of William Hall, the first Nova Scotian to win the Victoria Cross. It also presents discriminatory attitudes and policies such as the segregation of Black soldiers in the No. 2 Construction Battalion in World War I and racial restrictions on enlistment in the R.C.A.F. during World War II. This comprehensive history ranges from the support of emancipated slaves for the British Crown during the American Revolution to the participation by Black Canadians in N.A.T.O. and peace-keeping operations in the post-unification age of the Canadian Forces.

Meet the Author

Evelynne Bernstein

Duncan Weller

Duncan Weller is an award-winning illustrator and author of several children's books, including *The Love Ant*, *Spacesnake* and *The Boy from the Sun*; he is winner of The Governor General's Award and the Ruth and Sylvia Schwartz Children's Picture Book Award. Weller's book *t* has just been published in Sweden and will be distributed across Scandinavia. He also writes adult short stories, non-fiction, and poetry.

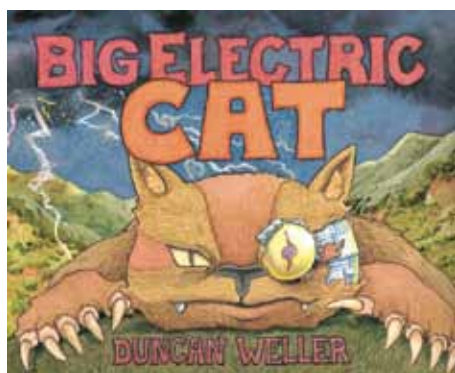


The author and a friend in Thunder Bay.

TingL: Can you describe the process of your story writing and illustrating – what comes first, the story or the illustration?
How do your children's story ideas take shape?

Inspiration for story ideas is such an incredible mix that it's hard to recall the sources and influences. Sometimes the book begins with a story idea that sits in my head for years, or gets fleshed out on paper immediately. I used to have a book of ideas but no longer use it because if an idea is good enough, it will stick in my head, and I will keep adding to it, fleshing it out as the years go by. I haven't counted how many ideas I have in my head, but I could easily use another lifetime to get them out. I don't understand writer's block at all. I have writer's "waterfall." Yet, stories also start with a visual impulse, an idea so beautifully visual that I make a story for it. And for some stories I couldn't tell you which came first. *The Boy from the Sun* came together with visuals and stories simultaneously as a result of a dream. *Night Wall* was a story long before I had images or a style.

Spacesnake began when I was staring at a blank page of a new sketchbook, nary an idea, but with a bug to draw. I was nineteen at the time and I asked myself what my inner five-year-old might like to draw. He jumped at the opportunity: "Asteroids!" he blurted. Soon the five-year-old said, "I'm bored". So I began drawing Asterians, the people who live in the asteroids. The 19-year-old wanted some cohesion, a focal point for the Asterians to focus upon, so the child blurted, "Draw a big mechanical space monster that looks like a snake!" When drawing the monster, the child said, "Make it funny". So I drew a small snake coming out of a hatch on his head. Bantering back and forth like this resulted in a complete illustration. I liked it enough that I worked out what came before and after, which took some time, again with some



child/adult bantering. Within a year I completed the illustrations, but fifteen years later, I redid the cover, inner jacket, and fixed up a few of the early pictures.

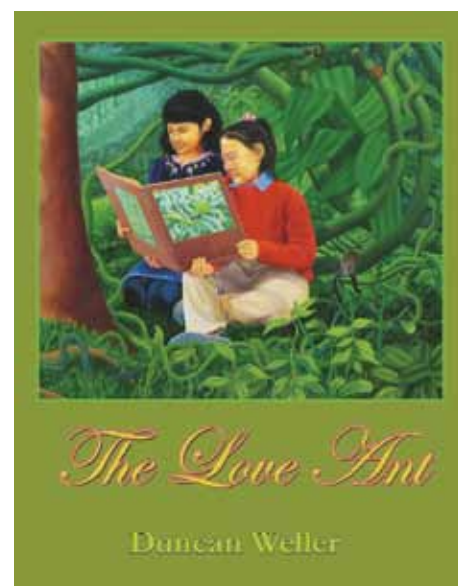
The Love Ant was a complete accident. I won a competition to paint a mural in the newly renovated children's book department of the Guildford Public Library in Surrey B.C. when I was living in North Vancouver. Next to the library the construction of a new sports complex was nearing completion. The librarians chose the theme of a jungle for the mural. Images of animals, plants, birds and insects came from books in the library. I was well into the painting of the mural when I thought it would be fun to paint a vine that stretched from one end of the mural to the other, to create a type of maze.

I wanted children to follow the vine, but they would need a reason to do so. I thought it would be good to have an



animal traveling on the vine for children to follow. It was immediately apparent that it couldn't be a large creature, because that would be a distracting element in the mural, wrecking the composition. I quickly thought of an ant. But an ant, repeated throughout the mural would be seen as a bunch of ants, not the same ant on a journey. It made sense that the ant either have some kind of clothes to give it some individuality, or to have it carrying something. Whatever that was, it couldn't be distracting. I figured an ant carrying a leaf would be good, and the leaf could be a letter in the shape of a leaf.

There had to be a reason for the ant to carry a letter. I imagined that the ant was delivering the letter for some other creature. I immediately thought of love birds. So I painted a love bird at either end. I came up with the surprise ending for the story while I was painting the female love bird. It also made sense for



the ant to encounter other creatures on its journey. I painted a few creatures so that children could imagine the ant having conversations.

I tried out variations of the story with inquisitive children who would often sit to watch me paint. The more I told the story, the more it coalesced into a meaningful work. By the time the opening celebrations came for the completion of the sports complex, I had a good handle on the story. I told the completed story to a number of groups of parents and children at the opening ceremonies of both the renovated children's book department and the completed sports complex. I was thrilled with the good reception that *The Love Ant* received - great guffaws of laughter and rounds of applause from both adults and children.

Ten years later, when living in Thunder
continued on page 18

...continued from page 17

Bay and shortly after winning the Governor General's Award, I was asked to visit the Guildford library to do a few readings. The librarians told me that children continued to tell the story to each other. *The Love Ant* had become an oral story, told by children, now for thirteen years.

The Boy from the Sun is such a beautiful book; congratulations on winning the Canada Council for the Arts Governor General's Literary Award. What was that experience like?

The experience of winning the award was wonderful. It was great to meet with members of the Canada Council and other talented writers. And meeting with Karen Kain, Michael Ondaatje, Governor General Michaëlle Jean, well-known politicians and others was great. It was also very nice to get the cash prize, the trips and a little attention, especially the attention in Thunder Bay.

Sadly however, amongst many writers and illustrators, winning the GG is known as the "kiss of death." I was warned beforehand by fellow writers, but didn't quite believe it. Very quickly after winning the award I discovered how it didn't garner much attention nationally. My book was barely reviewed. I wasn't interviewed at all except for a radio station in Thunder Bay that lasted about six or seven minutes. Sales of the book weren't great. I sold more books when Lakehead University used me as one of three alumni in a campaign to promote their new Orillia Campus. When I went to the American Libraries Association convention in Philadelphia, I witnessed the attention that the Caldecott and Newbery award winners received. It was a stark contrast. Winning a Caldecott can set a writer or an illustrator up for life. Very unlike winning a GG.

Also, other Canadian publishers had little interest in me after winning the GG. I had already heard or read about a number of Canadian children's book publishers who routinely rip off their writers and illustrators, like Key Porter Books and Lobster Press. But I was surprised by how little respect the GG had in the publishing community, especially for children's books. In fact, it seemed to work against me. I can't explain why, I can only say that it did. Winning the GG has helped for some, but it is usually the publisher that makes the effort, not the press or others.

However, in Thunder Bay, being the only person to win a GG in about fifty years in the area of Northwestern Ontario, has helped in the local arts community. Other writers and artists see that it is possible for them to be recognized for their work. People here tend to feel isolated and ignored, so many young people feel I've pulled off something very rare. It's also got me writing an arts column for the local paper. I'm using my column with a bit of a mission to try to encourage younger writers and artists. The column, Art on the Edge, is linked to my website.

You have had so many diverse projects on the go throughout the years — writing, illustrating, painting; being involved in theatre, film, animation, teaching and charitable causes, for example. What are you working on now, and what is next?

I play it by ear most days. I just got wind that I might get an offer to go to Kazakhstan to read and give lessons in new schools. Maybe I'd like to meet a nice woman and get married. I have put my social life aside too often. My books are my kids, in a sense. I would like to make a live action short film just to test my hand at film. However, this year I am printing three books. *The Love Ant* has just been printed. Next is *Big Electric Cat*, and then comes *The Ugg and the Drip*. I will have to work hard to promote these books as the printing and advertising costs could put me in debt for a while.

Thank you! I



Rob Baxter

Professional Resources

Wired for Story: the Writer's Guide to Using Brain Science to Hook Readers from the Very First Sentence

Lisa Cron, 2012

ISBN 978-60774-245-6

EISBN 978-1-60774-246-3

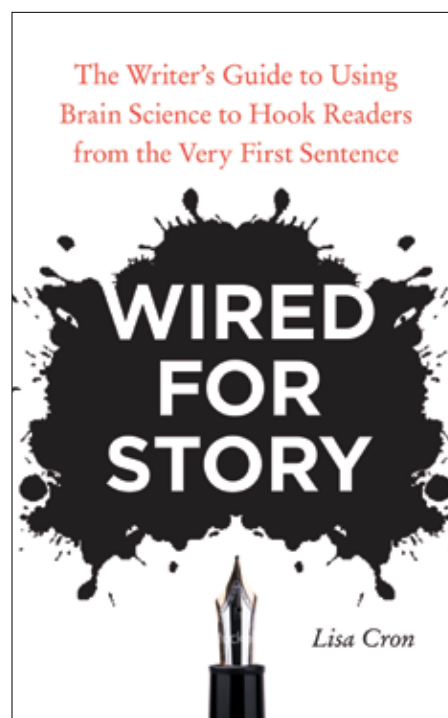
Essential for teacher-librarians, teachers of writing, Media Studies, Writer's Craft, teachers of teachers or facilitators in charge of running writers' clubs or competitions at both the elementary and secondary levels

Brain Science — to hook readers — imagine! Apparently it's true. Based on research in neuroscience done by, among others, Keith Oatley, Professor Emeritus, Cognitive Psychology, University of Toronto, and York University Psychologist Professor Raymond Mar, this writer's guide shows how readers experience vicariously the landscapes, feelings and situations of people in the real world by reading fiction. Now there's proof of what readers have known for quite some time: the pen is mightier than the sword — our behaviour can be changed, we can improve our social skills, empathize more closely with others, see the world in another way, and understand hidden motives, cause and effect, simply by reading novels.

So, how does this help writers? Glad you asked. In *Wired for Story*, Ms. Cron applies this research in a systematic way to show how authors can write a better story. Its twelve chapters cover topics such as "How to Hook the Reader"; "How to Zero in on Your Point"; "Digging Up Your Protagonist's Inner Issue"; "Cause and Effect";

"The Writer's Brain on Story," each of which contains a Cognitive Secret, plus a Story Secret — like, what's the difference between a flashback or a back-story or a subplot, anyway?

Teacher of a course called Your Perfect Pitch Package at the UCLA Extension Writers' Program, Lisa Cron has a background that includes a decade in publishing at W.W. Norton and John Muir Publications until she became supervising producer on Showtime and Court TV, story consultant for Warner Brothers, the William Morris Agency, and Village Roadshow. She is also an agent at the Angela Rinaldi Literary Agency. Check out the book's website: <http://wiredforstory.com>.



Net Smart: How To Thrive Online

Howard Rheingold, 2012

ISBN 978-0-262-01734-9

A must for primary and secondary teacher-librarians, teachers of English, Family Studies, Media and Information Literacy Studies; parents and their children

Often interviewed and referred to by Norah Young, host of CBC Radio's *Spark*, this cyberculture expert suggests ideas and skills necessary to navigate through today's internet labyrinth: "Find out how to flush cookies that Web sites plant on your computer. Understand the risks when you sign up for a new service, download an app, or accept an invitation to a Facebook game. Figure out where the privacy settings are in the social media you use. You'll still be surveilled. But at least you can be informed."

Or: "Apply crap detection when you encounter political assertions, including those you agree with, especially online." And "Crap detect thyself before broadcasting something as an assertion of fact."

When teaching digital citizenship to students, Rheingold recommends <http://commonsensemedia.org> for free curriculum, and paying attention before we join any on-line activity. Sounds a lot like critical thinking.

Included in just six chapters are: "Attention! Why and How To Control Your Mind's Most Powerful Instrument"; "Crap Detection 101: How to Find What You Need to Know, and How to Decide If It's True"; "Participation Power";

continued on page 20

...continued from page 19

“Social-Digital Know-How: The Arts and Sciences of Collective Intelligence”; “Social Has a Shape: Why Networks Matter”; “How (Using) the Web (Mindfully) Can Make You Smarter.”

Advocate of greater access to information with fewer restrictions on copyrighted items, Rheingold sees these as essential to promoting the advancement of knowledge and culture. “The conflict over who has the right to use digital media to create and disseminate intellectual property is a war over political control of the power to inform, persuade, educate, debate, and innovate.”

Educator, writer and thinker about social media, Howard Rheingold has also authored *Tools for Thought: The History and Future of Mind-Expanding Technology*; *The Virtual Community: Homesteading on the Electronic Frontier*; *Smart Mobs: The Next Social Revolution*, in addition to teaching an on-line multimedia mini-course on why the history of the public sphere matters in the Internet. Visit him at <http://rheingold.com>.

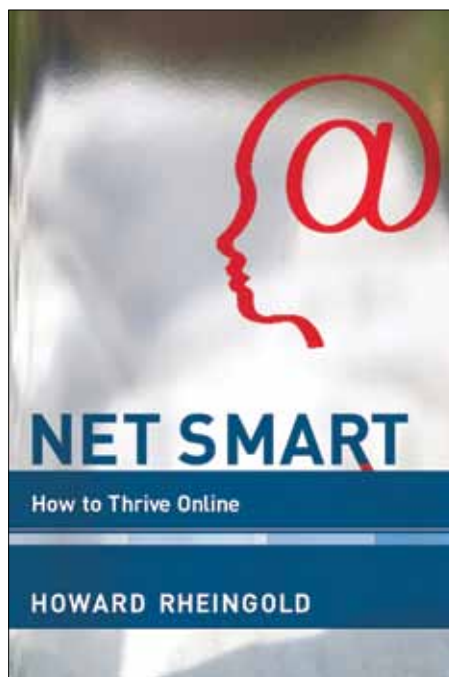
The Nature Principle: Reconnecting with Life in a Virtual Age

Richard Louv, 2012

ISBN 978-1-61620-141-8 (PB)

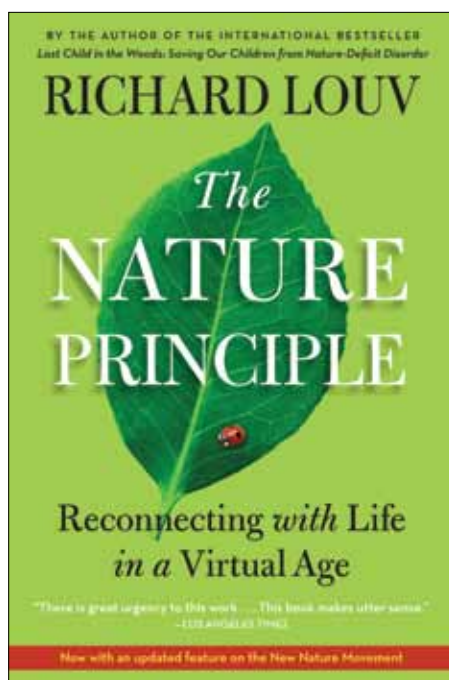
A must for teacher-librarians, teachers of science, geography, parents, students in both primary and secondary school

Divided into five parts, the book deals with the following topics: “Nature



Neurons: Intelligence, Creativity, and the Hybrid Mind”; “Vitamin N: Tapping the Power of the Natural World for Our Physical, Emotional, and Family Fitness”; “Near Is the New Far: Knowing Who You Are by Knowing Where You Are”; “Creating Everyday Eden: High-Tech/High-Nature Design Where We Live, Work, and Play”; “The High-Performance Human: Making a Living, a Life, and a Future.”

Louv is a great advocate for the environment and children, especially those who are now suffering from “nature deficit disorder,” as he describes it, or “this growing gap between children and nature.” He also wonders what our lives would be like if we spent as much time in nature as we do with technology.



Innovative ideas are already in place in countries like Norway, however, where students from cities, using curricula developed by farmers and teachers, are schooled part of the year in a rural setting, learning about science, nature and food production. This link between urban and rural might even help families keep their land and create new jobs.

But how does all this concern libraries, you’re asking? He cites the example of the Long Island library where 5,000 square feet of space have been set aside as an outdoor reading and play area. “Just think,” says Louv, “libraries can offer area maps, pamphlets on local nature, brochures for hiking and for family nature clubs, registries for community gardens, and even outdoor gear for checkout.”

For immediate access to Louv's ideas, try: www.richardlouv.com or www.natureprinciple.org.

Journalist and author of eight books dealing with family, nature and community connections, Richard Louv is cofounder and chairman emeritus of the Children and Nature Network (www.childrenandnature.org), and recipient of the Audubon Medal from the National Audubon Society, 2008.

Are We Getting Smarter? Rising IQ in the Twenty-First Century

James R. Flynn, 2012

ISBN 978-1-107-60917-4

For all teachers, teacher-librarians, administrators, parents, students at the elementary and secondary level

Parents and educators alike have been asking this question for a long time and, in keeping with his other books, Professor Flynn asks and answers his own question: he believes the world is getting smarter, in both the “developing” and “developed” worlds, all except for the Scandinavian countries where, surprisingly enough, they might have crested in around 1990 and then declined. A word of caution, however: this book is not for the faint-of-heart when it comes to statistics and their interpretation, but these tend to enhance the credibility of his findings and conclusions.

In addition to the world's rising IQ, Flynn also touches on topics such as economic growth, the death penalty,

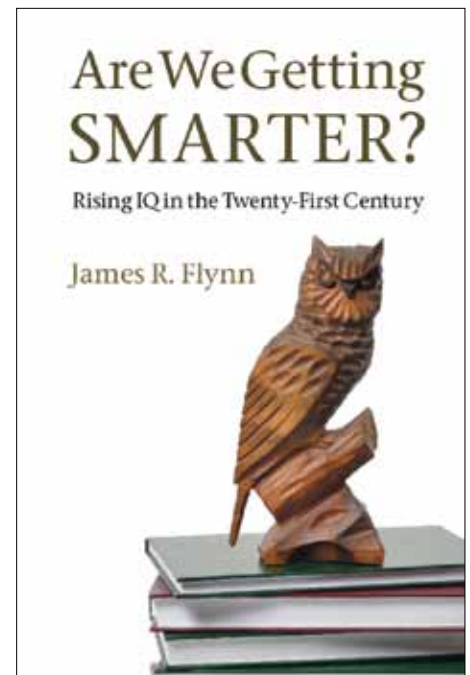
aging, and group differences. Research is extensive, drawing on intelligence data gathered from the Netherlands, Sudan, Great Britain, the U.S., Germany, South Korea, Argentina, Brazil, Estonia, Spain, India, Japan, Australia, Canada, New Zealand, and more.

Flynn believes less in factors such as nutrition or innate qualities of race for higher IQs (“...it [is] not higher IQ scores but sociology of the family that explains the remarkable academic achievements of Chinese-Americans. Their parents create children atypical of the larger society... who accept cognitive challenge and have a passion for educational excellence.”) He attributes rising IQs to better teaching methods (more emphasis on complex relationships, less on “socially valuable information”), jobs that require people to process information more quickly, the spread of a visual culture through the media and a more scientific way of seeing the world. “Whatever we are doing,” says Flynn, “we are making massive IQ gains from one generation to another.”

There is, however, a down-side. According to Professor Flynn, “...the brighter the person (at any age up to 65) the more sharp the downward curve in old age. Whether this is because of the physiology of the aging brain, or an environmental shift at retirement, or a combination of the two is unknown.”

Emeritus Professor at the University of Otago, New Zealand from 1967 to 1996, profiled in *Scientific American*, recipient of the Gold Medal for Distinguished

Career Research, Mr. Flynn is a political philosopher and author of 12 books, including *What Is Intelligence?* and *Where Have All the Liberals Gone?* ■



Idea File

Who would you give credit to for getting you involved with school librarianship? We knew that school library staff like to cite their sources and this column proved the point: many people wrote in to extol the individuals that deserve some extra credit for nudging their careers in the direction of the school library.

Credit to Silvia Peterson Education Officer Literacy/ Numeracy K to 6 who was my principal who trusted me to move into the library at Valley Farm and run with it.

Also, to my mom, CEO of Collingwood Public Library, for teaching me all Things Library!

Richard Reid

Teacher Librarian/Site Admin

Valley Farm Public School

Durham District School Board

Many of my colleagues and friends probably think I became a teacher-librarian to escape the Sunday ritual of marking English papers. However, they would be wrong. (Not that I miss it.) My journey actually began when I was in elementary school back in the 1970s. (Yah, I'm old.) I don't even know if she was a "teacher-librarian" by our current definition, but she perfectly epitomized the role. Not only did this lady inspire and encourage us to read, she made sure that the school library carried a wide array of books to meet the needs of everyone. I clearly remember her chasing me down the hall, carrying a book that she was sure I would enjoy. When significant events such as a space launch, visit to Canada by royalty, etc. took place, I remember her planning with my teacher and making the event relevant to us and fun. I wish I knew her name but it has long since escaped me. Hopefully, I can inspire and encourage reading in the students at my school and I am so honoured and proud to work collaboratively with my colleagues to create units and assignments that, we hope, are relevant and enjoyable for our students.

Elizabeth Iori

Teacher Librarian

Frontenac Secondary School

Kingston, ON

I would have to give credit to my son. If it wasn't for him I would never have volunteered in his kindergarten class in 1998, which led to being approached to voluntarily convert the card-and-pocket library to digital, and consequently to

being at the right place at the right time when the school board began hiring Library Technicians. Now, almost ten years later, our classification has had a name change to Learning Commons Informationist, and I am venturing into the world of technology, the Internet, Virtual Learning Commons, and 21st Century Learning.

Sheila Cornelisse

Learning Commons Informationist

North Grenville District High School (Monday, Wednesday, Friday)

Merrickville Public School (Tuesday)

Oxford-on-Rideau Public School (Thursday)

UCDSB Virtual Learning Commons

The answer to this one is easy for me. Sharron Holesh is a retired Teacher-Librarian who worked at Milne Valley Middle School in the TDSB. When I arrived at that school as a Grade 6 IT teacher, I was given a desk in her library office from which to co-ordinate the IT program within the school. There were books everywhere, and as a life-long reader, I was instantly distracted. The hardest time for me to concentrate on what I was supposed to be doing was after she had gone shopping, and new books were on the carts waiting to be catalogued. Sharron was very gracious and never stopped me from reading the books, and she was very open about the work she did in the Library. I was hooked.

Soon after I signed up for my first Teacher-Librarian AQ course, within two years, I was fortunate enough to get a position as a Teacher-Librarian in a TDSB school. That was 11 years ago.

I thank Sharron for introducing me to the world of the school Library, and I know that this is indeed my niche within the school.

Randy Gould

Toronto District School Board

Hi Diana,

In answer to your question about the people to credit for my interest in school librarianship, it really goes back to my

parents and the stress and modelling they put on reading and books, and then Carol Koechlin and her team in TDSB years ago for instilling in me the drive to continue in this direction, plus realizing the importance of our jobs as Teacher-Librarians.

Susanne (Sue) Amedeo OCT
Teacher-Librarian, SERT, Prep.
Student & Community Engagement Lead Teacher
Kleinburg Public School
York Region District School Board

I got started in school librarianship because of Chris Fox, a Teacher-Librarian at St. Thomas More Catholic Secondary School in Hamilton. Chris was the Principal when I started working at my present school, St. Jean de Brebeuf Catholic Secondary School, twenty years ago - but he was more than that: he was the Teacher-Librarian when I was in high school and I was in his Library Club. He introduced me to school librarianship then and because of something he said to me 40 years ago, I am a Teacher-Librarian today. Chris said “Yes” when I asked if I could work in his Library. That word is very powerful and got me started on a future career as a Teacher-Librarian I did not yet see. So now I tell teachers at my school and my peer Teacher-Librarians in HWCDSB to say “Yes” to people too. Say “Yes” to students with questions, say “Yes” to staff with new ideas, and “Yes” to the new opportunities of technology and resources. My mentor Chris Fox said “Yes” to me at St. Thomas More Catholic Secondary School in 1972, and that is why I am a Teacher-Librarian today.

Bernard Dowling
Teacher-Librarian
HWDSB

My teaching background is high school Science, specifically Biology and Chemistry, an uncommon background for a Teacher-Librarian, but when I was starting out and struggling with those general level Science course students (way back when), the school librarian, Julie Ough, was a tremendous help in saving my sanity. She and I would work together to build hands-on assignments for my students that would keep them active and involved, “on topic” for the whole 75-minute period. She was a fantastic resource and even willing to mark the assignments, which was a big plus for a new teacher. She inspired me to look for other resources and other ways of

doing things to keep those sometime hard-to-reach, keep-interested students on task.

She was my “best buddy” when I was finding my feet in a new career, at a small school where I was the Science go-to person. As I continued in my career, I soon found out that Julie was a rarity and I hoped that some day I could maybe “pay forward” what was done for me in my early years. When the opportunity for a Teacher-Librarian position came open at my present school, I had already taken Librarianship Part 1, to be ready for a new direction in my career. I jumped at the chance to become a “Julie” for someone at my present school.

I think I’ve become that “resource” for many teachers through my research development worksheets covering all subjects, my APA and Plagiarism workshops, my involvement in Web 2.0, as well as keeping teachers up-to-date with what is available on-line and in the Learning Commons at my school. And of course, in helping those students who need that extra hand or just a smile to get the day started (or finished) in a positive way.

Marian Filo-Carroll
Teacher-Librarian-Swim Coach
St. Joan of Arc Catholic High School
Barrie, ON

As a first year French Immersion teacher in 1987-88, I was very fortunate to work in a school in York Region that was implementing the new Ontario Ministry Document “Partners in Action.” Our newly hired Teacher-Librarian was Josie Caliendo, who still currently works for the TDSB; she was a fantastic partner who met with me regularly after school to go over units of study, and to suggest lessons and resources for me to use. Most importantly, we did research assignments in the library every few weeks, so that my Grade 3 students always had opportunities to work with two teachers in the library to teach them how to look for information, use the Table of Contents/Indexes/etc. and correct their work. I was inspired to get my TL qualifications, and several years later, was hired to work in the School Library... a job I have loved ever since!

Gianna Mazzolin Dassios
Teacher-Librarian, ICT, RCA
Toronto District School Board

Credit where it's due

On November 7, 2012 the Copyright Modernization Act became law. Providing a clearer legal framework for copyright in Canada, this law takes into consideration the digital age in which we live and also expands educators' and students' use of copyright materials under the term "fair dealing." The following sites will help teacher-librarians begin to understand the recent changes to Canadian copyright law as it relates to education and provide them with the opportunity to share this information with students, teachers and administrators to ensure everyone is "giving credit where credit is due."

CANADIAN COPYRIGHT LAW

Government of Canada: Balanced Copyright

<http://balancedcopyright.gc.ca/eic/site/crp-prda.nsf/eng/home>

This site describes what the Copyright Modernization Act means and summarizes the impact it has on teachers, students and libraries. This site includes a frequently asked questions section as well as fact sheets on a variety of topics including "What the Copyright Modernization Act Means for Teachers and Students", and "What the Copyright Modernization Act Says About Digital Locks."



Fair Dealing

In order to understand Canada's copyright laws, it's also important to understand what is meant by Fair Dealings - and how it is different from Fair Use in the United States. Fair Dealings determines what is exempt from Copyright laws and has been broadened to include education in this updated law. For more information visit:

Copyright Modernization Act, Fair Dealing, Education, and the Supreme Court of Canada

<http://foglerrubinoff.com/IP-Current-Newsletters/The-Copyright-Modernization-Act.html>

CMCE: Fair Dealing Guidelines

<http://www.cmec.ca/397/Programs-and-Initiatives/Copyright/Fair-Dealing-Guidelines/index.html>

Council of Ministers of Education: Copyright Matters!

<http://www.cmec.ca/140/Programs-and-Initiatives/Copyright/Copyright-Matters-/index.html>

You can find an updated publication of *Copyright Matters!* available to download from this site. This guideline is a great starting point for teachers, students, parents and administrators in understanding their rights and obligations around using and selecting copyright materials in an educational setting. The guide is easy to read, user-friendly and will address teachers' questions on topics such as music performances, showing audiovisual work in class, and copying from the internet. Print copies can also be ordered through the site.

Waterloo Region District School Board Library Learning Commons: Copyright Explained!

<http://library.wrdsb.ca/research/digital-citizenship/copyright-explained/>

This site gives an excellent overview of what copyright is and why it exists. Written in student-friendly language, the site also shares the importance of attribution, explains different types of copyright, and fair dealing in education.

Your Digital Presence: Copyright & Teaching the Basics

<http://www.2learn.ca/ydp/copyrightabout.aspx>

The 2Learn.ca Education Society of Alberta has summarized nine key copyright questions including a short description of fair dealing. This site also includes links to a variety of resources including universities, government agencies, and blogs.



Can I Show YouTube Videos in My Class?

<http://www.youtube.com/watch?v=4RsrBqII4dY>

Produced by librarians at Seneca College in response to the updated legislation, this short video gives teachers a brief and helpful overview of what they can show from YouTube in their classes.



ACADEMIC HONESTY & PLAGIARISM

Waterloo Region District School Board Library Learning Commons: Academic Honesty/Plagiarism

<http://library.wrdsb.ca/research/academic-honesty-plagiarism/>

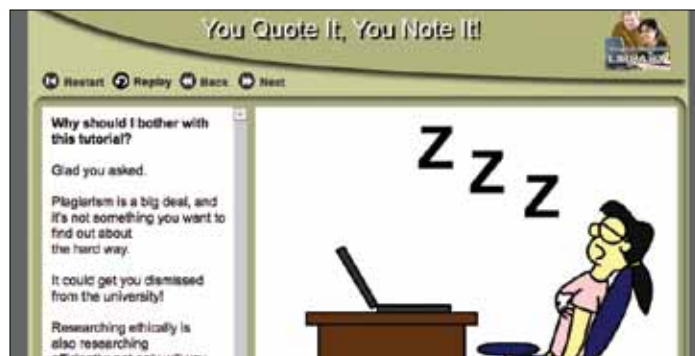
Written for students, this site describes what plagiarism is and how to avoid it. There are sections on citing sources, tips on paraphrasing and using quotations, and a wealth of information and resources on note-taking. With video tutorials, templates, and other visual aids, this is a valuable site for teacher-librarians and students to visit.



You Quote it, You Note it!

<http://library.acadiau.ca/tutorials/plagiarism/>

Published by Vaughan Memorial Library, Acadia University, this interactive tutorial offers students a few research tips while they learn about avoiding plagiarism and researching ethically and effectively.



continued on page 24

...continued from page 23

ATTRIBUTION

**Waterloo Region District School Board
Library Learning Commons: What Must
I Cite?**

[http://library.wrdsb.ca/research/
academic-honesty-plagiarism/what-must-
i-cite/](http://library.wrdsb.ca/research/academic-honesty-plagiarism/what-must-i-cite/)

This site describes what is included in a citation, how to keep track of sources, and when you need to cite a source. Follow the Style Guides link on this page, to find information on informal citation. Examples for giving image credits in a presentation, or citing on a blog post or in a video presentation are shared.

Creative Commons Licensing

<http://creativecommons.org/about>

Creative Commons licensing works alongside copyright offering a wide variety of licenses to copyright owners. They can determine how their work should be used and shared, and what the attribution requirements will be. Teaching and modeling Creative Commons Licensing with students may be a beneficial method of introducing the importance of attribution, especially as it relates to their own copyrighted materials.

Special thanks to Anita Brooks Kirkland, Consultant, K-12 Libraries in the Waterloo District School Board and Ontario Library Association Vice-President for sharing her knowledge of this topic with me and for providing several sites included in this article. ■



YouAreSpecial.com
Dual Language and Multicultural Bookstore

“Helping children to learn languages and cultures.”

- Specialize in dual language and multicultural books
- Over 60 languages and 50 cultures
- Award-winning titles
- Multilingual Audio CDs
- Interactive Literacy CDs
- Multilingual Posters

www.YouAreSpecial.com
Aurora, Ontario
Tel: 905.713.0018 • 888.713.0018
Fax: 905.713.0038
sales@YouAreSpecial.com

School libraries matter!

**TELL YOUR STORY ABOUT WHY
SCHOOL LIBRARIES MATTER AND YOU COULD
WIN GREAT PRIZES FOR YOUR SCHOOL**

**Enter the School Libraries
Matter Video Contest today!**

New deadline: May 29, 2013

**Details online
<http://bit.ly/oslvideo>**

Ask Rita Resourceful

Dear Rita,

I have been watching all sorts of book trailers on the Slimekids site and I'm wondering about creating some of my own for the books we have in our library. If I can do it, I might have my Book Club readers create book trailers as well. My question is: How do I give credit for the sound effects, music and images in the book trailer?

Sana Citation

Dear Sana,

It's wonderful that you want to teach your students how to use online sources ethically. It is best to select images, music and sound effects from public domain sites. You can easily create a pathfinder (a page of selected links using a web 2.0 tool (sqworl, LiveBinder or one of your choice) for your readers to access the same sites you use. Since image citations can't usually be inserted below the image in the presentation of book trailers, the last slide or the credit slide should include a page with each and every image, music bite and sound effect attribution, and at least include the URL. If you need to use an official format, your citation should include: Creator, Date, Title, and Publication data/URL.

P.S. Try creating QR codes (a barcode-like image linking to your book trailers online) and print and attach the QR code to the books themselves. Students can use their devices to access the book trailer.

Dear Rita,

I work in a K-8 school and I am trying to begin a new inquiry-based program with

the Primary grades in my library. Is it possible to expect very young students to create bibliographies and citations?

Sincerely, K8

Dear K8,

Students will always understand the idea of thanking someone for letting them use something. Have the younger children make a "thank you" list at the end of their project for the books, images and websites they used.

Dear Rita,

I'm struggling to keep my shelves full and every year my collection dwindles due to loss and damage. We don't charge fines but sometimes we are able to collect a partial replacement fee for lost books. It's not enough. What can I do?

Signed, M.T. Shelves

Dear M.T.,

I know what you are saying M.T. Keep track of your expenditures for the year and either inventory or estimate the number of lost books. Then next year when you submit your budget for approval multiply the number of lost books times \$20. This will represent the amount needed to replace lost and damaged books. It is always a good idea to keep the administration up to date on the lost and damaged resources if you intend to ask for that in your budget. ■



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

Drawn to the Form

Gene Ambaum

Don't Be Cruel



Gene and his daughter reading comics together.

I LOVE BOOKS.

I remember reading Lloyd Alexander's *The Prydain Chronicles* in a few days in the third grade, and after that there was no stopping me. Public and school librarians, along with my wonderfully inattentive parents (both proud non-readers) let me read whatever I asked for. I grew up haunting bookstores. I think I've given away or traded in more books than most people will ever own, in order to make room for more books.

I LOVE COMICS.

I used to ride my bike to the corner store and the comic store every week to get the newest. These days, my physical conditioning isn't what it once was, but I'm much more relaxed now that I have the reasonable expectation that my favorite monthly comic books will be collected and sold as books. And there's so many original graphic novels published, too, that this feels like heaven to me.

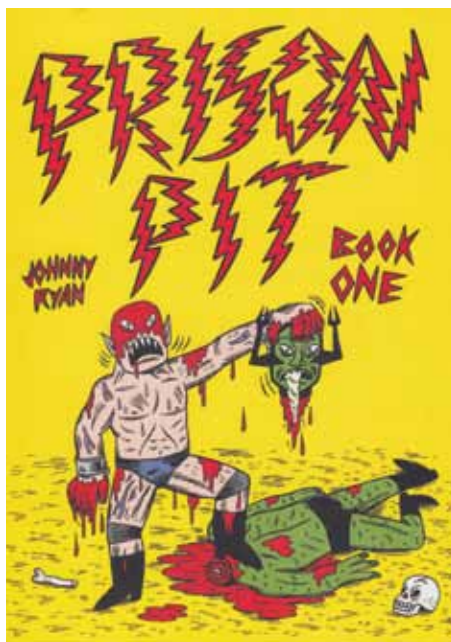
I majored in English. Please geek out with me about Robert Herrick sometime, or maybe we can diagram a sentence together. I read superhero comics and I can nerd out about costume changes and complain with other obsessed fans about different Marvel and DC universes. I also read literary, arty comics that no one else I know would ever open. I'm a librarian who loves to connect young people with comics, though I spend most of my professional time writing comics and book reviews these days.

I frequently take my ten-year-old daughter to one of our local comic stores to let her buy books that are important to her. (There are three in walking distance of my house; go figure.) We read them to each other when I can get her to wait for me.

(Our current favorites are Marvel's *Oz* adaptations and any of Adventure Time-related books by KaBoom!) She loves book books, too. Bill Barnes and I pay her (and Bill's kids) to review them for our website, the part-time job I dreamed about as a kid. Publishers even give her books for free. She has no idea how good she has it.

Last year, at the beginning of the year, my wife and I went to meet our daughter's new English teacher. I couldn't tell you what else she talked about because at one point, while responding to a question from the parent of a reluctant reader, she said something like, "Comics are candy. They're for dessert. I'm going to require your kids to read real books." Cue scattered applause from a few tiger moms. My wife gave me a worried glance. My daughter's teacher clearly favored her own biases over all of the research about comics and reading that I've ever seen. She was either ignorant or uninformed. She became, at that moment, the bogeyman I've always feared, a person in authority out to derail my daughter's love of reading. My stomach started to eat itself.

But I talked to her after everyone else left the room, after I was sure I wasn't going to scream. She seemed reasonable. She listened to my concerns and my points about why I thought comics are great, especially for some kids (but not for every kid), and about my professional experience in a library. Her smile was genuine. Then



she realized who my daughter was. "Oh, your daughter doesn't have any problems with reading. She can read anything she wants, no problem."

Long story short, my kid never noticed her teacher's attitude. She seemed mystified by some of my detailed questions about her English assignments last year. She still reads voraciously. But I doubt that anyone discovered a new love for reading that year.

You're probably expecting a nice list of books you could use in your school classroom, or a list of pedagogical arguments for their inclusion in your lesson plans or school libraries. But my blood is boiling just thinking about this lady again. And I figure that what I just described is what everyone gives you in this column, so why not give you the opposite.

My wife sometimes needs a cleansing cry. When I'm mad, I need to laugh. But because I'm mad, the humor has to be a bit cruel, and it helps if it's crude. Here are the comics and graphic novels I reached for today:

Prison Pit by Johnny Ryan (Fantagraphics) reminds me that life could be much, much worse, and that violence always leads to cannibalism. These black and white graphic novels (four so far) start with a chained, muscular man being dropped into a prison planet. He rips the arm off another prisoner, splits his head open, and then eats some of his gooey insides before wandering off in search of

continued on page 30

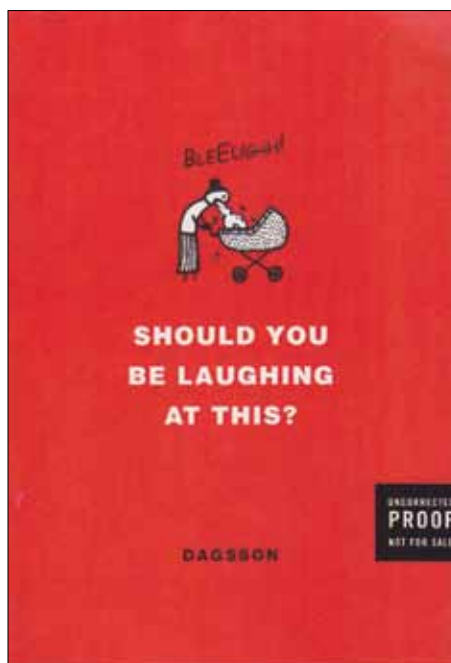
...continued from page 29

more deranged violence. It's so over-the-top and gory it makes me laugh. If this book was in colour, I probably wouldn't be able to stand it, but the copious amounts of black blood everywhere somehow make it tolerable and fun. It's like looking into the mind of a deranged eighth grade boy. (I'm thinking of the one in the back who I remember; during class visits when I talked about books he would look at me with death and dismemberment in his eyes.)

I hear it's tough for you to get books from this Seattle-based publisher in Canada; customs always flags them. (Can't imagine why.) But I also know that there are copies that have made their way north in the trunks of cars, beneath spare tires.

Should You Be Laughing At This?, by Huguéikur Dagsson (HarperCollins), is full of single-panel comics by Iceland's most famous cartoonist. They're full of violence, perversion, cursing, and poop. There are a few angels, too, but I hesitate to mention that in case you like angels. The cover provides a clear warning about its contents by featuring a woman vomiting into a baby carriage. Dagsson's drawings are barely more than stick figures, though they're brilliantly simple and instantly identifiable. I know it sounds vile, but it's one of the most horrifically funny books ever. No one I've ever shown it to has been able to keep from giggling.

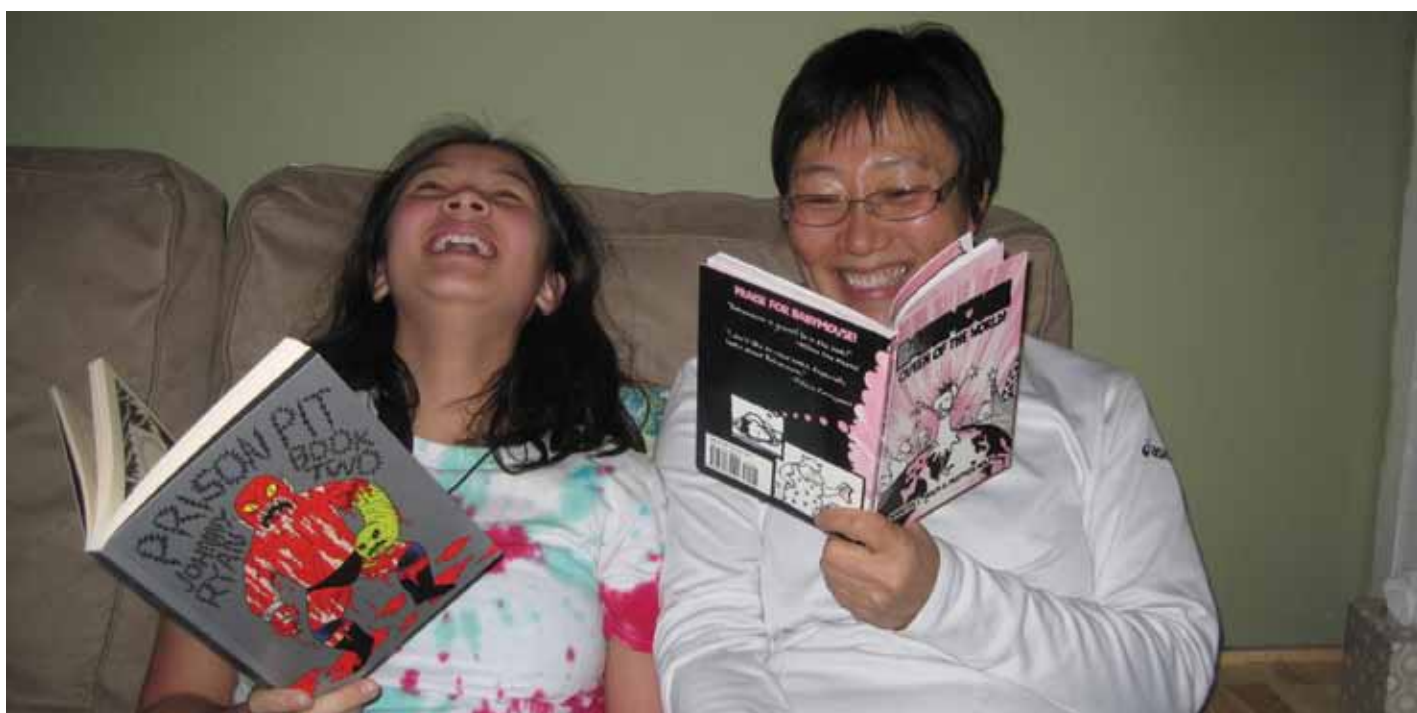
Barrel of Monkeys by Florent Ruppert and Jérôme Mulot (Rebus Books) was originally published in France in 2006. I'm telling you this because I want to seem worldly and to spread the



Limited edition of *Finder: Talisman*.

blame around a bit. Two men climb a zoo's fence with a video camera to get evidence of the guards' bestiality parties. Their conversation and misadventure provides a loose frame for other stories, many involving portraitists who speculate about the scars on a client's face, insult a kid, and record events at a sex party full of freaks. The men's conversations are nasty, but this book has a wow factor, too. It includes phenakistoscopes that are part of the story, in the same deceptively simple style (along with instructions from a bad dad on how to make them work), a few hand-drawn stereographs, and a sign-language comic about a massacre on a commuter train. (It's cruel that I had to wait so long to read this book, and even crueler that almost all of you Canadians know more French than I do, and could have read it [and other fabulous French graphic novels] earlier than me.)

Finder: Talisman by Carla Speed McNeil (Dark Horse) is perhaps the cruelest graphic novel I've ever read. Other writers are known for putting characters they love through hell (BTVS's Joss Whedon literally as well as figuratively). But this story is about a young girl in search of the book that she loved as a child, one that was read to her before she could read. It's a beautiful story set in a fully-realized science fiction setting. (And it's available in an edition that looks just like the book.) But it's a horror story, too. After the girl figures out that there is only one copy, she does everything necessary to get her hands on it. But then she learns something even more horrible about it: (SPOILER ALERT) the book she remembers



Gene's wife Silver and his daughter reading comics.

doesn't exist. The man who "read" it to her was making up the stories.

There. I feel cleansed.

But I realize I may not have fulfilled my role as a readers' advisor. If you want a nicer graphic novel to read, you can find my reviews in the Unshelved Book Club every Friday at www.unshelved.com/bookclub. You're welcome to print out the Friday comics and post them in your libraries or classrooms to help promote the books they feature.

And if you hate comics even more after reading this, I can't figure out why you'd still be reading, but I take your tenacity as a challenge. Email me and I'll try to

figure out a graphic novel that you won't be able to put down. Or come see me at the Toronto Comics Art Festival in 2013. I'll have a table and I hope to be talking about comics on Educator-Librarian Day, too!

-Gene
gene@overduemedia.com
www.unshelved.com

P.S.: In the middle of last year, my daughter's teacher realized I could provide some relief and invited me to visit the class and teach the kids a bit about comics. I lectured them very little, though I answered some questions about how I work (in my pajamas, at my kitchen table). Then I gave them paper

and told them to write comics. They did. I walked around and checked out their work. It was great. (It goes without saying it was all better than mine.)

But the teacher seemed concerned and took me aside. She wanted me to give the kids more direction. I told her there was no point – they were doing what I wanted them to. They were making comics. The amazing thing about comics is that they can be about anything, and there isn't one right way to write them or draw them. They can be silly or nasty or nonsensical or cruel. She was perplexed. The kids didn't notice.

But then again, maybe her students were just hungry for candy. ■

Derrick Grose

Together for Learning Lives

A learning commons is a community for learning. It is alive and not constrained by temporal or physical limits. It is a place of sharing. *Together for Learning* is the Ontario School Library Association document describing how our libraries can breathe the spirit of the learning commons into our schools. However, it is much more than a document.

It is appropriate that *Together for Learning* does not allow itself to be bound by the colourful cover of its printed version, or by the 633 kb of its .pdf file. The intention is that the document will grow as practitioners share the resources they have used and the experiences they have had in implementing the document. To facilitate this collaboration, an OSLA team, spearheaded by Anita Brooks-Kirkland, Carol Koechlin and Liz Kerr, has created the togetherforlearning.ca web site.

The site had its official launch on February 2, 2013, at Super Conference. The virtual ribbon was cut and session participants explored the new site during a B.Y.O.D. scavenger hunt. Teacher-librarian of the Year, June Rysinski, Thunder Bay Catholic D.S.B., described how a Professional Learning Community focusing on *Together for Learning* has evolved in her district. Then it was time to move around.

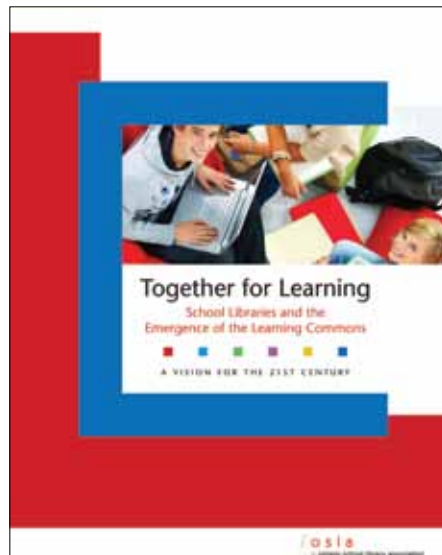
In keeping with the collaborative spirit of the document, teacher-librarians from across the province agreed to share how the learning commons has manifested itself in their schools. Displays demonstrated how pedagogical innovations, technological tools and physical renovations are helping school libraries promote student engagement and learning in environments that encourage inquiry and collaboration.

The session concluded with an invitation to school librarians across the province to contribute to togetherforlearning.ca, and with a resolution to offer a similar opportunity to share Learning Commons experiences at next year's Super Conference.

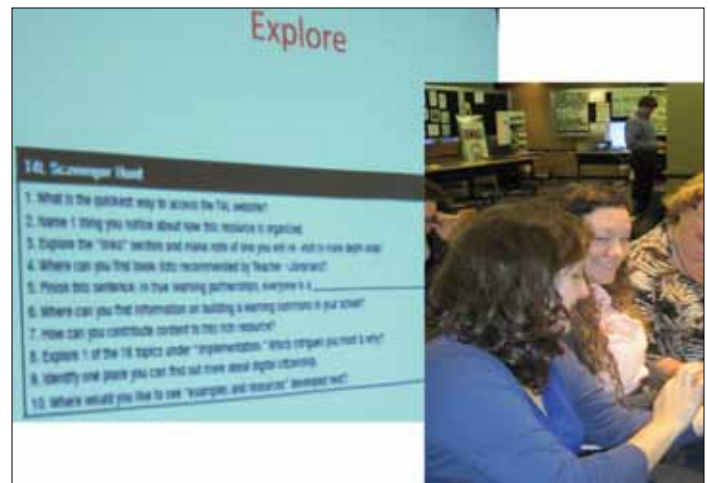
Thanks to Barbara Ayre, Michele Coxhead, Ginny Czaczkowski, Tanya Drimmie, Joel Facca, Kate Johnson-McGregor, Shelley Merton, Joanne Mitchell-Agar, Sheila Morgan, Cynthia Murnaghan, Roger Nevin, Melissa Roth, June Rysinski, Gale Scherban, Doug Shaw, Jen Taylor and Debbie Vert for sharing their experiences getting *Together for Learning*. ■



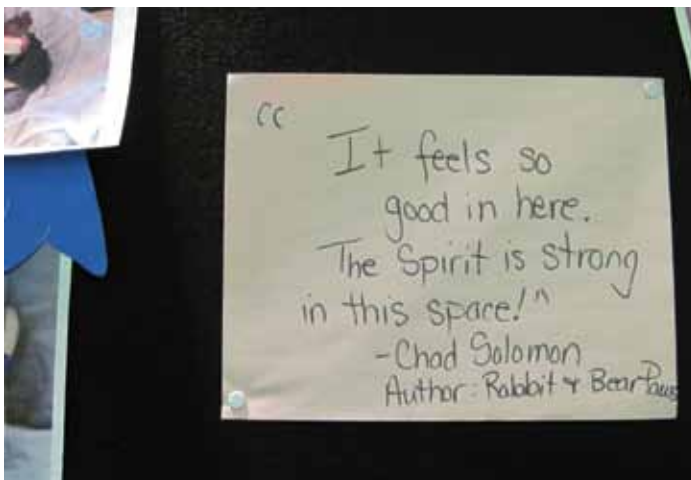
Carol Koechlin and Peggy Thomas cut the ribbon for togetherforlearning.ca



Discussion of the use of the continuum for discovery and inquiry at the Kawartha Pine Ridge District School Board



Session participants explore the web site in a B.Y.O.D. scavenger hunt.



Tribute to the enduring value of school libraries



Kate Johnson-McGregor's display from Brantford Collegiate emphasized the partnerships that are essential for creating a vital learning commons.

Natalie Edgar

Paving the Streets of Credibility with Passion and Sincerity

ONE TEACHER-LIBRARIAN'S REFLECTIONS ON WHAT BRINGS BACK OUR BEST CUSTOMERS, STUDENTS

When I reflect on what gives me credibility as the Teacher-Librarian at our school, two words stand out: passion and sincerity. As educators most of us enter this profession because we are passionate and sincere about our work. Teacher-Librarians, however, provide a service to all students in our buildings and wider school communities and so our passion and sincerity is infectious.

“Service provider” — When I reflect deeply on my position, essentially I’m a service provider of information. When I consider the word “service provider” on an even deeper level, the phrase “customer service” comes to mind. I am not saying that Teacher-Librarians or other school library staff are customer

“

On a daily basis I have to sell my products with as much passion and sincerity as the guy who sold me my television over the weekend.

service reps. I am instead suggesting that in multiple ways our duties are synonymous with the traits and skills required to be successful in the service industry. Take a moment to think about all of the great sales-people in your life. What differentiates a remarkable sales person from a mediocre one? It’s the passion and sincerity they exude towards the product that generates credibility. Are we really all that different when interacting with our students? Every day I have to sell my products with as much passion and sincerity as the guy who sold me my television over the weekend. I also receive a commission, just like the salesman, but mine is in the form of credibility. When students seek our support to assist on research tasks, or simply to find a great book for



Photo by Erin Fitzgibbon

their upcoming vacation, we have so much power to cultivate excitement. It's through our enthusiasm that we truly build credibility.

While we are all fine purveyors of information, there are many key individuals in our school communities who are essential in promoting our wares to students. Classroom teachers have a tremendous amount of influence "selling" our credibility, as does our Administration. Behind every strong brand lies credibility. If we have enough supporters selling our brand, more students are apt to use our services and trust us to support them in their academic endeavours.

Like all good service providers, a pleasant smile and kind demeanour always bring back customers. Likewise, a comfortable and relaxed environment where information is easily accessible is paramount. All these factors make the brand of Teacher-Librarian, as information service provider, much less daunting to students who might have otherwise not used our services. Ultimately, if students know we are sincerely interested in their learning and know a couple of tricks to tailor their research to maximize the best possible results, while also demonstrating excitement towards whatever topic they use our services for, the streets to credibility in any school community should be easily paved. ■



The
ULTIMATE
Library
Experience!

Super Conference 2013 in photos





Photos by Diana Maliszewski and Brian Pudden



1. OLA President and ringmaster Karen McGrath with TDSB teacher-librarians Liam, Denise and Joel at Cirque d'OLA. 2. OSLA Superconference planning co-chair Richard Reid sits prior to ambushing the OSLA President onstage. 3. June Rysinski, winner of the OSLA Teacher-Librarian of the Year award; Anita Brooks Kirkland, winner of OSLA's Award for Special Achievement; and OSLA's Administrator of the Year Troy Mackenzie. 4. Author and educator Liam O'Donnell discusses Minecraft in session #1321 5. One of the many performers at the main social event kept party-goers entertained. 6. The launch of the Together For Learning website and OSLA T4L poster session were huge successes. 7. TingL editor Diana meets the Gruffalo. 8. Peter, Carmen and Lori from the Dufferin-Peel Catholic DSB take a moment to pose.





9. (L-R) Karen McGrath presented and Peggy Thomas, Esther Rosenfeld, Anita Brooks-Kirkland, Carol Koechlin, Roberta Henley, Diana Maliszewski and Larry Moore received the OLA President's Award for Exceptional Achievement on behalf of the Together for Learning project. 10. Steven Page, formerly of the Barenaked Ladies and OLA closing keynote speaker, serenades the crowd. 11. Isabelle Hobbs, Elizabeth Gordon, James Saunders, Technical Services Award winner Deanna Harron and her school principal at the OSLA award ceremony. 12. Lauren Flattery, OSLA Superconference co-chair and others admire the T4L displays. 13. Dr. Michael Stephens, OSLA keynote speaker, presents on the transformative power of hyperlinked libraries. 14. Vikki Van Sickle in session #416 with her Gruffalo pal (costume rentable from Harper Collins). 15. A large contingent from Thunder Bay Catholic District School Board attended the OSLA award ceremony. 16. Shelagh, Gianna, and Meredith show the original illustration presented to Gianna Dassioas for all her work as Forest of Reading chairperson. 17. Three presidents together: OSLA 2013 president Isabelle Hobbs, OSLA 2011 president Roger Nevin, and OSLA 2012 president Elizabeth Gordon. 18. 2013 OLA president Susanna Hubbard Krimmer with the 2012 OLA Board of Directors.

Take a Book break!

You never know
what will happen...



Illustration by Mélanie Watt



The National Book Wholesaler

3085 Universal Drive, Mississauga, ON L4X 2E2
Telephone: 905-629-5055 1-800-997-7099
Facsimile: 905-629-5054 1-800-826-7702
orders@sbbooks.com www.sbbooks.com

